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Instructor Guides, TIGERS ADVANCE Trailblazers: Provost's Mentoring Initiative for Faculty Session 1: Gender Equity Case Study and Introduction to Action Research

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Instructor Guides, TIGERS ADVANCE

Trailblazers: Provost's Mentoring Initiative for Faculty

Session 1: Gender Equity Case Study and Introduction to

Action Research

Cynthia M. Sims, Angela D. Carter, and Stephen Brown III

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Introduction

TIGERS ADVANCE: Transforming the Institution through Gender Equity, Retention and Support, is a National Science Foundation (NSF) funded innovative and systematic institutional transformation approach to reduce gender inequality and improve opportunities for all early and mid-career faculty at Clemson, both men and women.

Course Overview

Inclusive of all science, technology, engineering and mathematics (STEM) disciplines, TIGERS ADVANCE is the result of a comprehensive institutional assessment of the barriers that hinder the recruitment, advancement and retention of Clemson's women and minority faculty; a thorough assessment of Clemson's history, culture and climate; an extensive review of lessons learned from ADVANCE institutions; and the tight integration of social science research with project activities to inform and support institutional transformation.

Session Organization

Start	Activity	Who
11:00-12:00	Individual Faculty Pictures	Creative Service
11:30	Lunch Quick Meet and Greet (combine in a inside and outside circle, everyone say their name, role, college/library/ why are you participating in the Trailblazer program)	All participants/ guest speakers/ executive mentors
	Group Picture	
12:00	Icebreaker- Where I'm From	Angie Carter
12:30	Panel Discussion Q& A	Denise Anderson Amy Lawton-Rauh Margaret Ptacek Angie
12:45	Program Walk thru	All
1:00	Break	
1:10	The Balancing Act Case Study	Cynthia
2:10	Gender Equity Vision Discussion (Pair/ Share/ Small Groups)	Cynthia
2:40	Break	
2:50	Intro to Mentoring & Mentoring Practice (45 minutes) Introduce concept of Executive Mentor	
3:30	Leadership Projects Institutionalizing the Trailblazers/ Brain storm topics	Mary Beth Kurz/ Karen High
4:00	Introduction to Action Research	Angie
4:20	Next Steps	All
4:30	Closing	

Target Audience

The target audience for Trailblazers is early and mid-career faculty members at Clemson University.

Course Goal and Outcomes

This ADVANCE Trailblazers session provides Trailblazers the opportunity to meet with and start to decide which executive mentors they want to work with.

Course Goal

Identify the overall purpose of the course and key points covered.

Course Outcomes

At the end of session participants will be able to:

- Practice peer mentoring
- Recognize different leadership styles and how style influences behavior and outcomes
- Recognize how to manage change in higher education
- Plan and enact projects to increase gender equity in the university

Host Responsibilities

The requirements below should be carried out by the agency that requests the course session and are as follows:

Audiovisual Equipment Requirements

Visual aids for this course consist of PowerPoint slides, video clips, and crash diagrams. The following audiovisual equipment is necessary for delivery of this course:

- Computer to display PowerPoint slides, videos, etc.
- Projector compatible with computer
- Electronic device to advance PowerPoint remotely
- Microphone
- Timer

All equipment should be placed in the room for the instructors to check at least one hour prior to the start of the course. The host building should provide technical assistance during this time and contact information for technical assistance during the presentation of the course.

Room Requirements

The room should be large enough to accommodate workspace and chairs for up to 30 participants and 2 instructors plus the aforementioned equipment—a large conference room or classroom.

Instructors should be able to arrange the classroom as they deem most appropriate given the exact number of participants. (The ideal arrangement allows participants to interact with the instructors and in small groups, i.e. many round tables with 5-8 participants per table.) All participants should be able to see the screen and instructors; however, participants and instructors should be able to move about the room without obstruction.

A preparation table and presentation table or podium should be provided for the instructors. The room should be in a quiet area and have a lighting system that permits convenient dimming of the lights, especially where the screen is located.

Training Coordinator's Responsibilities

The local coordinator is responsible for preparing the site prior to the instructor's arrival. Below is a checklist of the items the local coordinator should prepare prior to the instructor's arrival. It is recommended that the instructors contact the local coordinator to ensure these steps have been taken.

Training Site

Before the instructors' arrival, the local coordinator should verify the following accommodations are in place for the training site:

- Selection of a training room is critical to the success of the course. Great care should be taken to select a room that will not be overcrowded, too hot or too cold, or subject to outside distractions. The instructor should contact you with any specific requirements for the training facility.
- Reserve a training room for the duration of the course.
- Visit the classroom to make certain it meets all of the instructor's requirements.

Other considerations for the training room:

- Heat or air conditioning-find out if the instructor can control these
- Adequate shape and size. No poles or obstructions
- Seating arrangements
- Away from kitchen, construction area or other noise distractions
- Electrical outlets
- Lighting controls – Almost every training course uses visual aides that require a projection screen. It is important to have a room where lighting can be controlled to prevent glare on the screen while not placing the room in total darkness.

Since a PowerPoint presentation will be used during instruction, make sure to consider the following room accommodations:

- Will shades completely darken all windows?
- Can the lights be selectively dimmed when showing the presentation?
- Will overhead lights shine directly on the screen?
- Can a bulb be removed above the screen or will the whiteboard be too dark?

Participants and Instructors

- Participants and instructors should be:
 - Informed of course starting and ending times
 - Advised on room location and whether it's the same for every session
 - Told whether food will be served or not and told of the spread
- Participants should also be informed that notebooks will be provided as well as folders and a binder to help organize received material
- Participants should bring their own writing utensil

Final Arrangements

One (1) week before the course:

- Prepare directional signs to classroom.
- Determine if snacks are available.
- Make sure post lesson surveys are created
- Check over PowerPoints to make sure they are updated
- Make sure all links to videos are working properly.

