
Executive Mentor Training



TRAILBLAZERS: PROVOST'S MENTORING
INITIATIVE FOR FACULTY



What We'll Cover Today

Introductions

Trailblazers: Provost's Mentoring Initiative for Faculty Goals and Agenda

What is Mentoring?

- What differentiates mentoring and other forms of helping
- Stages of Mentoring
- Mutuality and Relational Mentoring
- Dysfunctional Mentoring Mentor Readiness

Mentoring Toolbox

- GROW Model
- Available Resources

Logistics of the Mentoring Program

- Overview of Executive Mentor/ Protégé Matching process
- Canvas invitation
- Resources, next steps and more



Introductions

- What is your name & role?
- What is your relationship with the Trailblazers Program?
- How have you personally benefitted from mentoring or being mentored?

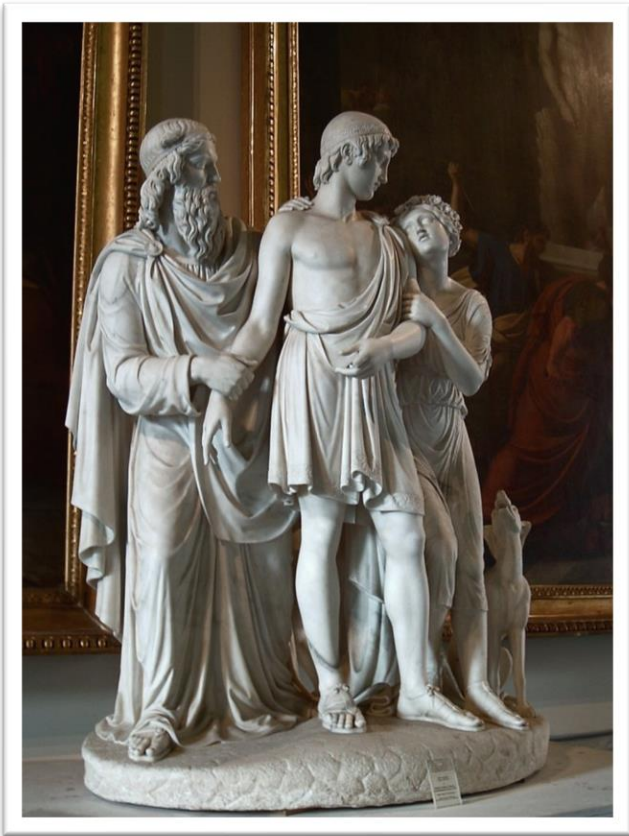


Provost's Mentoring Initiative for Faculty

- “One Clemson”
- ADVANCE institutional transformation
- Addresses gender disparities and increases of the representation of women in institutional leadership roles
- Provides opportunities for faculty development through mentorship, sponsorship and coaching
- Recruits women and minorities in STEM and non-STEM disciplines and prepares them for leadership roles in their disciplines and elsewhere



Mentoring Origins



Mentor forcing Telemachus to abandon Eucharis

- A mentor is defined as “a wise and trusted teacher or counselor”.
- The act of mentoring is a series of ongoing and little successes.
- You will be able to make a real impact through consistent and ongoing relationship building.

What Do Mentors Do, exactly?

What a Mentor Does:

- Takes a long-range view of protégé's growth and development.
- Helps protégé see the destination but does not give you the detailed map to get there.
- Offers encouragement and support

What a Mentor Does Not:

- Merely problem solve, commiserate, or tell war stories
- Function as an advocate of yours in the organizational environment such as your boss would; the relationship is more informal
- Tell you what to do, be directive or a transactional
- Serve as a counselor or therapist

