NACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

Emerging Leaders Program – Orientation Packet for Mentors

Program Purpose: NACADA needs diverse involvement and wants to support a variety of ways that diverse voices can be heard! NACADA wants all members to know that their voices count and can make a difference; their experience can play a role in shaping the association for years to come!

Program Objectives

- To identify potential local, regional, national, and international leaders from member groups who are **UNDER-REPRESENTED** in the association's leadership who are interested in **LEADERSHIP DEVELOPMENT** and **LEADERSHIP INVOLVEMENT** in the association.
- To identify Mentors from among experienced NACADA leadership to guide Emerging Leaders through a two-year leadership development program as they grow in their **LEADERSHIP IN THE ASSOCIATION**.
- To provide Emerging Leaders with a two-year leadership development program which will develop their **LEADERSHIP SKILLS FOR THE ASSOCIATION**.
- To provide opportunities for Emerging Leaders to reach out to colleagues and peers from under-represented groups and serve as Mentors to future NACADA leaders.
- To provide the support network needed and desired to foster a strong leadership development program for under-represented populations in our association.

Common Points of Confusion

ELP

Under-represented ≠ Minority

Under-represented = Percentage of that population in the leadership is not appropriately reflective of the percentage of that population in the membership.

Example: In March 2018, in relation to gender, the overall NACADA membership self-identified as 21.07% male, 72.58% female, 0.07% non-binary, 6.29% N/A. At that time, the elected position leadership was 35.56% male, 64.44% female, 0% non-binary, 1.11% N/A. Those figures indicate that, in March 2018, female members, who comprised at least 72% of the membership but only 64% of the elected leadership, were significantly under-represented.

Minority = The smaller group in relation to the whole; a group distinguished from the more numerous majority.

Example: In March 2018, using the figures stated above, we see that members who identified as female were a majority NACADA member population for that characteristic, whereas members who identified as male or non-binary were minority populations..

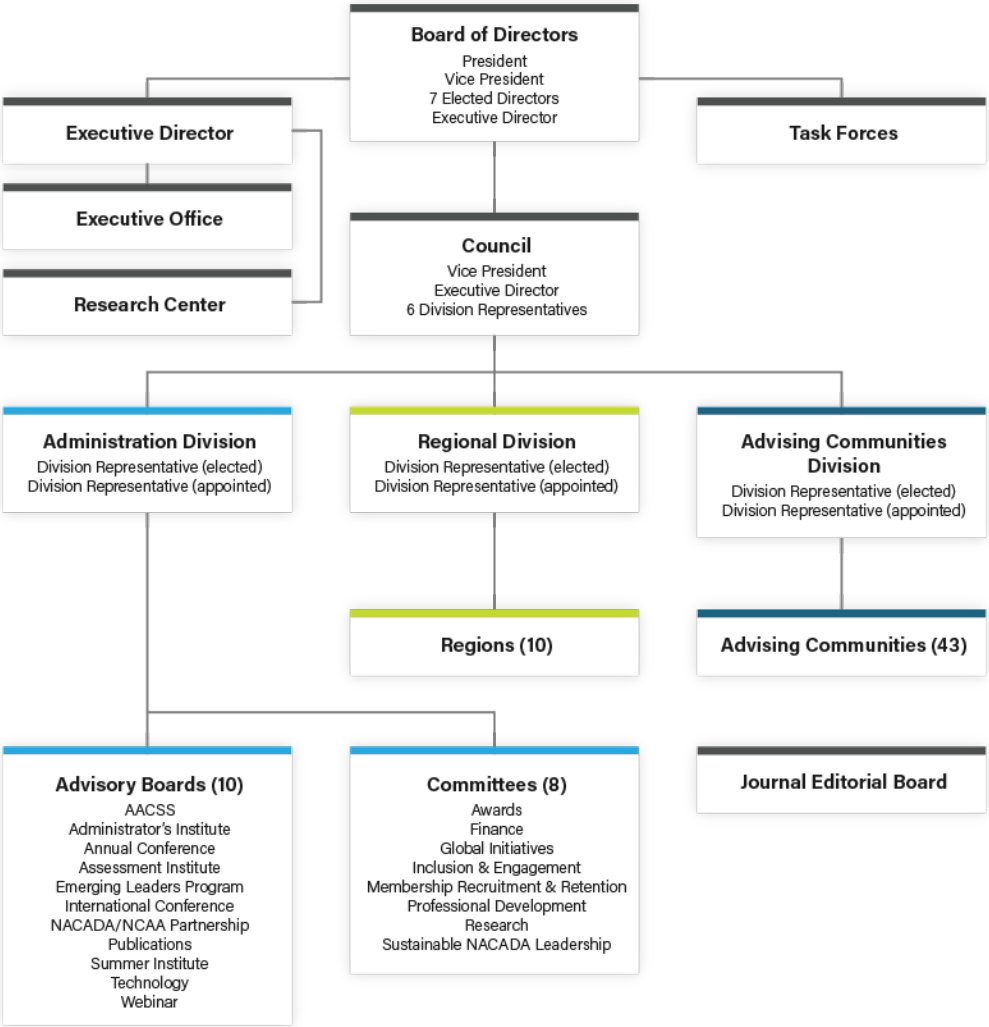
Minority and **under-represented** are two separate concepts that do not necessarily coincide. The above figures tell us that in March 2018, while males were a minority member population, they were not an under-represented population.