Day of the course:

- Set-up the classroom.
- Organize the participant materials.
- Set up directional signs
- Test all equipment.
- Confirm with any food vendors

During the course:

- Let the instructor know whom to contact if he/she needs assistance.
- Check with the instructor at least once an hour to resolve any problems.
- Follow the agenda provided to the participants

After the course:

- Make sure all participants complete post lesson survey
- Make sure to collect surveys and attendance sheet
- Break down and remove any and all equipment



Trailblazers: Provost's Mentoring Initiative for Faculty



2019-2020



Actions	Facilitator
Think	The objective here is to begin the presentation
Do	Stand at the front of the room, ready to go to the next slide.
Say	Introduce yourself and the program



Program Kick Off

Session 1



Actions	Facilitator
Think	The objective here is to begin the presentation
Do	Stand at the front of the room, ready to go to the next slide.
Say	Introduce yourself and the program



Welcome & Introductions



Actions	Facilitator
Think	The objective here is to do an icebreaker
Do	Prompt the group to start doing icebreakers out loud
Say	<p>Introductions - <i>Name, number of years at NW, 2 qualities of your leader you admire,</i></p> <p>Grab a name tag and write <i>your name</i></p> <p>On the bottom right draw a clue of your leader you admire. For example <i>Steve Jobs – Draw an apple (or use stickers)</i></p>



Icebreaker

Share the Following:

- ✓ Name
- ✓ Role, Affiliation
- ✓ Why you joined Trailblazers
- ✓ Memorable line from your Where I'm From Poem



Ice breaker continued



Program Participants

College of Agriculture, Forestry and Life Sciences

Kyle Barrett, Forestry & Environmental Conservation
 Carmen Blubaugh, Plant & Environmental Sciences
 Elliot Jesch, Food, Nutrition & Packaging Sciences

College of Architecture, Arts, and Humanities

Megan Rebecca Fallon, Women's Leadership Major

College of Behavioral, Social and Health Sciences

Caitlin Baker, Communication
 Gregory A. Cranmer, Communication
 Daniel Fecher, Communication
 Elizabeth Ann Kaszynski Gilmore, Communication
 Lori Pindar, Communication
 Elizabeth Baldwin, Parks, Recreation & Tourism Management
 Bryan Miller, Sociology, Anthropology & Criminal Justice

Library

Jessica Kohout-Taylor
 K. Megan Sheffield

Actions	Facilitator
Think	The objective here is to give recognition to all the different departments and Traiblazers
Do	Direct everyone’s attention to the slides
Say	Read the slide



Program Participants

College of Business

Scott Baier, Economics
 Amy E. Ingram, Management
 Oriana Rachel Aragon, Marketing
 Delancy H S Bennett, Marketing

College of Engineering, Computing and Applied Sciences

Agneta "Aggie" Simionescu, Bioengineering
 Mark E. Roberts, Chemical & Biomolecular Engineering
 Jennifer Ogle, Civil Engineering
 Brian Powell, Environmental Engineering & Earth Science
 Huijuan (Jane) Zhao, Mechanical Engineering

College of Science

William Baldwin, Biological Sciences
 Barbara Campbell, Biological Sciences
 Dvora Perahia, Chemistry

Actions	Facilitator
Think	The objective here is to give recognition to all the different departments and Traiblazers
Do	Direct everyone's attention to the slides
Say	Read the slide



Program Facilitators

College of Education

Cynthia Sims, EOLD Human Resource Development

Angie Carter, EOLD Human Resource Development

College of Engineering, Computing and Applied Sciences

Karen High, Engineering & Science Education

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Actions	Facilitator
Think	The objective here is to give recognition to all the different departments and Traiblazers
Do	Direct everyone's attention to the slides
Say	Read the slide



Agenda, September 6, 2019

11:00-12:00	Individual Faculty Pictures	All
11:30	Lunch/ Quick Meet & Greet/ Group Picture	All
12:00	Icebreaker – Where I’m From	All
12:30	Panel Discussion	Margaret Ptacek, Director of ADVANCE Denise Anderson, Outgoing Director of ADVANCE Amy Lawton- Rauh, Assistant Provost of Faculty Affairs
1:00	Break	All
1:10	Case Study: The Balancing Act	Cynthia Sims
2:10	Gender Equity Vision Discussion	All
2:40	Break	
2:50	Introduction to Mentoring & Mentoring Practice	Angela Carter/ Cynthia Sims
3:30	Leadership Projects	Mary Beth Kurz/ Angie Carter
4:00	Introduction to Action Research	Angela Carter
4:20	Next Steps	All
4:30	Closing	

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Actions	Facilitator
Think	The objective here is to give a rundown of the day’s activities
Do	Direct everyone’s attention to the slides
Say	Read the slide



Clemson & TIGERS ADVANCE



Transition slide



Clemson & TIGERS ADVANCE

- Goals of ADVANCE
- Clemson Accolades
- Clemson – Then & Know
- Low Representation of Women & Minorities
- The Need for Trailblazers
- Gender Equity



Actions	Facilitator
Think	The objective here is to talk about the program in general
Do	Direct everyone’s attention to the slides
Say	Talk about things that the college does well and has done well in the past. Talk about statistics showing low representation of women and minorities throughout the university. These statistics should be telling, and lead into why Trailblazers is important.



