



# MCE Mentoring Toolkit

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# MCE Mentoring Toolkit

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## Why mentor new faculty?

At work, mentors help people maximize their potential. They give career advice, offer insight about the work environment and organizational culture, and expose mentees to employee networks. The best mentoring happens informally. However, we also know that not everyone has equal access to informal mentoring. Research consistently finds that women—especially women of color—cite the lack of mentoring as a critical barrier to their career advancement. As the majority of senior leaders are white men, and mentors tend to gravitate towards colleagues with backgrounds similar to their own, women and people of color are less likely to be informally mentored. Formal mentoring programs address this gap and are important components to increase the diversity of institutions.<sup>1</sup>

### SUCCESS FACTORS

Although the ways to implement a mentoring program differ from organization to organization, different approaches all share the following success factors:

- **Link to overall organizational strategy (MCE and UMD)**
- **Clearly articulated program objectives**
- **Senior leadership commitment**
- **Devotion of adequate resources**
- **Realistic participant expectations**
- **Supportive culture**

Regardless of which mentoring approach works best for your organization, be sure to take these factors into account when implementing a mentoring plan.

### The Mentor Role and Profile<sup>2</sup>

The mentor profile which follows outlines the mentor's role for the mentor and the department head and acts as a guide for the new faculty member in selecting mentors. The most important tasks of a good mentor are to help the mentee achieve excellence and to act as an active, assertive advocate or sponsor for the junior faculty member in the department, the dean, and colleagues within and outside of the University.

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<sup>1</sup> Society of Human Resources Management at <http://www.shrm.org/diversity/hottopics/mentoring.asp>

<sup>2</sup> From the University of Oregon Mentoring Program at <http://darkwing.uoregon.edu/~lbiggs/menpro.html>

## **1. Qualities of a Good Mentor**

- *Advocacy* – the mentor should be willing to argue in support of the junior faculty member for funds and program opportunities.
- *Accessibility* – the mentor must make time to be available to the mentee. The mentor might keep in contact by dropping by, calling sending e-mail, or inviting the mentee to lunch. The mentor should make time to ask questions and to read proposals and papers, and for periodic reviews of progress. The mentor should be willing to constructively criticize errors and to recognize and praise excellence,
- *Networking* – the mentor should have enough experience and contacts to be able to help establish a professional network for the mentee
- *Independence* – the mentor must not be in competition with the mentee; the mentee's intellectual independence from the mentor must be carefully preserved
- *Excellence*- the mentor should help the mentee set high standards for their work and assist where possible in allowing them to achieve these goals; assist in helping the mentee evaluate themselves realistically.

## **2. Tasks for the Mentor**

### **Long term goals**

- Every mentor should ask:
  - what should the professional profile of the mentee be?
  - where should the mentee be in her career during the first 3 years
  - how can the mentor facilitate this?
- Explain region/department's typical or general criteria for promotion and tenure; impart any flexibility that exists in the promotion/tenure schedule; the mentor should be aware that there is no rigid set of requirements for junior faculty, but that there are acceptable ranges of performance in various categories (e.g. scholarship, publications, supervision of staff, presentations at conferences, funding, teaching, administrative duties, consulting, collaborations with colleagues)
- Mentor should inform other senior faculty of mentee's progress
- Help the mentee develop many options for the future

### **Shorter term goals**

- Help sort out priorities: budgeting time, publications, teaching, obtaining appropriate resources, setting up a lab or experimental work if appropriate, committees
- Networking, introductions to colleagues, identification of other possible mentors for the mentee
- Help with teaching, research and scholarship opportunities
- Compliment mentee's achievements, inform colleagues of mentee's achievements
- Help mentee prioritize as to how to say no to certain demands on your time

### **3. Changing mentors**

- A mentee should consider changing mentors if the mentor is clearly and consistently uninterested in them, if the mentor consistently depresses the mentee by undervaluing their abilities or questioning their motives, if the mentor displays any other signs of undermining the relationship (e.g. racial, sexual, ethnic or other prejudice), or if there is simply incompatibility
- A mentee should consider adding or changing a mentor if the current mentor consistently cannot answer questions or offer advice.

