

Tips for Instituting a Mentoring Program

From the programmatic perspective:

- Train mentors and protégés, discuss needs, clarify expectations, and reevaluate
- Provide overall structure (frequency of meetings, reminders, tools for cybermentoring)
- Teach the three career competencies:
 - 1) Knowing why - understand the values, beliefs, motivations, etc. of protégé, mentors, the department and institution
 - 2) Knowing how - develop skills and expertise for career enhancement
 - 3) Knowing whom - develop a network of people in and outside of the institution (de Janasz *et al.* 2003, McCormack & West 2006)

From the perspective of the protégé:

- Respect the time, advice and investment of mentors (de Janasz *et al.* 2003)
- Be an active participant and bring your unique talents to the interaction (de Janasz *et al.* 2003, Wasburn 2007)
- Have different mentors for all stages of your career and needs
- Realize that relationships with mentors change over time
- Understand your strengths and weaknesses

From the perspective of the mentor:

- Provide open, supportive, and confidential atmosphere for discussion and collaborations
- Be an advocate for protégés in the department, college and university
- Understand your strengths and weaknesses
- Keep mentoring relationships and discussions positive
- Provide networking opportunities for protégés

From the perspective of the institution:

- Support mentoring by providing resources and an open, supportive environment
- Provide training for mentoring programs and clarify expectations (Allen *et al.* 2006)
- Expect good mentoring and include mentoring in annual faculty evaluations (Kanuka & Marini 2004)
- Reward good mentoring (Kanuka & Marini 2004)

Best practices from mentoring mosaics

- Clarify goals and needs of protégés
- Provide quality training on communication skills (e.g. active listening) and technologies being used (Single and Single 2005, Allen *et al.* 2006)
- Stress benefits of group and peer mentoring as compared to one-to-one mentoring
- Include mentors of different ranks, ages, genders, races and ethnicities with a diversity of skills and experiences (Boice 1992, Chesler & Chesler 2002, deJanasz & Sullivan 2004, Ensher *et al.* 2002, Ragins 1999, Wasburn 2007)

Mentoring Resources

Iowa State External Mentoring Program

<http://www.advance.iastate.edu/mentoring/mentoring.shtml>

Kansas State Career MAPS:

http://www.k-state.edu/advance/Initiatives/career_maps.html

University of Montana Mentoring Forms

<http://pace.dbs.umt.edu/Mentoring/MentorForms.htm>

University of Rhode Island Mentoring Tutorial

http://www.uri.edu/advance/MentorTutorial/mentoring_introduction.html

Virginia Commonwealth University—Faculty Mentoring Guide

http://www.medschool.vcu.edu/facultyaffairs/career_dev/facultymentoringguide/index.html

University of Washington—Guide to Mentoring New Faculty

<http://faculty.washington.edu/olmstd/research/Mentoring.html>

University of Wisconsin Faculty Mentoring Resources

<http://www.uwosh.edu/mentoring/faculty/>