Mentorship: A *power*-ful relationship

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Resumen
La mentoría es esencial en escenarios educativos. La mayoría de los autores y autoras que la estudian la enfocan como una relación cuyas variables definitorias incluyen la confianza, el apoyo, la educación y la motivación. La mayoría también recalca las característcas y roles de los mentores o mentoras. Pocas personas se refieren a ella como una relación de poder. Presento un análisis crítico de la literatura sobre mentoría el cual enfoca en las contribuciones del o de la estudiante a la relación y en los conflictos que pueden surgir en sus diferentes fases. Aplico un modelo de relaciones de poder propio a las relaciones de mentoría para demostrar como tanto el o la estudiante como el mentor o la mentora puede controlar el proceso en diferentes contextos e interacciones. Presento esta perspectiva para contribuir al desarrollo de una visión del proceso de mentoría que facilite el apoderamiento.
Descriptores: Mentoría, Tesis y Disertaciones, Apoderamiento en la educación

Abstract
Mentoring is essential in educational settings. Most authors focus on mentorship as a relationship where important defining variables include trust, support, nurturing and motivation. Most also emphasize the mentor's characteristics and roles. Few of them speak of it as a power relationship. A critical analysis is presented of the mentoring literature focusing on the mentee's contributions to the relationship and conflicts that can occur in the different phases of mentoring. A power relationship model, developed by the author, is applied to the mentoring relationship to demonstrate how both mentor and mentee can control the process within different contexts and interactions. This perspective is presented as a means to generating a more empowering construction of mentoring.
Keywords: Mentoring, thesis, dissertations, empowerment

Most people, in almost every setting, believe mentoring is important. Such is the case in organizational settings for on-the-job-training of new personnel, for personnel that is promoted or for those who change careers. It is important in the development of skills in the arts and in applied trades. It is essential in academic settings for students during the entire educational process and for young faculty in quest of tenure and promotion.

People who believe mentoring is important know the benefits it generates for the mentee. These are amply presented in the literature (Arce, 2005; Cronan-Hillix, Gensheimer, Cornan-Hillix & Davidson, 1986; Dittman, 2005; Eby, McManus, Simon & Russell, 2000; Gilbert & Rossman, 1992; Johnson & Nelson, 1999; Johnson & Ridley, 2004; Sosik & Godshalk, 2000; Willis & Diebold, 1997). Some of them are also aware of its importance for the mentor and the institution in which both mentor and mentee are immersed.

Mentoring is beneficial for the mentee during his/her training because it contributes positively to: a) academic progress, b) professional satisfaction, c) increased knowledge and skills, d) strengthened professional identity, and e) greater acceptance both in the academic and professional communities. Upon graduation, effective mentorship will also facilitate: a) job opportunities, b) better salaries, and c) professional mobility. On the other side of the mentor-mentee equation, benefits include: a) personal satisfaction, b) creativity and productivity, c) career renewal, d) identification of new talent, and f) the development of a base of support within the institution. Finally, mentorship has institutional gains such as an increase in productivity and commitment to the institution, less waste and acceleration of students' progress.

Because of these benefits and due to my own positive experiences with the process, I decided to focus on mentoring in educational settings, and particularly in graduate school in psychology. However, before I continue I will present my vision of mentoring because it contextualizes this paper.

Besides being a teacher and educator I am a social-community psychologist. Thus, I bring to the educational process the values and priorities of my discipline which focuses on understanding social realities and facilitating empowering social change (Montero, 2004; Serrano-García, López & Rivera-Medina, 1992). Mentoring, in my view, must contribute to both. To facilitate understanding social realities it must include the acquisition of knowledge pertinent to the issue at hand and a grasp of how that knowledge is shaped by social and historical forces as well as by social norms and values. To generate change agents committed to empowerment, mentoring must itself be empowering.

On the other hand, empowerment is the process which allows a person or group control of their own circumstances. It implies that people have or can learn the required competencies to achieve this control if given the oportunities and resources. It requires learning in the context of living life, in practice as well as theory. It requires divergent thinking and merits the development of new role relationships (Rappaport, 1981). I strongly believe that education is one of the most important strategies to facilitate empowering change particularly if is compatible with a Freirian-like liberating perspective where

teacher and student learn and grow together (Freire, 1970). This perspective requires (a) a horizontal relationship where superiority/inferiority are diminished, (b) open and sincere dialogue, and (3) optimism as to the possibilities for change (Serrano-García, López & Rosario, 1980). I believe this is the kind of relationship we should strive for in mentoring in order to contribute to the development of competent, critical, ethical and committed professionals who will in turn generate empowering change in their respective settings.

   With this background in tow, my main objective is to analyze mentoring as a power relationship, a perspective which is scantly discussed in the literature. After presenting an overview of concepts regarding mentoring, I will summarize a power relationship model I developed with a colleague and apply it to a couple of mentorship vignettes. I hope to demonstrate that adding an analysis of mentoring from the vantage point of power can contribute to enriching the process and to the development of empowering relationships for all involved.

Mentoring

   Most of the literature speaks not to the mentoring relationship but to the definitions, characteristics and functions of the mentor. Since I believe this should be a horizontal and dialogical relationship, as far as context allows, I will present the concepts as they apply to both mentor and mentee.
Definitions
   Mentor
   I will begin by differentiating a mentor from an advisor, or a dissertation chair. Although these could all be the same person, and on ocassion is, that is not necessarily the case. I will be referring to the advisor as the person in charge of orientation regarding institutional requirements for a program such as curricular sequences, norms and procedures. I will refer to the dissertation chair as the person who directs the dissertation committee and supervises the research process. This includes: (a) regular meetings to plan and evaluate progress, (b) guidance in determining the research question and methods, (c) provision of literary and technological resources, (d) ideas and support when difficulties are encountered, and (e) evaluation of all documents that are generated – chapters, appendixes, references, proposals - in a timely fashion (Cone & Foster, 1993; DEGI, 1997).

   A mentor on the other hand, is an experienced person who provides guidance, teaching, modeling and support to a less experienced individual. The mentor also provides counseling, knowledge and opportunities so the mentee may eventually enter his/her chosen profession successfully (Johnson

& Ridley, 2004). Together they establish a dynamic, reciprocal and personal relationship.

The characteristics of this relationship are evident since the term was coined. Soca (2004) informs that the term arose from the following experience:

> In 1698, the marquis François de Phenelon (1651-1715) was named precepto to the three sons of the Great Dauphin of France, one of which was the Duke of Burgundy. He was a difficult lad, so Phenelon wrote for him a story titled the *Adventures of Thelemacus* (1699) about Ulysses' adolescent son, who led an expedition to save his father and liberate his mother Penelope from suitors who stalked her. Since Thelemacus was very young, in Phenelon's narrative Athena turned into the elder Mentor, to accompany, guide and counsel the Duke, heir to the kingdom of Ithaca. The elder's greek name comes from the indo-european root *men-* (think, meditate) and was first adopted in English and then in other languages to refer to a person of certain age who guides a younger one. (Author's translation; pp. 163-164).

Johnson and Nelson (1999) add that the integration of Athena's female essence in Mentor's male form reflects an androgenous quality which may be important to the multiphacetic long-term relationship that mentorship entails.

Mentee

I could not identify a definition for mentee beyond that of "one who is mentored" (Johnson & Huwe, 2003; www.thefreedictionary.com). Many authors use the term *protégé* derived from the Latin *protegere*, meaning "to protect" which I dislike because it places the onus of the relationship on the mentor, and makes me think of the mentee as dependent or weak. I found no one who explicitly distinguished an advisee or student from a mentee. If I follow the same logic of the mentor's definitions it would seem that an advisee requests information regarding norms and procedures of the program, a student attends class and works on his/her dissertation with a professor or committee chair, while a mentee not only requests support and guidance to achieve professional goals but purposely contributes to the mentors' productivity, growth and satisfaction.

What characteristics are desirable in mentor and mentee?

There is consensus in the literature about the characteristics a mentor should posses. However, there are few references to those of a good mentee. Johnson and Huwe (2003) categorize the desirable characteristics of a mentor

in two groups: personality and behavior. I have used their basic scheme to incorporate my view of the characteristics of a good mentee.

As you can see in Table 1, it is expected that both members of this relationship be agreeable, hard working, responsible, and productive. They should communicate adequately and be aware of the context in which they are engaged. They should also be productive, respected by peers because of their accomplishments, able to provide and receive feedback regarding their work, accesible and with previous satisfactory experiences.

Mentors and mentees emphasize the importance of these characteristics differently. I have participated in many meetings with faculty and graduate students across our campus in which they have shared ideas similar to those presented in the literature. Faculty tends to emphasize behavioral characteristics - in particular those of academic productivity - while mentees stress personality. The exception to these emphases in our campus were characteristics of effective communication and accesibility which were mentioned by both faculty and students. Students also prioritized patience, mentors' knowledge of organizational procedures, their ability to understand others, intellectual curiosity and their ability to inspire confidence in mentees' capabilities (Torres, 2004).

Tasks in the Mentoring Relationship

With these characteristics in mind, it is important to clarify what mentors and mentees do. Mentors generally contribute to the mentee's professional development while providing psychosocial support (Johnson & Huwe; 2003; Johnson & Ridley 2004). Mentees perform tasks related to their professional goals and also provide support to the mentor.

In Table 2, I summarize these tasks. Those related to professional development include supervision of the dissertation process, providing advocacy, exposure and visibility as well as challenging tasks. Psychosocial tasks include providing protection and modeling, accepting and reaffirming, couseling, friendship and coaching. I have tried to show how the mentee can correspond with similar functions relative to all of the mentor's tasks.

Development of the Mentoring Relationship

Authors that write about the mentoring process mention that this relationship includes four stages: (a) initiation, (b) cultivation, (c) separation and (d) re-definition (Borden & Rüedi, 2000; Cone & Foster, 1993; Kram, 1988; Ogden, 2002; Johson & Huwe, 2004; Zachary, 2000). Initiation includes the mutual selection of mentor and mentee. Both should learn what they can about each other before they decide to engage in a mentoring relationship – their working style, their interests, their previous experiences. They should

103

Table 1
Characteristics of Good Mentors and Mentees

Characteristic & Description	Mentor (Borden & Rüedi, 2000; Cone & Foster, 1993; Johnson, 2004; Johnson & Huwe, 2003; Johnson & Ridley, 2004)	Mentee (Johnson & Huwe, 2003; U.S. Coast Guard Mentoring Program, 1998; American Physiological Society, 2003)
Personality		
Personality traits	The person is agreeable, amiable and has a good sense of humor. S/he provides support, encouragement and is flexible. S/he is dedicated, patient and emphatic.	The person is flexible, receptive; willing to innovate and take risks.
Work habits	The person knows his/her work style, strengths and limitations. S/he tries to balance work, personal needs and responsibilities.	The person is responsible, committed.
Atittudes and values	The person is aware that mentoring is a power relationship with a potential for conflict and exploitation. S/he models integrity and honesty.	The person is aware of the contextual constraints placed on his/her role and on the resources s/he contributes to the relationship.
Behaviors		
Productivity	The person is actively involved in research, writing, and publishing and shares these tasks with the mentee.	The person carries out assigned and original tasks focusing on his/her goals.
Professional influence and power	S/he is respected by students and colleagues as a result of professional achievements.	S/he is respected because of professional achievements at his/her level.
Efective communication	S/he communicates well and models communication skills. S/he provides constructive feedback.	Communicates goals, expectations, needs and disatisfactions clearly and assertively. Welcomes and accepts feedback.
Accesibility	The person separates and devotes time for supervision, feedback, and other mentoring roles.	Takes initiative in requesting time or cancelling unnecesary meetings.
Mentoring background	The person has mentored many students that express satisfaction, exhibit professional success and speak positively of their mentor.	In work with other professors or mentors, s/he is known to have been productive and satisfied.

104

Mentor Functions Professional Development	Mentee Functions Professional Development
Research or dissertation tasks (Borden & Ruedi, 2000; Rowley, & Slack, 2004; Johnson & Huwe, 2003).	Research or dissertation tasks
•Periodic meetings to plan and follow-up tasks; provide a clear vision of the time tasks require.	•Attend meetings; complete tasks on established time-line.
•Facilitate definition of research objectives and methods. Facilitate exploring different alternatives.	•Implement research methods and techniques.
•Facilitate identifying resources (ex. human, technological, bibliographic)	•Identify suggested resources and others. When others are identified mention them to mentor so s/he can be informed of other alternatives.
•Generate alternatives to implementation problems	•Implement alternatives and suggest others.
•Provide written and oral feedback of both ideas and writings.	•Accept feedback when appropriate; question feedback that seems inadequate, changes focus in an unwanted direction or challenges values.
•Provide information about pertinent institutional norms, procedures and requirements. Advocacy (Johnson & Huwe, 2003; Johnson & Ridley, 2004)	•Provide information of norms that may have changed and mentees have been informed of before mentors.
•Nominate the student for prizes, recommend his/her work for publication or recommend him/her for significant positions (ex. Student representative, board member of a professional or student association).	•Nominate the mentor for prizes or recommend him for significant positions (ex. Department chair; Dean).
•Endorse requests for resources (ex. Fellowship or internship applications, research proposals.	•Endorse request for resources.

•Introduce him/her to colleagues who can be important for future development. Exposure and Visibility (Johnson & Huwe, 2003; Johnson & Ridley, 2004).	•Introduce him to other faculty members particularly outside your department or to other students interested in his/her work.
•Invite him/her to conferences and conventions.	•Inform him/her of conference or conventions
•Invite the student to participate in research and publications	•Invite him/her ot participate in projects or publications you initiate
•Mention his/her participation to colleagues.	•Mention his/her mentorship skills to other students

Challenging Tasks

•Invite the student to participate in endeavors that will require development of new skills.	•Invite him/her to participate in new endeavors.

Psychosocial Support	Psychosocial Support
Protection – Protect the mentee's reputation when s/he learns of unfounded critiscism.	Protection – Protect the mentor's reputation when s/he learns of unfounded critiscism.
Modeling – Demonstrate how important tasks are performed particularly related to proposal writing or teaching.	Be observant of modelled behavior; become model to peers.
Accepting and reaffirming – Communicate support and respect. Show trust in his/her abilities. Encouragement.	Accepting and reaffirming – Communicate support and respect. Show trust in his/her abilities. Encouragement.
Counseling – Provide counseling about professional and personal goals, about how to balance work and family life, and about how to pursue professional "dreams".	Accept counseling if appropriate.
Friendship/mutuality - Show esteem, appreciation and mutual trust.	Friendship/mutuality - Show esteem, appreciation and mutual trust.
Coaching – Provide suggestions to deal with bureaucracy and departmental politics.	Accept coaching.

talk about their expectations of the relationship and about basic norms that will define their interactions.

Cultivation is the longest stage, during which the mentee will develop skills and knowledge particular to his/her interests and the mentor will execute all his/ her tasks. It is the opportunity for mentees' professional socialization. It is the time for regular and frequent meetings and for constructive feedback, and also time to discuss future plans and dreams.

Separation begins when the mentee is nearing completion of his/her studies and begins to seek job opportunities. Soon s/he will leave the institution and the mentoring relationship will change. The mentor should provide support for the transition and ways in which future collaboration and communication will take place should be explored.

Redefinition can be equal to termination or can be characterized by a shift from the mentee to the colleague role. Both should decide if this is a relationship that they want to continue and if so, work on how to maintain it.

Conflict in the Mentoring Relationship

As in other interpersonal relationships, there is conflict within mentoring. As with the other processes I have described, both parties in the relationship contribute to this conflict although mentors' failings are emphasized in the literature. From the vantage point of the mentor, conflict can arise as a result of various factors:

1. Blurring of boundaries within the relationship - can be as slight as confusing support with availability for personal counseling, or as difficult as confusing trust with sexual interest (Johnson & Ridley, 2004; Kitchener, 1992).
2. Authorship issues (Eby, et al, 2000; Cronan-Hillix, et al, 1986; Johansson & Huwe, 2003; Kitchener, 1992) include plagiarism and failure to give expected credit (Goodyear, Crego & Johnston, 1992). Plagiarism occurs when the mentee writes a piece or when a mentor publishes a mentee's ideas and provides no credit. Failure to give expected credit occurs when a mentor submits a study for publication in which a student has worked, without requesting the student's input.
3. Exploitation – In this case, the mentee is required to invest inordinate amounts of time and energy on a project without reciprocity (Eby, et al, 1992; Goodyear, et al, 1992; Johnson & Ridley, 2004).
4. Neglect – The mentor is unavailable, overextended, or self-aborbed. S/he does not devote time to the mentee nor provides

timely feedback (Cronan-Hillix, et al 1986; Eby et al,1992; Goodyear, et al, 1992; Schlosser, Knox, Moskowitz & Hill, 2003).

5. Supervision issues – which create difficulties include inappropriate delegation, excesive criticism, verbal abuse, and micromanagement (Arce, 2005; Cronan-Hillix et al, 1986; Eby et al, 1992; Goodyear et al, 1992)

6. Imposition of content, values and goals – The mentor will not work with the mentee on any topic remotely outside his/her interests. The mentee is expected to share the mentor's values, beliefs, goals and expectations (Goodyear et al, 1992; Johnson & Huwe); and

7. Incompetence – The mentor knows little of the content or method of the research s/he is supposed to supervise (Kitchener, 1992; Johnson & Huwe, 2003).

From the vantage point of the mentee, conflict may be due to:

1. Authorship issues – In this case both examples that apply to mentors are possibilities. However, there is also the case of requiring authorship credit for tasks that do not merit this distinction (Goodyear et al, 1992).

2. Lack of interest or commitment (Campbell, 2000) –The mentee is not motivated by the content that is being studied and is laickadaisical and univolved.

3. Irresponsibility – The mentee does not devote the time and energy s/he agreed to when establishing his/her work plan (Seijo, 2005) and does not carry out the relevant tasks.

4. Lack of initiative – The mentee can be extremely dependent on the mentor. S/he does not independently generate solutions to implementation issues, or seek resources for the furtherance of career goals (Seijo, 2005).

5. Confusion regarding goals and expectations – Refers to lack of clarity regarding both expectation and goals of the mentoring relationship as well as career aspirations (Seijo, 2005).

So far, I have defined mentorship as a relationship of guidance, counsel and support between a more experienced and a less experienced person. I have stressed the importance of mutuality in this relationship and the resources both persons contribute to it. I have mentioned the professional and behavioral characteristics that facilitate a positive relationship as well as the functions both mentor and mentee perform. I described the phases the relationship usually undergoes and, finally, presented sources of conflict within it. It is now time to focus on power.

Mentoring: Powerful and power-full

As was portrayed, most authors focus on mentorship as a relationship where important defining variables include trust, support, nurturing and motivation. Few of them speak of it as a power relationship. This could be because they perceive the relationship as structurally bound by institutional parameters, because they see it as conflict free, or believe it is a relationship in which conflict occurs only sporadically. Those that do speak of power define mentorship as an unequal helping relationship with an implicit power differential (Eby, et al, 2000; Johnson & Ridley, 2004; Kitchener, 1992). They mention various sources of a mentors' power including: (a) evaluative/supervisory authority, (b) knowledge, experience and wisdom, (c) facility to identify opportunities for jobs and publications, (d) organizational rank and (e) reputational power (Sosik and Godshalk, 2000; Kitchener, 1992). I could not identify anyone that analyses the mentees sources of power, nor states the possibility that s/he can control the relationship. In my analysis I will try to demonstrate that this relationship exists.

The remainder of this paper will focus on the application of a model of power relationships to two hypothetical vignettes of mentorship relationships (Serrano-García & López, 1990). The vignettes are fashioned according to the sources of conflict previously identified and focus on : authorship issues and irresponsibility. After presenting the model and its application, I will conclude by explaining how this perspective contributes to strengthening mentorship that will lead to empowerment for all involved.

Two Vignettes of Mentoring Relationships

Case # 1 What is yours is mine

Carlos is a graduate student at the Department of Psychology of the University of Puerto Rico, Río Piedras Campus. He is enrolled in the social-community psychology PhD program. Carlos wants to obtain an academic position when he graduates since he enjoys research and teaching.

Carlos entered the program from another campus where he had participated in various research projects and benefitted from a strong mentoring experience. Carlos was very pleased with his undergraduate mentor and entered graduate school with similar expectations.

In his first two years of graduate school there was no opportunity for him to join a research project. Thus, in his

third year and ready to start his dissertation, he was determined to find a mentor. He decided to approach Dr. Lozada, a professor known for his productivity, commitment to mentoring and academic excellence. He accepted Carlos in his project.

Dr. Lozada was performing a study of the effects of the current economic situation in Puerto Rico on community life. In his first year, Carlos participated actively in research. He and Dr. Lozada met every two weeks to discuss his work, future goals and career options. In one of these meetings, Carlos presented a model he had developed to explain the impact of unemployment on sense of community as a central idea for his dissertation. Dr. Lozada was very excited and encouraged him to work on it further.

Two weeks later at a weekly brown-bag, Dr. Lozada gave a presentation on his project's progress. Carlos attended. Dr. Lozada mentioned the unemployment-sense of community model without mentioning Carlos who was surprised. As a result, he timidly approached his mentor and mentioned the fact. Dr. Lozada excused himself and said he would mention Carlos the next time.

Four months later, Dr. Lozada presented a paper at the World Congress of Psychology. He was lauded for his ideas and invited to publish them. Carlos could not attend but a fellow student brought him a copy of the handout Dr. Lozada had distributed at the Congress. He realized that Dr. Lozada had presented Carlos' model of unemployment and sense of community. He could not believe it; he was shocked, dismayed and confused. As a result, he asked Dr. Lozada for a meeting who stated that since Carlos had developed his ideas as a result of working on his project, he believed he had authorship rights over the model.

Case # 2 Can I rely on you?
Laura is a second year clinical psychology graduate student at the same university. She entered the program after obtaining her undergraduate degree at another institution

where research projects were scarce. She worked part-time through her undergraduate studies and got good grades with little effort. She applied to graduate school so she can practice psychotherapy in a private setting.

At the University of Puerto Rico she discovered that a PhD also required the development of research skills. She also learned that most assistantships were linked to research projects and, since she needed to work while she was in school, she decided this was a more comfortable option than working part-time off campus. She applied for an assistantship with Dr. Pedreira. Although she had little research experience, her course grades were excellent and there were few other candidates so Dr. Pedreira hired her.

Dr. Pedreira is an Associate Professor in the Department. He is committed to mentoring the students he hires. He believes he can further their career development. He is also aware that his productivity is increased when his students contribute hard work and ideas. Since he is coming up for promotion soon, this also motivates him to invest time in mentoring.

Dr. Pedreira met with Laura on her first week in the project to prepare her for the tasks and to inform her of his vision of mentoring. He discussed her interest in becoming a therapist, and asked her to open herself up to the possibilities of research. He scheduled meetings with her every two weeks.

During the first six weeks, Laura attended meetings to talk of her work, although not very enthusiastically. Soon after she began to be late for work and to excuse herself from mentoring meetings. After a few more weeks she started to miss both work and meetings. Dr. Pedreira inquired about the situation and she said she was overloaded in her courses and would soon return to the previous work rythm. He mentioned that she had to make-up for lost time. However, Dr. Pedreira was acutely aware that her tasks were either postponed or had to be delegated to other students. The project started getting behind. Two weeks passed and

Laura's behavior did not improve. Dr. Pedreira, was concerned about his work and wondered if he could help Laura in any way. He e-mailed and called her with no response. The time he had separated for their meetings became a wasted hour every two weeks since he did not know if she would show up or not.

Power as a Social Relationship

Most theories regarding power present it as a an object that can be possesed, an ability or capacity which is exercised, or refer to it as housed in particular sites limited to the few (Serrano-García, 1994). In this model, we consider power to be a social relationship with three major components; (a) pre-requisites and elements necessary to establish the power relationship, (b) initiation and maintenance of the relationship, and (c) ways in which it can be altered or changed (Serrano-García & López, 1990; Serrano-García, 1994). I will briefly explain each component and apply them to the vignettes.

Pre-requisites and Elements of Power Relationships

According to this model, the power relationship is characterized by the presence of two agents, within an historically asymmetrical material base, which are in conflict over a resource which one controls and the other covets (Serrano-García & López, 1990). The basic concepts of this definition and their relationship are presented in Figure 1.

As we know, some groups within any society control (posess or manipulate) greater portions of resources than others. In this model the material base refers to the actual distribution of resources and the institutionalized means by which that distribution is and has been maintained. The material base in both vignettes is the University of Puerto Rico and within it the norms and procedures that assign professors or mentors the resources that allow them to evaluate/supervise students or mentees. It is an institution in which most teacher/student relationship are traditional, in other words where the teacher is the one that knows and the student is there to learn.

The Department of Psychology is large and understaffed; the teaching load is excessive and resources for research are scarce. There has been a recent push for additional external resources but many research projects still depend on practicum experiences or voluntary student labor. Mentoring, as is the case in other institutions (Johnson & Nelson, 1999; Young & Perewe, 2004), is not rewarded in faculty evaluations or promotions, or in any other way (ex. awards). Faculty members do not receive training to perform mentoring roles.

Mentoring is unavailable for most students. A very limited group at the graduate level receive the guidance, counseling, support and opportunities that emerge from this process. At the undergraduate level it is practically non-existent.

Resources & Agents

The next important concept in the definition of power relationships is that of resources which are all the elements available in society for the satisfaction of human needs and aspirations. These are divided in two kinds: infraresources which are those that facilitate our access to instrumental resources, which in turn are those which satisfy human needs and aspirations (Rogers, 1974). In both our situations, the PhD would be an instrumental resource and mentoring could be one of the infraresources. However, there are instrumental and infraresources within the mentoring process itself. For example, publications can be an instrumental resource that requires faculty's publishing experience, completion of the dissertation needs regular meetings and feedback, and faculty promotion could be an instrumental resource for which students' productivity an infraresource.

In relation to any one resource there is a controlling agent which possesses or manipulates it and an interested agent that wants to possess or manipulate the same resource. In both vignettes there are many resources. However, in the first one I focused on authorship of the model Carlos developed which makes him the interested agent. In the second vignette the interested agent is Dr. Pedreira since he wants Laura to return to work so his research project can generate the necessary products for his promotion.

As stated previously, the differentiated control (possession or manipulation) of resources generates an *assymmetrical material base* which characterizes and has characterized all societies. However, it is our contention that the existence of asymmetry is not enough to generate power relationships. *Consciousness* of the asymmetry is also determinative. Consciousness is defined as the individual or collective grasp of prevailing ideologies. In the case of mentorship this includes beliefs such as: mentorship only benefits the mentee; faculty are knowledgeable and mentees are not; faculty members engage in mentorship activities only to help mentees; mentees should do what they are told; faculty always have rights to authorship, and mentees should be satisfied with whatever time the mentor gives them.

For power relationships to develop within an asymmetric state, people must construct them as unequal; the asymmetry must generate feelings and ideas of dissatisfaction. This is what we define as needs and aspirations. At least one of the agents must acquire a level of consciousness that will allow

for the initiation a power relationship. In sum, asymmetry is the disparate distribution of resources, whereas *inequity* is the consciousness of asymmetry.

In both our cases, inequity arises regarding different resources. In Carlos' case it is his understanding that he has a right to authorship of the unemployment-sense of community model and that not recognizing his contribution is unjust. In Dr. Pedreira's case the perception of inequity is related to postponement of his research which due to Laura's irresponsibility can lead to insufficient productivity for promotion.

Need satisfaction or the achievement of aspirations requires that the interested agent consider the needed resource to be transferable. This, in turn, generates interest in identifying the adequate resource to satisfy the need or aspiration. Interest refers to the agent's inclination to act and the identification of a resource is the agent's first step.

In our first vignette Carlos considers that authorship is transferable; in other words the model when presented should include his name. He has identified this as the resource he requires to satisfy his need for presentations and publications and has identified his mentor as the source. In Dr. Pedreira's case he also believes the resource – advancement of his research project - is transferable and Laura is the source.

To conclude this section, Figure 1 again comes into consideration. Up to this point I have described the asymmetrical material base, and phases of the model that refer to the internal processes - consciousness, needs or goals and interest - and to the transition between the internal and observable processes in which the source of the resource is identified. All the elements except this last one can occur without contact between the two agents of the relationship; so they are conceptualized as prerequisites.

Origins and Maintenance of the Relationship

Power relationships begin when an agent manifests interest in controlling a resource that another agent controls, and that the former believes will satisfy its needs or aspirations. If interest is expressed, the agent has perceived the resource as transferable. Power relationships require consciousness of inequality in the distribution of resources, but are initiated when interest is manifested. The manifestation of interest generates conflict over the resources' control.

Conflict between agents of a relationship is the behavioral manifestation of the struggle to control a resource. The interested agent generates and feeds conflict to maintain the power relationship in order to seize control of the resource which the controlling agent possesses or manipulates. If conflict does not arise, the power relationship will not be

sustained. Even though the manifestation of interest initiates the relationship, it is only maintained by conflict.

As ca be seen in Figure 3, in the vignettes, Carlos' expression of interest occurred after the presentation at the research institute, but conflict was not immediately generated because Dr. Lozada said she would acknowledge his contribution on the next occasion. When he reiterates his request after the presentation at the Congress, she denies him authorship of the model. Here conflict is established. In the second situation, interest is expressed when Dr. Pedreira calls Laura in to talk about her abseenteism and tardiness. Conflict is posponed because Laura said she would return and make up for lost time. Interest is again expressed with future calls and e-mails that go unanswered. The lack of response generates conflict since it disallows for transfer of the resource. Conflict in both situations will maintain the power relationship until the issue is solved.

In most conceptual frameworks, the control of resources is equated with "having power or being powerful". This underestimates the social nature of the power relationships. Even though the controlling agent is in an advantageous position, the interested agent is equally essential to the relationship. If any one of them ceases to be interested in the resource that originated the conflict, it ceases to exist, as does the power relationship itself. Final control over the existence of the power relationship is determined by the interested agent.

In our case if Carlos decides that Dr. Lozada is right or that he does not want to spend any more time on this issue, he can cease in his efforts to obtain authorship and the power relationship relative to that resource will cease. He can decide that this issue is not worth ruining a relationship which until now has been very productive and that he can write his dissertation on another topic. In the same manner, if Dr. Pedreira decides to assign the tasks to someone else and give up on Laura, that power relationship will also cease.

In summary, power does not reside in a person, group, institution, or society. It is not a possession or a place one occupies. Power is social relationship that takes place within a material base, and whose prerequisites include (a) needs and aspirations, (b) consciousness of symmetry of resource distribution and control, (c) interest, and (d) the identification of resources and their source. The relationship itself is characterized by conflict between two agents interested in controlling a specific resource. If one of the two ceases to be interested in the resource, conflict ends and so does the relationship. It is the interested agent who determines if the relationship is to exist, by manifesting interest in a resource controled by another.

Power and Social Change: Altering the Relationship
        The third component of the relational model of power refers to how power relationships may be altered to achieve more equitable, just relationships. Change can occur, or can be promoted, in every element of the power relationship presented in Figure 4. In other words, one may start by intervening with the material base by creating institutional policies rewarding mentorship, or developing mentorship programs. Intervening on the pre-requisites by facilitating change in the interested agent's consciouness, or needs is another possibility. One can help the agent identify different resources as well as help him/her develop strategies to effectively express interest. For example, Dr. Pedreira could have hired additional students or motivated Laura with other rewards. Carlos could have published other pieces of work with Dr. Lozada or could have initiated a conversation regarding norms of authorship instead of confronting Dr. Lozada initially about the omission of his name. Finally, one can help the interested agent develop one of the two basic strategies that allow us to alter power relationships : *to alter the importance or value of the pertinent resource* by questioning its ideological underpinnings or to facilitate the *total or partial transferability of control (possession or manipulation) of the resource.*
        In our case, the first strategy is improbable given the context. It is unlikely that authorship will cease to be considered a valued resource in the academic world and it is unlikely that promotion will not be considered an important step in a professor's career. However, if Carlos decides to give other resources more importance at the time (ex. reputational power of his advisor, opportunities to learn new skills) or decides to seek authorship in work with another professor, he has, in fact, moved authorship with Dr. Lozada to a lower order in priority and thus altered its value. Similarly, if Dr. Pedreira decides that his concern over Laura's training and well-being take precedence over his productivity, he also has shifted priorities regarding his goals.
        The second strategy is more aplicable to both vignettes. Upon Dr. Lozada's last response to his request, Carlos can seek other measures which will force him to recognize his contribution like asking colleagues to talk to him, go to the students' ombudsman or lodge a complaint with the Ethics Committee of the Puerto Rico Psychological Association. This could achieve total transferability of the resource, if succesfull. On the other hand, he could negotiate so that Dr. Lozada has second authorship relative to the model thus achieving partial transfer of the resource. In Dr. Pedreira's case he can achieve total transfer of the resource and regain control of his project, by firing Laura and hiring another assistant or he can reduce her hours thus transfering part

116

of the resource. In sum, change can include valuing the importance of resources differently or transferring their control.

Conclusion
When I began this paper, I spoke of the importance of an empowering education and of the need for a focus on the power relationships involved in mentoring. I believe I have highlighted the contributions of this analysis to the mentoring relationship.

First, I emphasized the limitations and facilitators that stem from context, or what López and I labeled the material base. Most of the literature on mentorship disregards the setting. Change in institutional norms, procedures and ideologies could contribute significantly not only to the mere availability of mentorship but to its excellence.

Second, I have stressed the reciprocal nature of the relationship. We can not even approach an horizontal mentoring relationship if we do not identify mentees' contribution to the process. I have added characteristics, functions and sources of conflict related to the mentee, which are not in the literature, and which will, of course, merit further study. In both cases I presented, had there been previous discussions by those involved regarding the values underlying the issues in conflict, or the agents' differing needs,goals and expectations, conflict regarding these issues might have been avoided or diminished. In Dr. Pedreira's case if he had accepted Laura's needs and not tried to impose his own, maybe she would not have resorted to absenteeism and abandonment of the relationship. In Carlos' case if they had discussed the guidelines for authorship early on, a common agreement might have been reached.

Third, the analysis I have presented also facilitates identifying alternative solutions to conflict. Since the resource in question must be clearly identified, alternate sources, and even alternate resources, can be uncovered. An attempt to generate alternatives contributes to the dialogue and optimism that an empowering relationship requires. Optimism is furthered by the presence of options, by not feeling bound to only one alternative.

These last two points could lead you to believe that I intended to provide a tool to diminish or eliminate conflict. This is not only impossible but undesirable. I believe conflict is the beginning of change. However, identifying strategies that lead to change can help agents agree on solutions after exploring the bases of their conflict.

In conclusion, I believe that adding an emphasis on the setting, considering the reciprocal nature of the relationship and facilitating a power relationship analysis of mentoring generates a more complete and complex

view of mentorship which can lead to more satisfying and productive relationships between mentor and mentee. If this occurs, the institutions they are in will also benefit as will those to which mentees go after graduation. These could be academic settings but they could also be other contexts – business organizations, community based settings, cultural programs - where mentoring is important in furthering member's empowerment.

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Figure 1

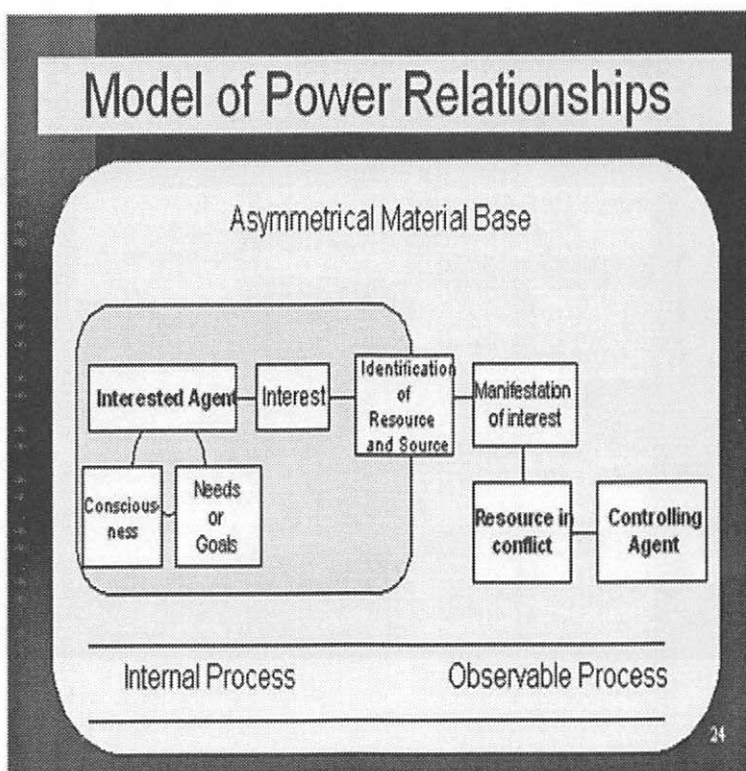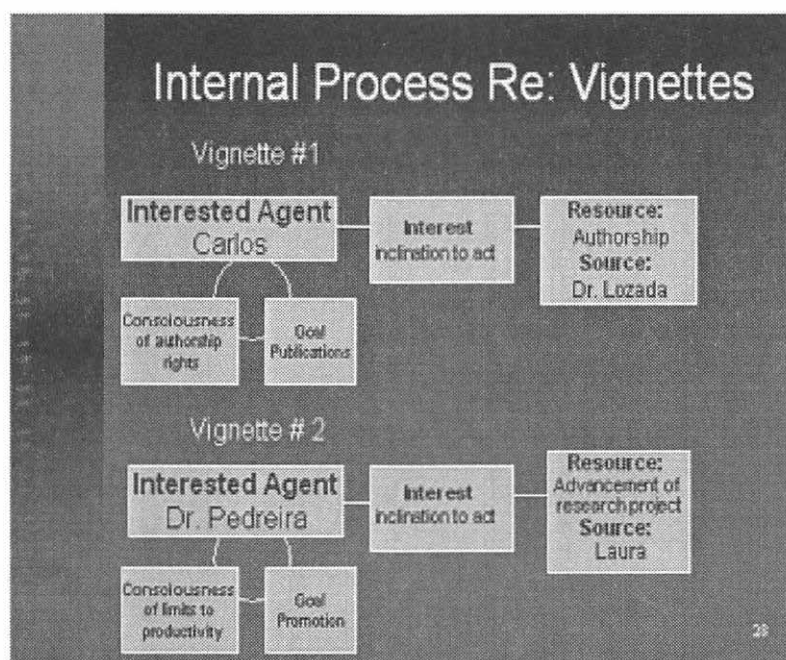*Model of Power Relationships*

121

Figure 2

Internal Process as Applies to Both Vignettes

Figure 3

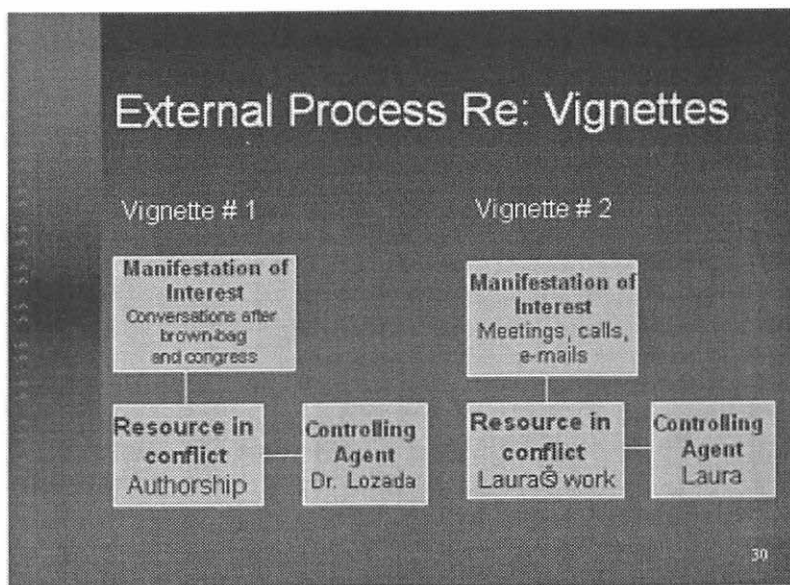*External Process as Applies to the Vignettes*

Figure 4

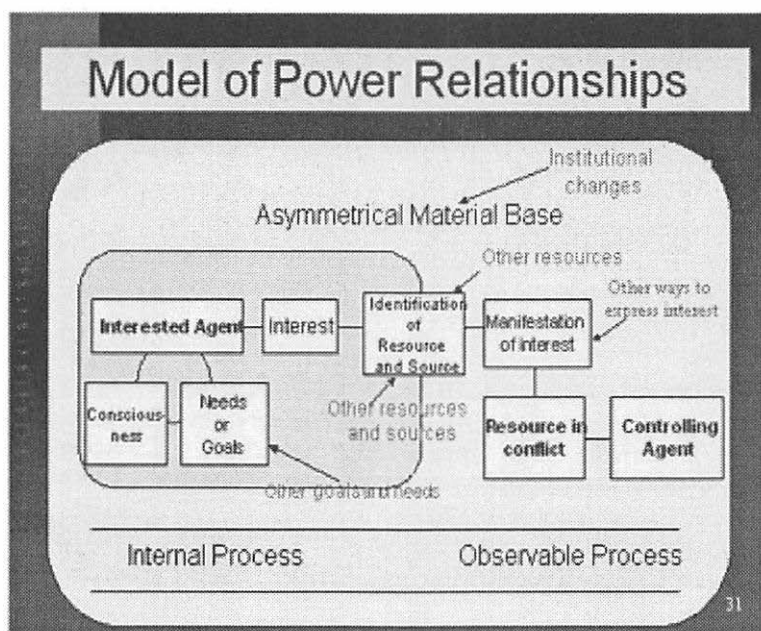*Change As Promoted in All Elements of the Power Relationship*