Syracuse University

Faculty Mentoring in a Networked World

With Appreciation:

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In addition to current mentoring research, this manual has been informed by the expertise and experiences of other National Science Foundation ADVANCE projects and faculty mentoring programs at other Universities. Notably, guidance on content and helpful tools has been adapted from such resources as the *Faculty Mentoring Toolkit: A Resource for Faculty and Administrators* from Michigan State University; *Faculty Mentoring: Policy and Resources* from the College of Science and Mathematics at Wright State University (developed in conjunction with the LEADER Consortium, an NSF- ADVANCE program); and the *Mutual Mentoring Guide,* Office of Faculty Development, University of Massachusetts– Amherst. These works and others have been cited and can be found in the Resources, Links and References section of the booklet.

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Table of Contents

Tools for Developing, Supporting, and Leading is a portfolio of worksheets and checklists that may be helpful to use to guide thinking and conversation about mentoring. Sample versions are included in this booklet; you can download and print additional copies via the Syracuse University ADVANCE website at: **http://suadvance.syr.edu/** or request additional copies by sending an email to icc@syr.edu.

How to Use this Manual:

This manual is designed to be used as a resource, as needed. Users are encouraged to choose what to attend to based on their current interests. Sections may or may not apply at any given moment.

Interested in being mentored? Read Sections 1, 2, and Tools for Developing, Supporting, and Leading.
Want to support others as an effective mentor? Read Sections 1, 3, 5, and Tools.
Thinking about creating a mentoring program? Read Sections 1, 4, 5, and Resources, Links and References.
Want to make sure that mentoring is sensitive to differences? Read Sections 3 and 5.
Want to learn more about social network theory? Read Section 6 and Resources, Links and References.

A Note About Terminology:

Throughout this resource, we use the term "mentor" to refer to *anyone* who provides developmental assistance, and "mentoring" to describe the developmental relationship. Types of mentors can include navigators, coaches, sponsors, confidants, and developmental network coaches. Where we mean to refer to these specific kinds of mentors, this more specific terminology is used.

Project Background

What contributes to faculty success?

First, some context. Since the SU ADVANCE project began in late 2010, the nature, availability, and quality of faculty mentoring has been a key component of the project's *Networking Initiative*. The overarching goal in that initiative is to ensure that women STEM faculty are connected within professional networks, as such connection avails faculty members of the information and other resources needed for success at any given career stage. Strong network connections also contribute toward retention. We soon learned (Mergel, 2012) that while connections exist for SU women STEM faculty, especially with regard to support networks or for information on career-life balance topics, instrumental connections (those related to developing toward specific career goals) were sparse. Moreover, interviewees reported persistent gaps in their understanding of how best to achieve their goals. Hence, we reinforced our efforts to support mentor network development, including the production of this guide: tips, ideas, and information about how to get, give, and lead mentoring from the perspective of ***developmental networks***. In preparing these resources, we explored the deep and wide literature on mentoring as a form of faculty development and coordinated with and learned from other NSF ADVANCE programs. Below are the key principles that have animated our work.

Mentoring works best when:

Individuals drive the process. Informal mentoring is the most meaningful, comfortable, and enduring (Johnson, 2002). Self-initiated mentoring is a better predictor of career success than participation in an assigned mentoring relationship (Blickle, et al., 2008). Female faculty in STEM at Syracuse University attribute more importance to informal mentoring than male STEM faculty do when assessing factors they believe are connected to career success (Brandes, et al., 2013). See Section 2, in particular, for tips and strategies.

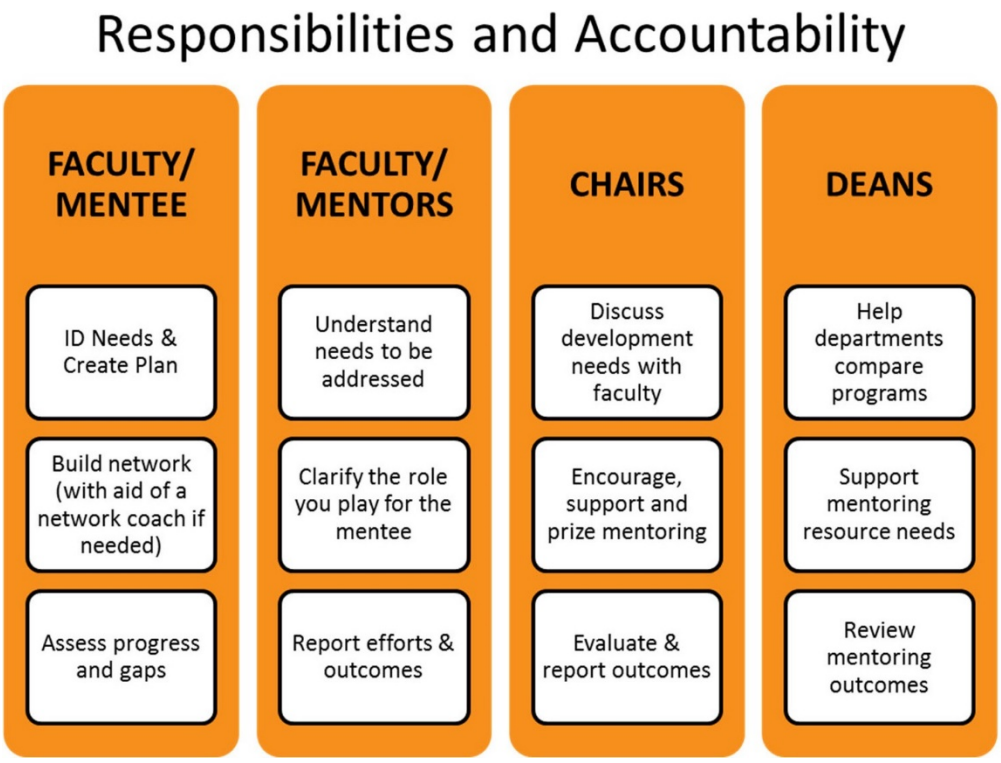
The mentoring relationship is open to negotiation. The concept of "mentoring", that is, what constitutes a helpful developmental interaction, is culturally specific and should be negotiated by individual pairs (Harley, 2005). However, there are some "best practices" for negotiating how that interaction can and should evolve over time in the academic context (Luz, 2011; see Sections 2 and 3) and how the interaction can be respectful of gender and cultural differences (e.g. Thomas, 2001; see Section 5).

It is goal oriented. Mentoring relationships are most productive when the goal is clear (Latimer, et al., 2012) and when the goals are aligned with critical developmental domains important to all faculty (Yun and Sorcinelli, 2008; Goodwin, 2013). Goals may or may not be derived from key career transitions, such as achieving tenure or promotion. Information on goal setting is included in Section 2.

There are multiple kinds of support. There are at least three roles filled by successful mentors. Mentors are at once advisors, coaches, and sponsors (Dinolfo & Nugent, 2010), but mentors commonly cannot serve all roles well. In addition, many faculty turn to a mentor for interpersonal support which may result in conflicts of interest if mentors are then in a capacity to review the mentee's performance. The mentor role is better served by multiple individuals. See especially Section 1 for more information about these roles.

Mentors exist in a defined, well managed network. Mentoring consortia, which can include individuals from across the University, from multiple academic institutions, and those outside of the academy contribute to productivity (Girves et al, 2005). The mix of strong and weak ties in a developmental network, as well as the density and diversity of the network itself determine the kind of information and support available (Higgins and Kram, 2001). Ensuring a developmental network has grown to meet individual needs is aided by the perspective of a developmental network coach (although one can conduct this assessment for oneself). Information about dimensions of developmental networks is in Section 1; more detail on the connection between social network theory and developmental networks is in Section 6.

It is acknowledged as a valuable and important activity within the institution. All faculty and academic leaders have an important role to play in supporting a culture of continued professional development. While mentoring is highly individualized on one hand, it is a communal responsibility on the other. Perceived support for mentoring initiatives by organizational leadership - for example by department chairs - plays a significant role in a mentor's satisfaction with the activity (Parise & Forret, 2007). Support can include engaging mentors in program development, arranging for training on being a good mentor, and/ or public recognition of the mentor's contribution to a unit's goals through mentoring. Ideas for supporting mentoring are in Section 4.



Graphic adapted from Wright State University, College of Science and Mathematics' Faculty Mentoring Policy & Resources, version 2.1 – 7/16/2013, prepared and edited by Dr. Stephanie Goodwin.

Developmental Networks – the basics

A shared model and language for mentoring at SU

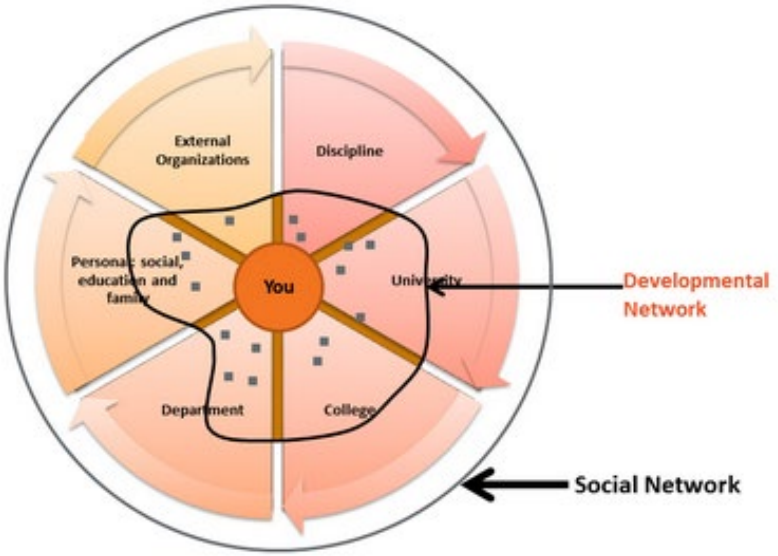
The information and knowledge required to be successful is no longer readily available from one person or group, necessitating pursuit of knowledge from other individuals and venues (Lazer and Mergel, 2011). Furthermore, there is evidence that a multiple-mentor approach is beneficial to women and members of under- represented groups, especially in the academy (Johnson, 2002). Over the last several decades the nature of mentoring has therefore expanded considerably although the essential goal remains the same. Broadly defined, **mentoring is the provision of career and technical guidance and psycho-social support for professional development.**

Social Network

A social network is made up of individuals and organizations with career related and/or personal links/relationships with one another.

Developmental Network

1. A developmental network consists of multiple social relationships that foster career development and personal growth (Higgins and Kram, 2001; Molloy, 2005; & Blickle, et al., 2009).
2. The developmental network is seen as a subset of an individual's overall social network and consists of multiple mentors acting as career advisors for specific needs or resources.
3. An individual's developmental network serves specific goals, and therefore, will be different depending on which goal a person is pursuing at any given time (including goals tied to specific stages of career advancement).
4. Individuals new to the developmental network approach may find it helpful to work with a developmental network coach.



The specific makeup (shape) of a developmental network will change over time.

Mentors – a new look at the mentor role

Defining the multiple kinds of support

A developmental network should have multiple, concurrent mentors that function in a variety of roles (Dinolfo & Nugent, 2010). There should be access to a full range of career assistance including advice, sponsorship, coaching, and psycho-social support. The roles are not intended to be mutually exclusive. Each type of mentor role is defined as follows:

Navigator - A navigator is an individual with the ability to offer advice on dynamics, standards, and expectations relevant to chosen goals; to share and interpret the "road map of success". A Navigator should have sufficient knowledge, experience, and network centrality to offer guidance especially regarding career advancement and career resources. They also share tacit knowledge and information necessary for integration in the institution or organization. They can sit at any level in the hierarchy. Often these relationships benefit both partners.

Sponsor - A sponsor is someone with influence who actively ushers the mentee through advancement opportunities or calls attention to her/his talents. She or he provides opportunities for exposure to other people of influence and facilitates access to promising opportunities and challenging assignments. She or he may nominate for awards and recognition.

Coach - A coach's input is generally instructional and tactical, often informed by knowledge of multiple strategies to reach a particular professional goal. She or he supports decision making, self-awareness, self-assessment and planning. He or she may or may not be part of the organization and may be a hired professional.

Confidant– A confidant is a sounding board, providing a safe place to talk and ask questions without judgment. She or he provides affirmation, encouragement, motivation and assistance. Often these relationships benefit both partners.

