UAA MENTORING
MANUAL

AIDING OTHERS IN THEIR ADVISING JOURNEY

The USC Undergraduate Academic Advising Mentoring Manual is the second edition of this resource. This document has been prepared for Undergraduate Academic Advising Mentors by academic advisors. It contains programmatic information as well as tips and tricks for effective practice in mentoring new members of the organization.

About the Program

Launched in fall 2019, the UAA Mentoring Programs aims to connect new Undergraduate Academic Advisors to seasoned academic advisors who have served in the role and demonstrated growth and investment in the profession of advising.

Several academic advisors and members of the UAC Advising Support Team have positively impacted UAA mentoring efforts since the establishment of the initiative. The following are the task-force members responsible for developing this guide and refining the UAA Mentoring Program:

Alexa Dean
Jillian Bigony
Kaylie Scanlon
Kelsey Grant
Marissa Rittermeyer
Mikaela Rea
Mike Dial
Paige McKeown

How to cite this text:

USC University Advising Center (2022). *Undergraduate Academic Advising Mentoring Manual*. Columbia, SC: University of South Carolina

Table of Contents

Beginning a new job can be challenging whether you've been an academic advisor at another institution, are coming from a different role in higher education, or are making a career change. How do you become an academic advisor who can balance the daily workflow of advising while providing additional support to at-risk students and continue to meet your own personal and professional needs? How do you take advantage of all the opportunities that the University of South Carolina (USC) offers for staff while learning the basics of the role? How do you make meaning of all that it means to be an academic advisor in the 21st century? And who can provide an ear to listen to your challenges and provide constructive feedback? All these questions may seem daunting as a new advisor starts their advising journey at USC.

The University Advising Center at USC believes that fostering relationships between newcomers to the organization and more seasoned advisors is an important aspect of this transition. New advisors benefit from exposure to advisors with experience who can role model their advising style, share their knowledge and interests, and help newcomers develop a sense of belonging in advising at USC.

Program Overview

Internal narrative assessment has pointed to the significant role that formal and informal mentoring has played in several Undergraduate Academic Advisor's (UAA) transition into the role. In the literature, mentoring programs have been shown to "increase personnel retention and satisfaction, to accelerate the development of leadership, and to reduce the learning curve" (Dominguez, 2013, p. 2). Effective mentoring entails establishing a standing relationship, expectation sharing, and guidance provided by the mentor to the mentee. Reciprocity is also a primary function of mentoring, signifying that both the mentor and protégé believe they will benefit from the experience (Moore, 2010).

The Undergraduate Academic Advising Mentoring Program was launched in 2019 to connect new members of the advising community to more seasoned, professional advisors. UAA Mentors fulfill an important leadership role in the Undergraduate Advising program. Mentors:

- Help welcome new UAAs into the UAC community,
- Provide guidance in the delivery of high-quality, developmental advising,

- Model what it means to be a UAA at USC,

- Guide and support mentees through their first full year as an academic advisor.

- Work to develop a supportive relationship with their mentees from their first days as UAC advisors, and

- Meet with them at agreed upon intervals.

Entering Advising at USC

Folsom (2015) detailed a New Advisor Development Chart which describes the various knowledge and activity that an advisor should attain and be able to complete at the end of their first year and then at the end of their third year, on the way to developing mastery. Folsom situated this development chart within the context of the conceptual, informational, and relational components of advising (NACADA, 2017). In both sections of the chart (one year in and three years in), the skills and knowledge are characterized by action verbs. More than an assemblage of well-written learning outcomes, ala Bloom's Taxonomy, this serves as an acknowledgment that new academic advisors learn by acting in the world. The advisor, the act of advising, and the environment in which the advisor operates reciprocally establish and develop one another (Lave & Wenger, 1991).

New primary-role advisors develop as full members of the advising profession as they gain the knowledge and skills to navigate the role of advising. Lave and Wenger's (1991) concept of legitimate peripheral participation provides a theoretical framework through which to view and analyze advisor onboarding efforts. New academic advisors, like those entering any sociocultural community, enter the community on the periphery of the organization (Lave & Venger, 1991). They "move toward full participation in the sociocultural practices of the community" as they develop "mastery of knowledge and skills" (Lave & Venger, 1991, p. 29). In fact, intentional relationships formed during an advisor's first year with people of varying levels of authority move advisors into increasingly connected and empowered roles in the advising culture. "To become a full member of a community or practice requires access to a wide range of ongoing activity, old-timers, and other members of the community; and to information, resources and opportunities for participation" (Lave & Wenger, 1991, p. 101). As new advisors engage more fully in the profession, they interact with the environment, advising tools and technologies, and experienced advisors (including mentors) to develop increased mastery of

knowledge, skills, and values. If new advisors do not interact with these characteristics of the profession, their learning may be significantly limited (Young, 2019).

