

Invisible



CTE Executive Director:

Dr. Caroline Clements

Caroline Clements PhD is a clinical psychologist who is Director of the Center for Teaching Excellence and the Center for Faculty Leadership at the University of North Carolina Wilmington. She is a Professor in the Department of Psychology at UNCW. As part of her portfolio, Dr. Clements administers the University mentoring program, in collaboration with CTE's Associate Director Diana Ashe. In this program faculty are assigned an outside the department mentor to guide them in their efforts toward promotion and tenure and to assist them in gaining an appreciation of university-wide goals and values. In addition to these activities Dr. Clements maintains an active research and teaching agenda. She is particularly interested in supporting collaborative scholarship in teaching. Her own areas of research specialty are interpersonal violence and cognitive vulnerability to depression.



Author and Designer:

Dr. Marsha L. Carr

Marsha Carr serves on the faculty of Educational Leadership at the University of North Carolina Wilmington and is coordinator of the Watson School of Education Masters of School Administration program. Carr previously served as a superintendent of schools in West Virginia for the past decade. Her other prior roles include serving as a Pre-K - 12 principal, Director of curriculum/instructional technology, and a reading specialist during her 35 years of service. In 1994, Carr received the Milken National Educator Award as a reading specialist, a Teacher of the Year award for Allegany County, Maryland and was recognized by the Maryland House of Delegates as well as received the Maryland Governor's Citation for her work. Carr is the author of Educational Leadership: From Hostile Takeover to a Sustainable –Successful System and The School Planning Guide: Focus on Turnaround to Transition.

Cover Art

Graphic Designer:

Kristie Wetherill

Editor:

Dr. Elizabeth S. Foster and Dr. Edward Caropreso

CTE Staff

Associate Director:

Dr. Diana Ashe

Administrative Associate:

Dianne Bass

Recipient of the CTE ***Summer Pedagogy Development Initiative Award***.

This project was sponsored as a grant award by the **Center for Teaching Excellence**. Points of view or opinions in this manual are those of the author and do not necessarily represent the official position or policies of the Center for Teaching Excellence.

The term Self-Mentoring is owned and copyrighted by Dr. Marsha L. Carr and is used with permission to create this guide only.

The Invisible Leader: A Self-Mentoring Guide for Higher Education Faculty

2012

Dr. Marsha L. Carr

University of North Carolina Wilmington
Center for Teaching Excellence



Watson School of Education



ACKNOWLEDGEMENTS

The author would like to especially thank **Dr. Caroline Clements** for her guidance, support, and encouragement as well as **Dr. Diana Ashe, and Dianne Bass** at the Center of Teaching Excellence for the wonderful opportunity to expand her field of learning in self-mentoring, her colleagues at the Department of Educational Leadership for all their support and assistance in the completion of the manual and the wonderful and talented **Kristie Wetherill**, graphic designer. A special thanks to all these individuals for their sacrifices and gifts to the development of this manual.

This publication was edited by Dr. Elizabeth S. Foster and Dr. Edward Caropreso at the University of North Carolina at Wilmington.

Table of Contents

<i>Introduction – Self-Mentoring</i>	<i>5</i>
<i>I Systems As A System: Self-Mentoring Model</i>	<i>9</i>
<i>II Getting Started: Self-Mentoring Steps</i>	<i>14</i>
<i>III Building A Plan: Self-Mentoring Guide</i>	<i>19</i>
<i>IV Evaluating The Plan: Self-Mentoring Success</i>	<i>40</i>
<i>V Sustaining The Success: Self-Mentoring Sustainability</i>	<i>44</i>
<i>Resources</i>	<i>50</i>
<i>Glossary</i>	<i>53</i>
<i>References</i>	<i>54</i>

Introduction – Self-Mentoring

Mentoring has become a nationwide emphasis as research increasingly suggests more and more that professionals benefit from the guidance and service of a mentor. While having a mentor is a rewarding experience for most professionals, time and cost restraints that create a burden on both the system and the assigned mentor often limit access to mentoring experiences. Establishing and sustaining effective leaders within our systems begins with fledgling educators; mentoring creates a foundation of confidence and necessary skills to accomplish the professional goals and expectations.

While mentoring typically involves two individuals in a reciprocal relationship, self-mentoring allows an individual to work independently or to interact with others as needed in a process utilizing a method most closely related to the goals and needs of a particular individual. Each mentee has the flexibility to determine what works and what changes should to be made for the mentee to accomplish the mentoring goals. Such a self-guided process allows mentees to consistently learn and grow professionally by creating a living, changing environment that can be sustained as long as may be needed for professional growth and development.

Throughout this guide, the word mentee will be used to represent the learner, the person who is seeking guidance which ultimately will result in increased competence and professional success. This is YOU!

Program Mission Statement:

The purpose of *THE INVISIBLE LEADER: A SELF-MENTORING GUIDE FOR HIGHER EDUCATION FACULTY* is to provide assistance and guidance to mentees lacking the funding for or professional opportunity to be assigned a mentor.

Program Description and Overview:

THE INVISIBLE LEADER: A SELF-MENTORING GUIDE FOR HIGHER EDUCATION FACULTY provides participants with essential data that support self-mentoring goal-setting and the development of techniques to accomplish mentoring goals. In doing so, gathering this particular data will take the mentee through task development strategies. Self-Mentors will learn to use a variety of technologies, such as audio and video tools, that can be used to collect different types of real time data for review and assistance. They will look at the students in

their classroom from an analytical viewpoint. Quantitative data, such as counts, and qualitative data, based on observations, will be collected and analyzed. Traditional models of mentoring require one-on-one interactions between a veteran mentor assisting a fledging or struggling mentee; in the absence of opportunities to engage a mentor, this model can not be sustained. Therefore, it becomes necessary to identify or develop processes for creating a sustainable alternative system in which the mentee learns from personal experience, data collection and critical reflection in ways that result in mentee behavior being effectively altered. A self-mentoring model will necessarily change some of the mentorship procedures to provide opportunities for these experiences to occur.