#### **Ground Rules for Mentors**

Attend annual mentoring/mentee training program (lunch/dinner).  
Contact with mentee at least once a month via face to face. As a rule contact should occur at least once every two weeks, preferably weekly contact during the first year.  
Must provide feedback annually to mentee about progress with plan.  
Show respect and not be critical of mentee.

#### **What the Mentor Gains**

- Make new connections with mentee's cohorts and professional network
- Improve leadership competencies
- Develop relationships with younger pre-tenure faculty who may have cutting edge research or practice interests
- Develop coaching and communication skills you might not have noticed before ("sharpen the saw")
- Convey your institutional memory and knowledge of organizational culture (wisdom garnered over the years) to younger colleagues, which benefits the organization
- Adds to CV
- Make a contribution to the organization and ensuring the constancy of organizational philosophy

#### **What the Mentee Gains**

- Assistance with setting long-term goals and short-term objectives
- Advice for setting priorities and developing a professional profile
- Understanding the "system," including explanation of departmental criteria for tenure and promotion
- Understanding MCE culture and socialization processes
- Identifying strategies and priorities for a successful career, including time management, learning to say "no" or "yes"
- Development of professional networks
- Feedback on progress toward and encouragement of professional independence
- Increased communication and prevention of isolation of new faculty members
- Shared (among faculty) responsibility for understanding differences among teaching styles, extension responsibilities, and research or scholarly productivity
- Experience with differing situations and environments to expand the new employee's competencies.

## **Timeline for Mentor and Mentee Engagement**

**(see checklists on pages15-16)**

### **First meeting:**

Review Mentee Checklist/ “Road Map”

Develop goals for the mentor-mentee relationship

(Example – Mentor provides sounding board for mentee.)

Describe what you will get out of this experience (both mentor and mentee)

Develop a rhythm of interaction (regular communication - meeting, phone calls, etc.)

Share regular feedback (monthly)

Prepare and discuss Feedback Sheet (annually)

### **Mentee Activities:**

Informational Interviews

CV Production

Promotion and Tenure Training and Activities

### **Mentoring Program Evaluation**

Feedback Sheet (portion that evaluates program) sent to Coordinator

Developmental input for Mentee as part of private feedback between Mentee and Mentor.

### **Recognition**

Annual Mentor/Mentee Event - including dinner

A few events during the year when Mentors and Mentees meet with college and MCE leadership

## Responsibilities of the Unit Head, Chair or Program Leader<sup>3</sup>

Unit Heads, and Department or program leaders are key to successful mentoring efforts and the career advancement of their faculty members. **Chairs, unit heads and program leaders play a major role in getting new faculty started right**, and their success or failure will affect departmental mentoring efforts. Below are some suggestions which may assist chairs in this task:

1. Clarify expectations and criteria at all levels—department, college, university. Explain the relationship of the written criteria to the expectations of the departmental culture. Give clear notice of deadlines and timelines. Conduct annual evaluations seriously and in writing; make sure that strategies for correcting shortcomings are fully understood. Speak frankly, thoroughly, and early about tenure expectations. Work to mitigate the double demands of joint appointments.
2.
  - a. Research – make sure the new faculty member has the appropriate introductions, contact persons, access to networks and distribution lists and appropriate information about conference presentations and grants/awards.
  - b. Teaching and teaching policies – support faculty development activities and get help for teaching if necessary. Stress the importance of evaluations and impact data and the link to scholarship.
  - c. Extension Education – ensure that new faculty have appropriate introductions and access to networks and resources in the community and organization. Support faculty development activities. Assist in creating a community of geographically dispersed, tenured unit embers.**
  - d. Service – do not overload with committee assignments, and assist in choosing appropriate service and inclusion of these activities in the CV.
3. Give frequent and accurate feedback, Conduct annual reviews and “dry run” (trial) tenure reviews. Assist in goal setting. Provide feedback through written summary/evaluation.
4. Reduce impediments to progress by **helping the new faculty member learn to protect his/her time and refuse excessive demands**. Be sure that the faculty member is aware of relevant university policies such as parental leave. Facilitate acquisition of resources to meet expectations.
5. The chairs, unit heads and program leaders can greatly facilitate the success of the mentoring program by encouraging the active participation of senior faculty in mentoring efforts and by educational efforts among the faculty to overcome possible biases.

