

Insights into Mentoring in Biomedical Careers from Social Science Research

An Evidence - Based Approach to Effective Mentoring

NIH National Leadership Workshop on
Mentoring Women in Biomedical Careers
November 27 - 28, 2007

Linda Pololi, MBBS, MRCP
Brandeis University Women's Studies Research Center
(781) 736 8132 lpololi@brandeis.edu
<http://cchange.brandeis.edu>

Objectives and Framework for Mentoring

To help an individual explore and identify what he or she wants for him/herself through

- Values identification
- Goal setting
- Prioritization of values and goals

To facilitate planning the methods by which success will be achieved in career and personal goals

- Identifying learning methods
- Skill development opportunities

Mentoring

Effective mentoring facilitates the formulation and realization of a person's own dream through an evolution of personal growth and development.

Risks of Mentoring

Mentors and protégé(e)s

- Disparate goals
- Disparate expectations
- Disparate levels of commitment
- Generational tensions
- Personality clashes

Pololi, et al JGIM 2005;20:866

Risks of Mentoring

- Unreasonable demands of mentors
- Unrealistic expectations of protégé(e)s
- Mentors disinterested
- Protégé(e) unreceptive to mentoring
- Power issues
- Foster over-dependency
- Mentor-perpetuation of the status quo – “clones of mentors”
- Inappropriate advice
- Exploitation – involvement in mentor’s research, authorship
- Sexual harassment

Dyadic Mentoring

- Hierarchical relationships
- Not enough mentors
- Conflict of interest
- Gender problems
- Mentor and protégé(e) need the “right chemistry”
- Lack of mentor reimbursement

Application of Theory to Program Design

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Theoretical Foundations

Non-hierarchical peer relationships, Kram, 1985

Facilitated group process, Tuchman, 1965

Optimal learning

Adult education theory – LCL, Knowles, 1986

Learning and relationship formation, Rogers, 1967

Challenge and support, Daloz, 1996

Praxis, (action-reflection cycles), Freire, 1986

Facilitated Group Process

Facilitator

- Ensure safe and respectful learning environment
- Foster peer collaboration
- Redirect the group to draw on its own experiences and reactions to address individual needs

Collaborative Group Peer Mentoring

Circumvented difficulties in dyadic faculty mentoring situations:

- Lack of mentors' availability
- Inconsistency
- Limitations inherent in receiving just one person's perspective
- Power
- Dominance
- Dependency
- Equally good for women and men
- Participants learn how to mentor

National Initiative on Gender, Culture and Leadership in Medicine

C - Change

C – Change (for cultural change) addresses the national imperative of developing the full potential and leadership of women and underrepresented minority faculty in academic medicine. The project engages five medical schools in action - research to analyze the current situation and to facilitate cultural change so that all faculty can contribute fully.

C - CHANGE

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National Initiative on Gender,
Culture and Leadership in Medicine
Women's Studies Research Center
Brandeis University
Stoneman Room 144
MS 088 415 South St.
Waltham, MA 02454
ph 781-736-8132
fax 781-736-8135
cchange@brandel.edu

The National Initiative on Gender, Culture and Leadership in Medicine, also known as C - Change for cultural change, *addresses* the imperative of developing women and minority faculty members' full potential and leadership in academic medicine in the United States. The project engages five medical schools in action research to analyze the current situation and to facilitate cultural change so that all faculty can contribute fully. Access to the full skills and perspectives of a diverse faculty is essential for superior interdisciplinary work in healthcare, education and biomedical research, and for providing optimal care to a diverse nation.

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