Self-Mentoring - Defined

When we think of mentoring, we think of two or more individuals working together collaboratively to provide support and guidance to the less experienced of the individuals. It can be considered a partnership from which both derive benefits during the exchanges. University of Massachusetts Amherst writes that mentoring “has long been viewed as a powerful means of enhancing the professional well-being of faculty members, especially new and under-represented faculty”. (www.umass.edu/ofd). Salmon & Bowen, (2011) write, “Mentoring is a long term relational process for developing a mentee under the close guidance of a teacher, counselor, or leader who knows how to navigate within the culture of the mentee’s environmental organization”. Today mentoring is more diverse. It now generally refers to a relationship between two individuals, the mentor and mentee. The mentor works with the mentee to strengthen competencies needed to enhance job performance and career progression.” (MLBoval@home.com). According to Thomas & Saslow (2011), “Mentoring is a developmental partnership through which one person shares knowledge, skills, information and perspective to foster the personal and professional growth of someone else. We all have a need for insight that is outside of our normal life and educational experience. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement and problem-solving.”

(<http://cmcismentorprogram.wordpress.com/mentoring-program-manual/definition-of-mentoring/>)

According to the Medical College of Wisconsin, a “Mentee is an achiever willing to take the initiative for his/her own development and make the most of available opportunities. Mentees are responsible for devoting their time to the mentoring relationship with on-going interaction with the mentor. Both the mentor and the mentee have a responsibility to create a committed relationship.” (www.ncw.edu).

What is Self-Mentoring?

The following definition serves to define **Self-Mentoring** for this guide: The mentoring of an achiever willing to initiate and accept responsibility for self-development by devoting time to navigate within the culture of the environment in order to make the most of opportunity to strengthen competencies needed to enhance job performance and career progression.

Self-Mentoring requires considerable commitment to goal attainment, time management, and responsible data collection and reflection. As a self-mentor, you must know yourself –your strengths and weaknesses, your learning style – as well as factors that positively and negatively impact your learning. You must be confident in who you are and who you want to become in your career.

***Systems as a System:
Self-Mentoring Model***

Systems As A System: Self-Mentoring Approach

In order to understand and develop a self-mentoring approach to learning, the educators should have knowledge of the systems in which they operate. One theory that is essential in this process is systems theory. While it is a complex organizational approach, Systems Theory offers an overview of how systems relate and work together. Systems theory is the process of seeing all the parts that create a complete, intact complex system. It's a framework for seeing interrelationships rather than just individual elements, for seeing moving patterns of change rather than static images (Senge, 1990; Collins, 1993; Hatch, 1997; Lezotte & McKee, 2002). According to this theory, all phenomena are related: societies contain groups, groups contain individuals, individuals are comprised of organs, organs of cells, cells of molecules, and molecules of atoms. Accordingly, the connection of phenomena to a system's operating laws and principles and the relationships between components of a system are the foundations of this theory (Hatch, 1997). The interrelated parts of a system are called subsystems, and systems are made up of subsystems as well as other systems. Additionally, not only are there subsystems and systems within a system, but also there are supersystems. A supersystem represents an entire organization as a whole. These terms, system, subsystem, and supersystem, provide a framework within systems theory (Hatch, 1997) and can be used to explain the systemic nature of most educational systems.

Typically, an educational organization such as a university is thought of as one large system that operates as a collective unit or supersystem. This supersystem includes the community, the environment, colleges within the university, and external forces such as the economy. The components in this supersystem also operate as systems and are comprised of subsystems. The subsystems of a university are the different components, such as the departments of the different colleges. These departments consist of faculty, students, support staff. Support staff or departments may include: student services, faculty support, instructional technologies, and personnel. Subsystems can also be highly differentiated. Differentiation provides specialization, and specialization creates a need for integrating and coordinating within the organization (Hatch, 1997). It is important to identify and acknowledge the importance of all these systems and subsystems that collectively form the district. (Carr-Lambert, 2004)

Regardless of the type, organizations are still systems and as systems, they are made of many other systems or subsystems. One should be aware of the organization as a complex system of power,

politics, culture, and constant change (Hesselbein, Goldsmith, & Beckhard, 1997). Schoenfeld & Magnan (2004) write,

“Above all, see your institution as an integrated organism, with a spirit and a heart and a will that transcend the purposes of its separate parts and link it to the world, an institution that needs only a caring professoriate to enter new frontiers of educational excellence and public support as American life and American learning proceed together toward broader lands and fairer days.” (p. 9)

How could anyone argue with this?

Making It Personal

From this point on, you will be directly addressed as the Self-Mentor. To ensure that this guide is the most useful to you, the information will continue as if we are in a conversation.

At some point, you will need to assess your relationship to and participation/involvement with a group of individuals regardless of the scale of the group or whether it is in a small or large school district or whether it is part of a university faculty.

The culture of an organization speaks loudly and is especially heard by those who are new and joining the system. You will quickly develop a sense of what the organization stands for and the individuals that make up the system. It is important when developing a self-mentoring program to have knowledge of the organizational climate of your environment.

Peter Seldin (1991) describes one type of culture, academic culture, as the unspoken language what you are to understand as important or unimportant, your actions and expectations, and even your values and beliefs that sets the institution apart from others. From the standpoint of higher education, Seldin identifies ten characteristics of academic culture:

1. Individual Autonomy – the degree of independence, responsibility or even opportunity that you have.
2. Structure – The degree rules/regulations are used to control the individuals within the system.
3. Support – The degree of warmth/helpfulness exhibited to each other.
4. Identity – The degree to which faculty/students identify with the organization.
5. Quality of Personnel – The degree of confidence displayed in each other’s integrity and competence by those within the organization.

6. Cooperation – The degree to which individuals throughout the campus work together and share goals.
7. Decision-Making Process – The degree of genuine consultation and collaboration exist among layers of power, when it comes to policy and functions.
8. Risk Tolerance – The degree of encouragement to be professionally adventuresome and innovative.
9. Communication Pattern – The degree to which information flows within the organization among the individuals.
10. Sense of Community – The degree to which individuals in the organization feel a sense of oneness/caring of each other.