	Navigator	Sponsor	Coach	Confidant
General description	Advises about organizational dynamics	Helps navigate organizational dynamics	Helps in the development of professional persona	Listens to the challenges and triumphs
Relation to career goals	Helps identify career development goals and advancement criteria	Promotes – steers toward advancement	Helps with reflection about goals and advancement options	Affirms your choices and cheers you on
How they help:	Helps translate implicit performance criteria to career development plan.	Identifies the most critical performance criteria necessary for a particular outcome.	Helps with skills needed to make the case for advancement.	Shares their experiences, their view of the rules.
Career/Life	Work related	Work related	Work and Personal	Work and Personal
Relationship type	Mutual relationship	Protégé relationship	Professional /formal relationship	Reciprocal relationship
Role in the network	An advisor in the developmental network.	Shapes the developmental network; connects protégé to people of influence.	An advisor in the developmental network	An advisor in the developmental network and possibly part of one's social network

Chart updated July 2020

Developmental Network Principles

Different networks result in different kinds of development

The developmental network model fosters the use of social networks as a facilitator of career advancement. More generative and entrepreneurial networks will have a number of strong and weak relationship ties from highly diverse (multiple) systems/social networks in order to provide sufficient career assistance. The network should provide sufficient embeddedness to encourage retention, but enough diversity for novel information and advice to become available. Where formal mentoring programs exist in the academy, they most closely resemble "traditional" networks as described below. More detailed information about the connections between social network theory and mentoring, as well as a primer on social network concepts, is included in Section 6. The table below summarizes the work of Higgins and Kram (2001) on this topic.

Social Network Concepts in Action:

Mentoring and Developmental Network Makeup

Passive ← → ***Pro-active***

Characteristic	*Receptive: "many potential guides"*	*Traditional: "one or two mentors"*	*Opportunistic: "loosely managed development"*	*Entrepreneurial: "well managed development"*
Strength of Relationship Ties	Weak ties, low motivation to help	Strong ties and high motivation to help	Tendency toward more weak than strong ties	Tendency toward more strong than weak ties
System Diversity	Low Diversity/ Department only	Low Diversity/Only Mentor's Network	High/Multiple Networks	High/Multiple Networks
Information	Minimal Opportunity for novel information and type of information is narrow in scope	Strong source of information but minimal variety of perspectives and little access to new resources	High access to novel ideas and a variety of information and resources	More complex and varied information, and Increased access to resources
Communication	Minimal	High	Moderate	High

At least one mentor in a developmental network should have the skills to help the mentee or protégé build and manage their network. However, the developmental network model requires the pro-active and deliberate engagement of faculty members in meeting their own mentoring needs.

Developmental Network Coach (DNC)

Support for the individual at the center of the network

Even though individuals ultimately manage their own networks, a regularly scheduled conversation with a colleague can help ensure that the network is developing in a productive direction. This unique mentor role—the *Developmental Network Coach*—is particularly beneficial to those new to the University, seeking to achieve a new career stage, or working on a major new goal. Developmental Network Coaches can help:

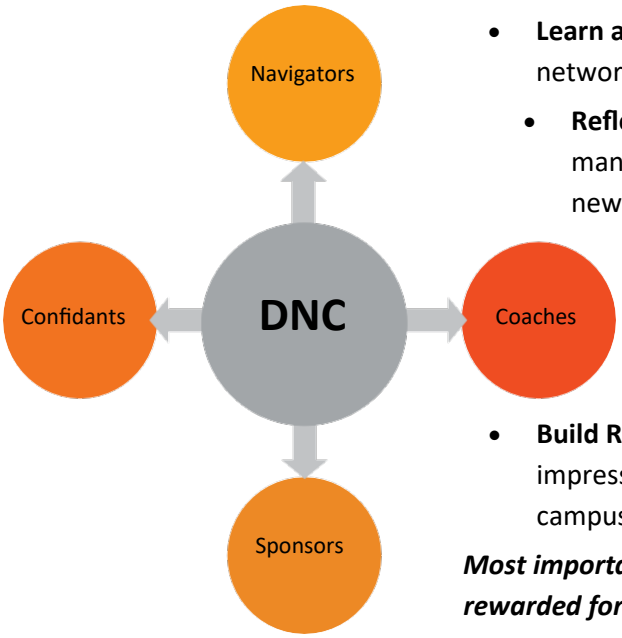
- By discussing goals and providing feedback.
- By introducing faculty to individuals who can help them reach those goals (for this reason, Developmental Network Coaches are most effective if they have high centrality in the University network).
- By continuing to learn about developmental networks and how they can be used effectively as a professional development strategy.

Network for Success

Developmental Network Coaches can help others identify gaps in their network. In addition to a mixture of strong and weak ties, a developmental network should include:

1. Functional diversity - mentors that play different roles such as navigator, sponsor, coach and confidant.
2. Positional diversity - senior faculty, junior faculty, academic leaders/ administrators.
3. Demographic diversity - gender, ethnicity, race, age, (dis)ability, cultural background, etc.
4. Systems diversity - college, university, discipline, industry/government, community, etc.

Individuals in this role are particularly helpful to new faculty as they:



- **Learn about Developmental Networks:** Understand developmental networks as a mentoring model and how to implement it.
- **Reflect on self-management**: Develop or enhance the capacity to manage their network toward career success in the context of new demands.
- **Plan**: Support creation of a career plan and ensure clear understanding of expectations.
- **Build a network:** Bridge with potential mentors, role models, and other important resources on campus.
- **Build Reputation**: Provide guidance on establishing a good first impression and collegial relationships within the department and on campus.

Most importantly, a formally assigned DNC should be recognized and rewarded for service to the department.

Getting the Mentoring You Need

Building your developmental network

A robust individual social network allows for greater access to information, resources, and developmental support that is needed to achieve important career stage transitions and to thrive professionally. If mentoring is to be facilitated by networking, then it stands to reason that individual faculty members need to personally manage this process. Support for this approach is noted most clearly by Blickle et al. (2009) who argue that the practice of networking is "the real driver of early career success and career satisfaction." (p. 99) Where connection to informal networks is lacking, career dissatisfaction can result. In the recent (2012) SU ADVANCE faculty survey, women faculty perceived exclusion from informal networks to be a greater problem for career success than male faculty did. Building these networks, however, takes effort. Use the information here, and tools included in the Tools section of this booklet, to help you set goals, identify your network needs, and build your developmental network.

Self-Management

Self-initiated mentoring makes the individual an active agent increasing the likelihood of receiving the mentoring needed and improving one's ability to be responsive to changing circumstances.

Best Practices: Your Role

1. **Self-awareness**: Leverage your strengths and remediate weaknesses (See List of Strengths in the Tools Section)
2. **Understand the lens you use** to set expectations for yourself and others. Recognize how your experiences impact your expectations, including how you ask for and receive support. Mentoring is culturally specific and should be negotiated by individual pairs (Harley, 2005).
3. **Create a career plan.** See Mentee Needs and Goal setting later in this section and the corresponding worksheets/tools.
4. **Initiate contact** with mentors based on your plan.
5. **Clarify, reinforce and prioritize your goals** and action plans with a mentor.
6. **Expect guidance** from a mentor, not a rescue.
7. **Be prepared** for each meeting.
8. **Be an active and respectful participant.**
9. **Mutually formulate and observe the ground rules**; confidentiality, time expectations; conflicts of interest, etc.
10. **Express appreciation**.

Engaging others in your development plans should not stop at tenure nor should your developmental network stop at the borders of the campus.

Developmental Domains

Mentoring priorities for career success

The following critical areas of development are based on Syracuse University faculty feedback and the work of Jung H. Yun and Mary Deane Sorcinelli (2009). Use the following in conjunction with the "Goals by Domain" worksheet found in the ***Tools*** section of this booklet.

1. ***Navigating the University & Community*** Understand the academic and department culture, policy and expectations; learn what is rewarded; meet key people; establish and elevate your on-campus reputation; understand service expectations, including which are advantageous to your career.

2. ***Excelling at Teaching:*** Identify resources to support teaching (such as developing new courses, pedagogical techniques, and effective use of technology); manage a productive and inclusive classroom; use social media, outreach and interdisciplinary/global curricula.

3. ***Excelling at Research/Scholarly Productivity*:** Identify resources to support research; develop a research/writing plan; identify sources for funding; collaborate wisely; solicit substantive feedback on manuscripts, concept papers, grants, etc.; publishing; supervision and lab management.

4. ***Maximizing Your Advancement: Tenure, Promotion and Evaluation Results*:** Details on the standards by which you will be judged and how they are measured; how to target your outputs for the next advancement opportunity; understand specific steps in the tenure process; develop an exceptional tenure and/or promotion dossier; interpret feedback on the annual and three-year faculty reviews; identify over-preparation and "when enough is enough;" goal setti ng post-promotion; develop as a leader.

5. ***Creating and Maintaining Work-Life Balance*:** Understand your core values and goals; prioritize/balance teaching, research, and service; develop time management, communication and organization skills; attend to quality of life issues such as resolving dual career needs, childcare, and affordable housing; learn about family leave and other policies; find confidants to provide affirmation and serve as a sounding board and role models; hold yourself accountable for what really matters to you.

6. ***Developing Professional Networks*:** Develop a trusted set of mentors from your social network for your developmental network; establish substantive, career-enhancing relationships with faculty and researchers who share similar interests; identify and develop opportunities for collaboration. Develop the skills to become a mentor and act as a mentor for other faculty.

7. ***Acting Within Your Discipline*:** Develop a national and international reputation; editorial boards and review panels; self - promotion; leadership in professional associations; awards and nominations; presentations at high impact conferences or other universities; cultivate an intellectual community; engage in entrepreneurial endeavors (intellectual property, working with industry, etc.); effective use of online presence and tools.

What are your goals?

Mentee Needs and Goal Setting

Foundation for success

Generally speaking, goals arise from an assessment of your current state (of performance, of activity, etc.) compared to a desired state. Some professional development goals are broad *career* goals. For example, you might desire to take on a more influential role in your discipline or department.

You may also have goals related to specific (and strategically chosen) performance criteria associated with whatever position you currently hold (e.g., postdoctoral associate, junior faculty, senior faculty). These *performance* goals typically sound like "qualify for a faculty appointment" or "get promoted."

Finally, some goals are short term (e.g. "publish two papers") while others are longer-term (e.g. "develop a research center"). In all cases, the best goals are **SMART**:

SMART Goals

are S = Specific (& strategic)

M = Measurable

A = Achievable (& challenging)

R = Realistic (& results –focused)

T = Time Bound

DOMAIN	SMART-er Goal	Not-so-SMART
Navigating the University & Community	Learn two new strategies for negotiating with colleagues during the summer.	Advice on adapting to the department culture.
Excelling at Teaching	Have a list of course expectations and policies before teaching my first course.	Thinking through difficult situations that you need to negotiate
Excelling at Research/ Scholarly Productivity	Submit two well-written, program-aligned, competitive funding proposals by the end of the current academic year.	Developing an effective research and funding plan
Maximizing Advancement	Understand steps and expectations of the review process in my department, College, and University before the start of spring term my first year.	Information about tenure and promotion process in your department and at the University
Creating and Maintaining Work-Life Balance	Be able to spend stress-free time with family/friends/on an important activity during non-work hours.	Balancing personal interests and family time with work expectations
Developing Professional Networks	I will have a support network of three local people before the end of the first semester.	Connecting with someone with whom you can share experiences based on identity markers e.g. gender, race, class, sexual orientation, parenthood, etc.
Acting within your Discipline	Have identified one promising emerging opportunity for contributing to the discipline as a result of attending annual conference.	Advice about participation in professional organizations and conferences

Some other (semi) SMART goals might include:

- Spend one hour each week reviewing my own career goals and career development plan.
- Feel more in control of my time and my schedule.
- Understand the requirements of academic leadership at my institution.
- Identify three possible collaborators at other Universities.
- Identify first and second tier journals for my work.
- Develop a writing practice.
- Choose service activities wisely.
- Help acquiring or improving skills, such as how to give a talk, how to supervise research assistants, managing classroom dynamics, etc.
- Get feedback from others on how they perceive my strengths and weaknesses.
- Identify entrepreneurial opportunities.
- Learn more about effective collaboration.

One final note about goal setting: Knowing more about *both* your strengths and challenges will help you in the goal setting process. Significant career success is founded on the ability to self-assess and leverage your strengths not just remediate your weaknesses. Identifying and aligning your strengths with your broad career goals will lead to a higher level of performance. The checklist of strengths in the ***Tools*** portfolio may be of help in doing this.