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<sup>3</sup> Taken from Washington State University Faculty Mentoring Guidelines at [http://provost.wsu.edu/faculty\\_mentoring/guidelines.html](http://provost.wsu.edu/faculty_mentoring/guidelines.html)

## **Responsibilities of Mentor-Mentee Pairs<sup>4</sup>**

It is expected that the mentor and mentee will develop goals at the beginning of the mentoring relationship and will evaluate those goals periodically. While the mentee is expected to consider the advice of the mentor, ultimately the mentee must make his or her own decision whether or not to accept and/or act on the mentor's recommendations. The mentee should identify specific expectations of the mentor and make those clear to the mentor at the beginning of the process. ***All issues written and discussed by the mentor and mentee will be kept confidential.***

## **Responsibilities of New Faculty Member<sup>5</sup>**

Although the ultimate responsibility for career advancement rests with the mentee, MCE's mentoring program is designed to provide assistance and guidance. Among the responsibilities of the mentee are the following:

1. Meet with and listen with an open mind to advice given by the mentor.
2. Be willing to voice and explain concerns.
3. Seek out established faculty members as mentors. A formal mentor will be assigned.
4. Weigh and judge advice (conservative vs. risk-taking).
5. Avail oneself of opportunities for professional growth and excellence in teaching, research, and service.
6. Take responsibility, be an active agent and judge of appropriate course of action for career advancement

## **Responsibilities of Mentor<sup>6</sup>**

The mentor needs to become familiar with the mentee's personal goals, talents, and developmental needs. Devote time and energy to the relationship and form a strong emotional bond. The most important factor in mentoring is the mentor's willingness to give time and attention to the mentee. Pitfalls can be averted by honest, open communication that establish ground rules and clarify the concerns of the mentor and the mentee.

1. Take responsibility to initiate the relationship
2. Inspire creativity and independence.
3. Create an atmosphere of trust and friendship conducive to a positive mentoring relationship.
4. Set aside time for the mentoring process and keep all mentee appointments.
5. Establish a schedule of meetings and feedback sessions and stick to it.
6. Display professional behavior and dress.
7. Establish specific goals for skills the protégé will need to learn, and steps to be taken to achieve these goals.
8. Be positive, enthusiastic, and supportive.
9. Be a good listener and take your mentee seriously.
10. Feel free to contact the Mentoring Coordinator to discuss progress or concerns.

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<sup>4</sup> Oregon State University Mentoring Initiative

<sup>5</sup> Ibid

<sup>6</sup> Ohio State University College of Agriculture Mentoring Guide



Name:

Current Position:

## Mentor Contract

### Responsibilities of Mentor

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As a prospective Mentor, I agree to the above core responsibilities for a period of two years. I also agree to submit a Mentoring Feedback Sheet (p.18) to the program coordinator on an annual basis.

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(signature)

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(date)



Name:

Current Position:

## Mentee Contract

### ***Responsibilities of Mentor-Mentee Pairs***

It is expected that the mentor and mentee will develop goals at the beginning of the mentoring relationship and will evaluate those goals periodically. While the mentee is expected to consider the advice of the mentor, ultimately the mentee must make his or her own decision whether or not to accept and/or act on the mentor's recommendations. The mentee should identify specific expectations of the mentor and make those clear to the mentor at the beginning of the process. ***All issues written and discussed by the mentor and mentee will be kept confidential.***

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3. Seek out established faculty members as mentors. A formal mentor will be assigned.
4. Weigh and judge advice (conservative vs. risk-taking).
5. Avail oneself of opportunities for professional growth and excellence in teaching, research, and service.
6. Take responsibility, be an active agent and judge of appropriate course of action for career advancement
7. Feel free to contact the Mentoring Coordinator to discuss progress or concerns.

