

# ACADEMIC LIFE IN THE SPOTLIGHT: MAXIMIZING PRODUCTIVITY AND FULFILLMENT

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# Evolutionary Changes in Higher Education

- Academic specialization<sup>1</sup>
- Organizational behavior and climate of academic institutions<sup>2</sup>
- Greater accountability for teaching outcomes<sup>3</sup>
- Heightened expectations for scholarly productivity<sup>3</sup>
- Shrinking pool of available extramural funds

<sup>1</sup>Braxton JM, Hargens LL. Higher Education: Handbook of Theory and Research. Agathon: New York, 1996.

<sup>2</sup>Andrews JG. Academe. 2006;92:16-19.

<sup>3</sup>Zabriskie MS, Dey EL, Riegle SG. AIR Forum Paper, 2002.

# Repercussions

- Pharmacy practice scholar labor shortage
  - Increasing enrollments in existing institutions
  - Creation of new schools of pharmacy
- Pharmacy academia labor shortage
  - Extra time in school to complete degree programs
  - Increasing salaries for new practitioners
- Implications
  - Increased workload and role burden for existing faculty
  - Erosion of quality of work life (QoWL)

# Faculty Burden and Stress

- Role overload
- Keeping up with one's field
- Work-home conflict<sup>4</sup>
- Criteria used in evaluating productivity and allocating merit awards<sup>5</sup>
- Collegiality and consensus issues<sup>6</sup>

<sup>4</sup>Nair KV, Gaither CA. Am J Pharm Educ. 1999;63:1-12.

<sup>5</sup>Wolfgang AP, Gupchup GV, Plake KS. Am J Pharm Educ. 1995;59z:342-7.

<sup>6</sup>Desselle SP, Collins CC, Harrold MW, et al. J Pharm Teach. 2002;9:1-33.

# Intradisciplinary Consensus

- A measure of a discipline's scholarly progress
- One of 3 broad dimensions describing differences among disciplines (pure-vs-applied and life-vs-nonlife)
- Implications for:
  - Scholarly productivity, types of scholarly communication, speech disfluency, teaching styles, teaching performance, departmental governance, outlook to the future, adjustment to new roles, salary & merit awards, stress, and job/career satisfaction<sup>1</sup>

<sup>1</sup>Braxton JM, Hargens LL. Op cit.

# Clustering of Academic Task Areas into Dimensions<sup>7</sup>

Task area	Hard		Soft	
	<u>Nonlife system</u>	<u>Life system</u>	<u>Nonlife system</u>	<u>Life system</u>
<b>Pure</b>	Astronomy Chemistry Geology Math Physics	Botany Entomology Microbiology Physiology Zoology	English German History Philosophy Russian Communications	Anthropology Political science Psychology Sociology
<b>Applied</b>	Ceramic Engineering Civil engineering Computer Science Mechanical Engineering	Agronomy Dairy Science Horticulture Agricultural Economics	Accounting Finance Economics	Educational administration and supervision Secondary and continuing education Special education Vocational and technical education

<sup>7</sup>Biglan A. J Appl Psychol. 1973;57:196-203.

# Intradisciplinary Consensus in Pharmacy

- Three dimensions: teaching, organizational government, graduate programming & research
- Variation by discipline
- Differences by type of institution, gender, and race/ethnicity of responding faculty
- Teaching and research priorities<sup>8</sup>

<sup>8</sup>Desselle SP, Collins SP, Harrold MW, et al. J Pharm Teach. 2002;9:27-46.

# Work Satisfaction (in the Academic Pharmacy Literature)

- Latif & Grillo examined the satisfaction of junior pharmacy faculty with various roles comprising teaching, scholarship, and service domains<sup>9</sup>
  - Exhibited questionable discriminant validity
  - Limited in scope
- Nair & Gaither examined pharmacy faculty satisfaction and specified relationships between work and non-work domains with overall life satisfaction<sup>4</sup>
  - Exploratory analysis – not focused on development of a comprehensive work satisfaction measure
- Jackson et al also used academic role functions to identify sources of burnout among pharmacy faculty<sup>10</sup>

<sup>9</sup>Latif DA, Grillo JA. Satisfaction of Junior Faculty with Academic Role Functions. *Amer Jnl Pharm Educ.* 2001; 65; 137-43.

<sup>4</sup>Nair, Gaither. *Op cit.*

<sup>10</sup>Jackson RA, et al. An analysis of burnout among school of pharmacy faculty. *Am J Pharm Educ.* 1993; 57:9-17.

# Turnover Intention

- Johnsrud et al examined workload, institutional support, morale, & org climate as factors that impact organizational commitment & subsequent employment intentions<sup>11-13</sup>
- Smart observed greater contributions by org characteristics (e.g. culture & satisfaction) than faculty situational characteristics (e.g. tenure status, age) in explaining turnover intention<sup>14</sup>
- Carter employed a retrospective examination of AACP published rosters 1996-2001 to identify differences in actual turnover rates by faculty gender and discipline<sup>15</sup> (lacked depth/org influences)

<sup>11</sup>Johnsrud LK. Measuring the quality of faculty and administrative worklife: Implications for college and university campuses. *Res Higher Educ.* 2002;43:379-95.

<sup>12</sup>Johnsrud LK, Heck RH. A university's faculty: Predicting those who will stay and those who will leave. *J Higher Educ Mgmt.* 1994;10:71-84.

<sup>13</sup>Johnsrud LK, Rosser VJ. Faculty members' morale and their intention to leave: A multilevel explanation. *J Higher Educ.* 2002;73:518-542.