Figure 2

Legitimate Peripheral Participation Applied to Academic Advisor Professionalization (Lave & Wenger, 1991)
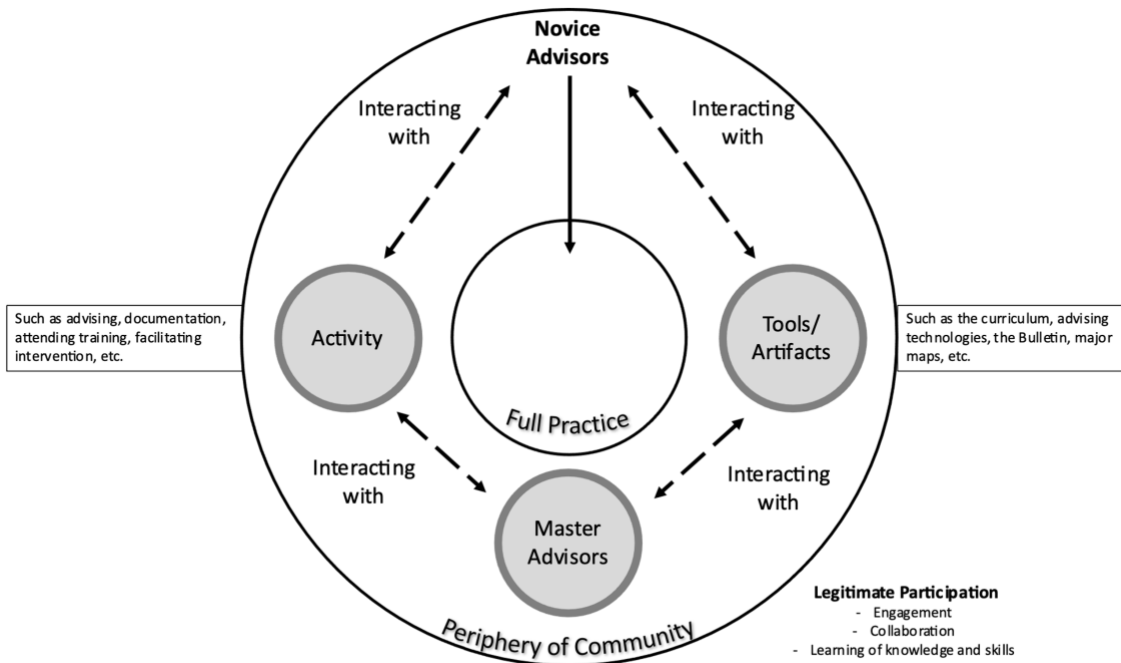
UAA Mentors

The UAC offers formal advisor onboarding, training, and certification in coordination with the degree-granting colleges and schools at USC. Mentors help new UAAs make meaning of the myriad activities (student interactions, documentation, technology usage, etc.) and artifacts (curriculum, policies, advising technology, etc.) of advising. The UAC takes pride in hiring professional advisors from a variety of educational and professional backgrounds. Under ideal circumstances, these newcomers to advising move centripetally toward more intensive, full participation in the practice (and scholarship) of academic advising. Peripheral participation suggests that new advisors are located within the sociocultural context and environment of academic advising. Their changing and deepening practice and perspectives are part of their development as primary role advisors. For this reason, new advisors entering on the periphery of the field and their advising units start in an empowering position full of potential (Lave &

Venger, 1991). Learning and development as an academic advisor is about more than just being able to perform the actions of advising, rather it includes the process of becoming an academic advisor, making meaning of activity, and joining the community of advising practitioners and scholars as members and full participants. Wenger (2010) suggested that:

> "the body of knowledge of a profession is not merely a curriculum. It is a whole landscape of practices – involved not only in practicing the profession, but also in research, teaching, management, regulation, professional associations, and many other contexts" (p. 183).

UAA Mentors help new advisors matriculate into the advising profession, the culture of the institution, and serve as "old-timers" benefiting "newcomers" with their experience. "The key to legitimate peripherality is access by newcomers to the community of practice and all that membership entails" (Lave & Wenger, 1991, p. 100).

Mentor eligibility. To serve as a UAA Mentor, UAAs must:

- Have at least one year of experience working as a UAA
- Have attained Level 1 Certification and completed all Level 2 modules
- *Note: Occasionally, UAC Advising Support Team staff may serve as mentors when UAA Mentors are at capacity.

