# SEHD Staff CoP MAPS Resources

## Training Resources for Mentors

<table>
<thead>
<tr>
<th>Course</th>
<th>Recommended Training Timeline</th>
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</table>
| **Being a Good Mentor**                      | To watch prior to first meeting and prior to second meeting         | 60 Minutes      | 1. Introduction  
2. Getting to Know Your Protege  
3. Developing Your Protégé’s Skills  
4. Overcoming Obstacles  
5. Conclusion |
| By: Ellen Ensher  
Oct 2016                                    |                                                                     |                 |                                                                                |
| **Becoming an Inspiring Mentor**             | To watch prior to first meeting and prior to second meeting         | 47 minutes      | 1. Introduction  
2. Two Roles of a Mentor  
3. Becoming the Mentor Everyone wants  
4. Avoid Being the Frustrating Mentor  
5. What is Worrying your Mentee  
6. Becoming A Sponsor  
7. Conclusion |
| By: Madecraft and Ruth Gotian  
Jan 2022                                       |                                                                     |                 |                                                                                |
| **Giving and Receiving Feedback**            | To watch prior to third meeting                                     | 28 Minutes      | 1. Introduction  
2. Receiving Feedback  
3. Providing Feedback  
4. Conclusion |
| By: Dr Gemma Leigh Roberts  
May 2023                                        |                                                                     |                 |                                                                                |
| **Using Feedback to Drive Performance**      | To watch prior to third meeting                                     | 1h 15 Minutes   | 1. Introduction  
2. Receiving Feedback  
3. Confronting Undesired Behavior  
4. Feedback Expectations  
5. Informal Feedback  
6. Conclusion |
| By: Amber Vanderburg and Madecraft  
Oct 2020                                        |                                                                     |                 |                                                                                |
### Coaching Employees through Difficult Situations
By: Elizabeth Lotardo and Lisa Earle McLeod
Aug 2022

| Additional resource as needed | 47 Minutes | 1. Introduction  
2. Foundations for successful coaching  
3. Situational Scenarios  
4. Attitudinal Scenarios  
5. Behavioral scenarios  
6. Ongoing coaching  
7. Conclusion |

### Training Resources for Mentees

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| **Being a Good Mentee**               | To watch prior to first meeting | 55 Minutes     | 1. Introduction  
2. How You can be a Successful Mentee  
3. How to Connect with Mentors  
4. Establishing and Developing  
5. Your Mentoring Relationship  
6. Diverse Mentoring Relationships  
7. Conclusion |
| By: Ellen Ensher                       |                              |                |                                                                                  |
| Jan 2018                               |                              |                |                                                                                  |

| **How to Develop your Career Plan**   | To watch prior to second meeting | 24 Minutes     | 1. Introduction  
2. What is a Career Plan  
3. Create Your Career Plan  
4. Create a Personal Development Plan  
5. Add a mentor to your team  
6. Summary |
| By: Careercake                        |                              |                |                                                                                  |
| Jul 2018                               |                              |                |                                                                                  |