<sup>14</sup>Smart JC. A causal model of faculty turnover intentions. *Res Higher Educ.* 1990; 31:405-424.

<sup>15</sup>Carter O, Nathiswan S, Stoddard GJ, Munger MA. Faculty turnover within academic pharmacy departments. *Annals Pharmacother.* 2003;37:197-201

# Self-efficacy

- A person's confidence in their ability to perform a certain task
- Context-specific assessment of competence to perform a specific task or a range of tasks in a given domain<sup>16</sup>
- Has been evaluated among many stakeholders in pharmacy, including patients, pharmacists (as practitioners and preceptors), and students; however, there has yet to be a comprehensive evaluation of the self-efficacies of pharmacy academicians<sup>17-19</sup>

<sup>16</sup>Bandura A. Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of human behavior*. Vol. 4, pp. 71-81. New York: Academic Press. 1994.

<sup>17</sup>Carroll CA, Garavalia LS. Factors contributing to the academic achievement of pharmacy students: Use of the goal-efficacy framework. *Am Jnl Pharm Educ*. 68(4): p NIL\_0106-NIL\_0116. 2004.

<sup>18</sup>Farris KB, Kirking DM. Predicting community pharmacists' choice among means to prevent and correct clinically significant drug-therapy problems. *J Soc Adm Pharm*. 15(2): p 69-82. 1998.

<sup>19</sup>Mangiapane S, Schulz M, Muehlig S, Ihle P, Waldmann HC, et al. Community pharmacy-based pharmaceutical care for asthma patients. *Ann Pharmco*. 2004;39(11):1817-1825

# Self-efficacy

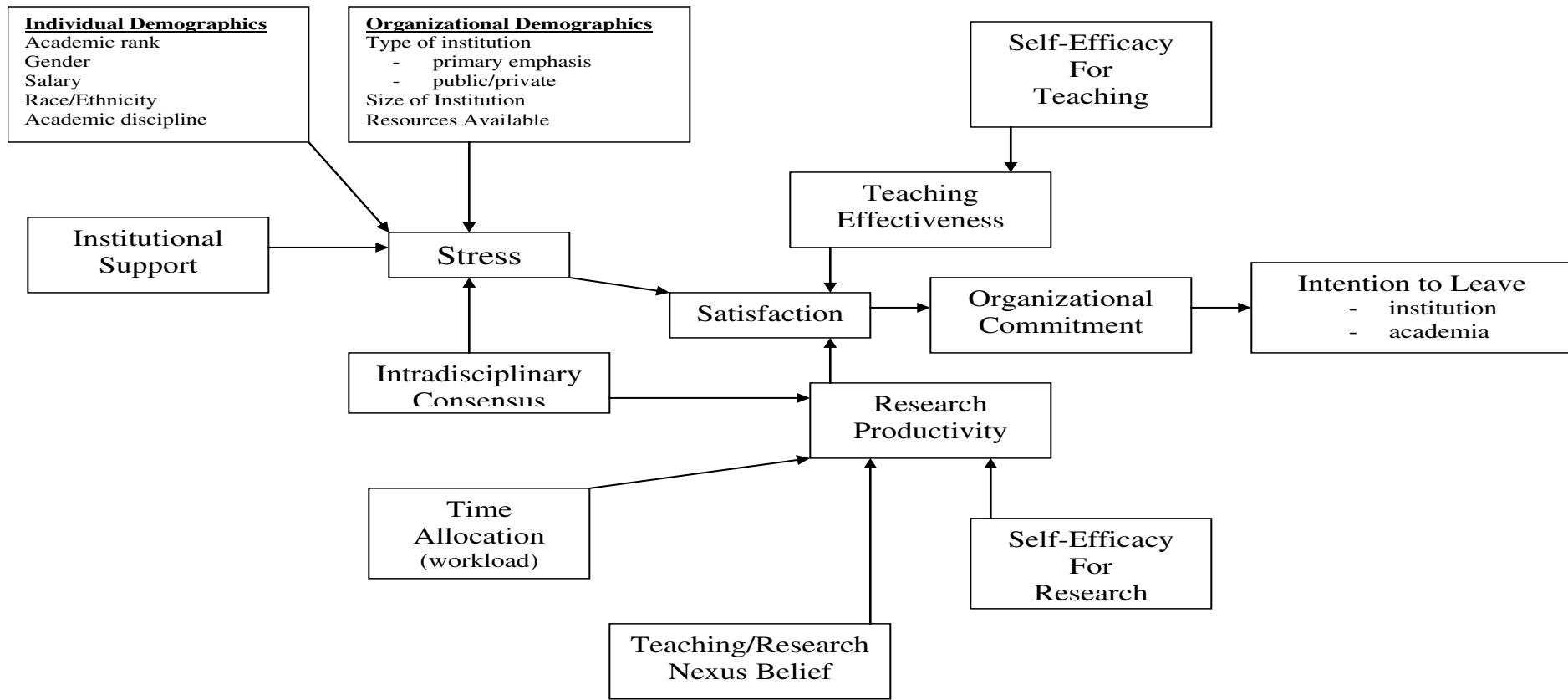
- Plays an important role in both teaching and research productivity<sup>16</sup>
- Consensus on a gold standard for a measure of productivity may be lacking; however, gains in self-efficacy may be associated with any number of indicators used to describe it
- May be an correlate with other quality of work life variables; increased self-efficacy for various tasks may help to alleviate role burden and stress and increase satisfaction and commitment

<sup>16</sup>Bandura A. *Op cit.*

# Project Map (not a strict model, per se)

- Satisfaction construct
- Turnover intentions
- Research productivity
- Stress
- Support
- Intradisciplinary consensus

Pharmacy Faculty Quality of Work Life Model (hypothesized)



# Objectives

- Develop a comprehensive measure of pharmacy academician work satisfaction
- Determine the contribution of various organizational, situational, and demographic variables toward overall pharmacy academician work satisfaction and its various domains
- Identify factors associated w/pharmacy academician JTI
- Identify factors associated with pharmacy academicians' teaching and research self-efficacies

# Development of the Satisfaction Measure

- Literature review and analysis
  - IPA, Medline, CINAHL, ERIC, PsycINFO, SS Index
- Generation of initial 36 items<sup>20</sup>
- Modified Delphi procedure
  - 20 interdisciplinary faculty rated items on importance
  - Additional items added
  - Second round (ratings) of newly added items
- Resultant 25 items<sup>21</sup>

<sup>20</sup>Serafin AG. Faculty satisfaction questionnaire: Development, validation, and reliability. Educational Resources Information Center Test/Evaluation Instruments. 1991. p. 1-27.

<sup>21</sup>Conklin MH, Desselle SP. Am J Pharm Educ. 2007;61:Article No. 71.

# Pharmacy Academic Work Satisfaction Scale Domains

	Factor loadings
<p><b>Factor 1: Support for scholarship (<math>\alpha = 0.817</math>)</b></p> <ul style="list-style-type: none"> <li>Available computer hardware/software to meet my research needs</li> <li>Availability of time to pursue scholarship</li> <li>Institutional support for research</li> <li>Opportunities for collaboration with scholars outside of my department</li> <li>My department's reputation for excellence in scholarship</li> <li>Institutional assistance with seeking funding for my research</li> </ul>	<p>0.534</p> <p>0.544</p> <p>0.666</p> <p>0.635</p> <p>0.578</p> <p>0.619</p>
<p><b>Factor 2: Supportive and equitable climate (<math>\alpha = 0.830</math>)</b></p> <ul style="list-style-type: none"> <li>General support from my department/division chair</li> <li>General support from my dean</li> <li>Institutional efforts in support of the career development of their faculty</li> <li>Salary competitive with other schools of pharmacy</li> <li>Distribution of rewards (i.e., salary) based on merit</li> </ul>	<p>0.440</p> <p>0.552</p> <p>0.579</p> <p>0.771</p> <p>0.776</p>

# Pharmacy Academic Work Satisfaction Scale Domains

	Factor loadings
<p><b>Factor 3: Requirements for promotion and tenure (<math>\alpha = 0.785</math>)</b></p> <ul style="list-style-type: none"> <li>Clear understanding of the teaching requirements needed for tenure/promotion</li> <li>The procedures used to evaluate a faculty member's teaching effectiveness</li> <li>Clear understanding of the research requirements needed for tenure/promotion</li> </ul>	<p>0.802</p> <p>0.671</p> <p>0.673</p>
<p><b>Factor 4: Graduate program availability (<math>\alpha = 0.817</math>)</b></p> <ul style="list-style-type: none"> <li>The opportunity to mentor graduate students</li> <li>The availability of competent graduate teaching assistants</li> <li>The availability of competent graduate research assistants</li> </ul>	<p>0.713</p> <p>0.851</p> <p>0.855</p>
<p><b>Factor 5: Collegiality (<math>\alpha = 0.722</math>)</b></p> <ul style="list-style-type: none"> <li>Opportunities for collaboration within my department</li> <li>Mutual respect for other's scholarly endeavors within my department</li> <li>The social interactions among faculty within my department outside of work</li> </ul>	<p>0.680</p> <p>0.615</p> <p>0.799</p>
<p><b>Factor 6: Teaching environment (<math>\alpha = 0.673</math>)</b></p> <ul style="list-style-type: none"> <li>The freedom to design courses as I see fit</li> <li>The quality of students admitted into our program</li> <li>My teaching workload</li> <li>The courses I am assigned to teach</li> </ul>	<p>0.625</p> <p>0.603</p> <p>0.509</p> <p>0.702</p>

# Additional Diagnostics

- Split-half reliability = 0.83
- Correlations with . . .
  - Organizational commitment = 0.50
  - Dean support = 0.24
  - Stress = -0.20
  - Teaching self-efficacy = 0.09

# Factors Related to Pharmacy Academician Work Satisfaction ( $r^2 = 0.69$ )

- Institutional support
- Department chair support
- Intradisciplinary consensus (teaching)
- Intradisciplinary consensus (organizational governance)
- Intradisciplinary consensus (graduate programming & research)
- Type of institution
- Stress due to lack of time
- Gender
- Dean support

# Other Findings on Satisfaction

- Greatest satisfaction with teaching environment domain
- Least satisfaction with institutional support and graduate program issues
- Identification of variables related to variance within each domain of the overall satisfaction construct

# Turnover Intention

- 20.7% of respondents indicated an intention to leave
  - 61.2% of “leavers” indicated an intention to work for a different academic institution
  - Remainder intended to leave academia altogether
- Top reasons supporting their decision to leave:
  1. Seeking new challenge
  2. Poor salary
  3. Relationships with school/college administration
  4. Lack of research support
  5. Geographic location and high stress level (tie)

# Turnover Intention

- 79.2% of respondents indicated an intention to remain
- Top 5 reasons supporting their intention to remain:
  1. Freedom in work (autonomy)
  2. Geographic location
  3. Good fringe benefits
  4. Relationship with department colleagues
  5. Family responsibilities

# Turnover Intention<sup>22</sup>

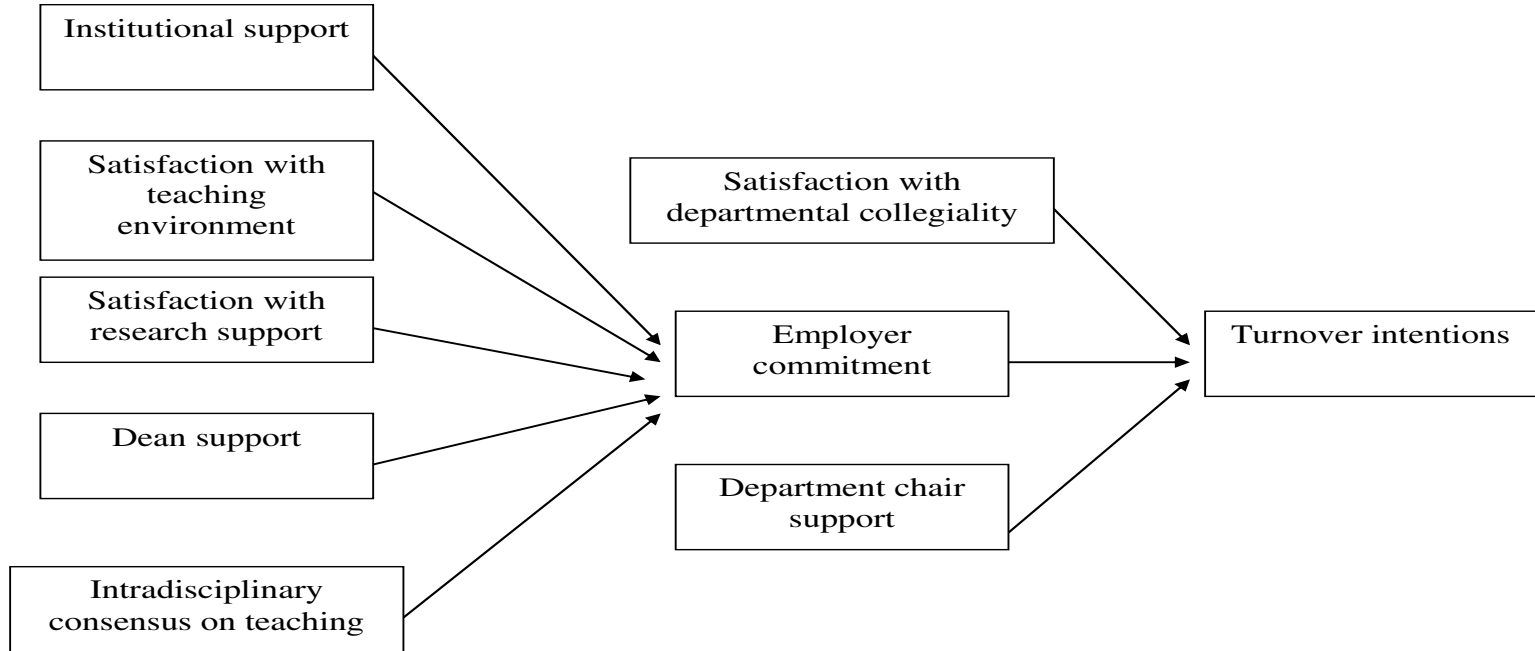
- Further defined as intentions to leave current institution within upcoming 2 years
- Logistic regression procedure
- Employer commitment, department chair support, satisfaction with departmental collegiality
- Employer commitment as a mediator of turnover intentions

<sup>22</sup>Conklin MH, Desselle SP. J Pharm Teaching. 2007;14:53-78.

# Regression of Variables on Employer Commitment

- Institutional support
- Satisfaction with teaching environment
- Dean support
- Satisfaction with research support
- Intradisciplinary consensus on teaching

# Resultant Model of Pharmacy Academician Job Turnover Intentions



# Reasons for Wanting to Leave Current Institution (n)

May fail to achieve tenure and/or promotion	13
Poor benefits	27
Burned out	63
Relationship with university administration	28
Relationship with school/college administration	56
Relationship with department colleagues	23
Quality of entry-level students	23
Desire for change	72
Excessive workload	72
Family responsibilities	26
High stress level	37
chance to work for an institution with a better reputation	35
Poor salary	70
Administration's expectations of faculty	35
Geographic location	37
Type of institution (e.g. private/public)	10
Lack of research support	54
Lack of teaching support	28
Presence of a graduate program in your discipline	4
Absence of a graduate program in your discipline	16
Retirement	23
Poor intellectual challenge	12
Seeking an alternative career path	28

# Reasons for Leaving Previous Institution (n)

Sought new challenge/desired a change	153
Geographic location	107
Unsolicited job offer prompted departure	63
Inadequate salary	56
Position did not meet expectations	54
Other	50
Change in school/college administration	44
Lack of research support	41
Lack of collegiality	40
Found it difficult to agree with institution's values/mission	39
High stress level	37
Excessive teaching workload	33
Desired greater autonomy	24
Absence of a graduate program at previous institution	15
Spousal job transfer	14
Change in marital status	12
Poor benefits	11
Lack of teaching support	11
Failed to achieve tenure/promotion	10
Presence of a graduate program at current institution	5

# Reasons for Staying at Current Institution (n)

Freedom in work (autonomy)	478
Geographic location	351
Good benefits	307
Relationship with department	293
Family responsibilities	251
Job security	197
Relationship with school of pharmacy	187
Good reputation of institution	182
Will likely be tenured and/or promoted	155
Appropriate (desired) workload	127
Good salary	125
Presence of a graduate program in your discipline	101
Quality of entry-level students	93
Type of institution (e.g. private/public)	88
Other (please specify)	84
Relationship with university	64
Research support	56
Low stress level	44
Teaching support	43
Administration's expectations of faculty	41
No desire for change	0
Absence of a graduate program in your discipline	0

# Research Productivity Factors

- Time spent in research activities
- Academic rank
- Research self-efficacy
- Intradisciplinary consensus
- Academic discipline

# Research Self-Efficacies

Item	Mean
Work with others in a research group	85.98
Discuss research ideas with colleagues	84.82
Deliver research findings at professional seminars/conferences	83.83
Prepare a manuscript for submission to a refereed journal	83.23
Utilize criticism from reviews of your research	83.15
Develop a logical rationale for your particular research idea	77.92
Generate researchable questions	76.71
Complete a significant project	76.49
Identify areas of needed research, based on the literature	76.39
Organize your proposed research ideas in writing	76.25
Attend to all relevant details of data collection	75.73
Train assistants to collect data	75.58
Supervise student researchers	75.43
Design a research project	74.63
Construct reliable data collection methods	74.37
Ensure validity in your data collection methods	69.41
Prepare a grant proposal	66.76
Choose appropriate data analysis strategies	59.87
Interpret and understand statistical output from appropriate software	58.66
Acquire extramural funding	57.57
Total Scale Mean	1492.59 / 2000

# Teaching Self-Efficacies

Item	Mean
Provide an alternative explanation or example when students are confused	84.12
Respond to difficult questions from your students	81.85
Make time available to students outside of the classroom	81.61
Adjust your content to the proper level for students	79.58
Get students to believe they can do well in your course	79.55
Craft appropriate examination questions	79.09
Provide appropriate challenges for very capable students	77.88
Control or prevent disruptive behavior in the classroom	76.59
Gauge student comprehension of what you taught	75.10
Help your students value learning	74.96
Respond to defiant students outside of the classroom	74.59
Employ a variety of effective student learning assessment strategies	73.82
Adjust your teaching strategies to accommodate various student learning styles	73.44
Improve the understanding of a student who is failing	71.24
Foster student creativity	70.03
Motivate students who show low interest in your course	65.52
Total Scale Mean	1297.35 / 1700

# Limitations

- Self-reported data
- Item response may be an artifact of item construction
  - Iterative Delphi procedure mitigates this concern somewhat
- Low rate of return limits generalizability to the target population
- Artificial deflation of response rate
  - Professional staff on the AACCP roster could not be excluded
  - E-mail addresses that were no longer utilized, but still accepted e-mail were not excluded

# Limitations

- Overrepresentation of SAS faculty; underrepresentation of basic science faculty
- Work satisfaction scale did not include non-work elements
- Turnover intention does not necessarily lead to turnover behavior

# Discussion/Implications

- AACP COD-COF committee to proffer strategies aimed at recruiting and retaining faculty.
- The importance of autonomy for an independent teacher-scholar
- Controllable vs. uncontrollable reasons to leave
- The results provide at least some support for motivator–hygiene factors that individuals experience within organizations
  - “Motivators” or “satisfiers” sustain at least some modicum of contentment and fulfillment, but “dissatisfiers” may be more responsible for turnover behavior than a lack of satisfiers

# Discussion/Implications

- It is critical that recruitment efforts be supplemented with strategies to keep existing faculty in academia and that institutions retain productive teacher-scholars.
- A model of faculty turnover intentions describes the direct effects of department chair and organizational commitment, which is formed through support, intradisciplinary consensus, and teaching environment.
- College/school of pharmacy administrators and senior faculty might consider these results when considering policies that may impact organizational climate and faculty morale.

# Discussion/Implications

- While self-efficacy was not implicated in directly contributing significant predictive value to work satisfaction or turnover intention, initial results prompt further investigation into its role in productivity
- The predictive ability of research & teaching self-efficacy for one another lends evidence to the complementarity of teaching & research roles.

# Future Research

- Definition of the relationships that exist among QoWL variables using path analysis or structural equation modeling techniques.
- The link between intradisciplinary consensus and teaching and research self-efficacies infers complimentary roles and warrants investigation.
- Further examination of the effects of intradisciplinary consensus on other QOWL variables.

# Future Research

- Future inferential studies may use individual domains to examine either immutable characteristics of a school or the effects of initiatives on various aspects of satisfaction
- Examine organizational culture/climate that exists within colleges/schools of pharmacy to determine its relationship on these and other variables (such as productivity)

# Initial Conclusions

- Faculty must perceive support from their institution and their Chairs
- Departmental collegiality
- Intradisciplinary consensus
- Mentorship and faculty development

# **But Before We Consider Mentorship & Development Programs . . .**

# Perceived Psychological Contract Breach

- Psychological contract: An individual's beliefs regarding the terms and conditions of a reciprocal exchange b/w the employee & the organization.<sup>23</sup>
- For an academic, this might include things like org climate, teaching load, mentorship, staff support, space, time to develop a site.
- A perceived breach can alter an employee's performance and commitment to an org and lead him/her to consider leaving.<sup>24</sup>

<sup>23</sup>Rousseau DM. Psychological and implied contracts in organizations. *Employee Responsibilities and Rights Journal*. 1989;2(2):121-139.

<sup>24</sup>Johnson JL, O'Leary-Kelly AM. The effects of psychological contract breach and organizational cynicism: Not all social exchange violations are created equal. *J Organ Behav*. 2003;24(5):627-647.

# Psychological Contracts

- Rooted in, but not the same as [directly] equity theory and expectations and fairness exchange<sup>25</sup>
- Is situational and personal
- Breaches versus violations
- Use of, but shortcomings of the Psychological Contract Inventory<sup>26</sup>

# Our Study of Psychological Contract Breaches

- ***Objective:*** Identify unique components of perceived psychological contract breaches among pharmacy faculty that can be used to inform the creation of a quantitative measure.

# Our Study . . .

- 4-round modified Delphi procedure
- Participants (n = 17) chosen for active involvement in academic pharmacy and cross-section of institution type, gender, rank, and administrative experience
- Round 1 consisted of 5 open-ended questions derived from the literature
- Subsequent rounds culled, identified items, refined them, and acquired consensus.
- 12 participants completed the entire process
- A priori expectations for retaining item based upon evaluation on importance

# Results<sup>27</sup>

- Consensus formed
- 27 items on/such as . . .
  - Freedom to select courses I teach
  - Adequacy of support staff
  - Annual salary adjustments
  - Laboratory equipment
  - Start-up funds
  - Adequacy of practice site
  - Clearly delineated requirements for org rewards
  - Support for faculty development

<sup>27</sup>Peirce GL, Desselle SP, Draugalis JR, Spies AR, Davis TS, Bolino M. Identifying psychological contract breaches to guide improvements in faculty recruitment, retention, and development. *Am J Pharm Educ.* 2012;76(6): No. 108.

# Results

- Additional items
  - Collegiality/climate in the organization
  - Overall expectations for scholarly productivity
  - Time for consulting or other outside activities
  - Informal mentoring
  - Overall workload
  - Committee service expectations
  - Number of months required to precept students

# Organizational Citizenship Behaviors

- Described as “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of an organization.”<sup>28</sup>
- AKA, “extra-role behaviors”
- Facilitate greater reward recommendations from managers.<sup>29</sup>
- Related to performance output of others, personal productivity, success, work satisfaction, other work-related outcomes.<sup>30</sup>

<sup>28</sup>Organ DW. *Organizational Citizenship Behavior: The Good Soldier Syndrome*. Lexington, MA: Lexington Books; 1988.

<sup>29</sup>Podsakoff PM, Ahearne M, MacKenzie SB. Organizational citizenship behavior and the quantity and quality of work group performance. *J Appl Psychol*. 1997;82(2):262-270.

<sup>30</sup>Walz SM, Niehoff BP. Organizational citizenship behaviors: Their relationship to organizational effectiveness. *Journal of Hospitality & Tourism Research*. 2000;24(3):301-319.

# Five Factors of Organizational Citizenship Behaviors<sup>28</sup>

- Altruism
  - Conscientiousness
  - Sportsmanship
  - Civic virtue
  - Courtesy
- 
- Smith et al's measure, other measures, and their shortcomings.<sup>29</sup>

<sup>28</sup>Organ DW. Op cit.

<sup>29</sup>Smith CA, Organ DW, Near JP. Organizational citizenship behavior: Its nature and antecedents. *J Appl Psychol.* 1983;68(4):653-663.

# Our Study

- Similar Delphi-like procedures
- 21 unique participants invited
- 13 completed all 4 rounds
- Round 1 consisted of 6 open-ended questions
- Consensus was achieved on 26 items

# Items Composing the OCB in Pharmacy Academia Measure<sup>30</sup>

- The faculty member . . .
  - Creates negative energy (gossiping, bullying)
  - Takes a personal interest in the well-being of colleagues
  - Complains about insignificant or minor things
  - Shows empathy
  - Is disrespectful to colleagues
  - Consistently volunteers to do things
  - Assists with non-mandatory college or university events
  - Takes credit for the work of others

<sup>30</sup>Desselle SP, Semsick GR. Organizational citizenship behaviors of pharmacy faculty. Am J Pharm Educ. In press.

## Items (cont'd) . . .

- Sacrifices person times and resources to help others
- Invites colleagues to participate in worthwhile endeavors
- Reneges on commitments and promises
- Returns communications in a timely fashion
- Keeps confidence with info if asked to
- Attempts to monopolize/control meetings
- Engages in political maneuvering at the expense of the organization

# **How Do We Use These Results and Other Literature to Inform Mentorship Programs??**

# 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.”<sup>31</sup>

<sup>31</sup>Anderson E, Shannon A. Toward a conceptualization of mentoring. In: Kerry T, Mayes A, ed. Issues in Mentoring. New York: Routledge; 1995:25-34.



# How Can We Do Without It?

“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.”<sup>31</sup>

“Poor mentoring in early adulthood is the equivalent of poor parenting in childhood.”<sup>32</sup>

<sup>31</sup>Carger CL. The two Bills: reflecting on the gift of mentorship. Peabody J Educ. 2003;71:22-29.

<sup>32</sup>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<sup>33</sup>
- Opportunity to shape others' careers
- Collegiality
- Contribution to the School, University, and discipline(s)
- Productivity
- Protégés enliven the intellectual arena

<sup>33</sup>Mullen EJ, Noe RA. The mentoring information exchange: When do mentors seek information from their protégés? J Org Behav. 1997;20:233-243.

# Benefits Accruing to Mentors

- Creative synergy<sup>34</sup>
- Enhanced career satisfaction
- Career rejuvenation
- Loyal support from protégés
- Organizational recognition for skill in talent development

<sup>34</sup>Noe RA. An investigation of the determinants of successful assigned mentoring relationships. *Pers Psychol.* 1988;41:457-479.

# Mentoring Domains

- Coaching<sup>35,36</sup>
- Acceptance and confirmation
- Role modeling
- Counseling
- Protection
- Exposure and visibility
- Sponsorship
- Challenging assignments
- Friendship

<sup>35</sup>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.

<sup>36</sup>Goodwin D, Stevens EA, Woodwin WL, Hagood A. The meaning of faculty mentoring. *J Staff Prog Org Develop*. 2000;17:17-30.

# Intimacy of Mentor-Protégé Relationship

- Those who perceive less risk in intimate relationships are more likely to take part<sup>37,38</sup>
- Is deep and caring involvement with other human beings, an integral part of self-actualization and mental health
- Is held to be a predictor of potential facilitating ability within caring professions
- Those able to cope with the tension that arises will thrive

<sup>37</sup>Allen TD, Poteet ML. Developing effective mentoring relationships: Strategies from the mentor's viewpoint. *Career Development Q.* 1999;48:59-73.

<sup>38</sup>Bennetts CE. Traditional mentoring relationships, intimacy, and emotional intelligence. *Qual Studies Educ.* 2002;15:155-170.

# Mentor Qualities (5-Factor Model)

- Emotional stability<sup>39,40</sup>
- Extroversion
- Openness
- Agreeableness
- Conscientiousness

<sup>39</sup>Digman JM. Personality structure: Emergence of the five-factor model. Annual Rev Psychol. 1990;41:417-440.

<sup>40</sup>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.

# Mentor Qualities

- High standards<sup>41</sup>
- Willingness to expend time and effort
- Open-minded
- Appreciates diversity in perspective
- Experienced
- Enthusiastic for research, his/her discipline
- Articulate
- Sensitive
- Voracious learner
- Self-aware, non-defensive, self-reflecting, empathic, compassionate

<sup>41</sup>Bird SJ. Mentors, advisors and supervisors: Their role in teaching responsible research conduct. *Science Eng Ethics*. 2001;7:455-68.

# Mentor Qualities

- Technical competence/expertise<sup>42</sup>
- Knowledge of organization and profession
- Status/prestige within the organization and profession
- Willingness to be responsible for someone else's growth and development
- Ability to share credit
- Patience
- Strong interpersonal skills

<sup>42</sup>Haines ST. The mentor-protégé relationship. Am J Pharm Educ. 2003;Article 82.

# Mentor Qualities

- Flexible and open to acquiring new skills and changing their views; applies “scientific thinking” to teaching and practice in recognition of research findings
- Uses humor in a variety of ways
- 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 the fact that mentor relationships end and accepts their protégés moving on without becoming distraught, angry, passive-aggressive, or sabotaging of their protégé’s success

# Mentor Qualities

- Vitally interested in facilitating protégé development
- Can cope with and ameliorate their own disturbances (not hostile, depressed, anxious, self-pitying)
- Reasonably good model of unconditional self-acceptance
- Recognizes that emotional disturbance in themselves & their protégés comes from taking life too seriously
- Experienced in the field and confident of their own skills

# Mentor-Protégé Timeline

- Initial phase—Potential, synergy, attraction<sup>44</sup>
- Cultivation—stable, mentor provides mentorship
- Separation
- Redefinition/transformation

<sup>44</sup>Kram KE. Phases of the mentor relationship. Acad Mgmt J. 1983;26:608-625.

# Pitfalls

- Protégé lacks requisite skills to meaningfully contribute<sup>45</sup>
- Protégé does not taking coaching or feedback seriously
- Protégé “plays” mentor against supervisor or associates
- Protégé becomes resentful

<sup>45</sup>Busch RJ. Mentoring in graduate schools of education: Mentor's perspectives. *Group Org Studies*. 1985;353-372.

# Pitfalls

- Complex relationship<sup>43</sup>
- 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**

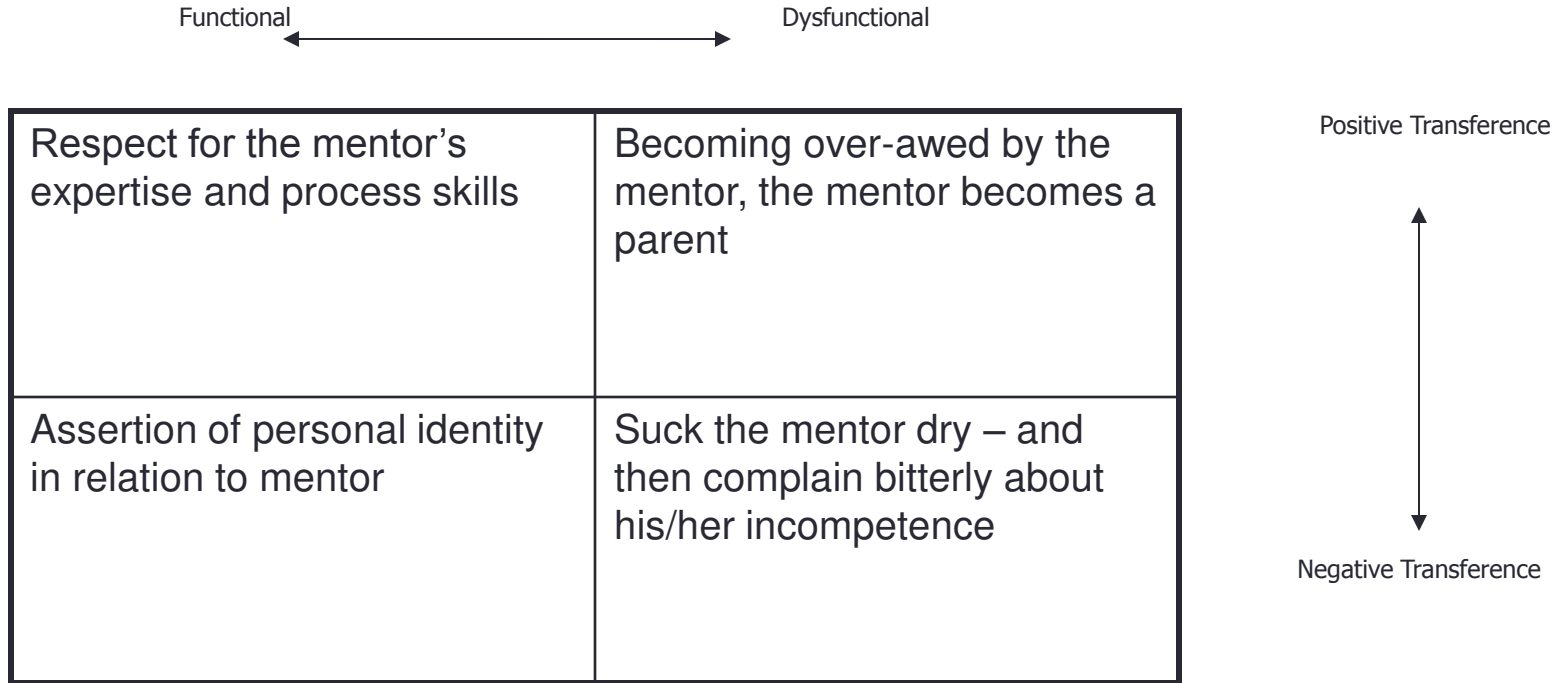
<sup>43</sup>Johnson WB, Huwe JM, Lucas JL. Op cit.

# Irrational Thinking by Mentors

- I must be successful with all of my protégés, all the time<sup>43</sup>
- 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

<sup>43</sup>Johnson WB, Huwe JM, Lucas JL. Op cit.

# Transference –The Protégé’s Perspective



<sup>46</sup>McAuley MJ. Transference, countertransference and mentoring: the ghost in the process. Br J Guid Counsel. 2003;31:11-23.

# Countertransference – The Mentor's Perspective

Functional ← → Dysfunctional

Positive Countertransference



Negative Countertransference

Benevolent desire to be associated with the protégé's development	Making the protégé stay over-awed. Colluding with the protégé
Express negative emotions. Letting go of the protégé in a reliable manner	Victimize the protégé either within the encounter or within the organization

## Rankings of Mentors' Abilities (in descending order)

- Providing feedback on the quality of work<sup>47</sup>
- Showing interest in protégé's personal growth
- Providing technical expertise
- Providing moral support
- Asking to work together on a project
- Helping protégé to establish connections

<sup>47</sup>Erkut S, Mokros J. Professors as models and mentors for college students. Am Educ Res J. 1984;21:399-417.

# Communication Support Behaviors

- Mentor/Protégé Domain<sup>48</sup>
  - 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

<sup>48</sup>Tepper K, Shaffer BC, Tepper BJ. Latent structure of mentoring function scales. *Educ Psychol Measure*. 1996;56:848-857.

# Communication Support Behaviors

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

# Suggestions for Mentors

- Build the relationship<sup>49,50</sup>
- Establish protected time
- Enable, but don't rescue
- Tacitly guide, advise, and handhold, but encourage responsibility
- Teach about the discipline
- Teach about ethics, values, and protocols of the discipline
- Bolster confidence, affirm talents

<sup>49</sup>Garvey B, Alred G. An introduction to the symposium on mentoring: Issues and prospects. Br J Guid Counsel. 2003;31:3-9.

<sup>50</sup>Gerstein M. Mentoring: An age old practice in a knowledge based society. J Counsel Develop. 1985;64:156-7.

# Other Considerations

- Formal vs. informal
- Voluntary vs. involuntary participation
- Totally confined or transcendent boundaries
- Potential roles others might play
- Cross-gender and cross-ethnicity considerations

# Mentoring 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

# Future Research

- Identify primary sources of PCBs and most common (+ and -) OCBs
- Identify relationships among faculty's perceptions of OCBs by colleagues, PCBs, productivity, work satisfaction, and turnover intentions
- Identify measures of org culture and climate in pharmacy academia
- Determine the extent to which PCBs & OCBs inform or result from org culture & climate

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# Future Research

- Identify mechanisms in which persons at various ranks/levels (seniority, administrative) contribute to a positive workplace climate
- Identify best practices for faculty in dealing with bad/negative OCBs demonstrated by others
- Describe best practices in mentorship programs and determine relationships b/w mentorship programs and various quality of worklife and productivity variables

# “Grand Summary”

- Role pressures of all kinds pervade faculty in higher education.
- Faculty work satisfaction is a function of domains related to consensus, collegiality, resources, teaching environment, equitable climate, and support.
- Faculty turnover is driven by commitment, affected by department chair, support from other administrators, resources, and teaching environment.

# “Grand Summary”

- Self-efficacy, collegiality, and consensus are **CRITICAL** and thus should be considered in hiring and in faculty development programming.
- Psychological contracts are important, and this should impact communication & hiring strategies, along with initial work environment.
- Organizational citizenship behaviors are an express manifestation of collegiality.

# “Grand Summary”

- We must make a conscientious effort to exhibit positive OCBs, ourselves, and divorce ourselves from so much ego.
- Mentoring relationships are intimate ones that transcend coaching and advice-giving; they often include a social component.
- Formal programs might be very beneficial. Their structure should be informed by the literature and treated as a scholarly endeavor.

# Questions???

I do not like to end my presentations with a pithy quote or cutesy illustration in any attempt to appear smarter or funnier than I really am.