Intended Outcomes

Outcomes for Mentors: As a result of serving as a UAA Mentor, advisors will:
- Enhance leadership skills and gain confidence in leading others
- Strengthen emotional intelligence and communication skills
- Practice supervisor-adjacent skills such as shadowing, providing critical feedback, and helping new employees navigate the work environment
- Expand their network of professional connection in academic advising at USC

Outcomes for Mentees: As a result of participating in the UAA Mentoring program, advisors will:
- Build connections to the network of advisors outside of their immediate workspace
- Develop a greater understanding of the advising culture at USC
- Discover and apply increasingly effective advising practices

Outcomes for the Organization: Through the UAA Mentoring program, the UAC hopes to:

- Reduce UAA turnover

- Increase engagement among advisors across college/school silos

- Attract and retain top talent

- Establish a core of "master advisors" and high potential advisors

- Increase quality of academic advising on campus by sharing knowledge and best practices

Is Mentoring for You?

Becoming a mentor can serve many purposes for a professional advisor. By taking on this role, the mentor will take the next step in their professional journey. This could be to build leadership skills, a better understanding of the role of the advisor in higher education, creating a network of care, promoting community, positively impacting retention, etc.

The decision to become a mentor is not one to be taken lightly. There are many considerations that come into play when you become eligible. Understanding the very definition of mentoring may be the first step in determining readiness. So, what is a mentor? A mentor is a person who shares their wisdom, promotes someone's career and/or personal goals, and strives to engage in a meaningful personal relationship with their mentee.

The very word itself is also a verb, indicating action. Advisors know this because they do it every day with their advisees. Translating the experience of working with advisees to the experience of connecting with a mentee is crucial in the role of mentoring new advisors. Therefore, it is imperative that advisors interested in taking on this role have completed a certain level of training and have enough time on the job to find and develop their own confidence before inspiring it in others. When contemplating if you are ready to take on this "action," reflect on the following prompts:

- How does mentoring fit into my own professional development goals?
- Does my current workload allow the capacity to add this additional role?
- What will my support system look like as I begin to support others?
- What happens if I feel overwhelmed?
- What if my mentor leaves? What if I leave?

In addition, it is important to have your own comprehension of the process. By first defining the role of advising in your own terms, you can better serve the organization in a mentoring capacity. It can be said that to support others, you must first know yourself. Advisors interested in considering mentoring could do one or more of the following:

- Complete a self-assessment checklist
- Develop an individual philosophy of advising

- Identify individual strengths, areas for growth, and professional goals

*For examples, checklists, and more, visit the Mentoring page on the UAC website.

Participating in the creation of these meaningful connections and supporting each other is the backbone of a successful organization. In the words of James F. Hind, "People want to know how much you care for them before they care how much you know." Reflect on these thoughts and questions as you continue to move through this manual and learn more about the contributions you can make as a UAA Mentor with the University Advising Center.

Reciprocal Benefits

Participating in the Undergraduate Academic Advising Mentoring Program can provide long-term psychosocial and career benefits for both mentor and mentee. These mentoring relationships built within the UAC can lead to better employee retention. In fact, mentoring programs have been shown to "increase personnel retention and satisfaction, to accelerate the development of leadership, and to reduce the learning curve" (Dominguez, 2013, p. 1).

Benefits for Students

Notably, a reduction in advisor turnover extends into benefits for students, making the program a valuable tool in overall student retention across academic units at the university. Why? Because as the only professional on campus with whom each and every student must meet at least once per semester, when an advisor leaves, the student experience is disrupted. Students must retell their story to a new (often interim) advisor. The new or interim advisor may lack context in complex curricular choices, resources, and departmental policies. They also do not have context in the student's experiences, strengths, challenges, and goals. In summary, advisors who experience an increase in satisfaction with their own practices and everyday job duties may lead to higher student satisfaction and retention (Holton, 2017).

