Effective Mentoring Practices

from: JoAnn Moody, *"Mentoring Early-Stage Faculty: Myths and Missing Elements."*
1. Front loading – start early.
2. Ask about hurtful or confusing "critical incidents."
3. Disclosure by the mentor can build trust.
4. When arguing, Use "I" messages (not "you").
5. Give constructive feedback: review the goals and objectives of what is being critiqued, avoid personal attacks, don't ask questions with a demeaning tone or intent, tell the mentee about other people and resources, hold the mentee accountable.

from : Catholic University "Faculty Guide to Mentoring
Personality: caring; empathetic; supportive; encouraging; patient; flexible; ethical
Communicate clearly: expectations; limits; honesty; be explicit.
Show interest: find out about your mentee.
Constructive critique: praise; goals; high standards; improvement; encouragement
Process together: listen; tell them what you've learned from them
Share your own career experiences: open; approachable; non-judgmental; "imposter syndrome"
De-mystify: unspoken rules and expectations
Help plan/anticipate
Be an advocate: networking; the *next* mentor; opportunities w/ others.
Formed voluntarily, not assigned.
Keep records or a journal noting developments, successes, problems/issues
Write a report for the student's file at the end of the semester. Concrete and specific. For future letter.

Mentoring for Teaching:
Modeling and working together – then discussing-reflecting together
Regular meetings – early (months prior) and often (weekly)
Prepare the goals, syllabus, assignments, and exams together if TA (or review the teacher's work)
Discuss grading criteria. Grade some assignments together. Work out a rubric together.
Observe each other's classrooms:
    Mutually agreed upon date
    Reflect together on the power dynamics and nervousness
    Reflect together on the purposes of the visit: particular things to note?
    Reflect together on how the instructor should inform the class of the visit?
    Arrive early, sit in the back, remain silent and un-intrusive.
    Meet soon after the class session
    Ask the instructor to reflect on the class session
    Give specific and constructive feedback – provide a copy of your notes
    Standardized form for class observations?

from Gina Wisker, Kate Exley, M. Antoniou, P. Ridley *Working One-to One with Students* (Routledge, 2008)
Active listening, observing, empathizing,
Relationship building (authenticity)
Guiding (not commanding), referring
Support, reward, help toward independence

Designing a Mentoring Program

from
JoAnn Moody, *"Mentoring Early-Stage Faculty: Myths and Missing Elements."*

- Important to provide training for the mentor and orientation to both the mentor and the mentee.
- Important to assess the effectiveness of the mentoring relationship.
- Important to have incentives for effective mentoring

Myths
1. Mentoring is probably happening spontaneously in any case.
2. Mentoring is being handled by the department chair, and we don't want to be providing conflicting or random advice.
3. Mentoring is inappropriate handholding and remedial intervention.
4. We don't have enough faculty to set up a mentoring program.
5. Formally organized mentoring programs diminish natural spontaneity and chemistry.
6. We have a 75 page handbook for prospective mentors, so that should solve the issue.
7. Our mentoring program is all handled by a single person.
8. Our faculty are uneasy with mentoring – you can't expect them to be therapists.
9. We decided it was redundant to assign mentors and offer workshops.
10. It's up to the department chair to ensure that mentoring is happening and it would be inappropriate for more senior administrators to be checking up on this work.

from: Marie A. Wunsch, *"Developing Mentoring ProgramsL Major Themes and Issues"* in New Diectors for Teaching And Learning (57, Spring 1994): 27-34

With a structured rather than informal mentoring program, students won't "fall through the cracks."
Fairer than happenstance: find your own mentor if you think of it, or have the personality skills to create that kind of relationship.
Mentoring is not a relationship between two individuals, it can be an institutional process that can be defined, planned, and evaluated.

Time devoted to mentoring. Expected structure, not just "call me if you have any questions"
Rationale for pairing of mentors and mentees
Training of participants
Selection of mentoring activities
Life cycle of the process

from: Lois J. Zachary, *The Mentor's Guide: Facilitating Effective Learning Relationships* (Jossey-Bass, 2000).

What is the purpose of the mentoring program? What are the desired outcomes?
Ensure visible support from the top
Create the mentor pool (Who should serve as mentors? Criteria? Who will decide? Duration? Who will decide pairings?)
Identify roles and responsibilities (mentors, mentees, coordinator), accountability.
Training program for mentors? Orientation for mentees?
Identify ways to reward, recognize and celebrate mentoring success/excellence
Define management, oversight, coordination
Identify methods and procedures for tracing progress and improving.
Plan the rollout.
Anticipate snags and casualties