The purpose of the Emerging Leaders Program is to assist members of any under-represented member population, whether they be minority or majority, to achieve appropriate representation in the leadership.

Leadership ≠ Involvement ≠ Professional Development

Involvement in the association is viewed broadly, and a member may certainly be involved without stepping into a leadership role. **Leadership** opportunities are available at many levels, including: elected/appointed positions within the division units, at the division level, at the Council level, at the Board of Directors level, and with the various work groups, ad hoc committees, and task forces; serving with the Consultant and Speaker Service; serving as Event faculty; writing for a NACADA publication (such as the *Journal*, *Academic Advising Today*, and the *NACADA Review*); or presenting at state, allied member, regional, annual, or international conferences, or in Web Events.

ASSOCIATION STRUCTURE



Find out more about the NACADA Leadership at http://www.nacada.ksu.edu/About-Us/NACADA-Leadership.aspx

- The chart above can be found by clicking on the "Organizational Structure" link in the left-hand navigation menu on that page.
- You can also find out more about the Board of Directors, Council, and the three NACADA Divisions from links there.
    - Another way to connect to the Divisions is under the "Community" tab at the upper right of the homepage: http://www.nacada.ksu.edu/

- **Administrative Division** – Committees and Advisory Boards – do the administrative work of the association
- **Regional Division -** The Regions facilitate networking and leadership opportunities, as well as professional development activities. They are governed by elected officers who propose activities within their geographic regions. Region members conduct annual conferences, state and province or area drive-ins, promote NACADA membership, and develop programs which fit the needs of their specific region.
- **Advising Communities Division** - Provides opportunities to join others with similar academic or specific student population interests in advising.

More information about the purposes of the divisions and the important qualifications for leadership in each division can be found using the following interactive graphic, located at http://www.nacada.ksu.edu/About-Us/NACADA-Leadership.aspx

Mentors are encouraged to find out if their Emerging Leader is aware of this information. Talking through it together might make a great initial exercise!

NACADA LEADERSHIP STRUCTURE

President, Vice-President, and Board of Directors

What is the Board of Directors (BoD)?

What is the role of the BoD?

What makes an effective BoD Member?

Required Qualifications?

Council

What is the NACADA Council?

Required Qualifications?

What is the role of the NACADA Council?

Appointed vs. Elected?

What makes an effective NACADA Council?

Administrative Division

What is the Administrative Division?

Getting Started: Committee/Advisory Board Membership

What is the role of a Committee/Advisory Board Chair?

Required Qualifications for Leadership

What makes an effective Committee/Advisory Board Chair?

Region Division

What is the Region Division?

Getting Started: Steering and Conference Committees

What is the role of a Region Chair?

