

## MAKING THE MOST OF MENTORING OPPORTUNITIES IN MARKETING EDUCATION

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### ABSTRACT

Mentoring has been defined as, "the process whereby a more experienced person helps a less experienced person develop in some specified capacity" (Murray 1991 in Schlee, 2000, p. 322). In this session we focus on faculty, business professional, and peer mentoring of undergraduate and graduate college students.

Many academic institutions have formal mentoring programs. Informal mentoring opportunities may be equally, if not more, effective than formal mentoring programs (e.g., Ragins and Cotton 1999). For instance, Astin's (1993) research on student success in college points to the importance of student-faculty *relationships* in creating a successful educational environment. To enhance the likelihood and extent of mentoring success, the formal and informal university environment should maximize opportunities for "mentoring moments." Such moments may further develop into effective mentoring relationships.

In this session, MEA participants interested in identifying, developing, and maximizing the effectiveness of "mentoring moments" with students will participate in an informal discussion. The discussion is likely to encompass the challenges of mentoring along with potential advice and guidance from fellow MEA participants who have overcome such challenges.

### REFERENCES

- Astin, Alexander W. 1993. *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass.
- Ragins, Belle R. and John L. Cotton. 1999. Mentor functions and outcomes: A comparison of men and women in formal and informal mentoring relationships. *Journal of Applied Psychology* 84 (August): 529-550.
- Schlee, Regina P. 2000. Mentoring and the professional development of business students. *Journal of Management Education* 24 (June): 322-337.