



Facilitating Effective Faculty Mentoring: Dean & Department Head Workshop

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Session Overview

- Mentoring: what it is, how it is used, & how it adds value
- Readiness assessment
- Building an effective formal mentoring program
- Question & answer session



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?

- 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

Kram (1985), Ragins & Cotton (1999), Ragins & McFarlin (1989)



What is 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**

Eby, Allen, Evans DuBois, & Ng (2007); Allen, Eby, Poteet, Lentz, & Lima (2004)



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)**

Allen, Lentz, & Day (2006), Collins (1994), Eby et al. (2006)



How Does Mentoring Add Value?

- Formal mentoring is less effective than informal mentoring
 - *Reasons include less commitment, lower motivation, & unrealistic expectations*
- But, high quality formal relationships can rival informal ones
 - *Program design features can increase the likelihood of high quality relationships*
 - *Program understanding & mentor commitment are essential*

Ragins & Cotton (1999), Ragins, Cotton, & Miller (2000)



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.*



Readiness Assessment

- Brainstorm potential hurdles to a successful mentoring program in your department/division
 - *What can you personally do to overcome these barriers?*
 - *What recommendations can be made to upper administration?*



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

- Relationship problems
 - *Both mentors & protégés report problems*
 - *Most common problems for protégés: mentor neglect, mismatches, lack of mentor expertise*
 - *Most common problems for mentors: protégé unwillingness to learn, mismatches, subtle conflicts, jealousy/submissiveness*
 - *Problems associated with strain reactions, negative work attitudes, turnover intentions*

Eby et al. (2004, 2008), Eby & McManus (2003), Eby & Allen (2002)



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)



Question & Answer Session