



Module Two: Competency in Mentoring

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Promoting More Equity in Global Health Research and Better Health Worldwide

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Sub-group on Mentorship

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Competency in Mentoring

The Canadian Coalition for Global Health Research (the Coalition) is a national and global resource for building capacity in global health research. In the first module of this series, the concept of mentoring was introduced and various types and approaches to mentorship were discussed. This module extends the discussion to the people who engage in mentoring—the mentor and mentee. This module provides a foundation for exploring relational aspects of mentorship and offers exercises that stimulate dialogue on how such aspects can contribute to creating a culture of mentorship.

Key Messages

1. Mentoring is founded upon relationships between people and, like all relationships, is affected by what each participant brings to the relationship.
2. Openness, self-awareness, and a belief in the value of mentoring are important qualities for both mentors and mentees to possess.
3. Competency to mentor is built on a balance of individual cognitive, emotional and relationship abilities; personal virtues or characteristics, such as integrity and empathy; and competencies both within one's field of practice and related to mentorship itself.
4. There are strategies that both mentors and mentees can employ to ensure that they 'get the most' out of a mentoring relationship.
5. As in all relationships, dysfunction can occur in mentoring relationships; however, there are a number of strategies that both individuals and organizations can pursue to prevent or address dysfunction if it arises.

Learning Objectives

Individuals or groups working through this module will be able to:

1. Understand that different definitions of mentor and mentee exist among differing approaches to mentorship.
2. Reflect on the factors that contribute to initiating mentoring relationships.
3. Discuss key functions, roles and responsibilities of a mentor and of a mentee.
4. Identify characteristics that contribute to being a 'good' mentor or mentee.
5. Explore basic competencies needed by individuals engaging in mentorship and identify strategies for ensuring mentors have appropriate educational and training support.
6. Discuss some of the challenges that may arise in a mentoring relationship and explore strategies to prevent or address such challenges.
7. Reflect on the role of mentoring to building capacity for global health research.

Who engages in mentorship?

The first module in this series explored definitions and dimensions of mentoring. Here, the discussion focuses in on the people who engage in mentorship: the mentor and the mentored (mentee). The role of a mentor and mentee varies among different approaches to mentorship, however there is general consensus that mentors encourage and support the aspirations of mentee, provide mentees opportunities to participate in their work, help mentees become aware of unwritten rules and politics in the organization, serve as an intentional model of professionalism, assist mentees in gaining access to the profession, and provide both career advice and personal counsel when needed (1). The mentee is not a passive recipient of this support; instead, they are active participants of the mentoring relationship. The mentee brings creative energy and new ideas, contributes to ongoing projects or programs, and challenges the mentor in ways that would otherwise not be available (1, 2).

Alternative approaches to mentoring, such as those described in Module One, may lend themselves to distinct roles and responsibilities for mentors and mentees. Peer mentorship, for example, calls for a horizontal conceptualization of mentoring wherein individuals are simultaneously mentors and mentored (3). Group professional association mentorship and other forms of indirect mentoring call for dispersive approaches in which mentors and mentees are not individuals, but products of the culture and behaviour of the group (4). As efforts to create a culture of mentorship as a resource for building capacity in global health research intensify, a number of approaches to mentoring may become integrated into institutions, organizations, and national and international networks. The roles of mentors and mentees in these different settings will be dynamic, flexing to adapt to the mentoring approach and needs of individuals and their associated organizations or institutions.

What makes a good mentor?

Successful mentorship requires mentors with a balance of skills, attributes, and qualities. Some of these attributes can be learned or developed while others are inherent individual qualities that are part of who the mentor is. The attributes of a 'good' mentor are widely discussed in the mentorship literature. Drawing from years of experience designing formal mentoring programs,

Bowley offers six essential qualities of a 'good' mentor (See Table 1) (5). These qualities are useful for considering how to identify potential mentors, deciding what kinds of training and support should be made available to mentors, and determining if specific criteria will be used to select mentors to participate in a mentorship program.

