Mentors-of-the-Moment: Creating Mentoring-Rich Educational Cultures in the WBF
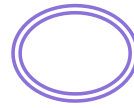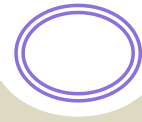
W. BRAD JOHNSON, PHD

DEPARTMENT OF LEADERSHIP, ETHICS & LAW, U. S. NAVAL ACADEMY
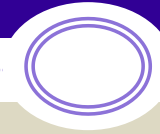
GRADUATE SCHOOL OF EDUCATION, JOHNS HOPKINS UNIVERSITY

Bienvenue to a Mentoring Buffet!

Mentoring:
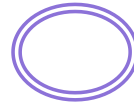## Operational Definition

MENTORING A DYNAMIC, RECIPROCAL, PERSONAL RELATIONSHIP IN WHICH A MORE EXPERIENCED MEMBER OF THE ORGANIZATION (MENTOR) ACTS AS A GUIDE, ROLE MODEL, TEACHER, AND SPONSOR OF A LESS EXPERIENCED PERSON (MENTEE)

"I think I am supposed to have a mentor....but I don't know why."
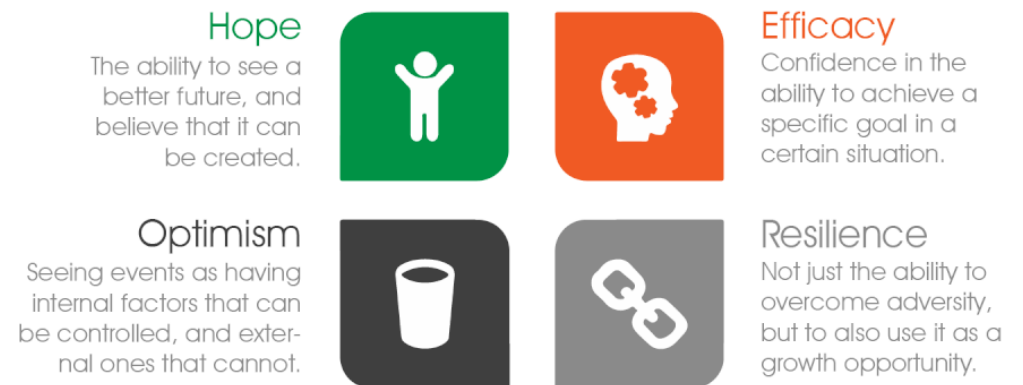
Outcomes for Mentees

- Better Job (or, academic) Performance
- More involvement in professional org's
- More networking and job opportunities
- Greater satisfaction with organization/program
- Lower attrition rates
- Stronger sense of professional identity
- Higher productivity
- More likely to mentor others
- Greater Career Eminence (Nobel Prize)
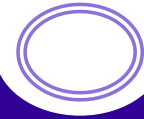
Psychological Capital

"A higher-order psychological resource that includes <u>hope</u>, <u>efficacy</u>, <u>resilience</u>, and <u>optimism</u>. In their longitudinal study, mentored students demonstrated higher PsyCap levels, and subsequently, stronger performance in their program."

Carter, J. W., & Youssef-Morgan, C. M. (2019). **The positive psychology of mentoring: A longitudinal analysis of psychological capital development and performance in a formal mentoring program**. *Human resource development quarterly, 30*, 383-405.

Psychological Capital

Hope
The ability to see a better future, and believe that it can be created.

Efficacy
Confidence in the ability to achieve a specific goal in a certain situation.

Optimism
Seeing events as having internal factors that can be controlled, and external ones that cannot.

Resilience
Not just the ability to overcome adversity, but to also use it as a growth opportunity.

Creating a Mentorship Schema

The Relational Cache

- "High-quality mentoring relationships are not only built on relational skills, they may also generate the relational skills needed to build other high-quality relationships" (Ragins, 2012)
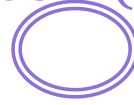
Mentoring and the Dead

