



UNIVERSITY OF
CALGARY

Taylor Institute
for Teaching and Learning

The Mentorship Guide for Teaching and Learning



Mentorship Guide for Teaching and Learning

University of Calgary | Teaching Academy

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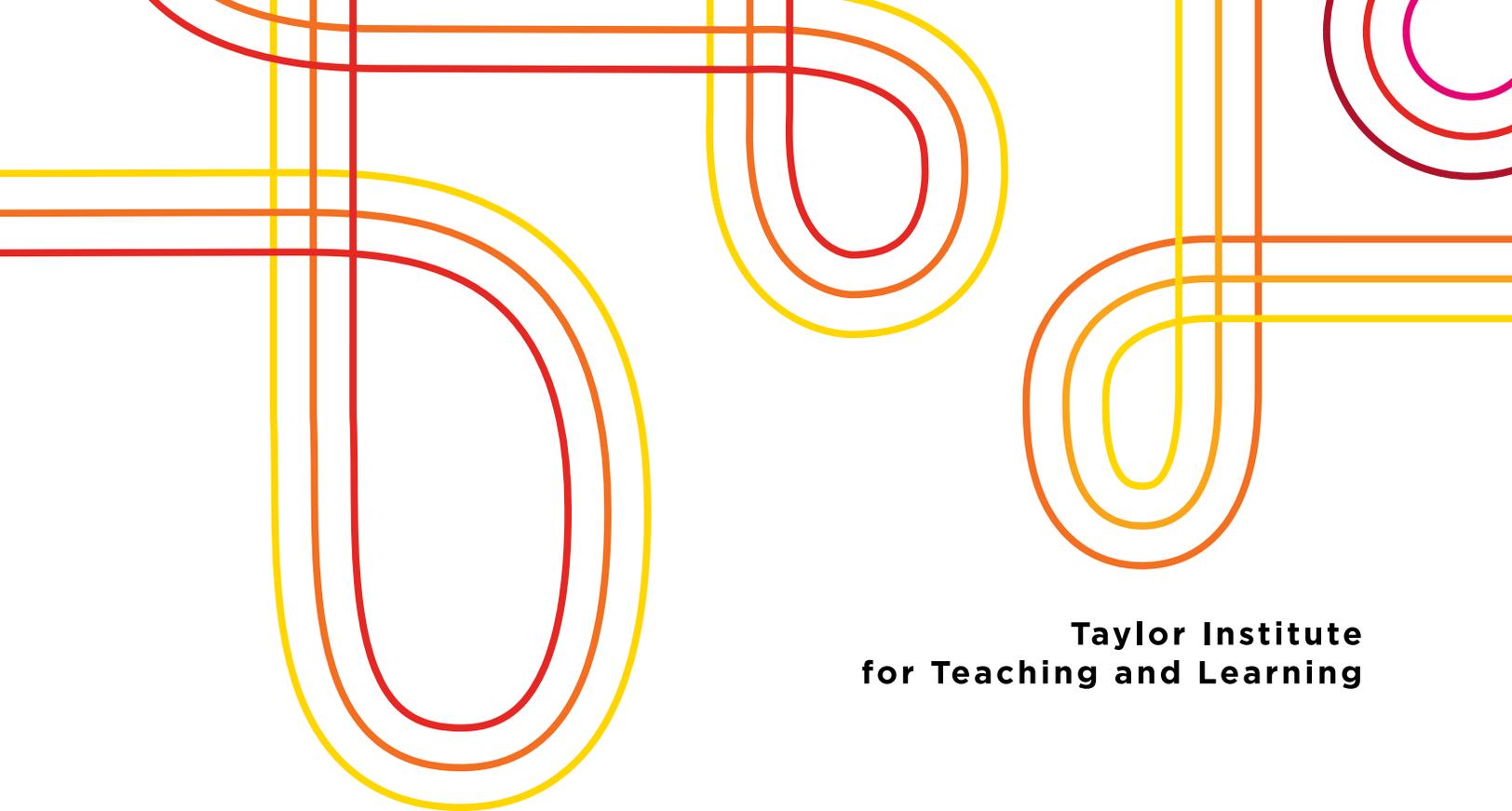
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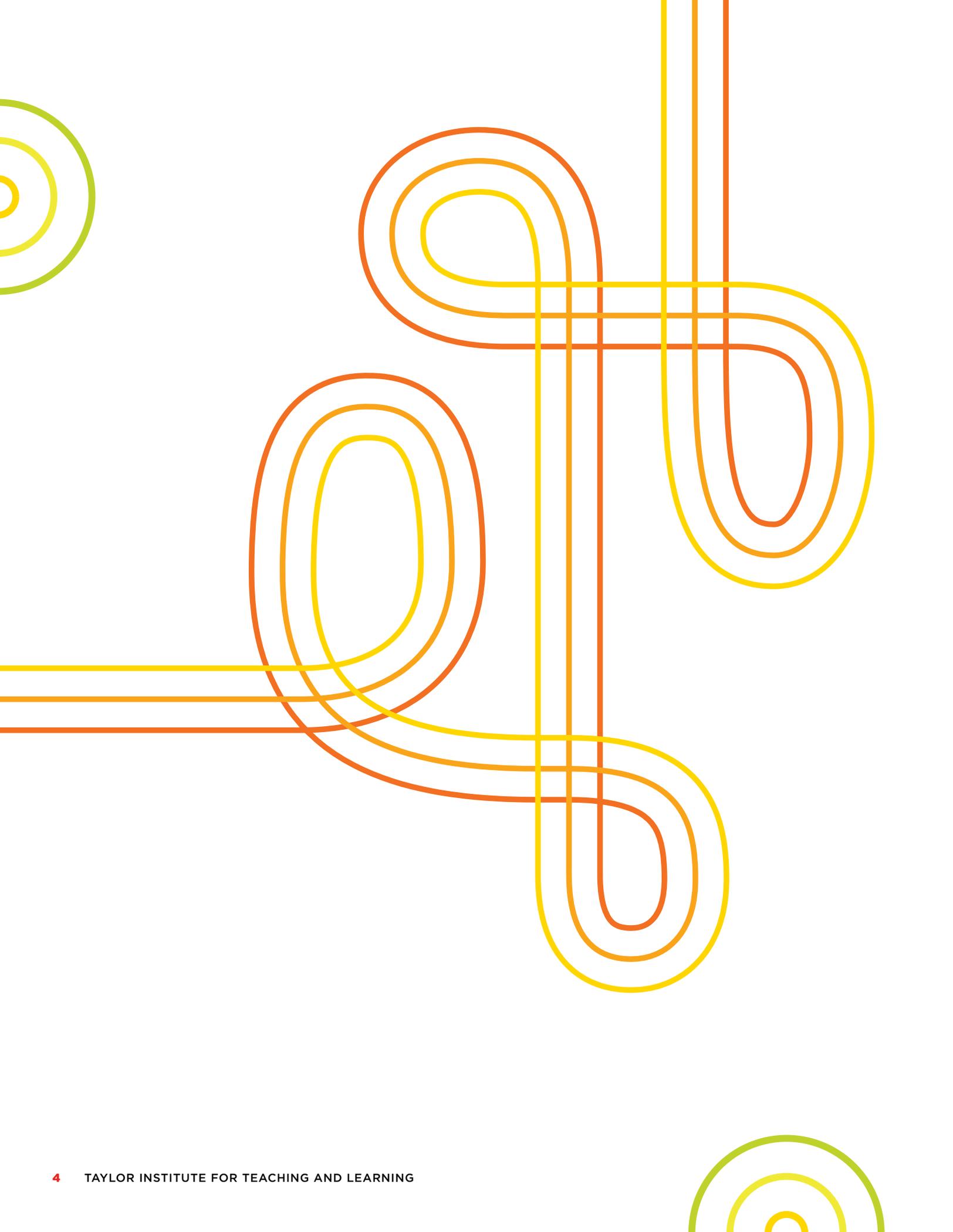