Required Qualifications for Leadership

What makes an effective Region Chair?

Advising Communities Division (ACD)

What is the ACD?

Getting Started: Steering Committee

What is the role of an Advising Community Chair?

Required Qualifications for Leadership

What makes an effective Advising Community Chair?

Scholarly Inquiry (Research) "Levels of Involvement and Experience"

NACADA views research as scholarly inquiry into all aspects of the advising interaction, the role of advising in higher education, and the effects that advising can have on students. It regards consuming and producing research as the collective responsibility of all members of the higher education advising community, including advisors, faculty, administrators, and students. (NACADA, 2008)

Please review the components of research experience and involvement below. Your understanding and development of these components will determine your current and future levels of involvement and experience with research.

LEVEL 1: Evidence-based Practice: Foundational Level (professional commitment)

1.1 (A) I agree with the statement above (NACADA, 2008) and understand that evidence informs practice, which leads to deeper knowledge about the components of student success and/or the context and theoretical bases of academic advising.

1.2 (B) I agree with the statement above (NACADA, 2008) and occasionally (or even regularly) read articles and consult resources related to student success or some aspect of academic advising.

1.3 (C) Occasionally (or even regularly) I implement what I've learned from the scholarly literature in my role with students. (May also be part of a team approach.)

1.4 (D) I am interested in conducting some type of research study, even a small-scale one, but am not sure how to go about the process of scholarly inquiry. I would like to be introduced to all components of the research process and possibly collaborate with others in some way.

LEVEL 2: Evidence-based Practice: Collaborative Level (active involvement)

2.1 (E) Observatory Level – I have been involved with a research study, but only as an interested observer, such as a:

- (a) Participant--so I have seen how the data collection and analysis process works…
- (b) Student (undergrad or grad) assistant--but not as the primary investigator…

2.2 (F) Conceptual Level - Still up for discussion, but I have:

- A general area of interest that has been identified…
- Possible research questions (if a social science design)…
- Theoretical framework in mind…
- Thinking about possible research designs…
- Have read some research articles related to my topic…

2.3 Operational Level – I'm set:

2.3.1 (G) – Proposed Study:

- A purpose of the study has been identified and research questions have been articulated…
- I have a theoretical framework in mind…
- My research design has been identified and proposed…
- I have conducted a review of related literature…

2.3.2 (H) – Completed Study:

- I have conducted a research study and am ready for more!

Executive Office Staff – Who can assist you with what!

Charlie Nutt – Executive Director
Cathy Swartz – Program Manager (Leadership elections and leader support, AACSS)

Administrative Team:
Maxine Coffey – Senior Associate Director
Peggy Goe – Comptroller (accounting, investments, leadership support; Liaison–Finance Cmte)
Pam VanderPol – Accounts Receivable and Collections Manager
Bev Martin – Marketing Manager (publication sales and membership marketing)
Jackson Andre – Graphic Design / Marketing Specialist
Cara Wohler – Office Manager

Event Planners:
Rhonda Baker – Assistant Director–International Conference
Farrah Turner – Assistant Director–Annual Conference
Dayna Kuhlman – Event Coordinator—Annual Conference
Diane Matteson – Assistant Director–Regional Division
Jennifer Rush – Program Manager–Winter and Summer Institutes

Research Center:
Wendy Troxel – Director–NACADA Center for Research at Kansas State University; *NACADA Journal* Editor
Marsha Miller – Assistant Director–Resources (author support; Liaison–Publications Advisory Board)

IT:
Gary Cunningham – Senior Computer/Systems Specialist (servers, network)
Michele Holaday – IT Support Specialist (website, social media, Highlights, NACADA Blog)

Content Team:
Jennifer Joslin – Associate Director–Content Development (Liaison–Administrative Division; eTutorials)
Leigh Cunningham – Assistant Director–Programs & Projects
- Liaison–Professional Development Cmte, Inclusion & Engagement Cmte, Research Cmte
- Web Events Producer
- Emerging Leaders Program Coordinator
- Managing Editor – *Academic Advising Today* and Pocket Guides

Dawn Krause – Content Program Coordinator
- Liaison–Advising Communities Division
- Annual Awards Program Coordinator
- *NACADA Clearinghouse* Coordinator
- Internship Connection Service Coordinator

Elisa Shaffer – Project Manager–NACADA/NCAA Partnership

Find updated email addresses and direct phone numbers at http://www.nacada.ksu.edu/About-Us/Executive-Office/EO-Staff.aspx. Or, you can always dial 785-532-5717 to reach the main line.