Tools

The last section of this booklet contains *Tools for Developing, Supporting, and Leading*. The worksheets and checklists in the *Tools* section can help with planning and assessing your network. Forms are available to download at http://suadvance.syr.edu

Documenting Your Efforts:

Using the *Goal Development by Domain* worksheet (see ***Tools***, available online at http://suadvance.syr.edu) may be helpful in articulating long (2-4 years) and short (1-2 year) term goals by domain.

Using the *Developmental Network Plan* worksheet may be helpful in reviewing individual goals with your Developmental Network Coach (or other mentor) to assist in refining the goal, identifying key activities, targeting resources, and identifying those in your network who can help you reach your goal.

Adapted from the Michigan State University Faculty Mentoring Toolkit. Luz, C.C. (Ed.) (2011). Faculty mentoring toolkit: A resource for faculty, mentors and administrators at Michigan State University (NSF ADVANCE Grant #0811205). East Lansing, MI: Michigan State University, and from http://myidp.sciencecareers.org/ProjedctGoals/QuickTips authored by C.N. Fuhrmann, J.A. Hobin, B. Lindstaedt, and P.S. Clifford.

The Ongoing Relationship with a Mentor

Defining the relationship

Once you feel comfortable, work out the details and negotiate a mentoring agreement. The agreement may be formal & written or informal & verbal depending on the topic, the role of the mentor, and anticipated length of commitment. A sample agreement is provided in the ***Tools*** section. Together, answer the following questions:

- What are the goals?
- What are our expectations and responsibilities to each other?
- What are the confidentiality expectations?
- How often should we meet?
- How will we communicate? (meet face to face, phone conversations, email, or a combination)
- How much time are we willing to invest in mentoring routinely?
- Do we need a written agreement?
- What is the anticipated length of the mentoring relationship?
- What is the graceful exit plan?
- What if it doesn't work? Is there a no-fault exit strategy?

Building Trust: What Mentors Expect from Mentees and Vice Versa

Adapted from *Mentoring across differences; A guide to cross-gender and cross-race mentoring,* Washington, D.C.: Minority Corporate Counsel Association.

	Mentor Expects from a Mentee	Mentee Expects from Mentor
Competence	Intelligence, drive, interpersonal skills.	Mentor is capable of helping (skills training, contacts, organization knowledge, influence, empathy).
Reliability	Can be depended on to accomplish agreed upon tasks and to help the mentor if needed. (and appropriate).	Mentor can be depended on to help and to not betray the mentee's confidences.
Commitment	Mentee is committed to her/his own success: to the mentoring relationship and to the University.	Mentor is interested in the mentee as an individual and in helping them to succeed; has the mentee's best interest in mind.
Honesty	Mentee is willing to take reasonable risks: will be honest about needs and concerns: will seek help and feedback.	Mentor will give honest and constructive feedback and help the mentee to learn; will not belittle or judge them for what they do not know.
Character	Work ethic; strong confidentiality ethic; understanding each other's professional goals; speaking and acting with consistency; understanding faults without exploiting them; valuing the differences in perspective or cultures; avoiding public criticism; revealing and discussing conflicts of interest, addresses conflicts of interest, inquiring about unknowns rather than relying on assumptions, and willingness to address sensitive topics especially relating to implicit bias.	

Managing Connections

Building the network you need

Best Practices

- ✓ Mutually agree on the parameters and boundaries of how someone can help you achieve your goals. These might be spelled out in a mentorship agreement. This agreement does not necessarily need to be formally written but the topics should be discussed. (See Mentorship Agreement in the ***Tools*** section)
- ✓ Set a regular schedule.
- ✓ Build a fruitful relationship based on your development needs *and* the mentor's strengths.
- ✓ No one person can meet all your needs. Make sure that the mentor is a good fit.
- ✓ Attending events together – workshops, lectures and conferences – can help to facilitate discussion.
- ✓ Move forward when it is time. When goals have been achieved, a discussion on next steps can be beneficial. If the arrangement is not effective, be honest with yourself and seek support elsewhere.

Tips for Approaching a Mentor

"The strongest mentoring relationships spring out of a real, and often earned, connection felt by both sides." ~ Sheryl Sandberg, author of *Lean In* (2013, p.67)

Developmental Network Coach: Your first mentor (or most important contact) should have the ability to help you understand and operationalize the developmental networks model, help formulate basic career plans, and build a developmental network of mentors.

Look for the expertise you need: Choose a mentor that you truly respect; who has successfully done something you aim to do; not the biggest name or the highest rank. The best mentors are often also collaborators, but don't need to be.

First, simply ask for input on a single specific topic: Meet for coffee or lunch. Pay attention to how you react. Questions you can ask yourself include: Was it good advice? Was important information shared with me in a way that I could understand it easily? Did the meeting boost my confidence, motivation and/or enthusiasm? If this meeting demonstrates potential, arrange to meet again to discuss your goals and what you need from the person in more detail.

Communicate that you would value their advice and feedback: Explain why you're asking them in particular and how it relates to your plan.

Build Affinity: Find common ground through conversation. Mutual trust can develop from identifying shared experiences.

If the potential mentor seems hesitant: Ask for a referral based on your goals. Chances are, he or she will know someone who can be helpful.

Did You Know?

There is a potential for conflict of interest (Zellers et al, 2008) when a leader or someone whose primary role is in relaying performance criteria and providing feedback serves as a mentor. In this role their principle responsibility is to the organization not the mentee.

Communication

Listening and receiving feedback

Best Practices

- ✓ When meeting always give it your full attention.
- ✓ Be prepared to share your goals, needs, values and aspirations.
- ✓ Use good listening skills. See tips.
- ✓ Ask for feedback early in the relationship. See *Tips for Receiving Feedback.*
- ✓ Be prepared to discuss impact of culture or gender on howyou each approach developmental relationships

Tips for Receiving Feedback

1. Being able to receive feedback is just as important as knowing how to give it.
2. Demonstrate openness to receiving feedback and to making changes based on what you have learned.
3. View feedback in terms of specific actions that need to change, not as a personal critique.
4. Take responsibility. Although explaining yourself helps you understand what to change, explanations are not excuses.
5. Keep the conversation focused on you (your behaviors, your actions). If someone else holds some responsibility for the outcome, address it with him/her separately.
6. Be aware of the context in which feedback is offered. Their opinion may affirm what you already know, or it may contradict your own view or a view you have received from another professional.

For more information . . .

There are multiple resources available for improving communication skill in these settings. Check with your network of advisors to find out what they have found most useful, how they have improved their communication skills, and what strategies they recommend.

Tips for Effective Listening

- Avoid interrupting.
- Keep the conversation on track.
- Pay attention to your nonverbal reactions.
- Show interest in what's being said – nod, smile, short verbal comments (yes, go on, etc.).
- Listen for, and allow, silence.
- Ask questions to start a conversation or gain clarity. "Can you tell me more about what you mean?" or "How would (*act/solution)* make a difference?"
- Paraphrase to clarify understanding - "My understanding of what you just said is…." or "What I think I heard is…."
- Summarize discussions and plans - "It sounds like you will" or "My next step is to…"
- Thank them for their assistance and ask how else they are able to help if you discover new needs as you attempt your plan, for example, "are you available to meet after [I try this new thing/I get the manuscript back]?"

Getting the Mentoring You Need

Final tips for mentees:

1. **Be proactive**

   Self-initiate and take control of building and managing your overall social network.

2. **Cultivate mentors**

   Within your social network, identify and cultivate individuals for your developmental network who can meet your information and advice needs. There should be functional diversity with navigators, sponsors, coaches, confidants and developmental network coaches within the developmental network.

3. **Connect to multiple networks**

   Mentors should come from multiple social networks. If your personal social network is exclusively within your department or program (present or past), you may want to consider adding mentors and connections from other departments, colleges, university offices or external organizations.

4. **Cultivate both close & casual relationships ties**

   Strong relationship ties should be with people you are close to and speak with frequently. Thus, they are highly motivated to help and vice versa. There are mutual benefits to both.

   Weak relationship ties should be with people able to bridge other social networks that are currently or potentially important to advancement. These are more casual relationships with colleagues with whom you have infrequent communication.

5. **Routinely assess gaps in your network**

   What is missing? Who could help you bridge to other connections? How do you characterize your mentoring relationships?

Supporting as a Mentor

Defining the role

So, You've Been Asked to Mentor

Cho et al. (2011) studied the qualities of exceptional mentors from the mentee's point of view. Outstanding mentors, it turns out, are also leaders in mentoring. Great mentors:

- Are enthusiastic and compassionate.
- Act as a career guide using an individualized plan for the mentee grounded in a larger vision of what is needed for career success.
- Make strong time commitments with regular, frequent and high-quality meetings.
- Support career/life balance.
- Drive future mentoring by being a role model and impacting policies/procedures.

However, you don't have to meet all the characteristics of an outstanding mentor. You can be a great mentor if you understand your role, are genuinely interested, practice strong interpersonal skills, set aside time, avoid conflicts of interest, and have core information to share.

Managing Expectations

Mentoring is just one resource that faculty members can use to support their development and career success. It is not a panacea for all things, however. There are certain expectations about what a mentor can/should do or not do. These include:

- Provide advice not answers
- Encourage independence not dependence
- Participate in an agreement not a contract
- Mentors are guides not authorities
- Mentors are responsible *to* the mentee not *for* them

Performance Review vs Mentoring

There is some debate on whether or not people in a leadership position (chair, review committee members, Dean, etc.) can also be mentors. Undoubtedly, many leaders offer great advice and may even be an advocate. However, there is potential for conflict of interest (Zellers et al, 2008) because the primary role of a leader is relaying performance criteria and providing performance feedback as a representative of the organization/department. Consequently, the mentee may feel the need to be circumspect about the information they provide.

If it is not possible to separate out the roles of mentor and reviewer, the mentor is obligated to point out potential conflicts of interest and to be honest in the mentoring relationship of any performance concerns that may place the mentee in jeopardy. While a reviewer is a good source of information and advice, it is preferable that they be considered just a portion of the mentoring picture.

Wondering what skills make you a good mentor? The Mentoring Readiness Inventory in the Tools portfolio may be a great way to explore your potential. Also, review the mentor roles information and the Developmental Domains in Section 2 to get a sense of where you might be the most help.

Supporting as a Mentor

Best practices

Your Role

- Interact with respect and professionalism.
- Build trust by articulating and fulfilling expectations.
- Self-reflection about mentoring. Consider what you believe about mentoring and your assumptions about developmental growth.
- Learn about unconscious bias and how it may misdirect mentoring.
- Mentoring is a service to the department, university, and discipline. Be honest about common concerns such as having enough time, the number of concurrent mentees that is reasonable and the external reward/ recognition for this work.
- Follow up and initiate conversations about what worked and what didn't.
- Give substantive feedback as appropriate on proposals, articles, curriculum and talks. Provide examples of successful proposals, etc.
- End each mentoring conversation with an opportunity to discuss next steps, if needed.
- Share news events, grant opportunities, articles, and encouragement.
- Be honest if you believe you can no longer be helpful. Have a plan for a graceful exit.

Ideas for Fostering Career Advancement

- Encourage self-awareness.
- Support mentee in creating a developmental plan that identifies and supports strengths and challenges in goals. Includes reasonable benchmarks and dates. (See the ***Tools*** section of this booklet and information in Section 2)
- Learn about and consider mentee's career and research trajectories. Help plan a few years ahead.
- For tenure and promotions, review the portfolio with deep thought and care. Understand the tenure and promotion requirements and processes.
- Advise on time allocation and prioritization for key faculty responsibilities, especially service.
- Direct mentee to the most advantageous service commitments or those that open doors to other resources. For example, it is sometimes advantageous to take the lead with a colloquium because it allows the individual to develop a relationship with another researcher for future collaboration or letters for the tenure package.
- Help them to say "no" effectively to additional work or disadvantageous service opportunities.
- If appropriate, collaborate on research projects, manuscripts and presentations.
- Find out what awards have been received and what is advantageous to receive. When they are ready, consider nominating them for an award.
- Facilitate connections with colleagues on other campuses who can invite your mentee to present.

Supporting as a Mentor

How to be most helpful when needed

Tips for Building a Relationship

- Clarify common interests and work values.
- Clarify the mentee's expectations and needs related to career development.
- Be sensitive to differences and the lens with which you see your mentee's performance.
- Be honest about your ability to help and any limitations or conflicts of interest.
- Be able to identify and address weaknesses in the mentoring relationship.

