

SUSTAINED MENTORING RELATIONSHIPS IN AN ACADEMIC ENVIRONMENT
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What are the roles of a mentor?

- To be an advisor
- To be a role model
- To be a friend
- To be a guide
- To be a counselor
- To be a realist
- To advocate
- To listen
- To teach
- To challenge
- To facilitate discovery
- To nurture a longitudinal relationship

What are the roles of the protégé?

- To seek guidance and support
- To be enthusiastic
- To take on challenges
- To seek growth
- To be curious
- To show potential
- To be open to exploring their development
- To take action
- To be learn
- To seek a mentor
- To challenge the mentor
- To trust
- To articulate goals
- To follow in the footsteps of the mentor

What facilitates mentoring at your institution?

- Adequate time to mentor
- Sense of fulfillment
- Meeting a pragmatic need for mentoring
- Realization of personal growth on the mentor's behalf
- Understanding mentorship as joint scholarship
- Understanding mentorship as a means to gain colleagues
- Criteria for promotion

- Shared vision and goals
- Trust
- Mentor seeking out the protégé

What constrains mentoring at your institution?

- Lack of time
- Lack of financial incentive
- Lack of access to mentor
- Fear of appearing weak
- Lack of experience in mentoring
- Mismatch between mentor and protégé

What are some potential solutions?

- Document the time you devote to mentoring
- Faculty development
- “Resident development” to explain the roles of the protégé
- Capitalize on peer support
- Track retention rates
- Track resident well-being
- Encourage dual roles, such that mentors are also being mentored
- Work toward making mentoring an expectation of the institution

C.C. Healy and A.J. Welchert: “Mentoring is a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both.

References

- Beck, R., Berg, J, Mortimer, R, Walton-Moss, B, Yeo, T. (2005). Measuring the effectiveness of faculty mentoring relationships. *Academic Medicine*, 80, 66-71
Presents two validated instruments: Mentorship Profile Questionnaire (assesses the outcome of mentoring from the protégé's point of view) and the Mentorship Effectiveness Scale (evaluate behavioral characteristics of the mentor)
- Bower, DJ, Diehr, S, Morzinski, JA, Simpson, DE. (1998) Support-challenge-vision: a model for faculty mentoring. *Medical Teacher*, 20, 595-597.
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- Brookfield, S. D. (1995). *Becoming a Critically Reflective Teacher*. San Francisco, CA: Jossey-Bass.
An excellent text for teachers (mentors) of adult learners; a prominent message is that understanding the protégé's experience of learning is the most important piece of information that mentors need to do their job well.
- Daloz, L. A. (1986). *Effective Teaching and Mentoring*. San Francisco, CA: Jossey-Bass.
An excellent text for teachers (mentors); a prominent message is balancing support of the protégé with challenge
- Hagberg, J.O. (2003). *Real Power: Stages of Personal Power in Organizations*. Salem, WI: Sheffield Publishing Company.
Presents a developmental stage model for mentoring
- Healy, C., & Welchert, A. J. (1990). Mentoring relationships: a definition to advance research and education. *Educational Researcher*, 19, 17-21.
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- Palmer, P. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass.
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- Peddy, S. (2001). *The Art of Mentoring: Lead, Follow and Get Out of the Way*. Houston, TX: Bullion Books.
A practical guide for mentoring, written from the business perspective
- Ramani, S, Gruppen, L., Kachur, E.K. (2006) Twelve tips for developing effective mentors. *Medical Teacher*, 28, 404-408.

Twelve helpful tips for promoting mentoring in academic institutions and meeting the needs of the mentors, including the needs for support, recognition, and protected time.

Sambunjak D, Straus SE, Marusic A. (2006) Mentoring in Academic Medicine. *Journal of the American Medical Association*. 296, 1103-1115.

A systematic review of 39 studies about mentoring in academic medicine; findings suggest that mentoring is perceived as important but objective evidence to substantiate this perception is lacking.

Tobin, M.J. (2004) Mentoring: seven roles and some specifics. *American Journal of Respiratory and Critical Care Medicine*. 170, 114-117.

Discusses the roles of a mentor as a teacher, sponsor, advisor, agent, role model, coach, and confidante

Zey, M. G. (1991). *The Mentor Connection*. New Brunswick, NJ: Transaction Publishers.

Discusses the advantages of mentoring from the perspective of the mentor, the protégé and the institution.