Clemson & TIGERS ADVANCE

- TIGERS ADVANCE Goals
- TIGERS ADVANCE Initiatives
- Trailblazer Initiatives
- Pacesetters



Actions	Facilitator
Think	The objective here is to talk about the program in general
Do	Direct everyone's attention to the slides
Say	Talk about the goals of the program and what the program is doing to help reach those goals.



Panel Q & A

Amy Lawton-Rauh
Denise Anderson
Margaret Ptacek



Actions	Facilitator
Think	The objective here is to introduce the panel discussion
Do	Direct everyone’s attention to the front of the room. Prior to the session, make sure to secure at least three people for a panel to discuss women in higher ed leadership.
Say	Introduce the panel and let them take it from there.



Program Overview

Trailblazers

Programmed designed to provide:

- Leadership learning
- Mentoring
- Personal development
- Networking opportunities

Actions	Facilitator
Think	The objective here is to talk about the program in general
Do	Direct everyone’s attention to the slides
Say	Reiterate the goals of the program, also tying in how it affects each individual Trailblazer rather than just how it affects the entire university.



Program Goals

- **Recognize bias, raise awareness and cultivate a campus climate and institutional culture which supports gender equity.**
 - Participate in and expand upon Tiger Advocates training
- **Increase the recruitment and retention of women and minorities**
 - Support and deliver mentoring, coaching and sponsorship activities for women, minorities and others within their departments and colleges
 - Support the Pathfinder program and learn techniques to serve as diversity advocates during candidate searches for their departments and others
- **Advocate for work life balance and equitable work load distribution**
- **Recognize when to use different leadership styles and how others perceive their leadership styles**
 - Leadership Theories explored: Transformational, Servant, Women and Diversity,
- **Champion family friendly policies**
 - Knowledge and communication of policies which support families
 - Advocate support of modified duty policy as appropriate

Actions	Facilitator
Think	The objective here is to talk about the program in general
Do	Direct everyone’s attention to the slides
Say	Read the program goals



Case Study

The Balancing Act: Making Tough Decisions

Cynthia Sims



Transition slide




The Balancing Act

Large Group

- Introduction
- Review Pre-class discussion questions
 1. What approach would you take to involve the chapters, national office staff, and board members in this decision?
 Would you make this decision yourself, or consult with your board?
 Provide your reasoning for this recommendation?
 2. Describe the characteristics of your ideal leader.
 How do they influence your evaluation of a particular leader?

Actions	Facilitator
Think	The objective here is to talk about the case study
Do	Prior to the session, the case study was assigned as a reading. The Trailblazers should be split into two groups. Make sure to assign groups and assign the case study at least a week in advance
Say	Talk about the discussion questions on the slide

 <h2 style="text-align: center;">The Balancing Act</h2>																							
B. Male Chris – Responses = 8											Strongly Disagree	Neither agree or disagree						Strongly Agree	Mean	Percent	A. Female	B. Male	Difference A - B
Scale											1	2	3	4	5	6	7						
1. I would want him to continue to be CEO of the company.											0	0	2	2	1	2	1	4.75	59%	5.50	4.75	0.75	
2. He deserves the position of CEO.											0	0	2	1	1	3	1	5.00	63%	5.38	5.00	0.38	
3. He is a competent leader.											0	0	1	0	2	4	1	5.50	69%	5.75	5.50	0.25	
4. He is a knowledgeable leader.											0	0	0	0	3	4	1	5.75	72%	6.25	5.75	0.50	
5. I would approve of him as a leader.											0	0	0	3	2	3	0	5.00	63%	5.50	5.00	0.50	
6. He is a likable leader.											0	0	0	1	3	1	2	5.57	80%	5.63	5.57	0.05	
7. He is a strong leader.											0	1	2	1	2	1	1	4.38	63%	4.88	4.38	0.50	
																		5.14	65%	5.55	5.14	0.42	
																							3.35
A. Female Chris Responses = 8											Strongly Disagree	Neither agree or disagree						Strongly Agree	Mean	Percent			
Scale											1	2	3	4	5	6	7						
1. I would want her to continue to be CEO of the company.											0	0	1	1	0	5	1	5.50	69%				
2. She deserves the position of CEO.											0	0	1	1	0	6	0	5.38	67%				
3. She is a competent leader.											0	0	1	0	1	4	2	5.75	72%				
4. She is a knowledgeable leader.											0	0	0	0	1	4	3	6.25	78%				
5. I would approve of her as a leader.											0	1	0	1	0	4	2	5.50	69%				
6. She is a likable leader.											0	0	0	1	3	2	2	5.63	70%				
7. She is a strong leader.											1	0	1	1	0	4	1	4.88	61%				
																		5.55	69%				

Actions	Facilitator
Think	The objective here is to show the difference in gender when being rated
Do	Direct everyone’s attention to the slides
Say	Show the difference between the male and female ratings to point out that gender discrimination is very real. Make sure to point out the fact that each case study was identical, with gender being the only difference.



The Balancing Act

Small Group Discussion Questions

1. Were you surprised by how the male and female leaders were assessed?
2. Consider the results of how Chris Green’s leadership was assessed. How do you explain the difference in evaluation of leadership legitimacy and competence between male Chris Green and the female Chris Green.

Actions	Facilitator
Think	The objective here is to promote small group discussion
Do	Make copies and distribute
Say	Read the questions on the slide and prompt the Trailblazers to talk about them in small groups



The Balancing Act

Large Group Debrief

- Men, Women & Leadership
- Stereotyping
- Implicit Bias/ Unconscious Discrimination
- Implicit Leadership Theory
- Gender Role Congruity

Actions	Facilitator
Think	The objective here is to talk about the biases shown by the case study.
Do	Direct everyone’s attention to the slides
Say	Have the groups report out their conclusions from their discussions. Use this to lead into implicit bias.