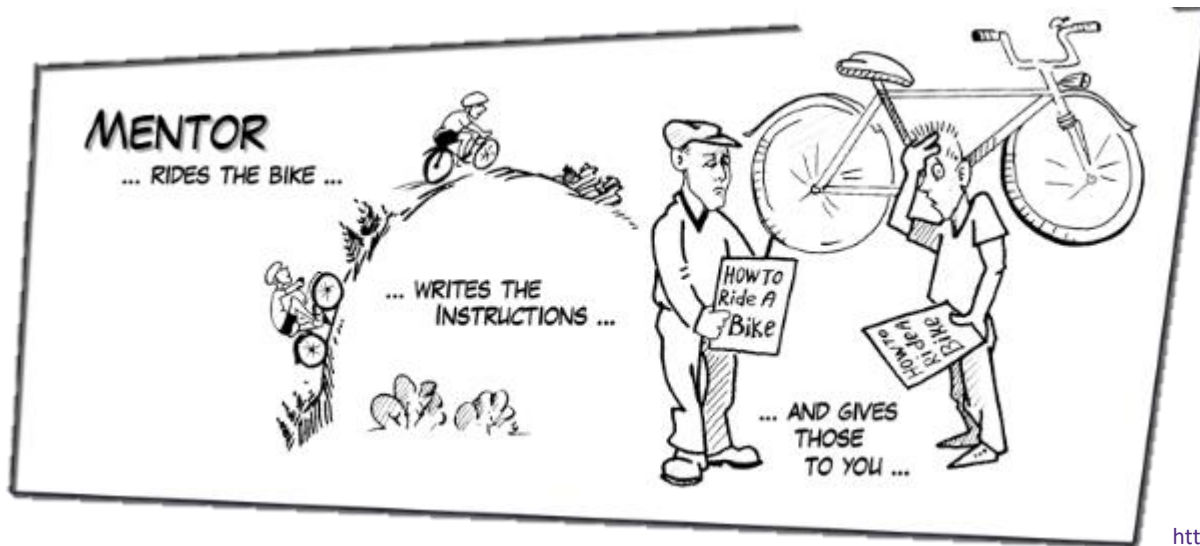
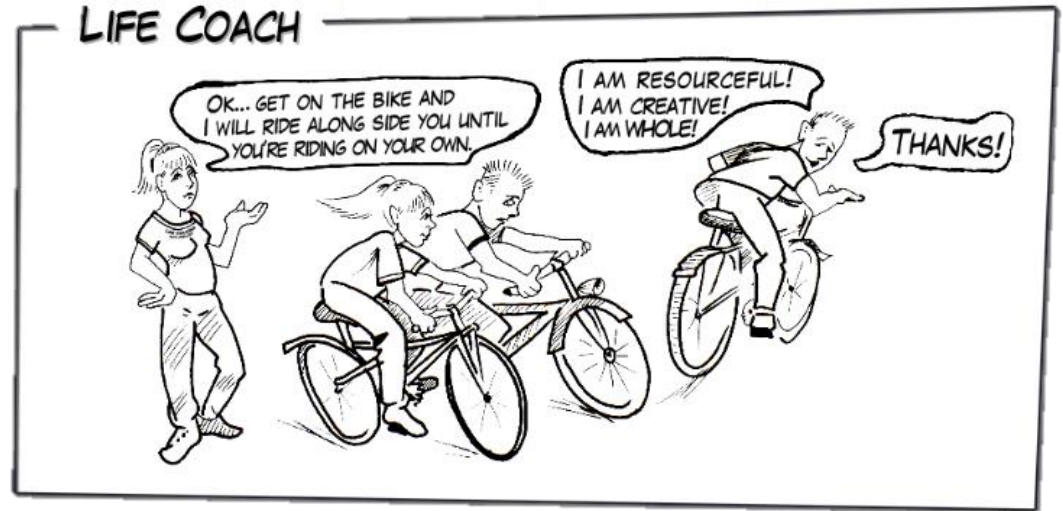
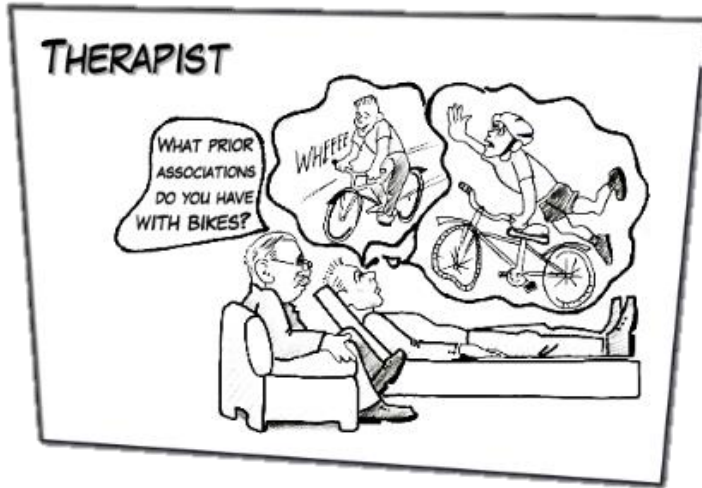


What Did I Sign Up For?