Initial Meetings

- Prepare: Learn about your mentee by reviewing their credentials, website and other sources of information. Make a list of questions to ask.
- Seek clarity about your role and mentee's goals and action plans.
- Openly discuss the ground rules.
- Consider a ***Mentorship Agreement*** (see the ***Tools*** portfolio). It can be unwritten and/or used for discussion.
- After the meetings think about -
  - ♦ What insights have you gained?
  - ♦ What are the similarities and differences between you? Experiences? Learning styles?
  - ♦ What approaches could have an impact on the relationship?

Building Trust: What Advisors Expect from Mentees and Vice Versa

	Mentor Expects from a Mentee	Mentee Expects from a Mentor
Competence	Intelligence, drive, interpersonal skills.	Mentor is capable of helping (skills training, contacts, organization knowledge, influence, empathy).
Reliability	Can be depended on to accomplish agreed upon tasks and to help the mentor if needed (and appropriate).	Mentor can be depended on to help and to not betray the mentee's confidences.
Commitment	Mentee is committed to her/his own success: to the mentoring relationship and to the University.	Mentor is interested in the mentee as an individual and in helping them to succeed; has the mentee's best interest in mind.
Honesty	Mentee is willing to take reasonable risks: will be honest about needs and concerns: will seek help and feedback.	Mentor will give honest and constructive feedback and help the mentee to learn; will not belittle or judge them for what they do not know.
Character	Work ethic; strong confidentiality ethic; understanding each other's professional goals; speaking and acting with consistency; understanding faults without exploiting them; valuing the differences in perspective or cultures; avoiding public criticism; revealing and discussing conflicts of interest, addresses conflicts of interest, inquiring about unknowns rather than relying on assumptions, and willingness to address sensitive topics especially relating to implicit bias.	

Initiating and Leading Discussions as a Mentor

Conversations that facilitate goal setting and achievement

The most effective way to start a mentoring relationship is to reflect on the Developmental Domains outlined in Section 2. If you are a developmental network coach (DNC) or feel that the individual's current status requires that you function in this capacity, you may wish to start at the point of discussing the developmental networks model, the skills for networking, and SMART goal setting. If the individual has already gained this information and developed a plan, discussions are centered on the goals/objectives with which you will be assisting, and what role (navigator, sponsor, coach or confidant) will you play. Based on the developmental domains, the following list represents potential discussion starters.

Domain: Navigating the University

- What is your understanding of the policies and procedures of the department?
- Is there anything I can add to your understanding of the program/center/department/college/university?
- Would you like to talk about establishing and/or elevating your on-campus visibility and reputation?
- What are your perceptions of service requirements and how to choose those most advantageous to your plans?
- There are many campus offices and other resources that can help you. Which ones have you identified so far?
- If jointly appointed, do you have any questions about your role and responsibilities?

Domain: Excelling at Teaching

- Walk me through your teaching assignments for the next year or two. Do you need help preparing? What kind of resources would be most helpful to you as you do so?
- Do you have any questions about course design, teaching methods and or using technology in course management?
- Do you have any questions about fostering and managing a productive, respectful and inclusive classroom or teaching lab?
- Do you have any questions about engaging and supervising teaching support personnel?

Domain: Excelling at Research/Scholarly Productivity

- Walk me through your research plans for the next year, three years, etc. Do you need help developing this plan?
- Do you have questions regarding setting up, managing and/or maintaining what you need for your research (for example, your lab, equipment and facilities? Purchasing? Human subjects review?)
- Have you identified colleagues within the department and in other departments that are a good match for your research direction? Is there anyone I can put you in touch with?
- Do you have any questions about engaging and supervising research staff (undergraduates, graduates, post docs and research associates)?
- Have you connected with the Office for Research and the Office of Sponsored Programs for help in identifying and applying for funding? Taken any training that they have provided?
- Do you need help with grant writing or management?
- Do you need help with writing/editing articles and publication?

Domain: Maximizing Your Tenure, Promotion and Evaluation Results

- Do you feel confident that you understand how your work will be judged? Do you have questions about critical evaluation points—annual review, Three-Year review, etc.
- How can I help you maximize your chances of getting tenure or being promoted? How can I help you target your outputs for the next advancement or review opportunity? Do you know what gets rewarded and what doesn't within your department?
- How can I help you to develop an exceptional tenure and/or promotion dossier?
- Do you need help with staying efficient—setting realistic standards and avoiding over-preparation?
- You've been promoted to Associate Professor or Professor, what are your next steps and who/what will help you get there?

Domain: Creating and Maintaining Work-Life Balance

- What are your thoughts about integrating your workday and life needs and responsibilities?
- What are your core values and goals that will impact the balance you are seeking?
- Can I help you locate resources that support skills in the area of time management, communication, negotiation, organization, etc.?
- Can I point you to campus resources that help with quality of life issues such as childcare, dual career needs and affordable housing?
- Are you aware of the Universities policies, procedures and programs regarding wellness, family and research leaves, and other relevant topics?
- How do you manage the daily interactions with colleagues regarding family responsibilities? Can I point you towards someone who has successfully negotiated similar work-life issues?

Domain: Developing Professional Networks

- Do you need help identifying effective mentors (coaches, sponsors, navigators, confidants) within your current social network?
- How can I help you expand your network on campus and off campus?
- Are you aware of the committees and other service opportunities that will help you expand your network?
- Have you been able to establish career-enhancing relationships with faculty and researchers that share similar interests in research/teaching?
- You think you have identified any potential collaborative opportunities; what are your first steps?
- Do you know what it takes to be a mentor? Have you assessed your strengths and challenges as a potential mentor to others? Do you feel you are ready to mentor others?

Domain: Acting Within Your Discipline

- What are your core strategies for developing your national and international reputation?
- Have you developed an awards and recognition plan for your career? How can I help you develop such a plan? Are there particular awards or honors you are pursuing?
- Aside from (primary disciplinary conference), what other conferences or events are important to your advancement and networking?
- Effective self-promotion is critical; can I help you in this area or point to resources for that? Do you need any help in developing an effective online presence and deciding upon/learning the tools necessary to do so?
- What are your thoughts about leadership within disciplinary associations and what role you want to play?
- What skills/knowledge do you have regarding entrepreneurial skills (patents, intellectual property, industry) and how can I help?

Example domains

Since different mentors (or mentor roles) help an individual in different ways (see Section 1), the questions they ask or the advice that they give might vary depending on the role they are fulfilling. The following example falls within the domain of *Excelling at Teaching*.

Mentoring Role	Areas of Assistance
Developmental Network Coach	Helps identify master teachers (for example, connects a faculty member with a Meredith Professor); ensures that mentee knows where to go for technical or policy assistance (for example, tips for using course management system or how religious absences are processed); can recommend who might be willing to help in negotiating teaching assignments, etc.
Navigator	Typically someone who has successfully taught the course (or similar course) the mentee is developing. Can advise about what to expect in terms of typical student preparation, common obstacles, how students might react to assignments, etc.
Sponsor	Someone who can speak up for the mentee during the time teaching assignments are being decided (for example, if the mentee was just awarded a large grant, developing two new courses might not be an ideal arrangement).
Coach	Someone who can provide guidance on concrete skills such as classroom management, presentation style, use of technology, or providing feedback to students.
Confidant	Someone who can be trusted to listen about classroom challenges and offer support. Someone in the mentee's "corner."

Documenting Your Efforts

It's easy to lose track of all the assistance one provides that might be considered "mentoring" when such activity is informal. The *Documenting Mentoring Activities* sheet (in the ***Tools*** portfolio) may be helpful in tracking your overall service to a particular mentee. Using it on a regular basis, or some other log, will help refresh your memory when speaking with your chair, or when writing an annual review, award nomination, or service report.

When describing each of your activities be sure to consider:

- Did the service you provided support faculty within your department, college, university or your profession?
- Was the activity initiated by you or your mentee?
- Providing a short description including goal being addressed, strategies including the role you played (Developmental Network Coach, Navigator, Sponsor, Coach or Confidant), and the outcome.
- Include a short statement describing any additional resources from department/college/university you used or would have liked to have available in support of your mentoring.

Constructive Feedback

Listening and providing feedback

The most useful feedback:

- **Is descriptive,** not blaming, judgmental or evaluative thus reducing defensiveness.
- **Is specific**. To be told one is "dominating" is not as useful as "in the conversation that just took place (specific what), you did not appear to be listening to what others were saying (observed behavior), and I felt forced to accept your arguments (your felt response)."
- **Stays focused on behavior** not the person; refer to acts not character. Calling someone a "know-it-all" vs. saying "you talked more than anyone else at the meeting." The latter allows for the possibility of a change. The former implies a fixed trait. In other words, direct feedback toward behavior which the receiver can do something about.
- **Promotes reflection and articulation** of their own thinking, decisions and solutions through questions - "Can you tell me more about what you mean?" or "How would (*act/ solution)* make a difference for you?" or "Is there anything more you can add?"
- **Is about what** is said **or how** it is said or done. The "why" takes us from the observable to the inferred and involves assumptions about intent. Why questions will often invoke defensiveness.
- **Is solicited**. Feedback is most useful when the receiver has a question that can be answered.
- **Is relevant to the needs of both** the receiver and the giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider those on the receiving end.
- **Is well-timed**. In general, feedback is most useful at the earliest opportunity after the given behavior. Excellent feedback presented at an inappropriate time may do more harm than good.
- **Shares information** rather than gives advice. By sharing information, we leave a person free to decide. When we give advice, we are telling them what to do.
- **Includes the amount (of information) needed** rather than the amount we would like to give. Overloading a person with feedback reduces effectiveness.
- **Is checked to insure clear communication**. One way of doing this is to have the receiver try to rephrase the feedback to see if it corresponds to what you had in mind. No matter what the intent, feedback is often threatening and subject to considerable distortion or misinterpretation.
- **Is checked to determine degree of agreement** from others. Is this one person's impression or an impression shared by others?
- **Takes time to learn.** Feedback can be greatly improved by becoming aware of the effects of giving feedback and improved skills.
- **Is authentic.** Constructive feedback opens the way to a relationship that is built on trust, honesty, and genuine concern.

Adapted from the Michigan State University Faculty Mentoring Toolkit. Luz, C.C. (Ed.) (2011). Faculty mentoring toolkit: A resource for faculty, mentors and administrators at Michigan State University (NSF ADVANCE Grant #0811205). East Lansing, MI: Michigan State University.

Mentoring Across Differences

Tips and strategies

As in all aspects of work in the academy, the lens we use to view our world deserves careful consideration. Everyone brings their culture, experiences and values to the mentoring relationship. Purely instructional mentoring is not enough. Mentees need to feel connected and trust is critical, especially in cross-differences mentoring. The ability to discuss openly the impact of gender, race, ethnicity, (dis)ability and other differences on career success is essential to mentoring across differences. We strongly recommend that you read section 5 on Sensitivity to Differences. However, the following tips and strategies are particularly helpful in light of the discussion of your role as a mentor.

- **Practice strong interpersonal relationship skills.** Talk about individual experiences, offer emotional support and behave ethically. Understand their lived experiences.
- **Discuss the explicit and implicit rules** in the department. How does culture impact rules?
- **Encourage your mentee to include mentors of similar background** in their developmental network.
- **Motivate mentees to find "safe space"** where they can receive the emotional and intellectual support that helps them to thrive.
- **Facilitate connections** through service assignments, research collaborations, and department and community projects. Cross-differences mentoring relationships and strong networks often arise from shared experiences.
- **Openly endorse mentee's ideas**, signaling to others that they should also value them.
- **Help mentees gain the cultural capital that will help them succeed.** Advantage mentees with an understanding of strong collegial relationship and reputation building skills, organizational citizenship practices, and other forms of cultural capital that will help them gain support for advancement.
- **Ensure mentees have opportunities** for feedback, encouragement, and public support from multiple sources.
- **Use open ended advice,** for example, qualifying statements such as "This might not work for you but from my experience…" and then invite discussion rather than assume you're on target.

Mentoring Leadership

Developing a program for your department

Faculty, especially new (and new-to-SU) faculty, see their department/unit as their most direct source of information about what constitutes success. When the culture and practices of the home department do not support open discussion of what constitutes professional success, faculty will struggle, not understanding the proper steps to becoming an effective member. This section of the toolkit is designed to help chairs, deans and other leaders take an active role in supporting the career resilience and continued success of junior *and* senior faculty through exploring and implementing a ***developmental network model*** of mentoring. Throughout, we propose that academic leaders ***encourage*** a culture of continued professional development (through public statements of support, for example), ***support*** efforts by faculty members to continue their professional development (through providing resources for the same), and reward, or "***prize***" those who support others in the process of their development.