Creating a Level Playing Field



Actions	Facilitator
Think	The objective here is to show a video about bias
Do	Play the video. Link: https://www.youtube.com/watch?v=YPoymWLNjVk
Say	Direct everyone’s attention to the video



Video: Creating a Level Playing Field

- Bias = An error in decision making
- Gender stereotypes - Short cut
- What is the content of gender stereotypes?
- What is the effect of stereotypes?
- How to equalize the standards?
- Stereotypes shift the criteria
- Bias on the Job

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Actions	Facilitator
Think	The objective here is to debrief the video
Do	Facilitate a group discussion
Say	Talk about bias from the video. Ask the questions on the slide.



Video: Creating a Level Playing Field

- Organizational Solutions
- Educate on Bias
- Establish Clear Criteria
- Scrutinize the Criteria
- Hold Decision Makers Accountable
- Be Transparent about Progress Toward Goals
- Endorse the Competence of Women

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Actions	Facilitator
Think	The objective here is to debrief the video
Do	Facilitate a group discussion
Say	Talk about bias from the video. Talk about the talking points on the slide



Apply to Your Context

Small Group Activity

Angie Carter



Actions	Facilitator
Think	The objective here is to debrief the video
Do	Facilitate a group discussion
Say	<p>Debrief Small Group Activity:</p> <p>Spend time trying to derive some kind of meaning from the shared experience. Focus on human behavior, group dynamics and values. What have we learned? This is time to create relevance and commit to improvement.</p> <p>Now move away from this case. How can you apply these concepts to your context?</p> <p>Purpose of this activity is to prime the pump so to speak in terms of the what we plan to address in this program for your individual growth and development and the actions we can take to move the organization forward so that gender equity becomes a reality</p>



Gender Equity Vision Discussion

Cynthia Sims



Actions	Facilitator
Think	The objective here is see what gender equity looks like to each person
Do	Facilitate a group discussion
Say	Pair/ Share/ Small Groups What is gender equity? Share examples of definitions from the literature Determine a draft of your own definitions Debrief with definitions from the literature



Gender Equity

Directions

How do you define gender equity in higher education?

Time	Activity
10 mins	In pairs <ul style="list-style-type: none"> Individually draft your definition of gender equity Share your definitions in pairs
10 mins	All <ul style="list-style-type: none"> Share one definition from each table
10 mins	Debrief

Actions	Facilitator
Think	The objective here is see what gender equity looks like to each person
Do	Facilitate a group discussion
Say	Pair/ Share/ Small Groups What is gender equity? Share examples of definitions from the literature Determine a draft of your own definitions Debrief with definitions from the literature



Gender Equity

Debrief

Equity ~ Equality

Equity ~ Fairness

Equity ~ Integration

Equity ~ Integrated gender lens

Equity ~ Action

Bailyn, L. (2003). Academic careers and gender equity: Lessons learned from MIT 1. *Gender, Work & Organization*, 10(2), 137-153.

Actions	Facilitator
Think	The objective here is to talk about equity
Do	Facilitate a group discussion
Say	Next page

Bailyn, L. (2003). Academic careers and gender equity: Lessons learned from MIT 1. *Gender, Work & Organization*, 10(2), 137-153.

So what do we mean by gender equity in the academy? There are a number of meanings,

1. First of which is the meaning embedded in the legal structure, which equates equity with **equality**: equal pay, equal access to opportunities to enter an occupation and to advance in it, and freedom from harassment
- 2.

Equating equity with equality assumes the workplace is completely separate from the rest of life and thus ignores the fact that people have lives outside of their work. By being gender-neutral, this first definition ignores the different life experiences of men and women and makes the current 'male' model of the ideal academic normative. It assumes that women can follow this model as easily as men, and, if they do, will be seen as successful and as central as their male colleagues. Neither of these assumptions is true.

2 is based on the realization that equal opportunity, even if it exists, is not equitable if constraints are very unequal. The argument is based on **fairness**, rather than equality, especially not equality limited only to the workplace.⁴ Equity will not be possible if there exists one group of people (for example, people with care responsibilities) who are systematically unable to meet the requirements of the ideal academic who gives full priority and all his time and energy to his academic work.

Joan Williams, a lawyer, argues in her recent book, *Unbending Gender*, that since such a systematically disadvantaged group consists primarily of women, this situation is sex discrimination under current law and should be redressed in the courts (Williams, 2000). In other words, merely allowing women faculty to meet the criteria for academic success, on terms that have been defined by men and represent their life experiences, does not necessarily guarantee equity. Therefore, an equitable situation should entail equal opportunities and equal constraints (Bailyn, 1993; Rapoport et al., 2002). As opposed to the first definition, based on workplace equality, this definition takes an academic's outside life into account. It has led to such practices as parental leave, stopping the tenure clock if you have a child, and so on. Again, all of these are very important. But because they do not alter the underlying expectations for promotion and tenure, they tend to be underutilized. Though this definition of gender equity represents an awareness of people's lives outside of their work and tries to accommodate their special needs, it does not deal with the issue that those people, primarily women, who might take advantage of these accommodations could pay serious career consequences

3. So what is the ideal image of gender equity? Such a definition would be based on **integration**, rather than separation, of the public sphere of economic work and the private sphere of family, community, and other personal involvements. Though an ideal, one can see what would be required to realize such integration. On the societal level, on the level of cultural norms, it would mean full legitimation of the private sphere: activities there would be seen equally as important and would be equally as much valued as occupational activities. And on the part of the individual, it would mean equal commitment to each sphere. Such an integration would require also that work practices, structures, and cultural definitions of competence and success be embedded in the belief in, and acceptance of, a worker whose identity and commitments are

legitimately anchored in both the occupational and the private world — what one might call an integrated worker, which contrasts sharply with the current image of the ideal worker as one whose sole and principal priority is to paid employment (Fletcher, 1999_

4. Gender equity, therefore, is furthered by viewing work processes through such an **integrated gender lens**. By doing so we reveal taken-for-granted and largely non-conscious assumptions underlying entrenched academic practices that can then be deliberately questioned. And in this way, it may be possible to find alternatives to the way that work is currently being accomplished that could be more equitable.