Taylor Institute for Teaching and Learning

About the Teaching Academy

The Teaching Academy is a community of instructors who have received [University of Calgary Teaching Awards](#) in recognition of their exemplary contributions to teaching and learning. The Teaching Academy operates as a working group of on-the-ground professionals interested in supporting the development of individual and collective teaching practices on our campus. The purpose of the Teaching Academy is to establish a network of colleagues who can collectively develop teaching and learning expertise at the University of Calgary.

In support of the University of Calgary's [Eyes High](#) strategy, the Teaching Academy is committed to communicating the importance of teaching, modelling the potential for teaching and research integration, and investing in a positive teaching and learning environment on



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Foreword



On behalf of the University of Calgary, I welcome you to our Mentorship Guide for Teaching and Learning. This guide was co-written by a group of exceptional educational leaders and teaching award winners at the University of Calgary. These leaders recognize and value the importance of evidence-based mentorship practices in supporting strong learning cultures.

Mentors have transformed my own teaching and leadership practice. Early in my career, one particular mentor — Maureen — helped me learn to critically reflect on my teaching practice. She helped me rethink my perceptions when things did not go as planned through thought-provoking questions and dialogue. She helped me see my strengths and my blind spots, and encouraged me to grow. I am grateful for the safe space she created for dialogue, growth and reflection.

Mentorship is relational and it prioritizes people by creating a space for learning and growth. High-quality mentoring relationships are characterized by mutual respect and

reciprocity where both partners are valued for their experiences and perspectives. Mentoring relationships create opportunities for people to enrich understanding of their practice and themselves.

Effective mentoring programs support mentors and mentees to build and sustain these successful and trusting learning relationships. Such programs recognize that talented teachers may not have experience encouraging reflective dialogue, or giving and receiving feedback. This guide provides a framework, rooted in evidence, to develop strong relationships and guide the mentoring process.

This guide also represents the strong commitment to the development of a learning culture and educational leaders in postsecondary teaching and learning. Our intention with this guide is that it will enhance teaching and mentorship practices, both at the University of Calgary and beyond. As you use this guide to develop powerful mentoring relationships and programs, you are contributing to building an inclusive and learning-focused culture.

I wish you much success in your mentoring relationships and your teaching and learning growth!

Sincerely,

Leslie Reid
Vice-Provost (Teaching and Learning)
University of Calgary





Introduction

Research on academic mentorship often measures success in terms of mentee research productivity (Feldman, Arian, Marshall, Lovett & O'Sullivan, 2010; Kalet, Fletcher, Ferdman & Bicknell, 2006; Sambunjak, Straus & Marušić, 2006). Teaching mentorship produces different measures of success, including the development of reflective practice and, most importantly, improvements in student learning. Although there are many resources for mentorship in academia (Johnson, 2015; Straus & Sackett, 2014), none of them aim specifically at supporting mentorship for teaching and learning development. Mentorship in teaching and learning differs from research mentorship in terms of aims, approaches and measures of success, which is why we offer this resource.

“ Rank doesn't matter when you're teaching and learning... don't put those barriers up around a title. It's really about teaching and learning and getting to know people on that level. ”

TRACEY L. CLANCY | MN RN

Senior Instructor, Faculty of Nursing, University of Calgary

The University of Calgary *Eyes High* strategy demonstrates the university's commitment to enriching the quality and breadth of learning. Among its key priorities, the strategy mentions supporting a campus learning culture, connecting communities, and encouraging pedagogical innovation and evidence-based teaching practices. The Teaching Academy, a group of institutional-level teaching award winners at the University of Calgary, work collaboratively to support campus teaching and learning development through a community of practice that is focused, intentional and reflective. With the support of our university, the Teaching Academy aims to support high-quality, effective teaching and learning experiences. As an institution, we have emphasized teaching and learning, and we created this guide to support teaching and learning practices by cultivating a culture of teaching mentorship.

Educational leaders at the University of Calgary recently developed a **framework for teaching expertise in postsecondary education** (Kenny et al., 2017). The framework includes five interwoven facets of teaching expertise, with mentorship highlighted as a key facet to “explore, engage and expand” the development of teaching expertise.

In alignment with the university's strategic priorities and the teaching expertise framework, one of the Teaching Academy's key initiatives is to support mentorship for teachers across campus. Specifically, the Teaching Academy supports fluid, unstructured, developmental mentoring partnerships that explore questions in teaching practice. These formal and informal mentoring relationships aim to improve student learning and encourage reflective teaching practice. The Teaching Academy created this guide to support campus mentorship, and to provide a tool for the broader teaching and learning community.

Goals of the guide

Teaching and learning mentorship can take many different forms. We encourage you to use this guide to find the form of mentorship that best helps you meet your teaching needs and supports student learning. We have purposefully included reflective questions and worksheets throughout the guide to support teaching development within your mentoring relationships. Once completed, you may use these templates as evidence of active engagement in mentoring relationships that support growth and development.