Mentoring

Mentoring is the provision of career and technical guidance and psycho-social support for professional development.

Background/Summary

- Syracuse University does not have a campus-wide policy or practice on mentoring; yet a "common language" or model can help provide guidance for mentoring activity.
- Providing advice and guidance on achieving a specific career goal (such as tenure and/or promotion) may not be the only function of mentoring.
- There is a lack of uniformity in the understanding of what mentoring is for and in concrete arrangements to ensure the provision of developmental assistance.
- Some faculty are unsure what exists to help them succeed.

Benefits of Mentoring Programs for Faculty

⇒ Increased productivity and commitment

⇒ Higher job satisfaction and positive attitude toward work environment

⇒ Better career outcomes

⇒ Reduced turnover intentions/increased retention

⇒ Better work-life balance

⇒ Increased collaboration among colleagues

⇒ Increased understanding and respect among faculty: better department climate

⇒ The encouragement of a university environment that promotes collegiality

⇒ Improved social integration and acculturation of junior faculty

⇒ Increased institutional and department competitiveness

(De Janasz and Sullivan, 2004; Parise and Forret, 2007)

Key Principles

Mentoring, development, and performance

Distinct from Performance Assessment

Assisting faculty in preparing for significant reviews of their work (third year review, tenure, or promotion) provides an opportunity for mentoring. Departments, especially during the pre-tenure period, frequently equate the three-year review committee or tenure committees as *the* faculty development structure, even calling these committees "mentoring committees." These individuals are able to define outcome expectations and clarify standards detailed in the faculty appointment letter, the faculty manual, annual and three-year review reports, and other promotion and tenure documents.

That said, "mentoring committees", as currently constituted, may in fact be ill-equipped to help a faculty member identify the strategies and activities a faculty member should rely on based on her or his own strengths, and faculty members may hesitate to reveal potential weaknesses or gaps in their development, out of concern that such information will later be used as evidence in a negative evaluation. Rather than avoid this potential for a conflict of interest (Zellers et al, 2008), however, faculty leaders can encourage development in preparation for key career transition points by translating standards and assisting in setti ng goals; the faculty member identifies and pursues strategies for goal achievement. Developmental Networks provide a structure of support for faculty as they develop the strategies that enable them to meet or exceed the stated outcome expectations.

Additionally, there are a wide variety of information and advice needs across the career timeline that are not addressed when "mentoring" is tied solely to performance assessment opportunities. Mentoring and performance assessment are two different (though related) activities and should carefully remain distinct to reduce conflicts of interest and to provide support for faculty who are seeking career transitions (e.g. promotion to full professor) or other career opportunities (e.g., leadership opportunities).

Voluntary

Programs where giving and receiving mentoring are voluntary have better results. Do not assume, however, that faculty will ask for what they need. (Allen et.al., 2006; Wanberg et. Al., 2003). For this reason, we encourage departments or units to explore the advantage of identifying developmental network coaches who can help get the process started.

Self-Managed

The developmental network, as a subset of an individual's overall social network, consists of multiple mentors acting as advisors for specific needs or resources rather than one wise guru. In interviews, SU ADVANCE found that women STEM faculty value an informal mentor's ability to give advice, facilitate career progress, assist in making key relationships, exchange information, and provide support during difficulties. Women reported relying upon trusted individuals within their professional social networks for career support and guidance. In fact, research on mentoring indicates that informal mentoring is more effective primarily because the relationships are genuine. (Wanberg, et. al, 2003). The developmental network model rightfully puts faculty in control.

Encourage, Support and Prize (E. S. P.)

Leading mentoring - ENCOURAGE

As an academic leader, you can Encourage, Support and Prize (E.S.P.) faculty development practices such as mentoring. By doing so, mentoring will become part of the culture and everyday activities of the department/unit. This section will offer ideas on how to encourage mentoring.

Facilitate Development

- Be aware of the subtleties of bias and how it contributes to inequity in how faculty are supported in their development. For example, people tend to gravitate towards individuals who remind them of themselves (Johnson, 2002) and this inclination can unintentionally create unequal access to important developmental supports. For that reason, "mentoring" needs to be encouraged for all faculty.
- Conduct a self-assessment of how well faculty are supported in their development. If you decide that some structured mentoring-type assistance is needed, at what level do you and other faculty wish to launch such a program?
- Conduct consensus building activities that help define what successful mentoring looks like in the context of applying university, college and department performance standards, as well as how faculty can support each other.
- Provide opportunities for department– school– or college-wide discussions about what mentoring should be, how it should be assessed, and how it can be supported.
- Identify existing high performing mentors and bring them on board at the beginning.
- Enable the development of policies, procedures, and rewards for mentoring.

Note: If any kind of mentoring will be a formal aspect of faculty development, clear and accessible policies will be essential.

Set the Tone

Define the message you wish to convey about mentoring. This could include:

→ Mentoring is important.
→ Mentoring benefits everyone.
→ A network of mentors is superior to a single mentor in meeting multiple needs.
→ Faculty willing to learn and adapt are valued.
→ Goal is to attract and retain faculty.

A Developmental Culture

Read this Toolkit and familiarize yourself with literature on mentoring.

Learn about developmental networks. Discuss with faculty.

Facilitate connections with mentoring role models.

Make social activities purposeful and inclusive.

Consider partnering with other departments to broaden opportunities for developmental assistance especially in small departments.

There should be no departmental-critical or social activities that obviously exclude a major group of faculty. For example, holding a meeting at 5:00 pm is likely to burden faculty who are parents.

Capitalize on the synergy developed between faculty when they are working collaboratively on shared projects and other activities.

Encourage, Support and Prize (E. S. P.)

Leading mentoring in your department - SUPPORT

Structure for Support

Planning

Department strategic plans should reflect the decision to foster faculty development through mentoring. Each department will be different and will start at different points. This plan should have goals, activities and measurable outcomes that can be evaluated periodically.

Training

Successful mentoring is a learned skill built out of both study and experience. Encourage and/or provide training for mentors and mentees on developmental networks, goal setting, the different roles that mentors fulfill, and skills needed to contribute positively to another's development.

Developmental Network Coach

Do not to assume that faculty will ask for what they need. Cultural, institutional and individual circumstances may interfere with help seeking behavior which can lead to different outcomes for different faculty. With this model the individual faculty member will drive her/his mentoring process after initial support. Incoming faculty may need support to begin. By assigning an established faculty member to be a Developmental Network Coach to a new faculty member, the department/ unit can coach them on what a developmental network is and how it supports mentoring, start them on the road to establishing effective and strategic career plans, provide information about what constitutes success in the department, and help build their network by introducing them to potential mentors. More information can be found in Section 1.

Financial Resources

Travel support can be an effective tool to help the mentor and mentee in developing highly successful relationships via shared conferences and other experiences. Facilitate continued professional development by helping faculty seek off-campus opportunities to build their network of mentors.

Campus Resources

SU ADVANCE, WiSE, Office of Research, Faculty Development, Office of Sponsored Programs, and other offices on campus can support networking, build community, share knowledge, and/or provide an opportunity for interpersonal support. Faculty should be encouraged to take advantage of these assets.

Performance Clarity

Performance expectations and parameters can be a mystery. Performance expectations related to research, teaching and service in the context of performance assessment (tenure and promotion) should be easily discerned in clear, uniform and accessible documents, and should be easily translated into goals and objectives for faculty.

Evaluation

Periodic department wide discussions fostering a common understanding of local resources for faculty development, the relationship between mentoring and performance management, and shared responsibilities would be helpful for everyone. Evaluate the program periodically.

Encourage, Support and Prize (E. S. P.)

Developing a program for your department - PRIZE

Recognition of faculty and staff who take that extra step to help colleagues develop their talents and skills and to understand the department culture is critical. Incentives, both formal and informal, recognize faculty contributions toward excellence. Best practice suggests that, at minimum, mentoring excellence should be considered in the faculty annual review and the department's annual report. Wherever possible, intra- and inter-departmental mentoring should be rewarded. The following information has been adapted from the Michigan State University Faculty Mentoring Toolkit.

Incentives

1. Improve performance and productivity
2. Improve morale and motivation
3. Increase retention
4. Enhance relationships
5. Open channels of communication
6. Reinforce university/department values, policies and culture

Incentive Principles

If-Then: If a performance meets or exceeds expectations, then reward it.

Timely: Give the reward as soon as possible after the performance has occurred.

Surprise: Unexpected rewards convey that good work is continuously noticed and valued.

Selecting Rewards

Watch - Pay attention to what faculty members are excited about and align rewards to their interests.

Listen - By listening, you learn about faculty member's interests or workplace concerns.

Ask - If you're unsure, ask.

Low Cost Ideas

- Public praise, "thank you" in person (or by email)
- Letter of appreciation with copies to the faculty member's file and top administrators
- Letter of appreciation from Provost or Dean
- Publicity - mention in newsletter, website, etc.
- "Behind the scenes" Award - for those not normally in the limelight
- Recognize anniversary of start-date or other milestones
- Renegotiate service responsibilities
- More autonomy in assigned project
- Staff time for project development
- Upgrade of computer
- Certificate of accomplishment
- A plaque at awards banquet

Engage and reward faculty who are effective mentors with genuine conversations about what they want and need. By doing so, they get the message that they are important to the department and that their mentoring service is valued. Asking questions like "what do we need to do to keep you engaged?" make a difference.

Important Department Policies

Conflict of Interest

Conflicts of interest can arise. When a mentor is serving in both a mentoring role and in a performance review role, conflicts of interest (real or perceived) come into play. There is a debate on whether or not people in a leadership or review position (chair, review committee members, Dean, etc.) can also be primary mentors. (Zeller, 2008) Undoubtedly, many leaders/reviewers offer great advice and may be great advocates. However, their primary role is relaying performance criteria and providing performance feedback as a representative of the organization/department. In this relationship the mentee needs to carefully consider the boundaries and what, when and how they share information about themselves and their work. While department colleagues in these roles are a good source of information and advice, they should be considered *as only a part* of the mentoring network.

Ideally, a department mentor should not serve in a review capacity for their mentee. In small departments this may be difficult to achieve. In this case the department may want to consider asking someone from a closely related department to serve on the review committee, decreasing the size of the review committee or developing another strategy for reducing the conflict of interest generated when a mentor must also fulfill a review function. If there is no way to remediate the role conflict, the mentee should be clearly informed of the mentor's dual role and the potential implications. In addition, a mentee should not hear, for the first time, criticism from their mentor in a review situation.

There are other areas of potential conflict that should be considered. These include (Johnson, 2002):

- Compromises to the professorial role of mentor and mentee
- Is the mentor interfering with the professional roles of other faculty? Or the Department's best interest?
- Unethical behavior such as harassment
- Personal relationships
- Inappropriate or harmful termination of the mentoring relationship
- Balancing advocacy with professional responsibility

Confidentiality

Information that may place the individual or someone else in danger should not be held confidential.

By necessity, the relationship between a mentor and mentee needs to be well grounded in trust in order for the mentee to share concerns honestly. It is highly recommended that confidentiality be discussed and written into any formal agreement for mentoring. It should not be assumed that all communications are private and confidential therefore clarity about what is to be held in confidence and what is not should be reached before the relationship advances and revisited as topics require it. Information that may place the individual or someone else in danger or illegal activities, for example, should not be held confidential. These types of boundaries should be discussed at the beginning of a mentoring relationship.

Taking It to the Next Level

Key considerations for developing mentoring programs

Question	Think About
We have a mentoring program in place. What should I be thinking about?	Assess the existing practice: • Has the mentoring program been evaluated recently? What were the results? • Are policy/procedures or common practices outlined? Is it transparent and clearly communicated to all? Does policy address confidentiality and conflicts of interest? • What is the model being used? Given what you now know about developmental networks, do you want to continue with the original program or adopt a developmental networks model? • Are all faculty in the department on board? Is there a consensus about offering mentoring? Is it offered equitably? Do faculty see mentoring as busy work? • Does every new or pre-tenured faculty member have access to information and support? How do new faculty get connected? • Is it adaptive to faculty at different career stages and to those who are part of an underrepresented population? • Does the annual review include information on being a mentor? Is there a reward structure?
We want to offer mentoring in our department, where do we start?	There are 4 important initial actions: • Assess the mentoring needs of faculty members and availability of resources. • Assess willingness of faculty to be trained and to serve as mentors and/or developmental coaches. • Learn more about developmental networks. • Find allies who would commit time to helping develop a top-notch program.
Mentoring is important but we want to start slow.	Consider these options for starting slow: • Consider starting a program for just one segment of your faculty such as new faculty or faculty in their first 3 years. • Change (or advocate for change) the annual review form to include mentoring. Collect and analyze this information. What is happening already that can be supported? • Establish policy for what is happening now (at minimum these should address confidentiality and conflicts of interest). • Make social activities purposeful and inclusive to provide faculty with opportunities to build their overall network and developmental networks. Think about cross-discipline events especially if the department is small. • Strategically build teams for office projects to help foster potential for future mentor/mentee relationships.