5. Equity ~ Action to unearth the gendered aspects of academic life, in order to be able to question their continuing applicability, particularly for women faculty



Introduction to Mentoring & Mentoring Practice

Cynthia Sims



Actions	Facilitator
Think	The objective here is to introduce mentoring
Do	Direct attention on you
Say	Next page

Leadership Challenge Mentor Groups. Make groups based on their challenges. Here are some suggestions of common leadership challenges:

Developing Managerial Effectiveness—The challenge of developing the relevant skills—such as time management, prioritization, strategic thinking, decision-making, and getting up to speed with the job—to be more effective at work.

Inspiring Others—The challenge of inspiring or motivating others to ensure they are satisfied with their jobs; how to motivate a workforce to work smarter.

Developing Employees—The challenge of developing others, including topics around mentoring and coaching.

Leading a Team—The challenge of team-building, team development, and team management; how to instill pride in a team or support the team, how to lead a big team, and what to do when taking over a new team.

Guiding Change—The challenge of managing, mobilizing, understanding, and leading change. How to mitigate change consequences, overcome resistance to change, and deal with employees' reaction to change.

Managing Internal Stakeholders and Politics—The challenge of managing relationships, politics, and image. Gaining managerial support and managing up; getting buy-in from other departments, groups, or individuals.



Mentoring

Mentor

A mentor informally or formally helps you navigate your career; providing guidance for career choices and decisions

Actions	Facilitator
Think	The objective here is to introduce mentoring
Do	Direct attention on you
Say	Read the definition of mentoring.



Mentoring

Mentor

Who drives the relationship?

- You drive the relationship. Your mentor is reaction and responsive to your needs

Action

- Help you determine possible career paths to meet specific career goals

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Actions	Facilitator
Think	The objective here is to introduce mentoring
Do	Direct attention on you
Say	Read what's on the slide



Mentoring

Types of Mentoring

- Hierarchical
- Network Mentoring
- Peer to Peer Mentoring
- Virtual Mentoring

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Actions	Facilitator
Think	The objective here is to introduce mentoring
Do	Direct attention on you
Say	Talk about the types of mentoring mentioned on the slide



Peer Mentoring

Small Groups



Transition slide



Peer Mentoring

What is peer mentoring?

Peer mentoring consist of a self-directed groups of peers with common interests and where all group members are both mentors and proteges

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Actions	Facilitator
Think	The objective here is to talk about peer mentoring
Do	Direct attention on you
Say	Read the definition from the slide



Peer Mentoring

Best Practices

- Assign a session facilitator
- Group members take turns presenting issues
- Identify an issue/ challenge from one group member
- The groups helps the individual:
 - Clarify the issues
 - Find new ideas
 - Brainstorm potential solution
- Group – 1 facilitator & 4 members

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Actions	Facilitator
Think	The objective here is to talk about peer mentoring
Do	Direct attention on you
Say	Read the best practices from the slide



Peer Mentoring

Guidelines

- Listen actively
- Reiterate confidentiality
- Determine goals
- Use open and close questions
- Provide encouragement & support
- Goal – help person reach their own decision - not give advice or solve the issue for the person

Actions	Facilitator
Think	The objective here is to talk about peer mentoring
Do	Direct attention on you
Say	Read the guidelines from the slide



Peer Mentoring

Facilitator

- Ensure group rules are adhered
- Ensure session stays on topic
- Mangle the process and time
- Conduct debrief

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Actions	Facilitator
Think	The objective here is to talk about peer mentoring
Do	Direct attention on you
Say	Read the duties of the facilitator from the slide



Peer Mentoring

Participate in Peer Mentoring Session

- Break into groups of 5 ~ +/-1
- Identify issue
- Identify facilitator
- Conduct peer mentoring
- Conduct debrief

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Actions	Facilitator
Think	The objective here is to talk about peer mentoring
Do	Direct attention on you
Say	Read the structure of a peer mentoring group from the slide



Action Research

Angie Carter



Transition slide



What is Action Research?



On a piece of paper, write down words, phrases, images that jump out at you watch and listen.



Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to the video. Link: https://www.youtube.com/watch?v=ZHiZdh85R3w
Say	Read the prompt on the slide



Action Research is . . .

- ✓ An approach to problem solving that applies the scientific method to practical problems requiring action (French & Bell)
- ✓ Action research is an interactive inquiry process that balances problem solving actions implemented in a collaborative context with data-driven collaborative analysis or research to understand underlying causes enabling future predictions about personal and organizational change (Reason & Bradbury, 2002).



Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention on you
Say	A link between scientific experimentation and practical application Action research is a methodology; that is a framework for approaching a piece of research. Action researchers believe, or adopt a position, which says the world can be seen differently from different perspectives. They try to understand and make improvements to practice in an environment where there are probably many viewpoints. Action researchers do not start out with the opinion that there is one way of seeing the world and their research can discover this. Trying to reach decisions and ways forward amongst a complex situation is the business of action research. These underpinning beliefs fit with an interpretivist epistemology. If you have always worked in natural sciences, or are someone who normally works with a naturalistic epistemology, which deals with facts and is used to discovering whether something is ‘right or wrong’ or whether an intervention ‘does this or that’ this may all feel very strange. That is perfectly normal and one of your challenges in using action research will be to adopt the mind-set of an action researcher. To be clear though, you don’t have to disregard all your beliefs about research; for the purposes of action research you may need to just swap your methodological jacket.



