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GoBig Blue!

National Leadership Workshop on Mentoring Women in Biomedical Careers

"Mentoring is Everybody's Business"

November 27 and 28, 2007

National Institutes of Health

Transforming Leadership in Mentoring

Challenges for Developing and Sustaining

Leadership: Creating the Ole' Girls Club or Letting Girls into the Clubhouse

Mentorship Challenges

- Time
- Money
- Attitudes
- Culture
- Priority
- Good matches of mentor(s) and protégées
- Understanding that there are issues unique to women faculty

In A Nutshell

- The same general challenges leaders have to face in making decisions about how and where to take the organization and allocate resources
- We have to crack the nut!

Thoughts on Mentorship

- Definition of Mentorship

  A relationship between a younger adult and an older, more experienced adult who helps the younger individual learn to navigate the adult world and the world of work.

  Kram, 1985

Objectives of Mentoring

- Gain understanding of institutional goals and objectives
- Get new faculty started on activities to meet those goals
- Socialize new faculty
- Enhance performance

Mentors Inspire People to Want "To Do" And Should Be:

- Secure in their own positions
- Not feel threatened by their junior rising stars
- Inclined to seek ways to motivate people
- Authoritative NOT authoritarian
- Approachable
- Excellent communicators

Mentors Must

- Establish rapport quickly
- Establish a level of confidentiality and stick to it
- Provide good instructions, training, explanations, guidance, advice and counseling
- Provide representation and liaison for protégés
- Provide long term development support
- Provide career overview and opinion advice
- Provide analysis of skills and performance feedback

MacLennan, 1995

Types of Mentoring

- Psychosocial support

  Emphasis on the interpersonal aspects of workplace relationships for success

- Career-Related Support

  Emphasis on advancement in the organization

  Allen et al, 2004, Journal of Applied Psychology

Career-Related Mentor Support

- Sponsorship
- Exposure and visibility
- Coaching
- Protecting
- Giving challenging assignments that lead to professional growth

Psychosocial Mentor Support: AKA Ole' Boys (GIRLS) Network

- Role modeling
- Acceptance
- Confirmation
- Counseling
- Friendship

   The goal is to confer an enhanced sense of competence, identity, and effectiveness on the job.
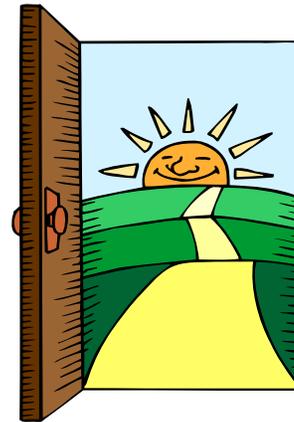
Career-Related Mentoring Outcomes

- Advancement in the organization
- Promotions
- Compensation
- Salary growth increments

Psychosocial Mentoring Outcomes

- Career satisfaction
- Career commitment
- Job satisfaction
- Turnover intentions decrease

Mentoring:
Comparison to Past Elements of Dentistry

- Apprenticeship
- Good ole' boyism

  There are positive attributes of each of these that carry over to formal mentoring elements as presented here. Apprenticeship is the "career related" & good ole' boyism the "psychosocial" type of mentoring. What has been missing is formal science based mentoring with accountability for outcomes by both mentors and protégés and a recognition of the social science traits of "good ole' boyism" that advance careers.

Dental Education as Preparation for Faculty Roles and Responsibilities

- Dental education is very lock step
- There is little demand for individual self-starting in terms of having new ideas or striking out in new areas
- We train our students to be excellent clinicians headed towards a mostly practice environment
- We train content experts in one-on-one dental care delivery, not educators, writers, researchers, committee participants
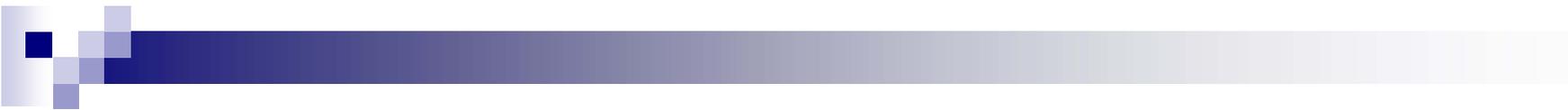
ALL THE MORE REASON THAT WE NEED

FORMAL MENTORSHIPS for CAREER ADVANCEMENT AND PSYCHOSOCIAL SUPPORT

Importance of Mentoring

- Developing good faculty and administrators
- Retaining good faculty
- Improving workplace morale (Shepard et al, 2001)
- Improving workplace productivity

In other words, ensuring the future of dental education.

Role of the Department Chair in Mentoring

- Survey of Deans of Dental Schools in 2002 showed only two had formal mentoring programs

- One dean specifically indicated that a formal mentoring program was **not** necessary because this activity is the responsibility of the department chair

Critical Need: Leadership Training for Department Chairs

- Those selected as chairs have traditionally been excellent teacher/scholar/clinicians
- They have had no training in mentoring, leading, or managing
- In fact, to succeed in competitive positions, they may have had to be self focused rather than focused on the global good of the organization
- Assuming that such training is provided, can one person successfully mentor large numbers of persons, or is the chair's role more to ensure accountability of others as mentors with a smaller number of protégés?

