What is Mentoring?
Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person’s professional and personal growth.

What does a mentor do?
The following are some of the mentor’s functions:
- Teaches the mentee about a specific issue
- Coaches the mentee on a particular skill
- Facilitates the mentee’s growth by sharing resources and networks
- Challenges the mentee to move beyond his or her comfort zone
- Creates a safe learning environment for taking risks

Types of mentoring?
One-On-One Mentoring
The most common mentoring model, one-on-one mentoring matches one mentor with one mentee. Most people prefer this model because it allows both participants to develop a personal relationship and provides individual support for the mentee.

Group Mentoring
Group mentoring requires a mentor to work with 4-6 mentees at one time. The group meets once or twice a month to discuss various topics. Combining senior and peer mentoring, the mentor and the peers help one another learn and develop appropriate skills and knowledge.

Peer Mentoring
In peer mentoring, faculty groups meet and network with their peers within or across departments. During these meetings, peers work on specific objectives, such as increased dissemination of scholarly work. One of the most positive and rewarding aspects of peer mentoring is that it gives you opportunities to contribute to the overall development of a group of colleagues, e.g., maintain contact with colleagues you met at New Faculty Orientation.

Mentor Roles and Responsibilities
- Decide on a structure: Informal vs. formal.
- Acknowledge similarities, differences.
- Recognize your different skill sets.
- Be a role model.
- Give constructive feedback.
- Promote creativity and skill development.
- Share the institution’s mission, vision, values and culture.
- Help the individual develop goals, access resources and build a professional network.
**Challenges of a Mentor**
- Realize that the goals of the individual being mentored may be different from yours.
- Know your limitations.
- Know your comfort zone.

**Mentee Roles and Responsibilities**
- Listen and consider alternatives.
- Know your strengths and weaknesses.
- Accept constructive feedback gracefully.
- Be willing to take risks with new ideas.
- Demonstrate initiative.

**Challenges of the mentee**
- Accept challenges as part of professional growth.
- Be open to your mentor suggesting alternatives.

**Guidelines on mentoring for new faculty**
The chair and other senior faculty should serve both as sources of information and as advocates for the new faculty member. It is vital that the new faculty member has a "safe" person to whom he or she can bring questions or problems without fear of jeopardizing his or her career.

**Introduce the new faculty member to the rest of the faculty.** Let him or her know which ones may be particularly helpful as mentors for teaching, dealing with medical students, residents, writing grants, etc. If there is no other recently hired faculty in your department, arrange for the new faculty member to meet individuals from other departments. If the new faculty member is a woman or minority, introduce him or her to other women and minorities in the medical school or on the Marshall University Campus.

**Make sure the new faculty member gets put on all the appropriate distribution lists.** These include announcements of faculty meetings, seminars, grants, fellowships, internal funding sources, seminars for developing skills in teaching and grant writing, etc. Make sure the new faculty member gets an email account and phone number. Inform any associations of women or minority faculty members about the new hire in your department.

**Don't overload new faculty members.** Don’t overwhelm the new faculty with departmental committee assignments unless your department is too small to function without the new member's participation. Steer the new faculty, when ready, to committees that don’t take up too much time, but which will give him or her chance for more visibility.

**Provide Frequent and Accurate Feedback.** A new faculty member undergoes considerable stress due to a lack of feedback about how he or she is doing with respect to the myriad criteria in the department. Junior faculty often perceive different strengths and weaknesses than does the department; therefore, communication on these issues is essential. In order to promote good communication, formally evaluate junior faculty at least once each year, preferably twice. As part of this evaluation, ask about short-term and long-term goals as well as accomplishments. Help with research choices, how to secure funding, etc. Help make sure the new faculty member's goals coincide with those of the department. Share your thoughts on committee meetings and discuss both sides of an issue. Discuss specifically how the candidate is doing on a standard time scale for promotion and accomplishments, and note any strengths and weaknesses. Finally, send the new
Mentoring New Faculty: Advice to Department Chairs (and/or Division Chiefs)
There are a number of relatively simple things that a department key leadership member can do or facilitate that will greatly increase the chances of success for a new faculty member.

- In offer and reappointment letters: set clear expectations for success and resources available for assistance in achieving it.
- Make the expectations and criteria for promotion clear.
- Orient new faculty to the departmental culture and procedures, both formal and informal.
- Assist faculty in finding appropriate mentors and providing appropriate mentoring to others.
- Hold faculty in the department accountable for effective mentorship and make part of the annual performance review a line item in annual reports from each faculty member.

Mentoring literature Review
Benson, C et al. 2002. Effective faculty preceptoring and mentoring during reorganization of an academic medical center; Med Teach; 24(5), 550-7. PMID: 12450479
Chew, LD et al. 2003. Junior Faculty's Perspectives on Mentoring. Acad Med; 78(6), 652. PMID: 12805052
Detsky, A et al. 2007. Academic Mentoring—How to Give It and How to Get It. JAMA; 297(19), 2134-6. PMID: 17507350