

P-QUAD: Positive Peer-Pressured Productivity

A. Participating Divisions/Departments: Division of Hospital Medicine, Department of Pediatrics

B. Mentoring Coordinator: Michael Pitt, MD, Assistant Professor of Pediatrics; Abe Jacob, MD, MHA, Assistant Professor of Pediatrics; Ron Furnival, MD, Professor of Pediatrics

C. Program Start Date: October 14, 2014

D. Program Description:

The term peer pressure typically has negative connotations but, if framed properly, peer pressure in the professional setting can be a positive and powerful source of motivation. This mentoring program is based on the assumption that seeing what our peers are doing is a strong motivator to increase our own scholarly productivity. Harnessing this collective power is the goal of our novel initiative, P-QUAD, which stands for Positive Peer-Pressured Productivity.

Program goals: Our aim is to increase our division's productivity in research and scholarship, and to create a forum for collaborative work and encouragement.

Approach: P-QUAD is based on two incentives: the power of peer pressure and a weighted lottery financial incentive. Through monthly P-QUAD meetings that take place immediately after the division meeting, participants (junior faculty) provide updates on the academic work they are doing or are hoping to resurrect. Initial meetings focus on creating collaboration on projects where help is needed and on developing project timelines, which are readdressed within the group and accessible in real-time through the division website to act as shared motivation towards accomplishing goals. The meetings are chaired by the senior mentor, Ron Furnival, who will provide expertise and assistance with paring resources to projects and overseeing the P-QUAD lottery. Michael Pitt is the primary coordinator of the project including survey administration and maintenance as well as data analysis.

Subsequent meetings focus on status updates and review of projects in development (abstract/manuscript feedback, practice for upcoming presentations, etc.) Unlike traditional updates on projects where we often resort to answering "we are planning to write it up" or "it is still on my to do list," having visible and ongoing peer accountability is expected to help us *all* increase our productivity. Meetings also incorporate expert guests on topics ranging from poster design to navigating the IRB.

In addition to the aim to increase scholarly productivity through the incentive of positive peer pressure, a second incentive adds a competitive motivator – the P-QUAD Lottery. Twice a year, \$4,000 is placed in a pot which P-QUAD participants earn entries to win based on defined productivity guidelines: one entry for an abstract submitted for presentation; two entries for an accepted poster presentation or manuscript re-submission; three for a podium presentation; four for a new manuscript submission; six for a manuscript acceptance. Participants also earn an entry for attending at least half of the meetings. Twice during the year, a drawing is held and the first place winner wins \$3,000, with the second place winner receiving \$1,000. Rather than just rewarding the *most* productive faculty member each time, which may lead to decreased motivation if one person is quite prolific, use of a weighted lottery system ensures that all P-QUAD participants are encouraged to move their work along to gain entries.

Outcomes: A benefit to this productivity driven model is that outcomes are measurable pre and post intervention. All members of the division begin by quantifying their academic productivity over the previous twelve months by using the scoring system assigned to the weighted lottery entries. At the end of the P-QUAD pilot period (twelve months) members of the division are again asked to quantify their productivity and the groups (P-QUAD participants and non-participants) are compared through statistical tests. In addition to comparing the groups to each other, the division as a whole is able to see how its faculty productivity changes over the year.

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