Questions	Think About
What are the elements to designing a mentoring program?	Design elements include: • Determine policy and program goals at both the departmental level and the mentor/mentee level. What guidance do you provide? • Determine specific measurable outcomes for goals. • Determine desired program strategies and methods that will meet the needs and address the goals. Strongly consider the developmental networks model. • Determine budget and resources. • Determine reward and recognition program. • Determine evaluation plan and data gathering protocols.
What should we think about when implementing developmental network model of mentoring?	Program implementation considerations should include: • Informing administrators and faculty about program. • Creating a Developmental Network Coach role. • Identifying mentors and provide training. • Inviting potential mentees to participate. • Plan for providing an orientation program for mentors and mentees or, if smaller numbers exist, developing a talking points document for the chair to discuss with individual faculty. • Create strategies for mentor-mentee relationships to develop naturally. • Providing ongoing support and communication. • Create strategies for rewarding and recognizing the contributions everyone makes to the mentoring process. • Plan for evaluating and reporting outcomes. • Plans for modifying program as appropriate.
If I add an evaluation component, what should I measure?	In larger programs or at college level, evaluation measures could include: • Success rates of Junior faculty tenure/promotion • Success rates of Senior faculty advancement Evaluation at the department level or smaller scale should be monitored for implementation, quality and impact. • Formative evaluation assists in framing the best possible program for the department. It looks at the structure, individual components and processes. • The summative evaluation assesses impact of the program on the goals originally established. • Measurable indicators of success could include: ✓ Faculty satisfaction ratings ✓ Perceived progress toward tenure based on pre-defined benchmarks from annual review ✓ Do faculty create and monitor their developmental plans? ✓ Comparative network analysis of their developmental network.

Sensitivity to Differences

Attending to gender, race, ethnicity, disability. and other differences

Background

Everyone brings to the mentoring relationship their own experiences and values which vary according to cultural affiliations and background. There are inherent challenges to mentoring across gender, race, ethnicity, disability and other differences that need to be recognized and addressed. Our social behavior is driven by schemas that operate automatically - and therefore unconsciously - when we interact with other people. Briefly, schemas or mental short cuts are assumptions about objects, processes and people that we hold and utilize, consciously and unconsciously, to form opinions, and guide our decisions and actions. We use these to reserve mental energy for more critical tasks. Virginia Valian (1999) points out that gender schemas can influence our perceptions, often causing both men and women to view women in ways that give them an accumulation of disadvantages and give men advantages. These behaviors and consequences also hold true across all differences making it important that we monitor our assumptions and how we use them as filters. Check out the references and resources section to learn more.

Stereotypes

Stereotypes are categories or sets of beliefs that we associate with members of a group. They can be positive or negative and/or benevolent or hostile. Our behaviors can be unconsciously biased unless we deliberately seek to check and amend the assumptions.

Implicit Bias

Implicit bias explains why behavior persists even in people who value objectivity, equity and inclusion. Implicit bias is hard to recognize in oneself or prove because it is often unintentional: without conscious awareness (Kang, 2009).

Stereotype Threat

Roberson & Kulik (2007) described this as a reduction in performance because of the expectation or application of bias based on stereotypes rather than actual performance and potential.

Differences and Developmental Obstacles

Potential obstacles for faculty

Adapted from David A. Thomas (2001):

Negative Stereotypes about Ability: A mentor who questions ability based on negative stereotypes might, for example, withhold support until the mentee has proven her or himself. Or the mentee may feel that s/he must over-prepare before reaching for the next step because of their experience with past bias or because of stereotype threat. People from underrepresented groups may also get polarized evaluations from students or peers. Expect all mentees to succeed.

Prove It Again! Studies show that, in jobs historically held by men in the majority group, men are presumed to be competent, while women, underrepresented minorities or those with disabilities often have to prove their competence over and over again. Mistakes by people in underrepresented groups are more likely to be remembered. One of the most common examples of "Prove it Again!" is the double standard that men are judged on their potential, while women are judged strictly on what they already have accomplished.

Lack of Identification with Peers and Few Role Models: Strong mentoring relationships are more likely to form when you can see commonalities in each other. Explore common ground and actually share experiences. Help the mentee to connect with role models and mentors on campus who are similar in gender, race, ethnicity, disability or other differences to help counter isolation.

Skepticism about Intimacy: People may question the relationship. For example, people may think the mentor has an ulterior motive for mentoring such as "feeling sorry" for the person. Or, some might think the mentee is selling out their culture by having a mentor from another group.

Public Scrutiny: If cross-differences mentoring relationships are rare in your organization, they may draw undue attention.

Peer Resentment: Mentee's peers may question whether a mentee has an extra benefit by being paired with strong mentors only because of their gender, race, ethnicity, disability or other difference. This is especially true if mentoring is not accessible to all, or mentoring is one-to-one.

Protective Hesitation or Exclusion: Occurs when either the mentor or mentee refrain from discussing differences, providing critical feedback or not referring mentee for an assignment because of differences. Mentees from underrepresented groups advance further when mentors understand and acknowledge potential barriers caused by bias. The trust developed through caring and honest discussion can be rewarding.

Assumed Similarity: The assumption that our values, beliefs and behaviors are similar to others leading to expectations about how people should act and feel. An example is being "color blind" or the well-intentioned idea of treating everyone equally but ignoring the differences that shape experiences.

Assumed Generalizations: The assumption all individuals of the same group have identical beliefs and behaviors.

Double Jeopardy: When two or more stereotypes apply, the individual bears negative consequences for each. Female faculty who are parents, for example, experience stronger (negative) reactions to their parenting responsibilities combined with gender than male faculty.

For more information about these and other challenges, refer to the references, links, and resources section of this booklet, or seek out experts on campus through the SU ADVANCE office.

Mentoring Across Differences

Creating effective developmental relationships

Everyone brings to the work environment the experiences and values of their culture(s), often gravitating towards individuals who remind them of themselves (Johnson, 2002). As a result, there are inherent challenges to mentoring across differences (gender, race, ethnicity, (dis)ability and other differences) that need to be recognized and addressed. The philosophy we use to guide our actions needs to be carefully considered. Best practices grounded in a strong personal philosophy of inclusion and equity will facilitate closer, fuller and more helpful developmental relationships.

- **Diversity is an asset for an organization and will make it stronger.**
- **Maintain helpful personal attitudes** including appreciation of differences and practicing genuineness.
- **Everyone is shaped** by their personal background and experiences.
- **Acknowledge that everyone is working across and through boundaries** that make it impossible for any of us to fully know and understand another's context and experiences.
- **Acknowledge that bias can pose significant obstacles** to a faculty member's career.
- **Disabilities can be visible or invisible.** The individual may or may not choose to reveal they have a disability. For example, someone with early stages of rheumatoid arthritis may not appear to have a disability but requires an ergonomic assessment to optimize their workspace to relieve stress on their joints. Psychiatric disabilities are also often invisible or hidden. Dr. Elyn Saks is an example of a top-flight academic (won the MacArthur Genius Award) who openly discusses her disability.

Adapted from Alford, 1998; Gender Equity Guide for Department Chairs 2008; Girves, et. al. 2005; Harley, 2005; Johnson, 2002; Johnson-Bailey and Cervero, 2002; Mentoring Across Differences, 2013; Moody, 2004; and Thomas, 2001.

- **Make a concerted effort to first listen and learn from a mentee who is from an underrepresented group.** This supports successful discussion of disability, race, ethnicity, gender and other differences throughout the relationship.
- **Practice self-reflection about mentoring, gender, race, disability and other differences.** Consider what you believe, what makes you uncomfortable and the assumptions you make that impact your ability to be a mentor. Look at your mental model of what makes a good scientist or engineer and ask if it needs adjustment. Frequently self-assess in this area.
- **Be continuously curious.** Act on what you know while also seeking insight and a broader perspective on bias, equality, diversity and inclusion.
- **Become gender/culturally competent:** Seek out opportunities to become more self-aware and skilled.
- **Advocate for fully inclusive work environments.** When policies and practice give advantage to one group over another, advocate for changes. Physical space should be accessible, alternate formats/media should be available, and clear messages about the availability of accommodations should be provided. Common use of these strategies creates an inclusive environment.

Mentoring at Different Career Stages

Rank and time-in-rank carry different support needs

Developmental networks can be an effective strategy for supporting goal achievement for faculty in various stages of their careers. Goals may change substantially from one stage to the next, and the members of a developmental network will as well.

Early Career Faculty

- Access to a Developmental Network Coach to facilitate networking and connecting to resources.
- Departmental and University Orientation
- Knowledge about department/university history, priorities, norms, structures, practices and resources
- Clear role expectations and performance criteria
- A plan for key career evaluation points (3rd year review, tenure, promotion)
- Grants and Publications: What are the early expectations?
- Research support and guidance to determine priorities and avoid pitfalls, for example in managing research assistance.
- Classroom management and advisement
- Service: priorities, when to say yes, when to say now, and appropriate time/energy to devote
- Facilitate campus and social engagement to prevent isolation and build networks
- Department citizenship – collegiality, negotiating workload, department culture
- Making time for work-life balance and personal well-being
- Skill development for collaboration and entrepreneurial work.

Senior Faculty

- Strategies for advancement from Associate to Full Professor
- University citizenship
- Advocating for equity in assignments, salaries and rewards for job performance.
- Pursing awards and recognition
- Mentor training
- Team leadership training
- Leadership development
- Staying motivated and productive
- Strengthening the department
- New research directions, entrepreneurial ventures and collaborative projects
- Family and health needs

Chairs

- Chair's role: expectations, deadlines, processes, and policies.
- Inclusive and innovative leadership.
- Staff relations, performance, and support.
- Difficult conversations, managing others, understanding your leadership style.
- Balance management and scholarship.
- Mentor training.
- Finding supportive and helpful mentors for faculty.
- Building a developmental network of one's own: identifying resources and mentors.

Social Network Theory

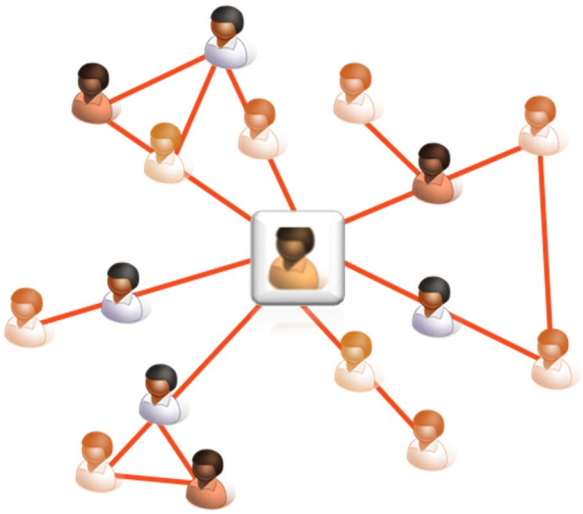
Key concepts

Social networks consist of a number of individuals each with a set of attributes or characteristics of their own. Based on their connections, the relationships build a distinct pattern. Organizations can link in the same way. Social network analysts ask:

- Who is connected to whom (pattern of connection)?
- What are the social benefits of those patterns?
- What resources can the network actors gain from the network?
- Are there gaps or structural holes in the pattern?
- Are the connections close or distant?
- What is the nature of these connections (formal or informal)?
- How many actual and potential connections do network members have access to?

Centrality

How much of the network pattern is extended from one or two individuals at the center of the connections (Freeman, 1979) is centrality. Thus, a person with centrality can "reach lots of other people in the network either directly or indirectly" (Kilduff and Tsai, 2003). Faculty with a high level of network centrality accumulate the intellectual and social capital necessary for advancement and long-term career success as a result of active attention to their network building within their local networks. They can therefore be beneficial to others in accessing network resources.

