

Future Leaders Academy: Mentoring the Next Generation of School Health Leaders

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Learning Outcomes

By the end of the presentation, participants will:

- Define mentoring, its benefits, and its role in leadership training and development within the ASHA organization and health education field.
- Describe various mentoring structures used in Future Leaders Academy for engaging in service to advance the ASHA organization and health education field.
- Identify opportunities to serve as a mentor/mentee within ASHA as members of the body, committees, and leadership to enhance the mentoring experience within the health education field.



FLA Project 2017-2018

- Develop leadership skills within FLA members
- Educate members on ASHA's structure
- Provide leadership & mentoring opportunities
- Discuss topics related to leadership development
- Conduct leadership development activities

Mentoring: An Overview

Mentoring = relationship between individuals based on a **mutual desire** for the development of career goals and objectives



Personal Benefits of Mentoring

Mentor:

- Encourages self-reflection
- Increases communication skills
- Provides personal satisfaction by bringing out the best in others
- Utilizes active listening skills
- Exposure to fresh ideas & new perspectives

Mentee:

- Increases self-confidence
- Improves interpersonal communication skills
- Promotes problem solving capabilities
- Provides advice & encouragement
- Increases motivation and productivity

Professional Benefits of Mentoring

Mentor:

- Enhances job satisfaction
- Promotes professional relationships
- Enhances peer recognition
- Increases ability to provide support & sound advice
- Develops leadership & coaching skills

Mentee:

- Provides impartial advice & encouragement
- Develops strengths & strategies for overcoming weaknesses
- Increases recognition & visibility
- Encourages self-reflection
- Provides assistance for long-term planning & growth

Benefits for University & Academic Departments

- Enables faster induction of new faculty & staff
- Improves the professional climate
- Enhances morale, performance, & productivity
- Fosters a sense of dedication & commitment
- Improves communication practices among faculty
- Encourages a culture of growth and leadership



“People don’t follow vision; they follow availability.”

-Bob Goff



Mentoring Opportunities



What are your personal experiences with mentoring?

- **Individual:** peers, graduate students, academic and faculty advisers, professors (internal and external to) your department, college, and/or university

How could you incorporate mentoring in ASHA?

- **Professional:** FLA, Student Health Advocacy Coalition, committees (e.g., Advocacy, Finance, Leadership & Recognition, Professional Development, Research & Publications), and Board of Directors

Best Practices in Mentoring and Leadership

- Mutually beneficial for **both** the mentor and mentee
- Invest in learning about your mentee or mentor
- Set clear expectations from the beginning:
 - Frequency and length of meetings
 - Mutual goals
 - What each party expects to get from the relationship

Best Practices in Mentoring and Leadership

- Engage in regular and consistent communication
- Provide honest and nonjudgmental feedback
- Focus on interacting in a positive and caring way
- Follow through on agreed upon actions and commitments
- Be an advocate for your mentee

Best Practices in Mentoring and Leadership

- Create and prioritize a tailored plan
- Provide a wide breadth of opportunities
- Develop concrete activities based on the plan
- Teach your mentee how and when to say yes and no to opportunities



— *“Leadership is based on a spiritual quality; the power to inspire, the power to inspire others to follow.”*

-Vince Lombardi

Structure of FLA Mentor/Mentee Groups

- Informal
 - Casual v Formal
- Monthly contact (more as needed)
 - Calls/Email agreed upon by each group
- Discussion points:
 - Re-cap & debrief from meetings
 - Set goals for future calls
 - Discuss FLA presentations
 - Discuss networking and professional opportunities/development



Lessons Learned



1. Highly beneficial when relationship is reciprocal
2. Accountability increases engagement
3. Relationship positively influenced other professional experiences
4. Working together to accommodate life constraints and find what works best - make less burdensome
5. Being open and honest helps in develop relationships
6. Great resource/sounding board for personal and professional growth
7. Mentoring increases meaningful growth in individual and professional/organizational relationships

Example Mentoring Activity<

What is a microaggression?

MICROAGGRESSIONS

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

- Dr. Derald Wing Sue

Scenario

- Imagine you are a first-year, non-tenured university faculty member. During an icebreaker activity on the first day of class, you overhear one of your new students say to a Latino American student, “Where are you from?” to which the Latino American student responded, “Los Angeles, California”. The student had a puzzled look on her face and continued, “No, but where are your people from?”

Responding to Microaggressions: Considerations

If you believe you have experienced microaggression, there is a three-step process that can assist an individual with how to react to a microaggression (Nadal, 2014).



Nadal, K. L. (2014). A Guide to Responding to Microaggressions. *CUNY FORUM*, 2(1), 71-76. Retrieved from https://advancingjustice-la.org/sites/default/files/ELAMICRO_A_Guide_to_Responding_to_Microaggressions.pdf

Step 1: Did this Microaggression Really Occur?

- If a coworker makes a seemingly transphobic comment in front of a transgender female colleague, the recipient might question whether she heard the statement correctly.
 - When there are people around (particularly people who the individual trusts) to verify and validate the microaggression, it makes it easier for the individual to definitively label the event as a microaggression.
 - When there is no one around, it may be helpful to seek support from loved ones.

Step 2: Should I Respond to this Microaggression?

1. If I respond, could my **physical safety** be in danger?
2. If I respond, will the person become **defensive** and will this lead to an argument?
3. If I respond, how will this **affect my relationship** with this person (e.g., coworker, family member, etc.)
4. If I don't respond, will I **regret** not saying something?
5. If I don't respond, does that convey that I **accept the behavior or statement**?

Step 3: How Should I respond to this Microaggression?

1. You can approach the situation in a **passive-aggressive** way.
2. You can react in a **proactive** way.
3. You can act in an **assertive** way.
 - a. “I’m just curious, what makes you ask that?”

Final Thoughts

Individual Goal Setting Activity

1. Identify a personal mentor/mentee related goal (opportunity) you have for the next year.
2. Identify two strategies (or steps you can take) that will help you achieve your mentor/mentee related goal.
3. Identify whom you need to help support you to achieve your mentor/mentee related goal.
4. Share out/debrief in small groups