



Mastering Mentorship: A Trust Toolkit

Designed for Attendees of the CGS Summer
Workshop

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How to get the handouts



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bit.ly/Summer25CGS

A bit about me

- Faculty roles
- Admin roles
- Current focus



“Popcorn” introductions



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Photo: Sol Vazquez/Scopio

- Name and role
- College or university
- One word or short phrase describing how you've been feeling about work lately

Why do we do it? What keeps us going?



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Photo: Claudiu Maxim/Scopio

What helps amid uncertainty and stress?



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Photo: Isabella Danilejko/Scopio

- Clarity
- Structure
- Support
- Recognition
- **Trust**

**Did you have these things from your primary mentor in grad school? As a post doc?
(handout 1)**

This is not just “feel good” stuff



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- Increased engagement
- Higher satisfaction & retention
- Fewer conflicts & better conflict management
- More productivity and/or efficiency



Photo: Eveline Gerritsen/Scopio

“I don’t have time for all this.”



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- IDPs for each student
- Students with differing needs
- Competing priorities for your energy/focus



Today’s goal: A toolkit

- Forms
- Checklists
- Resources



Photo: Bernardo Ramonfaur/Scpio

Mentoring Compacts



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- bit.ly/mentoring-compacts
(via Center for Improvement of Mentored Experiences in Research: CIMER)
- Many new students still have “undergrad mindset”
- Compacts can share unwritten rules & hidden curriculum
- Start with a conversation about goals and expectations before completing a compact
- Revisit the compact often – be responsive to feedback

Expectations (handout 2)



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- Time management
- Meetings
- Accountability
- Ground rules
 - Respect for each other's time
 - Follow-through (two-way)
 - Respect for differences



Photo: Melina Londero/Scopio

Goals (handout 3)



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Photo: Carrie Zimmer/Scopio

- Goals for both mentor and mentee
- Observable – not “attitude”
- Short-term and long-term
- Define success
- Plan for “derailment”

Some domains for creating goals

- Specific career competencies or milestones
- Professional exposure and visibility
- What to watch out for, hidden curriculum, blind spots, career planning
- Support or affirmation for resiliency, especially when struggling
- Learning from role models

**** How might creating these goals foster trust?**

Brainstorming goals

(from mentee workshop)

<i>Work & Career Competencies</i>	<i>Professional Exposure & Visibility</i>	<i>Learning the “hidden rules” and blind spots</i>	<i>Building resiliency</i>	<i>Role modeling</i>
Specific technical or research skills	Nomination for awards	What (or whom) to watch out for	Offering support or belief in each other	Invite to class or other presentations
Academic writing skills	Help with networking	Advice on unspoken expectations	Sharing on appropriate non-work topics	Opportunity to “shadow” or partner in some activities
Grant writing skills	Preparing for conferences	Feedback on the impression you are making & why	Coaching each other through a struggle	Talking through responses to reviewers
Public speaking or presenting	Connecting with industry or agency partners	Career reflection or planning	Learning resilience strategies from others	Learning what inspires your mentor

Boundaries (handout 4)



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- Boundary violations are often the root cause of formal complaints or grievances
- Proactive conversation recommended
- Mentor must lead this
 - Limits of expertise
 - Personal privacy
 - Confidentiality
 - Perceptions of support



Photo: Carlos Laterre Lerma/Scopio

Managing Anxiety & Uncertainty



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Photo: Roegin Mangalos/Scopio

- Be present. Active listening.
- Resist “fix-it” urge.
- Acknowledge discomfort.
- Admit what is unknown.
- Emphasize community & support.
- Identify where you and your mentees have control.

The Key: Trust

- Successful leadership depends on trust
- True of ALL leadership
 - chair/dean \leftrightarrow faculty/staff
 - central admin \leftrightarrow campus community
 - manager \leftrightarrow direct reports
 - mentor \leftrightarrow mentee
- **How have leaders earned or lost your trust? What, specifically, have they done?**

An Integrated Model of Trust



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- **Ability:** having the knowledge, skills, or competencies needed for the role
- **Integrity:** adhering to principles that are consistent with expectations of the relationship
- **Benevolence:** demonstrating an intention to do good towards the other, even if not their immediate benefit

****Which one do you think is most detrimental to a relationship, if it doesn't exist (or goes away)?**

Working with Trust (handouts 5a and 5b)



