

MENTORING ADVISORS: MOLDING THE NEXT GENERATION OF ADVISING PRACTITIONERS

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- Expert in Advisor Mentoring Programs
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- Developed a Global Advisor Mentoring Program with NACADA's Advisor Training and Development AC
- Served as a mentee and mentor in various programs



OUTLINE FOR PRESENTATION

- Mentoring in Higher Education/Academic Advising
 - Why mentor?
- Building Effective Mentorships
 - Functions of Mentoring
 - Benefits
- Challenges of mentoring
 - Mentoring Dysfunction
- Creating mentoring programs
 - Institutional
 - Association (regional)
- Questions/Answers

MENTORING IN HIGHER EDUCATION/ACADEMIC ADVISING

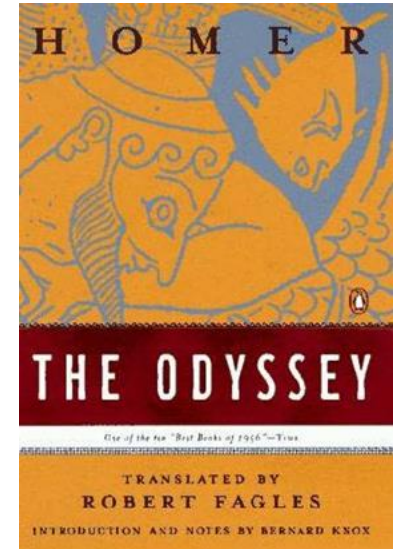
History of Mentoring

Why Mentor?

Functions of Mentoring

HISTORY OF MENTORING

- Dates to Ancient Greece
- Homer's *The Odyssey*
- Odysseus, King of Ithaca goes to fight in the Trojan War
- He entrusted his son, Telemachus, into the care of his friend and advisor, Mentor
- Mentor is charged with protecting the heir to the Ithacan throne
- Mentor takes on the appearance of Athena to help guide Telemachus through the difficult time away from his father (Roberts, 1999).



WHY MENTOR?

Build community between advisors within different units, offices, schools/colleges, institutions

Engaging advising talent through interactive professional networking opportunities

Allow your campus to find common ground and new opportunities for mid-level and senior level administration to offer their expertise to new professionals



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WHY MENTOR?

Find a way to offer your “words of wisdom” to other advising/student affairs professionals

Understand if you don’t mentor...the cycle will stop!

Transform your career outlook

Forsee a longer time in your current role

Engage in association or institutional opportunities



BUILDING EFFECTIVE MENTORSHIPS

Mentoring Relationships

Functions of Mentoring

Benefits of Mentoring

WHAT IS A MENTORING RELATIONSHIP?

"Mentoring relationships (**mentorships**) are dynamic, reciprocal, personal relationships in which a more experienced person (**mentor**) acts as a guide, role model, teacher, and sponsor of a less experienced person (**mentee**)," (Johnson and Ridley, 2008, xi).

FUNCTIONS OF MENTORING

Kram (1983), found there were links between mentor functions and the phases of the mentorship (p. 613).

Career-Related Function (1st Phase)

Providing sponsorship, exposure, visibility, coaching, protection and challenges (p.614)

Depend on mentor's organizational rank, tenure and experience (p. 616)

Psychosocial Function (Later Phases)

Providing role modeling, acceptance, confirmation, counseling and friendship (p. 614).

Depending on degree of trust, mutuality, and intimacy of the mentoring relationship (p. 616).



WHAT MAKES A
GOOD
MENTORING
RELATIONSHIP?

- Value
- Connection
- Direction
- Privacy and confidentiality
- Trust
- Caring
- Mentees should not be dependent on mentor
- Equal partnership
- Goal setting
- Fun/humor (Inzer & Crawford, 2005, p. 34).

BENEFITS FOR MENTORS

- Johnson (2007) found mentors gained from their mentorships:
- Personal Satisfaction
- Personal Fulfillment
- Creative Synergy and Professional Rejuvenation
- Networking
- Motivation to Remain Current
- Friendship and Support
- Reputation for Talent Development (p.12-13)



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BENEFITS FOR MENTEES

- Johnson (2007) found mentoring assisted mentees through increased:
 - Academic Performance and Productivity
 - Professional Skill Development and Networking
 - Initial Employment & Professional Confidence and Identity Development
 - Income Level and Rate of Promotion
 - Career Eminence & Satisfaction with Program and Institution
 - Reduced Stress and Role Conflict (p. 7-11).

