



THE AGA KHAN UNIVERSITY

eCommons@AKU

---

Department of Biological & Biomedical  
Sciences

Medical College, Pakistan

---

2023

## Progression of dyad mentorship to work driven model: Is this a value addition?

Rehana Rehman

Tazeen Saeed Ali

Rahila Ali

Follow this and additional works at: [https://ecommons.aku.edu/pakistan\\_fhs\\_mc\\_bbs](https://ecommons.aku.edu/pakistan_fhs_mc_bbs)



Part of the [Education Commons](#), and the [Medical Education Commons](#)

---

*Letter to Editor***Progression of Dyad Mentorship to Work Driven Model: is This A Value Addition?**Rehana Rehman<sup>1</sup>, Tazeen Saeed Ali<sup>2</sup> and Rahila Ali<sup>3\*</sup><sup>1</sup>Department of Biological and Biomedical Sciences Aga Khan University Karachi, Pakistan<sup>2</sup> School of Nursing and Midwifery Aga Khan University Karachi, Pakistan.<sup>3</sup> Department for Educational Development Aga Khan University Karachi, Pakistan.

Received: January 20, 2023

Accepted: March 29, 2023

DOI: 10.46568/bios.v4i2.127

**\*Correspondence:** Rahila Ali, Department for Educational Development Aga Khan University Karachi, Pakistan Tel: +92-21-34864502. Email: drrahali@hotmail.com**Introduction**

Mentorship is central for career development, advocates institutional capacity, expands educational output, supports; faculty retention, personal growth, career progression, improves confidence and sense of comfort [1, 2]. The faculty mentoring models in Higher Education Institutions are designed to provide socio-emotional support to the mentors for cognitive growth and personality development of mentees[3]. Traditional dyad model' is the most prevalent faculty mentorship model in which a skillful mentor is paired with a junior mentee; accountability conferred to both [4].

In a qualitative study on faculty mentorship models conducted at a private university in Karachi, Pakistan, the participants talked about **Work Driven Mentorship** surfacing from Dyad mentorship model. They identified work driven model in which novice faculty are seated with their mentors (senior faculty) who supervise in the same program to ensure connection on daily basis and promote continuous learning. One of the mentors of program mentioned that; *“Keeping in mind the protected time required for scheduling mentor mentee meetings, we propose a work driven model of mentorship. In this, space sharing replaces the idea of any formal meetings or feedback and working in collaboration, co-ordination and continuous feedback is facilitated. I think this is a more sustainable solution”*. However, mentees found this a little challenging. They explained that it was a monotonous routine to work together, share same space with multiple tasks without any support or guidance. Mentees preferred to share their ideas and seek more guidance through individual mentor meetings. They recognized that recurrent meetings promote the process of learning, innovation and creativity. In the words of a mentee,

*“We work in same space but still we are not able to develop a strong relationship. It makes me more formal as to work with senior. I am unable to progress as my mentor is very busy with other tasks, and we hardly see each other. They make you learn many new things but restrict many things at the same time. I think we should have some informal meetings, discussion on a cup of tea which will enhance achievement of my goals.”*

The models of mentorship are built on mutuality of the mentee–mentor relationship, progressive development of mentee, and the mentee mentor’s communication [5]. We emphasize that mentorship should have a non-threatening and facilitating environment whereby the mentee can converse with the mentor easily and feasibly; may the work driven model shown in Figure 1 be established or not.



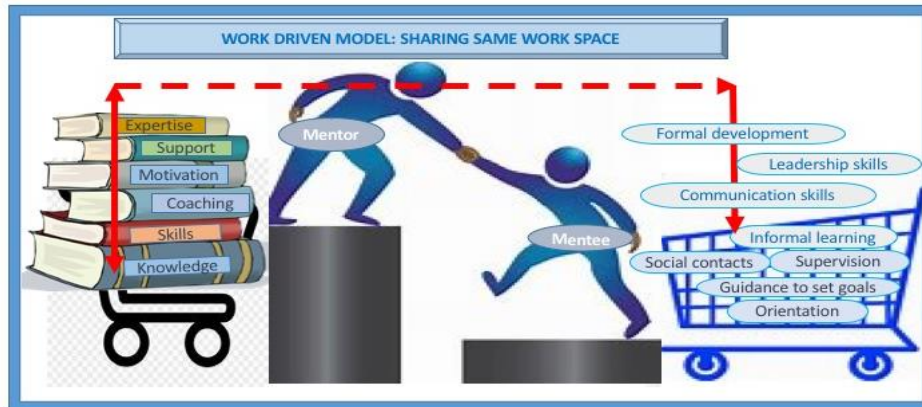


Fig 1: Representation of Dyad mentorship in Work Driven Model for a beneficial mentoring relationship

**Figure 1:** Representation of Dyad mentorship Model for a beneficial mentoring relationship

### References

1. Busby KR, Draucker CB, Reising DL. Exploring mentoring and nurse faculty: An integrative review. *Journal of Professional Nursing*. 2022;38:26-39.
2. Ng KYB, Lynch S, Kelly J, Mba O. Medical students' experiences of the benefits and influences regarding a placement mentoring programme preparing them for future practice as junior doctors: a qualitative study. *BMJ open*. 2020;10(1):e032643. doi: 10.1136/bmjopen-2019-032643
3. Miranda-Chan T, Fruith V, Dubon V, Wray-Lake L. The functions and longitudinal outcomes of adolescents' naturally occurring mentorships. *AJCP*. 2016;57(1-2):47-59. <https://doi.org/10.1002/ajcp.12031>
4. Yates MA. An Exploration of Dyad Leadership in Private Practice within the United States: The University of Mississippi Medical Center; 2021.
5. Clarke AJ, Burgess A, van Diggele C, Mellis C. The role of reverse mentoring in medical education: current insights. *Adv Med Educ Pract*. 2019 Aug 26;10:693-701. doi: 10.2147/AMEP.S179303. 2019;10:693.