Table 1: Essential Qualities of a Good Mentor (5)

Quality	Strategies to Foster, Develop & Support Quality
Commitment A good mentor is committed to the role of mentoring and believes in the value of mentoring.	<ul style="list-style-type: none"> • Provide formal mentor training. • Establish clear descriptions of the roles and responsibilities of mentors. • Encourage mentors to keep journals or logs to document activities, goals, and plans for the mentor-mentee interaction (Caveat: must respect and maintain confidentiality). • Support the time and efforts of mentors by maintaining balanced expectations of workload and rewarding or acknowledging mentoring.
Acceptance A good mentor accepts their mentees, is empathetic, and free of judgment or rejection	<ul style="list-style-type: none"> • Engage mentors (or prospective mentors) in reflecting on the qualities contributing to effectiveness in your discipline or profession. • Provide opportunities for mentors to discuss and understand the challenges, problems and concerns of people new to the discipline or profession. • Offer professional development training in theories of adult education.
Teaching A good mentor is a reflective instructor, teacher and supporter of the learning process who provides observational feedback and shares experiences.	<ul style="list-style-type: none"> • Create institutional supports for mentors to engage in participatory, critically reflective learning with mentees. <i>Such supports include:</i> • Time allocated for teaching-learning interactions between mentor and mentee (may include sharing teaching responsibilities for a course). • Access to training and resources on critical reflective learning theory and practice.
Communication A good mentor is effective in different interpersonal contexts, adjusting their mentoring communication to meet the needs of mentees.	<ul style="list-style-type: none"> • Provide opportunities for mentors to learn about and discuss the challenges of interpersonal communication. • Stimulate dialogue and discussion about the dysfunctions that may arise in a mentoring relationship and how to address them. • Provide a support network or forum for mentors to seek confidential advice on issues or concerns related to the mentor-mentee relationship.
Learning A good mentor values and models continuous learning, actively engaging mentees in their own learning and reflective processes.	<ul style="list-style-type: none"> • Establish clear criteria for mentor selection. • Offer mentors frequent opportunities to participate in professional growth and development experiences to enhance their work as a mentor. • Support mentors interested in participating in workshops, conferences or other educational activities about mentorship.
Optimism A good mentor publicly and privately affirms the human potential of mentees.	<ul style="list-style-type: none"> • Incorporate a requirement for mentors to have positive outlooks about mentorship and their profession into mentor selection criteria. • Acknowledge the value of mentoring through explicit statements or policies supported by the organization or institution. • Ensure mentoring is a voluntary activity of potential mentors.

The concept of a ‘good mentor’ as founded in essential qualities can be extended to an integrated conceptual model for competence to mentor. In this model, a good mentor demonstrates a balance of virtues, abilities and competencies essential for achieving and maintaining competence to mentor

(1). The model of mentor competence presented in Figure 1 is adapted from the work of Johnson (2003). It integrates three dimensions of competence that align with the essential qualities of a good mentor outlined above and implicates a need for both mentor selection and training.

