CHAPTER 6
GOOD PRACTICES IN MENTORING

The previous chapters set forth Good Practices—in recruitment and retention—for adoption by provosts and other administrators, academic divisions and departments, and academic search committees. This chapter focuses solely on the essential steps to be taken by two other key parties: the senior, power-holding mentor and his/her pre-tenure mentee, who will be considerably less powerful but eager to learn the ropes. Before we start, I offer this working definition. Mentors typically provide to mentees both psychosocial support and instrumental assistance with career advancement; by contrast, advisers just give advice and information, often for the short term.

I recommend that each mentor-mentee pair or each small group composed of a mentoring committee and mentee(s) take time—together—to discuss the pointers and practices below. By doing so, readiness and trust will develop, the mentoring relationship will deepen, and perennial problems will receive attention. Moreover, discussion of parts or all of this chapter can serve as an icebreaker, helping mentors and mentees launch their relationships efficiently. (For additional details about how mentoring committees function, see B-1 and B-20 in chapter 5.)

I know that for non-majority faculty working in majority settings, the self-help strategies (in the second half of the chapter) are vital. Invariably, such faculty express relief when I—and others—identify and demystify the crosscurrents and obstacles they are contending with. They appreciate when I and others outline specific steps that they, as agents, can take to lessen or resolve their stressors as well as enhance their success and satisfaction with their profession. But please note my recommendation: Both the mentee and mentor should be involved in
C. Address critical incidents experienced by members—and assist

C-1. Recognize the hesitation of some members and try to move beyond

C-2. Discuss some of your own feelings and conclusions

C-3. Address critical incidents experienced by members—and assist

C-4. Develop strategies to address issues and improve the group's functioning.
C. Distinguish between positive and negative stereotypes.

C. 4. Understand the typical cumulative disadvantages for those who are non-minorities, non-white, and non-low-income. (R. C. Jones, 2002)

C. 5. Understand the extra disadvantages for members of colorized minority groups.

C. 6. Help men and women learn how to self-promote.

C. 7. Undertake instrumental protective measures.

C. 8. Reinforce, and empower, the internalized stereotype and negative self-esteem of members of colorized minority groups.

The majority group should be aware of the special stresses that are experienced by members of colorized minority groups. This awareness should be promoted by the majority group through educational programs and community activities.

C. 9. Understand the extra disadvantages for members of colorized minority groups.

C. 10. Help students to deal with negative behavior and attitudes.


C. 12. Help students to develop social skills.

C. 13. Help students to develop career skills.

C. 14. Help students to develop personal skills.

C. 15. Help students to develop cultural skills.

C. 16. Help students to develop leadership skills.

C. 17. Help students to develop decision-making skills.

C. 18. Help students to develop problem-solving skills.

C. 19. Help students to develop research skills.

C. 20. Help students to develop communication skills.

C. 21. Help students to develop critical thinking skills.

C. 22. Help students to develop ethical thinking skills.

C. 23. Help students to develop emotional intelligence.

C. 24. Help students to develop social intelligence.

C. 25. Help students to develop cultural intelligence.

C. 26. Help students to develop leadership skills.

C. 27. Help students to develop decision-making skills.

C. 28. Help students to develop problem-solving skills.

C. 29. Help students to develop research skills.

C. 30. Help students to develop communication skills.

C. 31. Help students to develop critical thinking skills.

C. 32. Help students to develop ethical thinking skills.

C. 33. Help students to develop emotional intelligence.

C. 34. Help students to develop social intelligence.

C. 35. Help students to develop cultural intelligence.

C. 36. Help students to develop leadership skills.

C. 37. Help students to develop decision-making skills.

C. 38. Help students to develop problem-solving skills.

C. 39. Help students to develop research skills.

C. 40. Help students to develop communication skills.

C. 41. Help students to develop critical thinking skills.

C. 42. Help students to develop ethical thinking skills.

C. 43. Help students to develop emotional intelligence.

C. 44. Help students to develop social intelligence.

C. 45. Help students to develop cultural intelligence.

C. 46. Help students to develop leadership skills.

C. 47. Help students to develop decision-making skills.

C. 48. Help students to develop problem-solving skills.

C. 49. Help students to develop research skills.

C. 50. Help students to develop communication skills.

C. 51. Help students to develop critical thinking skills.

C. 52. Help students to develop ethical thinking skills.

C. 53. Help students to develop emotional intelligence.

C. 54. Help students to develop social intelligence.

C. 55. Help students to develop cultural intelligence.

C. 56. Help students to develop leadership skills.

C. 57. Help students to develop decision-making skills.

C. 58. Help students to develop problem-solving skills.

C. 59. Help students to develop research skills.

C. 60. Help students to develop communication skills.
community college while you want to transfer to an undergraduate, everyone else will make their living at a community college. If your income is low, don’t assume that it will be easier to make this decision. If you think you might have children one day who do not want to be a doctor or engineer, don’t delete the experience of some. We’re in a hurry to be a college graduate. If you see that you know you were in any program for insurance or if you know you were in any career path on the insurance. If you believe you need to impose your own career path on the insurance. If you believe you need to impose your own career path on the insurance.

C-10 Avoid the temptation to do.

Although these two steps may be a strange, lifelong process, step 2 is educationally advanced because it provides for the transition to a professional education and the second transition to an undergraduate is not the same time. They are based on the four core competencies and the cognitive and logical dimensions of women and men and they are integrated from having had this society (see chapter 2).

C-9 Read above, and read/explain together.

Of course, there are sometimes be discrepancies between you and others. Switch to “I” messages or attempts to talk to another time.

C-8 Observe some ground rules when comparing with oneself.

Even though you are special, you are providing invaluable feedback and college.

C-7 Realize that you are providing invaluable feedback and college.

C-6 Reflect on how the process is different from your college.

C-5 Reflect on how the process is different from your college.

C-4 Reflect on how the process is different from your college.

C-3 Reflect on how the process is different from your college.

C-2 Reflect on how the process is different from your college.

C-1 Reflect on how the process is different from your college.