Vision:

A **mental image** of ourselves or the organization of the possible and desirable future state (status).

▶▶ **Describes the aspiration for the future and serves as a guide for a sense of purpose**

- Helps to encourage the team to get excited about the directions of the organization

- individual visions is a summary of goals, dreams, and aspirations

▶▶ **Helps to navigate where you want to go**

Set clear, actionable goals and work towards obtaining them

▶▶ Start with the **BIG** picture

Begin with the end in mind and identify the "why"

▶▶ **SMART** goals

Specific * Measurable * Achievable * Relevant * Time-Bound

▶▶ Identify "**strengths**" and "**challenges**"

What is available now to assist and/or prevent from reaching goals

▶▶ Build for flexibility

Have room to grow and expect unexpected challenges

▶▶ Measure progress and celebrate wins

"If I cannot do great things, I can do small things in a great way"

Rev. Dr. Martin Luther King, Jr.

Ambition

The persistent and generalized strive for success, attainment, and accomplishment involves setting and tracking goals.

Fuel for motivation → **Don't fear risk** → **Invest time towards goals** → **Eliminate self-doubt**

Don't wait for perfect time

Leadership vs. Management

The two are often used interchangeably and become substituted for each other

Leadership

Essential to the success of any organization:
- Create a positive change
- Move organization in a specific direction
- Inspire others to utilize a vision
- Empower to achieve the vision

Management

The coordinating and administrating tasks to achieve a specific goal:
- Organizing and directing workflow or operations
- Develop action items and resources
- Typically oversees the daily operation

You don't necessarily have to hold a title to be a leader!!!!!

Who do you trust and why?

Trust has two dimensions: Character and competence (Covey)

➢ **Character is a constant – It is necessary for trust under ANY circumstance**

➢ **Competence is situational – It depends on what the circumstance require**

Where does trust show up in the workplace, in class or anywhere?

SELF
RELATIONSHIP
ORGANIZATIONAL
MARKET
SOCIETAL

What can we do when it is broken?

- Missed a deadline
- Shared personal information
- Took credit for a project
- Was given credit for a project

WHAT IS EI?

Emotional Intelligence (EI) is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

Self

Self-Awareness

Self-Management

Social

Social Awareness

Relationship Management

▶▶ Asset-Based Mindset

An asset-based approach is <u>a way of thinking that promotes the identification of protective factors that support communities' health and well-being.</u> Protective factors include a sense of purpose and a commitment to learning, family and supportive networks, political democracy, and social justice.

DEFICIT VS ASSET BASED THINKING

DEFICIT-BASED THINKING FOCUSES ON

Shortcomings and what is lacking

What is going wrong

ASSET-BASED THINKING FOCUSES ON

Strengths and what is abundant

What is going right
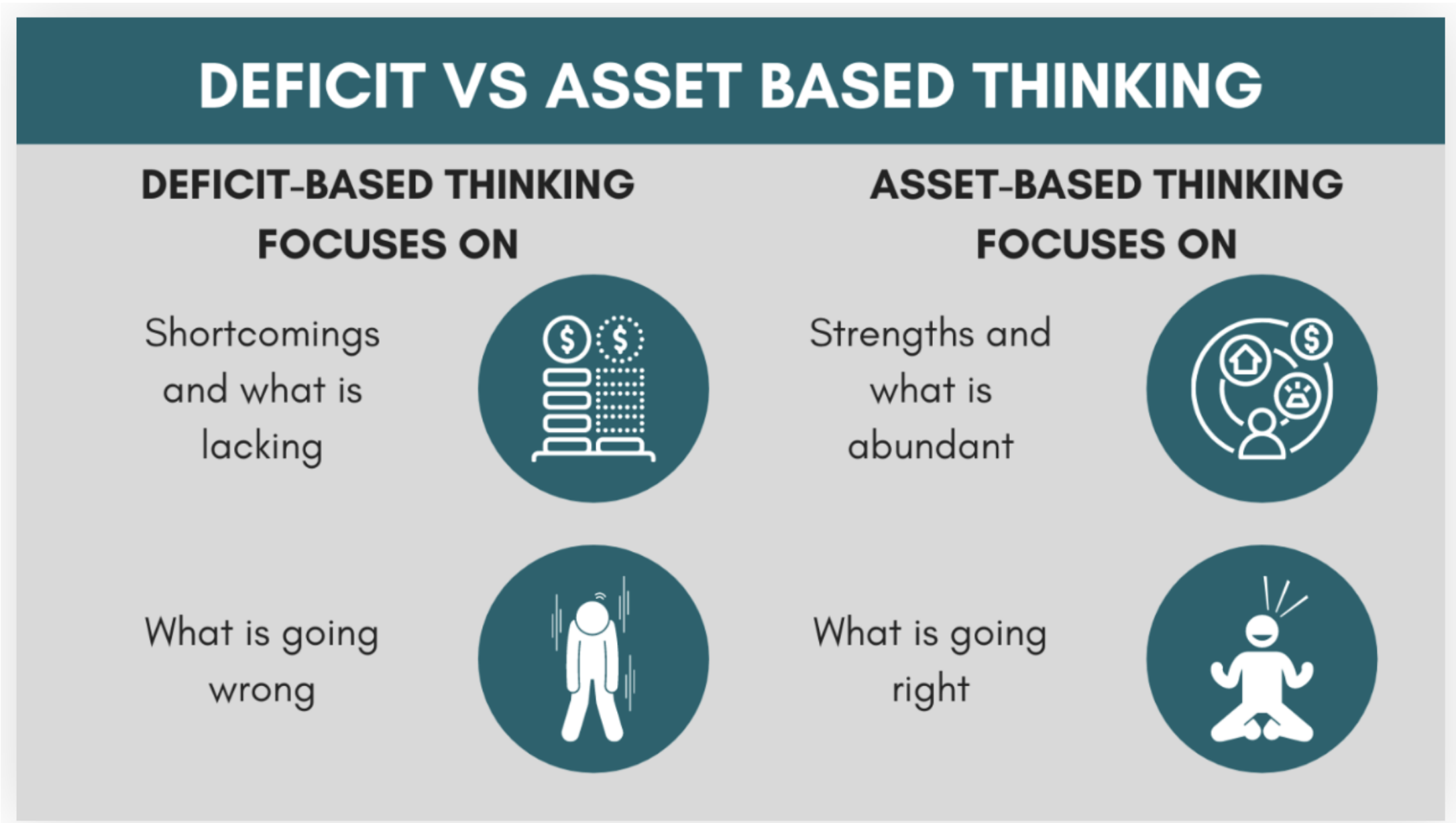
IF YOU *Believe* IN YOURSELF

Anything IS POSSIBLE

Human Resources Tools

Click a tile below to start exploring various learning opportunities.

Live Webinars
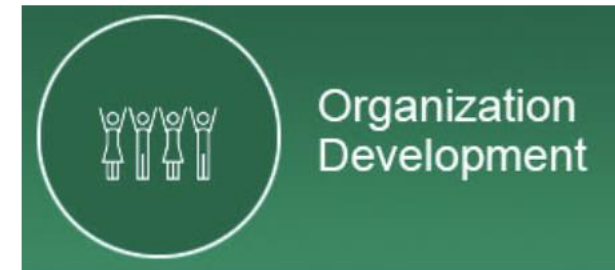
Organization Development

Badge & Certificate Programs

Corporate Training & Professional Ed (CTPE) *Public courses offered at discounted price for USF Employees*

USF Employee Learning (Canvas for Employees)

LinkedIn Learning

Leadership Programs

Career Development Self-Guide

https://www.usf.edu/hr-training/learning-opportunities/index.aspx

What is mentoring?

"Mentoring **fosters an enduring personal relationship between people to cultivate career knowledge, self-identity and transformation, and social and emotional support** among other topics in order to help support a future colleague. It is a process embedded into higher education in order to "enhance the academic development (including development of research skills and a disciplinary identity), professional (career) development, and personal (psychosocial) development of graduate students" (Lunsford et al., 2017, p. 323).
This growth can benefit both parties involved in mentoring when it is done purposefully." (Sutter & Francis, 2022, p. 1)

Reference: Sutter, Tiffany, and Raymond Francis. "Mentoring in Higher Education." *Online Submission* (2022). https://files.eric.ed.gov/fulltext/ED618707.pdf

Table 1. A Model of the Consequences of Mentoring in a Learning Organization.

Mentor benefits	Mentee or protégé benefits	Organization benefits and outcomes
Learning partner	Knowledge	Improved job performance
Knowledge	Skill enhancement	Productivity
Skill enhancement	Supportive feedback	Cost-effectiveness
Cognitive rejuvenation	Assimilation into the culture	Improved recruitment
Feedback	Sense of cohesion, responsibility, and integrity	Talent pool development
Expanded awareness of environment	Awareness of political environment	Career and life planning
Creativity	Sense of power and confidence	Career satisfaction
Sense of purpose and fulfillment	Creativity	Increased organizational communication and understanding
	Leadership development	Increased trust
	Higher earnings	Maintaining motivation
	Personal values clarification	Improved strategic planning
	Professional values clarification	Creativity
	Advancement of underrepresented groups	Employee enthusiasm
	Increased job satisfaction	Collaboration
	Greater influence in the organization	

Source. Information based, in part, on Allen and Eby (2007).

(Klinge, 2015, p. 161)

Reference: Klinge, C. M. (2015). A conceptual framework for mentoring in a learning organization. *Adult learning*, *26*(4), 160-166.

The Mentoring Conversation

"Effective mentors help the mentee **understand their inner world, fostering their ability to become more self-aware of their emotions, strengths, weaknesses, values, aspirations, fears, self limiting beliefs and so on**. They also help them **gain a better understanding of the world around them** and particularly the systems of which they are a part. Discussions often focus around some aspect of how the mentee is influenced by or influences these people and systems." (Clutterbuck et al, 2017, p. 6)

External context
Learning opportunities, reputation, networks, sources of support, career paths

Planning
Doing/performing

Internal context
Personal values, strengths/weaknesses self-confidence, purpose, skills, personality, experience
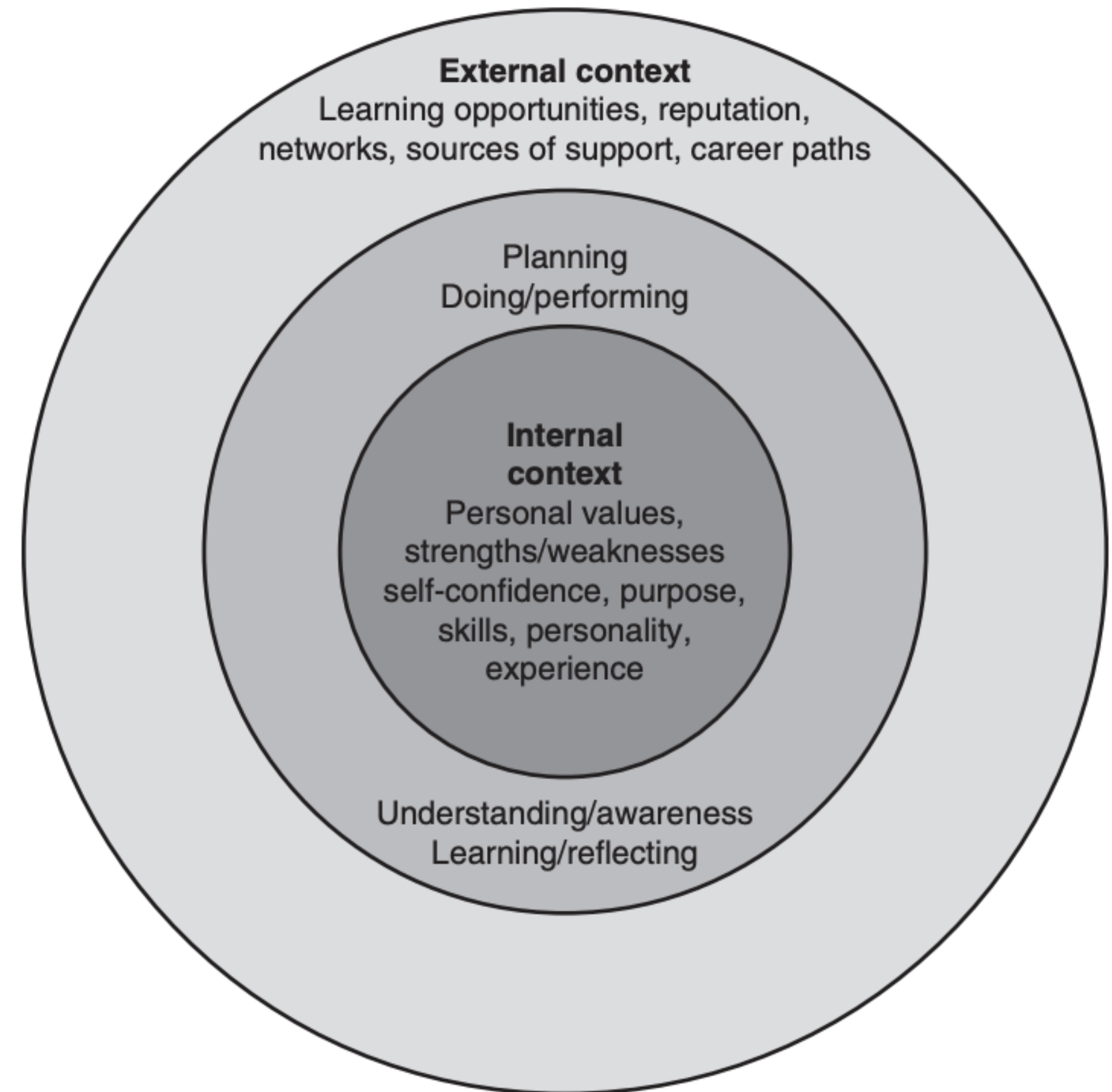
Understanding/awareness
Learning/reflecting

Figure I.1   The developmental conversation

Demystifying mentorship: Tips for successfully navigating the mentor–mentee journey (Ocobock et al., 2021, p. 12)

TABLE 2 This table provides examples of expectations a mentor or advisor can have of their mentee as well as expectations the mentee can have of their mentor or advisor. We also have specific examples of what these expectations might look like in action

General expectations of mentor or advisor	Example of specific action supporting expectation	General expectations of mentee or graduate student	Example of specific action supporting expectation
Commit to mentoring graduate student in a fashion which enables their success.	Hold regular meetings to discuss progress and identify goals.	*Acknowledge* primary responsibility for the successful completion of mentorship goals.	Keep commitments such as regular meetings even if goals are not met.
Open and honest communication and *assessment* regarding short- and long-term expectations and performance.	Be open about your own personality and mentoring style. Be receptive to feedback from student on mentoring styles.	*Open and honest communication* regarding struggles in work and life as well as mentor effectiveness.	Meet and communicate by sending regular updates to mentor/advisor with progress, awards, activities, and applications in progress.
Have patience with questions or mistakes that may seem trivial to a seasoned academic but not to an early career colleague or graduate student.	Work with mentee on writing their first conference abstract and sending professional emails to colleagues.	*Maintain a high level* of engagement, curiosity, and ethical standards and nurture motivation in healthy ways.	Read deeply and broadly outside of assigned work. Work to develop a broad mentor network.
Approachability—students should feel comfortable talking to mentors about challenges encountered in an academic and personal setting.	Provide a respectful, supportive, and safe environment, using equitable language, free of harassment.	*Reliability* in teaching or research assistant responsibilities.	Be knowledgeable about and comply with requirements and policies of graduate program, lab, and institution.
Academic advice—pass down knowledge and experience that will ease the academic journey. Acknowledge mentee's effort and hard work.	Provide advice on classes to take and conferences to attend. Provide constructive feedback on manuscripts and grants. Include mentee on publications when appropriate.	*Maintain diligence* in course work, progress toward dissertation, and professionalization.	Send everything! At least initially send all abstracts, professional emails, publication drafts, grant drafts, etc. to mentor for review.
Professional advice—provide an environment that is encouraging and inspires professional confidence.	Provide career advice on job opportunities and the application process. Plug mentee into professional network—especially at conferences.	*Understand* professional intentions or be open to exploring different avenues and not limiting career opportunities.	Be honest, and when appropriate, with mentors about abilities and limitations, strengths and weaknesses, and expectations.
Recognize that mentoring may require interactive and active instruction.	Train student/mentee in laboratory and methodological techniques, research development, and analysis process.	*Conduct and disseminate research* early on either within an established program or develop a new project.	Attend conferences and ideally present research at them on a yearly basis.
Support navigating graduate school and beyond, modeling professional and ethical values and attitudes.	Honestly address anxieties and insecurities of graduate life (i.e., poor job market) without devolving into discouragement.	*Develop independence* through increased individual problem solving and less mentor intercession over time.	Work through outlines and drafts of manuscripts, ironing out the details, before sending it to a mentor for feedback.
Acknowledge and be sensitive to life matters that may affect the graduate education process.	Recognize that student/mentee is a whole person with a life and responsibilities outside of work that may impact work performance.	*Acknowledge mentor's time and commitments* that impact performance and ability to give timely feedback.	Send mentor drafts (e.g., grants and manuscripts) or requests for letters of reference well before deadline to provide time for thorough review.

A new approach to mentoring for research careers: the National Research Mentoring Network (Sorkness, 2017, p. 200)

Fig. 1 NRMN Programs by Career Stage, across the Four Program Goals

Sorkness, C. A., Pfund, C., Ofili, E. O., Okuyemi, K. S., Vishwanatha, J. K., NRMN team, ... & Womack, V. (2017, December). A new approach to mentoring for research careers: the National Research Mentoring Network. In *BMC proceedings* (Vol. 11, pp. 171-182). BioMed Central.

