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New Jersey Agricultural
Experiment Station

4-H Faculty Mentoring Handbook

*Department of 4-H Youth Development
Rutgers Cooperative Extension*



4-H FACULTY MENTORING HANDBOOK

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Promotion, Tenure, and Reappointment Materials: <http://njaesintranet.rutgers.edu/4h/ptrm/default.asp>

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Introduction to the 4-H Faculty Mentoring Handbook

The Department of 4-H Youth Development Faculty Mentoring Program is designed to serve as a professional development method for untenured (junior) 4-H faculty members. This handbook serves as a tool for protégé (junior faculty) and the protégés mentoring team. There are additional mentoring and professional development tools listed in this handbook and available on the 4-H department internal (faculty and staff only) website.

Purpose

The purpose of the 4-H Department Mentoring Program is to provide a network of support and guidance to protégés in meeting the objectives of their position descriptions. It is not meant to be evaluative in nature.

Mentor: By Webster's definition, a mentor is a *wise and trusted teacher or counselor*. A mentor has many roles – friend, role model, advocate, confidant – and has the ability to empower others.

Protégé: Webster defines a protégé as one *whose welfare, training or career is advanced by an influential person*. The word “protégé” is derived from the word protect, and other definitions indicate that this individual is one who is protected by a person of influence or prominence.

Objectives

The mentor's primary role is to support and guide the protégé in efforts to attain program excellence. Many individuals feel that the “bottom line” of the mentoring relationship is whether or not the individual attains tenure. However, even an effective mentor cannot assure tenure.

The protégé (junior faculty member) will:

- Achieve excellence in performance and programming.
- Demonstrate creativity, innovation and risk-taking.
- Acquire excellence and recognition on a state and national level.
- Attain tenure based on outstanding accomplishment.

In addition, the department will:

- Provide an open atmosphere for dialogue between colleagues.
- Strengthen the collegial, supportive nature of the organization.
- Nurture and embrace the diversity of newly hired colleagues' development of teamwork in the 4-H youth development profession.

The Value of the Mentoring Relationship

Effective relationships are based on many factors. Some of these include communication, an attraction to or appreciation of the other person's qualities, commitment to the same goals, and sharing of feelings, values and beliefs. The mentoring program is designed to help develop an effective relationship between

protégé and mentor. *In order for relationships to succeed, both mentor and protégé must commit to creating a positive, effective relationship.*

The keys to making the mentoring relationship work for both parties are communication, commitment and trust.

- **Communication:** both parties must communicate openly and honestly. The protégé must willingly indicate his or her needs and the mentors must willingly share their strengths and knowledge.
- **Commitment:** Both parties must be committed to making the relationship work. All individuals involved must live up to their responsibilities. Taking on the role of a mentor is a serious responsibility – someone is depending on you, often as a lifeline. In turn, because the program is designed mostly for the benefit of the protégé, he or she must take as much initiative as possible in making the relationship work.
- **Trust:** Trust is an underlying factor in a successful mentoring relationship. Building trust depends on simple actions such as keeping appointments, as well as more profound actions such as sharing successes and failures. Other trust-builders include respecting confidentiality, being honest and consistent, exhibiting a positive attitude toward the other person, and respecting and valuing each other's differences.

Benefits to the Protégé

While the formal responsibilities of the mentoring team cease after submission of the terminal year packet, a successful mentoring relationship may continue throughout the protégé's career. The value of the mentoring relationship to the protégé depends upon the nature and depth of the relationship. A mentor can be a friend and confidant throughout one's career. A mentor can help the protégé sort through the myriad of possibilities and opportunities in order to define a focus to his or her efforts.

Benefits to the Mentors

While the benefits to the protégé are obvious, the mentors also benefit from the mentoring relationship. Some mentor benefits include opportunities to:

- Grow and be challenged.
- Keep abreast of changes, new ideas and concepts.
- Share ideas and expertise; develop leadership skills.
- Develop interpersonal relationships with and understanding of protégés.
- Be inspired to set new professional goals and to upgrade skills.
- Conduct programs, produce publications, and increase creative activities in collaboration with protégés.
- Gain a sense of pride from watching protégés develop and grow.

Benefits to the 4-H Department

The department, and therefore, the 4-H program and its clientele, benefit from the mentoring program. Benefits include:

- Accelerated development of new talent - agents who are motivated and able to mobilize resources and people to meet program goals.
- Improved performance and productivity of both mentors and protégés.
- Increased opportunities for collaborative efforts across department lines.

