SEHD Staff CoP MAPS Resources

Training Resources for Mentors

Course	Recommended Training Timeline	Course Duration	Course Outline
Being a Good Mentor By: Ellen Ensher Oct 2016	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
Becoming an Inspiring Mentor By: Madecraft and Ruth Gotian Jan 2022	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
Giving and Receiving Feedback By: Dr Gemma Leigh Roberts May 2023	To watch prior to third meeting	28 Minutes	1. Introduction 2. Receiving Feedback 3. Providing Feedback 4. Conclusion
Using Feedback to Drive Performance By: Amber Vanderburg and Madecraft Oct 2020	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

| 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

Course	Recommended Training Timeline	Course Duration	Training Outline
Being a Good Mentee By: Ellen Ensher Jan 2018	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
How to Develop your Career Plan By: Careercake Jul 2018	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
Giving and Receiving Feedback By: Dr Gemma Leigh Roberts Released: April 2023	To watch prior to third meeting	48 Minutes	1. Introduction 2. Receiving feedback well 3. Providing Feedback 4. Conclusion

Training Resources for Project Team

Course	Purpose	Course Duration	Course Outline
How to be a Good Mentee and Mentor By: Emilie Aries Jul 2020	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 By: Sanyin Siang Aug 2019	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.

Communicating with Emotional Intelligence By: Brenda Bailey-Hughes Aug 2021	This course help you become a better leader, mentor, mentee. Learn how to understand others' perspectives, balance empathy and accountability, demonstrate listening, and respond appropriately to a variety of verbal and nonverbal cues.	43 Minutes	1. Introduction 2. Understanding Emotional Intelligence 3. Communicating Self-Awareness and Self-Management 4. Empathizing and Building Relationships 5. Conclusion
Mentorship Sponsorship, and Lifting Others as You Climb By: Living Corporate Aug 2021	This audio-course explain about the differences between mentorship and sponsorship, as well as the importance of bi-directional value in a mentor-mentee relationship.	21 Minutes	1. Sponsorship vs. mentorship 2. Setting effective expectations 3. A real example of sponsorship 4. Identifying sponsors and being a sponsor 5. Intraracial dynamics and sponsorship
Empowering BIPOC through Mentorship. BIPOC: Black, Indigenous, and people of color By: Dr. Rhianna Rogers	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.	1 hour 10 minutes	1. Introduction 2. Orientation: Finding Your Voice and Value 3. Reflection: What it means to be a BIPOC Mentee 4. Empowerment: Leveraging your Narrative for Success 5. Hope and Action: Managing your Mentorship with Confidence. 6. Evaluate: Owning Your Journey with Continuous Improvement

Graduate and Professional School
Graduate Mentoring Academy

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, 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.

Course	Purpose	Course Duration	Course Outline
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 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.	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	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. Improve and expand understanding of equity and inclusion, and how diversity influences mentor-mentee interactions. 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. 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.
5. Fostering Independence	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. Define independence, its core elements, and how those elements change over the course of a mentoring relationship 2. Employ various strategies to build mentee confidence, establish trust, and foster independence 3. Identify the benefits and challenges of fostering independence, including the sometimes-conflicting goals of fostering independence and achieving grant-funded research objectives.

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

- **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/