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FACULTY MENTORING CENTRAL GUIDE

Mentoring is at the heart of faculty development because learning from successful colleagues is key to being successful.

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Mentoring relationships provide developmental expertise and professional knowledge from a more experienced perspective. A mentor acts as an advisor or a coach for an individual that has less experience in the field. Mentoring is at the heart of faculty development because learning from successful colleagues is key to being successful.

QUESTIONS FOR MENTEES

DO I NEED A MENTOR?

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QUESTION

Are there aspects of my professional practice that I want to strengthen and how could a mentor help me to achieve those goals?

ANSWER

QUESTION

How far am I willing to open my professional practice to a colleague as well as listen and act on feedback I might receive?

ANSWER

QUESTION

What do I hope to achieve and learn from a mentoring experience?

ANSWER

QUESTION

How can I shape my mentoring experience to align with my professional development plan?

ANSWER

QUESTION

Do I need one or more mentors and in what realm(s) of faculty responsibility would my mentor(s) focus?

ANSWER

QUESTION

How would I like to interact with a mentor? How often do I want to meet with my mentor(s) and am I open to working with them from a distance?

ANSWER

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ONE ON ONE

This is the most traditional mentorship model, where a faculty mentee is paired with a more experienced mentor. When equal responsibility and active participation is shared between mentors and mentees, this relationship can be very successful.

PEER

In this mentorship model, two or more faculty members with similar experience interact as partners to achieve mutually determined goals. This collaborative mentorship provides each member with opportunities to showcase their finest skills by pooling their knowledge together for support, advice, guidance, counsel, and expertise.

GROUP

When one mentor decides to support multiple mentees, this is a group mentorship model. Group mentoring provides opportunities for discussion, socialization, encouragement, and support for mentees who hold themselves collectively accountable within the same field of learning and development.

EXTENDED NETWORK

This mentorship model provides the opportunity for mentee's to expand their network and advance their development by simultaneously making use of various mentoring options. Extended network mentoring provides the mentee with different perspectives of mentoring and leadership styles, and deepens their understanding of teaching and learning methods within their current fields.

DISTANCE

Mentoring at a distance can be completed online with any of the previous mentorship options. However, this particular model is referring to finding value or guidance from a mentorship relationship between those who work at different institutions or facilities within your organization.

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GETTING STARTED

Setting goals as a mentor or mentee is critical to getting started, but writing them down makes achieving them more likely as mentioned in the article: **Neuroscience Explains Why You Need To Write Down Your Goals If You Actually Want To Achieve Them.** So take inspiration from the following mentoring goal examples, and then write down goals that mean something to you.

During your first meeting with your mentor or mentee, your discussion should focus on the goals you hope to achieve. In particular, consider the following two types of goals and use this article as a guideline: **Examples of Mentorship Goals: For mentors, Mentees, and Organizations | Together Mentoring Software (togetherplatform.com)**.

TO BE GOALS

These goals may look different for the mentor and mentee, but are used as aspirations of what you would like to achieve or become by the time you reach the end of your mentoring relationship.

- An effective instructor
- A premier scholar in my field
- An active member in my professional association
- A productive researcher
- A beneficial advisor to my students

TO DO GOALS

These goals are the steps that you can begin taking now to reach or become closer to achieving your listed "to be" goals throughout your mentoring relationship.

- Submit a Grant Proposal
- Publish two articles this year
- Seek nomination for an award
- Network with higher-level university administrators
- Chair a standing committee

QUESTION

Why am I interested in being a mentor and how does being a mentor strengthen my professional practice?

ANSWER

QUESTION

How far am I willing to open my professional practice to mentee(s) as well as listen and give them critical feedback?

ANSWER

QUESTION

How much time and energy am I willing to commit to developing a mentoring relationship?

ANSWER

QUESTION

How can I shape my mentoring experience to support my professional development?

ANSWER

QUESTION

With how many mentees should I work, and in what realm(s) of faculty responsibility would my mentoring focus?

ANSWER

QUESTION

How would I like to interact with a mentee? How often do I want to meet with my mentee(s) and am I open to working with them from a distance?

ANSWER

CORE MENTORING SKILLS

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LISTENING ACTIVELY

Through active listening, you demonstrate to your mentees that their concerns have been heard and understood. As a result, they feel accepted by you, and trust builds. Active listening should be your first priority, as problem solving happens much later. If you have a habit of immediate problem solving, see if you can become a better listener and problem explorer.

RESOURCES

Spataro, S. E., & Bloch, J. (2018). "Can You Repeat That?" Active Listening in Management Education. *Journal of Management Education*, *42*(2), 168–198. https://doi.org/10.1177/1052562917748696

The Linkedin learning video Listening Actively to Your Mentee can be viewed by clicking the link and logging into your NC State account.

BUILDING TRUST

Developing trust is crucial to your mentoring relationship and must be done over time. The more that your mentees trust you, the more committed they will be to your partnerships with them, and the more effective you will be as a mentor.

