

Beyond The Binary: Applied Strategies to Strengthen Mentoring Relationships, Enhance Inclusion, and Foster Community

Spring, 2019

Step 1: Awareness

Self and Other, Relationships and Community

Note: the goal with these exercises is not to report out on everything but to work with your paired partner on each topic.

How's it going? What have you learned from one another? From your paired partner?

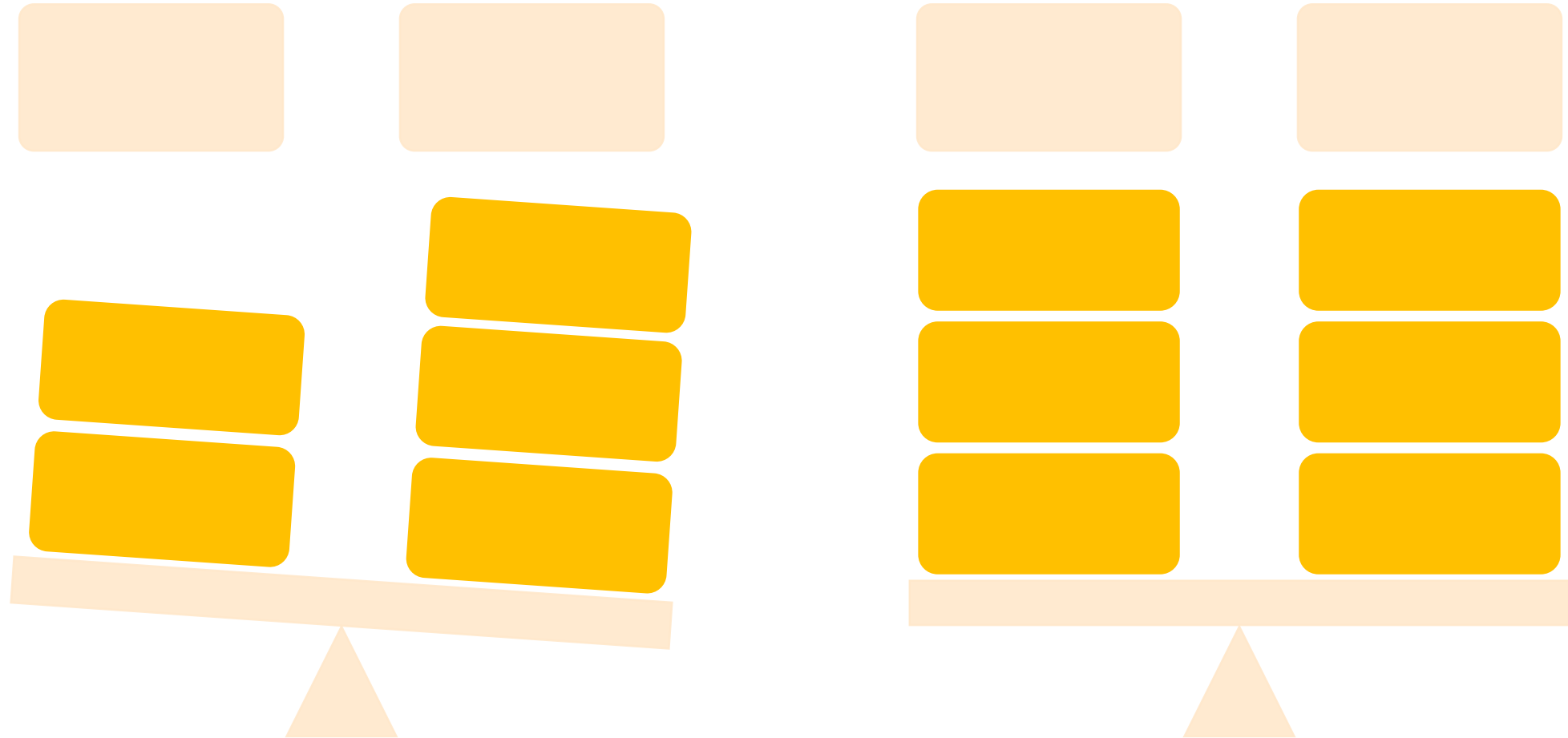
Mentors	Faculty Mentees	Staff Mentees

Balance: Myths and Goals.

Mentees –assess imbalances mindful of the expectations and pressures of others/policies.

Mentors –assess what you perceive to be the individual/professional imbalances/challenges.

All: what are the key aspects of a balanced state? Where can you say “I got this”? Where can you admit “I don’t”.



How do you define a successful mentoring relationship?
How do you know if it's successful?