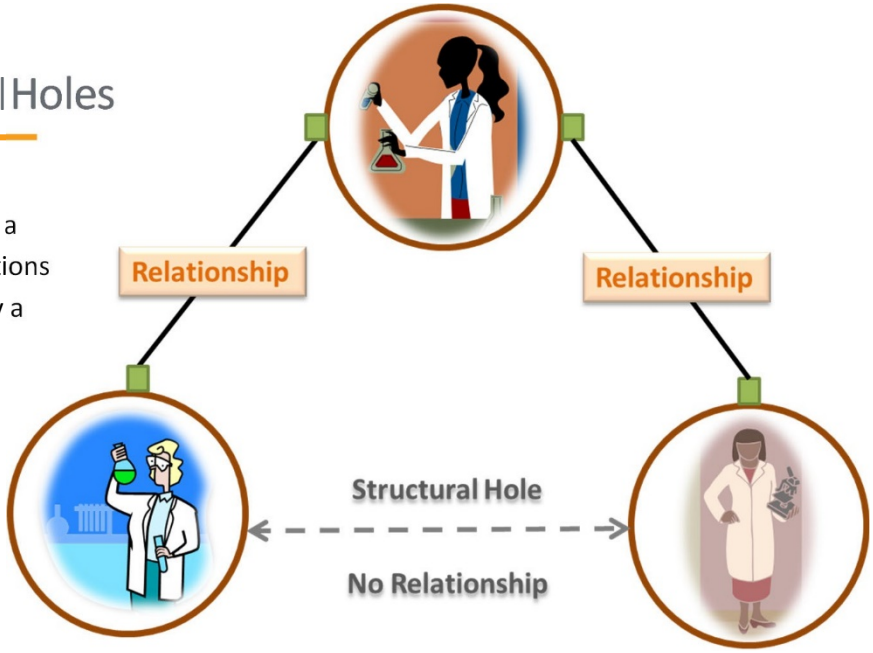


Embeddedness

Embeddedness refers to how connected an individual is in the local network and how her/his actions might potentially impact others. Increased embeddedness in instrumental (career-related) and support (personal) networks can contribute positively toward retention because people are likely to afford positive rewards (information, challenging assignments, career-building opportunities, etc.) to those they feel close to.

The downside of a high degree of embeddedness is that people might only talk to the same type of people and have little access to innovative information to enrich their knowledge about the wider professional community (Krackhardt, 1992; Krackhardt and Hanson, 1993). Using weak ties can mitigate over-embeddedness in a local network. Weak ties, defined as social relationships that were once established but might not be used as often as local connections that are frequently used because of proximity (Granovetter, 1973, 1983). These ties can be reactivated when needed. For example, people will more likely hear about unique career opportunities through their weak ties who are able to deliver innovative or new information than they are through their local strong tie network.

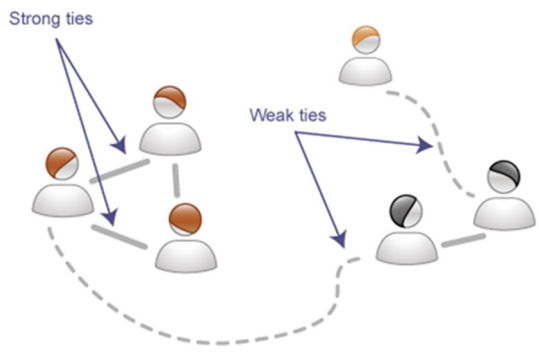
Density and Structural Holes



Density relates to the number of ties in a network. A network with many connections is a highly dense web and one with only a few connections has low density. A high- density network is one that eventually results in less access to new ideas and information (Hansen, 1999; Dombrow and Higgins, 2005; and Prell, 2008). Low density offers gaps in ties, or structural holes in the network, providing opportunities to access new resources and new information when bridged. A ***structural hole*** can also be described as a gap in ties between two parts of a network. By acting in the "liaison role of connecting two otherwise disconnected networks" (Kilduff and Tsai, 2003), an individual can increase their social capital and opportunities. In other words, loose ties to other networks and bridging a gap in a network can provide access to innovative ideas and additional resources. As individuals build their network, they can become more responsive and agile in today's rapidly changing, information-based environment. In concurrence with Blickle, et al., (2009) faculty who are attentive to building their personal social network and improving their networking behavior are more likely to thrive professionally.

Strength of Ties

Strength of ties is defined by the degree of personal closeness, mutual exchange, and frequency of communication as described by Granovetter (1973,1983). ***Strong ties*** are often intimate, reciprocal and interdependent in nature resulting in motivation to help each other and a high level of trust (Crona and Bodin 2006; Cross and Parker 2004; Newman and Dale 2004). However, a long-established network with only strong, centralized ties, as stated previously, also runs the risk of sharing redundant information (Prell, 2008). Conversely, varied information and new concepts are more likely to be generated from weak ties. ***Weak ties*** are characterized by less give and take and infrequent communication but offer more novel information and different resources. They may be social relationships that were once established but are no longer used as often as those connections in close proximity (Granovetter, 1973, 1983). Weak connections can be reactivated when needed. Weak relationship ties in the extended social network can provide access to people who can bridge a ***structural hole*** or become conduits to necessary resources that are not otherwise available in the existing network.



Social Network Theory and Mentoring

Applying network concepts to professional development

Social networking increases professional visibility and access to human, information, and other resources. Having a diverse web of connections made up of close colleagues and casual contacts from multiple networks is essential for acquiring advice, remaining on top of emerging information and staying on course for career success. In a social networking approach to fulfilling career development needs, individuals must proactively build connections to potential mentors. The mentors can be internal to the university as well as external networks (academies, discipline associations, industry, other disciplines, etc.), and should consist of both close and casual relationships. Higgins and Kram (2008) proposed that mentoring should consist of ***"multiple simultaneous relations that provide valuable developmental assistance and advice."*** They coined the phrase *developmental networks*.

Developmental Networks

The developmental network mentoring model is derived from examining:

- the developmental network as a whole,
- the strength of developmental relationships,
- the density of the connections, and
- the diversity of connections to multiple social networks (local and global).

In this model of mentoring, an individual's overall social network should include a sub-set of mentors (***developmental relationship ties***) who take an active interest in the individual and provide developmental assistance that advances her or his career. Relational ties are transfer points for flow of resources and information. The types of developmental relationship ties desired in a developmental network include individuals who can serve as navigators, coaches, sponsors, and/or confidants (see mentoring roles in Section 1). The relationships occur concurrently, are long or short term, can be close or casual (see below), and will evolve or be replaced over the course of a career.

Developmental relationships are considered strong or weak describing the degree of personal closeness, mutual exchange, and frequency of communication. ***Strong ties*** in a developmental network are relationships between people who work, live, and/or play together. They are utilized frequently and need a lot of management to stay healthy. With a greater degree of connection comes an increased capacity to trust and to convey complex information (Hansen, 1999). Overtime, people with strong ties tend to think alike, as they share their ideas all the time, and may even be connected to each other regardless of the developmental network of a single individual. Most mentoring experiences rely on a heavy dose of strong ties, mostly because individuals define "mentoring" as a relationship of trust and close affiliation. However, developmental networks with more weak ties can actually be more beneficial (though we infrequently describe these relationships as "mentoring").

Varied information and new concepts are more likely to be generated from weak ties as they connect disparate modes of thought (Rankin, Nielsen, and Stanley, 2007). ***Weak ties*** in a developmental network are relationships that are "interpersonally distant" though may be formally connected (e.g. members of the same department or unit). They are utilized infrequently and therefore don't need a lot of management to stay healthy. Weak ties may be

Developmental Networks continued:

established but are no longer used as often as the local connections that are frequently used because of proximity (Granovetter, 1973, 1983). Weak connections have been found to speed up less complex tasks (Hansen, 1999). These ties can be reactivated when needed.

Members in the extended social network who are weak relationship ties can become conduits to necessary resources that are not otherwise available in the existing developmental network. Weak relationship ties with an individual from another network may help bridge the gaps (structural holes) in a network. For example, a former colleague (maintained only a casual, minimal connection) working in a large government research lab may be able to make connections to a researcher at that lab who has access to a piece of equipment that is needed. That former colleague becomes a bridge to a resource. In other words, an individual forms a bridge when the tie between them connects the two disconnected individuals or networks.

A savvy individual learns to cultivate both strong and weak relationship ties facilitating the ability of one's developmental network of mentors (subset of one's personal social network) to be dynamic and responsive to changes in circumstances.

Density relates to the number of possible ties in a social network that are realized. A network with many connections is a dense web and one with only a few connections has low density. A high-density network is one that eventually results in less access to new information and ideas. (Hansen, 1999; Dombrow and Higgins, 2005; and Prell, 2008). Low density offers gaps in ties, or structural holes in the network, providing opportunities to access new resources and new information when bridged.

Did You Know?

The greater diversity of social networks/systems represented in a faculty member's developmental network maximizes the flow of information and access to resources.

The last element, ***diversity*** of connections, relates to the different social networks an individual belongs to. A group or network is made of members who are in the same work unit, organization or have a unified purpose. A faculty member's primary system or social network is generally their department and a secondary close system is the college or school. A faculty member will have multiple relationship ties with people in these highly localized networks and these individuals will have close relationship ties to each other as well. As a result, they are dense and closely linked systems within the individual's personal social network with few structural holes. Important but lacking the weak relationship ties that can generate new ideas, information and resources.

Therefore, ***one should also have mentors from other networks such as different academic departments and university offices, as well as external colleagues from academia, disciplinary associations, industry/government and other external organizations/systems.*** Within this multi-system social network for a particular individual, colleagues and acquaintances may or may not know each other. These other social networks are only moderately or weakly linked to an individual's primary system (e.g. department). If an individual only has a localized, low diversity social network, for example only involved in the department and college, it will result in more redundant information and reduced access to advice.

See a graphic representation of these concepts in Section 1 of this tool kit.

Addendum: Resources, Links and References

Core books and articles of interest

This toolkit can be found on the SU ADVANCE website along with the electronic versions of worksheets: http://suadvance.syr.edu/

Bush, P.M. (2013). *Transforming your STEM career through leadership and innovation*. New York: Elsevier Inc.

Crone, W.C. (2010). Survive and thrive: A guide for tenured faculty. San Rafael, CA: Morgan & Claypool Publishers.

Crone examines the role that mentoring plays in faculty promotion and offers guidance for mentoring untenured faculty.

Daniell, E. (2008). *Every other Thursday; Stories and strategies from successful scientists*. New Haven, CT: Yale University Press.

Daniell tells the story of a professional problem-solving group that for more than 25 years has empowered its members (accomplished women STEM faculty) by providing practical and emotional aid. The objective is cooperation in a competitive world. And the objective of the book is to encourage those who feel isolated or stressed in a work or academic setting to consider the benefits of such a group.

Dean, D.J. (2009). *Getting the most out of your mentoring relationships: A handbook for women in STEM*. Springer: New York.

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Sorcinelli, Mary Deane, and Jung H. Yun. "When mentoring is the medium: Lessons learned from a faculty development initiative." *To improve the academy*,*27*, 365-384.

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University of Massachusetts – Selected bibliography on mentoring can be found at ***http://www.umass.edu/ctjd/mentoring/downloads/Mentoring%20Bibliography%20and%20Resources.pdf***

University of Michigan ADVANCE -*How to Help New Faculty Settle in: Common Problems and Alternative Solutions.* Can be found at **http://www.advance.rackham.umich.edu/HelpNewFacultySettleIn.pdf**

Valian, V., (2007). Chairs and Faculty Development. Can be found at **http://www.hunter.cuny.edu/genderequity/equityMaterials/Jan2007/facdevel.107.pdf**

Addendum: Resources, Links and References

Sample mentoring programs

Harvard University, Office of Faculty Development & Diversity. This site includes links to resources for mentors and mentees. **http://www/faculty.harvard.edu/development-and-mentoring/ faculty-mentoring-resources/mentor resources**

Massachusetts Institute of Technology: Has an article that describes their program that is based on developmental networks and a handbook pdf. Can be found at **http://web.mit.edu/facultyworklife/newfaculty/mentoring.html**

Michigan State University: Excerpts of the toolkit, program development information, forms and other resources can be found at **http://www.adapp-advance.msu.edu/Faculty-Mentoring-Toolkit-Literature%20Cited**

My IDP Science Careers: Resources on career assessment, career planning and mentoring for post-doctoral fellows and their mentors. Can be found at **http://myidp.sciencecareers.org/**

National Center for Faculty Development and Diversity: A mentoring map and other resources are available at **http://www.facultydiversity.org/?page=resources**

National Post-Doctoral Association
http://www.nationalpostdoc.org/publications/221-mentoring-plans-for-postdoctoral-scholars

NSF ADVANCE Portal: Contains a wide variety of information and resources generated by other ADVANCE programs. Can be found at **http://www.portal.advance.vt.edu/index.php/tags/mentoring**

University of California - Davis School of Medicine: Mentoring Handbook: bibliography, sample forms and other useful information can be found at **http://www.ucdmc.ucdavis.edu/facultydev/mentoring.html**

University of Massachusetts Amherst: Center for Teaching and Faculty Development. **http://www.umass.edu/cfd/mentoring/guidelines.shtml**

University of Rhode Island: A Faculty Mentoring Handbook is available at **http://www.uri.edu/advance/files/pdf/Mentoring/Fac%20Mentoring%20Handbook%20AUGUST%202008.pdf**

West Virginia University: WVUADVANCE.
http://advance.wvu.edu/

Wright State University: Resources on mentoring, coaching and faculty development. Can be found at **http://www.wright.edu/leader/facultydevelopment.html**

Addendum: Resources, Links and References

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Tools for

Developing	Supporting	Leading

Sample checklists and planning sheets to be used
with "Faculty Mentoring in a Networked World" Toolkit

Use these tools to help you

- Make plans to help you develop toward your next career goal (developing)
- Prepare to support others in their efforts (supporting)
- Decide how you might guide mentoring activity in your department (leading)

These tools, and others as they are developed, are available on the SU ADVANCE website (http://suadvance.syr.edu) to download.

