



Mentoring Relationships Among Faculty: Seizing Opportunities and Avoiding Pitfalls

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Mentoring Foundations

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Origin of the Word

- Greek mythology
- Odysseus, Telemachus, Alcumus, Mentor
- Term used in 1699 by Francois Fenelon
- Other relationships—Socrates and Plato; Freud and Jung, Lorenze de Medici and Michaelangelo, Haydn and Beethoven, Boas and Mead, Sartre and de Beauvoir

Mentoring—One Definition

“A nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter’s professional and personal development. Mentoring functions are carried out within the context of an ongoing, caring, relationship between the mentor and protégé.”

Anderson E, Shannon A. Toward a conceptualization of mentoring. In: Kerry T, Mayes A, ed. Issues in Mentoring. New York: Routledge; 1995:25-34.

Theoretical Basis

- Social interaction learning theory
- Invitational learning
- Mentoring behavior should be encouraged among everyone in the group

Models of Mentoring

- Mentor-Protégé Model
- Networking Mentoring Model
- Mentoring Groups (or Circles)
- Other terms used: Coaching, eMentoring, Advising, Collaborative, Peer Mentoring, etc.

Benefits of Mentoring

"Mentoring is a human process in which one sees, reflected in a mentor, aspects of one's self, facets not clearly in focus, potentials not fully realized." (Carger, 2003)

"Poor mentoring in early adulthood is the equivalent of poor parenting in childhood." (Levinson, 1978)

Carger CL. The two Bills: reflecting on the gift of mentorship. Peabody J Educ. 2003;71:22-29.
 Levinson D, et al. The Seasons of a Man's Life. New York: Knopf, 1978.

Benefits Accruing to Protégés

- Rewards from interpersonal exchange
- Accelerated promotion rates
- Greater career mobility
- Higher salaries and compensation packages
- Greater career and personal satisfaction
- Enhanced confidence and self-esteem
- Reduced role stress and work-family conflict
- Enhanced organizational power

Benefits Accruing to Mentors

- Sense of self-worth, value, and self-actualization
- Opportunity to shape others' careers
- Collegiality
- Contribution to the School, University, and discipline(s)
- Productivity
- Protégés enliven the intellectual arena
- Career satisfaction and rejuvenation
- Organizational recognition

Mullen E.J, Noe RA. The mentoring information exchange: When do mentors seek information from their protégés? *Org Behav.* 1997;20:233-243.
 Noe RA. An investigation of the determinants of successful assigned mentoring relationships. *Pers Psychol.* 1988;41:457-476.

Mentoring Domains

- Coaching
- Acceptance and confirmation
- Role modeling
- Counseling
- Protection
- Exposure and visibility
- Sponsorship
- Challenging assignments
- Friendship

Kogler-Hill SE, Bahniuk MH, Dobos I, Rouner D. Mentoring and other communication support in the academic setting. *Group Org Studies.* 1989;14:355-368.
 Goodwin D, Stevens EA, Woodwin WL, Hagood A. The meaning of faculty mentoring. *J Staff Prog Org Develop.* 2000;17:17-30.

Design of a Mentoring Program

- Considerations
 - Voluntary versus mandatory
 - Formal versus informal
 - Resources/structure/type of model
 - Goals of the program (skill refinement versus more holistic view) and its assessment
 - Desire for participation
 - Those who perceive less risk in intimate relationships are more likely to take part
 - Departmental/college/university ethos
 - Level of collegiality among faculty and trust in administrators

Allen TD, Poteet ML. Developing effective mentoring relationships: Strategies from the mentor's viewpoint. *Career Development Q.* 1999;48:59-73.
 Allen TD, Poteet ML. Developing effective mentoring relationships: Strategies from the mentor's viewpoint. *Career Development Q.* 1999;48:59-73.
 Bennetts GE. Traditional mentoring relationships, intimacy, and emotional intelligence. *Qual Studies Educ.* 2002;15:155-170.

Ideal Protégé Qualities & Responsibilities

- Self-perceived growth needs
- A record of seeking/accepting challenging assignments
- Receptivity to feedback and coaching
- Willing to assume responsibility for own growth and development
- Ability to perform in more than one skill area

Haines ST. The mentor-protégé relationship. Am J Pharm Educ. 2003;Article 82.

