Effective Mentoring Skills: a Literature Overview
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AGENDA

1. What do we know about mentoring faculty?
2. What do we know about effective Mentors?
3. What do we know about effective Protégés?
4. What are the different mentoring models?
5. What do we know about effective mentoring programs?
What Do We Know About Mentoring?

1. Properly done, mentoring works!
   - influences protégé career choice
   - increases faculty satisfaction
   - increases faculty retention
   - increases scholarly productivity
   - quicker promotions & awards for protégés

2. Mentoring is a symbiotic relationship.
   - benefits for both mentor & protégé

3. There is little literature support for matching mentors and protégés by race, gender or ethnicity.

What Do We Know About Mentoring?

4. There are many mentoring models
   - traditional dyads
   - "arranged marriages"
   - multiple mentors
   - peer mentors
   - facilitated peer mentoring groups
   - distance & electronic mentoring

5. Faculty tracks & goals should dictate the mentoring model used.

6. All mentoring efforts require planning, continuity of care, and periodic assessment.

7. Effective mentoring is necessary, but not sufficient for longitudinal faculty success.
A Framework for (Junior) Faculty Success

- Supportive Department / College Leadership
- Clear Expectations for Faculty
- Access to Mentors & Mentoring Programs
- Adequate Support Resources
- Rewards and Recognition
- Faculty Success

Effective Mentors

What Do Protégés Look for in a Mentor?

1. Commitment to protégés' success
2. Subject matter expertise
3. Ability to understand the issues & challenges facing protégés
4. Knowledge of the institution & its culture
5. Contacts and networking abilities
6. Access to resources
7. Power in the department or institution
8. Emotional safety
9. Confidentiality
Effective Protégés

What Do Mentors Report About Excellent Protégés?

1. **Commitment** -- to achieving promotion/tenure
2. **Responsibility** -- accepts responsibility for their career
3. **Proactive** -- take initiative in soliciting help and feedback.
4. **Listen** -- listens and assesses suggestions from mentor(s).
5. **Follow through**--implements feedback and commitments.
6. **Honesty**-- communicates honestly with mentors.

Failed Mentoring Relationships

What Do We Know About Failed Mentoring Relationships?

1. **Poor communication**: lack of open communication, inability to listen
2. **Lack of commitment**: lack of time, waning interest
3. **Personality differences**
4. **Perceived competition**
5. **Conflicts of interest**
6. **Lack of mentoring experience or skills**
What Are the Different Mentoring Models?

1. Traditional Dyads
2. “Arranged Marriages”
3. Multiple Mentors
4. Facilitated Peer Mentoring Groups
5. Peer Mentors
6. Distance & Electronic Mentoring
Tenure System Faculty Mentoring Program

**Purpose:** to supplement individual and departmental efforts in mentoring CHM tenure system faculty.

**Goals:**
1) to assist CHM tenure system/research-intensive faculty in preparing for promotion/tenure decisions.

2) to provide CHM tenure system/research-intensive faculty with essential knowledge, skills, and attitudes to be successful as a tenure system faculty member.

3) to address “hot” issues/topics identified by the protégés.

CHM Mentor Selection Criteria

1. Tenured professor/senior associate professor

2. Research expertise and experience

3. Familiar with CHM/MSU as institutions and their culture

4. Familiar with College and University RPT guidelines and procedures

5. Interested and available to serve as mentor
Program Activities

1. Mentor/protégé Fall and Spring evening sessions (each year)
2. Individual meetings with protégé(s) (continuous throughout year)
3. Protégé submission of faculty activities (Spring)
   - what you have done
   - what you are currently doing
   - what you plan to do
   - any issues, problems, or challenges
4. Mentor review meeting to discuss protégé progress and generate feedback letters
5. Periodic faculty development programs relevant to Protégés
6. Program evaluation & review every other year

Program Policies

1. Voluntary, but highly encouraged.
2. Mentors can participate in your department (if same) and College formal reviews.
3. A confidential relationship and process.
4. Can terminate program participation or request reassignment to another mentor or protégé.
Mentor Rewards

1. Intrinsic
2. One-time $1,000 after one year
3. Mentor Medallion
4. March first at CHM graduation
5. Recognition at CHM Awards Banquet
Designing Mentoring Programs

Number 10
“There is active, meaningful support from the department and/or college leadership”

Number 9
“There is a specific audience, clearly articulated program goals, policies, and program structure”

Number 8
“There is accountability and clear expectations for mentors and protégés”

Number 7
“The program is directed by a trained, motivated, and credible leader”
Number 6
“There is an orientation and mentor and protégé training”

Number 5
“The program orchestrates frequency of contact between mentors & protégés”

Number 4
“The program is designed using an evidence-based approach”

Number 3
The program, mentors and protégés are evaluated on a periodic basis”
Designing Mentoring Programs

Number 2
“There are awards and recognition for mentor and protégé participation”

“And the Number One thing we know about designing effective mentoring programs is...”

Designing Mentoring Programs

Number 1
“The program is designed to be enjoyable and remarkable”
References