- <u>Obituaries of Eminent Psychologists</u>
- 4th most common theme in obituaries = "Inspirational Teacher/**Mentor**"
- Other themes: Independent-minded, good friend, hard-working, loving family member, lover of truth, humanitarian, humble, good sense of humor.
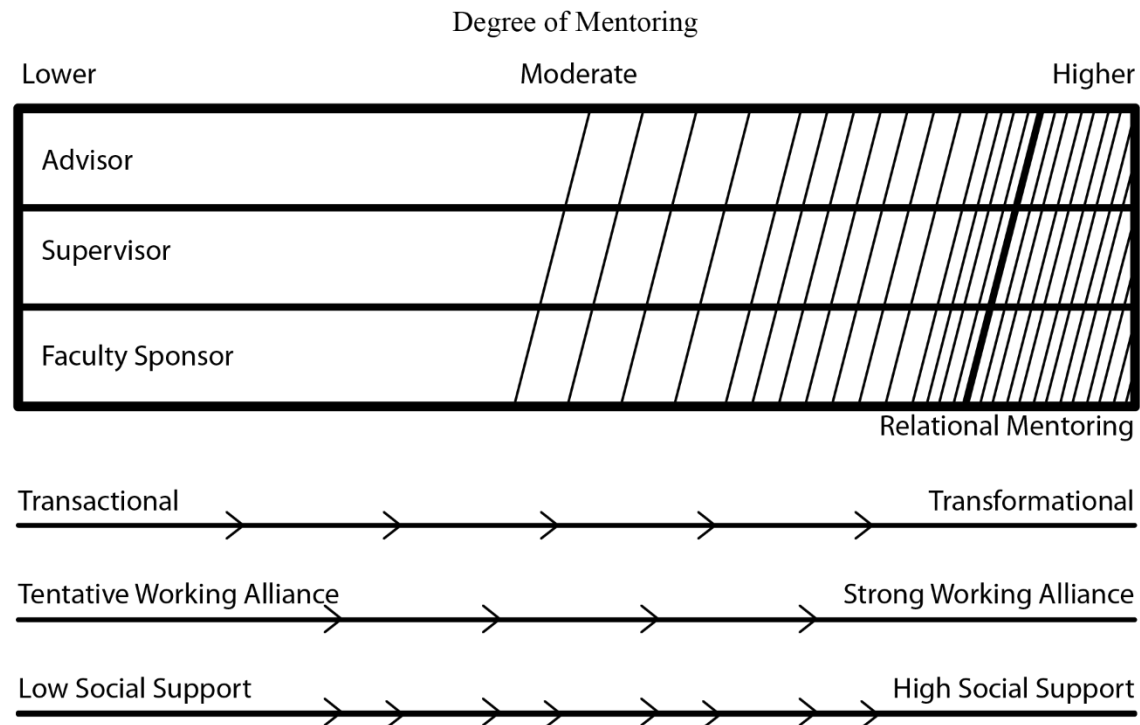
Mentoring = a *quality* not a category
Johnson (2014)

Mentoring Relationship Continuum Model

Degree of Mentoring

Lower	Moderate	Higher
Advisor		
Supervisor		
Faculty Sponsor		

Relational Mentoring

Transactional ⟶ ⟶ ⟶ ⟶ ⟶ Transformational

Tentative Working Alliance ⟶ ⟶ ⟶ Strong Working Alliance

Low Social Support ⟶ ⟶ ⟶ ⟶ High Social Support

Distinctive Elements of *Relational* Mentoring

- Reciprocity, collegiality, authenticity, and mutuality.

- Provision of both career and psychosocial mentoring functions.

- Intentional role modeling.

- A safe harbor for self-exploration (disclosure).

- Transformation in the mentee's professional identity.

- A connection that endures beyond the formal role assignment.

The inevitable connection between sponsoring and mentoring

- Rosalind Chow (2021). Don't Just Mentor Women and People of Color. Sponsor Them. *Harvard Business Review*.org.

"a sponsor is a person who has power and will use it for you"

"the evidence is clear: women tend to be under-sponsored"

Boyer Commission on Educating Undergrads

- Students who participate in mentored URSCW = more <u>confident</u> & <u>competent</u> in their ability to <u>conduct</u> research, <u>utilize</u> research findings, <u>communicate</u> more effectively, and <u>articulate</u> clearer career goals.

  (Boyer Comm., 1998)

The Boyer Commission
on Educating Undergraduates
in the Research University

REINVENTING
UNDERGRADUATE
EDUCATION:

A Blueprint for
America's Research
Universities

(click to download full PDF)

- **2014 Gallup Purdue Index Report** (N = 30,000)
  - **22%** I had a mentor who encouraged me to pursue my goals and dreams
  - **27%** My professors at college cared about me as a person

- **2015 Purdue University**
  - administrators announced their plans to make mentoring undergraduate students a point of emphasis in tenure reviews.