- Retaining individuals with high levels of expertise who are able to meet the needs of clientele while contributing to the profession of 4-H youth development.
- Stronger impact on clientele and recognition of program at local, state and national levels.
- Recognition as one of the top 4-H programs in the country.

Responsibilities of the Mentor

While a mentor must be supportive, he or she must also be objective, providing caring and honest feedback in the most positive sense. The mentor should facilitate the growth of the protégé based on evaluation and fostering of the protégé's individual strengths and qualities. Despite the many positive attributes of the mentor, the goal is never to produce "clones," but to develop the full and unique potential of the untenured faculty member.

It is important to note here that the mentoring relationship should be established within the first year and exist throughout the year, not just during the time when promotion packets are due. Most of the mentor's work should be completed by the time the protégé submits a promotion packet; reviewing the packets should be incidental, and not the main focus of the mentor's work.

The following are some specific functions mentors perform to meet the needs of the protégés in the mentoring relationship (adapted from Allerman & Gray, 1986):

- Share knowledge of Extension's culture, traditions and values to help them become acclimated and comfortable. Provide information about the university system and other organizational realities, and socialize them to the organization and professions.
- Inspire them to achieve high performance standards. Encourage them to try new ideas and to accomplish beyond the usual expectations.
- Foster creativity and help them develop their own style.
- Increase their sense of competence by praising them, asking their opinions and entrusting them with confidential information.
- Encourage them to take risks and assume initiative.
- Help them identify funding, contacts, opportunities and other resources which will help them advance their careers.
- Be an advocate – nominate them for appropriate recognition and awards and praise them to others to establish a general perception that the protégé is competent and capable.
- Counsel when necessary – help them deal with professional and personal issues and conflicts that affect job performance.
- Give constructive and honest feedback both in person and on the performance goals assessment.
- Protect them from unjust attacks and overbearing organizational pressures.
- Take a personal interest, by challenging, giving candid advice, listening and serving as a sounding board. Show genuine interest in their personal values and concerns.
- Remember what helped you or what you would have liked to have help with when you were a protégé (junior faculty member).

Successful Mentoring Relationships

Adapted from Higgins (2009), Mincemoyer and Thomson (1998), Place and Bailey (2010).

Characteristics of mentors that lead to successful mentoring relationships include:

- Have a true desire to be a mentor.
- Have strong organizational and technical knowledge to help a protégé understand the complexities of the Extension organization as well as what it takes to be a successful Extension educator.
- Have sound interpersonal characteristics, including openness, caring and empathy, patience, and a positive/upbeat attitude, and be good listeners.
- Be honest, provide positive feedback.
- Follow up regularly.
- Be successful in their own careers.
- Advocate for the protégé.
- Be a positive role model.
- Have high standards and a commitment to excellence.
- Respect for the abilities of others.
- Willing to be an advocate and supporter.
- Be trustworthy – able to trust and be trusted.
- Be sincere.
- Be creative – receptive to new ideas.
- Be flexible.
- Respect differences in others.
- Commitment to high standards of ethical behavior.
- Be accessible, commit to ample face-to-face time.
- Have compatible personalities.
- Provide ample opportunity to get to know each other.
- Have a co-worker, not boss mentality.
- Establish mentor/protégé friendship.
- Have similar programmatic responsibilities.

Characteristics of protégés that lead to successful mentoring relationships include:

- Interacts well with others.
- Good interpersonal communications skills – knows how to ask the right questions.
- Sensitive to others.
- Interested in new experiences, challenges and taking risks.
- Interested in learning; able to discover own resources and opportunities.
- Actively seeks advice and counsel from others.
- Good observer – watches and learns from others.
- Teaches self, reflects on learning, works through problems.
- Follows through on commitments to others in a timely fashion.

Possible barriers to avoid that may deter successful mentor programs:

- No mentor feedback/communication.
- Mentor or protégé tends to be unavailable.
- Too much paperwork.
- Inconvenient job locations prohibit face-to-face contact.

- No similar interests between mentor and protégé.
- Work schedule/too busy to develop and sustain the relationship.
- Protégé lacks necessary knowledge of their job responsibilities.
- Mentor was unaware of specifics of protégé job.
- Mentor was too busy to answer questions.
- Differing organizational styles.
- Relationship just didn't click. Incompatible personalities.
- Protégé feels overwhelmed or intimidated by mentor's expectations.

On Becoming a Mentor... The Mentoring Process

Mentoring is a dynamic process, during which the roles of the mentor change with the growth and experience of the protégé. The following model (Friedman, 1986) illustrates the transition which occurs as the relationship progresses.