| **Giving and Receiving Feedback**     | To watch prior to third meeting | 48 Minutes     | 1. Introduction  
2. Receiving feedback well  
3. Providing Feedback  
4. Conclusion |
<p>| By: Dr Gemma Leigh Roberts            |                              |                |                                                                                  |
| Released: April 2023                 |                              |                |                                                                                  |</p>
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| **How to be a Good Mentee and Mentor** | You can utilize the section highlighted to include in your orientation | 27 Minutes      | 1. Introduction  
2. Why mentoring matters  
a. avoiding mentoring pitfalls (I think this would be good to include in our kickoff meeting. We can talk about its vs sharing the video, but just make sure we cite the video. We can pull from this and even modify)  
3. How to Seek out a mentor  
4. How to Respond to a Mentee  
a. what to offer your mentee (practical advice that may be helpful; maybe we can pull out this video)  
5. Conclusion |
| **Sanyin Siang on Strategic Mentoring** | Videos highlighted are ones I think may be good for marketing in the promotional emails. | 10 Minutes      | 1. Strategic mentoring as a leader  
2. Personal growth through mentoring  
3. Leading your organization to success through mentoring  
4. Mentoring in a VUCA environment  
5. Mentoring up, down, and across the organization  
6. Building trust as a mentor  
7. The common mistakes mentors make  
8. Storytelling in strategic mentoring  
9. Giving and receiving feedback as a strategic mentor. |
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<td><strong>Communicating with Emotional Intelligence</strong>&lt;br&gt;By: Brenda Bailey-Hughes&lt;br&gt;Aug 2021</td>
<td>This course helps you become a better leader, mentor, and mentee. Learn how to understand others’ perspectives, balance empathy and accountability, demonstrate listening, and respond appropriately to a variety of verbal and nonverbal cues.</td>
<td>43 Minutes</td>
<td>1. Introduction&lt;br&gt;2. Understanding Emotional Intelligence&lt;br&gt;3. Communicating Self-Awareness and Self-Management&lt;br&gt;4. Empathizing and Building Relationships&lt;br&gt;5. Conclusion</td>
</tr>
<tr>
<td><strong>Mentorship Sponsorship, and Lifting Others as You Climb</strong>&lt;br&gt;By: Living Corporate&lt;br&gt;Aug 2021</td>
<td>This audio-course explains about the differences between mentorship and sponsorship, as well as the importance of bi-directional value in a mentor-mentee relationship.</td>
<td>21 Minutes</td>
<td>1. Sponsorship vs. mentorship&lt;br&gt;2. Setting effective expectations&lt;br&gt;3. A real example of sponsorship&lt;br&gt;4. Identifying sponsors and being a sponsor&lt;br&gt;5. Intraracial dynamics and sponsorship</td>
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<tr>
<td><strong>Empowering BIPOC through Mentorship.</strong>&lt;br&gt;BIPOC: Black, Indigenous, and people of color&lt;br&gt;By: Dr. Rhianna Rogers</td>
<td>This course aims to help BIPOC upskill in ways that empower them to move up the corporate ladder and succeed in their chosen fields. Dr. Rhianna Rogers—cofounder of the award-winning diversity program SPEC/Buffalo Project—walks you through ways to get a great mentor and be a great mentee.</td>
<td>1 hour 10 minutes</td>
<td>1. Introduction&lt;br&gt;2. Orientation: Finding Your Voice and Value&lt;br&gt;3. Reflection: What it means to be a BIPOC Mentee&lt;br&gt;4. Empowerment: Leveraging your Narrative for Success&lt;br&gt;5. Hope and Action: Managing your Mentorship with Confidence.&lt;br&gt;6. Evaluate: Owning Your Journey with Continuous Improvement</td>
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The Graduate and Professional School provides graduate research mentoring development opportunities for faculty and graduate and professional students to improve their mentor and mentee skills.

**Goal:** Improve Graduate Mentoring Experiences

**Target Audiences:** Graduate and Professional Students, Faculty, and Staff

**Description:** The Graduate Mentoring Advisory Group was formed in spring 2021, leading to the development of a graduate mentoring framework and suggestions for future activities. At the heart of this effort is the Graduate Mentoring Academy, a program of events that will foster effective mentoring practices across the university.

**Website:** [https://gradconnect.tamu.edu/portal/GMA_Fall2021](https://gradconnect.tamu.edu/portal/GMA_Fall2021), sessions will appear two-three weeks before each semester. Workshops will be offered in the fall, spring, and summer each year. **In the fall, workshops will be held on Mondays during lunch.** In the spring, workshops will be offered on Tuesdays during lunch.

The Graduate Mentoring Academy (GMA) is a parallel to the Faculty Mentoring Academy (FMA) and uses the Center for the Improvement of Mentored Experiences in Research (CIMER) resources which includes seven evidence-based mentorship competencies. These Graduate and Professional School workshops, along with efforts from the Office of the Dean of Faculties, the Center for Teaching Excellence, and the Division of Research, work to create a culture of mentoring across our institution.

Faculty, students, and staff who complete all seven competencies will earn the designation of Graduate Mentoring Academy Fellow, receiving a certificate and a door placard. Sessions are offered on a rolling schedule with three series offered fall, spring, and summer. Please view the calendar below to see the sessions being offered. Sessions will appear two-three weeks before each semester.