Benefits for Mentors

Through the mentoring relationship, seasoned advisors get to know a new professional and expand their own network of professional advisors. Mentoring provides seasoned advisors the opportunity to develop important leadership skills and characteristics such as collaboration, effective communication, and strategic thinking. According to Dominguez (2013), serving as a mentor to a new professional often provides increases in overall career satisfaction and success in one's own role. Within the UAC, serving as a mentor can also enhance an advisor's advising career ladder application by showcasing their investment in the future of the organization. While mentors don't replace an advisor's supervisor, much of the work they perform falls within similar functions. For those advisors considering supervisory roles in the future, mentoring new advisors allows them to practice supervisory adjacent employee development strategies including:

- Facilitating critical conversations and shadowing opportunities

- Providing beneficial feedback
- Engaging others in self-reflection

Benefits for Mentees

New advisors benefit from the support of a seasoned advisor in a mentoring capacity through increasing connections to the mentor and the organization. Mentors help new advisors cultivate community with the UAC network and outside of their immediate department. Through regular meetings with mentors, new advisors are provided a safe space to ask questions, creating an environment conducive for learning and growth to occur (Inzer & Crawford, 2019). Advisors will also learn effective, self-regulated, help seeking behaviors that will encourage them to solicit feedback from supervisors and peers. This is a valuable skill to learn early on as it will assist new advisors in navigating the complex nature of advising at USC. The mentoring relationship may also help mentees increase professional and personal confidence in their ability to perform their new role (Dominguez, 2013, p. 96). Finally, seasoned advisors help promote organizational learning by sharing realistic best practices and resources with new advisors.

Table 1

Summary of Reciprocal Benefits of Mentoring

| Benefits for Mentors	Benefits for Mentees	Benefits for Students
- Opportunity to develop and showcase supervisory adjacent skills - Expanded professional network - Improved career satisfaction - Enhanced advising career ladder application	- Increased connection to the advising community at USC - Safe space for help-seeking and learning - Regular checkpoints with a caring peer - Increased professional confidence - Exposure to effective practices	- Reduced disruption to the student experience - Access to better trained and supported academic advisors

Advisor Training and Development

Effective academic advisor training and development programs "define roles and responsibilities, set expectations (i.e., institutional, program, and students), and provide opportunities for the development and enhancement of attitudes, skills and behaviors essential to creating effective advisor-advisee relationships" (Brown, 2008, p. 309). Rather than a one-time event, "comprehensive advisor development should be an intentional, ongoing process" (pp. 310-311). Advisor onboarding and professional development are vital components of successful advising initiatives. The Advisor Training & Certification program at USC (Figure 2) includes online and in-person training & professional development covering seven competency areas aligned with the NACADA Core Competencies Model and framework (NACADA, 2017). These competency areas include:

- Advising Practices at USC
- University Policies & Procedures
- Academic Programs & Requirements
- Advising Technology
- My UofSC Experience & Campus Resources
- Undergraduate Students & Special Populations
- Advising Profession & Practice

It is valuable for mentors to understand the process of onboarding new advisors to the UAC and be able to see their own role in the process. The next section details the UAA onboarding and professional development plan for all new advisors.

Figure 2

UAA Training and Development Model
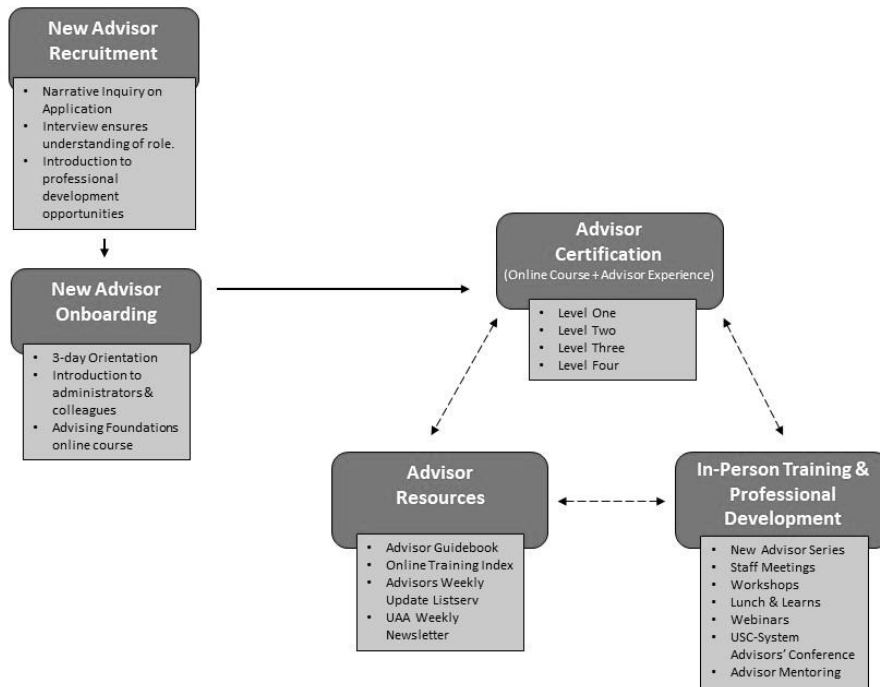
Advisor Recruitment

The UAC's advisor onboarding process begins at the point of application. Interested candidates submit an application that features three narrative inquiry questions that get at the heart of the role of advising and the candidate's commitment to the work of advising.