RESOURCES

Leck, J., & Orser, B. (2013). Fostering trust in mentoring relationships: An exploratory study. Equality, diversity and inclusion: An international journal. DOI 10.1108/EDI-01-2010-0007

The Linkedin learning video Building Trust as a Mentor can be viewed by clicking the link and logging into your NC State account.

PROVIDING ENCOURAGEMENT

Effective mentors encourage their mentees with positive feedback, which in turn helps increase the mentees' confidence and enables them to develop. Providing genuine, positive feedback to your mentees on a regular basis helps to keep them focused and motivated. While there are many ways to encourage, it is important to be aware that mentees can differ in the types and amounts of encouragement they like.

RESOURCES

Patel K.R., Silva R.A., Dahling J.J. (2019) Leveraging Feedback Orientation in the Workplace: Directions for Research and Practice. In: Steelman L.A., Williams J.R. (eds) Feedback at Work. Springer, Cham. https://doi-org.prox.lib.ncsu.edu/10.1007/978-3-030-30915-2_6

The Linked-In learning video Giving Positive Feedback can be viewed by clicking the link and logging into your NC State account.

ESTABLISHING MENTORING GOALS

As a mentor you should have a personal vision, specific goals, and a good grasp of current reality. It is important to have open and honest conversations with your mentees about their future plans and career/life goals.The way you view your personal strengths or limitations might be of interest to your mentees, and would be helpful for recognizing theirs as well.

RESOURCES

This blog article can be used for you to establish goals in your mentorship: Six Ways to Help your Mentee Think Strategically

The Linked-In learning video Establish Mentorship Goals can be viewed by clicking the link and logging into your NC State account.

CORE MENTORING SKILLS

INSTRUCTING/ DEVELOPING CAPABILITIES

As a mentor, you will most likely have to convey information to your mentees as part of the mentoring process. Instead of giving formal speeches or lectures, your instruction will be informal—from modeling specific behaviors to conveying ideas and processes in a "tutoring" mode. It's always tempting to be direct by telling mentees what to do, so your challenge as a mentor is to ensure that your mentees identify and pursue their own form of greatness, not necessarily yours.

▶ RESOURCES

This article provides tips on how to develop strategic mentoring skills: The Five Values That Great Mentors Share

The Linked-In learning video Establish Mentorship Goals can be viewed by clicking the link and logging into your NC State account.

PROVIDING CONSTRUCTIVE FEEDBACK

Effective mentors should be willing and able to give mentees constructive feedback. When you observe your mentees in a situation in which they are making mistakes or performing in less than desirable ways, you should be specific about the situation and direct with them; providing feedback that offers better ways for handling the situations. It is important to discuss with your mentees how they would like to receive this feedback, as people are more willing to hear constructive feedback if they have given permission and know in advance it's coming.

▶ RESOURCES

This can help you develop skills for providing corrective feedback in your mentorship:
Chapter 32. Providing Encouragement and Education | Section 4. Providing Corrective Feedback

The Linked-In learning video Giving and Receiving Feedback as a Strategic Mentor can be viewed by clicking the link and logging into your NC State account.

INSPIRATIONAL LEADERSHIP

One skill that separates excellent mentors from very good ones, is their ability to inspire their mentees to greatness. By setting an example yourself and helping your mentees experience other inspirational people and situations, you can help them onto future paths that excite and motivate— even beyond their original plans. Mentors vary in their ability to be inspiring, but should generally be positive and encouraging toward their mentees

▶ RESOURCES

This article provides tips on how to become a more inspirational mentor: Seven Ways To Be An Effective Mentor

The Linked-In learning video Inspirational Leadership can be viewed by clicking the link and logging into your NC State account.

OPENING DOORS

Mentors are usually in a position to provide visibility for their mentees and are able to open the right doors, which allows them the opportunity to meet people and demonstrate to different audiences what they can do. Research has shown that when mentors vouch for mentees in this way, their work is much more likely to be well received.You should open doors for your mentees every time you believe they're ready to go through them. Explain this process to your mentees as part of the development of your mentoring partnership.

▶ RESOURCES

This artice can help you provide opportunities for your mentees to progress in their career: SKILLS FOR SUCCESSFUL MENTORING

The Linked-In learning video Help Your Mentees Progress in their Career can be viewed by clicking the link and logging into your NC State account.