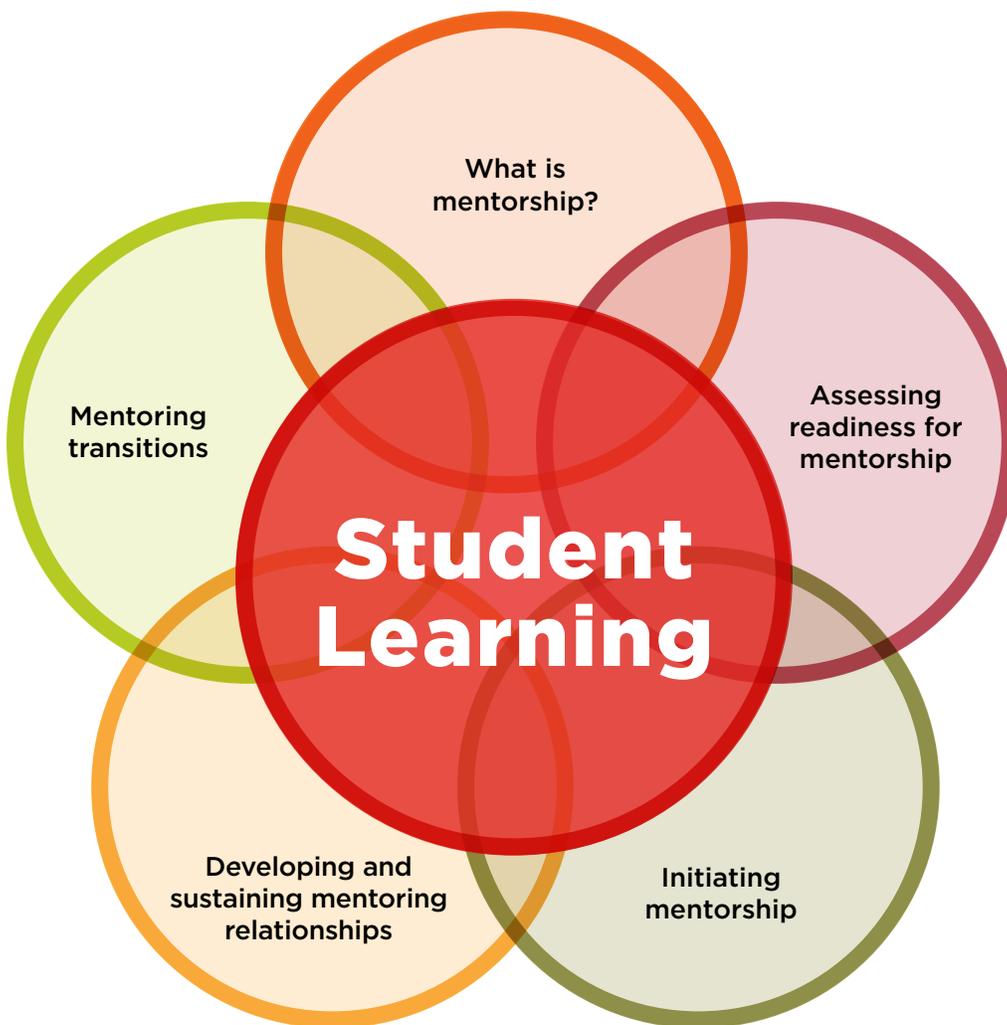
The templates may become artifacts that can be used in:

- academic performance reports
- tenure and promotion packages
- professional development plans
- teaching dossiers
- leadership dossiers

How to use this guide

We created this guide to support teaching mentorship relationships throughout their many possible stages. We intentionally developed it to be flexible with multiple points of entry, thus supporting mentoring relationships at various stages. Although this guide presents mentorship in a linear manner, we view mentorship as an ongoing, reflective and cyclical process. As depicted in Figure 2 (below).

Figure 2: Mentorship as an ongoing, reflective and cyclical process



Please note that this guide uses the term “assessment” to mean “to sit alongside,” which is drawn from the Latin root of the word *assidere*. This relates to the philosophy of mutually beneficial, collaborative mentoring relationships. We encourage you to use this guide as a tool to support your teaching and learning development through effective mentorship.





What is mentorship?

In academia, perhaps more than in any other field or workplace, the boundaries between who is a mentor and a mentee are permeable and changing. Shifting roles in the academic context mean that boundaries between mentors and mentees are often in continuous flux. Here, our old definitions of mentors as senior leaders willing to take junior employees under their wing, or of masters in their craft willing to apprentice novices, do not apply. Instead, the descriptions of mentors and mentees in teaching mentoring relationships are rich, nuanced, serendipitous and constantly evolving. Indeed, when viewing types of mentors and mentees, our academic lens often highlights the trajectory of mentee experiences and mentor relationships. Our commitment to mentorship is a commitment to lifelong learning within an academic micro-community.

“ I came upon my mentor accidentally through a lucky faculty—TA pairing, but that kind of serendipity happens to many of us. And my mentorship experience has shifted and changed as I moved from being a graduate student to a new faculty member to a colleague at the TI. ”

ANNEMARIE DORLAND | PHD

CDCI Scholar/Instructor, Taylor Institute for Teaching and Learning, University of Calgary

“ When seeking mentorship, I try to think about my experiences and use these as learning moments to consider the elements that are important to me and the priorities for where I feel I need help. Then, you can build your mentorship network as a mentee so that you have multiple perspectives to draw on and you can go to different mentors for different elements you need help with. ”

SARAH J. ANDERSON | PHD

*Postdoctoral Associate, Faculty of Veterinary Medicine,
University of Calgary*

Who is a mentor?

In trying to understand who is a mentor and who is a mentee, we find it especially helpful to use the framework of significant conversations (Roxå & Martensson, 2009). Roxå and Martensson's proposal of the significant conversation uses the term to describe moments of academic communication within small communities that enable transitions from understandings of “teacher-focused learning” to “student-focused or learning-focused teaching” in teachers' practice (2009, p. 547). Perhaps mentors or mentees are simply individuals who engage in significant conversations about teaching and learning, engaging in a way that, as Roxå and Martensson suggest, is essential to evolving understanding within academic micro-communities. As we understand them here, significant conversations are conceptualized differently by all participants. These conversations are fundamental to initiating and strengthening mentorship or academic micro-community networks, and to building the strong mentor and mentee relationships that make it possible to advance learning cultures. Our conception of the academic micro-community is thus supported by Hinsdale's (2015) definition of mentorship in an academic context as a continuum or spectrum of engagements, with movement between the subject identities of mentor and mentee occurring over the course of membership in the community itself.

Mentors in academic communities come from diverse career streams, faculty needs and career stages. They may be our colleagues, our peers or members of our senior academic leadership team. They might be people we work with today or with whom we have worked in the past. They might be students or junior faculty members whose experience we are looking to grow.

Who is a mentee?

Any of us within small academic communities who take on the role of lifelong learner can imagine ourselves as a mentee at different times in our career. Much of our work as members of academic micro-communities includes seeking guidance, engaging in significant conversations about our teaching and learning practice, and learning through legitimate peripheral practices. We shift from mentee to mentor through experience, and we bring acts of mentorship and acts of mentee-focused learning to each of our significant conversations with colleagues and student partners.