RECOGNIZING AND LEVERAGING YOUR STRENGTHS

Significant career success is founded on the ability to recognize and leverage your strengths. Strengths can be skills, specialized knowledge and natural talents. While weaknesses should be mitigated, success is most likely to occur as a result of enhancing and leveraging your strengths. Aligning your strengths with your broad career goals will lead to a higher level of performance. The following list of strengths is adapted *from Transforming Your STEM Career Through Leadership and Innovation* (2012) and *Future Work Skills 2020*. ***What strengths do you possess?***

	Strength	Definition
	Cognitive Load Management	ability to discriminate and filter information for importance, maximizes cognitive functioning using a variety of tools and techniques
	Consistency	adherence to the same principles, course, form, etc.
	Computational thinking	ability to translate large sets of data into abstract concepts and data-based reasoning
	Context	able to use the past and surrounding environment to make better decisions; can see both the detail and the big picture
	Cross-cultural Competence	ability to operate respectfully in different cultural settings and with people from different backgrounds; seeking to minimize impact of limiting stereotypes
	Deliberative	acting cautiously with a clear design
	Design mindset	ability to represent and develop work processes and tasks for desired outcomes
	Developer	reveals untapped potential
	Discipline	self-imposed control of one's behavior
	Empathy	especially in tune with the emotions of others
	Focus	a clear sense of direction
	Futuristic	an eye towards the future that drives present action and success
	Harmony	achieves success and avoids conflict through consensus (consensus building)
	Ideation	adept at seeing underlying concepts that unite disparate ideas

	Strength	Definition
	Inclusive	instinctively works to include others
	Individualization	draws upon the uniqueness of individuals to create a successful team or plan
	Input	habit of collecting information or objects for future use
	Intellection	takes pleasure from thinking, thought provoking conversations and simplifying complex concepts into understandable models
	Learner	values challenges and learning new things
	Maximizer	seeks to take people and projects from great to excellent
	New Media Literacy	ability to critically assess and develop content/uses for new media forms; leverages these media for communicating
	Novel & Adaptive Thinking	proficiency of creating solutions and responses beyond what is rote or rule-based
	Positivity	brings the light-side to any situation
	Persuade	able to persuade others
	Relator	comfortable with deeper relationships; interpersonal skills
	Resilient	able to spring back after adversity, despite the challenges - forges ahead
	Responsibility	follows through on commitments
	Restorative	thrives on solving difficult problems
	Self-Assurance	stays true to own beliefs and judgments, and is confident of her/his ability
	Sense-making	ability to determine the deeper meaning or significance and translate that for others
	Significance	seeks to be seen as significant to others
	Social Intelligence	ability to connect to others in a deep and direct way, stimulate interactions
	Strategic	able to see and/or plan a clear direction in complex situations
	Transdisciplinarity	ability to understand concepts across multiple disciplines
	Virtual collaboration	ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team/collaboration

Developing | Supporting | Leading

GOAL DEVELOPMENT BY DOMAIN

Use the Developmental Domains described in Section 2 to identify areas of focus for continued development. The goals you list below and on the next two sheets can be for your own benefit, or may provide a basis of a conversation with a developmental network coach, or, if you are seeking to develop toward a particular point of review, an assigned department mentor, your chair, or dean.

Name: :

Domain/ Priorities	Potential Topics	Goal Development by Domain *Include long (2-4 years) and Short (1-2 year) goals.*
Navigating the University and Community	Understanding the academic and department culture, policies and unwritten rules. Learn what is rewarded. Identify key people to know. Establish/elevate your on-campus reputation. Understand service expectations, including how to make this responsibility a win/win for you and the department/university.	
Excelling at Teaching & Outreach	Identifying resources to support teaching such as developing new courses, new pedagogy and technology. Managing a productive and inclusive classroom. Managing and supervising a teaching lab. Recruiting, managing and evaluating TAs and other supports. Effective and efficient use of social media. Interdisciplinary/global curricula. Managing and reflecting upon student feedback. Designing and implementing outreach plans.	
Excelling at Research / Scholarship Productivity	Identifying resources to support research in areas such as safety, equipment, facilities, and supplies. Developing a research/writing plan. Identifying funding sources. Collaboration expectations. Soliciting substantive feedback on manuscripts, concept papers, grants, etc. Publishing and scholarly productivity. Building, supervising and managing a research lab and research team. Attracting, engaging/recruiting, supervising and enhancing productivity of graduate students, post docs and RAs.	

Name: :

Domain/ Priorities	Potential Topics	Goal Development by Domain Worksheet *Include long (2-4 years) and Short (1-2 year) goals.*
Maximizing Advancement - Tenure, Promotion & Reviews	Understanding, defining for oneself and meeting the metrics (formal and informal) you will be judged by including measurement. How to target your outputs to position you for the next advancement or review opportunity. Specific steps/ benchmarks in the tenure or promotion process. Developing an exceptional dossier, CV, annual report, etc. Feedback on the annual and 3-year faculty review. Discussions about "Just right" preparation. Considering the next steps after becoming a full professor and leadership development.	
Creating and Maintaining Work - Life Balance	Understanding your core values and goals to integrate career and life expectations. Prioritizing/balancing key responsibilities. Work skills sets such as time management, communication, and organization. Quality of life issues such as resolving dual career needs, childcare, and affordable housing. Awareness of parameters and best practices in using family leave and other policies. Finding confidants to provide affirmation and serve as a sounding board and role models. Support for holding yourself accountable for what really matters to you.	

Developing

Supporting

Leading

Name: :

Domain/ Priorities	Potential Topics	Goal Development by Domain Worksheet *Include long (2-4 years) and Short (1-2 year) goals.*
Developing Professional Networks	Develop a trusted set of mentors from your social network for your developmental network. Evaluate and review social network including attention to internal and external campus connections. Establishing substantive, career-enhancing relationships with faculty and researchers who share similar interests in research and/or teaching. International connections.	
Acting within Your Discipline	Developing a national and international reputation. Self - promotion and branding. Effective online presence and use of online tools. Joining and effective practices as a member of an editorial boards or grant review panels. Leadership in professional associations. Awards and nominations. Presenting or serving on a panel at high impact conferences or other setti ngs. Cultivating an intellectual community. Entrepreneurialism (intellectual property, tech transfer, working with industry, etc.).	

Adapted in part from Sorcinelli and Yun (2007), Yun and Sorcinelli (2008) and the Faculty Mentoring Policy & Resources, version 2.1 – 7/16/2013 by Wright State University, College of Science and Mathematics.

DEVELOPMENTAL NETWORK PLAN

For each of the goals you've listed in conjunction with Developmental Domains, think through the network of individuals you already have who can help you achieve the goal. If you have a gap in your network, engage with a developmental network coach or colleague who can help you identify a new network connection who can help you achieve your goal.

Goal # _____

Action Plan: (objectives/strategies, benchmarks and target dates)

How can you leverage your personal strengths to achieve this plan?

Developmental Network for Goal #_____

Navigator

Strong Ties:_____

Weak Ties:_____

Sponsor

Strong Ties: _____

Weak Ties: _____

You

Coach

Strong Ties:_____

Weak Ties:_____

Confidant

Strong Ties: _____

Weak Ties: _____

Mentorship Agreement as of (date): _____

We are voluntarily entering into a mentoring relationship from which we both expect to benefit. We want this to be a rich, rewarding experience with most of our time together spent in career development activities. To this end, we have mutually agreed upon the terms and conditions of our relationship as outlined in this agreement.

Agreed Role(s) (e.g. navigator, sponsor, coach, confidant):

Anticipated Timeframe:

Objectives (attach Development Plan or portions of plan if desired).

We hope to achieve:	***To accomplish this we will:***

Confidentiality and Conflicts of Interest

Any sensitive issues that we discuss will be held in confidence. Potential conflicts of interest will also be revealed and discussed. Issues known at this time that are confidential or may pose a conflict of interest include:

Frequency of Interaction:

We will attempt to meet (e.g., weekly, monthly, twice a semester)_____.
If we cannot attend a scheduled appointment, we agree to be responsible and notify each other.

Best way to schedule a meeting (email, telephone, calling support staff, etc.):

Duration : We have determined that our mentoring relationship will continue as long as we both feel comfortable or until:
(enter a specific date or a time period, e.g. one year) _____

No-Fault Termination and a Graceful Exit: We are committed to open and honest communication in our mentoring relationship and to creating a graceful exit plan. We will also discuss and attempt to resolve any conflicts as they arise. If, however, one of us needs to end the mentoring relationship for any reason, we agree to abide by the decision.

Sig _____ _____

Date Date

MENTORING READINESS INVENTORY

Use the following to assess your readiness to mentor others and to gain greater understanding of the skills you have to support a colleague as well as what requires developing. Periodically retake this inventory. On this scale 1 indicates you are uncomfortable or unskilled in this area and 5 indicates a very high comfort/skill level. Adapted from Li, Z (2000).

Practice/Skill	1	2	3	4	5
Building and Maintaining Relationships. Possess a genuine interest and persistence in developing meaningful relationships with colleagues.					
Communication Skills. Appreciate open, clear and respectful communication, practice effective listening skills and cognizant of nonverbal cues.					
Encouraging. Have the capacity to motivate, inspire and build confidence in others.					
Decision making and problem solving. Ability to promote and enable self-directed decisions and solutions as well as ask key questions.					
Goal setti ng. Ability to develop and evaluate goals that are specific, measurable, action-oriented, realistic/results-oriented and time-bound (SMART goals).					
Guiding and navigating. Knowledge of the work environment including policies/ procedures to guide a colleague, help maintain focus and set boundaries.					
Networking. Have sufficient understanding and ability in support a developmental network formation.					
Managing conflict. Comfort level with inviting conversation on difficult topics and negotiating a win-win plan. Model taking responsibility for one's actions.					
Providing and receiving feedback. Listening skills are sufficiently developed to accurately hear, reflect and summarize information enabling effective, timely and constructive feedback. Ability to receive feedback.					
Assess and reflect. Ability to step back, evaluate, process and consider the implications for future actions.					
Debriefing teachable moments. Ability to help individuals to fully assess and analyze situations and failed solutions.					
Sensitivity to differences. Willing to address sensitive topics such as bias related to gender, race/ethnicity and disability and acknowledge the barriers to career success created by bias (personal and institutional). Regularly reflect on one's own behavior and assumptions.					
Sponsor. Possess the social influence, connections and communication skills to promote an individual's worth, steer the individual towards advantageous work responsibilities and commitments, and support advancement.					
Coach. Ability to guide self-assessment. Provide focused skill development and give feedback on future direction/long term goals.					

Documenting Mentoring Activities

Mentee: Start Date:

Mentee Dept: End Date:

This mentoring activity was in service to:

☐ Department ☐ College ☐ University ☐ Profession

The role you fulfilled was:

☐ DNC ☐ Navigator ☐ Sponsor ☐ Coach ☐ Confidant

Use this space the mentoring activities that you offered in service to your department, college, university or profession. These activities should have specific outcome-focused goals/expectations and involve interactions structured around achieving these goals. Activities should be intentional rather than incidental.

Adapted from Faculty Mentoring Policy & Resources, version 2.1 – 7/16/2013. Wright State University, College of Science and Mathematics.