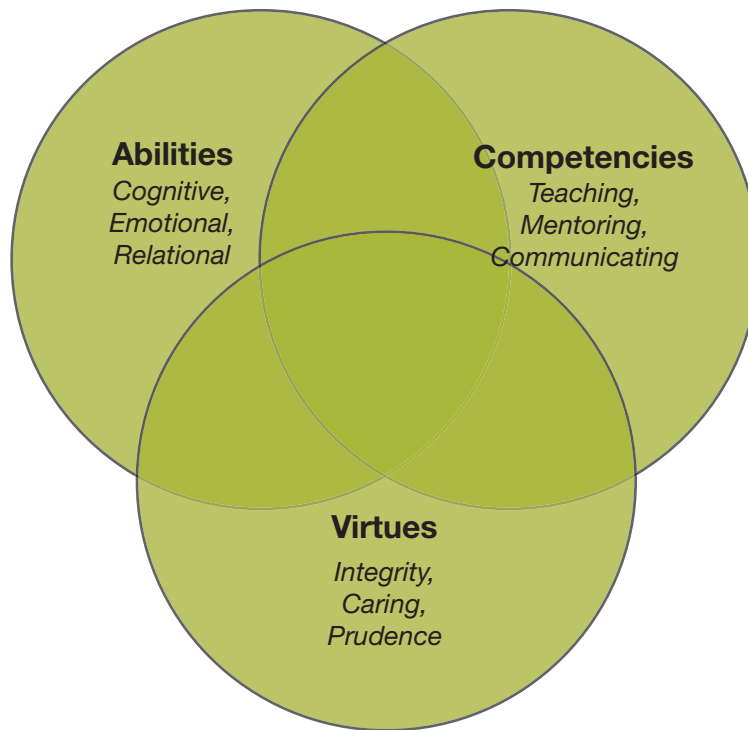


Figure 1: Model of Mentor Competence

Competence is distinct from competencies. Competencies are specific skills, techniques, attitudes and knowledge. Competence is the demonstration of an “integrated deep structure (understanding) and on the general ability to coordinate appropriate internal cognitive, affective, and other resources for successful adaptation” (Wood R, Power C. Aspects of the competence–performance distinction: Educational, psychological, and measurement issues. Journal of Curricular Studies 1987;19:409–424)

Virtues

Mentor virtues of integrity, caring and prudence are described as the foundation to competence. Integrity reflects the ability to establish and maintain trust in a mentoring relationship, drawing from the presence of honesty and mutuality. Caring as a virtue means that the mentor demonstrates respect and empathy to others—both within and outside of the mentoring relationship. Prudence indicates the intentionality and appropriateness of the mentor as demonstrated through decision making (1).

Abilities

Cognitive, emotional and relational abilities also align with the essential qualities of a good mentor. These abilities differ from skills in that they speak to the fundamental potential or capacity of the individual rather than to things that can be learned or developed. Cognitive abilities include a sense of curiosity and a dedication to experiential and theoretical learning. These abilities may be demonstrated through intellectual ability and demonstrated competence in the subject matter of their discipline or area of specialization. Emotional abilities reflect the individual's emotional self-awareness and receptivity. These abilities can be demonstrated through the person's engagement in self-reflection and investment in maintaining their own emotional health. Finally, relational abilities include the capacity to communicate empathy, respect and compassion. Mentors with strong relational abilities “nurture appropriate levels of mutuality, reciprocity, collaboration, and increasing trust” (p. 138) (1).

Competencies

The third dimension of competence is that of mentor competencies. These are specific skills, knowledge or techniques that mentors can develop through training and education. Teaching competencies include an understanding adult learning processes and of the developmental needs and transitions commonly experienced by mentees. Mentoring competencies encompass all technical aspects of mentoring: knowledge and skill in the structure and process of the mentoring relationship, skill to cope with challenges arising within a mentoring relationship, and understanding of the roles and responsibilities of a mentor, recognition of dysfunction in a mentoring relationship. Communicating competencies address the interpersonal communication capacity and the self-awareness of the mentor. Competency should be demonstrated in communication in both cross-cultural and cross-gendered mentoring relationships (1).

Exercise 1a: Consider a mentor or mentee you've engaged or observed in a mentoring relationship.

1. In what context did you know them? What factors contributed to initiating mentoring relationship with them?
2. What about them or the context enticed you to engage in the relationship?
3. What type of mentorship did they provide or engage in (direct, indirect or collegial; formal or informal; traditional or alternative approach)?
4. What did they do or contribute to the mentoring relationship?

Variation for groups: Discuss the questions above in groups of 2-4. Focus your discussion on sharing stories about the people in a mentoring relationship you've engaged in or observed. Are there any similarities in group members' experiences? It may be of special interest to dialogue around the factors leading to initiation of the mentoring relationship. As a larger group, extend the discussion and ask any participants with a particularly interesting story if they would like to share it with the group.

Exercise 1b: Consider the essential qualities of a good mentor and the model for competence to mentor presented above.