PHASE 1	PHASE 2	PHASE 3	PHASE 4
Mentor as Authority	Mentor as Guide	Mentor as Facilitator	Mentor as Companion
TELLING	COACHING	SUPPORTING	EMPOWERMENT
Mentor initiates meeting and tells protégé about 4-H and Extension	Mentor coaches protégé with job performance skills.	Mentor encourages protégé's risk-taking and creativity.	Mentor as advocate.
Mentor provides specific instructions and closely monitors performance of protégé.	Mentor suggests new information and methods and encourages program expansion.	Mentor provides factual information when requested and supports protégé's own creative decision-making.	Protégé is given complete responsibility for program.
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 40%;">GUIDANCE OF MENTOR</div> <div style="width: 60%; text-align: right;">SELF-DIRECTED PARTICIPATION OF PROTÉGÉ</div> </div>			

The 4-H Mentoring Team

Each protégé is assigned a team of at least two mentors. A 4-H faculty mentoring team provides advice, counsel and behavior modeling which will be useful to the protégé in achieving professional excellence and tenure. The team may serve as a sounding board for ideas, or may critique proposals or draft of materials being developed. Mentors are experienced professionals who are well respected by colleagues. The mentoring relationship is designed to promote the growth and development of the protégé.

Mentoring Team Structure

A mentoring team is appointed by the department chair for each protégé. The team will be comprised of at least two individuals:

- Internal Mentors: two tenured faculty members from the 4-H department. The internal mentors will be appointed following the first six month orientation phase.
- External Mentor: tenured faculty member from any other department in the university. This is optional.

The *department chair* serves as the liaison with the team as related to development and assessment of progress toward performance goals.

General Timeline of the Mentoring Program

Month 1 to 6 Appointment of interim mentor. A County 4-H Agent, appointed by the department chair serves as mentor to the protégé during the first six months of employment.

Identification of potential mentors. During that time, the protégé member is encouraged to network with faculty in the 4-H department to identify potential mentors. He/she will provide that list of suggested mentors to the department chair.

Month 6 Appointment of Mentors. At the end of six months, two to three mentors are appointed and serve in this role with the support of the 4-H department chair. An external (not from the 4-H Department) may also be appointed.

Orientation of Mentoring Team. The Department Chair will provide orientation to the protégé and mentors shortly after the time of appointment. Orientation will include an overview of the mentor's roles and responsibilities; a review of the protégé's Professional Needs Assessment results; and an update on the protégé's current responsibilities and areas of focus. The Department Chair will also provide a suggested timeline to assist mentor and protégé in fulfilling the objectives of the mentoring program.

Initiation of the Relationship - Successful initiation of the relationship affects the perceived success of the relationship. Mentors who initiate contact with their protégés as soon as possible and have face-to-face mentoring meetings contribute to the success of the relationship. After the initial contact, regular structured interaction supports an effective mentoring relationship. A friendly, empathetic relationship is a characteristic of an effective mentoring relationship. (Mincemoyer and Thomson, 1998).

Month 6 to 12 Building the Mentoring Team. Internal and external mentors serve as mentoring team. Biodata and other relevant information should be shared between the mentor and the protégé to assist with successful initiation of the relationship. Suggested guidelines for

frequency of contact should be established between protégé and mentors. It is the mentor's role to take the initiative in building the relationship. Suggestions include:

- Meet with Protégé: Meet with protégé to advise on development of performance goals, review current progress toward goals, develop strategies to meet and fulfill goals. Call your protégé once every two weeks during the first two months and then every month thereafter.
- Attend Program: Attend at least one program or event for which protégé is primarily responsible and/or is performing in a teaching role. Arrange for protégé to attend one of mentor's programs.
- Periodic Meetings: Meet as needed to assess current needs and progress, and to determine responsibilities for providing assistance to protégé.
- Random contact: Seek out your protégé at meetings. Sit together, have lunch. Ask how things are going; concerns, successes, new programs, etc. Remember your protégé's birthday with a phone call or card; ask about other significant personal events.

Annual Program Review. The protégé's first Annual Program Review with the 4-H department chair is held. These are held annually thereafter. Input from mentors will be sought.

1st to 6th Year

Mentors will:

- Provide insight into the 4-H youth development profession; advise on opportunities for professional improvement, grantsmanship, publishing and national recognition.
- Link protégé with individuals in the field of youth development, as well as those with specific subject matter or program expertise, from other land grant universities.
- Assist protégé in preparation of reappointment packet.

The External Mentor will:

- Provide "non - 4-H" insight, experience, coaching and counseling to both protégés and internal mentor.
- Assist protégé in identifying potential collaborative opportunities and in utilizing university resources.