Responsibilities

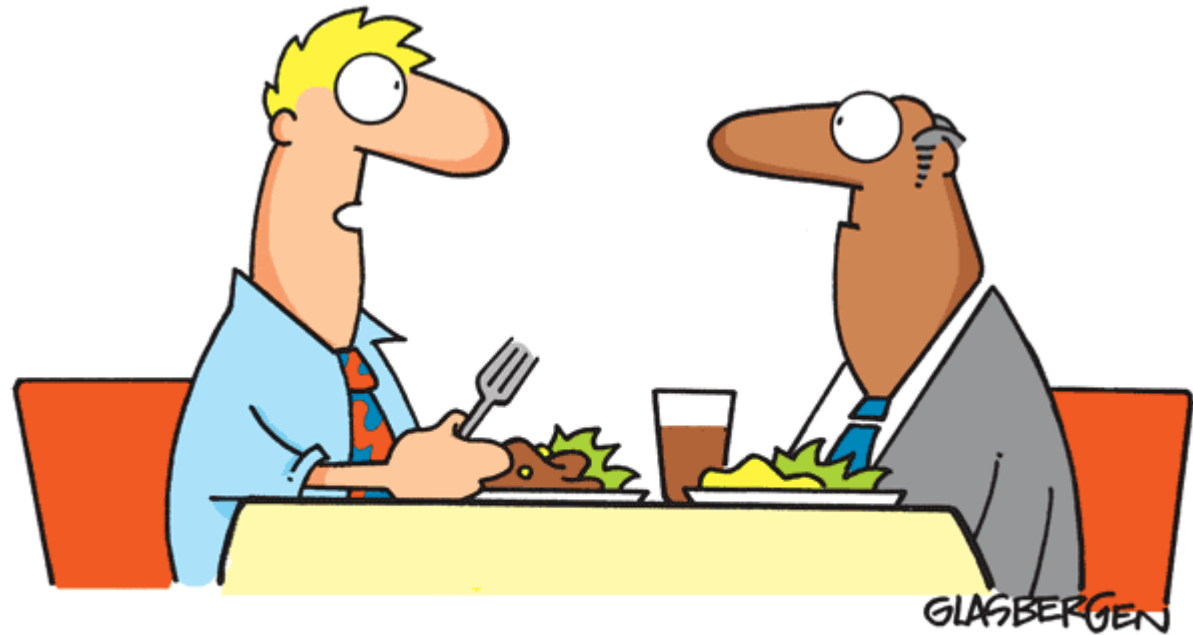
- Establish goals and set expectations with protégé based on protégé's expressed requests
- Mentor and protégé commit to meeting for 6 months (Nov-April).
- Can evaluate continuation or ending of relationship after those 6 months.
- Work with protégé to schedule meetings that include at least 6 structured meetings during the year (Fall/Spring).
- Maintain confidentiality.