1. Are there other attributes, skills, or competencies that you feel are important for mentors to have or develop?

Additional questions (if time allows):

2. How are potential mentors identified in your organization (For example, through formal programs or ad hoc)?
3. Are there policies in place that support the selection of competent, appropriate mentors?
4. Are there policies or strategies in place that support the development of personal and professional skills needed to be a good mentor? If not, what strategies could be implemented to do so?
5. Are there policies in place that support periodic evaluation (either self or peer-directed) of mentors?

What makes a good mentee?

Although much of the mentorship literature focuses on the qualities and competencies needed to be a good and effective mentor, little research has been done to explore the same for mentees. Nonetheless, being a mentee carries distinct roles and responsibilities. Learning styles, values, and personal attributes vary as much among mentees as among mentors. So what can a mentee bring to a mentoring relationship to ensure that it is a productive, fulfilling and meaningful experience?

Daresh and Playko interviewed forty-five experienced mentors and ten mentees to explore what knowledge, skills, attitudes and values effective mentees bring to a mentoring relationship (6). The findings of their study revealed six qualities commonly identified as desirable attributes of effective mentees (Table 2).

Table 2: Essential Qualities of a Good Mentor (6)

Quality	Description
<i>Knowledge</i>	<ul style="list-style-type: none">• A good mentee possesses at least a basic, foundational level of knowledge of the theories and principles relevant to their discipline.• A good mentee has knowledge and skills in the basic functions required of them in their discipline.
<i>Leadership</i>	<ul style="list-style-type: none">• A good mentee has a general understanding of leadership behaviour.• A good mentee demonstrates leadership qualities in their interactions with others.
<i>Listening</i>	<ul style="list-style-type: none">• A good mentee demonstrates strong listening and observational skills.• A good mentee demonstrates intentionality and reflection in the use of their listening and observational skills.
<i>Self-Awareness</i>	<ul style="list-style-type: none">• A good mentee reflects on and is aware of their own values and beliefs.• A good mentee engages in on-going reflection about their experiences, learning, and progress as well as how each is affected by their values and beliefs.
<i>Openness to Learning</i>	<ul style="list-style-type: none">• A good mentee is open to learning from colleagues, experiences and interactions in multiple settings and contexts.• A good mentee demonstrates a spirit of openness to learn from others, seek advice, and collaborate in the learning process.• A good mentee is willing to learn and takes responsibility for their own learning.
<i>Belief in the Value of Mentoring</i>	<ul style="list-style-type: none">• A good mentee values the potential to learn from a mentoring relationship.• A good mentee values the potential of acquiring new insights and ideas as a result of being mentored.

Participants in Daresh & Playko's study were also asked to reflect on ways in which mentees could be better prepared to engage in mentoring relationships. Most participants felt that training and development opportunities for mentees were as important as those offered to mentors. Programs designed to prepare mentees could include, for example, training on how to develop listening and observational skills, the nature of effective mentoring, or group dynamics and effective group work (6).

Strategies mentees can take in order to get the most out of being mentored include (7):

1. Participate by taking initiative, developing trust with your mentor and communicating clearly.
2. Take responsibility for your own learning and acknowledge the responsibilities you have with respect to others.
3. Actively listen to and objectively observe your mentor in a variety of settings.
4. Ask questions and develop a sense of resourcefulness in finding answers.
5. Take informed risks.
6. Engage in critical self reflection.
7. Seek opportunities to reciprocate the benefits you receive from being mentored to both your mentor and others in your organization.

Exercise 3: Consider the essential qualities of a good mentee and the strategies for getting the most out of being mentored .

- .1. Are there other attributes, skills, or competencies that you feel are important for mentees to have or develop?
2. How do mentees identify that they would like to be mentored in your organization (For example, through formal programs or ad hoc)?

Additional questions (if time allows):

3. Are there policies or strategies in place that support the development of personal and professional skills needed to be a good mentee? If not, what strategies could be implemented to do so?
4. Are there policies in place that support periodic evaluation (either self or peer-directed) of mentees?