CHALLENGES OF MENTORING

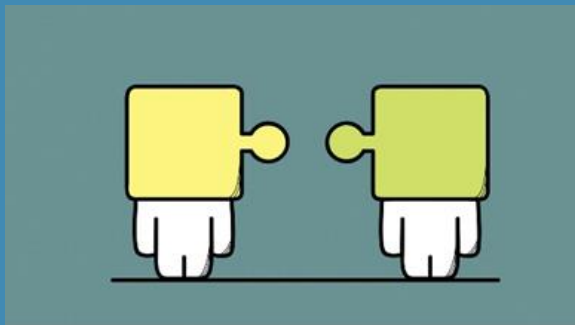
Challenges of Mentoring

Dysfunctional Mentoring



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CHALLENGES OF MENTORING



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•Common Themes included:

- Providing Inadequate Direction
- Taking Advantage of “Greater Power”
- Dealing with Conflicting Demands
- Dealing with Conflicting Advice
- Lacking Commitment (Mentor or Mentee or Both)
- Mentor/Mentee Neglect
- Crossing Boundaries
- Mentor/Mentee Mismatch
- Breaching Confidentiality

(“Specific Challenges and Problem-Solving Strategies,” University of Pittsburgh, Institute for Clinical Research Education)

CHALLENGES FOR MENTORS

Potential mentors might be opposed to mentoring:

Never took part in a formal mentoring relationships

Never experienced the career blocks experienced by junior level professionals (Krum, 1985, p.42).

Senior management resistance stems from a “result orientation that override interested in people development objectives” (Krum, 1985, p. 42).

Offering too much direction/advice



CHALLENGES FOR MENTEES

- Potential mentees might be skeptical because:
 - They do not trust senior managers' motives
 - They do not respect the competence and advice of senior colleagues (Krum, 1985, p. 42)
- Mentorship is a two-way street
- Lack of commitment
- Conflicting advice and demands
- Your supervisor vs. mentor



MENTORING DYSFUNCTION

"Dysfunction occurs when the relationship is not working for one or both of the parties. One or both the parties' needs are not being met in the relationship or one or both parties is suffering distress as a result of being in the relationship," (Scandura, 1998, p.453).

SOURCES OF MENTORING DYSFUNCTION (SCANDURA, 1998)

Mentor may become jealous of protégé's achievements and stifle his or her career

One member of the dyad may become dependent of suffocating

A protégé's unrealistic expectations

A mentor's style may be abrasive or distant

A mentorship pair may become unduly involved in one another's personal lives

The interests of one or both partners maybe change over time

CREATING MENTORING PROGRAMS

Examples of Advisor Mentoring Programs

Creating a Mentoring Program

NACADA REGION 2 MENTORING PROGRAM

- Evolved over a decade from an informal program
 - Formal Mentoring Program started in 2012
 - One Year Commitment
- Mentor and mentee pairs are introduced at mentoring
- Each pair is given time to introduced during a mentor match event
- It is encouraged to have at least monthly check-ins with mentor/mentee
- Coordinator created program wide events
 - Lunch and Learns

What are some areas of advising you have an expertise in?
Check all that apply.

- Academic Progression/Unsatisfactory Progress Advising
- Advising Best Practices/Milestones
- Advising events(i.e. Orientation, Graduation, Admissions Open Houses)
- At Risk Populations
- Career Counseling
- Enrollment Management
- International Student Services/Working with Non-Native Students to Home Country
- Nontraditional Students
- Professional Development (i.e. presenting, research)
- Study Abroad Advising
- Teaching Courses/Developing Pedagogy
- Technology in Advising
- Transfer/Pathways Students
- University Policy Design and Implementation
- Other: _____

MENTOR MATCHING

- Behind just matching a mentor with a mentee
- There is a real science to pairing mentorships
- Applications over the years have been adjusted to include categories for:
 - Professional Interests and Expertise
 - Personal Hobbies

#NOMENTEELEFTBEHIND REGION 2 PROGRAM

Campaign slogan for a Region 2 Elective Past Mentoring Cohorts were unable to match all interested mentee applicants due to a lack of mentor applicants

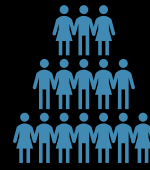
Region 2's committee to mentorship – a promise to match every mentee applicant with a mentor

Assists practitioners to develop into the professionals they wish to become



DEVELOPING YOUR OWN MENTORING PROGRAMS

STEP I
IDENTIFY/ASSESS
YOUR ADVISING
COMMUNITY



How many advisors? New?
Mid-Level? Novice/Senior?
Administrators?



Is there an advising
organization on your campus?



Is there a professional
development committee on
your campus?

STEP 2
FIND SUPPORT
IDENTIFY
STAKEHOLDERS

Advising Administrators

Deans

Non-Advising Professionals

- Provost Office
- Undergraduate Studies
- Faculty Liaisons
- Student Affairs Liaisons

STEP 3 – CREATE A COMMITTEE

Find 2-4 people

Create a mentoring program action plan

Mentor/Mentee Application

Marketing and Advertising Plan

Prepare for any stakeholder meetings to get institutional/program buy-in



VISION
PLAN
ACTION
SUCCESS

ACTION PLANNING

- What is your ideal mentoring program?
 - Formal or Informal?
- When would you like to start?
 - Early, Mid or Late Term
 - Summer
- Who would you need to speak with?
- Why would you do it?
- How long will it take?



QUESTIONS/ANSWERS



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