In the first round of interviews, time is dedicated to helping candidates understand the shared-split model of academic advising employed by the UAC (King, 2008). By the nature of this model, UAAs report to a college supervisor in their assigned school who provides direct day-to-day supervision and receive general oversight and guidance from the Associate Director of Undergraduate Academic Advising in the UAC. Because knowing and becoming are inextricably linked, it is important that advisor candidates can see themselves operating successfully in this environment (Orem et al., 2007).

When candidates return for second round interviews, questions are focused on operations performed by UAAs and challenges faced by UAAs in their day-to-day work: work with transfer students, academic intervention, the pace of academic advising, effectively resolving student

questions, influencing students, building trusting relationships, and staying up to date on emerging trends in higher education. These questions set the tone for the role prior to candidates being hired and provide opportunities for administrators to share important information about the role ensuring advisor candidates understand the scale and scope of academic advising expected of UAAs.

New UAA Onboarding

UAAs begin employment in their assigned college. This allows new UAAs to begin their advising journey at USC in their workspaces and among the colleagues they will work with in the years to come. College supervisors ensure that new UAAs' offices are set up with appropriate technology. Additionally, staff in the colleges begin training new UAAs on the curricula of the majors which they advise and encourage UAAs to complete the Advising Foundations and Level One modules in the Advisor Training Blackboard course.

On approximately the third week of every month, new UAAs are invited to attend a three-day onboarding hosted by the UAC to provide them with a big picture understanding of the UAC as well as the skills to perform their role effectively in their first weeks on the job. UAAs interact with various members of the UAC administrative team and interact as part of a cohort model of new advisors.

Advisor Certification (Online Course + Advisor Experience)

Following onboarding, the four-tiered certification component of advisor training includes online courses and advisor experiential learning. To advance in certification, advisors complete online modules, which include videos and quizzes, that cover the seven competency areas. Complexity of information presented intensifies as advisors move through the levels. Experiential activities (i.e., advise 300 students, case study responses, in-person training attendance) must also be completed at each level. Funding for external professional development opportunities (courses, conference travel, etc.) is tied to each certification level as a reward for progressing.

Advisor Resources

Additional resources are available to advisors to help them in their advising role. The USC Undergraduate Academic Advisors listserv and monthly newsletters provide advisors with relevant and timely information related to their roles. The online 'Training Index' is a searchable

repository of over 200 training videos and resources that have been created for advisors. For those who prefer print materials, the Academic Advising Guidebook (AAG) is a companion resource to the online training and certification program.

UAA Mentors

One of the individuals that UAAs meet during their onboarding is their Undergraduate Advising Mentor. New UAAs are paired with a seasoned academic advisor who serves as a mentor during their first year and potentially beyond. UAA Mentors fulfill an important leadership role in the UAA program. They help welcome new UAAs into the advising community, provide guidance in the delivery of high-quality, developmental advising, and offer additional support with individual advisor development. Through their mentorship, they expand the capacity of the UAC to support and develop new staff while developing an encouraging relationship with their mentees from their first days as UAC advisors. Table 2 illustrates the various roles played by college supervisors, the UAC, and UAA Mentors in onboarding new UAAs.

Table 2

Various Roles in Onboarding New Advisors

College Role	UAC Role	Mentor Role
- Curriculum Training - Policy interpretation - Tech/space needs	- Human Resource concerns - Requirements of the UAA role - Welcome to the culture of advising at USC	- Welcome to the University - Connection to other UAAs (networking) - Cross-departmental interaction - Provide opportunities for shadowing - Observe mentee and provide feedback

Mentors possess key aptitudes and skills that are needed for successful mentor-mentee relationships. These skills are often utilized in other relationships, both in formal and informal settings, and at varying professional levels. Florida International University affirms a mentor program "is a wonderful opportunity for participants to share education, wisdom, life, and career experiences" (2022, p. 4).

Mentors have a natural inclination to help but also work hard to strengthen their skill sets through continuous growth and development. They are dedicated to the field of advising. Mentors are approachable and committed, as well active listeners. They communicate effectively and productively, encourage shadowing, and participate in meaningful feedback. Mentors' aptitudes and skills help the mentor-mentee relationship to develop, progress, and deepen.

