

***One mentor cannot provide all of a protégé's needs (Peluchette & Jeanquart 2000)***

**What is a mentoring mosaic?**

A mentoring mosaic brings together a wide range of individuals in a non-hierarchical relationship, where each member is expected to bring something of value to the network from which others can continuously learn and grow (Kanuka & Marini 2004, Mullen 2000). Mosaics allow for a diverse range of opinions, experiences, and cultures, and place an equal value on each individual contributing to the mosaic.

**Mosaics of mentors**

- Community of peers and senior faculty (Boice 1992, Boyle & Boice 1998, Chesler & Chesler 2002, Etzkowitz *et al.* 2000, Kalev 2006, Wasburn 2007)
- Ideally includes mentors of different ranks, ages, genders, races and ethnicities with a diversity of skills and experiences; is non-hierarchical (Boice 1992, Chesler & Chesler 2002, de Janasz & Sullivan 2004, Ensher *et al.* 2002, Ragins 1999, Wasburn 2007)
- Provides an open environment for exchange of multiple ideas (Wasburn 2007)

**Benefits of mosaic mentoring**

- Reduces pressure on mentor to be “ideal faculty member” in research and teaching (Kanuka & Marini 2004, Wasburn 2007)
- Makes the most of small pools of mentors and mentor time (Kanuka & Marini 2004, Wasburn 2007)
- Is equally successful for women, men and minorities (Chesler & Chesler 2002)
- Reduces issues with solo status by providing a sense of community; psychosocial support from peer and senior mentors (Boice 1992, Chesler & Chesler 2002, Stanley & Lincoln 2005, Wasburn 2007)
- Reduces issues with cross-gender and cross-race mentoring (Cleveland *et al.* 2000, Wasburn 2007)
- Reduces personality conflicts and mentor-protégé mismatches (Wasburn 2007)
- Beneficial for exploring cross boundary or novel concepts (e.g. interdisciplinary studies, active learning classroom techniques) (de Janasz *et al.* 2003)

# ADVANCE

EXCELLENCE | EQUITY | DIVERSITY

- More effective than single or no mentoring (McCormack & West 2006, Peluchette & Jeanquart 2000, Subramaniam & Wyer 1998)
- Can lead to learning new techniques, stimulate innovative research and teaching, and improve climate (Milem 2003)
- The give-and-take of skills and experiences is empowering of protégés (McCormack & West 2006)

## **Cyber- or e-mentoring** (Single & Single 2005)

- Use of email, chat-rooms, message boards, video conferencing, or websites to supplement face-to-face meetings
- May require training and some supervision, facilitation, or reminders
- Decreased issues with status provides increased mentoring opportunities for women and minorities and safer environment for discussion
- Includes geographically distant members (at another institution or those traveling)
- Several simultaneous discussion threads can occur and a history of the conversation recorded for future reference
- Board or chat rooms can be established for peers or mentors only and all participants