Model of Action Research



- Iterative cycles of research and action
- Research as intervention
- Follows Lewin’s cycle of change as unfreezing, movement or changing, and refreezing

Actions	Facilitator
Think	The objective here is to talk about the model of action research
Do	Direct attention to you
Say	Read the info on the slide



Characteristics of Action Research



- ✓ Change is the explicit focus
- ✓ Improvement efforts informed by a vision or model of healthy people, groups, organizations, or communities

Actions	Facilitator
Think	The objective here is to talk about the characteristics of action research
Do	Direct attention to you
Say	Context bound-- practical theory; producing actionable knowledge Experiments in social action informed by science Participation of organizational members imperative for change to occur



Action Research is NOT



AR is NOT evaluation or simple problem-solving!!!!!!!

Actions	Facilitator
Think	The objective here is to talk about the characteristics of action research
Do	Direct attention to you
Say	<p>AR is also not evaluation or just simple problem solving.</p> <p>What is evaluation? Evaluation is simply an examination of a program or process and seeing whether it should continue. Does it work? Is it effective? Should we throw more money/effort/time into it?</p> <p>Problem solving is self-explanatory. You are not going into your organizations just to “fix” something. You are going in collaboratively to work on issues. You have to know that sometime this won’t work. You could go in and discover that the problem that you thought wasn’t really the problem. So, it can’t be just problem solving or you would have already fixed it, right?</p>



Action Research is different

Traditional Research

- ✓ Researcher asks, “is there a problem here?”
- ✓ Researcher is distant
- ✓ Answers precise questions
- ✓ Seeks to generalize
- ✓ Frowns on intervention

Action Research

- ✓ Researcher asks, “what can we do to fix the problem here?”
- ✓ Researcher is inside the organization
- ✓ Deals in theory
- ✓ Seeks to change
- ✓ Requires intervention

Actions	Facilitator
Think	The objective here is to talk about the characteristics of action research
Do	Direct attention to you
Say	<p>Action Research is NOT the typical method of research. Think of a researcher who has a hypothesis, and needs to figure out something. He would run an experiment, and test his hypothesis. He is removed from the research because as a rule, he is not supposed to be involved.</p> <p>Now, with Action Research, there is a problem that needs to be addressed, and the action researcher and members of the system actively try to solve the problem.</p> <p>Unlike traditional social science research that frowns on intervening in any way in the research setting, action research demands some form of intervention.</p>



Action Research is useful when

- you wish to bring about change in your organization
- you wish to involve the people in the system being researched
- you have to remain flexible
- you wish to understand more about current practice

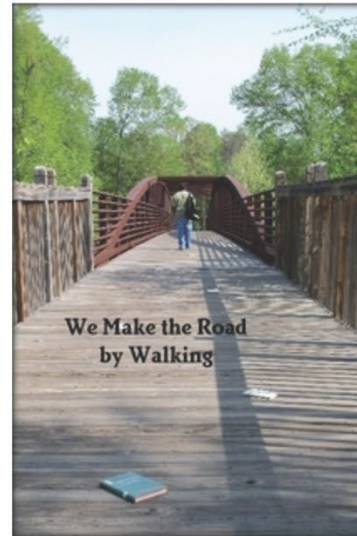


Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to you
Say	<p>It is useful for explorative research questions, where you might not yet have an exact research question. But it is most valuable when you have to respond to an ever-changing situation.</p> <p>For example, you might conduct Action Research to change the way you hire, or onboard. You might conduct Action Research to change a process in an organization, start a training program, or even to introduce humor in the workplace. Action research lends itself to a wide variety of subjects.</p>



Action Research. . .

- Provides means of collecting rich data that serves as a foundation for most organizational change work.
- Includes the researcher & participants in the process.



Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to you
Say	Next page

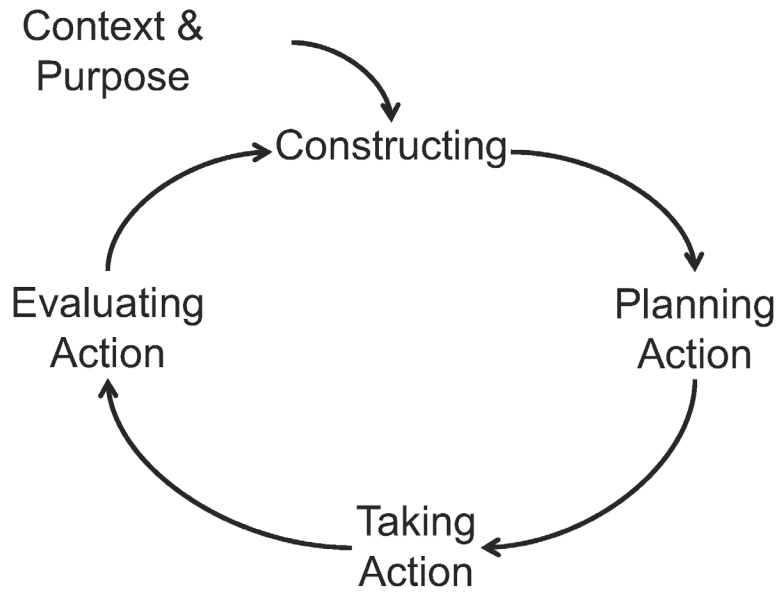
We make the

“Action research...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process” (Thomas et. al., 1986)

AR is a formative study of progress that is simply “Learning by Doing”. Scientifically, it can be described as a systematic inquiry that is collective, collaborative, self-reflective and undertaken by participants (students, teacher, colleagues or any other stakeholder) in an educational situation in order to improve the rationality of their own educational practices, as well as their understanding of these practices and the situations in which these practices are carried out, with an aim to contribute to the practical concerns of immediate problematic state, being limited in available resources in accordance with typical classroom circumstances (modified from McCutcheon & Jurg, 1990; Kemmis & McTaggart, 1990 & Rapoport, 1970).
road by walking.