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Mentor Qualities (5-Factor Model)

- Emotional stability
- Extroversion
- Openness
- Agreeableness
- Conscientiousness

Digman JM. Personality structure: Emergence of the five-factor model. Annual Rev Psychol. 1990;41:417-440.
Mount MK, Barrick MJ. The big five personality dimensions: implications for research and practice in human resources management. Res Pers Hum Res Mgmt. 1995;13:153-200.

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Mentor Qualities

- High standards
- Willingness to expend time and effort
- Open-minded
- Appreciates diversity in perspective
- Experienced
- Enthusiasm for research and for the discipline
- Articulate
- Sensitive
- Voracious learner
- Self-aware, non-defensive, self-reflecting, empathic, compassionate
- Technical competence/expertise
- Knowledge of organization and profession
- Status/prestige within the organization and profession
- Ability to share credit
- Patience

Haines ST. The mentor-protégé relationship. Am J Pharm Educ. 2003;Article 82.
Bird SJ. Mentors, advisors and supervisors: Their role in teaching responsible research conduct. Science Eng Ethics. 2001;7:455-68.

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Mentor Qualities

- Sees protégé as a gift, not a possession
- Inspires confidence, vision
- Does not keep score or attempts to manipulate
- Challenges protégé to grow
- Can cope with their own disturbances (not hostile, depressed, anxious, self-pitying)
- Acts professionally and appropriately but is able to maintain humanness, spontaneity, and personal enjoyment in mentoring
- Encourages independence and is willing to confront dependence
- Accepts that mentor relationships end without becoming distraught, angry, passive-aggressive, or sabotaging of their protégé's success

Burke R.J. Mentors in organizations. *Group Org Studies*. 1984;9:353-372.
 Johnson WB, Huwe JM, Lucas JL. Rational mentoring. *J Rational-Emotive Cog-Behav Therapy*. 2000;18:39-54.



Mentor-Protégé Relationship Timeline

- Initial phase—Potential, synergy, attraction
- Cultivation—stable, mentor provides mentorship
- Separation
- Redefinition/transformation

Kram KE. Phases of the mentor relationship. *Acad Mgmt J*. 1983;26:608-625.



Pitfalls to Avoid for Mentors

- Complex relationship
- Cloning and coercion
- Mentor takes credit for protégé's work
- Mentor does not keep commitments
- Mentor becomes possessive of protégé's time
- Mentor won't let go when protégé is ready for independence
- Irrational thinking

Johnson WB, Huwe JM, Lucas JL. Rational mentoring. *J Rational Emotive Cog Behav Therapy*. 2000;18:39-54.



Irrational Thinking by Mentors

- I must be successful with all of my protégés, all the time.
- I must be greatly respected and adored by all of my protégés.
- My protégé must be equally hard-working, high-achieving, and always eager to do what I recommend.
- I must reap tremendous benefit and always enjoy the relationship.
- Protégés must never leave or disappoint me.

Pitfalls to Avoid for Protégés

- Protégé lacks requisite skills to meaningfully contribute.
- Protégé does not take coaching or feedback seriously.
- Protégé “plays” mentor against supervisor or associates.
- Protégé becomes resentful.

Busch R.J. Mentoring in graduate schools of education: Mentor's perspectives. Group Org Studies. 1985;353-372.

Transference –The Protégé’s Perspective

Functional ←→ Dysfunctional

Respect for the mentor's expertise and process skills	Becoming over-awed by the mentor, the mentor becomes a parent	Positive Transference ↑ ↓ Negative Transference
Assertion of personal identity in relation to mentor	Suck the mentor dry – and then complain bitterly about his/her incompetence	

McAuley M.J. Transference, countertransference and mentoring: the ghost in the process. Br J Guid Counsel. 2003;31:11-23

Factor Analysis of Support Behaviors

- Mentor/Protégé Domain
 - Advice on promotion
 - Taught strategies for influencing groups
 - Taught organization's informal rules
 - Coached about office politics
 - Helped to develop necessary network
 - Took personal interest
 - Placed in important assignments
 - Helped coordinate personal & professional goals
 - Gave special attention
 - Exchanged constructive criticism
 - Modeled behavior

Tepper K, Shaffer BC, Tepper BJ. Latent structure of mentoring function scales. Educ Psychol Measure. 1996;56:848-857.



