Mentoring: The key to building a community of professionals

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Why mentor?

♦ Benefits of being a mentor
  – Personal values
  – Social change
  – Build professional capital
  – Career enhancement
  – Resource development
Why be mentored?

♦ Benefits for the mentee (Kram 1985)
  ♦ Psychosocial Functions
    – Increased cooperative ability
    – Increased self-awareness
  ♦ Career Functions
    – Increased probability of career success
    – Organizational socialization
New Rules for Mentoring
(Dahle 1998)

1. The best matches are mismatches
2. A good mentor is anyone you can learn from
3. Everyone should have multiple mentors
4. Protégés should pick their mentors and not vice versa
5. Everyone needs a mentor
Mentoring for Recruitment and Retention

- Women and ethnic minorities are not well represented at most professional levels in higher education.
- Mentoring exposes protégés to career options in higher education (& beyond).
- Mentoring provides support networks to retain new faculty and assist promotion and tenure.
Barriers for Women

- Lack of knowledge about academic careers (beyond the discipline)
- Inadequate career guidance
- Too few role models
- Absence of a critical mass
- Stereotypes
- Spillover of traditional female roles
Ways To Address Attrition for Women (Johnsrud 1994)

- Formalize mentoring relationships with senior women
- Integrate into broad university landscape
- Provide socialization assistance
- Share survival skills
- Share career planning advice
- Create supportive psychological environments
Mid-Career Mentoring: Maximizing the probability of faculty success
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Recommendations related to P&T:

• All policies should use gender-neutral language

• The policy should spell out departmental procedures

• Make the guidelines for associate professors transparent (e.g., expectations for timeline to promotion)

• Make sure the policy is accessible to faculty (handbook/web)
Mid-Career Mentoring: Maximizing the probability of faculty success

Recommendations related to Annual Reviews:

• Faculty of all ranks benefit from an annual evaluation, including post-tenure associate professors

• Use the Review to talk to faculty about their goals and progress toward promotion

• Be mindful of the range of faculty contributions (balance in teaching, research & service)
Mid-Career Mentoring: Maximizing the probability of faculty success

Recommendations related to Mentoring:

• Facilitate a mentoring culture in the department

• Encourage formal/informal mentoring programs for mid-career faculty
  (Don’t overlook non-tenure-track faculty)

• Promotion and Tenure Workshops

• Q & A or Informational sessions with faculty
How Mentoring Works

- Four stages (Zachary 2002)
  - Preparing
  - Negotiating
  - Enabling
  - Closing
Preparing

♦ Establish mutual trust, empathy, and understanding
♦ Think about what you want and are able to give in a mentoring relationship
♦ Think about your personal boundaries
Negotiating

♦ Discuss your mutual expectations for meetings times and places
♦ Discuss what outcomes are desired
♦ Discuss personal and work boundaries
Enabling

- Be a guide, not a gatekeeper
- Protect protégés from harmful interactions
- Provide challenging assignments
- Provide sponsorship and exposure
- Assist with career planning
- Provide honest, constructive feedback
- Encouraging other mentoring relationships
Closing

- Help protégés distinguish between the difference in “making a point” or “making a difference”
- Acknowledge changing roles and power structures
- Ease the transition from protégé to professional colleague
Mentoring Program Guidelines

- Formalize mentoring relationships
- Have explicit goals
- Be clear about mutual expectations
- Monitor progress and promptly address problems