Regardless of how you sense fitting in – it is how you are valued and how you relate to others that become an important part of your cultural belonging. Schoenfeld & Magnan (2004) identify several tips for achieving a successful interlude.

1. Hit the Ground Running – be a quick starter or the person that stands out as a matter of mastering the tasks necessary for your success.
2. Involvement – immerse yourself in the campus community by asking for advice and assistance; as well as, asking others to observe your performance for feedback, look over a document or lesson plan, or just get an opinion on a project. Regardless, involve others to demonstrate a sense of respect of veteran faculty and a respect of their knowledge.
3. Regimen – manage your time to including the task at hand and social networking. You cannot underestimate the value of social networking among the faculty. If you get invited to something, attend. If you are asked, volunteer. Make yourself available and accessible.
4. Self-Management – use your instinct to know what to do and not to do – balance your chores and establish rapport.
5. Social Networking – find ways to interact even if it is through clubs, fitness groups, exercise class, painting or photography – become involved and make sure you don't fall victim to loneliness.

Systems Assessment

Before beginning self-mentoring, you should develop a perception and understanding of your organization as an individual in this system. Using the assessment tool below, rank your organization from the short observations or interactions you have had to date. It may be a first glimpse snapshot. You are encouraged to use this form as often as needed to gather data, keeping in mind that your assessment may, probably will, change as you become more involved in and familiar with your environment.

Directions: Complete the assessment below by rating your level of agreement with each statement using the scale provide; 1 = Disagree to 5 = Agree.

	Disagree.....				Agree
1. Your organization has a flow of necessary information.	1	2	3	4	5
2. The system provides networking opportunities	1	2	3	4	5
3. Your organization encourages your creativity.	1	2	3	4	5
4. There are avenues to initiate change at your level.	1	2	3	4	5
5. The culture of your organization is positive.	1	2	3	4	5
6. The environment is nurturing and encouraging.	1	2	3	4	5
7. You are encouraged to be innovative/creative	1	2	3	4	5
8. You are encouraged to work in a team.	1	2	3	4	5
9. The organization is growth producing.	1	2	3	4	5
10. Your organization is designed for success.	1	2	3	4	5

Once you have completed the systems assessment, review the score you have given your system. Use the range below to determine your organization’s ranking.

- 50-45 = Basically There
- 40-44 = Well On Our Way
- 30-39 = Just Starting
- 29 - 0 = Trying

While the ranking gives you a general overall view, look at the specific strengths and weaknesses of the organization. Design your self-mentoring plan with this knowledge of your system in mind.

Getting Started: Self-Mentoring Steps

Getting Started: Self-Mentoring Steps

As one of the first steps in your self-mentoring process, think about the goals you will set for yourself. These goals are the expectations you have for yourself as beginning university faculty or new member to the department and what you anticipate you will learn during the mentoring process. You may not be new to higher education, but you may be new to your current professional environment, culture or even this job.

Setting Expectations

Expectations are nothing more than realistic intentions. This is a process of mind-setting, for preparing mentally for the task at hand. The University of Massachusetts Amherst's Mutual Mentoring Guide (2011) states, "It can be argued that the need for mentoring and its benefits is greater today than ever before ... we know that new and under-represented faculty experience a number of significant challenges that can act as 'roadblocks' to productivity and career advancement which include 1) getting oriented to the institution; 2) excelling in the tasks required; 3) managing expectations for performance; 4) finding collegiality and community; and 5) creating balance between professional roles and also between work and family life." (Sorcinelli & Yun, 2011)

LINK THE GOALS WITH YOUR PASSION

Goal-Setting

In order to set up any type of mentoring program, self or collaborative, goals have to be determined, developed, and implemented. The goals have to be realistic and obtainable in design. They also have to be measurable to some degree. Let's begin working on creating some realistic expectations that can be developed into goals.

But before we begin, let's complete a pre-questionnaire about self-mentoring. Once the pre-assessment is complete, expectations need to be established and a determination of the amount of time you are willing to devote to the process. Then, we can begin setting obtainable goals through your realistic intentions.

Self-Mentoring Pre and Post Questionnaire

To begin, let's capture your feelings about mentoring in general and more specifically Self-Mentoring. To see how your views have changed or not, complete the following survey at the onset of the program and again when complete when you finalize the components of the program. You may also decide to gather information throughout the year to monitor your perceptions and use the data to make changes to your overall plan. Address all or any relevant items in the survey.

Complete the questions below based on your prior knowledge:

1. Describe your view of a mentoring program in general.
2. What do you think a Self-Mentoring program should look like?
3. What should the program provide to you?
4. What do you expect to get out of the program?
5. Why would you consider Self-Mentoring as a practice of choice?
6. Explain why you would you prefer to have either an assigned mentor/mentee program or a self-mentoring program?
7. How do you think self-mentoring could replicate a mentor/mentee program?
8. What do you believe will be the similarities and the differences in the two approaches?

Setting Expectations

There is an organizational structure to goal development. In the self-mentoring higher education faculty guide, you are setting expectations as one aspect of the organizational structure. Setting expectations is a simple process of putting to words what you expect of yourself and what you expect of the process. Some examples are provided below.

Expectation examples:

- I expect to be able to manage the Self-Mentoring program.
- I expect to be able to improve my performance through the program.
- I expect to learn from the experience.

Write in the space below, the expectations you have for your Self-Mentoring program. You can have as many expectations as you desire. There is no limitation; however, you will need to narrow your list to the top three expectations to better manage time and resources.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Why are the top three expectations you chose important to you?

Scheduling Your Self-Mentoring

Time has to be set aside for you to self-mentor. The time has to be appropriate for the goals you set as well as suitable for implementation and assessment. The process will begin by setting weekly goals followed by monthly goals; eventually you will be designing a year of Self-Mentoring. Mentoring works best when designed for a year of implementation, although adjustments will be made based on feedback and continuous planning throughout the year, so that the plan is fluid.