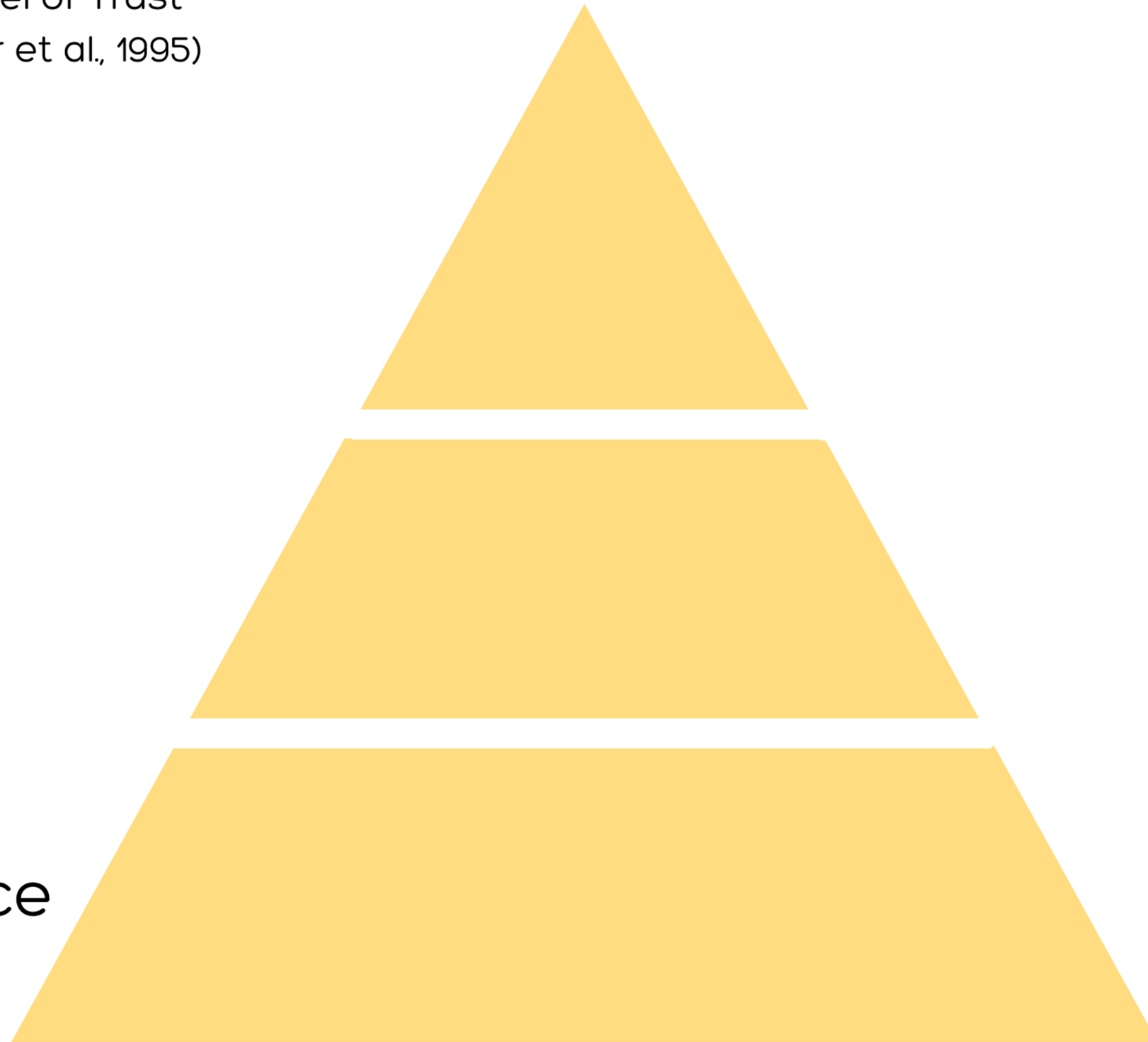
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Integrated Model of Trust
(based on Mayer et al., 1995)

Ability

Integrity

Benevolence





What can mentees do to build trust?

Ability	Integrity	Benevolence
Seek feedback and show you are learning from it	Communicate openly rather than avoiding	Share successes with those who helped you
Ask for help while mastering new skills	Acknowledge your mistakes quickly	Express gratitude
Teach newer students the skills and “rules of the lab”	Respect mentor’s and peers’ confidentiality	Practice active listening with colleagues/peers
Know your skillset and share your strengths with the team	Adhere to academic honesty expectations	Share the credit on team projects/products

What can MENTORS do to build trust?

Ability	Integrity	Benevolence
	(Brainstorming time!)	
???	???	???

Putting it Together (handout 6a & 6b)



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- Take time now to plan your next actions
- Develop/edit mentoring compact
- Discuss expectations, goals & boundaries
- Address anxiety & uncertainty
- Help your mentees build a network of support
- Define trust-building actions



Thank you for sharing your time with me today!

Please reach out. I'd love to hear from you.

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