

Sustaining Mentoring Relationships in an Academic Environment

Dorene Balmer, PhD, RD

Angelo P. Giardino, MD, PhD

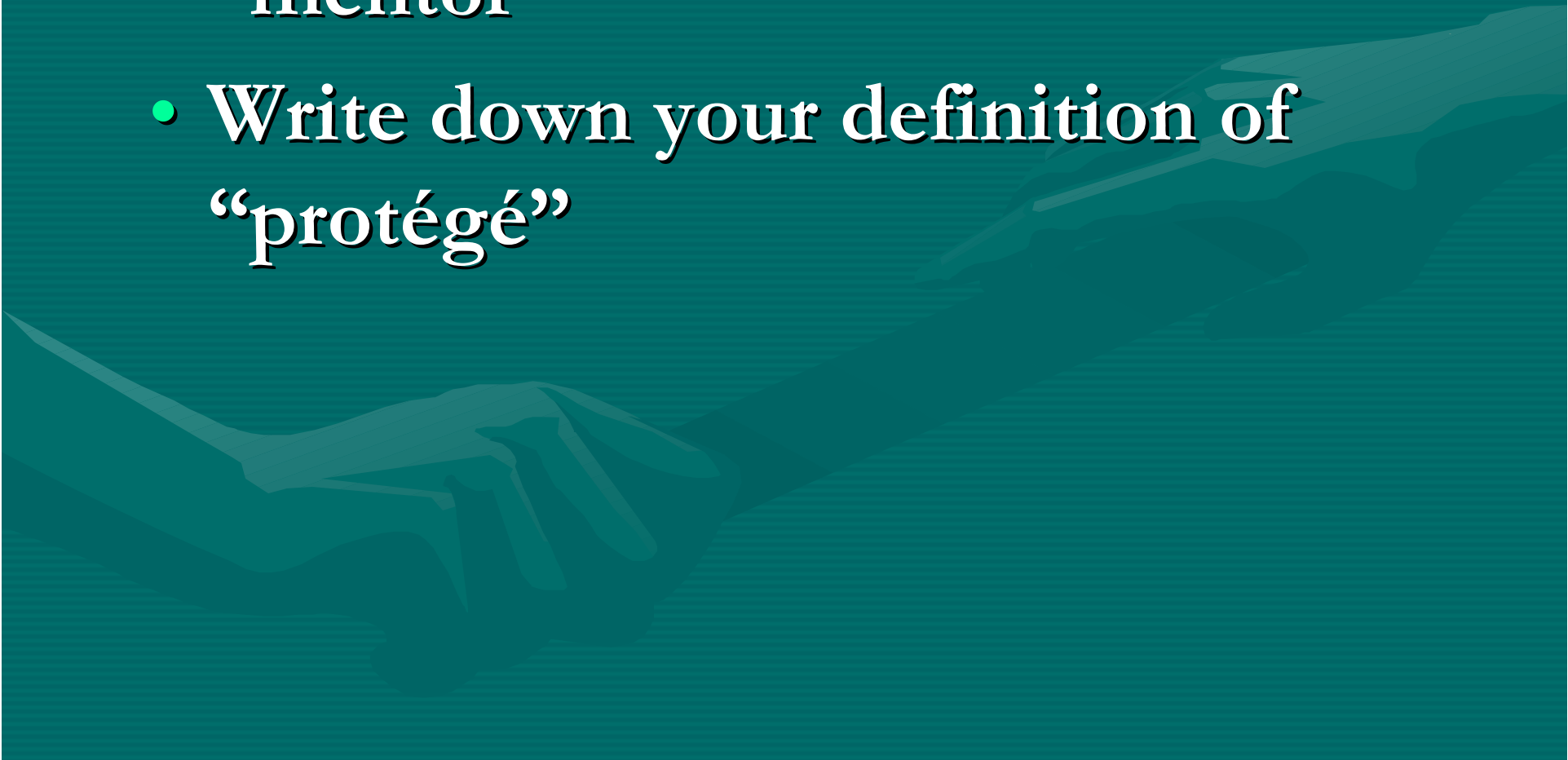
Janet R. Serwint, MD

Learning Objectives

- To appreciate mentoring as a reciprocal learning relationship
- To discuss the roles of the mentor and the roles of the protégé within this context
- To identify features of academic environments that facilitate, and those that constrain, mentoring relationships