Elements of a Mentoring Relationship

Mentoring relationships are complex and dynamic processes that include a variety of different activities and elements. Mentors act as a role model, an example, and an advisor for mentees. Much of what a mentee gains from the relationship is through learning from the example set by their mentor.

Implicit elements of a mentoring relationship are not consciously or deliberately displayed by the mentor, but are instead shared through the exemplar role demonstrated by that individual. Examples of such elements include (4):

- Intellectual style, professional priorities, deliberateness, and truth telling.
- Demonstrated scholarliness, thoroughness, and loyalty.
- Example set by the mentor as s/he interacts with peers, colleagues, students, or other individuals (such as patients or clients).
- Demonstration of characteristics and values important to the discipline.

Explicit elements of a mentoring relationship are those that are intentionally shared by the mentor with the mentee. They may be selected by the mentor as important for the personal and professional development of the mentee; or they may be identified jointly by both mentor and mentee as specific learning objectives of the relationship. Examples of such elements include (4):

- Active transmission of facts, techniques, systems of thought in an overt and deliberate manner.
- Teaching, advising or sponsorship activities facilitated by the mentor for the benefit of the mentee.
- Career counseling and professional socialization.
- Guidance in clinical or research techniques, theories or methodologies.

Exercise 4: Consider a mentoring relationship you've been in.

1. What implicit elements of the relationship were most important to you?
2. What explicit elements of the relationship were most important to you?
3. What elements were not present, but would have improved the effectiveness of the relationship?

Functions & Phases of a Mentoring Relationship

Mentoring relationships are complex, dynamic and can encounter many of the same challenges as any other human relationship. One of the most frequently referenced models for conceptualizing the mentoring relationship was proposed by Kram in 1983 (8). In addition to identifying a number of psychosocial and career-related functions of the mentor as a result of her qualitative research (Table 3), Kram proposed a four-phase model of the mentoring relationship. Though not completely distinct, these four phases are relatively predictable stages of progression commonly found in mentoring relationships (8).

Initiation occurs in the first six months to year of mentorship and is focused on starting the relationship. During this phase, the relationship begins to carry meaning for both the mentor and mentee. Activities might include defining expectations, building trust, demonstrating an interest in mentoring and learning, and initiating work or research related tasks.

The next two to five years of mentoring encompass the cultivation phase. During this phase, both career and psychosocial functions of the mentor are enacted. It is a time of reciprocity—both mentor and mentee benefit from the relationship as more meaningful and frequent interactions evolve.

Separation usually begins after a significant change in the structural role and/or the emotional experience of the relationship. This phase usually lasts between six months and two years. The mentee begins to seek less guidance and functions with greater independence.

Redefinition is an indefinite extension of the relationship in which mentor and mentee redefine their relationship to each other. It may mean an end of the relationship or a movement toward a peer or collegial relationship.

Table 3: Mentoring Functions

Career Functions	Psychosocial Functions
<ul style="list-style-type: none">• Sponsorship• Exposure & visibility• Coaching• Protection• Challenging assignments	<ul style="list-style-type: none">• Role modeling• Acceptance & confirmation• Counseling• Friendship

Challenges in Mentoring Relationships

The body of literature examining challenges in mentoring relationships has grown over the last ten years. Experiential reports of both mentors and mentees have elucidated elements of mentoring relationships that can be unproductive, unfulfilling, or (at an uncommon extreme) dysfunctional. Dysfunctional mentoring is defined as a mentoring relationship that “has become unproductive or is primarily characterized by conflict” (p.45) (9). It occurs when a mentoring relationship is not working for one or all people involved because needs are not being met or individuals experience distress as a result of the relationship (10). In very rare and extreme cases, dysfunction in mentoring relationships can extend to abuses of power such as sexual harassment or intentional discrimination.

Eby and Allen propose a taxonomy of five main factors that can contribute to negative or unproductive mentoring experiences (See Table 4). The authors acknowledge that it is unrealistic to expect any relationship to be ‘problem-free’, as it is unreasonable to expect all mentoring relationships to be mutually beneficial. Instead, they offer the taxonomy as a tool for understanding factors that can negatively influence the mentoring relationship and emphasize the need for both mentors and mentees to set reasonable, realistic expectations (12).