Mentees

Mentors

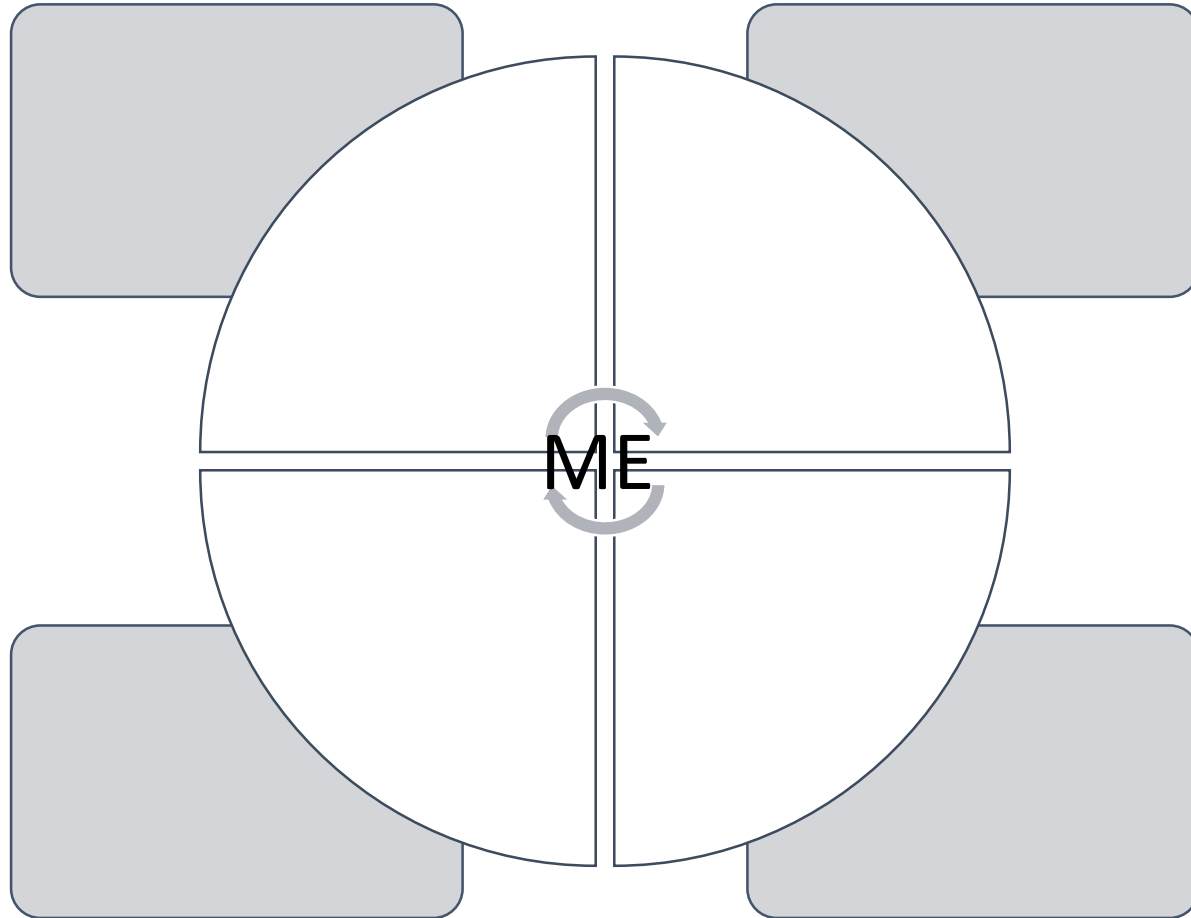
What are your Interests, Obstacles, and Solutions (as a mentee, as a mentor).