As a Mentee, I agree to the above responsibilities and to completing an MCE Mentoring Program Feedback Sheet (p. 18) on an annual basis for the two-year mentoring period.

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(signature)

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(date)

## Mentor Biosketch

**Name**  
**Assignment**

**Degrees**

Please take the time to share some information about yourself.

Special professional Interests/successes:

Career altering experiences *and* what you learned from them:

How/ where you grew up, your family, your community, your culture--- influenced you:

How you prefer to learn (reading, hands-on, with other people, etc.):

Areas of interest (research, service, teaching):

What would you consider your major accomplishments during your MCE career.

## Biosketch Format for Mentee

**Name**

**Current Assignment**

**Degrees**

Special professional Interests:

Career altering experiences *and* what you learned from them:

How where you grew up, your family, your community, your culture--- influenced you:

How you prefer to learn (reading, hands-on, with other people, etc.):

What you most want to accomplish the first two years of your time here:

Areas of interest (research, service, teaching):

What you'd most like to develop special expertise in:

## MCE Timeline and Checklist for Mentors

### Prior to assignment of new faculty (mentee)

- Agree to accept appointment as mentor and to follow MCE mentoring policy recommendations.
- Review mentoring process and policies.
- Attend mentoring training program and/or
- Attend mentoring committee meeting(s).

### After assignment of mentee

- Contact state program leader, CED, and RED for any pertinent information concerning development of the individual mentoring program.
- Outline first-year mentoring program.

### During first month of your mentoring assignment

- Contact mentee and schedule first face-to-face meeting.
- Meet with and welcome mentee.
- Schedule regular times during the first-year for face-to-face meetings.

### During the first-year

- Meet regularly.
- Observe mentee teaching at least once, and provide constructive feedback and comments.
- Be available to assist mentee with questions; serve as a resource person.
- Guide and assist mentee with the development of initial CV and IEP.
- Be aware of organizational, professional, and other relevant meetings and encourage/invite mentee to attend. (Attend with mentee when appropriate.)

### End of first-year

- Submit mentoring report.
- Complete evaluation of mentoring program.
- Attend mentoring committee meeting(s).

**Feel free to contact MCE Mentoring Coordinator at any time during your assignment as a mentor to make suggestions for the MCE Plan.**  
**All issues written and discussed by the mentor and the mentee will be kept confidential.**

# MCE Timeline and Checklist for Mentees

## During first month of program

- Meet with mentor.
- Schedule regular meetings with mentor.

## During first-year of hire

- Meet regularly with mentor.
- Observe mentor teaching.
- Observe tenured faculty member out of discipline who is recognized as exceptional teacher teaching.
- Attend orientation and in-service training for new faculty.
- Attend, as appropriate and time allows organizational, professional, and other relevant meetings recommended by mentor.
- Contact mentor for assistance when needed.
- Develop initial CV and IEP.
- Submit monthly narrative report on activities to RED's as requested.

## End of first year

- Complete mentoring program evaluation.

**Feel free to contact MCE Mentoring Coordinator at any time during your assignment as a mentee to make suggestions for the MCE Plan.**

**All issues written and discussed by the mentor and the mentee will be kept confidential.**

## **Mentee Orientation and Training “Road Map”**

### **To be detailed by Mentoring Committee....**

**This guide includes orientation and training activities provided by University of Maryland, MCE, professional associations, and other sources. It may also include developmental assignments and collaborative project activities with non-mentors and peers.**

**This is a work in progress. Please give us your input.**

## Mentoring Program Feedback Sheet

**Instructions:** at the end of the first quarter and the end of the first year of mentoring, both the mentor and mentee will fill out this program feedback sheet and submit it to the Mentoring Program Coordinator.