These multiple and changing definitions of mentor and mentee are reflected clearly in Roxå, Martensson and Alveteg's (2011) network approach to teaching and learning cultures, and in Wenger's (1998) understanding of communities of practice. Clarke and Poole (2009) offer an expanded definition of mentorship that uses the community of practice framework (Lave & Wenger, 1991) to frame a continuum of mentor—mentee experiences, and to highlight a multiplicity of identity positions both enacted and residual within that network. The definitions of mentor and mentee provided here extend this understanding of mentoring as a form of legitimate peripheral participation (Lave & Wenger, 1991) to include significant conversations as acts of mentorship within both the community of practice (as suggested by Clarke and Poole, 2009) and the academic micro-community, or teaching and learning culture network (Roxå, Martensson & Alveteg, 2011).

“ I think that mentoring relationships have not been one-on-one for me, but rather you can learn different things from different people . . . there have been people who have been really foundational in helping me grow my understanding of teaching and learning in higher education. ”

PATTI DYJUR | PHD

*Acting Director, Educational Development Unit,
Educational Development Consultant, Taylor Institute for
Teaching and Learning, University of Calgary*

“ What I really appreciate from my current mentor is that he challenges me with questions I wouldn't think to ask myself. ”

ROD T. SQUANCE | DMA

*Instructor, School of Creative and
Performing Arts, University of Calgary*

“ I think mentorship is deeper than just sharing strategies. A true personal connection has to be made between the participants in the relationship. ”

KATHERINE MUELLER | PHD

*Instructor and Field Experience Director
(Teacher Education), Werklund School of Education,
University of Calgary*

“ My mentor recognized that I was in this to learn and that I had bought into this kind of learning relationship. So it provided me with opportunities to push my thinking and allowed me to learn with someone kind of on the side to help guide that learning. ”

BARBARA BROWN | PHD

*Instructor and Director of Professional Graduate
Programs, Werklund School of Education, University of
Calgary*

Types of mentorship

There are as many varieties of mentorship as there are individual mentoring relationships. Each will differ depending on numerous factors, including mentor and mentee needs, the mentoring relationships' stated objectives, individual personalities, etc. In turn these factors will affect time commitment and engagement levels, meeting frequency, whether mentoring relationships are formal or casual or temporary (related to specific goals or projects) or indefinite, among other facets. Mentors and mentees can be involved in multiple simultaneous mentorships, with each different from the others on the dimensions listed above. Mentorships can also evolve over time as needs and objectives change.

Although this guide provides templates for successful teaching and learning mentoring relationships, it is intended to be a supportive tool rather than a prescriptive one. Mentees and mentors should feel free to let their mentoring relationships take the shapes that best align with their objectives. To this end, good and ongoing communication is central, with all parties open to routine re-assessment and adjustment.

Mentoring relationships also differ in how they arise. Some form naturally out of existing professional relationships, especially where some amount of informal mentoring is already occurring. Others are formally arranged.

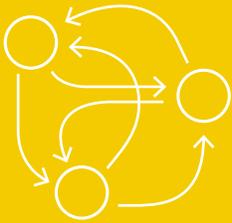
Within this nearly endless diversity of mentorship, most mentoring will fall into one of the following types.

DYAD



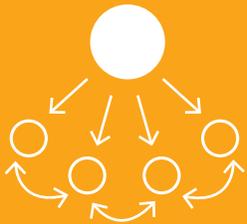
In the traditional dyad mentorship model, mentees are paired with more experienced mentors, often with institutional support. Successful dyad mentorships require active participation, with equal responsibility shared between mentors and mentees.

PEER



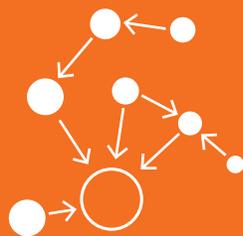
Peer mentoring consists of two or more people, often similar in experience or rank, interacting as equal mentoring partners to achieve mutually determined goals. Peer mentorship is collaborative in nature, where each member provides mentorship to the other by providing guidance, expertise, support, counsel and advice while bringing out each member's finest skills, providing opportunities to pool knowledge and strengthen relationships (Nowell, Norris, Mrklas & White, 2017).

GROUP



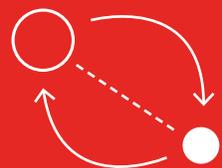
Group mentorship is where one mentor supports a group of interdependent mentees who hold themselves individually and collectively accountable to a common purpose of learning and development. Group mentoring provides opportunities for discussion and socialization, encouragement and support. (Nowell et al., 2017).

CONSTELLATION



Constellation mentoring is when one mentee has multiple mentors who take active interest and action to advance the mentee's development. Constellation mentoring allows mentees to experience mentors with different styles of mentoring and leadership, providing rich and in-depth understandings of multiple teaching and learning practices. Furthermore, having multiple mentors provides mentees with greater opportunities to expand their networks (Nowell et al., 2017).

DISTANCE



Distance mentoring is where the mentee and mentor are in different locations or faculties. This form of mentorship can be particularly valuable for those located at satellite campuses and for those wishing to obtain guidance from mentors who may be at different institutions or faculties.



Benefits of mentorship

There are many benefits to mentorship, extending beyond individual mentoring relationships and into the larger academic teaching and learning community, in classrooms, academic programs and institutions. First and foremost, making a positive impact on student experience is central to teaching and learning mentorship; students are the ultimate beneficiaries. Second, mentoring relationships have mutual benefits for mentors and mentees, including that of helping create communities committed to helping one another develop professionally, whether as academics at the beginning of their careers or as those with more experience. The socialization that accompanies mentorship mitigates feelings of isolation that can occur in teaching in higher education, reinforcing the importance of teaching as community property (Shulman, 1993). Third, the reciprocal experience of learning from one another strengthens the teaching practice of both mentors and mentees, not only methodologically, but importantly, in the cultivation of reflection. This also becomes a means of developing mentorship practice.

“ When I arrived at the University of Calgary, I had never taught in a classroom setting, let alone come to understand what I had to do to become an effective teacher. My mentorship partnership with a colleague introduced me to teaching resources and helped break down my anxiety barriers. I could honestly say I would not be where I am today without that mentorship. ”

SERGE CHALHOUB | DVM DACVIM (SAIM)

Senior Instructor, Faculty of Veterinary Medicine, University of Calgary

Benefits for mentors

Mentorship may help mentors to:

- Reflect on and improve their own teaching practice as they interact with and learn from their mentees.
- Experience the pleasure of helping a colleague begin his or her career, choose a new career path, or reach a desired goal (Kanaskie, 2006).
- Gain satisfaction from assisting less experienced professionals while also improving their own leadership skills (Leners, Wilson, Connor & Fenton, 2006; McKinley, 2004).
- Experience professional development, personal satisfaction, improved interpersonal skills, improved job satisfaction and enjoyment of the stimulation and challenge (van Eps, Cooke, Creedy & Walker, 2006).
- Develop a renewed sense of commitment to job, continuous learning and career development, building of reputational capital, enhanced leadership skills and satisfaction of giving back to the community (Bower & Hums, 2008; Kay & Wallace, 2010; Soklaridis et al., 2014).