Approachable & Committed

Mentors who are approachable and committed to mentoring and the advising profession demonstrate these skills in various ways. Mentors are:

- knowledgeable and experienced individuals who take a genuine interest in helping their mentees develop
- accessible, available, and collaborative
- willing to put in the time to guide and assist
- open to sharing experiences and challenges with mentees, as well as discussing goals and expectations
- honest, but encouraging
- provide feedback that inspires and allows for growth
- flexible and ready to pivot when necessary
- committed to personal and professional growth and development
- active participant in improving upon practices and skills

Active Listening and Productive Communication

Mentors who listen actively and communicate in productive ways help to establish rapport, build trust, and strengthen the mentor-mentee relationship. Mentors will:

- establish a positive, accepting, and open environment;
- initiate and participate in engaging and meaningful conversations;

- ask open-ended questions;
- keep conversations confidential;
- communicate skills and background in an objective way, sharing strengths and weaknesses;
- provide honest, clear, and purposeful feedback;
- limit distractions and provide a judgement-free zone.

Effective Shadowing

Mentors encourage mentees to shadow others in the advising field. Shadowing allows the mentee and mentor to learn from one another, participate in feedback and reflection, and navigate a new environment. Mentors will:

- invite mentees to shadow their advising appointments and encourage mentees to shadow others;
- share experiences and background in authentic ways;
- promote inquiry and meaningful dialogue;
- initiate discussions on what happens before, during, and after the given task (i.e., advising appointment, orientation session, group meeting, etc.)
- come prepared with necessary tools and best practices;
- facilitate reflection.

Meaningful Feedback

Feedback is an essential component of the mentor-mentee relationship. Mentors offer honest and continuous feedback in varying and meaningful ways. Mentors will:

- build rapport and trust with mentee before offering feedback;
- state the purpose of feedback clearly and concisely;
- provide honest and clear feedback in meaningful and encouraging ways;
- encourage open discussion and asking of questions;
- assist mentees in settings goals and helping to monitor progress;
- offer resources and best practices when necessary;
- give direct advice only when appropriate and allow mentee to gain insight from experience and opportunities for exploration.

Effective Mentoring Practices

Each mentorship relationship will be unique based on the needs, personalities and preferences of the mentor and mentee. This section will describe relationship and rapport, resources, and reflection to help guide mentors to most effectively supporting their mentee.

Relationship and Rapport

Effective mentoring begins with creating a positive relationship and building rapport with the mentee. When beginning a new mentoring relationship, it is crucial to establish a safe space. Opengart and Bierema (2015) affirm that the relationship must be "built on trust and openness" (p. 243). In the absence of trust and openness, a mentee "will not be able to be honest and open" (Opengart & Bierema, 2015, p. 245). However, with a foundation of trust, openness, and care, the mentee and mentor will mutually benefit from the relationship. To build this type of relationship, mentors start by getting to know their mentee. This can have a professional focus or a combination of professional and personal focus. Below are some examples of questions a mentor might ask to start getting to know their mentee.

- What has been your journey to higher education and advising?
- What skills and knowledge are you bringing to this role?
- How are you hoping to grow professionally and personally in the role of an advisor?
- What are your short-term and long-term goals?

In addition to getting to know the mentee, a mentor should also use the first meeting as an opportunity to set mutual expectations for the relationship. In addition to being clear on what a mentor is not (e.g., a supervisor, a mental health counselor), it can be helpful to begin discussing logistical items such as where and when you will typically meet, preferences for communication (email, text, Teams, etc.), and reviewing the Mentoring Agreement (available online). It is recommended that mentors and mentees meet at least once per month, but it is up to the mentorship pair to determine if they would like to meet more frequently, the content of meetings, and where meetings take place.

Resources

Experienced advisors serving in the mentor role possess a wealth of knowledge related to leading practices in advising, the University of South Carolina, and even the Columbia community that can support the successful transition of a new advisor. A guiding philosophy to sharing resources with a mentee is to give them what they need, when they need it, and when they are ready for it. For example, if a mentee starts their role in March, they may need assistance navigating EAB to send a campaign to their students. At this time, it is not crucial to share tips and tricks related to summer orientation advising because that is not what the mentee needs, and it may be overwhelming to receive that information. A mentor can gain an understanding of the needs of their mentee by examining their current workflow for information a new advisor may not be as familiar with. This can help mentees get information when they do not necessarily know what to ask. Furthermore, by listening and asking questions, a mentor can glean what resources may be appropriate to support their mentee.

