Leadership in Health Sciences Education

Mentorship

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Objectives

By the end of this section, you will be able to ...

• Define and describe mentorship functions and the various forms it can in academic life

• Apply concepts of mentorship to your own leadership practice
Why mentorship?

• Highly valued
• Thought to be efficacious
• *But* - evidence scanty due to methodology issues
  Variable definitions, outcomes, lack of tools, psychometric issues etc etc

Berk 2005,
Sambunjak 2006
Perceptions of Mentoring

- Faculty identify mentoring as important in their lives
- They associate it with career direction, professional satisfaction, promotion, research success
- It is common
- It has potential for harm
What is mentorship?

- Focus on achievement
- Emotional support
- Direct assistance with development
- Mutual benefits
- Personal interaction
- Mentor with greater experience

Jacobi 1991
Mentoring Functions

• Career Functions

  sponsorship, promotion, coaching, protection and challenge

• Psychosocial functions

  confirmation, counseling, friendship and role modeling

Kram 1985
Types of Mentoring

Dyadic Mentoring
- Mentor shared stories
- Provides advice

Multiple Mentoring
- Peer collaboration
- Respectful learning environment

Pololi & Knight 2005
Mentorship & You

Who have you mentored?
Who has mentored you?
How were these functions met in your relationships?
How acknowledged were these as mentoring relationships?
**Types of mentoring**

**Formal**
- Organized
- Explicit guidelines/rules/agreements
- Mentors may be assigned

**Informal**
- Initiated by the participants
- Usually no formal rules/agreement
Benefits and Risks

- Increase member retention
- Increase member productivity
- Reinforce institutional norms
- Connect marginalized members

- Unrealistic demands or disinterest
- Personality clashes
- Overdependence
- Abuse
Whoever the mentee considers to be important in their development

- Multiple relationships
- From diverse social systems
- Relationship strength differs

Higgins & Kram 2001
A Developmental Network

Developmental network

- Peers
- Friends
- Seniors
- External
Four Types of DN

Key: D, developer; P, protégé.
<table>
<thead>
<tr>
<th>Type</th>
<th>Impact on Career</th>
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| Entrepreneurial | + Career change  
|              | + Personal Learning  |
| Traditional   | + Personal learning  
|              | + Organizational commitment  |
| Opportunistic | -/+Personal Growth  
|              | - Organizational commitment  |
| Receptive     | - Work satisfaction  |
Social capital: benefits from our relationships
Built by social networks & information transmission
Role of norms and sanctions?

Is there a difference between formal and informal mentoring programs?

Coleman 1988, Smith 2007
Points to ponder

• Considering the attributes of developmental networks, describe a mentorship relationship that you have experienced (as either mentor or mentee) and where you believe it fits with respect to the typology they describe. How well did that mentorship type fit with the needs of the mentee? What behaviours were helpful and what could have been done differently?

• As an educator leader, what would be the influences on your decision on whether to facilitate mentorship in your program?


References


Smith B. Accessing social capital through the academic mentoring process. *Equity & Excellence in Education*; 2007;40:36-46