Coghlan & Brannick's Action Research Cycle



Doing Action Research... (Coghlan & Brannick, 2010), Chapter 1

Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to you
Say	There are many ways in which AR can be practiced in a particular setting. It is a cyclical process that never ends but always provides a conclusion with more ideas to bring upon progress and improvement. Whatever the settings and participants are, usually it has been carried out into four consecutive phases.



Constructing

Entry

- Apparent need for change
- Capable change facilitator sought

Define Project

- Problem (challenge, opportunity) is identified
- Issues related to problem are clarified
- Commitment is sought



Collect Data & Provide Feedback

- Rich data is gathered and shared with stakeholders to deeply understand
- Collaborative process (co-researchers)

Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to you
Say	Entry <ul style="list-style-type: none"> • Apparent need for change • Capable change facilitator required Define Project <ul style="list-style-type: none"> • Problem is identified • Issues related to problem are clarified • Commitment is sought Collect Data & Provide Feedback <ul style="list-style-type: none"> • Information about problem is gathered Feedback is shared with stakeholders <ul style="list-style-type: none"> • A collaborative process • All participants are considered ‘co-researchers’ • Triangulation • Can not be conducted ‘impersonally’ (Winter & Munn-Giddings, 2001)



Planning Action

Action planning

- A plan of interventions is designed based on what was learned during the first phase



Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to you
Say	Action planning A plan of interventions is designed based on what was learned during the first phase (where meaning was made about the problem/opportunity)



Taking Action

Implement intervention

- Working the interventions for sustained change

Observe results and collect data

- Dialogue is maintained with all participants
- Consistency and quality of intervention is monitored
- Meta-learning (about content, process, and premise)



Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to you
Say	Implement intervention <ul style="list-style-type: none"> • Change agent works with stakeholders • A corrective-action plan is created and put into action Observe results and collect data <ul style="list-style-type: none"> • Dialogue is maintained with all participants • Consistency of intervention is monitored Who can tell me what meta learning is? <ul style="list-style-type: none"> • Definition: being aware and talking control of one's own learning



Evaluating Action

Evaluate intervention and planned change

- Data is compared with quality criteria
- Change process is assessed
- Success of intervention(s) is determined



Transition to next AR cycle

- Next phase is planned



Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to you
Say	Can also be called Reflection or learning Phase. Evaluate intervention and planned change <ul style="list-style-type: none"> • Data is compared with criteria • Change process is assessed. Transition <ul style="list-style-type: none"> • Success of intervention is determined • Next phase is planned



Next Steps

Adoption

- Organization members accept ownership of change
- Change is implemented throughout organization

Separation

- Change agent prepares to leave effort
- Change agent disengages
- Change agent ensures work will continue
- Knowledge is transferred



New Cycle ?

Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to you
Say	Adoption <ul style="list-style-type: none"> • Organization members accept ownership of change • Change is implemented throughout organization Separation <ul style="list-style-type: none"> • Change agent prepares to leave effort • Change agent disengages • Change agent ensures work will continue • Knowledge is transferred New Cycle



The Dilemmas of Action Research

- Products over process
- Action over research; research over action
- Whose problem is it?
- Intentional outcomes over unintended learning
- Whose values – whose authority?



Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to you
Say	<ul style="list-style-type: none"> • Products over process • Action over research; research over action • Whose problem is it? • Intentional outcomes over unintended learning • Whose values – whose authority?



You as an Action Researcher

Trustworthiness includes training yourself to do this work

Q: What do you need to know and be able to do well to conduct an action research project?



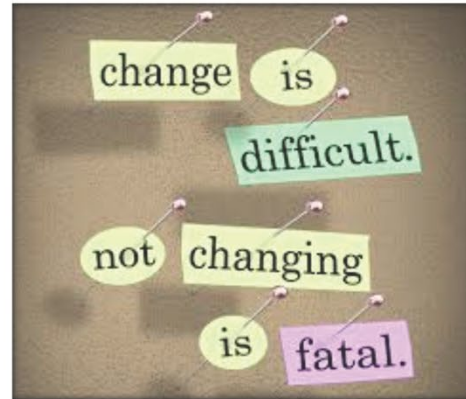
Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to you
Say	<p>Ask the question on the slide.</p> <p>Answers:</p> <ul style="list-style-type: none"> • Leading and Facilitating Change • Evidence-based Intervention • Facilitating Groups • Conducting Research • Writing up Research



You as a Change leader

It is widely accepted that many change programs fail and that more effective change management would enhance organizational effectiveness.

Much is made of the best way to manage change.



Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to you
Say	Next page

There is a large body of work that argues that there is no point in undertaking change unless the organization is actually ready and able to adopt the change. Not only must the organization be ready for change, but individuals also must be able to foresee, and adapt to change.

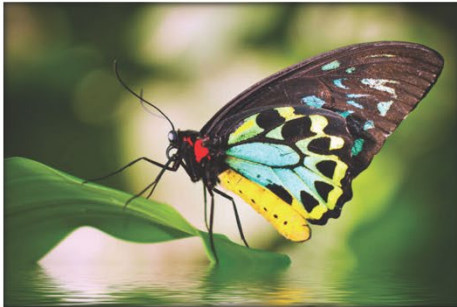
When it comes to the subject of genuine, substantive change, higher education is a paradox. On the one hand, we work in a field in which we constantly develop new ideas, solutions, and practices within our own fields. We advocate for change and, when the data contradict our current beliefs or models, we change our ideas.