Obstacles to Mentoring

- Time demands
- Promotion criteria
- Lack of reward(s)
- Competitive culture
- Few Role Models
- Inflated estimates of our mentoring reach!

Cross-Gender Obstacles

Johnson & Smith (2019)

Mentorship/Sponsorship
Breaking the Ice

So, how do I initiate a mentoring conversation across gender?

No Tickets for Women in the COVID-19 Race?

- Among all Elsevier journals between February and May 2018-2020

- 6 million academics

- Women submitted proportionally fewer manuscripts than men during the COVID-19 lockdown months.

- The pandemic has **penalized women** academics and **benefited men**

Squazzoni, Flaminio and Bravo, Giangiacomo and Grimaldo, Francisco and García-Costa, Daniel and Farjam, Mike and Mehmani, Bahar, Only Second-Class Tickets for Women in the COVID-19 Race. A Study on Manuscript Submissions and Reviews in 2329 Elsevier Journals (October 16, 2020). Available at SSRN: https://ssrn.com/abstract=3712813 or http://dx.doi.org/10.2139/ssrn.3712813

As a leader, (how) do you _**leave loudly**_?

- Do you sneak out the side door too often?
- Do you talk openly about your caregiving responsibilities?
- Do you take family leave?
- Do you work remotely now and then?
- Do you normalize work-family integration?

Formal vs. Informal?

- Most people prefer informal "chemistry."
- BUT,
  - Informal models result in <u>lower</u> rates of mentorship.
  - Especially for <u>women</u> and <u>women of color</u>.

Johnson, Smith, and Haythornthwaite (2020). [Why your mentoring program isn't working](). HBR.org

Those who sign-up for mentoring Programs need it the LEAST!!

Treatment and Selection Effects of Formal Workplace Mentorship Programs (2021)

Jason Sandvik, Richard Saouma, Nathan Seegert & Christopher T. Stanton

- Randomized Controlled Trial (RCT)
- Condition #1: A random sample of new hires paired with mentors (Broad-Mentoring),
- Condition #2: A second sample (Selective-Mentoring) given opportunity to opt-in to mentoring.
- All mentees outperformed non-mentees, but Broad Mentoring produced **far** greater outcomes.

Problem: Focusing on "programs" and ignoring culture

Problems with "programs"

- Poor commitment by "mentors"
- Poor selection of mentors
- Poor preparation of mentors
- Ineffective matching
- Unarticulated objectives
- Onerous paperwork/time
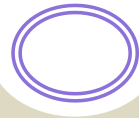- Small #'s touched by programs

Missing the forest for the trees
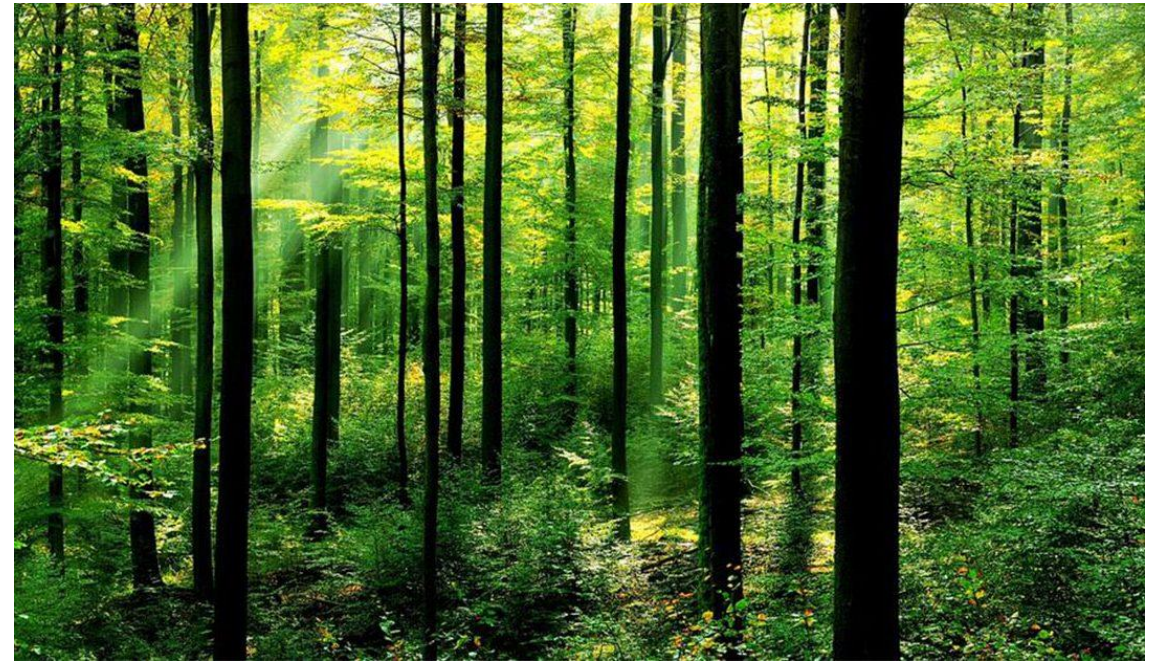
Ingredients of a Mentoring Culture

