

Ineffective Mentoring

What constitutes ineffective mentoring?

- Viewing the protégé as a research assistant
- Tenure advice alone; narrow focus on one professional aspect
- General career advice given every once in a while in the hallway or once a year at the annual review meeting
- Assumptions and advice following from the view that the protégé is not expected to make it (Selby 1998)
- Advice that seeks to mold the protégé to fit the current climate
- Providing “first aid”
- Patronizing/ “parenting” the *protégé*
- Not facilitating growth or leadership

Causes of ineffective mentoring

- Nonvoluntary mentor participation (Allen *et al.* 2006)
- Mismatched mentor-protégé goals, values and beliefs (Eby & Allen 2002)
- One-on-one and “molding” of protégé (Ragins *et al.* 2000, Scandura 1998)
- Mentoring faculty to conform to current practices instead of assessing individual strengths and interests (Chesler & Chesler 2002, Subramaniam & Wyr 1998, Tierney 1992, Wasburn 2007)
- Not developing mutual expectations

Potential effects of ineffective mentoring

- Perceptions or actual sabotage, bullying, sexual harassment, submissiveness of protégé, deception, mentor taking credit for protégé’s work, personality clashes, different value and belief systems, and unavailability and inaccessibility of mentor (Eby *et al.* 2000; Eby & Allen 2002, Gersick *et al.* 2000, Scandura 1998)