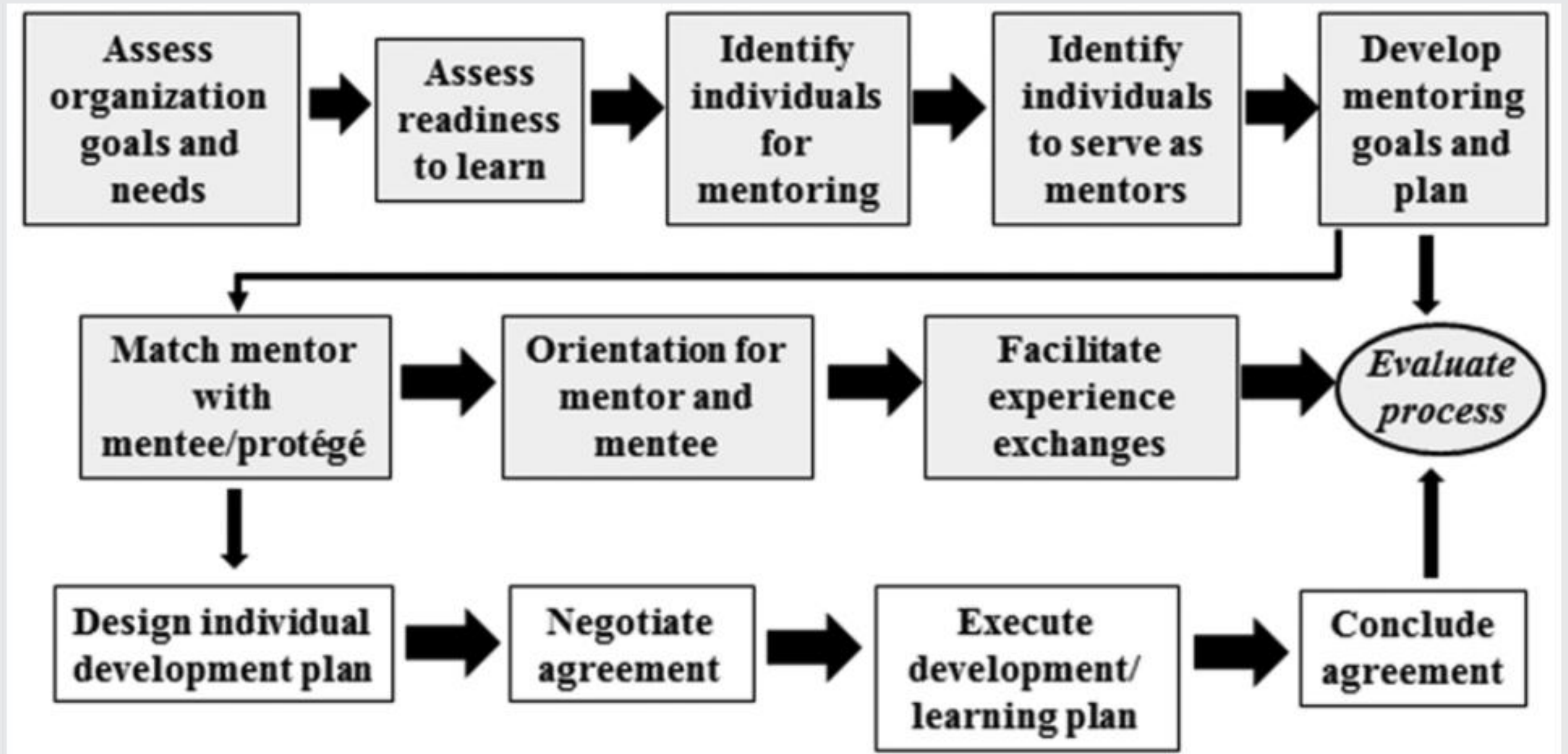**Figure 1.** The process of implementing a facilitated mentoring plan.

Source. Information based, in part, on Murray (2001).

Note. Shading denotes mentoring coordinator processes, followed by unshaded mentoring pair responsibilities.

(Klinge, 2015, p. 164)

Reference: Klinge, C. M. (2015). A conceptual framework for mentoring in a learning organization. *Adult learning*, *26*(4), 160-166.

in higher education (Tasopoulou & Tsiotras, 2017, p. 618-625)

- An indicator of quality: the frequency of setting strategic objectives
- Performance measurements: ways of measuring customer satisfaction
- Performance measurements: ways of evaluating educational programmes
- Performance measurements: assessing institutional processes
- Performance measurements: the frequency of academic staff evaluation

Reference: Tasopoulou, K., & Tsiotras, G. (2017). Benchmarking towards excellence in higher education. *Benchmarking: An International Journal*, *24*(3), 617-634.

Professional Development Plan:
7 Key Components

Professional goals

01

Set the direction and purpose of the plan, such as skills to be learned, competencies to acquire or milestones to be achieved.

