

"Father Figure": The Role Of "Reverse Mentoring" in Radiology Resident Education and Leadership



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OBJECTIVE

- Reverse mentoring is a strategy where younger or less experienced individuals mentor older or more experienced ones, often in areas where the mentor has specific expertise or knowledge that the mentee can benefit from. This symbiotic exchange of knowledge allows for continuous professional and personal growth.
- Reverse mentoring can be a valuable approach for enhancing learning and professional development for radiology residents.

METHODS/MATERIALS

Mentoring plays a significant role in academic radiology. Younger radiology residents are often more adept with technology and IT tools. They can mentor their senior colleagues in using radiology software, PACS systems, or other digital tools efficiently. This can improve workflow efficiency and enhance the senior residents' digital literacy. Younger residents may have a more up-to-date understanding of recent advances in radiology techniques, equipment, and research.

Senior residents can benefit from reverse mentoring on communication skills, particularly when interacting with patients, colleagues, and other healthcare professionals. Younger residents may have fresh insights into patient engagement, empathy, and effective communication. Junior residents can offer support in conducting literature reviews, data analysis, or research project management. Implementing reverse mentoring can foster a sense of camaraderie and mutual support within the radiology residency program. Reverse mentoring can be employed at multiple levels of radiology education and leadership.



Fig 1: depiction of reverse mentoring demonstrates fully mature tree surrounded by multiple small saplings. Both with bright ideas, ready for mutual exchange of knowledge and nutrients for additional professional growth.

Graphic Designer: Eloho Obaro-Best

RESULTS

Reverse mentoring can be established by programs by defining goals, expectations and responsibilities of mentors and mentees. Encourage ongoing communication between mentors and mentees to assess the effectiveness of the mentoring relationship and make necessary adjustments. Provide training and resources to both mentors and mentees to ensure they understand their roles and responsibilities.

CONCLUSION

Reverse mentoring in radiology resident education can improve the symbiotic relationship between seasoned and budding radiologists, improving workplace productivity and workforce retention. It can also promote a culture of continuous learning and knowledge exchange within the radiology department.

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