In addition to technology resources (e.g., EAB, Degree Works, Visual Zen, Advising Database, etc.), a mentee could benefit from their mentor sharing email templates (e.g., away messages, campaigns) and frequently visited webpage links (e.g., foreign language placement score meanings, curriculum change request). Additionally, a mentor can share the benefits of the Teams channels designed to support advisors through crowdsourcing information on various topics. Lastly, a mentor can encourage their mentee to complete advisor trainings and certifications by sharing the "why" behind them.

Outside of advising resources, a mentor can point their mentee to the Office of Organizational and Professional Development within the Division of Human Resources at USC for professional, personal, and leadership development opportunities. The mentor can also share opportunities to connect with the University such as volunteering at events like First Night Carolina or applying to become a University 101 instructor. Mentors can also provide a connection to the Columbia community with ideas about fun things to do around town (e.g., Soda City, Fireflies Baseball Game, etc.) or the best restaurants around campus. The goal of being an effective mentor is not to have all the answers, but rather to have knowledge of resources that may provide valuable insight and provide additional support to the mentee.

Reflection

Reflection is a key component that should be present in the mentorship relationship. Experience and reflection are emphasized by Kolb (1984) as key components that lead to significant learning. Therefore, in order to help a mentee make meaning of their experiences and for a mentor to be an advocate for continual growth and learning, mentors can provide informal reflection opportunities for their mentee. Below are some examples of reflection prompts a mentor might ask their mentee.

- What is going well?
- What could be improved?
- What challenges have you faced?
- What have been your successes so far?
- Any lessons learned?
- What information is still needed?

In addition to these reflection prompts, mentees can revisit the goals they set for themselves. Mentors can help in this reflection by celebrating goals that have been met, supporting mentees in reaching remaining goals, and brainstorming future goals. The mentorship pair can use this time to revisit any expectations they created for the relationship and make any necessary adjustments and improvements to best suit the needs of the pair.

Common Pitfalls (What Mentors *Don't* Do)

Take Over

- Do not do what mentees should be doing themselves, influence decisions, or inhibit mentees' abilities to think for themselves
- Allow, and better yet promote, the mentee to be his/her own person
- Do not force mentees in one direction, even if you disagree/think their solutions are a mistake
- Mentoring relationships influence learning for both parties (mentor and mentee).
- Mentors provide advice and guidance, but acknowledge and respect college and departmental differences

Lose Critical Oversight

- Avoid discussion of inappropriate topics
- Steer clear from curricular training

Serve as a Mental Health Counselor

- Set boundaries. Do not assume the role of therapist or problem-solver

Break Trust

- Stay true to your commitment. Respect confidentiality, help set goals, be reliable, and stick to appointments that work for both schedules

Over-talk

- It is important for the mentor to share knowledge and experiences, but it is equally important to listen to the mentee's thoughts and questions

Expect a Clone of Yourself

- Do not micromanage or assume your advice will be followed perfectly every time
- Do not get upset or be critical of yourself if a mentee does not follow your advice
- The focus should not be on superiority as a mentor, but rather on helping the mentee develop their skills and abilities

The mentoring relationship is a formal one-year commitment between an experienced UAA and a new UAA. While individual needs of incoming advisors will vary based on college placement and work experience, the benefit advisors experience meeting with a mentor one-on-one is universal. This safe space created within scheduled check-ins and conversations between new advisors and their mentor is invaluable in the first year. Be sure to keep in mind that advisors are hired at all times of the year, so their immediate needs may supersede the recommendations laid out in this guideline. This guideline is simply that: a guideline.

As you begin your meetings and conversations with your new mentee, remember that relationships and trust take time to grow. Just like a traditional relationship "mentoring relationships progress through stages. Your formal mentoring relationship will likely reflect four developmental stages with each stage forming an inherent part of the next" (Center for Health Leadership & Practice, 2003, p. 6). When looking at the big picture of a timeline for building this mentoring relationship, we can see that these four stages can best be summed up as (Center for Health Leadership & Practice, 2003):

- Building the Relationship

- Exchanging Information and Setting Goals

- Working Towards Goals & Deepening the Relationship

- Ending the Formal Relationship & Planning for the Future

Below you will find Best Practice Tips to be mindful of as you plan your year with your mentee, as well as a month-to-month guideline of potential topics and touchpoints to discuss with them based on the four stages necessary to establish and develop the mentoring relationship discussed above.

At the end of this chapter, you will find a document that both you and your mentee can fill out at the first session to use a roadmap for future meetings and conversations while they grow in the role professionally, and you both grow in your relationship together.