Ask a Therapist, Life Coach & Mentor



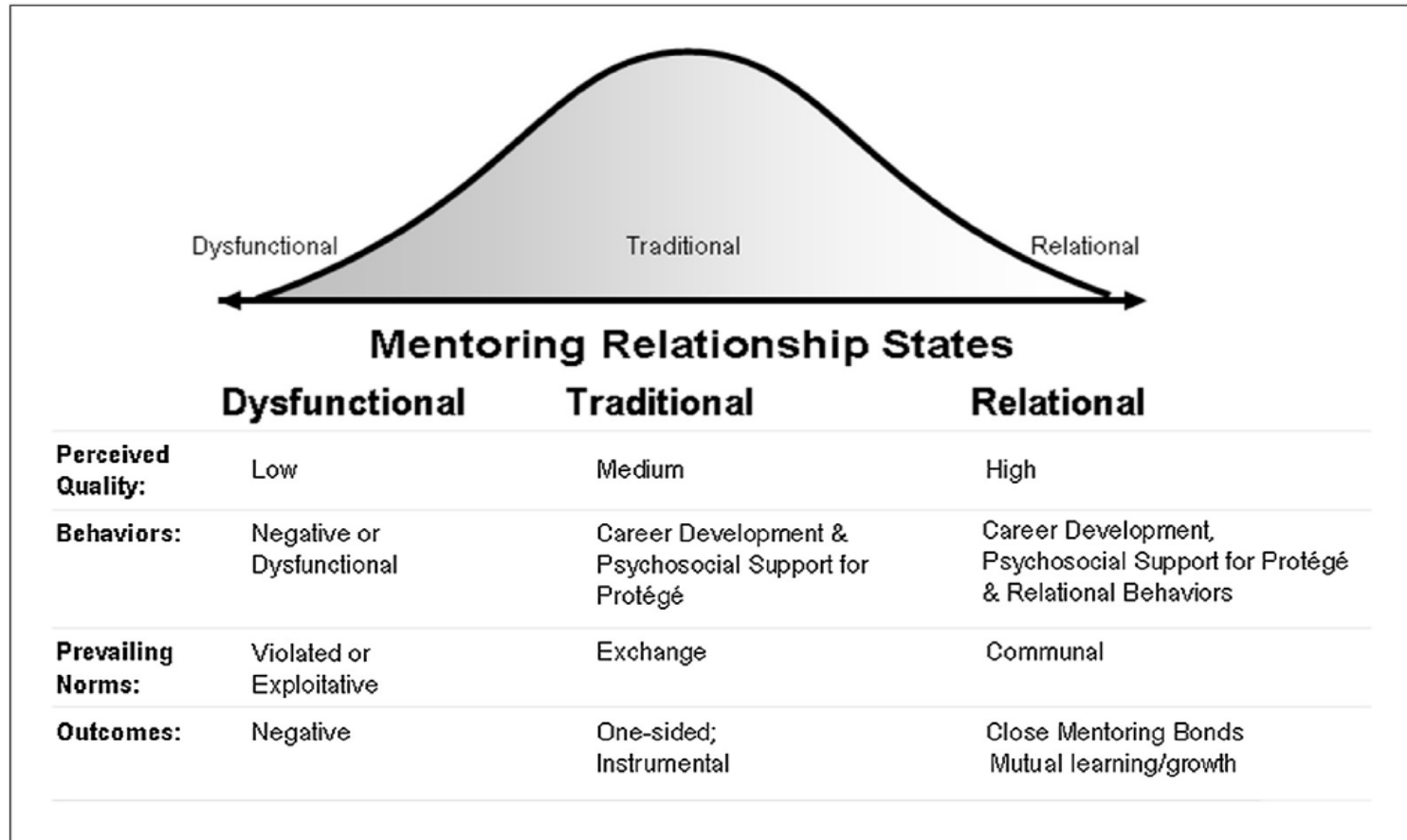
Types of Mentoring

- Hierarchical
- Peer
- Relational



“I’m looking for a mentor who can show me how to get rich without boring me with a lot of advice.”

Mentoring Continuum



Traditional vs. Relational Mentoring

Table 15.1 A Comparison of Traditional and Relational/RCT Perspectives on Mentoring

<i>Traditional Perspectives on Mentoring</i>	<i>Relational Mentoring Using an RCT Lens</i>
Self	Self-in-Relation
<i>One-directional</i> learning	<i>Two-directional</i> learning
<i>Hierarchical</i> mode of influence	<i>Nonhierarchical</i> mode of influence
Focus on individual achievement leads to implicit goal of increased <i>independence</i> of protégé	Focus on growth-in-connection leads to goal of increased proficiency for both mentor and protégé in acting in context of <i>interdependence</i> .
Increased ability (of protégé) to function in context of <i>separation and independence</i>	Increased ability (of protégé and mentor) to function in context of <i>interdependence</i>
Mentor skills in teaching and coaching; Protégé skills in learning and being coached	Mentor <i>and</i> protégé must have skills in teaching and learning
Focus on mentor functions, behaviors, skills, and experience	Focus on mentor <i>and</i> protégé functions behaviors, skills, and experience
<i>Static</i> expertise	<i>Fluid</i> expertise
Social identity as <i>individual</i> variable (e.g., sex differences)	Social identity as <i>systemic</i> variable (e.g., systemic gender dynamics)
Power as <i>individual</i> variable	Power as <i>systemic</i> variable
Preeminence of one mentoring <i>relationship</i>	A continuum of mentoring <i>episodes</i>
Focus on protégé outcomes	Focus on outcomes for protégés <i>and</i> mentors

Traditional Perspective on Mentoring

- Traditionally between an older, more experienced mentor and a younger, less experienced protégé
- Mentor and protégé \neq share a reciprocal partnership
- Protégé is the primary focus and the mentor sponsors the protégé's development where the mentor's development assumes a secondary importance.



