

Effective Mentoring

Effective mentoring benefits protégé, mentor & institution (Kanuka & Marini 2004)

Components of an effective mentoring process:

- Part of everyday activities (Kalev 2006)
- Development of mutual expectations and agenda
- A long term commitment by the institution and participants (Wasburn 2007)
- The informal communication of knowledge and support relevant to professional and personal development deemed helpful by the *protégé* (Bozeman & Feeney 2007, Ragins 1999)
- All inclusive – across ranks and peers (Bartunek *et al.* 1997)
- Multiple mentors as part of a “mosaic” (Peluchette & Jeanquart 2000)
- Faculty take ownership of the process to account for departmental and participant beliefs, issues and values
- Identifies the career goals and skill sets of protégés and determines how these talents and interests can integrate and strengthen the department (Wasburn 2007)
- Set clear expectations for formal and informal interactions (Boyle & Boice 1998, Wasburn 2007)
- Provide help with teaching, community relations, managing the research process, promotion and tenure, work-life balance, and other issues as identified
- Periodic evaluation with both protégé and mentors