Mentee/Mentor programs typically schedule monthly meetings, at university level, to discuss the process. You will not have someone to meet with so your meetings can be scheduled when necessary without sacrificing structure.

There are two components to Self-Mentoring. First, you must complete an activity; second, you will need to build in time for reflecting on the activity, therefore, you need to think about the amount of time you may need or are willing to spend based on your workload and schedule. How much time are you willing to set aside to self-mentor?

- How much time are you willing to schedule for Self-Mentoring activities per week? Per month?
- How much time are you willing to schedule for Self-Mentoring reflections with other colleagues per week? Per month?

How much time will you schedule for your self-mentoring...

Weekly Schedule

Monthly Schedule

Annual Review Schedule

Note: You will find schedule templates in the next section, which will assist you in your planning and implementation.

Building a Plan: Self-Mentoring Guide

Building a Plan: Self-Mentoring Guide

The challenge is to create a schedule that is realistic in implementation, designed to motivate you, organized, and matches the goals you have developed. In order to accomplish these goals, there are some activity sheets provided that may be beneficial.

- An **Annual Self-Mentoring Planning Template** has been designed for you to use to formulate your goals and activities to reach your goals. This is a broad overview for getting started and at some point, you will begin to refine your goals but they probably will still fall under this umbrella.
- You will need to sign a **Self-Mentoring Contract** with yourself and a supervisor if possible. Regardless if your supervisor signs the document, you must sign a contract with yourself to ensure you will carry out the goals.
- The **Personal Plan for Self-Mentoring** guide is to be used for designing goals and assigning activities to reach your goals by gathering feedback.
- For a broader range of planning, a **Self-Mentoring Monthly Schedule** is provided.
- A **Self-Mentoring Activity Schedule Log** is provided for you to consider for organizational purposes as well as a sample completed log to be used as a guide.
- A **Self-Mentoring Observation Activity** sheet is provided to detail an overview to what your planned activities will be.
- A **Self-Mentoring Observation Activity Feedback** is included for data collection.
- A **Self-Mentoring Reflection Practice** form is also included for reflection practice.
- Also included is a **Self-Mentoring Activity Reflection/Feedback Log** for reflection and feedback notes.
- A **Self-Mentoring Social & Professional Networking Activity Log** is provided for using valuable resources and individuals during your learning process.

Note: It should be noted that all of the forms are not necessary or helpful. You may pick and choose the forms that are necessary or helpful for your Self-Mentoring practice and program. You may even find it necessary to develop individual forms not included or condensing several forms into one for your convenience. Remember, it is your Self-Mentoring program.

Top Personal Goals

Top Professional Goals

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

Related Activities Not to Be Missed

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

Social/Professional Networking Targeted Involvement Goals

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

Essential Contacts/Resources:

• Method _____ Contact: _____

• Method _____ Contact: _____

• Method _____ Contact: _____

Note: These goals could be relevant to any professional plan for your system to avoid duplication as well as could be used for documentation to support other organization plans.

SELF- MENTORING CONTRACT

I am entering into a 12-month formal self- mentoring process of which I pledge to commit and implement for the betterment of my personal development. (Use this page for each goal or combine the goals for one contract).

Self-Mentoring Goal: I would like to accomplish the following:

My role as a Self-Mentor: I will work to achieve these goals by ...

(i.e. developing and monitoring my action plan, collecting and sharing organizational knowledge, expanding my network, finding external and internal sounding boards, obtaining feedback, and reflection):

My self-mentoring plan will include the following:

When: _____
Where: _____
How long: _____
Frequency: _____
Responsibility: _____

I will dedicate time into my reaching my goals (amount):

Daily: _____
Weekly: _____
Monthly: _____

I will honor others and respect all matters of confidentiality, including the following:

The agreement may be terminated at any time by the self-mentor.

Signature:

SUPERVISOR

Signature:

SELF-MENTOR

Note: These goals could be relevant to any professional plan for your system to avoid duplication as well as could be used for documentation to support other organization plans.

Self-Mentoring Activities

There are a variety of activities that can be used during your Self-Mentoring to gain insight and gather data. Some suggested activities are listed below. You can design your own **Activity Schedule Log** for your Self-Mentoring activities (review the *sample schedule log* in this section).

Professional Development Activities:

- Video-taping of others
- Self-video taping
- Self-audio taping
- Self-video without sound.
- Snapshots by others
- Full observations of others
- Full observations by others
- Full observations with others
- Internet searches
- Library research or other related work
- Book circles
- Research team projects
- Grant writing

Networking Activities:

- Goal planning with others
- Related discussions with colleagues
- Reflection with colleagues
- Lunches/Dinners with colleagues
- Recreational Activities
- Training attendance
- Workshop participation
- Related reading
- Recreational reading
- Co-writing journal articles, white papers, book chapters, etc.
- Co-presenting with colleagues at conferences (state, regional, national, international)

Self-Mentoring F2F Observation Activities

There are a variety of ways to monitor and observe in your course, classroom, or other face-to-face settings. While a short list is provided below, there are many additional methods to gathering information from your course/classroom. Keep an activity log of all observations and track the information. Observations are akin to weight loss, the process is so slow and the change so gradual, but without documentation you often forget where you began and how much change has occurred over time. These data could be invaluable to you and to others if you ever choose to share this material, professionally. Review the activities below and you can use them in your *personal plan for self-mentoring* in this section.

Ways to gather course/classroom data on teaching effectiveness:

1. Video-tape the event
 - To watch repeatedly for multiple observations
 - To target a specific goal
 - To share with colleagues for multiple sources of feedback
 - To share with a selected colleague for feedback
2. Ask another colleague to observe
3. Observe another classroom or course
4. Watch a related video for ideas
5. Audio tape the event (to eliminate other distractors)
6. Video another class
 - To repeatedly have a resource
 - To have another colleague watch with you to discuss observations
 - Offer the event online for multiple sources of feedback
7. Use alternate technologies to share your activity
 - Blogs, Private sites twitter, journaling, smart pen reflection

Self-Mentoring Online Observation Activities

There are also ways to monitor and observe in your online course and classrooms. While a short list is provided below, there are many additional methods to gathering information from your course/classroom. Keep an activity log of all observable activities and track the information. Observations are akin to weight loss, the process is so slow and the change so gradual, but without documentation you often forget where you began and how much change has occurred over time. These data could be invaluable to you and to others if you ever choose to share this material, professionally. Review the activities below and you can use them in your personal plan for self-mentoring in this section.

Ways to gather online course/classroom data on teaching effectiveness:

1. Ask a colleague to be a guest in your online course
 - To attend from a student's perspective for reaction
 - To target a specific goal you set
 - To evaluate the rigor of the course
 - To share course format ease
2. Ask a colleague to survey your course students for narrative feedback on:
 - Course format
 - Instructor ease
 - Instructor availability to students
 - Course rigor
 - Course engagement
 - Course creativity
3. Offer surveys at the onset and closure of your course for feedback
4. Research best practices and implement one for evaluation
5. Attend training sessions to learn new online techniques
6. Observe another online course(s)
 - To get new course format ideas
 - To discuss ideas with other faculty
 - To have a comparison of multiple course formats

SAMPLE PERSONAL PLAN FOR Self-Mentoring
(Complete one for each goal)

Name: Self-Mentor Date: July 2012

Goal 1) Improve Online Instruction	Beginning Date	Projected Ending Date	Resources
Activity			
a. <i>Observe other online courses</i>	<i>During Fall Semester</i>	<i>End of Fall Semester</i>	<i>Colleagues</i>
b. <i>Ask for observation by others</i>	<i>During Fall Semester</i>	<i>End of Fall Semester</i>	<i>Colleagues</i>
c. <i>Schedule trainings on online delivery/best practices</i>	<i>During Fall Semester</i>	<i>End of Fall Semester</i>	<i>University program availability</i>

Goal 2) Collaborate with colleagues on 1 project	Beginning Date	Projected Ending Date	Resources
Activity			
a. <i>Establish research agenda/focus to check alignment with colleagues</i>	<i>First year</i>	<i>Ongoing</i>	<i>Colleagues, University directory of staff and research interest, university websites</i>
b. <i>Set up luncheons with colleagues</i>	<i>First year monthly</i>	<i>Ongoing</i>	<i>Colleagues in department</i>
c. <i>Attend university functions</i>	<i>First year</i>	<i>Ongoing</i>	<i>Colleagues</i>

Goal 3) Establish writing/research time	Beginning Date	Projected Ending Date	Resources
Activity			
a. <i>Determine time to write daily</i>	<i>First year</i>	<i>Ongoing</i>	<i>Data, colleagues</i>
b. <i>Determine time for classes weekly</i>	<i>First year</i>	<i>Ongoing</i>	<i>Data, colleagues</i>
c. <i>Determine time for networking</i>	<i>First year</i>	<i>Ongoing</i>	<i>Data, colleagues</i>

Signatures

_____ Self-Mentor

Self - Mentor

Supervisor

Note: These goals could be relevant to any professional plan for your system to avoid duplication as well as could be used for documentation to support other organization plans.

PERSONAL PLAN FOR Self-Mentoring

(Complete one for each goal)

Name: _____ Date: _____

Goal	Beginning Date	Projected Ending Date	Resources
Activity:			
a.			
b.			
c.			

Goal _____	Beginning Date	Projected Ending Date	Resources
Activity:			
a.			
b.			
c.			

Goal _____	Beginning Date	Projected Ending Date	Resources
Activity:			
a.			
b.			
c.			

Signatures

Self - Mentor

Supervisor

Note: These goals could be relevant to any professional plan for your system to avoid duplication as well as could be used for documentation to support other organization plans.

SAMPLE Self-Mentoring Monthly Schedule

This form can be used to forecast the type of activities you might include in monthly planning. Remember, the activities can be altered at any time as you get feedback and data from your efforts.

Goal 1: Improve Online Instruction

Week 1: Improve Online Instruction

Activities: Observe colleague 1 course

Date: Tuesday

Time Committed: One hour

Week 2: Improve Online Instruction

Activities: Observe colleague 2 course

Date: Thursday

& Course observation

Time Committed: 1:45 minutes

Week 3: Improve Online Instruction

Activities: Course observation

Date: Wednesday

Time Committed: One hour

Week 4: Improve Online Instruction

Activities: Observe colleague 3 course

Date: Tuesday

Time Committed: One hour

Self-Mentoring Monthly Schedule

This form can be used to forecast the type of activities you might include in monthly planning. Remember, the activities can be altered at any time as you get feedback and data from your efforts.

Week 1: _____

Activities:

Date:

Time Committed:

Week 2: _____

Activities:

Date:

Time Committed:

Week 3: _____

Activities:

Date:

Time Committed:

Week 4: _____

Activities:

Date:

Time Committed:

SAMPLE Self-Mentoring Activity Schedule Log

Goal/Activity: Goal 2/Activity: To use snapshots to improve student engagement in a F2F course.

Date of Activity: Tuesday, December 5, Thursday, December 7, and Monday, December 11.

Amount of Time	Type of Activity	Notes
10 minutes	Snapshot by a colleague	There are some concerns, students have not read assignments and are unprepared for class.
10 minutes	Snapshot by another colleague	Students still appear to be unprepared for pre-reading for course meeting.
30 minutes	Full observation using video camera	There is some improvement overall in the engagement of students.

Self-Mentoring Activity Schedule Log

Goal/Activity:

Date of Activity:

Amount of Time	Type of Activity	Reflection/Notes

SAMPLE Self-Mentoring Online Observation Activity

Specific focus of observations: Students are posting and not interacting with others

Classroom/teacher observing or observed: Dr. Whitehouse

Date/Time/Course Content: Nov 4, 11:00 a.m. Organizational Theory course

Focus of the observation: Student online engagement

- Student engagement (Are the majority of students interested and responding in a positive manner to post? If not, what percentage?)
- Task overview (Is the task or assignment clear and concise so students understand? Are there multiple ways of explaining the task such as written and video overviews?)
- Course articulation (Is the task/assignment clear and explained so that students understand what is being asked?)
- Student participation (Are the majority of students replying or posting when ask to assignments or task?).
- Student evaluation (Is feedback being collected from student throughout the course to determine what is working and what is not?)

Notes:

Self-Mentoring Reflection Practice

Reflection is important but equally important is feedback. You will need to reflect with your colleagues (more than three) or even those with whom you are externally networking, but the key is that you include reflection in your activities. You can build this into your activity sheets while planning or you can consider reflection as a separate activity that is completed on a composite of activities for an overall assessment. The form below can be used for this purpose. A list of possible topics for reflection follows this form.

Reflection

Goal/Activity:

Date(s) of Activity(s):

Reflection Partner(s):

Reflection Notes:

Self-Mentoring Activity Reflection/Feedback Log

Goal/Activity:

Date of Activity:

Amount of Time	Type of Activity	Reflection/Notes

Self-Mentoring Observation Activity Feedback

Date: _____ Duration of Activity: _____

Type of activity: _____

Goal Alignment: _____

Feedback:

Reaction to Feedback:

Changes Made Due to Feedback:

Social Networking

Social Networking is a valuable component of Self-Mentoring and often overlooked in many higher education settings. You should include social networking in your Self-Mentoring plan. There are a variety of ways to network and socialize with your colleagues or work partners; however, you are going to be focusing on combining networking and socializing so that you have set a goal for your involvement.

Recreational Activity

- Fitness Center
- Exercise class
- Outdoor Physical activity
- Hobby activities
- Movies, plays, concerts
- Sporting events

Socializing

- Holiday Get-togethers
- Birthday celebrations
- Event celebrations
- Submitting a paper celebration
- Attending conferences with colleagues

Networking

- Lunches, breakfasts and/or dinners
- Sharing ideas
- Sharing resources
- Classroom observations
- Featured speakers
- Requesting assistance
- Conferences
- Brown Bags lunch
- Book circles

Using Technology for Social Networking

- Facebook
- Twitter for professional tweets
- Create a professional Webpage
- Linked

Building a Communication System

You have to determine a reliable source of information. This source will vary from organization to organization, but you do need to distinguish between reliable sources of information and 'grapevine' information. Some of the information from the grapevine may be accurate and some may not. It is apparent that there is difficulty in knowing what to believe as accurate and relevant information and what is to be ignored. Knowing the source of the information can sometimes be a monitor, but even that is not always accurate. So, the greatest guidance you can afford yourself in early times is to establish or identify a source of reliable information that you can use to gauge your actions and even filter the 'grapevine' information if desired.

The three sources of information you might want to consider are: first and foremost, all formal information received from those perceived as higher-ups and some not so formal. Second, you may wish to consider any information from your department chair or colleagues that is a directive from the higher-up. And lastly, a small group meeting, with a targeted goal or apparent responsibility as given by someone of higher authority, is another source. In this manner, you are directly working with those who you need to be building a lasting relationship/connection and exposing yourself to this learning environment. A word of caution as always – stay as far removed from the political infiltration of the organization as possible. Nothing can be gained from mingling into the political arena during your first years. Taking a role in this will most likely end in disaster for you. Little will likely be gained from mingling in the political arena during your first years, so, best to minimize as much as possible any such activities.

Self-Mentoring Social & Professional Networking Activity Log

Date: _____ Duration of Activity: _____

Type of activity: _____

Number of individuals involved in activity: _____

Goal Alignment: _____

Assessment:

How enjoyable was this activity?

Did the activity accomplish what you set out to do?

Will you repeat this activity?

What other activities might you try?

What did you learn from this activity?

What would you change about this activity if you did it again?

Evaluating the Plan: Self-Mentoring Success

Evaluating the Plan: Self-Mentoring Success

It will become important for you to assess the success of your plan. If you are self-assessing the activities, then you can compile data from the individual activities and relate this to a collective overview of what worked and what didn't. This is the simplest form of assessment for all purposes.

Reflection should occur in the presence of others, therefore the presence of a colleague and the impact of that role and relationship are important in increasing cognitive development in others (Foster & Carter, 2007).

Self-Mentoring Individual Observation Activity Assessment

What was the most successful part of this activity according to feedback?

What was the least successful part of this activity according to feedback?

Did you enjoy this activity?

Do you believe this activity provided feedback for your professional improvement?

Will you continue to include this activity in your future planning?

What overall changes will you make due to feedback?

Note: *If there is a colleague with whom you would like to review this assessment or any of the other assessments, that involvement could give you additional confirmation about the impact of these practices.*

Self-Mentoring Collective Observation Activity Assessment

Of all the activities, which were most successful or received the best feedback?

Of all the activities, which were least successful or received the poorest feedback?

Were there activities that you enjoyed, but on which you received unnecessary or poor feedback for improvement?

Were there activities that you did not enjoy but received necessary feedback for improvement?

What activities would you include in your future planning?

What activities would you discontinue?

What overall changes will you make due to feedback?

***Sustaining the Success:
Self-Mentoring Sustainability***

Self-Mentoring Sustainability

As you have designed and implemented your self-mentoring plan, assessed and re-assessed for changes, and re-implemented the plan – you need to remember the keys to sustaining the professional growth.

1. Be true to yourself and don't permit political infiltration to change who you are.
2. Distribute power by asking for the assistance of veteran colleagues and by respecting opinions of others.
3. Continue to invest in your education through training and by building on relationships through social networking.
4. Maintain a positive outlook and keep yourself surrounded if possible by those who embrace the same "healthy" professional perspective/s.
5. Create sources of information that you trust and which are reliable sources.
6. Model the type of leader you desire to be regardless of what others may do.
7. Surround yourself with the right people who will provide you with the type of guidance and feedback that will inspire you to greatness.

Questions To Ask Yourself (and Others):

Are you concentrating on sustainability?

If not, what can you do to change your path?

What do you need to do to alter your present course?

Stress Traps to Avoid (Gmelch, 1993; Sorcinelli, 1992)

We are all susceptible to stress. Stress is what sometimes prevents us from reaching our goals. Common stresses to avoid include:

- **Setting unrealistic expectations:** It is fine to challenge yourself but the goal must be obtainable or you set yourself up for frustrations.
- **Time constraints:** Make sure you allow enough time for the activities to be able to reach your goals. Poor planning can prevent you from reaching a realistic goal. Consider the unanticipated and allow extra time.
- **Unused or misused feedback:** You need to review your goals and the feedback on each activity. If you don't use the feedback, then you may miss some important data for future planning and goal setting. Be honest.
- **Being isolated:** While you are self-mentoring, this does not mean that you are doing it in isolation. Remember isolation is the enemy of mentoring success. You need to constantly be seeking the support of others and improving your networking.
- **Underestimating resources needed to reach your goal:** Make sure you have the resources or access to them if you are setting a goal that requires specific resources.
- **Limiting yourself to a life of work:** Above all else, remember there is a life outside of work and try to find a great balance where you are enjoying your life as much as you are contributing to the work environment.

Self-Mentoring Survival Tips

1. **Don't act busy** – displaying a sign of being too busy could limit your opportunity to network with others who may think you are too busy to be bothered.
2. **Prepare time for social networking.** You can combine networking and socializing into one effort that will be an effective use of your time.
3. **Combat loneliness and isolation** – you know the enemy, so prepare to fight against it by designing ways of not subjecting yourself to loneliness such as reaching out, becoming involved, and sharing ideas.
4. **Stay true to yourself** – above all you must remain true to who you are, what you believe as well as what you value.

Self-Mentoring Best Practices

- “Self-Mentoring is not a passive process--take the initiative!”
- Learn your needs and be a source of information, with resources ... a list of books, web sites, listservs, other events/meetings to attend. You can share these with colleagues and become a valuable source of information to them as well.
- Ask yourself what you want and develop a plan that will help you reach your goal.
- Interact personally over meals, poster sessions, breaks, other events.
- Introduce yourself, (the Mentee) to other colleagues at meetings,.
- Take advantage of formal and informal (training) opportunities.
- Invite colleagues to lunch or even dinners. If you are participating in an external event, let people know and invite them to come.
- Say hello to your colleagues in the hallways by using their names.
- When the opportunity arises, get to know your colleagues by asking questions about their families, where they are from, what they do for hobbies.
- Encourage yourself to go to receptions, luncheons, breaks, visit the Exhibit Hall, etc. by developing this into your self-mentoring plan.
- Provide advice when applicable, and challenge yourself professionally.
- Prepare your business card – it’s a great way to facilitate networking and provide information on how to stay in touch with you quickly and easily when traveling to other places.
- Be flexible in your mentoring style and generous with who you are and what you know.
- Send personal thank you cards to colleagues when they have been helpful to you in the process. While email thanks and other types of appreciation are nice, nothing replaces a hand written note. Be specific in your wording so they know how much it meant to you.

(Source: Alliance for CME, Mentor Mentee Program, 2010)

Investments

You can contribute to your success by investing in your education. While often we bemoan purchases for our profession it is important to see these activities as an investment in our futures (your success), then we can begin to focus on what we value.

Some potentially beneficial types of investments:

- Books to build a professional library
- Travel to conferences
- Workshops and training opportunities
- Association dues
- Summers or time off spent traveling to other countries for international experience.
- Community organization involvement/dues
- Donations to community organizations, whether monetary or time
- Pleasure reading

You can create your own list of even more ideas for investment below:

Resources: In Development

Organizations

Evaluation, Management and Training

391 South Lexington Drive
Suite 110
Folsom, CA 95630
Phone: (916) 983-9506
Fax: (916) 983-5738
Web: <http://www.emt.org/mentoring.html>

Friends For Youth, Inc.

1741 Broadway
Redwood City, CA 94063
650-368-4444
E-mail: Info@Mentoringinstitute.org
Web: <http://www.friendsforyouth.org>

Mentor Management Systems

1819 Bel Air Terrace
Encinitas, CA 92024
Phone: (760) 633-1807
Fax: (760) 633-1517
Web: <http://www.mentorms.com>

National Mentoring Center Northwest Regional Educational Laboratory

101 S.W. Main Street, Suite 500
Portland, OR 97204
Phone: 1-800-547-6339 x-135, (503) 275-0135
E-mail: mentorcenter@nwrel.org
Web: <http://www.nwrel.org/mentoring>

State Mentoring Partnerships/Initiatives

A listing of state-level mentoring efforts can be found on the National Mentoring partnership site at:

http://www.mentoring.org/state_partnerships/state_local_profiles.adp?

Print Resources

Partnership, Connecticut Mentoring Partnership.

[Available from the Connecticut Mentoring Partnership: 1-800-422-5422, Ext. 48;
http://www.preventionworksct.org/gpp_prodserv.html]

Mentoring Partnership of Minnesota Training Institute. (2001). Basic mentee training: A trainer's guide. Minneapolis, MN: Author.

[Available from the Mentoring Partnership of Minnesota:
<http://www.mentoringworks.org>]

Nelson, Franklin W. (2001). In good company: Tools to help youth and adults talk. Minneapolis, MN: Search Institute.

[Available from the Search Institute: 1-877-240-7251,
<http://www.searchinstitute.org/catalog/customer/home.php>]

North, D. & Sherk, J. (2003). Preparing mentees for success: A program manager's guide. Folsom, CA: Evaluation Management Training.

[Available from EMT: (916) 983-9506, <http://www.emt.org/mentoring.html>]

Webster, Barbara E. (2000). Get real. Get a mentor. How you can get where you want to go with the help of a mentor. Folsom, CA: Evaluation Management Training.

[Available from EMT: (916) 983-9506, <http://www.emt.org/mentoring.html>]

Potential Books to Read

Coaching for Performance by Sir John Whitmore

Coaching, Mentoring, Managing by William Hendricks

Leader as Coach by David Peterson and Mary Dee Hicks

Leadership Engine by Noel Tichy

Everyone's a Coach by Ken Blanchard and Don Shula

Managers as Mentors by Chip Bell

Take Time for Your Life by Cheryl Richardson

Take Yourself to the Top by Laura Berman Fortgang

The Heart of Coaching by Tom Crane

The Inner Game of Tennis by W. Timothy Gallwey

Beyond the Myths & Magic of Mentoring by Margo Murray

Co-Active Coaching by Laura Whitworth, Henry Kimsey-House, Phil Sandahl

Powerful Conversations by Phil Harkin

Action Coaching by David L. Dotlich and Peter C. Cairo

Online Resources

iMentor Online Resources for Mentees

<http://www.imentor.org/resources/imentor2.jsp#mentees>

<http://fpd.gsfc.nasa.gov/cd.html>

<http://ohr.gsfc.nasa.gov/DevGuide/DevPrograms/Mentor/mentor.htm>

<http://bmic.gsfc.nasa.gov>

SCiberMentor Online Mentee Handbook

http://www.scibermentor.ca/mentee/frameset_requirements.htm

Glossary

Assessment	is the process of gathering and reviewing information.
Culture	is the climate of an environment.
Feedback	is the information gathered after a review of data, event, or actions.
Log	is a method of listing detailed information for review.
Mentee	is an individual that is coached or guided by another individual for personal and/or professional growth.
Mentor	is an individual that coaches or guides another individual for personal and/or professional growth.
Mentoring	is two or more individuals working together collaboratively to provide support and guidance to the less experienced of the individuals.
Networking	is the process of interacting for professional contacts.
Observation	is the process of watching an identified event and for our purposes, in addition to collect information.
Professional Plan	refers to any type of professional development or strategic goal planning for tenure required by an organization.
Reflection	is the process of thinking about or considering an event, action, or data for insight.
Self-Mentoring	is the mentoring of an achiever willing to take the initiative for self while accepting responsibility for personal development by devoting time to navigate within the culture of the environment in order to make the most of opportunity to strengthen competencies needed to enhance job performance and career progression.
Self-Reflection	is the ability to think internally to gain insight.
Social Networking	is a process of interacting on a social basis for professional and social outreach.
Sustainability	refers to maintaining an effective or successful event or environment.

References

- Alliance for Continuing Medical Education. (2010 January) Mentor Mentee Program. *Alliance for Continuing Medical Education Annual Conference*, New Orleans, LA. Website: <http://www.acme-assn.org/imis15/acme/> Retrieved from www.acme-assn.org/imis15/aCME/PDFs/almanac/2010/novalm10.pdf
- Carr-Lambert, M. L. (2004) *State Takeover Sustainability of a public school district in West Virginia*. (Doctoral Dissertation). Retrieved from ProQuest.
- Collins, J. (2001). *Why some companies make the leap and others don't: Good to great*. New York, NY: HarperCollins Publishers.
- Division of Teacher Education and Licensure. Department of Education. Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers. (June 22, 2000). Richmond, VA.
- Energize, Inc., (2005, September) *Energize's Volunteer Management Web Update*, <http://www.energizeinc.com/>.
- Foster, E., & Carter, N. (2007). Developmental mentoring in urban settings: A model of theory and practice to support retention of novice educators. *The Journal of the Alliance of Black School Educators*, 6(1), 37-51.
- Gmelch, Walter. (1993). *Coping with faculty stress*. Newbury Park, CA: Sage.
- Hatch, M. J. (1997). *Organizational theory: Modern, symbolic, and postmodern perspectives*. New York, NY: Oxford University Press.
- Hesselbein, F., Goldsmith, M. & Beckhard, R. (1997). *The organization of the future*. San Francisco, CA: Jossey Bass Publications.
- Lezotte, L. W., & McKee, K. M. (2002). *Assembly required: A continuous school improvement system*. Okemos, MI: Effective Schools Products, Ltd.
- Marilou Bova, Inc. Code 400: Orientation Session for Flight Programs and Projects Directorate: "Mentoring for Success". (MLBova1@home.com)
- Presenter, Carr, M. L. (2011, March) The Invisible Teacher: A Self-Mentoring Sustainability Model. *Watson School of Education Virtual Mentoring Conference*, Wilmington, NC.
- Presenter, Foster, E. (2011, March) Training Developmental Mentors: A critical decision. *Watson School of Education Virtual Mentoring Conference*, Wilmington, NC.
- Senge, P. (2000). *Schools that learn: A fifth discipline field book for educators, parents, and everyone who cares about education*. New York, NY: Doubleday Dell Publishing Co.
- Seldin, P. (May 8, 1991). *Personal and professional*. *Chronicle of Higher Education*, A15-17.

- Schoenfeld, A. C. and Magnan, R. (2004). *Mentoring in a Manual: Climbing the academic ladder to tenure*. Madison, WI: Atwood Publishing.
- Sorcinelli, Mary D., and Ann E. Austin, eds. (1992). *Developing new and junior faculty*. *New Directions for Teaching and Learning*. No. 50. San Francisco, CA: Jossey-Bass.
- Sorcinelli, M. D. and Yun, J. H. (2011). *Mutual Mentoring Guide*. University of Massachusetts Amherst. www.umass.edu/ofd/
- Taylor, J. S. (2011) *Training new mentees: A manual for preparing youth in mentoring programs*. Grant award by Office of Juvenile Justice and Delinquency Prevention. National Mentoring Center. (where?)
- The Medical College of Wisconsin. (2011, March). *Mentee roles and Characteristics*. The Medical College of Wisconsin Mentor Program. Retrieved from <http://www.mcw.edu/display/docid1558.htm>.
- Thomas, N. & Saslow, S. (2011). *Improving productivity through coaching and mentoring*. The Institute of Executive Development (editor @ clomedia.com)

NOTES