"I think I am supposed to have a mentor....but I don't know why."

Traditional Mentoring Support

Career support functions:

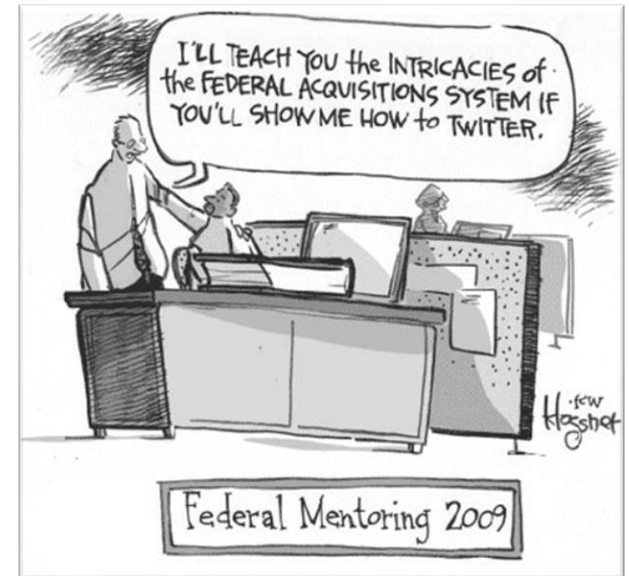
- Nominating the protégé for desirable projects.
- Recommending the protégé for lateral moves.
- Sponsoring the protégé for promotion.
- Providing the protégé with assignments that increased visibility to organizational decision makers.
- Exposure to future opportunities.
- Providing challenging work assignments.

Ref: Kram (1983) ; Noe (1988)



Relational Perspectives on Mentoring

- Mutually interdependent, empathic, and empowering processes that create personal growth, development, and enrichment for mentors and protégés
- Emphasizes the two-directional nature of mentor's and protégé's growth in mentoring relationships
- Both mentor's and protégé's development assumes equal importance in mentoring relationships



Ref: Fletcher & Ragins (2007); Ragins & Verbos (2007)

Relational Mentoring Support

Psychosocial support functions:

- Sharing ideas and providing feedback
- Suggesting strategies for accomplishing work objectives
- Reducing unnecessary risks that might threaten the protégé's reputation
- Serving as a role model
- Conveying unconditional positive regard
- Providing a forum to talk openly about anxieties and fears
- Interacting informally with the protégé
- Being respectful towards the protégé's competence and individuality.
- Building trust *Ref: Kram (1983) ; Noe (1988)*



Benefits of Reciprocity



Dysfunctional Mentoring

- Dysfunctional mentoring relationships occur when needs are not being met, costs outweigh the benefits, and distress occurs within one or both partners From the perspective of the protégé, the most common problems include:
 - Mentor manipulation
 - General dysfunctionality
 - Distancing behavior

From the perspective of the mentor, common problems include:

- Protégé underperformance
- Interpersonal problems
- Destructive relational patterns



(Eby et al. 2004, 2008; Lundsford et al. 2013)

Kram's Phases of Mentoring Relationship

- **Initiation**
 - ✓ **1 month**
- **Cultivation**
 - ✓ **2-5 months**
- **Separation**
 - ✓ **6 -7 months**
- **Redefinition**
 - ✓ **Indefinite period of time**



Phases of the mentor relationship. Kathy E Kram.

Academy of Management Journal (pre-1986); Dec 1983; 26, 000004; ABI/INFORM Global, pg. 608

Make Closure a Learning Opportunity

- ✓ Celebrate success
- ✓ Acknowledge accomplished goals
- ✓ Acknowledge incomplete goals
- ✓ Reflect on this mentoring experience



What Happens During Mentoring Sessions?