Table 4: Relational Elements influencing a Mentoring Relationship (12)

Quality	Description
<i>Mentor-Mentee Mismatch</i>	<ul style="list-style-type: none">• Conflicts in values (e.g. political views, social views, or definitions of success) between mentor and mentee• Mismatched personalities• Differences in mentor and mentee working styles
<i>Distancing Behaviour</i>	<ul style="list-style-type: none">• Intentional exclusion (including restricting access to mentor)• Neglect (expressed through lack of interest in the mentoring relationship)• Self-absorption
<i>Manipulative Behaviour</i>	<ul style="list-style-type: none">• Inappropriate delegation of work• General abuse of power (e.g. intimidation, condescension)• Inappropriate credit taking• Sabotage (intentional or defensive)• Intentional deceit
<i>Lack of Mentor Expertise</i>	<ul style="list-style-type: none">• Technical incompetence• Interpersonal incompetencies (e.g. lack of communication skills, inability to provide constructive feedback, lack of empathy or compassion)
<i>General Dysfunctionality</i>	<ul style="list-style-type: none">• Poor attitudes about the organization, discipline or generally pessimistic outlook• Personal problems that can interfere with ability to interact with others

Preventing and Responding to Dysfunction in Mentoring Relationships

In an academic setting, there are a number of administrative and individual strategies that can be employed to prevent and respond to dysfunctional mentoring relationships.

Administrative Strategies (9)

These strategies are implemented at the most relevant administrative level in which mentoring is being actively facilitated. Such strategies may be implemented broadly at a university level or more locally, at a departmental level. For organizations outside of the university, these strategies may also be applied at central or local administrative levels.

1. *Create a Culture of Mentorship:* Graduate students and new faculty are both in situations requiring a process of socialization and familiarization. Mentoring can play an important role in these processes. At a departmental level, students and faculty both become more intentional about mentorship. Establishing policies and practices that value and support mentorship through formal mentoring programs or facilitation and promotion of informal mentoring is one specific strategy for creating a culture of mentorship. Explicit policies for assessing, evaluating and responding to the quality of mentoring relationships are also important for creating a culture of mentorship.
2. *Assess New Faculty Hires for Mentoring Potential:* Creating a culture of mentorship requires building capacity among faculty (or other leadership roles) for mentoring. Mentoring experience can, for example, be incorporated into job descriptions or postings for new positions. Candidates applying for open positions can be screened for their suitability or potential to mentor.
3. *Provide Opportunities for Mentor Training:* Faculty (or other members of the organization) wishing to engage in mentorship should have access to training and orientation to mentoring.

4. *Monitor and Reinforce Faculty Mentoring:* Restructuring internal or university-wide reward systems can encourage mentoring (e.g. recognition of mentoring in tenure and promotion reviews, class load reduction, public recognition or monetary compensation). Mentoring excellence through establishing mentoring awards through a mentee-driven nomination system.
5. *Create a Clear Structure for Addressing Dysfunction:* Professional codes of ethics and institutional standards/codes of conduct should be acknowledged in administrative policies for addressing dysfunctional mentoring. Universities, departments or groups engaging in mentorship can identify senior advisory mentors. Ideally, these mentors would have demonstrated experience and excellence in mentorship and can serve as a confidential consultant for mentors and mentees with concerns about their mentoring relationship. Other supportive policies include a formal process for addressing concerns and a policy of 'no-fault' termination of mentoring relationships.

Individual Strategies (9)

There are a number of things that mentors can do to avoid or cope with conflict that may arise in a mentoring relationship. The strategies offered here were developed with mentors in mind, however they carry relevance for mentees as well.