Annual Program Reviews with the 4-H department chair are held. Input from mentors will be sought.

Mentors will assist protégé in preparation of promotion & tenure packet.

6th Year

Official mentoring team dissolves. Team members may continue an informal mentoring or work relationship.

Responsibilities of the 4-H Department Chair:

- Administer Professional Needs Assessment: Upon appointment, request that protégé complete Professional Needs Assessment survey and forward results to orientation mentor.
- New Faculty Orientation: Assign County 4-H Agent to provide orientation and mentoring to new faculty during the first six months of appointment.
- Appoint Mentoring Team: Appoint mentoring teams with assistance from the Personnel committee.
- Orientation: Provide orientation to mentoring teams.
- General Support: Maintain contact/follow-up with protégé and mentors to provide general support and information and assist the team in maintaining timeline.
- Keep Teams Informed: Keep mentors informed of concerns/ issues which could have impact on the protégé's progress.
- Assist with Mentoring: Meet/assist with mentoring team and/or protégé as requested.
- Review Performance Goals/Annual Program Review: Meet with protégés annually to conduct Annual Program Review including review of progress toward performance goals, and discussion of development of new performance goals.
- Provide Other Training: Provide other training as related to program development as requested or required (i.e. needs assessment; establishing priorities; etc.).
- Evaluation: Evaluate effectiveness of mentoring relationships.

Summary

The goals of the mentoring program focus on professional development and attainment of tenure for the protégé. Although all parties involved hold responsibilities for the success of the mentoring relationship, *it is important that the protégé take initiative when needed to develop the mentoring relationship into one which can benefit him or her the most.* It is anticipated that there may be less travel to meet face-to-face and more focus on connecting through technology.

It must be emphasized that ***mentoring cannot guarantee the achievement of tenure; the ultimate responsibility for this lies with the protégé.*** The protégé should evaluate the information provided by the mentors or anyone else, and decide how to apply it to his or her own professional situation.

The protégé and mentors should complete assignments by approved upon deadlines. This fosters commitment, communication, and trust. The protégé should feel comfortable discussing any confidential issues with either mentors or department chair, as needed.

4-H Promotion & Reappointment Tools

All tools referred to in this chapter, as well as additional tools, can be found on the 4-H Department internal website. <http://njaesintranet.rutgers.edu/4h/ptrm/default.asp>

Planning Ahead for Success in the Promotion/Reappointment Process (factsheet)

Professional Needs Assessment

Prior to the assignment of mentors, the protégé will complete a *4-H Faculty Professional Needs Assessment Survey* to determine areas in which the individual needs assistance or training. This assessment is to be considered confidential and is only for the use of the department chair and mentors in assisting the protégés.

4-H Programming Cycle

The 4-H Programming Cycle provides a visual illustration of how a 4-H faculty member integrates scholarship into 4-H program efforts. This cycle forms the basis for the programmatic work of all faculty members and should be reviewed periodically throughout the mentoring process. It is aligned with sections of Form 1c.

Faculty Performance Goals Worksheet

The primary tool utilized in the mentoring process is the *4-H Faculty Performance Goals Worksheet*. The worksheet mirrors the *4-H Programming Cycle* and is designed to assist the protégé in developing programs which fulfill local needs in a scholarly fashion.

Mentors and protégé should discuss programmatic efforts to begin to identify focus areas or niche areas of expertise. The mentor should review the performance goals worksheet with the protégé to ensure a clear understanding of the cycle and how it relates to program efforts. Discuss the types of activities the protégé is currently working on and where these items might fit into the worksheet. Begin to formulate goals in as many areas as possible, keying in on the protégé's areas of focus. Goals should be specific and include a target date.

The mentors should assist and advise protégé in determining specific needs, training, resources, or individuals that can guide the protégé in programming efforts.

The protégé should develop a draft of the goals, seeking review from the mentor. By the time of the first annual program review, the protégé should be ready to review and finalize goals, and work with the department chair to determine how training needs related to these goals can be met. Each year following, chair will review progress toward goals and discuss possible new goals for the upcoming year. The protégé will then begin the goal-setting cycle once again.

Other Helpful Tools

These are a variety of professional development tools which can be helpful to the protégé in meeting the duties of the 4-H faculty position and fulfilling the requirements for promotion and tenure. Included in this handbook are the following:

- *4-H Professional Development: (4-H Professional Research and Knowledge, and Competencies model – 4-H PRKC)*
http://www.national4-hheadquarters.gov/comm/4h_prodev.htm

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