Tips from "Those Who Have Gone Before"

Keep in mind throughout the partnering process (and beyond) that the purpose of the Program is to assist the Emerging Leader (EL) in discovering **NACADA Leadership opportunities** and to develop the skills and tools needed to pursue those opportunities.

- If the work the partners do in preparing for and seeking **NACADA Leadership opportunities** happens to also work positively towards the EL's career aspirations and/or campus goals, that is a wonderful bonus – but promoting the EL's career is not, in itself, the purpose of this program!
- Thus, the "ideal" match will be one in which the Mentor's NACADA Leadership experience matches or exceeds the goals of the EL for NACADA Leadership (*i.e*., if the EL's goal is to become a Region or ACD Chair, then the best Mentor would be someone who has served in that type of role; if the EL's goal is to publish an article or manuscript in a NACADA publication, then the best Mentor would be someone who has authored a *NACADA Journal* article, monograph chapter, *AAT* article, etc.)

"Know Thyself" – Ask yourself these questions and consider the possible implications of your answers BEFORE coming to Orientation.

- What are my expectations of a relationship with a mentee?
- What personality characteristics do I have that are likely to affect how I relate with a mentee, and what characteristics do I need to look for that will go well with / complement mine? (*i.e.,* if both are procrastinators, that may not be a productive match!).
- What type of time commitments are involved with my position? Are there busy times of the year that I am not available?
- When is the best time to contact me? What time zone am I in? Am I willing to be contacted outside my normal working hours?
- What is my preferred method of communication (Facebook, IM, e-mail, phone, text)?
- Will I be comfortable assisting a mentee with clarifying his/her vision, or would I be best suited to someone who already has very clear goals?
- Be ready to be upfront about your strengths, areas of expertise, time availability, etc., so that potential partners can have clear expectations about how you will work together.

"Mine the Data" and Prepare for Orientation – Again, BEFORE coming to Orientation, spend the time to thoroughly research the available information in the "Summer Assignments" document.

- See what hints you can find in the responses that someone might or might not be a good match for you.
- If these responses spark any questions or there is something that you find intriguing in them, don't hesitate to contact that person prior to the conference to seek more information. Our time together on Orientation day will pass by in what seems the blink of an eye!
- Develop a set of questions to ask potential partners during the Orientation session that will help you determine whether that person will be a good match.

Be Fully Present and Trust your Instincts

- Put your full energy into summer Zoom sessions and the "speed dating" process to ensure a good match.
- If "something tells you" that someone will not be a good fit for you, please be sure to make that known in the potential pairings sheet you will be asked to fill out and turn in.
- Once matched, don't be afraid to really put yourself into the partnership; it can be scary letting someone you've only met once into your life, but it will be well worth it!

"For future program participants, I would push the importance of allowing the relationship to grow beyond the parameters of the program. The greatest benefits come from truly getting to know each other. Give of yourself and the returns will be immeasurable."

Mentoring Negotiating Questions and Outcomes for Mentors and Emerging Leaders

Outcomes	Questions Answered
Well defined goals	What are the specific learning outcomes desired from this relationship? For Mentor? For Emerging Leader? For NACADA?
Success criteria and measurement	What are the criteria for evaluating successful accomplishment of learning outcomes? What is the process for evaluating success?
Delineation of responsibility	Who will be responsible for what?
Accountability assurances • Relationships ground rules • Confidentiality safeguards • Boundaries	How do we ensure we do what we say we are going to do? What are the norms and guidelines we will follow in conducting the relationship? How do we protect the confidentiality of this relationship? What are the "not to exceed limits" of this relationship?
Protocols for addressing stumbling blocks	What stumbling blocks might we encounter? What process should we have in place to deal with them as they occur?
Agreement	What other considerations do we need to include to make this agreement work for us?
Work plan for achieving learning goals	What are the steps for achieving the learning goals? What is the process?