Basically, we're in the progress business. On the other hand, we faculty and administrators alike find it far more difficult to change our practices and behaviors. We consider innovation to be a distraction from, not a natural outgrowth of, our "real work." ideas, solutions, and practices within our own fields. Basically, we're in the progress-resistance business. So, why is leading change so hard in higher education?

The word change means different things to different people. As a result, when we talk about needed changes in our academic programs, not everyone hears the same message. For some people, change is replacement. A exists now and, while A may be flawed and incapable of delivering the best results, it's familiar to us. When someone talks about change, they are saying that they want to replace A with B. We don't know what B will be like. It could be worse than A, or it could be much the same. In any case, there will be a long of pain and discomfort as we dismantle A and erect B in its place. People who take the replacement view of change can see change only in terms of loss: loss of the familiar, loss of status and perhaps competence, and loss of wellbeing. For other people, however, change is improvement. A exists now and, after we enhance it and develop it further, it will be a far better A because of our efforts. People who take the improvement view of change can see change largely in terms of gain: gain in efficiency, gain in reputation, and gain in modernity.



You as an Interventionist



- Hall and Hord (1987) believe that in a change effort, “little things mean a lot.” Incident level interventions can change the course of history.
- The Butterfly Effect

Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to you
Say	Next page

It has been said that the flap of a butterfly's wings in Brazil set off a tornado in Texas. Not quite true.

The term is often misconstrued—that the flap of the butterfly's wings *causes* the tornado. **Instead, the flap of the wings is a part of the initial conditions; one set of conditions leads to a tornado while the other set of conditions doesn't.** The flapping wing represents a small change in the initial condition of the system, which cascades to large-scale alterations of events.

What you will learn is a framework of hierarchically linked interventions— from game plan, to strategies, to tactics, to incidents around a common set of task components as a way to describe, analyze and organize the large array of tasks needed to support a change.

To intervene is to:

- enter into *an ongoing system of relationship*,
- to *come between or among* persons, groups or objects
- for the purpose of *helping* them. [Argyris, 1970]
- An intervenor, in this view, assists a system to become more effective in problem solving, decision making, and decision implementation in such a way that the system can continue to be increasingly effective in these activities and have a decreasing need for intervenor after that.



AR Elevator Speech

Hello. I'm [first name]. I am a [title] at [department/organization/college]. As you know, _____ (what we do well here). However, we _____ (what we could do better). I am working to improve [department/organization/college] by undertaking an action research problem that addresses _____ (problem of practice).

Action research is the appropriate method to look at the issue because (describe the AR process and possible result).

(Close however you like).

Actions	Facilitator
Think	The objective here is to talk about action research
Do	Direct attention to you
Say	<p>No that you have had AR hammered into your head., let's make sure you can verbalize it. Using the script, practice your AR Elevator Speech.</p> <p>AR is an excellent approach to use in educational system. AR conducted in a department or college provides an accurate insight into pattern of leadership and learning over time, not just a matter of days or two. It seeks to answer questions and solve problems that arise from the stakeholders and to put findings into immediate practice (McKay, 1992 & Twine & Martinek, 1992).</p> <p>It is suitable because of its characteristics: systematic inquiry, reflexivity & focus on the practical as identified by McCutcheon & Jurg (1990). Usually it is driven by the practitioner's desire to improve its own practice with respect to themselves and immediate stakeholders, thus everyone reaps immediate benefits (Williamson, 1992).</p>



Wrap up/ Next Steps

Angie Carter



Actions	Facilitator
Think	The objective here is to talk about where the program is heading
Do	Direct attention to you
Say	<p>Next Steps:</p> <ul style="list-style-type: none"> • Complete the surveys – MLQ, Servant leader, etc. • Determine their leadership projects form teams/ determine topic • Follow-up on action research • More reading on Mentoring / Karen and Cynthia will role play executive an introduction to a mentor session using the executive summary from session 1 • Individual picture taking • Executive Summary template to be developed/ discussion points • Session Evaluations



Program Activities

When	What	Where
Friday, Oct 4, 11:30-4:30	Mentoring/ Leadership Projects/ Leadership Styles <ul style="list-style-type: none"> • Mentoring- Speed, Hierarchical, Mutuality & Peer • Leadership Projects/ Action Research Methodology • Adaptive Leadership 	Hendrix
Friday, Nov 15, 11:30-4:30	DISC Behavioral Styles <ul style="list-style-type: none"> • Peer Mentoring • Implicit Bias • Leadership Project 	Hendrix
Friday, December 13, 11:30-4:30	Leadership sstyles <ul style="list-style-type: none"> • Debrief 360 Leadership Report • TBD 	Hendrix

Actions	Facilitator
Think	The objective here is to talk about where the program is heading
Do	Direct attention to you
Say	Read off the agenda for the next few sessions



360 Feedback – A Bad Example....



63

Actions	Facilitator
Think	The objective here is to introduce the concept of 360 feedback
Do	Direct attention to the comic
Say	Read the comic



Program Activities

Surveys

- Leadership styles - 360°
- DISC Behavioral Profiles

Resources

- CANVAS

64

Actions	Facilitator
Think	The objective here is to talk about surveys that need to be completed
Do	Make sure surveys are uploaded
Say	Talk about where to find the surveys and when to complete them by





Thank You

Angie Carter

Karen High

Cynthia Sims

