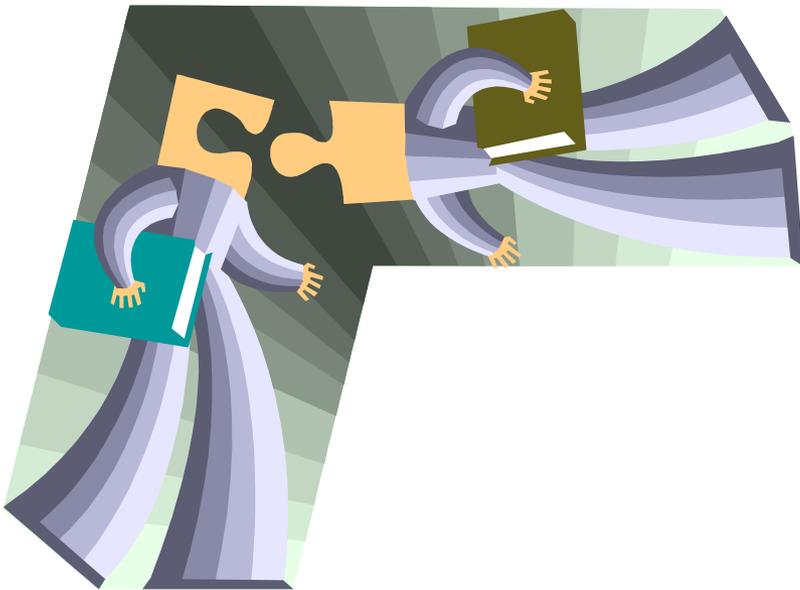
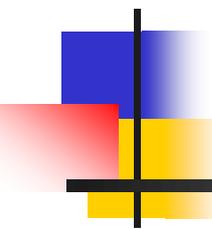


Mentoring

Mentoring embraces a philosophy about people and how important they are to educational institutions.





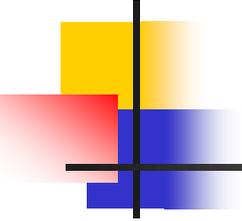
Mentoring

Elizabeth Normandy
Teaching and Learning Center

The overriding purpose of mentoring

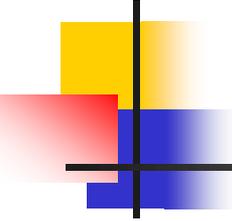
The professional and/or personal development of an individual
(protégé or mentee.)



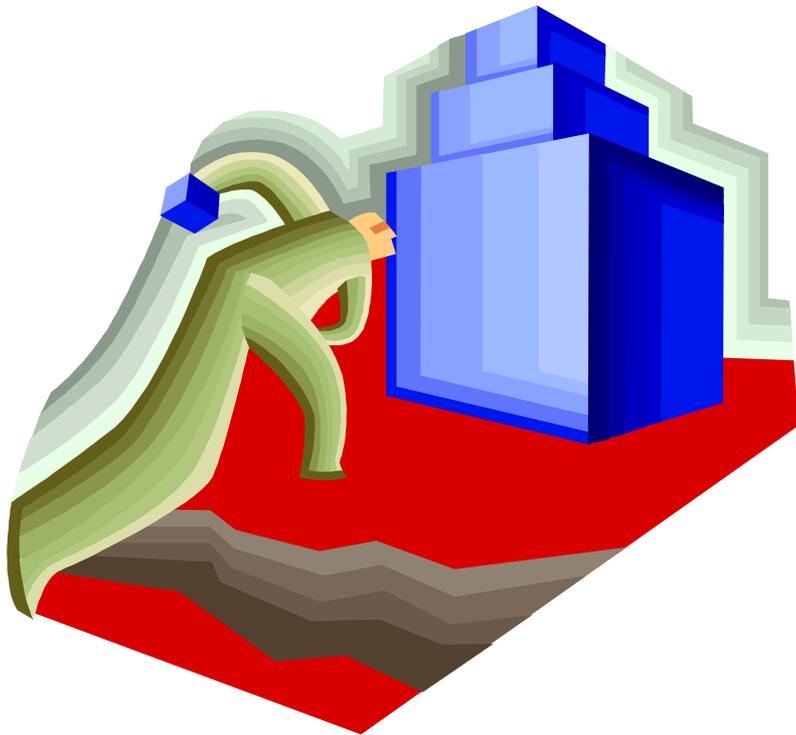


Teaching and research improve when junior faculty are paired with mentors.

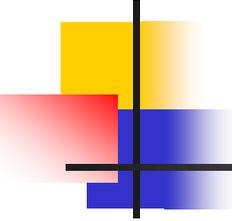
- Job satisfaction and organizational socialization are greater.



Mentoring and the Institution

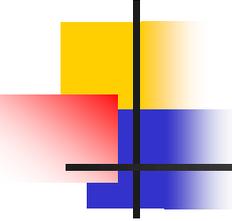


Mentoring is valuable to the overall stability and health of an organization.



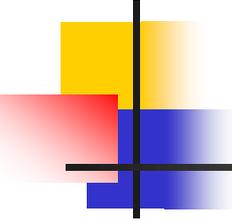
The Institutional Focus

- For higher education to preserve its culture, new members must be oriented and initiated into the system.
- Through mentoring, the organization passes along the norms, values, assumptions, and myths that are central to its survival.