1. *Avoid Self-Defeating Behaviours:* Responding to dysfunction in mentoring relationships with paralysis (failing to respond to dysfunction), distancing (passively responding to dysfunction), provocation (venting anger or frustration through accusation) or sabotage (intentional or unintentional destruction of mentee's status or performance) can contribute to greater dysfunction and become self-defeating.
2. *Slow Down:* Take time to reflect on what is occurring

in the mentoring relationship rather than responding impulsively.

3. *Engage in Critical Self Reflection:* Consistently reflect on the mentoring relationships you engage in. Honestly and critically evaluate personal contributions to a dysfunctional relationship.
4. *Consider Ethical and Professional Obligations as a Mentor:* When dysfunction arises in a mentoring relationship, it is critical that ethical obligations are maintained in the response. Relationships that compromise professional roles, involve harm or exploitation, or increase personal risk of being exploited should be avoided.
5. *Be Proactive:* Be aware of the process of the mentoring relationships you engage in and cognizant of any potential for dysfunction to arise. Proactively respond to situations that may be (or become) dysfunctional. Actively engage in consistent evaluation of mentoring relationships.
6. *Seek Consultation:* Draw from the experience of others through consultation when needed (ensuring confidentiality is maintained).
7. *Document:* Documenting a mentoring relationship can be a useful tool for monitoring progress. It can also be helpful for assessing and responding to dysfunction.

Exercise 5: Reflect on the potential for dysfunction in mentoring relationships.

1. Have you had an experience of dysfunction in a mentoring relationship? What contributed to the dysfunction? How did you cope with it?
2. If you were facing dysfunction in a mentoring relationship, how would you respond?
3. What administrative strategies contribute to preventing or responding to dysfunction in mentoring relationships in your work setting?
4. What strategies do you personally employ to prevent or respond to dysfunction in mentoring relationships?
5. How do you assess or reflect on mentoring relationships you engage in?

Variation for groups: Discuss the questions in groups of 2-4. If desired, groups can summarize key points of the discussion on flip charts and a larger group discussion can follow.

Recommended Reading

A complete list of references used to create this module is provided below. These three resources are either complementary or particularly useful and may be helpful to groups who wish to do further reading and reflection on mentorship in their institution or organization.

1. **The intentional mentor: Strategies and guidelines for the practice of mentoring** *Brad Johnson (2002)*. Johnson explores the definitions, essential functions and ideal characteristics of a mentor, highlighting the primary career and psychosocial domains of a mentoring relationship. Organizational, departmental and individual obstacles to mentoring are discussed using examples. Johnson emphasizes the role of a culture of mentorship in creating opportunities for effective mentoring at various levels of academe. Perhaps most useful in this article is a brief case study exploring a successful mentorship between an associate professor and a first-year graduate student. Also helpful is Johnson's final discussion of strategies mentors can use to promote successful mentoring relationships. The strategies suggested are reflected in Johnson's subsequent framework for competence to mentor. This article is particularly useful for individuals wishing to act as a mentor.

2. **Being Mentored** *Hal Portner (2002)*. Though focusing on mentorship for teachers, this book offers a number of strategies specific to individuals being mentored. Portner provides practical, realistic strategies for mentees who wish to learn and gain as much as possible from the mentoring relationship. Mentees are stimulated to reflect on how their own attitudes and actions influence what they can learn in a mentoring relationship. It is especially helpful for new mentees, but could also be useful for mentors or for groups wishing to enhance the culture of mentorship in a specific setting.

3. **Dysfunctional Mentoring Relationships and Outcomes** *Terri Scandura (1998)*. Scandura provides an intriguing and honest discussion of the potential for dysfunction in mentoring relationships. She reviews research and literature on the mentoring process. The paper reviews the little research available exploring negative experiences in mentoring. Scandura challenges readers with a provoking discussion of the potential for dysfunction. She offers a model of dysfunctional mentoring and its potential outcomes for both mentors and mentees. This is a thought-provoking article that could serve as a foundation for discussions in groups responding to relational challenges arising in mentoring relationships, wishing to enhance their culture of mentorship, or as a training tool for mentors and mentees as they learn about and develop competency in mentoring.

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