Self-assessment

02

Employees must reflect on the areas of improvement to then identify those that require development and set realistic goals.
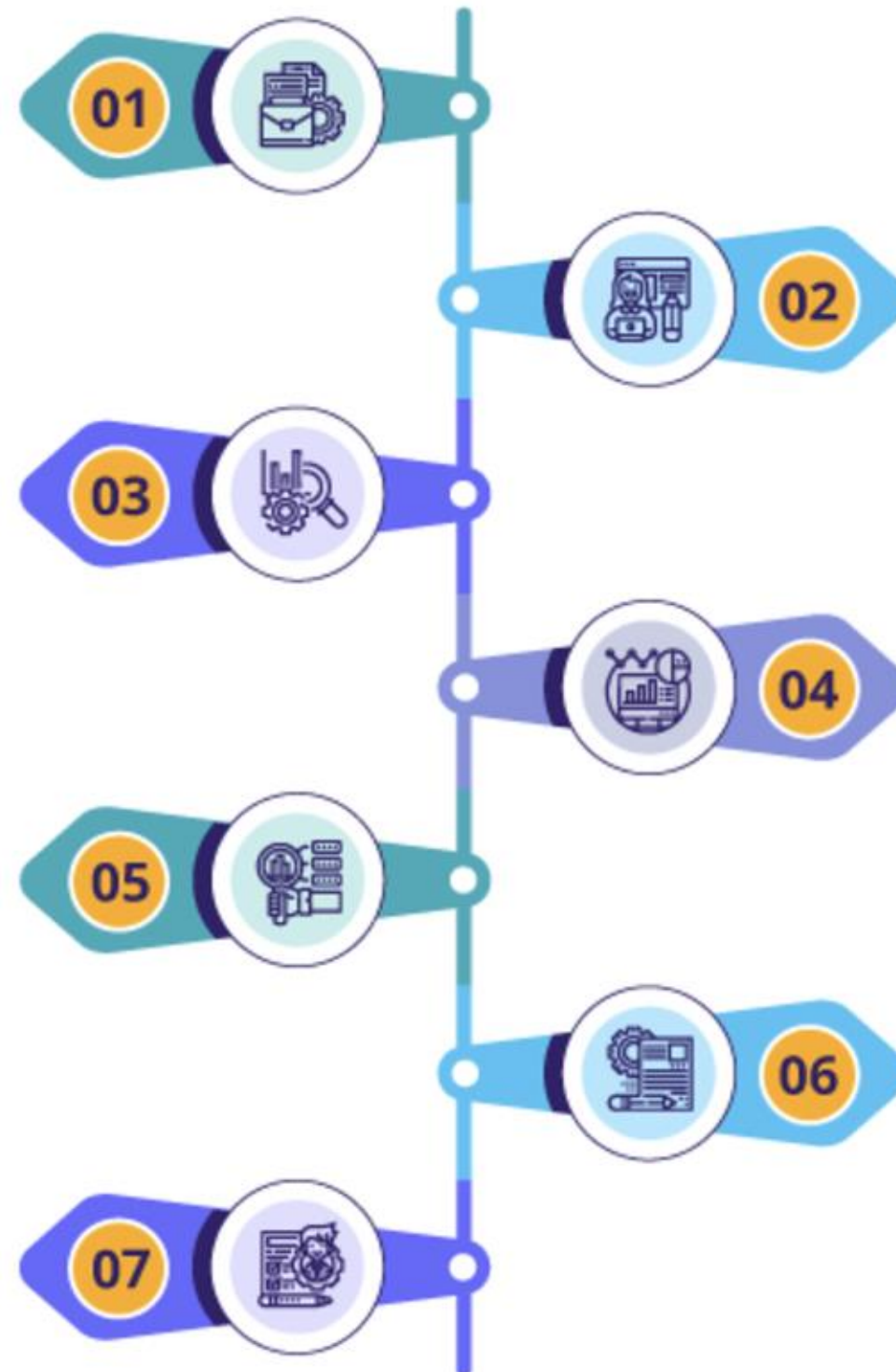
Skill development

03

Identify the specific skills or knowledge areas to develop to ensure that learning efforts are directed toward acquiring these competencies.

Performance goals

04

Set SMART goals to ensure clear, focused, and measurable objectives that will guide professional growth and learning journey.

Expected outcomes and KPIs

05

Measure progress with tangible results to achieve (outcomes), and quantifiable measures (KPI's) that will help track advancement toward these outcomes.

An action plan

06

Outline the steps to achieve the set goals, such as attending training sessions, undertaking additional responsibilities or seeking mentorship.

Feedback and evaluation

07

Assess the development of the PDP: review progress, address challenges and refine goals and strategies as needed.

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Reference: https://www.aihr.com/blog/professional-development-plan-template/

Share your Feedback

https://usf.az1.qualtrics.com/jfe/form/SV_3HGZafvrH1Dy1wO