We Have to Move Beyond Talk

- Recognition that structured mentorship must occur
- We cannot rely on department chairs, chance, or the sheer "pluck" of young faculty
- We must move beyond competition to true collaboration and measure and reward what we say we value
- Leaders have to advocate for appropriate changes
- Leaders have to budget for faculty development for all levels of faculty, including our leaders and emerging leaders

Formal Mentoring:
General Elements of Success

- The Dean believes in and supports the activity
- Department chair has responsibility at the unit level with accountability for outcomes via performance evaluation of protégé as well as mentor if in the same department
- Formal faculty and staff development programs with mentoring programs as one element
- Budget exists for development activities for all levels and tracks of faculty and staff

Elements of Effective Mentoring Programs

- Formal (versus informal or semiformal)
- Care is taken in matching mentors and protégés
- Mentor doesn't have the performance evaluation responsibility for protégé
- Mentor is evaluated on outcomes of protégé's success (outcomes driven)
- Mentor receives "credit" for tenure and promotion
- Annual mentor recognition with cash awards
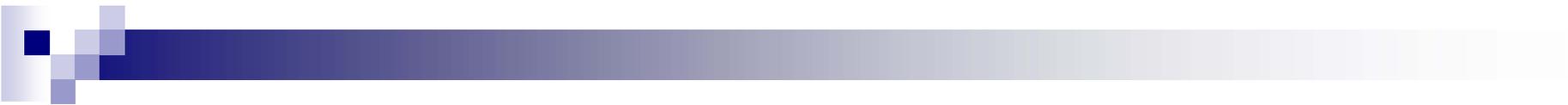
Effective Mentoring Programs Continued

- Mentors have time to devote to this activity
- Clear expectations exist for both the mentor and the protégé
- Mentors are ready to be mentors
- Ability to change mentors exists
- Ability to use a "constellation of mentors"
- Periodic meetings are held with mentors group, protégés group, and both groups together
- An administrative position oversees the program across the entire institution

"Informal" Mentoring

Wanted: An Ole' Girls Network to

Nominate, recommend, support, counsel and generally advance women in biomedical sciences careers

Men are always whining about how we're suffocating them.

Personally, I think if you can hear them whining you're not pressing hard enough on the pillow!

Identification of Future Leaders

- A function of performance with demonstration of:

High Motivation

Strong Work Ethic

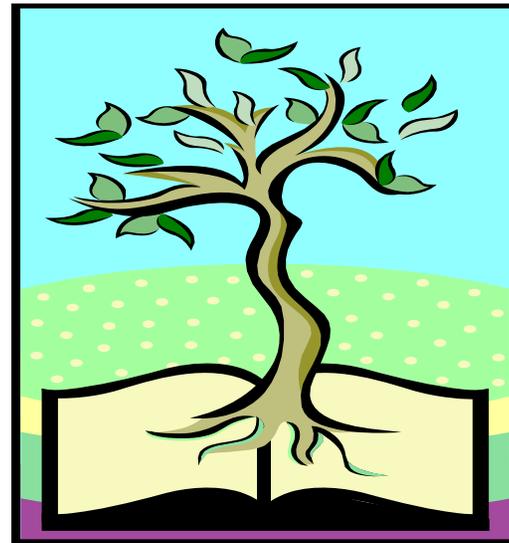Demonstrated Productivity

Demonstrated Interest

Positive Attitude

Self-starting

Invest in Those With Identified Potential

- ADEA Leadership Institute and fellowships
- ELAM Program
- ACE Fellowships
- Campus based programs
- School based programs
- Leadership mentoring
- Book clubs and discussion groups on leadership

Mentorship

is like life long learning: The need for both is continuous and on going as long as we lead! Leaders need mentors too in "learning organizations."
(Senge)

The Art and Science of Leadership

Our colleagues in business and the social sciences are constantly adding to the knowledge base of organizational psychology and leadership and we must be students of this science as we lead our institutions
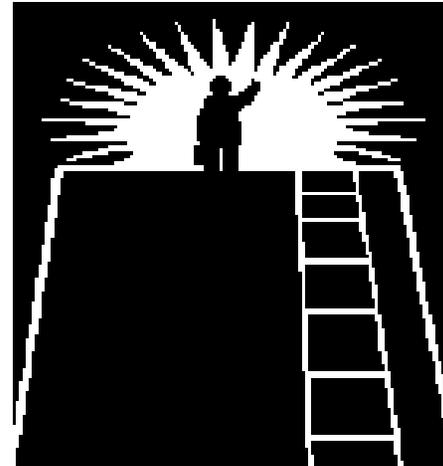
Who is responsible for future of academic health center leadership development?

- The professions: ADA, ASDA, AMA, ANA
- ADEA, AAMC
- Academic Dental, Medical, Nursing, Pharmacy, & Allied Health Institutions
- Individuals connected to institutions listed above

That means ALL of us collectively and individually must pull together!