Facilitating Effective Faculty Mentoring
Overview

• Mentoring: what it is, how it is used, and how it adds value
• Readiness assessment
• Building an effective formal mentoring program
What is Mentoring?

- Mentoring is a one-on-one developmental relationship.
- Typically involves more senior/experienced individual (mentor) & more junior/less experienced individual (protégé).
- Mutually beneficial.
- Can be formal or informal.
What is Mentoring? continued

• For protégés, mentoring can provide:
  • Career-related benefits
  • Sponsorship
  • Protection
  • Exposure & visibility
  • Challenging assignments/skill building/knowledge transfer
  • Psychosocial benefits
  • Role modeling
  • Friendship
  • Acceptance & confirmation
  • Counseling

Paying it Forward: Mentoring

• For mentors, mentoring others can provide:
  • Instrumental benefits
  • Learning/exposure to new ideas & techniques
  • Task assistance
  • Recognition by others
  • Networking opportunity
  • Relational benefits
  • Rewarding experience
  • Loyal support
  • Psychological generativity

Eby et al. (2006), Ragins & Scandra (1999)
How is Mentoring Used?

- Socialization in the academy
- Career development
- Retention
- Performance enhancement
- Diversity development
- Building loyalty
- Used in a wide range of settings (academia, workplace, community)

Effect sizes for mentoring strongest in academic settings (Eby, Allen, Evans, DuBois, & Ng, 2007)
How Does Mentoring Add Value?

• For protégés, the receipt of mentoring is related to:
  • More effective socialization
  • Greater scholarly productivity
  • Lower turnover intentions
  • Higher expectations for advancement
  • Perceived fairness of promotions decisions
  • Higher job & career satisfaction
  • Lower work-family conflict & stress
  • Higher compensation & faster salary growth*

How Does Mentoring Add Value?

• For mentors, the provision of mentoring is related to:
  • Stronger perceptions of career success
  • Higher job satisfaction & organizational commitment
  • **Faster promotion rates (mixed findings)**
  • **Higher incomes (mixed findings)**

Readiness Assessment

• Supportive climate for learning & development
• Perceived organizational support for mentoring
• Overall support for mentoring
• Perceived accountability for mentoring
• Support for mentoring assessment
• Available resources to support the program
• Shared enthusiasm for the program
• Program oversight
• Monetary resources for training etc.
Building an Effective Mentoring Program

• Laying the foundation
• Framing the structure
• Installing the walls
• Maintaining the program
• Continuous improvement efforts
• Avoiding potential pitfalls
Laying the Foundation

- Identify purpose of program
- Develop mission statement
- Set specific program goals
- Align with department culture
- Integrate with other existing programs e.g., other developmental opportunities for junior faculty e.g., grantsmanship, junior faculty roundtables e.g., other developmental opportunities for senior faculty (e.g., preparation for administrative roles, leadership development
Framing the Structure

- Identify champions & key supporters
- Develop communication strategy
- Identify target population
- Identify & secure resources
- Find a home for the program (e.g., run out of department or college?)
Installing the Walls

- Recruit/identify potential mentors
- Recruit/identify potential protégés
- Identify participation requirements
- Determine program timeline & guidelines for interaction
- Identify matching method (see handouts)
- Provide training for mentors & protégés
Maintaining the Program

• Determine strategies for providing on-going support to protégés
• Determine strategies for providing on-going support to mentors
• Develop methods to monitor program (mechanism, frequency, responsibility)
• Identify evaluation criteria
Continuous Improvement Efforts

• Program evaluation is essential, especially in early stages
  • What to measure
  • How to measure
  • When to measure

• Evaluation criteria must link back to program goals & objectives
Avoiding Potential Pitfalls

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Avoiding Potential Pitfalls

• Strategies to avoid pitfalls
  • Voluntary participation by both mentor & protégé
  • Contracting
  • Training for both mentor & protégé
  • Trial period with mentor (escape strategy)
  • Back-up mentor
  • Accountability systems (e.g., periodic check-ins)

Allen, Eby, & Lentz (2006a; 2006b), Eby & Lockwood (2005); Finkelstein & Poteet (2007); Ragins et al. (2000)