Check One                      Mentor                      Mentee

Length of Relationship    3 months    12 months    24 months

1. How has the process of mentoring worked for you?
  
2. Are there things about the process you'd change or add?
  
3. What, in your view, are the best features of the mentoring program?
  
4. Please check the elements of the mentoring program that you think are the strongest or most effective:
  - Mentoring goals include helping mentees obtain tenure
  - Mentoring goes beyond subject matter expertise to other skills the organization needs (tied to competencies)
  - Mentoring effort is coordinated with other professional development elements such as association resources, campus resources, and appraisal process
  - Mentoring process includes cohort learning and fostering peer relationships
  - Mentoring process ensures that I get mentored!
  - Mentoring program includes opportunities for collaborative skill development

**Send completed form to Mentoring Coordinator ([corridon@umd.edu](mailto:corridon@umd.edu))**

# Getting on Track!

## Tips and Techniques for Mentors and Mentees.

### Mentoring Skills <sup>8</sup>

On the following pages are specific skills that can be used as part of the mentoring relationship, and allow mentors to feel confident & successful as they fulfill their expectations & the goals of their mentees. These skills involve:

- Increasing interpersonal communication between yourself and your mentee
- Encouraging listening to your mentee
- Discovering commonality and connection between you and your mentee
- Increasing the level of trust and communication between you and your mentee
- Encouraging your mentee to develop alternative solutions
- Increasing the level of participation and personal responsibility of mentee

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### Giving Advice . . . one of the important components of mentoring

It is easy for a mentor to fall into the trap of having all the answers. Dispensing information is often required; it's quick and easy and may make you feel good about yourself as a mentor. But if you only give advice, much of it fails to stick.

The balancing act involves coaching your mentee to discover insight on her/his own and also to give advice when you believe it is most needed.

### Suggestions for Giving Advice

1. Give advice only when your mentee has done some preliminary thinking on his/her own, and only after you have listened carefully and thoroughly understand the issue at hand. Don't jump at the chance to provide your insight too early in the conversation.
2. Don't give advice only when your mentee sees you as the "answer person" who has the golden piece of information. You both may get very used to the idea of his/her asking and you answering.
3. Give advice when your mentee ask for and needs it. One of the most frustrating mentor responses to the question, "What do you think I should do?" is, "What do you think you should do?" It often feels manipulative to the mentee; you apparently have an opinion but for the sake of mentoring, you are withholding it.
4. Provide direction and give advice when your mentee is stuck. Then ask: "How do you think my advice would apply to your situation?" The goal is for the mentee to make the outcome his/her own. Your advice is meant only to get him/her "unstuck."
5. Try telling a story which is a relevant example from your career or lifetime experience. You may feel that telling a story would be interesting and appropriate and that it would help illustrate a possible path for the mentee. Handled well, giving of advice can be your most appropriate mentoring action!

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<sup>8</sup> From the University of Wisconsin Oshkosh materials for Faculty mentoring at <http://www.uwosh.edu/mentoring/faculty/skills.html>

## Phases of Mentoring Relationships

### ***Building Relationship***

- Mentor and mentee become acquainted and informally clarify their common interests, shared values, and professional goals
- Mentoring interaction fosters mutual interest and enthusiasm
- Mentor and mentee establish rapport & trust with each other
- Mentee imagines mentor will support him/her in a significant way
- Mentor begins to visualize mentee as coachable, enjoyable to work with, someone with potential

### ***Developing Common Expectations***

- Mentor and mentee communicate initial expectations and agree upon some common procedures and expectations as a starting point
- Goals and expected outcomes of the mentoring relationship are developed by the mentor and mentee together

### ***Developing Mentee***

- Gradually, needs are fulfilled. Objectives are met. Professional growth takes place. New challenges are presented and achieved
- Both parties serve their maximum range of functions in their roles
- Expectations are reinforced or modified through discovery of the real value of the relationship
- Satisfaction and mutual exchange are at their peak
- Mutual confidence develops between the mentor and mentee