Best Practice Tips:

- Provide new advisors what they need, when they need it, and are ready to receive it

- Schedule initial meeting within one week of the new advisor start date

- Decide & schedule the next 3 meetings during the first meeting

- Block at least one hour for meetings in a space free of distractions

Month One (Initial Meeting):

- Provide insight of what to expect in appointments (one-on-one semester appointments or orientation)
- Verify they understand basic advising technology (Advising Foundations training, email, EAB, Degree Works, Self Service Carolina, Advising Database, My UofSC Experience) / Connect with the correct individual if there are questions/challenges
- Explain shadowing. Help set up shadow appointments with multiple advisors in different colleges.
    - (One could be within the advisor's own college/department, but that shadowing appointment would most likely be set up by college/department supervisor)
- Discover interests of the new advisor and make recommendations as appropriate
    - (Faculty/Staff resources / perks / professional development opportunities)
- Schedule meetings for months 2, 3, and 4 while both of your calendars have availability, but stress that you are flexible in case a scheduled meeting conflicts with future department/college responsibilities
- Determine preferred methods of communication between meetings

Month Two:

- Check-in about how shadowing has gone/help coordinate additional shadowing opportunities as needed/wanted
- Schedule time to shadow your mentee and provide feedback on advising practice and instill confidence
- Discussion of initial insights/overall reactions to their first month
- Inquire about takeaways from student interactions in appointments/orientation
- Ask what they need assistance with and suggest appropriate resource referrals now that they have been here for a month
    - (It is hard to know what you need at your first meeting until you have started doing the job)

Months Three through Nine:

- Discussion of how they are forming/improving their advising craft
- What do they want to improve in?
- What ideas do they have for innovation in their space? (advising, college, or department)

- Encouragement to continue to attend trainings/make sure they are aware of and taking advantage of the In-Person Professional Development calendar
- Schedule remaining monthly meetings based on the mentees upcoming calendar availability

Months Ten through Twelve:

- Discussion of future informal meet ups
- Reflection of first year. What went well? What could be improved?
- Ensure they are aware of how to seek resources that could guide and help them in the future
- Discussion of the importance of continuing professional development and documentation of things they do in preparation for Tier II/referring them to website to begin to think about it for the next year
- Discussion of interests beyond advising (Communities of Practice/Committees/etc.)
- Discussion of their desire to mentor

References

Center for Health Leadership & Practice: A Center of the Public Health Institute. (2003).

Mentoring Guide: A Guide or Mentors.

https://www.rackham.umich.edu/downloads/more-mentoring-guide-for-mentors.pdf

Dominguez, Nora. "Mentoring Unfolded: The Evolution of an Emerging Discipline." (2013).

https://digitalrepository.unm.edu/oils_etds/6

Florida International University. (2022). *Mentor Handbook, Inspiring Futures Mentor Program:*

The JCB Hope Initiative at FIU

Business. https://business.fiu.edu/mentorship/img/mentor-program-handbook.pdf

Folsom, P. (2015). Mastering the art of advising. In Joslin, P. Folsom,, & F. Yoder. (Eds.). *The*

new advisor guidebook: mastering the art of academic advising. Jossey-Bass.

Holton, C. L. (2017). *The impact of appreciative advising on student satisfaction* (Publication

No. 10608437) [Doctoral dissertation, Wingate University]. ProQuest Dissertations and

Theses Global.

Inzer, L.D. & Crawford, C.B. "A Review of Formal and Informal Mentoring: Processes,

Problems, and Design". *Journal of Leadership Education*. (2019).

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development.

New Jersey: Prentice-Hall.

Lave, S. L., & Wenger, E. (1991). Legitimate peripheral participation. *Learners, Learning and*

Assessment, edited by P. Murphy,–. London: Chapman.

Moore, S. (2010). Academic advisors as mentors. In J .Givans Voller, M. A. Miller, & S. L.

Neste (Eds.). *Comprehensive advisor training and development: Practices that deliver.*

NACADA: The Global Community for Academic Advising. (2017). NACADA academic

advising core competencies

model. https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx

Opengart, R., & Bierema, L. (2015). Emotionally Intelligent Mentoring: Reconceptualizing

Effective Mentoring Relationships. Human Resource Development Review, 14(3), 234–

258. https://doi.org/10.1177/1534484315598434

Orem, S. L., Binkert, J., & Clancy, A. L. (2007). *Appreciative coaching: A positive process for*

change. John Wiley & Sons.Wenger

Young, D. G. (2019). Supervised practice experiences and professional preparation of graduates

from student affairs master's programs. *Journal of College Student Development*, *60*(3),

290-306.