Mentors-of-the-Moment

- Growth-Fostering Interactions: (Ragins 2012)
- Check in, show genuine interest, ask curious questions.
  - *The admissions committee sure got it right bringing you onboard, now, how can we help launch your career?*
  - *In a perfect world, what you be doing in 10 years and how can I help make that happen?*
  - *I wonder if I could get your take on something I'm working on. I'd value your opinion.*

The *Mere Exposure Effect* (social psychology)

- A psychological phenomenon by which people tend to develop a preference for things or people that are more familiar to them than others. *Repeated exposure increases familiarity and liking.*

Zajonc, R.B. (December 2001). "Mere Exposure: A Gateway to the Subliminal". *Current Directions in Psychological Science. 10 (6)*: 224–228. doi:10.1111/1467-8721.00154
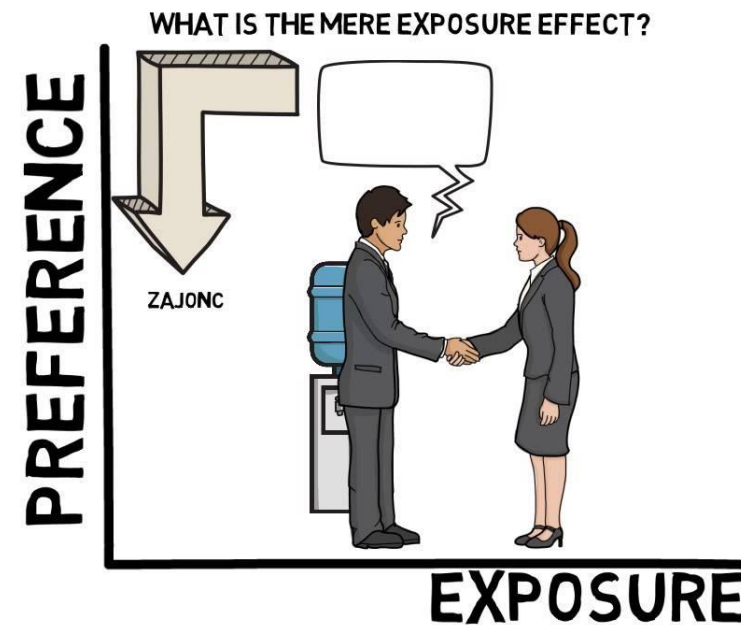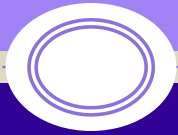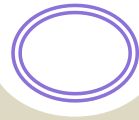
Christin Gilmer receives her Doctor of Public Health from Harvard and credits a simple note from her 6th grade teacher, Mrs. Toensing, on her end of year report card.

"It has been a joy to have you in class...Invite me to your Harvard Graduation!"

Clarity & Transparency

- Clarify the "*why*" of a mentoring culture
- How is *relationship-rich* education an essential element of our mission and integral to our long-term success and viability?
- What actions are you taking to promote this culture and how are you doing (transparency)?