Benefits for mentees

Mentorship may help mentees to:

- Gain feelings of being valued team members and develop sense of belonging.
- Share their own expertise with their mentors.
- Develop confidence, learn more effectively and acquire new perspectives (McKinley, 2004).
- Receive advice and guidance on how to succeed within organizations and have effective role models and sounding boards for their concerns and ideas.
- Benefit from hearing about pertinent encounters and feelings experienced by mentors (Kanaskie, 2006).
- Expand professionally through networking opportunities and by having additional insights into career transitions and organizational knowledge (McKinley, 2004).
- Gain increased access to educational programs, recognition, job satisfaction, increased learning skills and potential career advancement (Higgins, 2000; Huybrecht, Loeckx, Quaehaegens, De Tobel & Mistiaen, 2011; Soklaridis et al., 2014).

Benefits for institutions

For institutions, mentorship may help to:

- Develop future leaders from within the institution who nurture commitment, retention and teamwork (Haynes, Adams & Boss, 2008; Huybrecht et al., 2011; Kanaskie, 2006; McKinley, 2004).
- Orient new staff in understanding the values of the organization (McKinley, 2004).
- Increase collegiality and a sense of belonging among faculty (Pololli & Knight, 2005).
- Foster loyalty and commitment, renewed enthusiasm and increased productivity (Butyn, 2003; Payne & Huffman, 2005).
- Improve the quality of teaching across the institution (Leimkuhler Grimes & White, 2015).

Benefits for community development

Mentorship may help teaching and learning communities:

- Gain perspectives on mentorship as valuable to the development of the community as a whole.
- See mentorship as a manifestation of the commitment to lifelong, ongoing learning.

“ Being used to teaching face-to-face classrooms, I didn’t necessarily buy into the fact that teaching could be as good or maybe even better in online spaces. So the experience of working alongside someone who was experienced in teaching in online environments shifted my thinking around how online teaching could actually be better than face to face. ”

BARBARA BROWN | PHD

Instructor and Director of Professional Graduate Programs, Werklund School of Education, University of Calgary

“ I think teachers in any setting tend to be quite isolated, in their classrooms with students. There’s typically no other teacher there, there’s nobody watching you, there’s nobody at your elbow telling you to do this or do that. I think the value in mentorship is to be able to have somebody watch you teach, to be able to talk about what happened in your classroom, to be able to plan together. ”

JO TOWERS | PHD

Professor, Werklund School of Education, University of Calgary



Assessing readiness for mentorship

Before engaging in mentorship, it is important to assess your readiness by understanding what mentorship involves, considering whether mentorship is right for you, and determining your motivations. It is important to reflect on what is driving you to participate in a mentoring relationship. Both mentees and mentors should authentically reflect on their intrinsic motivations, intentions, goals and desired outcomes. Understanding and reflecting on your motivations to participate will make you likelier to persist in your mentoring relationships (Vallerand, Deci & Ryan, 1987). Intrinsic motivation, which involves engaging in activity purely for the pleasure and satisfaction, is associated with creativity, enjoyment and high-quality learning. In comparison, extrinsic motivation involves engaging in an activity for the sake of achieving a separate outcome, such as a promotion, increased pay or other reward. It is common to have a balance of intrinsic and extrinsic motivation when it comes to career goals and activities. Assess your motivation for mentorship to see if committing to the mentoring relationship is something you will both find beneficial (Ryan & Deci, 2000).

It is important to spend some time thinking about what you want out of your mentorship experience. Since mentoring may involve strangers and people you know, the most successful relationships happen when everyone has already thought through their definitions of mentoring and their own preferences, parameters and motivations. Confer with your mentorship partners to see whether they share your view of mentoring. Having these initial discussions will aid in the relationship's success and mutual benefits for all involved.

“ Trust is central to that relationship, because if you're truly going to be open to mentorship, you both have to decide that you're going to be vulnerable in that. ”

SARAH J. ANDERSON | PHD

Postdoctoral Associate, Faculty of Veterinary Medicine, University of Calgary

Questions for mentors

What interests me about being a mentor?

Am I willing to provide critical feedback?

What are my goals and what do I hope to learn from the experience?

Am I willing to open my teaching practice to another instructor?

Am I interested in contributing to the growth and development of other instructors?

In what form of mentorship am I interested in participating?

Am I willing to commit time and energy to fostering a productive mentoring relationship?

How many mentees do I want to work with? Am I open to working with a mentee from a distance?

Am I interested in analyzing my teaching and learning skills and experience, and sharing this reflection with another instructor?

How might this align with my professional development plan? What aspects of teaching and learning do I want to strengthen in my own practice?

Am I willing to learn alongside my mentee?

Questions for mentees

What interests me about being a mentee?
What are my goals and what do I hope to learn from the experience?

Am I willing to open my teaching practice to another instructor?

Am I interested in growing my teaching practice through mentorship?

In what ways am I willing to receive and act on feedback about my teaching practice?

Am I willing to commit time and energy to fostering a productive mentoring relationship?

In what form of mentorship am I interested in participating?

In what areas of my teaching practice am I most interested in receiving help?

How many mentors do I want to work with? Am I open to working with a mentor from a distance?

Am I willing to learn alongside my mentor?

How might this align with my professional development plan? What aspects of teaching and learning do I want to strengthen in my own practice?

For additional resources supporting self-reflection prior to engaging in a mentoring relationship, see Appendix A.





Initiating mentorship

It can sometimes be challenging to determine how to initiate a mentoring relationship. There are several different avenues prospective mentees and mentors can use to meet and engage. Here, you will find several strategies that can be used by both mentors and mentees in the initiation of a mentoring relationship.

“ There has to be a connection between the mentor and mentee; there has to be trust and there has to be respect.”

KATHERINE MUELLER | PHD

Instructor, Werklund School of Education, University of Calgary

“ Exploring your teaching practice with a mentor can give you confidence in what you’re already doing, and the courage to explore new strategies. ”

KATHERINE MUELLER | PHD

*Instructor, Werklund School of Education,
University of Calgary*

Mentees

There is no perfect way to find a mentor. As described above, the first step should involve reflecting on your goals and motivation for seeking mentorship.

Below you will find a list of steps that will help guide your initial search for a mentor.

- Consider colleagues whose work inspires you.
- Look through departmental or faculty websites, professional association membership lists and teaching and learning centre staff lists.
- Speak to your department head or dean.
- Contact potential mentors via email or phone to set up initial conversations.
- Set up an initial meeting where you can meet and introduce yourselves to investigate if a mentoring relationship would fit.

Mentors

Mentorship can allow you to improve your educational leadership and mentorship practices. Initiating mentorship might evolve from a mentor extending an opportunity for mentorship or from a mentee actively seeking mentorship.

Extending an opportunity for mentorship can take many forms. For example, you may express your interest in becoming a mentor by talking with your department head, your teaching and learning centre or any professional associations, or by simply informally offering your help by taking a colleague for coffee.

