



How to combat fatigue in Academia through mentorship and leadership?

Jessica D. McCarty, M.Ed



Why I chose this topic?

1. While working on my educational journey I had the privileged to have mentors to assist in my learning and teaching advancement.
2. As a leader in academia, I began to experience fatigue in 2020 and recognized the need to address this issue.
3. I knew that I enjoyed talking with my students and began asking them questions pertaining to their vision and goals for themselves.

Mentorship vs. Leadership

Mentorship is a professional development relationship in which a more experienced or knowledgeable person (mentor) provides guidance, advice, and support to a less experienced or knowledgeable person (mentee) in order to help them develop their skills, knowledge, and career. The mentor acts as a role model, shares their knowledge and experiences, and provides constructive feedback to help the mentee grow both personally and professionally. Mentorship is a valuable tool for career advancement and personal growth.

Leadership is the ability to inspire, motivate, guide and influence a group of individuals or an organization towards achieving a common goal. Leaders are typically visionaries who have the ability to set goals, develop plans, communicate effectively and make critical decisions. They are also often responsible for creating a positive and productive organizational culture that encourages teamwork, innovation, and continuous improvement. Effective leadership is essential for the success and growth of any organization.

Steps to become a mentor

1. *Establish a positive and supportive relationship: As a mentor, it is essential to establish a positive relationship with your mentee. Create a welcoming and supportive environment where your mentee feels comfortable discussing their academic and personal goals, concerns, and challenges. Offer guidance and advice as necessary and be empathetic and understanding.*
1. *Set clear goals and expectations: It's important to set clear goals and expectations for your mentee's academic and personal development. Work with your mentee to define their goals and help them create an action plan to achieve those goals. Make sure the goals are achievable and measurable.*
1. *Guide and support academic success: As a mentor, help your mentee navigate academic challenges such as time management, study skills, and research. Offer feedback, help them brainstorm solutions to problems and provide resources when necessary.*

Steps to become a mentor

4. **Help navigate personal development:** It's essential to support and guide your mentee through personal development. This may include discussing their interests, hobbies, or other personal goals. Encourage self-reflection and growth.
5. **Act as a role model:** As a mentor, lead by example and be a positive role model. Demonstrate positive values such as hard work, dedication, and ethical behavior. This can inspire your mentee to emulate these qualities.
6. **Build a network:** Introduce your mentee to others in your field or industry, and help them build a professional network. This can provide valuable resources, guidance, and career opportunities.

Objectives

1. To reduce burnout and fatigue among faculty members: Burnout and fatigue are common problems facing faculty members in academia. By implementing mentorship and leadership strategies, institutions can reduce the negative impact of these problems on the health and well-being of faculty members.
1. To increase productivity and motivation: Faculty members who are motivated and engaged in their work are more productive and contribute more to their institution. By implementing mentorship and leadership strategies, institutions can help faculty members feel more supported and connected to their work, leading to increased productivity and motivation.

Objectives

3. To foster collaboration and a sense of belonging: Fatigue can often be a result of working in isolation. By implementing mentorship and leadership strategies that promote collaboration and team-building, institutions can help faculty members feel more connected to their colleagues and the institution, fostering a sense of belonging that can reduce feelings of fatigue.
4. To provide professional development and growth opportunities: Professional development and growth opportunities are essential for faculty members' career growth and satisfaction. By implementing mentorship and leadership strategies that provide these opportunities, institutions can help faculty members stay engaged in their work and continue to develop their skills and knowledge.
5. To promote a positive work-life balance: A healthy work-life balance is crucial for reducing burnout and improving the well-being of faculty members. By implementing mentorship and leadership strategies that promote a positive work-life balance, institutions can help faculty members find a balance between work and personal life, leading to increased job satisfaction and productivity.

How mentoring can benefit their leaders and institution?

Improved outcomes

Enhanced job satisfaction

Retention rates

More supportive and engaging work environment

Benefits of Mentorship

1. Professional growth and development: Mentorship can provide faculty members with valuable guidance and support that helps them develop new skills and knowledge. This can lead to enhanced professional growth and development, leading to better job performance and satisfaction.
1. Increased retention rates and job satisfaction: Faculty members who have a mentor are more likely to feel supported and engaged in their work. This can lead to increased retention rates and job satisfaction, as well as a reduced risk of burnout.
1. Enhanced networking opportunities: Mentorship can also provide faculty members with valuable networking opportunities that can help them connect with other professionals in their field. This can lead to new collaborations, research projects, and career opportunities.

Benefits of Mentorship

3. Improved research and teaching outcomes: Mentoring can help faculty members improve their research and teaching outcomes by providing them with constructive feedback and guidance. Additionally, mentorship can help faculty members navigate challenging situations and find solutions to problems that arise in their work.