Factor Analysis of Support Behaviors

- Collegial/Social Domain
 - Exchanged confidences
 - Devoted extra time
 - Shared personal problems
- Collegial/Task Domain
 - Exchanged research ideas
 - Made joint presentations
 - Coauthored publications/grants



Gender and Race/Ethnicity Considerations

- Women typically receive less mentoring
- Lack of access to networks
- Stereotyping, discrediting, accusations of tokenism, marginalization
- Relational versus outcome-oriented focus
- Work-home balance
- Fear of success, unwillingness to take risks, self-esteem problems
- Reliance on ineffective power bases
- Isolationism



Summary

- Mentor is a facilitator, role model, guide, counselor, coach, and friend
- Mentor is enthusiastic and expert
- Protégé is willing to learn, grow their independence, and accept constructive criticism
- Both parties must accept certain responsibilities
- Mutually beneficial exchange
- Enhance productivity and collegiality

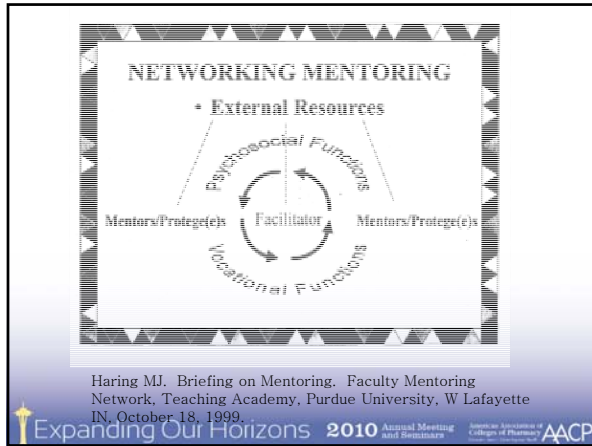
One View from the Mentor Perspective

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Mentor

- “M” – Model
- “E” – Encourage
- “N” – Nurture
- “TOR” – Teach Organizational Realities

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- ### Characteristics of Effective Mentors
- Knowledge
 - Patience
 - Enthusiasm
 - Sense of humor
 - Exhibit a respect for others
 - People-oriented
 - Selfless; Benevolent
 - Dependability
 - Diligence
- Fawcett DL. Mentoring: What it is and how to make it work. *AORN J* 2002;66:520-5.
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- ### Things for mentors to keep in mind
- Identify a metaphor, e.g., coach, tour guide, gardener, to characterize yourself as a mentor.
 - There is no expectation you will evaluate your mentees' work.
 - Be proactive and take initiative in the relationship.
 - Be cognizant and respectful of the mentee's time.
 - Ask permission to suggest and/or offer guidance/advice.
 - Comments should be positive or neutral.
 - Listen well
 - Open-door policy
 - Consult your mentors, if possible
 - If the relationship is not working, end it, diplomatically.
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Items for discussion with your mentee

- Inquire about and encourage accomplishments
- Be honest and tactful when providing criticism and feedback
- Discuss career aspirations and goals
- Discuss "difficult situations" encountered by the mentee
- Share about the "informal" organization
- Stress the important balance between work and personal/family demands
- Provide insights about membership on committees and professional organizations

Stress Points for Mentees

- Lack of time
- Unrealistic Expectations
- Feeling of Isolation
- Inadequate feedback and recognition

Summary and Conclusions

- "Preach often, and if necessary, use words." (St. Francis of Assisi)
- "Do not worry your children never listen to you, worry they are watching you." (Robert Fulghum)
- "It is in giving we receive." (Prayer of St. Francis)
- "People should take a lesson from the snowflake. No two are alike, yet observe how well they cooperate on major projects." (anon)
- "Teachers open the door - you enter by yourself." (Confucius)

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Questions & Answers: Reactor Panel

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1. If a mentee receives contradictory advice/guidance from a mentor versus a department chair or from two mentors (e.g. research vs. teaching mentor), how does the mentee decide which advice should be followed?

2. As a mentor, one formulates advice based on experience with similar past situations. Suppose during the mentee's probationary/tenure phase, the playing field and players change. How does one adjust and reflect upon why past advice/guidance no longer applies?

3. Is it a positive mentorship if one's mentor advises his/her mentee to consider applying for a position at another institution?

4. How should a junior faculty member choose a mentor? What character traits should the mentee look for in the selection of a possible mentor?

5. Does the gender of the mentor matter?

6. Suppose a senior faculty member offers to be one's mentor, but the prospective mentee does not envision him/her as a good fit or match. How can this situation be handled?

7. How can a school/department support/encourage mentoring by senior faculty members?

8. What if a department does not have sufficient senior/established faculty mentors available?

9. What do you do when you find out that a mentoring relationship is not working as it should?