Receiving mentorship requests can be both complementary and overwhelming at the same time. If mentorship is of interest, having an initial conversation with a prospective mentee can help establish whether a mentoring relationship would be mutually beneficial.

List the names of colleagues who you would like to contact:

What will be your first step?

“ I feel privileged to have benefited from the support, inspiration and advice of outstanding and dedicated educators early in my career. Later, when given the opportunity to work with teaching assistants as a lab coordinator, I reflected on my earlier experiences as a mentee to develop new, supportive mentoring relationships. Each relationship has been richly rewarding and unique. As I look back, each relationship has helped me to join and support the growth of a dynamic community of educators, and best support my students’ learning. ”

ISABELLE H. BARRETTE-NG | PHD

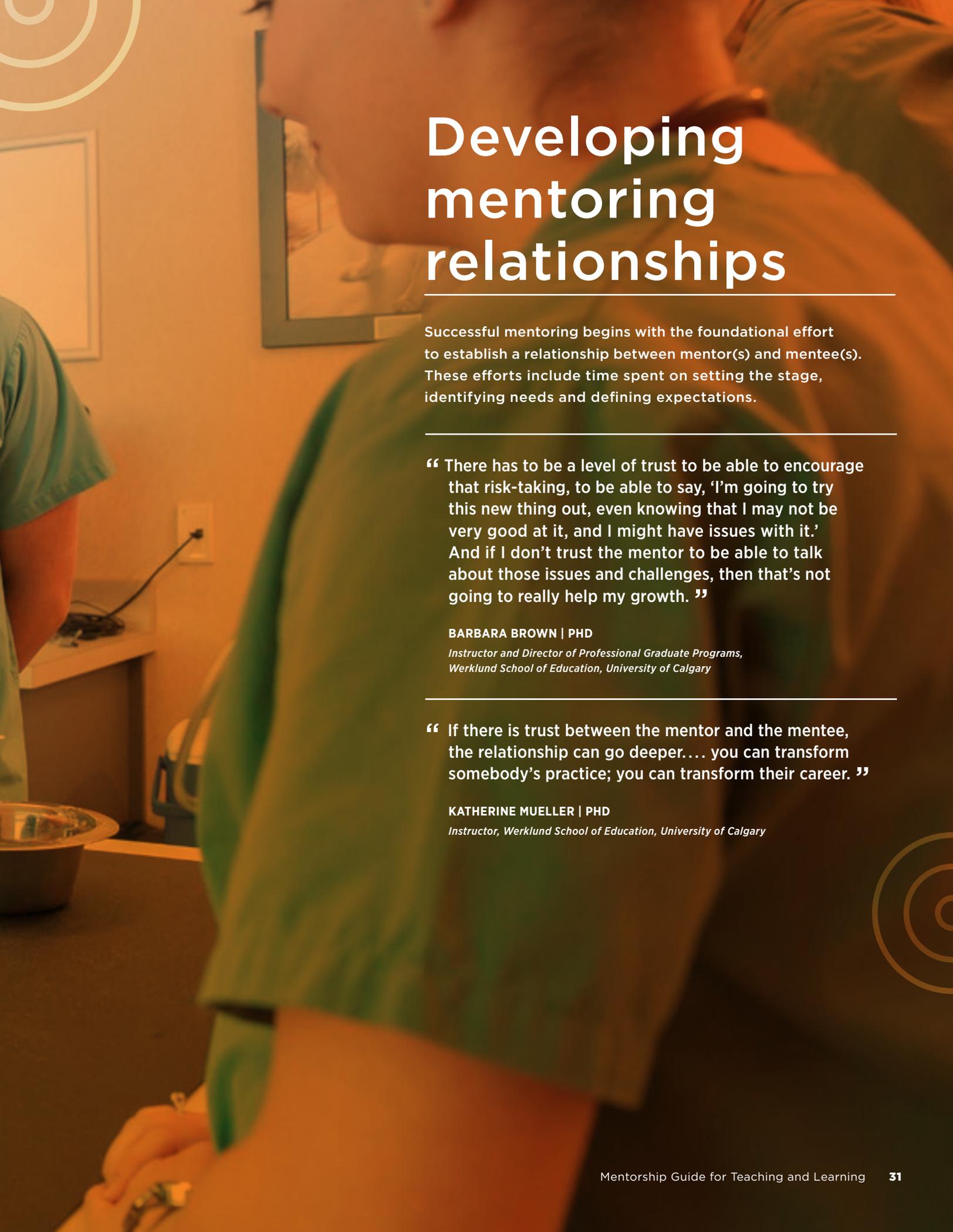
*Senior Instructor in the Department of Biological Sciences,
Faculty of Science, University of Calgary*

“ Being a mentor does make you hyper-aware of your own choices—you really have to think those through and be able to articulate why you do certain things. Much of what we do as teachers rests on very tacit knowledge, so being able to excavate that knowledge, relay it back, I think that’s a really important skill that a mentor must have. Having a mentee actually helps me to think through why I’m doing certain things, and to be sure that I’m not just doing them because I’ve always done them. ”

JO TOWERS | PHD

*Professor, Werklund School of Education,
University of Calgary*





Developing mentoring relationships

Successful mentoring begins with the foundational effort to establish a relationship between mentor(s) and mentee(s). These efforts include time spent on setting the stage, identifying needs and defining expectations.

“ There has to be a level of trust to be able to encourage that risk-taking, to be able to say, ‘I’m going to try this new thing out, even knowing that I may not be very good at it, and I might have issues with it.’ And if I don’t trust the mentor to be able to talk about those issues and challenges, then that’s not going to really help my growth. ”

BARBARA BROWN | PHD

*Instructor and Director of Professional Graduate Programs,
Werklund School of Education, University of Calgary*

“ If there is trust between the mentor and the mentee, the relationship can go deeper... you can transform somebody’s practice; you can transform their career. ”

KATHERINE MUELLER | PHD

Instructor, Werklund School of Education, University of Calgary

Setting the stage

Setting the stage occurs once the mentee(s) and mentor(s) have paired. This stage builds the foundation for the mentoring relationship, including defining a mutual vision and goals, a plan and timeline to achieve these goals (with criteria for measuring success), and clarifying expectations of each other.

You may already have thought about these questions in assessing readiness for mentorship, but here are some explicit questions for you to consider in your initial conversations as you establish your mentoring relationship:

Why did you first get into teaching?

What experiences and people have most influenced your aspirations to become a teacher?

What aspects of teaching most appeal to you?

What do we have in common as teachers?

What do you find challenging in teaching?

What vision do we share for teaching and learning development?

What are your future teaching and learning goals?

What vision do we share for our mentoring relationship?

In what ways are you satisfied with your progress in teaching and learning?

Do any aspects of your teaching practice make you anxious?

What do you have to do in the next five years as you work towards your long-term professional teaching and learning goals?

What groups might you join or what people might you get to know for development in the areas you have identified as most important?

Have you had to face and overcome barriers in your teaching practice?

What steps do you need to take to make contact with such groups or people?

In what ways are you dissatisfied with your progress in teaching and learning and what would you like to develop?

What networks are you engaged in that help you with your teaching and learning interests?

Identify Needs

Strong, mutually beneficial mentoring relationships are built when there is clarity about the needs of both mentee and mentor. Initial conversations should explore the needs and expectations of all involved in the mentoring relationship. These open and honest discussions will become particularly important when the members of a mentoring relationship do not know one another before entering their relationship. Dedicating time and space for discussion will reduce the chance that the relationship fails to meet the needs and expectations of all involved.

To help you in this process, Appendix B contains a mentorship plan that you can complete with all members of your mentoring relationship during initial conversations. Feel free to modify this plan to best meet your needs. It is also good practice to return to your plan at different points in the relationship and examine whether any of its parameters should change as your needs change or evolve.

Behaviour

Successful mentoring begins with commitments from both mentors and mentees to establish and build their relationships. Engaging in an authentic manner, being honest in acknowledging what you can offer and being transparent about your limitations helps foster trust. It is important to be realistic regarding areas of expertise and to recognize that other mentors may be needed to meet all the identified needs. Mentoring from a place of humility creates a space for both mentees and mentors to garner benefits. Recognizing that engaging in mentoring relationships can expose vulnerability, it is important that mentees and mentors are mutually respectful and maintain confidentiality.

Although mentoring relationships may evolve over time (i.e., by becoming friendships), it is important to initially consider expectations surrounding time commitment.

Define Expectations

Previous mentoring partnership experiences will influence expectations, so it would be valuable to discuss perceptions surrounding mentoring (including behaviour, communication and accountability).

Is this relationship being envisioned as short-term or long-term?

How frequently will we meet?

Is there space for drop-in to manage suddenly emerging teaching challenges that require immediate debriefing?

Communication

Clear communication between mentors and mentees goes a long way to helping sustain relationships and contributing to their success. Purposefully establishing communication frequency and outlining clear plans detailing expectations around response and preparation will help promote success. It is important to consider coming up with a strategy for managing conflict, miscommunication or any possible communication breakdowns. Mentees have often been hesitant to “bother” their mentors with “silly questions” when their mentors are obviously such busy people. Conversely, mentors who were not being asked for help did not want to interfere in their mentees’ lives by seeming pushy, and thus did not

contact their mentees without express invitation. This concern for mentoring partners' freedom, time and independence can lessen the impact and usefulness of mentoring relationships.

It is important for you to be proactive in your relationships with mentors and peers so that your needs and expectations are met. Mentees need to share their questions and concerns through effective communication, so that mentors can fulfill their responsibilities. In addition to discussing if mentee and mentor needs are being met or how those needs may have evolved, it is equally important to schedule opportunities for periodic check-ins to address how mentoring relationships are going. Returning to the mentorship plan is a great strategy for accomplishing this.

Accountability

Establishing mentor and mentee accountability evolves from clear understanding of one another's needs, goals and expectations. Clearly articulating goals, outlining strategies to achieve them and assessing their effectiveness helps both mentors and mentees outline responsibilities associated with mentoring relationships.

Being intentional in planning helps mitigate losing perspective and interest over time, in addition to managing challenges associated with a lack of time. Ongoing reflection around long-term teaching goals and identifying changing mentorship needs are important for both mentees and mentors.

It is important to recognize that some mentoring relationships that have been successful and beneficial for both mentees and mentors naturally end. Achieving closure around the mentoring relationship and debriefing successes and challenges informs future mentorship involvement. It is also important to consider that some mentoring relationships progress into friendship. As the mentoring relationship evolves, it is essential to be transparent and

discuss what the mentoring will look like and how it will be navigated within the friendship.

Outlining responsibility associated with the relationship relies on both mentors and mentees taking active roles in developing mentoring relationships. What do all members in these relationships hope to accomplish? Below is an example of different activities that teaching and learning mentoring partners can accomplish together.

- Develop long and short-term teaching goals.
- Develop a teaching philosophy.
- Prepare a teaching dossier.
- Review and co-design syllabi and lesson plans.
- Foster connections within departments and across teaching and learning communities locally, nationally and internationally.
- Discuss challenges in teaching and classroom management.
- Apply for SoTL grants.
- Identify avenues to obtain further professional development.
- Share and/or co-create teaching rubrics, assessments and teaching strategies.
- Foster a self-reflective practice.
- Explore new teaching initiatives.
- Share constructive criticism and use feedback wisely.





Mentoring transitions

Mentoring relationships are constantly evolving. Mentorship roles can change; for example, mentees may transition into mentors. Types of mentorship can change as well. For example, a dyad mentorship may evolve into a group mentorship model. These transitions or evolutions should take place within environments of open and ongoing communication, as with any relationship. Although many mentoring relationships continue indefinitely, there are also times when these relationships undergo transitions or require more formal closure. Some mentoring relationships are bound by time, or development needs may have been met, or there may be challenges that make them no longer sustainable. During times of mentorship transition and closure, we encourage mentors and mentees to reflect on the strengths and challenges in mentoring relationships. Spending time reviewing what worked and what didn't allows mentors and mentees to identify areas for future mentorship development. You are encouraged to review your mentorship plans and goals to self-assess your teaching and mentorship development and practices. It is important to understand that engaging in mentorship demonstrates a commitment to lifelong learning. These times of transition and closure present valuable opportunities for reflecting and developing future goals.

Please consult some questions below to guide reflections during closure or transition.

Reflection questions for mentor	Reflection questions for mentee
In what ways have I tried to be a good mentor? <hr/>	In what ways have I tried to be a good mentee? <hr/>
How open have I been to guidance and feedback? <hr/>	How open have I been to guidance and feedback? <hr/>
How have I tried to reciprocate and support my mentee? <hr/>	How have I tried to reciprocate and support my mentor? <hr/>
What are my strengths as a mentor? <hr/>	What are my strengths as a mentee? <hr/>
How might I improve in terms of being a good mentor? <hr/>	How might I improve in terms of being a good mentee? <hr/>

Further self-reflection and assessment worksheets can be found in Appendix C. Use these to inform how you assess your mentoring relationship.

Final thoughts

It is very much our hope that this guide provides a practical framework to inspire, expand and enrich new mentoring relationships. We attempted to capture and organize the best practices we distilled from our most rewarding experiences as mentees and mentors. We also attempted to provide practical suggestions and advice to help readers build dynamic and rewarding mentoring relationships.

We feel strongly that mentoring relationships form the bedrock of a healthy, nurturing and collegial teaching and learning academic community. There are huge opportunities for growth and learning when mentors and mentees engage in mutually respectful and productive relationships. We hope you will find some of our thoughts useful for your specific needs and interests.