### ***Ending Formal Relationship***

- The relationship and its functions change due to personal or organizational shifts
- There is a sense of loss, combined with excitement about new directions
- Contact frequency decreases
- Since developmental tasks have changed for both parties, the relationship either evolves a new form or dissolves
- The individuals redefine their relationship as colleagues, peers, and/or friends

### ***There are several key points to take away from the above:***

1. Clarifying expectations involves:
  - determining the frequency of contact, the availability, and the accessibility of the mentor and mentee
  - the amount and kind of support that are needed by the mentee or that can be provided by the mentor
  - the various roles the mentor finds comfortable.
2. The mentor and the mentee need to anticipate, communicate, and manage the challenges inherent in these phases.
3. Know that these phases are part of the cycle, and can help both parties avoid personalizing "failures."
4. **A single mentor is highly unlikely to meet all the mentee's needs.**
5. The mentee and mentor both have developmental needs that can be met in the relationship. If these needs are not complementary, interaction can be frustrated.
6. Ending the formal relationship involves the mentor and mentee planning for and talking about this, evaluating the process and their accomplishments, discussing future options (more formal relationship, ongoing mentoring relationship, and friendship).
7. The greatest challenges to a mentoring relationship are finding time and energy, selecting goals/objectives, keeping momentum going, and giving effective feedback.

## The Mentoring Process

<p>Matching of mentor and new faculty member by region/department/team            Matching can occur before new faculty member arrives on campus and mentor can contact to ask how to help make the transition easier or answer any questions</p>		
Check	Mentor	Mentee
	Share information about background, professional experiences, and satisfactions. Include information about previous mentoring experiences, either as a mentor or mentee.	Share information about your background, your needs and values, and your aspirations
	Informally clarify common interests, shared work values	Informally clarify common interests, shared work values
	Help mentee clarify goals	Discuss goals to achieve your needs and aspirations
	Set up a schedule with your mentee for regular meetings and feedback sessions. Be sure to agree on frequency and times, and stick to them.	Set goals for yourself, and follow through on them. Don't be afraid to raise your expectations or redefine your goals as part of the ongoing process
	Compile a list of activities with mentee which meet mutual goals	With your mentor, decide what steps will need to be taken to achieve your goals
	Remember to both talk and listen	Remember to both listen and talk
	Brush up on your communication and other skills and always remember to take the mentee seriously	Be receptive to feedback and coaching Feedback should be perceived as an opportunity for growth
	Be sensitive to gender and cross-cultural differences	Pay attention to changes in your life or attitudes that may call for updating your goals and expected outcomes

**Mentor Tips** – Research shows that effective mentoring can be done in as little as two hours each month:

- Meet over breakfast or lunch. You have to eat sometime.
- Have your mentee attend a meeting with you.
- Have your mentee help you on a project.
- Introduce your mentee to others.
- Recommend other resources to your mentee.

### **Mentee Tips – How to maintain your mentoring relationship:**

- Maintain regular contact.
- Respect your mentor's time.
- Internalize and apply what you learn.
- Follow through.
- Show appreciation.
- Give back.

### **Mentoring Language . . . the value and power of dialogue**

Dialogue creates a pathway and a safety zone for an open conversation in which both mentor and mentee learn. Effective dialogue requires emotional safety for all participants; there must be no negative outcomes for expressing a point of view honestly and candidly. Introducing dialogue into a mentoring relationship can lead to profound, positive changes in the nature of the relationship. Openness, trust, willingness, and support are dramatically enhanced when open dialogue exists. Questioning tends to open people up. It stimulates learning, creativity, and understanding. It allows people to own their own ideas from the beginning. On the other hand, telling tends to control conversation, shuts off the flow of ideas, and may trigger combativeness or other forms of self-protection. Effective questions are effective because they accomplish several things for both people:

- They demonstrate a willingness on the part of the questioner to listen for the answer
- They demonstrate respect for the individual
- They help people discover their own answers, rather than waiting for an expert
- They clarify direction, purpose, expectations, and goals, which are necessary conditions to create alignment across the mentoring relationship
- They solicit people's ideas, input, and recommendations, which creates a significantly higher level of participation and involvement
- They help people understand the roles they play in the problems that exist and in achieving improved results
- They teach people to contemplate their thinking processes
- They focus people's attention on the future, not on the past, and on discovering solutions, not on staying stuck in problems