Embed diversity, equity, inclusion & belonging (DEIB) into the mentoring culture

- Faculty tend to work with students that they perceive as the most talented (Singh, Ragins, & Tharenou, 2009) and that remind them of themselves (NASEM, 2019).
- Routinely audit your mentee diversity.
- Learn how identity and identity-based marginalization can impact academic & work experiences.
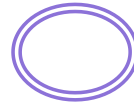
Select Faculty Carefully
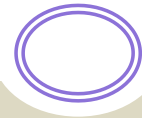
- Select Faculty Carefully
  - Other-oriented empathy, prosocial behavior (Allen et al., 2009)
  - "Tell us about the most recent time you affirmed a junior colleague"
  - "How do you encourage people around you?"
  - "Can you give us the names of 2 or 3 junior colleagues whom you've recently mentored or sponsored?"
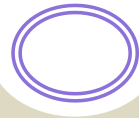
Desirable Mentor Attributes

- Empathy, Warmth, Patience
- Listening & Communication Skill
- Enjoy Helping Others
- Role Model for Valued Behaviors
- Accessible!
- Credible & Knowledgeable
- Widely Connected (Networked)
- Trustworthy/Ethical
- RESEARCH: Takes Initiative!

Reward Mentoring Behavior

- Support and publicize mentoring
- Make promotion/tenure/pay steps contingent on mentoring behaviors.
- Provide $$ to support mentoring.
- Participate as a mentor!
- Count mentoring by faculty as key service
- Fund awards
- Ask faculty, "Whom are you currently supporting/sponsoring?"
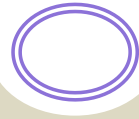
Routinely assess the mentoring culture
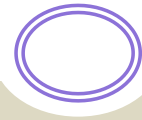
- *To what extent do you feel engaged by and cared for by more experienced faculty?*
- *Who has expressed support and interest in both your training and career aspirations?*
- *Is there someone in the program you could seek out for consultation if you ran into personal or professional problems?*

Creating a "best-fit" Structure
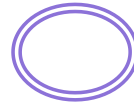
- Traditional Mentorship
- Team Mentorship (2-3)
- 1st Year Cohort Teams
- Mentor Vertical Teams
- Peer Mentorship
- External Mentorship
- Preceptor Model
- Master Mentor Program
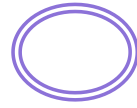- *Constellation* Approach

1-1 or "Constellations?"

- Traditional Mentor-Mentee Model may be outdated
- Constellations & Developmental Networks
  - Groups, peers, secondary mentors, e-mentoring, famous mentors

Master Mentor Program at Hopkins

- **Mission/Vision**: The Master Mentor program is designed to create cohorts of experienced and well-trained expert mentors of junior faculty who are maximally effective at enhancing the career trajectory of their mentees. These Master Mentors are a resource that can help other faculty develop and enhance interpersonal skills for optimal mentor-mentee interactions. Successful Master Mentors will accelerate the advancement of their mentees and elevate the quality of mentorship throughout their divisions/departments by providing a constant role model of the best mentoring possible.

YOUR MENTORING CULTURE

WHAT ELEMENTS OF THE CURRENT CULTURE IN YOUR UNIVERSITY NEED ATTENTION IN ORDER TO MORE DEEPLY EMBED MENTORING IN THE CULTURE THERE?

Moment for reflection

Think of your most important mentor to date. What did they "_do_" that made the biggest impact on your career?

Launch the Relationship with Care

- Share expectations
- Take time with mentees
- Be accessible and available
- Identify mentee's talents, strengths & goals
- Spend time discovering areas for development

I am really <u>listening</u> to someone when I…

- Quiet the chatter in my head, clear away distractions & focus
- Stay fully present in the moment
- Check my understanding & ask questions to clarify meaning
- Convey appreciation, interest, & empathy for their perspective
- Value their uniqueness as an individual
- Listen because I care that they have something to share with me
- Build trust by offering my honest perspective with respect

Let Your Mentee Decide (Don't Assume)

- Watch gender or other culture-based assumptions

- Ask what your mentee wants in their career

- When an opportunity or key decision arises that could impact their career, engage in a discussion, then, <u>let your mentee decide</u>

Practice Gender & Cultural Humility

- Remind yourself often that their life & career experiences have been different from yours

- Show up with *Curiosity* and *Humility*!

- If unsure whether to ask about cultural identities or experiences at work, ask permission to ask

Discern and Honor Mentee's Career Vision

- Listen for the emerging career/life **dream**

- "Michelangelo Phenomenon" The artist attempted to **free** not carve the sculpture

- Once you catch a glimpse of the ideal self and career dream, **affirm** them often!

Affirm! Affirm! Affirm!