We also hope you will engage with us and share some of your own experiences to further improve this guide, as we expect to revise, expand and enrich it in the future. If you find parts of this guide particularly useful, or if you find important topics missing, we would very much like to hear your specific comments and suggestions. We envision this guide as a dynamic and evolving document that will capture new ideas and experiences as we continue learning about cultivating productive and nurturing practices in mentoring relationships for teaching and learning in the future.



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Appendix A

In this appendix, you will find several different types of worksheets that may help you determine the type of mentorship that best supports your teaching and learning goals. Select one or two, or parts of any of these worksheets.

Pelletier, Rocchi, Vallerand, Deci and Ryan (2013) offers a mentorship motivation scale that may be of interest as you examine your motivations for engaging in mentorship.

Assessing Your Mentorship Motivation Worksheet

The following is a list of questions that have been designed to help you think about what you wish to obtain from a mentoring relationship. Please pick one or two questions that can inform the establishment of your mentoring relationship.

1. What motivates you to engage in mentorship? (check all that apply)

- Opportunity to share your expertise

- Opportunity to learn from others

- Desire to improve student learning

- Interest in mentoring teaching faculty members

- Opportunity to acquire fresh perspectives

- Opportunity to network with other teaching faculty

- Acknowledging mentorship as a rewarding activity

- Interest in enhancing social relationships with other teaching faculty

- Previous benefits from being mentored

- Desire to identify and develop yourself

- Desire to help new teaching faculty

- Interest in developing own teaching, learning and leadership skills

- Opportunity to put mentorship on your CV

- Other

2. What would you like to create in a mentoring relationship?

3. What expectations do you have coming into a mentoring relationship?

4. How will you know if it has had an impact on your teaching and learning practice? What are your indicators of success?

Mentor Reflection Worksheet

The following list of questions has been designed to help you think about what you wish to obtain from a mentoring relationship. Please pick one or two questions that would inform the establishment of your mentoring relationship.

Reflect on the mentor you want to be by responding to the following prompts.

A mentor might be defined as:

a guide/trusted counselor

an advocate

a friend

a sympathetic ear

a resource for information

other?

The mentor I want to be is....

The ways I can facilitate career-related teaching and learning mentorship include....

The forms of career-related mentorship and support I am most eager and able to provide include....

The ways in which I can facilitate teaching and learning support include....

The forms of teaching and learning support I am most eager and able to provide include....

At the end of a mentoring relationship I want to be remembered as a mentor who....

What kinds of activities would I like to engage in with my mentees?

- Attend formal mentoring events
-
- Meet informally over coffee, lunch or dinner
-
- Attend educational events (lectures, talks, discussions, etc.)
-
- Participate in structured activities (e.g. structured peer editing of lesson plans)
-
- Other?
-

Mentee Reflection Worksheet

The following is a list of questions that have been designed to help you think about what you wish to obtain from a mentoring relationship. Please pick one or two questions that would inform the establishment of your mentoring relationship.

Reflect on who you are as a mentee and how you will work with a mentor by answering the following questions.

What do I see as the most useful role my mentor(s) can play?

What types of issues do I want to discuss with my mentor(s)?

How comfortable am I with asking for advice and accepting criticism? In what contexts?

How often and under what circumstances would I like to meet or communicate with my mentor(s)?

Do I want to share everything with my mentor(s) or be selective about what I discuss? What kinds of things do I want to share? What kinds of things seem best not to share?

To what extent am I comfortable sharing personal reflections with others, or do I prefer to maintain a purely professional relationship?

A mentor might be defined as:

- a guide/trusted counsellor
- an advocate
- a friend
- a sympathetic ear
- a resource for information
- other?

Ideally, which of these roles do I see my mentor(s) playing?

What kinds of activities would I like to engage in with my mentor(s) or mentoring peers?

- Attend formal mentoring events
- Meet informally over coffee, lunch or dinner
- Attend educational events (lectures, talks, discussions, etc.)
- Participate in structured activities (e.g. structured peer editing of lesson plans)
- Other?

Appendix B

This appendix contains a sample mentorship plan that can be used at the start of mentoring relationships to discover the needs and expectations of all members. Feel free to modify this template to best suit your needs and the type of teaching and learning mentorship you have selected. You are also encouraged to revisit the plan over time as your needs change and evolve.

Mentoring Partnership Plan

Date:

Name of mentor(s):

Name of mentee(s):

Frequency of meetings:

Guidelines for mentorship

Needs:

Mentee(s)

Mentor(s)

Expected behaviours:

Mentee(s)

Mentor(s)

Roles and responsibilities:

Mentee(s)

Mentor(s)

Confidentiality and off-limit topics:

Strategies for managing conflict if it arises:

Key mentorship goals

Include target dates and actions needed to achieve each goal.

Teaching goals:

Professional development goals:

Indicators of success:

Potential barriers to success:

Actions to mitigate barriers to success:

Planning and organization

Preparation of meeting agendas: Do you wish to make use of these? If so, who will prepare them? How far in advance of the meeting shall they be made available?

Progress report before each meeting: Do you wish to make use of these? If so, who will prepare them? How far in advance of the meeting shall they be made available?

Signatures of agreement:

Mentee(s)

Mentor(s)

Date:

Appendix C

In this appendix, you will find templates that can be used to inform the assessment of your mentoring relationship. Depending on the type of mentorship you selected and your mentorship plan, select the questions most applicable to you. In keeping with the spirit of building mutually beneficial collaborative partnerships, it is also good practice to make time to share your assessments with one another.

Assessing mentorship as a mentee

How has my mentor given me guidance and support?

What have I learned from my mentor in terms of teaching and learning strategies?

In what ways has my mentor been a good role model?

What aspects of the mentorship contributed most to my learning and development?

What are my mentor's areas of strength?

What suggestions can I offer my mentor to grow in this role?

Which goals did my mentor help me identify and achieve?

What meaningful learning am I bringing to my teaching and mentorship practices?

In what ways have I tried to be a good mentee?

How open have I been to guidance and feedback?

How have I tried to reciprocate and support my mentor?

What are my strengths as a mentee?

How might I improve in terms of being a good mentee?

Assessing mentorship as a mentor

How have I tried to support my mentee?

What have I learned from my mentee in terms of teaching and learning strategies?

In what ways has my mentee been a good role model?

What aspects of the mentorship contributed most to my learning and development?

What are my mentee's areas of strength?

What suggestions can I offer my mentee to grow in this role?

Which goals did my mentee help me identify and achieve?

What meaningful learning am I bringing to my teaching and mentorship practices?

In what ways have I tried to be a good mentor?

How open have I been to guidance and feedback?

What are my strengths as a mentor?

How might I improve in terms of being a good mentor?



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