On the cards

- Write down your definition of “mentor”
- Write down your definition of “protégé”



In your group

- Share your definitions with others
- Discuss the roles of the mentor
- Discuss the roles of the protégé



Prevalence of Mentoring in Academic Medicine

- 19% in adolescent medicine faculty
(Genuardi and Zenni, 2001)
- 36% in 3rd and 4th year medical students
(Aagaard and Hauer, 2003)
- 93% in primary care research fellows
(Steiner et al, 2002)

Perceived Importance of Mentoring in Academic Medicine

- Personal development
- Career satisfaction
- Specialty choice
- Academic career choice
- Retention
- Research development
- Research productivity

The Mentor's Role

The Business Perspective

- Lead
- Follow
- Get out of the way

The Art of Mentoring, Peddy, 2001

Hagberg's Stages of Personal Power (or influence?) *The Business Perspective*

- Powerlessness
- Power by Association
- Power by Achievement
- Power by Reflection
- The Wall
- Power by Purpose
- Power by Wisdom

Real Power: Stages of Personal Power in Organizations, Hagberg, 2003

Powerlessness

- **Dependent**
 - Little independent access to information about organization
- **Active learning stage**

Power by Association

- “Learning the ropes”
- Access to information via superiors
- Developing self-awareness
- Building a network of contacts
- Would like to have a mentor but not sure how best to find one

Power by Achievement

- Recognized for expertise and hard work
- Realistic
- Aware of culture, capable, independent access to information about organization
- Open to career advice and sees value of a mentor on broad scale

Power by Reflection

- Comfortable with personal style
- Self aware and comfortable with role in organization and profession
- Effective collaborator
- Seeks to mentor
- Able to lead when necessary

The Wall

- Realizing how little control we have after all
- Embracing core values
- Willingness to be courageous
- A transformational period

Power by Purpose

- Visionary
- Confident of life purpose; Self-accepting
- Generous in empowering others
- Strong desire to make a contribution
- Able to tolerate dissent; respectful
- Willing to mentor

Power by Wisdom

- “Elder statesperson”
- Conscience of the community
- Fearless in face of conflict
- Selfless; Wise
- Concerned about those coming after
- Mentor for well established professionals

The Mentor's Role

The Academic Medicine Perspective

- Teacher
- Sponsor
- Advisor
- Role model
- Coach
- Confidante

The Mentor's Role

The Education Perspective

Support

- Listen
- Provide structure
- Express positive expectations
- Advocate
- Sharing one's self
- Making it special

Effective Teaching and Mentoring, Daloz, 1986

The Mentor's Role

The Education Perspective

Challenge

- Set tasks
- Engage in discussion
- Heat up the dichotomy
- Construct hypotheses
- Set high standards