- **Regularly affirm** them as a person & a professional
- Women get more messages that they're not cut out for leadership = "**imposter feelings**"
- **Remind them often** that they were hired/selected because of huge potential
- "I am honored to be your (teacher, advisor...). We are lucky to have you here!"
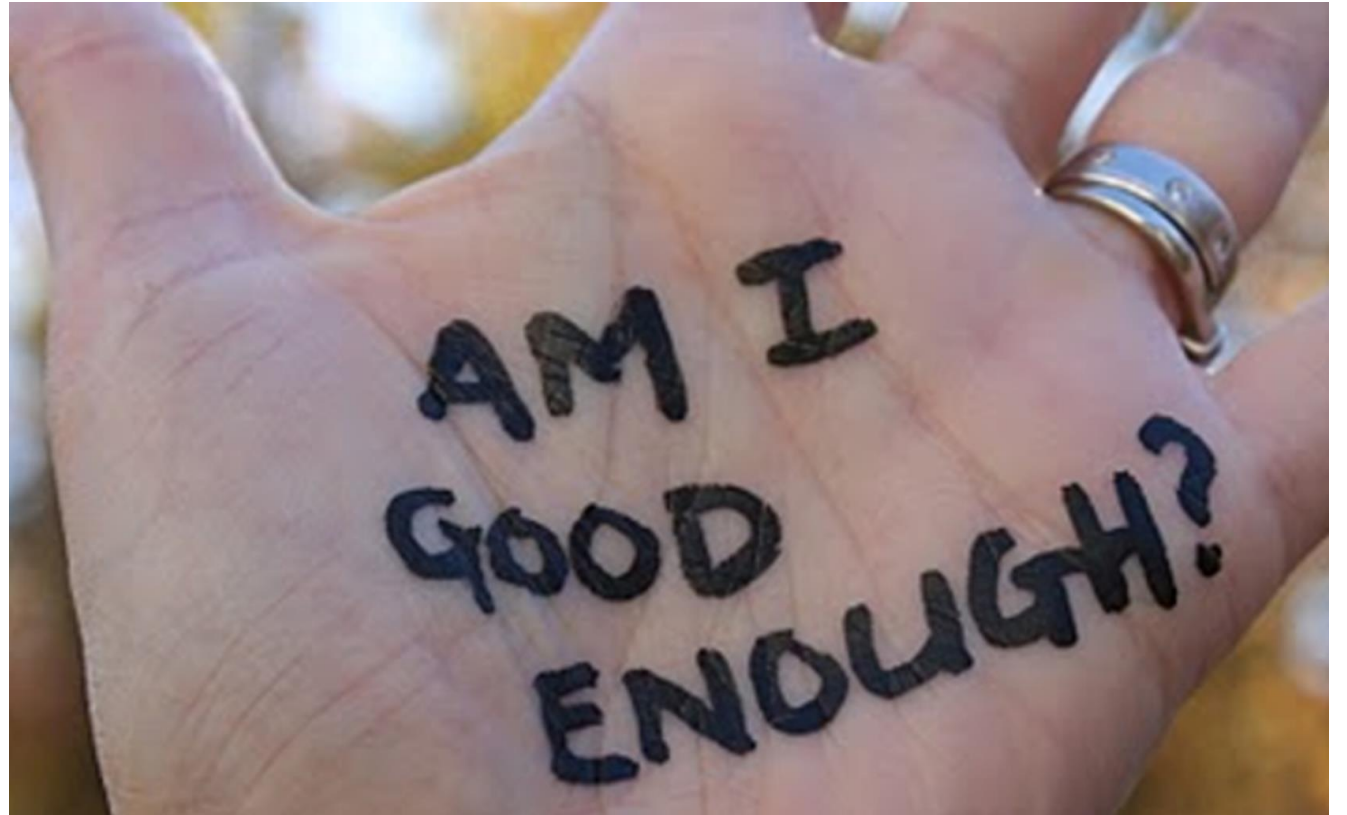
Practice Transparency
# (Provide Insider Intel)

Be Deliberate About Role-Modeling

- Share relevant personal/career examples
- Bring them along to show mentee's how you execute specific professional behaviors
- Medical Model: "*See one, do one, teach one*"
- This includes leaving loudly for caregiving & personal life!