More Words of Wisdom from an experienced Mentor

Leaders and Mentors have a pretty big agenda over the next two years. We know that they will be working hard on identifying and then meeting the goals that drew them to participate in the ELP in the first place. In addition, we know that the Leaders will spend the last few months in the ELP program wondering "What's next?" Leaders and Mentors will need to address:

- Building strong communication skills and creating a productive communication stream between one another right away. This terrific program and amazing opportunity begins and ends with successful oral and written communication skills. Leaders (and Mentors too!) need to develop a healthy skill set in this area.
- Information management questions. Early on Leaders will focus on learning about all the things they could do; very soon the issue becomes "what do I do with all of this information?"
- Time management questions. "What are my priorities?" will be a question that remains throughout the ELP process. "How do I effectively meet the goals of the program during this period?" is another hot topic for discussion.
- Developing a healthy Leader-Mentor relationship. This relationship has the potential to be a pivotal and lifelong connection; Leaders and Mentors will need to be proactive should any issues arise.
- Transition and change issues. Just as this period is about transitioning into a pretty amazing program, in a few short years, Leaders and Mentors will be transitioning out of ELP and into a different relationship with one another. It is important that they talk about this transition before it arrives.

Recommendations:

- Understand the time that this will (should) require.
- Intentionally plan and set aside time right from the very beginning.
- It is okay to start with several goals and then determine which are really important and which may be eliminated.
- Be mindful of the Emerging Leader's goals versus what might be externally-influenced goals.
- Know that life and unforeseen circumstances may occur and alter the plan.

Helpful / Not helpful approaches to engaging, connecting & checking assumptions

Helpful

- Start with your Emerging Leader's questions
- Identify the Emerging Leader's goals
- Determine what the Emerging Leader wants to know
- Present alternative approaches for reaching the goals
- Ask the obvious and the not so obvious
- Provide potential alternatives ("Have you thought about…?)
- Provide information from your experiences
- Push the Emerging Leader's thinking and acting forward by helping in the problem solving process, not by providing solutions
- Encourage exploration of options before pushing to action
- Suspend judgment
- Acknowledge emotion
- Be empathetic
- Provide feedback appropriately
- Acknowledge what you hear as well as what is missing from the conversation
- Discourage moaning, groaning, and bemoaning
- Balance compassion with challenge
- Ask questions
- Remember that the complex is often simple
- Provide encouragement in multiple and timely ways
- Know when to ask the right question and how to convey the message, "you can do it."
- Tell your Emerging Leader what you are doing and why
- Talk through possible strategies
- Co-create opportunities

Not helpful

- Telling everything there is to know about a subject
- Pontificating
- Talking about "how it was in my day"
- Demanding that the Emerging Leader do things your way
- Playing therapist
- Concentrating primarily on the Emerging Leader's emotions
- Solving the problem for the Emerging Leader
- Becoming a permanent leaning post
- Thinking you are the only one who can help
- interfering
- Making seemingly impossible tasks too achievable
- Making it happen
- Scripting for the Emerging Leader
- Talking for the Emerging Leader and about the Emerging Leader

Setting SMART Goals

Specific: *What exactly do I want to accomplish?*

Measurable: *How will I know when I have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Do I have the resources to achieve this goal? If not, how will I get them?*

Relevant: *Why is this goal significant to my development as a future NACADA leader?*

Timely: *When will this goal be achieved?*

"Program participants should definitely stick to a communications plan, especially in the first year. Get that relationship solidified. You are much better together when you know each other."

Goals Development Process for Year One

(This sample form is for your benefit only. Please email just your **goals** to Leigh at Leigh@ksu.edu after you return home.)