For questions, please contact gradmentoring@tamu.edu or call 979-845-0000.
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| 1. Maintaining Effective Communication | Students, faculty, and staff can expect to increase their mentoring competence and skills so that they can be better mentors and mentees to others. | 1 hour 30 minutes | 1. Provide constructive feedback  
2. Communicate effectively across diverse dimensions including various backgrounds, disciplines, generations, ethnicities, positions of power, etc.  
3. Identify different communication styles  
4. Engage in active listening  
5. Use multiple strategies for improving communication (in person, at a distance, across multiple mentees, and within proper personal boundaries) |
| 2. Aligning Expectations             | Students, faculty, and staff can expect to increase their mentoring competence and skills so that they can be better mentors and mentees to others. | 1 hour 30 minutes | 1. Effectively establish mutual expectations for the mentoring relationship  
2. Clearly communicate expectations for the mentoring relationship  
3. Align mentee and mentor expectations  
4. Consider how personal and professional differences may impact expectations, including differences across disciplines when working in multidisciplinary teams |
| 3. Assessing Understanding           | Students, faculty, and staff can expect to increase their mentoring competence and skills so that they can be better mentors and mentees to others. | 1 hour 30 minutes | 1. Assess their mentees’ understanding of core concepts and processes.  
2. Identify various reasons for a lack of understanding, including expert-novice differences.  
3. Use multiple strategies to enhance mentee understanding across diverse disciplinary perspectives. |
### 4. Addressing Equity and Inclusion

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<td>1 hour 30 minutes</td>
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<tr>
<td>1. Improve and expand understanding of equity and inclusion, and how diversity influences mentor-mentee interactions.</td>
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<tr>
<td>2. Recognize the impact of conscious and unconscious assumptions, preconceptions, biases, and prejudices on the mentor-mentee relationship and reflect on how to manage them.</td>
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<tr>
<td>3. Identify concrete strategies for learning about, recognizing, and addressing issues of equity and inclusion, in order to engage in conversations about diversity with mentees and foster a sense of belonging.</td>
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### 5. Fostering Independence

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<td>1 hour 30 minutes</td>
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<tr>
<td>1. Define independence, its core elements, and how those elements change over the course of a mentoring relationship</td>
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<tr>
<td>2. Employ various strategies to build mentee confidence, establish trust, and foster independence</td>
</tr>
<tr>
<td>3. Identify the benefits and challenges of fostering independence, including the sometimes-conflicting goals of fostering independence and achieving grant-funded research objectives.</td>
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| 6. Promoting Professional Development | Students, faculty, and staff can expect to increase their mentoring competence and skills so that they can be better mentors and mentees to others. | 1 hour 30 minutes | 1. Identify the roles mentors play in the overall professional development of their mentees  
2. Develop a strategy for guiding professional development using a written document  
3. Initiate and sustain periodic conversations with mentees on professional goals and career development objectives and strategies  
4. Engage in open dialogue on balancing the competing demands, needs, and interests of mentors and mentees, e.g., research productivity, grant funding, creativity and independence, career preference decisions, non-research activities, personal development, work-family balance, etc. |

| 7. CAPSTONE: Articulating Your Mentoring Philosophy and Plan | Students, faculty, and staff can expect to increase their mentoring competence and skills so that they can be better mentors and mentees to others. | 1 hour 30 minutes | 1. Reflect on the mentor-training experience.  
2. Reflect on any behavioral or philosophical changes they intend to make across the mentoring competencies.  
3. Articulate an approach for working with new mentees in the future. |

## Mentorship Resources

- **Customizable Texas A&M University Individual Development Plan:**
- **Early Career Faculty:** [https://cte.tamu.edu/getmedia/98a6ec66-a18a-4d3e-b707-60688ee979ce/Early-Career-Faculty-IDP-03-23-2022.pdf](https://cte.tamu.edu/getmedia/98a6ec66-a18a-4d3e-b707-60688ee979ce/Early-Career-Faculty-IDP-03-23-2022.pdf)
• CIMER: Center for the Improvement of Mentored Experiences in Research
• Providing resources for organizations and institutions to improve research mentoring relationships
• Website: https://cimerproject.org/