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1. Identify the needs and interests of both mentee(s) and mentor(s) within the mentoring relationship

2. Use the "Mentorship Relationship Options" form to decide how to organize the mentoring relationship

3. Determine if the mentoring relationship is envisioned as short-term or long-term

4. Determine the time commitment and availability for meetings

5. Determine the preferred method of communication and average communication frequency

6. Complete the "Defining Mentoring Goals" form together to establish clear expectations

7. Create a timeline for both mentee(s) and mentor(s) to achieve mentoring goals

8. Establish accountability for responsibilities associated with the mentoring relationship

9. Plan when to complete the "Mentoring Satisfaction Survey"

10. Create a plan for what to do if mentee(s) or mentor(s) believes the mentoring goals are not being met

11. Establish parameters for transitioning out of a mentoring relationship

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1. **Setting up parameters for a mentoring program in your department.**
   For example:
   a. Set explicit goals for mentoring relationships.
   b. Consider options for mentoring configurations.
   c. Describe how the mentoring program connects with the DVF, the faculty members SFR, and larger plans for faculty development.
   d. Consider different areas for which faculty need mentoring and the use of multiple mentors.

2. **Create a list of faculty interested in serving as mentors with their profiles and interests.**

3. **Collect resources for preparing and supporting mentors.**
   a. OFE's Mentoring workshops (under development)
   b. Linkedin learning- Log in through your NC State account after clicking the link for Developing a Mentoring Program resources.
   c. Introduce faculty to Mentoring Central resources.

4. **Engage the mentee(s) in the mentor(s) selection process.**

Early career faculty members may benefit from having access to a variety of mentors or the ability to change mentors without prejudice to suit their evolving needs. It is important to remember that the success of the mentee is the most important goal in the partnership. Mentoring partnerships should be assessed regularly to ensure that the needs of all participants are met.

The following information provides guidance to administrators and senior faculty members who would like to mentor early career faculty members in areas such as: understanding tenure and evaluation, navigating career demands, developing professional networks, and excelling at teaching and research. Using these recommendations can also provide a diverse and inclusive foundation for establishing a mentoring program.

RESOURCES

Best Practices in Faculty Mentoring
- Sections on pre-tenure and post-tenure mentoring as well as establishing a mentoring program from Cornell University.

Guidelines for Junior Faculty Mentoring Program
- Guidelines (pdf) for University of the Virgin Islands' Junior Faculty Mentoring Program

Designing and Implementing Mentoring Programs for Early Career Faculty
- A handbook (pdf) from UNC CHapel Hill about how to design a mentoring program with a special section geared toward department heads

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Opportunities for faculty to participate in activities related to mentoring across campus and beyond. If your unit or college has any resources you would like to add to this page please notify:
 faculty-excellence@ncsu.edu
Click the links in blue for more resources and information.

Office for Faculty Excellence
Faculty Conversations
Peer Support Network

College of Education
Executive Mentorship Program

College of Engineering
Faculty Mentoring | College of Engineering

College of Natural Resources
Resources for Graduate Faculty Members

Department of Chemistry
Research Mentoring Guide

Genetic Engineering and Society Center
MBTP Faculty Mentors Workshop Series

Office for Institutional Equity and Diversity
OIED Mentoring Junior Faculty

National Center for Faculty Development and Diversity
Free membership for all NC State Faculty

How to mentor graduate students

Graduate students want effective mentoring, as this helps students learn more successfully. But not all students' needs are the same. Just as the effective teacher tailors lessons to the learning needs of diverse students, skilled mentors tailor their guidance strategies to the goals and circumstances of individual mentees.

NC State has a wide range of students, including those who have been underrepresented or marginalized, and face significant challenges in their graduate programs. Mentoring, like all academic and professional activities, takes place in historical, social and political contexts that influence our institutional culture. The NC State Graduate School acknowledges this fact in its commitment to identify, pursue, and encourage strategies that enhance success, diversity and multiculturalism in all facets of graduate education.

What is mentoring?

In graduate school, mentoring relationships are close, individualized relationships that develop over time between a graduate student and one or more faculty members, or with other professionals who have a strong interest in the student's educational and career goals. It includes not only academic guidance, but also prolonged nurturing of the student's personal, scholarly and professional development.

Good mentoring includes talking regularly about research, coursework and teaching, examining the multiple roles of a professional in a particular field and jointly exploring funding avenues and job opportunities. Graduate students consistently describe these themes as high priorities.

Mentors are:
- advisors, who have career experience and share their knowledge
- supporters, who give emotional and moral encouragement
- tutors, who provide specific feedback on performance
- masters, who serve as employers to graduate student "apprentices"
- sponsors, who are sources of information and serve as academic role models

Mentoring enables faculty members to:
- engage the curiosities and energies of fresh minds
- keep abreast of new research questions, knowledge, paradigms and techniques
- cultivate collaborators for current or future projects
- identify and train graduate assistants whose work is critical to a research project or course offering
- prepare the next generation of intellectual leaders in the disciplines and in society
- enjoy the personal and professional satisfaction inherent in mentoring relationships

Mentoring enables graduate students to:
- acquire a body of knowledge and skills
- develop techniques for networking and collaborating
- gain perspective on how their discipline operates academically, socially and politically
- acquire a sense of scholarly citizenship by grasping their roles in a larger educational enterprise
- deal more confidently with challenging intellectual work

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