1. Identify Goals (the number of goals you set is up to you)
2. Steps: What steps do you need to take to achieve each goal?
3. Time Frame: What is your plan to complete these steps within the two year ELP time?
4. Resources: What resources, including other people, will be needed?
5. Outcomes: How will you know that each goal has been achieved?

Goal 1: _____

Steps	Time Frame	Resources	Outcomes

Goal 2: _____

Steps	Time Frame	Resources	Outcomes

Goal 3: _____

Steps	Time Frame	Resources	Outcomes

SMART Goal Worksheet

(This sample form is for your benefit only. Please email just your **goals** to Leigh at Leigh@ksu.edu after you return home.)

Today's Date: _____ **Start Date:** _____
Target Date: _____ **Date Achieved:** _____

Goal: _____

Verify that the goal is **SMART**

Specific: *What exactly will I accomplish?*

_____
_____

Measurable: *How will I know when I have reached this goal?*

_____
_____

Achievable: *Is achieving this goal realistic with effort and commitment? Do I have the resources to achieve this goal? If not, how will I get them?*

_____
_____

Relevant: *Why is this goal significant to my life?*

_____
_____

Timely: *When will this goal be achieved?*

_____

This goal is important because:

_____
_____

The benefits of achieving this goal will be:

_____
_____

Potential Obstacles **Potential Solutions**

_____ _____
_____ _____

Who are the people I will ask to help me?

_____

Specific Action Steps: *What steps need to be taken to get me to my goal?*

Step	Expected Completion Date	Completed

Mentoring Partnership Agreement -

(This form is for your benefit only. Please email just your **goals** to Leigh at Leigh@ksu.edu after you return home.)

We have agreed on the following goals as the focus of the first year of our mentoring relationship:

1.

2.

3.

4.

We have discussed the protocols by which we will work together, develop, and in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

- meet regularly. Our specific schedule of contact and meetings including additional meetings is as follows:

- look for multiple opportunities and experiences to enhance the emerging leader's learning. We have identified and will commit to the following specific opportunities and venues for learning:

- maintain confidentiality of our relationship. Confidentiality for us means:

- honor the ground rules we have developed for the relationship. Our ground rules will be:

- provide regular feedback to each other and evaluate progress. We will accomplish this by:

We agree to meet regularly until we accomplish our predefined goals or for a maximum of two year. At the end of this period of time, we will review the agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

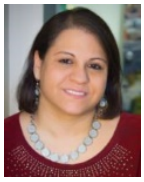
_____ _____

Mentor's signature and date Emerging Leader's signature and date

"Speed-Dating" Notes – Potential Mentees

What questions do you have for these potential mentees after reading their summer assignment responses? What do you want to make sure they know about you?

Cindy Firestein (Director of Undergraduate Advising, Simmons College, Boston, MA, Region 1)



Domonique Carter (Academic Counselor, Delaware Technical Community College, Georgetown, DE, Region 2)

Jill Putman (Academic Success Coordinator, Colorado State University, Fort Collins, CO, Region 10)

Neena Fink (Academic Advisor, Southern New Hampshire University, Manchester, NH, Region 1)

Lindsey Byrd (First-Time-in-College Advisor, FTIC Advising Centers, Pensacola State College, Pensacola, FL, Region 4)

Kelly Briggs (Academic Advisor / Honors Coordinator, Center for Student Success, College of Education, Kansas State University, Manhattan, KS, Region 7)

Comfort Sumida (Academic Advisor, Career and Academic Advising, University of Hawai‘i at Hilo, Hilo, HI, Region 9)

Leonor Wangensteen (Academic Advisor, Director, FYS Undocumented Student Initiatives, University of Notre Dame, Notre Dame, IN, Region 5)

Mary Carmel Etienne (Associate Director, Strategic Outreach and Retention Center for University Advising, Hofstra University, Hempstead, NY, Region 1)

Jessica Staten (Director of Advising for Students in Transition and Advisor Professional Development, Office of the Vice Provost for Undergraduate Education, Indiana University Bloomington, Bloomington, IN, Region 5)