Help the protégé determine:

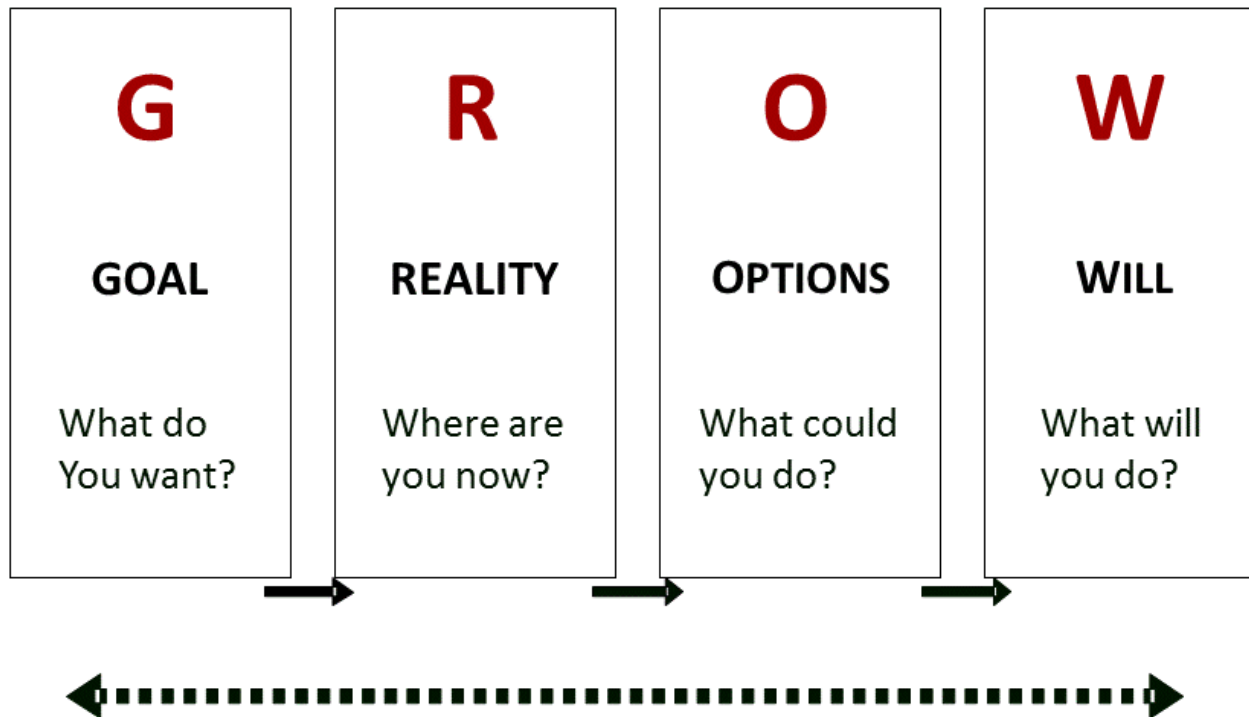
- What are the outcomes they want to achieve for this leadership project?
- What opportunities are there for them to practice their leadership
- What leadership techniques were they able to demonstrate?
- How successful did they view their leadership?
- What would they like to do differently?
- How might they approach the problem to achieve greater gender equity?
- Identify the difference between technical and adaptive problems? Transformational leadership? Servant leadership?
- Manage conflict / negotiations?



"For the final phase of my mentoring program, I'm sending you up the creek without a paddle."

Use the GROW Model

Grow Model



Available Resources

- ✓ Mentor Readiness Assessment
- ✓ Sample Mentoring Agreement
- ✓ Mentoring Meeting Checklists
- ✓ Tips for Mentors
- ✓ Mentoring Activities Suggestions
- ✓ Mentor Profile Form



Your Next Steps

- ✓ Accept Canvas invitation/look in Canvas for resources
- ✓ Executive Mentor/ Protégé Matching process
 1. Upload a 1-minute Elevator Pitch by Oct 18
 2. You will review protégée Elevator Pitches
 3. You will select your top 4 protégés with whom you'd like to mentor (add a wildcard) and complete a Google Form to specify your top 4 protégés
 4. Once we make the matches, you will receive an email of your match and will reach out to them to schedule an initial 15 minute meeting (example is in Canvas)
- ✓ Look for regular check-ins from Angie Carter

Today We Discussed:

1. The Trailblazers: Provost's Mentoring Initiative for Faculty Goals
2. We talked about what mentoring is, what differentiates it from other forms of helping, and we discussed the stages of mentoring. We talked about the idea of mutuality and relational Mentoring as well as forms of dysfunctional Mentoring
3. We gave you tools from the mentoring toolbox, including the GROW Model and available resources
4. Finally, we discussed logistics and what you need to be doing next



Questions?

To do list

- take Suzie to Soccer
- pick up dry cleaning
- groceries
- call contractor
- PTA mtg
- mentor someone