Challenge with Stretch Assignments

- **Deliberately challenge** mentees to take on **new roles** and face any **fears** that might keep them from their career dream

- **Direct exposure** and experience is the only answer to anxiety

- When challenging, **gradually** increase pressure
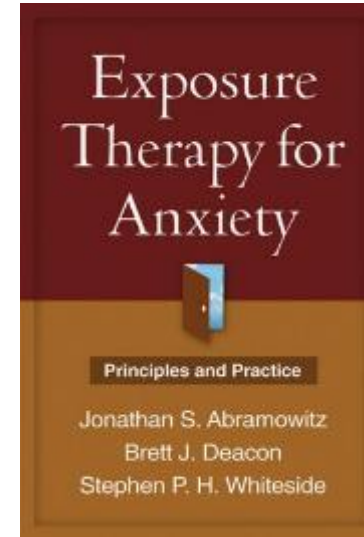
Offer Counsel in Difficult Times

- Stand ready to listen, support, & *triage*. Honor privacy while being mindful of events or situations that *HR* should be aware of.

- Show up with *warmth* and *empathy.*

- Your mentee doesn't need you to *become* a therapist

- <u>Get over</u> the "tear thing" gentlemen...
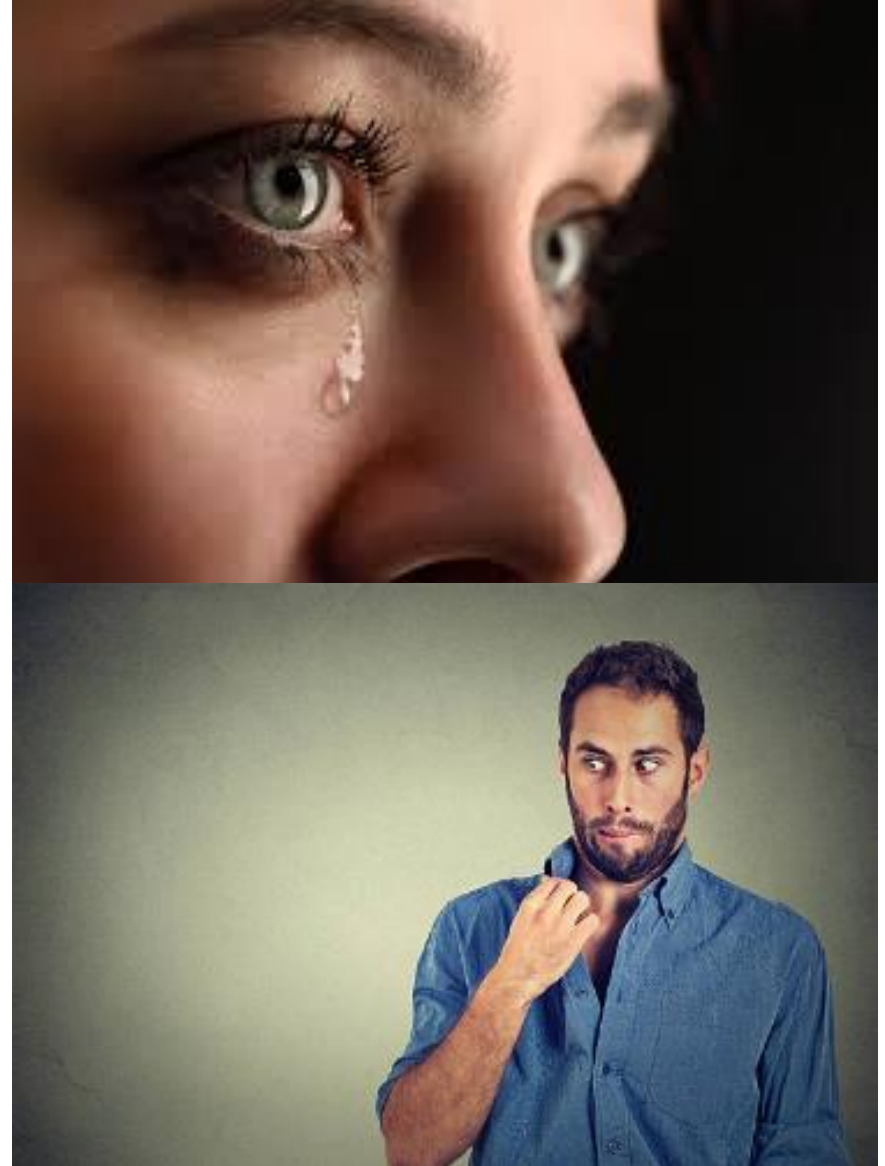
What Does *LOUD Sponsorship* Sound Like?

- Be their raving fan
- Give them a ringing endorsement
- Bring them to key meetings/collaborate on projects
- