

“Developing mentoring ... relationships with a number of faculty in Youth Development as well as faculty from other disciplines is strongly advised and is the professional responsibility of the individual.”

- Rosanne Schleif
Chair, Department of Youth
Development, 1999 - 2002

Department of Youth Development Mentoring Handbook

Welcome to the Department of Youth Development Mentoring handbook. Mentoring is a positive opportunity available for all newly hired probationary faculty members to provide professional guidance and support. It is the privilege and responsibility of all tenured faculty members to serve in this essential departmental role.

Reasons for Mentoring

Mentor relationships and arrangements are as diverse as the people they involve. In more formal relationships, the mentor-protégé program is established and administered by a company or organization. Formal mentoring programs have been found to do the following:

- Reduce high turnover in early career stages.
- Prepare talented people to replace those retiring, moving or being promoted.
- Assist people trapped in the wrong job.

- Janet Fox
The Role of Mentoring in
Career Development

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Mentor ----- Defined

Mentor was the elderly friend and adviser of Odysseus, the hero of the Odyssey, an ancient Greek epic. Before Odysseus (Ulysses in Latin) went to fight in the Trojan War, he made Mentor the guardian of his son, Telemachus. In Mentor's shape, the goddess Athena helped Telemachus search for Odysseus. Today, the word mentor means a wise, faithful counselor.

- World Book Encyclopedia

A trusted counselor or guide

- Webster's dictionary

A sponsor, teacher, coach and devil's advocate

- Farren, Gray and Kaye (1984). "Mentoring: a boon to career development," *Personnel*, 61(6), 20-24

Coach and counselor to:

- * Ascertain interests and needs regarding mentee's personal development
- * Determine mentee's unique problems
- * Design viable plan to meet mentee's important needs and interests
- * Identify most appropriate resources to meet growth objectives
- * Serve as a sounding board and constructive critic in evaluating progress and commitment

- Webb, Greer, Montello and Norton. *Personnel: Administration in Education: New Issues and New Needs in Human Resource Management*, Merrill Publishing (1987), 177

Mentoring involves a more experienced, skilled and practiced academic (mentor) who facilitates a less experienced, developing individual's (mentee) professional development.

- "Working Wisdom: Some Guidelines for Mentors." Office of Faculty Development and Academic Support, University of Hawaii at Manoa, Fall 1992.

"Mentoring is a valuable tool in developing proactive, talented individuals."

- Janet Fox
The Role of Mentoring
in Career Development

The role of a mentor is to provide insight into the working of the University, college and department – including its history, expectations and general knowledge about the institution. This knowledge can aid the individual in the successful and efficient performance of their research, teaching and outreach duties and also enhance their potential to obtain tenure and/or rank advancement.

- Chairperson's & Department Head's Manual, Colorado State University

Protégé: One who is protected, trained or guided by an influential partner.

- Webster's dictionary

Mentee: one who is mentored or guided. The partner in a mentor relationship

MENTOR GUIDELINES

DEPARTMENT OF YOUTH DEVELOPMENT

According to article 3.02 (2)(d) of the University of Wisconsin Extension Articles of Faculty Governance, academic departments must have a mentor program operational. "A mentor program must make mentor support or assistance available to every probationary faculty member in the department. A mentor program must include an annual department review and a summary activity report filed with the secretary of the faculty."

The purpose of the mentor program for the Department of Youth Development is to provide support and assistance for probationary faculty members. A mentor continues support of the probationary faculty member through the probationary period. Mentors are not considered an advocate for the probationary faculty member's documents, but provides support and assistance to the mentee.

The Department of Youth Development in cooperation with the 4-H Youth Development Program area shall assign a primary mentor to each probationary faculty member at the time of hire. Program Liaisons, the Department Chair, and District Vice Chairs will cooperate on the assignment. Program Liaisons will take the lead. The list of primary mentors and mentees will be reviewed annually by the Department Chair in consultation with Program Liaisons. Primary mentors need to be tenured faculty members within the Department of Youth Development. Either the mentor or mentee may request a change in the primary mentor at any time. In addition to the identified primary mentor, a mentee may request to have additional mentors for specific support tasks.

The Department Chair is responsible for providing a written document to the Secretary of the Faculty outlining the mentoring guidelines for the academic department annually, by June 30.

Responsibilities of the Mentor

1. Assist probationary faculty member in their orientation to faculty expectations. Engage in two-way dialogue with the mentee.
2. Provide feedback and assistance with the multi-year plan of work, annual plan of work, annual accomplishment report, and annual self-initiated performance reviews if requested.
3. Provide feedback and assistance in designing self-initiated performance reviews if requested.
4. Assist with the mini portfolio/portfolio or mini vita/vita process if the mentee chooses to complete the process.
5. Review relevant documents prepared by the mentee as requested or recommend other colleagues to review documents through the probationary period. If the mentor is a member of the Standards, Rank and Promotion (SRP) Committee, the mentor must refrain from assisting the probationary faculty member in the development or review of tenure documents prior to SRP Committee meetings. An alternate person can be appointed during the remaining probationary period.
6. Participate in the one-year anniversary review if requested by the mentee.
7. Participate in the three-year review of the probationary faculty member.
8. Maintain a record of contacts and outcomes as it pertains to the purpose of this process. This signed record of contacts needs to be reported annually to the Department Chair by January 15.

Responsibilities of the Mentee

1. Provide materials and solicit feedback from the mentor.
2. Engage in two-way dialogue with the mentor.
3. Assume responsibility for own professional development.
4. Request a 1-year review if desired.
5. Maintain a record of contacts and outcomes as it pertains to the purpose of this process. This signed record of contacts needs to be reported annually to the Department Chair by January 15.

Adopted 10/00

“Mentoring programs cut the dropout losses from the teaching profession and they are morally the right thing to do.”

- David C. Berliner
Improving the Quality of
the Teaching Force

Record Keeping

According to Department of Youth Development Mentor Guidelines and UW-Extension Articles of Faculty Governance, a summary activity report of the mentor partnership activities is required. It is recommended that both the mentor and mentee keep a record. These records are due annually by January 15 to the department chair.

To assist department members with this important step, two tools have been developed.

- Suggested Mentee Annual Record of Contacts
<http://www.uwex.edu/ces/4h/department/documents/MenteeRecord.doc>
- Suggested Mentor Annual Record of Contacts
<http://www.uwex.edu/ces/4h/department/documents/MentorRecord.doc>

Tools for Success and Resources

“Of all the potential relationships at work, the three most important are mentors, bosses and peers.”

- Kouzes and Posner
The Leadership Challenge

Below are a series of valuable resources and tools to assist the mentor and mentee.

- Welcome to 4-H Youth Development--New Faculty and Staff Packet (Available through your District Liaison)
- Department of Youth Development Handbook
<http://www.uwex.edu/ces/4h/department/deptdocs.cfm>
- Program Planning and Plans of Work
<http://www.uwex.edu/ces/4h/department/plans.cfm>
- Responsibility and Rights of Faculty in UW-Extension
<http://www.uwex.edu/ces/4h/department/roles.cfm>
- Guidelines for Assessment of Scholarship
<http://www.uwex.edu/ces/4h/department/index.cfm>
- Bibliography of Resources in Scholarship (Refer to page 9 of this document)
- Self Assessment Evaluation Guidelines
<http://www.uwex.edu/ces/admin/360.pdf> ;
<http://www.uwex.edu/ces/admin/siprcoun.pdf>
- One, Two & Three Year Review Guidelines
<http://www.uwex.edu/ces/4h/department/deptdocs.cfm>
- Research and Publications Guidelines
<http://www.uwex.edu/ces/4h/department/documents/appF.pdf>
- Articles of Faculty Governance
<http://www.uwex.edu/secretary/facart.cfm>
- Standards, Rank and Promotion Committee
<http://www.uwex.edu/ces/4h/department/committeespromotion.cfm>
- Tenure Portfolio Guidelines
<http://www.uwex.edu/ces/4h/department/documents/appl.pdf>
- Mini-Portfolio Guidelines
<http://www.uwex.edu/ces/4h/department/documents/appH.pdf>

Keys for Success

Matches

The Department of Youth Development in cooperation with 4-H Youth Development Program shall assign a primary mentor to each probationary faculty member at the time of hire. Program area liaisons take the lead with cooperation from the Department Chair and District Vice Chair.

“Good mentor(s)... are transparent about their own search for better answers and more effective solutions to their own problems. ... openness to learn from colleagues ... by their willingness to pursue professional growth through a variety of means.”

- James B. Rowley,
The Good Mentor

Orientation and Training

Individual orientation and on-going assistance is available through program liaisons. Workshop sessions are offered occasionally and a CD is available for individual assistance. Active participation in Department Meetings and SRP workshop opportunities will provide additional training and assistance

Goals

It is recommended that both the mentor and mentee set personal goals for the partnership. This goal setting strengthens the commitment and personal motivation each partner brings to the relationship and provides a basis for evaluating success.

Communication

As with any relationship, effective communication and interpersonal skills are important to success. It is an expectation that both the mentor and mentee engage in a two-way dialogue.

Time

An effective mentor partnership does take time. Research continues to support that the investment of time into the relationship (by both the mentor and mentee) provides personal and professional growth.

Duration

Mentor partnerships need to be in place until the probationary faculty member reaches the tenure consideration process. Either the mentor or mentee can request a change in the primary mentor at any time by contacting the program liaison.

Mentoring

It is expected the contacts between a mentor pair occur in formal and informal settings. Some contacts are prearranged, such as the three-year review. The highest level of success occurs when either the mentor or mentee initiates contacts.

Financial Support

Faculty members involved in a mentoring partnership can request travel expense support from the Department, if needed.

Recognition

Contributions of a mentor are recognized and valued by the Program Area and the Department of Youth Development through the annual performance evaluation process, tenure faculty review and promotional reviews.

“The experienced teachers were particularly enthusiastic because they believed that mentoring allowed them to help others, improve themselves, receive respect, develop collegiality and profit from the novice teachers’ fresh ideas and energy.”

- John H. Holloway,
The Benefits of Mentoring

Stages of the Mentor Partnership

Although each mentor partnership is unique, a general relationship pattern exists. According to Janet Fox, Youth Specialist with Extension and the University of Nebraska, “there does seem to be a general pattern that the relationships follow. Most pass through the following stages:

“In fact, the greatest compliment for a mentor is when a former protégé is recognized with a promotion. At that point the mentoring relationship has been fulfilled and a new relationship begins.”

- Janet Fox,
The Role of Mentoring in
Career Development

Initiation. During this time expectations are formed and realized as the relationship becomes important to both people. The mentor provides coaching, challenging work, and visibility. The protégé exhibits respect, desire and willingness to be coached.

Cultivation. The mentor’s contributions reach a maximum, and both people continue to benefit from the relationship. The parties are emotionally linked.

Separation. One party is promoted or relocated, or one party desires independence, and the relationship, as it existed, draws to an end.

Redefinition. The mentor and protégé become colleagues and come to share a mutual respect.

A healthy mentoring relationship does not last forever. The purpose of a mentor is to teach the protégé to think independently. Once a protégé can perform effectively without close assistance, the mentor is no longer needed. In fact, the greatest compliment for a mentor is when a former protégé is recognized with a promotion. At that point the mentoring relationship has been fulfilled, and a new relationship begins.”

- (From: Fox, Janet (2001) “The Role of Mentoring in Career Development” News & Views (54) 1 1, 4-5.)

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Update 6-07