Effective Teaching and Mentoring, Daloz, 1986

**High
Support**



**Low
Support**

Confirmation

High Support,
Low Challenge

Growth

High Support,
High Challenge

Stasis

Low Support,
Low Challenge

Retreat

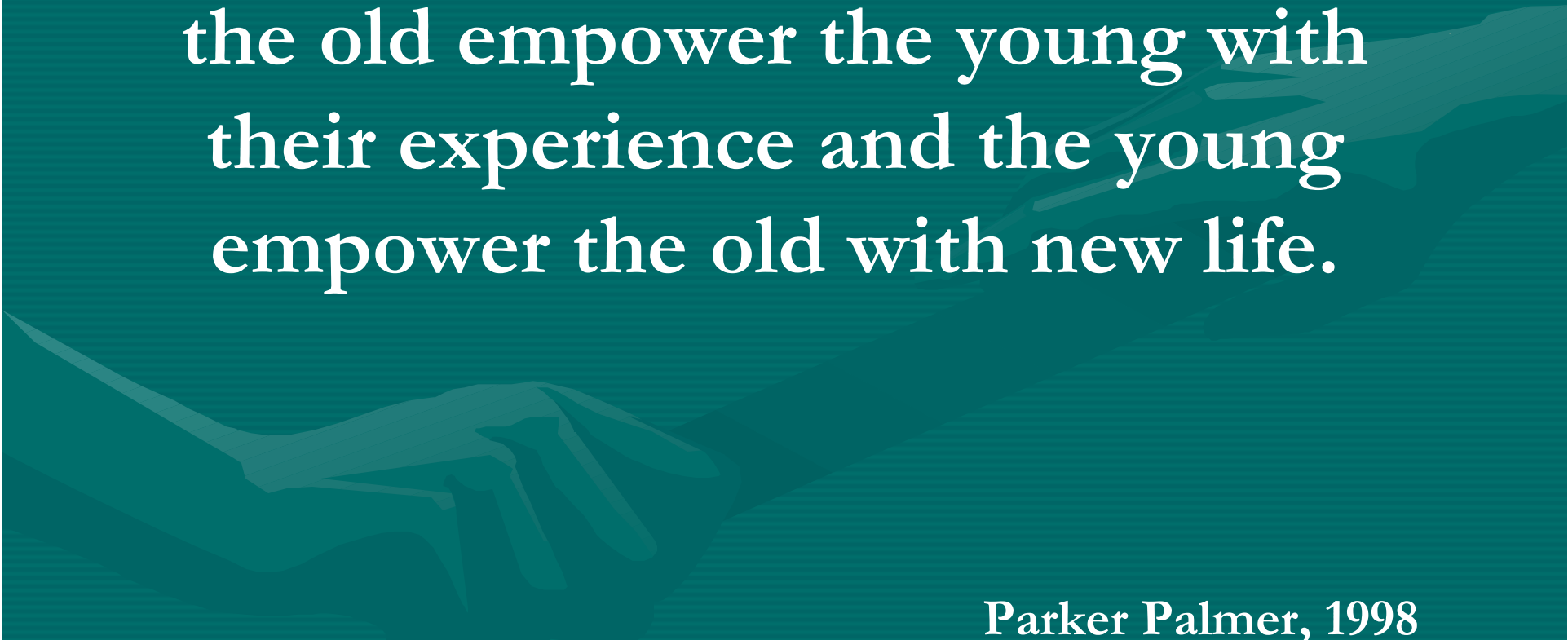
Low Support,
High Challenge

Low Challenge



High Challenge

Effective Teaching and Mentoring, Daloz, 1986



Mentoring is the dance of
spiraling generations, in which
the old empower the young with
their experience and the young
empower the old with new life.

Parker Palmer, 1998

The Protégé's Role

- Take the initiative in seeking out a mentor
 - Mentoring doesn't just happen
- Respect the mentor's time
 - What mentors have least (time) is what protégé's need most
- Set goals for the mentoring relationship

The Protégé's Role

- Ask for feedback
- Be open to feedback
 - Creative Conflict
 - Challenge: the counterpart to support
- Acts on feedback
 - Closing the feedback loop

The Protégé's Role

- Share what you learn
 - Taking on the role of the teacher
- Give feedback about approaches to mentoring that are helpful for you


Reciprocity

A dynamic, reciprocal relationship between career incumbent and a beginner aimed at promoting the career development of both.


Healy and Welchert, 1990



**What has facilitated
mentoring at
your institution?**




**What are some barriers to
mentoring at your
institution?**

The background is a solid teal color. In the lower half, there is a faint, semi-transparent image of two hands shaking, symbolizing agreement or partnership. The text is centered in the upper half.

**What are some
potential solutions?**

**Mentoring beyond
your division,
your department,
your institution**

The background is a solid teal color. In the lower half, there is a faint, semi-transparent image of two hands shaking, symbolizing agreement or mentorship. The text is centered in the upper half in a white, serif font with a drop shadow effect.

E-mentoring

- Is flexible and convenient communication
- Allows mentoring in different institutions
- Allows for time to think things through
- Fosters reflection through journaling
- Is not less time consuming
- Does not eliminate the need for some face to face and phone contact

Example: E-mentoring

[DB] I think I'll just introduce myself and my research, and ask him to keep me in mind should he hear of any research opportunities. Do you agree?

[AG] Yes, let him know you are a qualitative researcher ... if he asks for an example of similar work, you should have looked at a few and be able to speak to different ways qualitative research has been used in health services research ... Didn't Dr. L suggest you call him? If so, make sure you close the loop on that ...

Individualized Learning Plans

- Protégé sets goals
- Informed by evaluations/input of mentors
- Addresses protégé's individual needs
- Provides a means to promote lifelong learning

Closing Statements

- Mentoring may be conceptualized as a reciprocal learning relationship, with each supporting the learning and growth of the other.
- Steps can be taken to capitalize on the features of academic environments that facilitate mentoring and to minimize those that constrain mentoring.