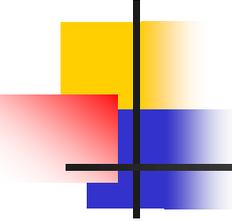
Mentoring is useful and powerful in:

- Understanding and advancing organizational culture,
- Providing access to informal and formal networks of communication, and
- Offering professional stimulation to both junior and senior faculty.



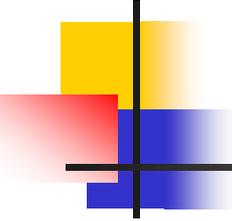
Benefits of Mentoring for Protégés

- Gain an understanding of the organizational culture.
- Obtain access to informal networks of communication that carry significant professional information.
- Receive assistance and support in defining and reaching career aspirations.



What benefits do the Mentors obtain?

- Satisfaction from assisting junior colleagues.
- Improvement in their managerial skills.
- Increased stimulation by the bright ideas of bright and creative protégés.



Mentoring is the socialization of faculty members learning the rules of academe.

- Mentoring involves colleagues who are:
 - Role models
 - Consultants / advisors
 - Sponsors for peers

Types of mentoring relationships

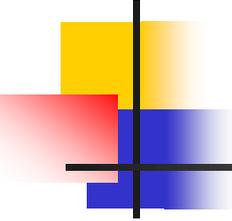
- Friend
- Career guide
- Information source
- Intellectual guide



Mentoring can include the following responsibilities:

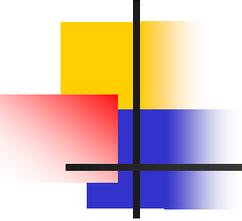
- Teacher
- Sponsor
- Host
- Guide
- Exemplar



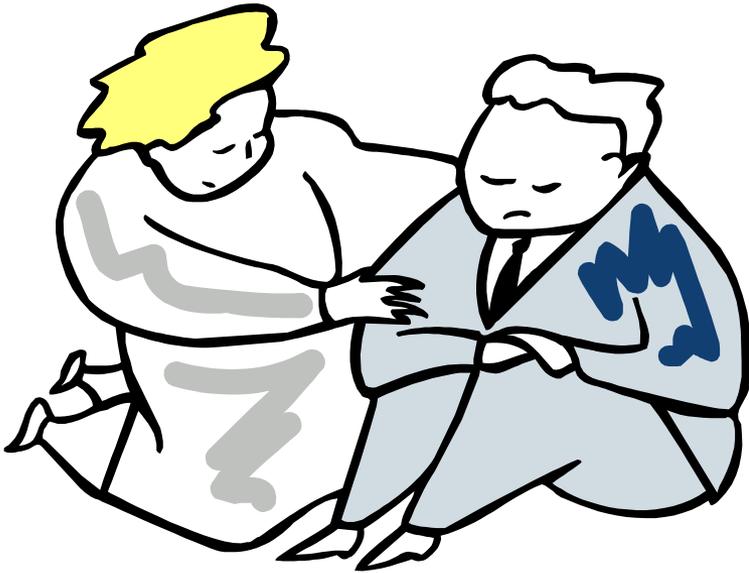


Two types of mentoring functions include:

- **Career:** permits the protégé to acquire new knowledge and to grow within the organizational structure.
- **Psychosocial:** provides enhanced identity, continuing support, and the sharing of dilemmas.



Caring defines the role of the mentor.

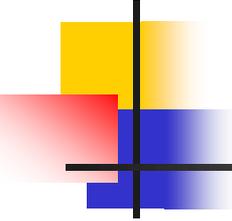


Traditionally, mentoring relationships involve the sharing of skills, culture, beliefs, and values.

Personal attributes of successful mentors

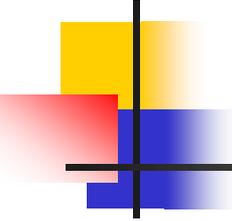
- Honesty
- Reliability
- Caring
- Sharing
- Giving
- Patience
- Strong interpersonal skills





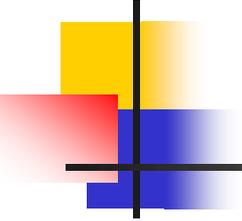
Desirable professional qualities

- Knowledge of the organization and its experiences
- Technical and disciplinary competence
- Professional influence and status
- Willingness to promote another's professional growth
- Knowledge of how to advance in a career



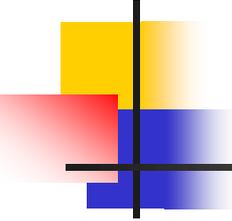
Mentoring has many different variations:

- Long term
- Structured
- Formal
- Planned
- Spontaneous
- Short lived
- Informal



The alternative to mentoring is the sink-or-swim approach or the no-one-helped-me attitude.





Faculty Involvement in Mentoring

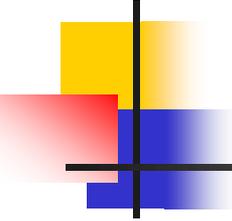
- Faculty must be involved in the design and implementation of strategies and plans for mentoring.
- Planned mentoring programs include:
 - Establishing purpose and goals.
 - Assessing the organization's policies.
 - Identifying and training participants.
 - Evaluating and modifying the program.

Recommendations for a successful mentoring program:



- Include mentoring activities in faculty performance evaluations.
- Offer recognition.
- Provide financial incentives for participation.

Voluntary participation and strong administrative support are musts.



In Conclusion

- Mentoring is an age-old concept that promotes human development.
- Through this concept, individuals can more fully experience and realize their potential.