Therefore, effective questions must be:

- Open-ended rather than close-ended (cannot be answered simply with "yes" or "no")
- Placed appropriately in the dialogue to clarify, illuminate, and draw out
- Authentic, coming from a sincere desire to learn
- Followed by (sometimes deafening) silence, to demonstrate the mentor's sincere intention to listen
- Supportive in tone, to minimize the possibility of triggering people's defensive reactions (total communication is 7% spoken words, 38% tone of voice, and 55% body language)

## Giving Constructive Feedback<sup>9</sup>

Characteristics of constructive feedback include:

- **It is descriptive rather than evaluative**  
this is achieved by describing one's own observations ('I' messages not 'you' messages).  
*'I noticed you did.....'* not *'You did.....'*  
Describing your observations in this way reduces the need for the other person to respond defensively.
- **It is specific rather than general**  
To be told one is *'dominating'* will not be as useful as to be told that *'in conversation that just took place, you did not seem to be listening to what I was saying, and I felt forced to accept your arguments'*.
- **It focuses on the facts and/or behavior rather than on the person**  
Refer to the facts as to what a person 'does' rather than on what you think or imagine the staff member 'is'. You might say that a person *'talked more than anyone else in the meeting'* rather than that they are a *'loud-mouth'*. The former allows for the possibility of change, the latter implies a fixed personality trait.
- **It requires an awareness of the needs of both the receiver and the giver of feedback**  
Feedback can be destructive when it serves only our own needs and fails to take into account needs of the person on the receiving end. Give helpful, not hurtful feedback.

*'I would have liked to have heard about....in your presentation.'*

not

*'That presentation you just gave was useless and was a waste of my time.'*

- **It is directed toward an issue or behavior which the receiver can do something about**  
Frustration is increased when a staff member is reminded of a shortcoming over which they have no control.
- **It is well timed**  
In general, feedback is most useful at the earliest opportunity after the given behavior (depending on the staff member's readiness to hear it, support available from others, and so forth). The receipt and use of feedback involves many possible emotional reactions.
- **It involves sharing of information, rather than giving advice**  
Constructive feedback leaves a person free to decide for themselves whether or not to act on the information, based on their own goals and needs. Giving advice 'tells' the learner what to do.  
*'I understand that .....did not work out. Did you think of contacting.... And checking....?'*  
not  
*'You should have contacted..... and checked.....'*

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<sup>9</sup> The University of Melbourne at  
<http://www.hr.unimelb.edu.au/pdf-giving-feedback/>

- **It involves the amount of information that the receiver can use rather than the amount we would like to give**  
Overloading a person with feedback reduces the possibility that they may be able to use what is offered. When a supervisor gives more than can be used they may really be satisfying a need of their own rather than helping the staff member.
- **It is well thought out before being offered**  
Supervisors and others in power will find it useful to reflect on their own needs and before deciding whether the recipient needs to hear the feedback. Getting clear about the motivations for giving the feedback is very useful.  
Are you just letting off steam or providing constructive feedback?

Ask questions to draw out information that enables the protégé to learn by discovery.

Please feel free to send suggestions, recommendations and any other feedback to [corridon@umd.edu](mailto:corridon@umd.edu)

This is OUR plan. Help us to make it a useful, helpful tool for new employees.

## Core Competencies

**Where We've Been...** In 2002, many of you were involved in work to provide direction to MCE through participation in Outcomes 2008 planning. As part of that work there were five Plan of Work writing teams which resulted in Building a Stronger Maryland focus. From a subject matter perspective, our focus includes educational programming in Economic Prosperity, Quality of Life and Environmental Stewardship. Two additional writing teams focused on Professional Development and Organizational Development.