4. Positive impact on the institution: Mentorship programs can have a positive impact on the institution as a whole by fostering a culture of collaboration and professional development. This can lead to improved outcomes, enhanced reputation, and increased funding opportunities.

Amari Pitters



- Rising Junior, Health Science Pre-Med
Howard University
 - HU Achievers Scholar
 - Dean's List
 - Member of The National Society of
Leadership and Success, HU Chapter
 - Member of Precious Pearls Youth
Outreach Organization, HU Chapter
 - Member of The Black Girls House, HU
Chapter
- Received \$517,000 in refunds for college,
presidential scholar

Brenton J. Barker



-3.5 GPA Master's student in Public Administration at the University of South Alabama

-Undergraduate degree in HealthCare Management

-Member of Omega Psi Phi Fraternity Inc.

Received over \$15,000 in scholarships for Graduate School

Cameron Hatcher Owens



- Alumnus of the University of South Alabama
- Bachelor of Science Degree in Mechanical Engineering
- Systems and Development Engineer for the Department of Defense
- Former Division I Student Athlete
- Standardized Test Prep Instructor
- Member of Omega Psi Phi Fraternity Inc.
- Intern at MIT AGELAB
- Presidential scholar, score of 30 ACT
- Finished his 4 year degree debt free

Jasmine Rivera



-Junior Psychology Major and Political Science Minor at Howard University.

-She currently works as an Investigative Intern with the Public Defender's Service for DC.

-She also works as an ACT/SAT tutor with S.C.H.O.O.L.S Preparatory Program, leading tutoring sessions for students in various subjects, specializing in the Reading section of the ACT.

-President for the Howard University Chapter of the NAACP.

Received over 27,950 towards her Graduate degree as of April 1, 2023

Naomi Tyson



-Member of Phi Sigma Pi National Honor Fraternity
Fall 2022

-Member of Bama Congenital Heart Association Fall
2022

-Member of The National Society of Leadership and
Success Fall 2022

-Member of Dance Alabama! Club Fall 2022

-Baptist Medical Center South Teen Volunteer Summer
2022

-Member of Students Supporting Healthcare Workers
Fall 2021

Harvard Pre-College Attendee Summer 2020

Presidential scholar and recipient of 13,500 in
additional funding

Mentee Testimonials

Ms. Pitters

Ms. Jessica made my transition from high school to college much easier than it would have been alone. She opened up the world of scholarships to me and pushed me to my very best, which both led to where I am now, Howard University. Even further, she has been and is still mentoring me through young adulthood outside of school; I've learned skills like time management, project management, interpersonal communication, and adaptability.

Ms. Rivera

Ms. Jessica has not just been a boss to me, but a friend and a mentor. She's been there to listen and to vent and to make me laugh whenever I need it. She takes an interest in me outside of just who I am as a tutor and I feel grateful to have someone like her in my life, especially while I'm in college. Having good mentors and role models is really important and has an impact on me, and Ms. Jessica is definitely one of those people for me.

References

Bruce, C. D., Flatt, P. M., Kirk, S. R., Roberts-Kirchhoff, E., & Schepmann, H. G. (2022). The Value of Peer Mentoring Networks for Developing Leaders and Inspiring Change. *Journal of Chemical Information and Modeling*, 62(24), 6292-6296. <https://doi-org.libproxy.usouthal.edu/10.1021/acs.jcim.2c00155>.

Deaton, C. C., & Deaton, B. (2012). Using Mentoring to Foster Professional Development Among Undergraduate Instructional Leaders. *Journal of College Science Teaching*, 42(1), 58-62.

Decker, B. (2009). *Communication Skills for Leaders: Delivering a Clear and Consistent Message*: Vol. 4th ed. Axzo Press.

Kevin Eikenberry, & Wayne Turmel. (2018). *The Long-Distance Leader: Rules for Remarkable Remote Leadership*: Vol. First edition. Berrett-Koehler Publishers.

LESTER, P. B., HANNAH, S. T., HARMS, P. D., VOGELGESANG, G. R., & AVOLIO, B. J. (2011). Mentoring Impact on Leader Efficacy Development: A Field Experiment. *Academy of Management Learning & Education*, 10(3), 409-429. <https://doi-org.libproxy.usouthal.edu/10.5465/amle.2010.0047>.

Lisa Z. Fain, & Lois J. Zachary. (2020). *Bridging Differences for Better Mentoring: Lean Forward, Learn, Leverage*. Berrett-Koehler Publishers.

McCullum, C., Perkins, C., & Shanock, A. (2023). Leadership Unpacked: Mentoring Leaders to Support Equity, Diversity, and Inclusion. *Communique*, 51(5), 14-15.

Steinmann, N. (2017). *Crucial Mentoring Conversations: Guiding and Leading*. KR Publishing.

Carl J. Weingartner. (2009). *Principal Mentoring: A Safe, Simple, and Supportive Approach*. Corwin.