Interests/Goals	Obstacles/Challenges	Solutions/Expectations

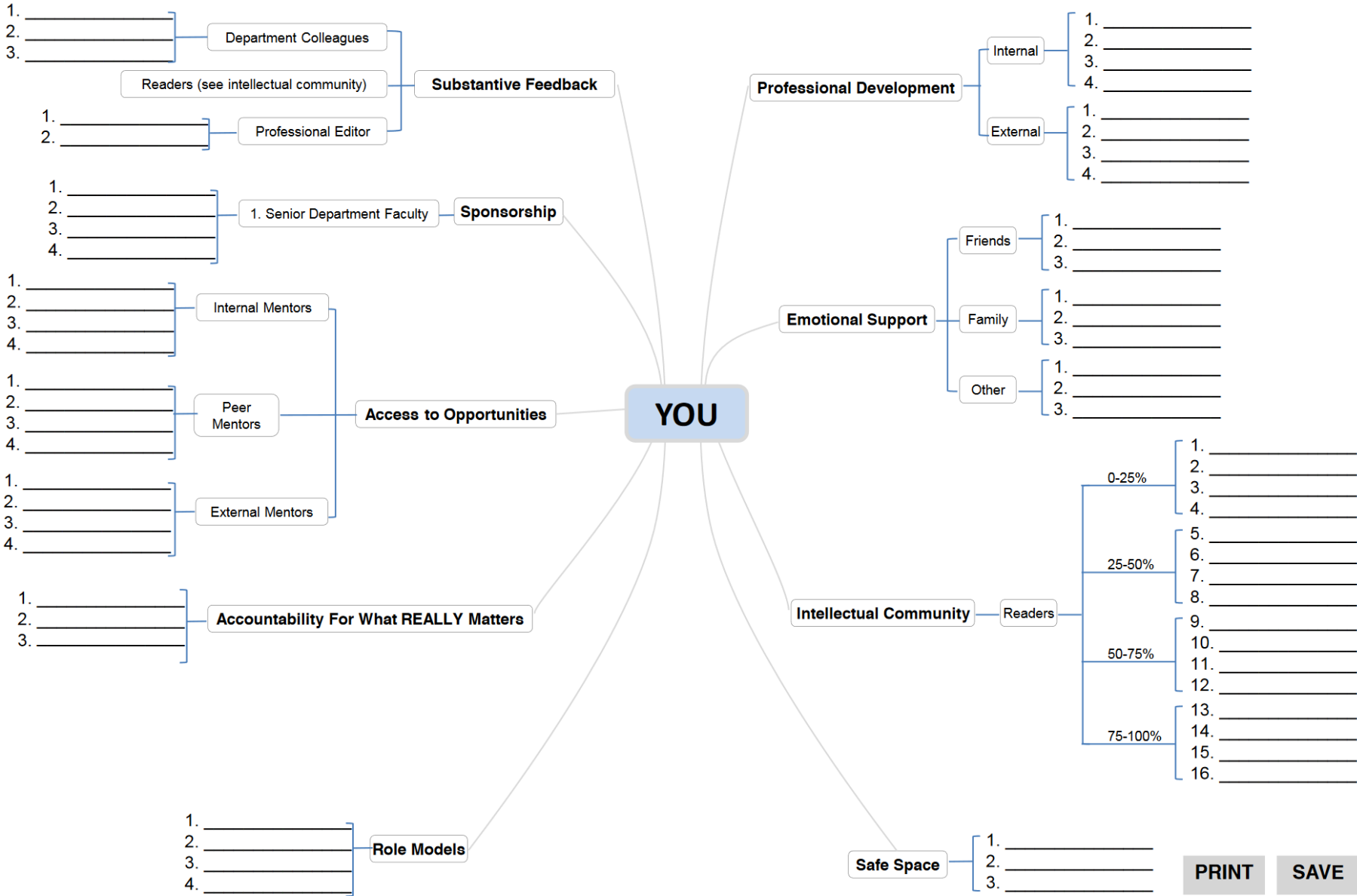
Step 2: Community

All Stars are Part of a Constellation

What do we need and *who* do we need?



NCFDD MENTORING MAP



Community: A Goal and a Model

- Formation Mentoring Communities:
 - “Opportunities for a **small group of colleagues** to explore their **individual hopes, aspirations, and purposes** and to **reflect on their common problems, challenges, or concerns**. An FMC is a **time and a place** to be in conversation with others who are holding our deepest well-being at heart, who have no vested interested other than contributing to the best that we all can be.” (Transformative Conversations: A Guide to Mentoring Communities Among Colleagues in Higher Education, p. 13).
 - Dedicated to the development of the whole person, not simply the instrumental rationality of career advancement. “This kind of mentoring has as much to do with **listening**...as with talking and instruction.” (ibid at 17).
 - Community. Trust. Support. Challenge. Inspiration. Accountability.

So, how do we do it? What are our roles?

Step 3: Inclusion

See corresponding materials

Why an inclusive prism matters

- “Women and faculty of color, in particular, encounter many barriers that can negatively affect their productivity and career advancement, These barriers include managing expectations for performance, particularly the tenure process, finding collegiality and community, and creating balance between professional roles, particularly teaching and research, and also between work and family life” (Sorcinelli and Yun: *When Mentoring is the Medium*, p. 366.)
- The data...trends in hiring, position types, rank, and leadership.

Inclusive Mentoring Recognizes Difference

Positive mentoring experiences/relationships are characterized by environments and behaviors that

- Make difference discussable
- Address unconscious and implicit biases reflectively and openly
- Discuss, establish, and respect boundaries
- Reflect on the quality of (cross-cultural) communication and progress
- Explores assumptions about race, ethnicity, gender, identity, aspirations, et cetera
- Address vulnerabilities safely and productively
- Emphasize listening and appreciative inquiry

Step 4: Strengthening and Sustaining the Relationship

What are the attributes of a healthy and productive mentoring relationship?

- Trust?
 - Support?
 - Inspiration?
 - Accountability?
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- Are you giving/getting/providing/fostering it?

Warning Signs –moving from negative to positive

Adapted in part from Brigham and Women’s Hospital Center for Faculty Development and Diversity, Harvard Medical School Hospital

Symptoms of a Problematic Mentoring Relationship	Solutions?
Poor matching	
Poor communication	
Needs are unmet	
The cost is greater than benefit	
Frustration	
Divergent values	
Poor communication	
Incongruent or unclear expectations	
Diminishing expectations	
Conflicted/conflicting roles	
Repeated misunderstandings	
Lack of progress	
Missed deadlines	
Irregular, unreliable, or unmet meeting needs	
Poor preparation	
Exploitation	
Neglect	
Insensitivity	
Implicit biases and operative assumptions	
Divergent priorities	
Unawareness	
Incompetence	

Mentor/Mentee 1:1 Action Plan

- Have a meaningful conversation with one another, mindful of what we've learned today, and use this space to identify your concerns, challenges, goals, and actions. What will you do as a mentee? What will you do as a mentor? What will you do together?