**Where We Are...** Since 2002 there have been many changes in MCE. Some have been due to budget reductions, personnel shifts and the redefinition of who we are as an organization. Our work in the area of subject matter is well defined; our work in Professional and Organization Development is less defined and needs some attention.

**Where We're Going...** A work group has begun the task of identifying Core Competencies for all MCE faculty and staff. Core Competencies are defined as the basic knowledge, attitudes and skills and behaviors that contribute to excellence in Extension education programs. Employees are the most valuable assets of our Extension system and building our human capital is essential to maintain and grow a vibrant, learning organization. With this information in mind, the following Core Competencies are being proposed for all Maryland Cooperative Extension employees:

### **Knowledge of the Organization**

An understanding of the history, philosophy and contemporary nature of Maryland Cooperative Extension.

### **Technical/Subject Matter Expertise**

The mastery of a scientific discipline, a research body of knowledge, or a technical proficiency that enhances individual and organizational effectiveness.

### **Programming**

The ability to plan, design, implement, evaluate and account for significant Extension education programs that improve the quality of life for MCE customers.

### **Professionalism**

The demonstration of behaviors that reflect high levels of performance, a strong work ethic, and a commitment to continuing education and to the mission, vision and goals of MCE.

### **Communications and Marketing**

The ability to transfer and receive information effectively.

### **Human Relations**

The ability to successfully interact with diverse individuals and groups creating partnerships, networks and dynamic human systems.

### **Leadership**

The ability to influence a wide range of diverse individuals and groups positively.



## Maryland Cooperative Extension Checklist for New Educator Training

### ***CED Role***

- In-Office Introduction.
- Order Business cards, Name tags and Email address.
- Set up Office.
- Coordinate staff to provide secretarial support.
- Secure needed office supplies and equipment appropriate to this position.
- Distribute office keys and ensure access to computer and other equipment.
- Provide with copies and explanation of office policies, including budget for demo supplies and travel.
- Explain Extension Advisory Committee and its' function.
- Introduce to City/County Volunteers.
- Introduce to City/County Government.
- Plan a time to sit with Extension Educator and discuss with new Educator various agencies in City/County that would be a good place to begin networking. Share sample letters of introduction.
- Bring up-to-date with the City/County/Unit Extension Plan and the Educator's expected role.
- Clarify job responsibilities.
- Work with the RED assisting faculty with understanding City/County Plan and developing a Position Description.
- Facilitate staff development opportunities.
- Explain statistical reporting for county program; MCERS and other appropriate reports.
- Explain management procedures necessary to administer specialized programming efforts, such as volunteer policy, fiscal management, contract procedures, consulting, etc.

### ***RED Role***

- General overview of employee expectations.
- Clarify job responsibilities with consensus from CED/Program Leaders.
- Explain expense accounts, travel record-keeping, in-service opportunities, comp time, personal leave and holidays.
- Arrange "trainer" schedule and identify a mentor in coordination with Program Leaders.
- Collaborate with Program Leaders to arrange meetings with State Specialists on campus, as needed.
- Explain the Affirmative Action process and related record-keeping.
- Explain the promotion and tenure process and monitor Educator as needed in this area.
- Assist in Educator's development and implementation of Individual Extension Plan.
- Facilitate staff development opportunities.
- Mentor new educators.
- Discuss history of Extension, Mission, philosophy, etc.
- Become familiar with College of AGNR and MCE.
- Access web-based University of Maryland Faculty Handbook and review policies:  
<http://www.inform.umd.edu/FacHandbook>

### ***Program Leader Role***

- Work with RED to identify program mentor.
- Assist Educator develop program priorities within state identified priorities.
- Facilitate staff development opportunities.
- Explain the Affirmative Action process and related record-keeping.
- Work with faculty to design evaluation methods to show impact of Extension programs.
- Mentor new educators.
- Acquaint new educators with statewide programs and campus/statewide resources.
- Explain statistical reporting system - MCERS from a program perspective.
- Collaborate with RED to arrange campus appointments to meet Extension State Specialists, REC appointments to meet Regional Specialists.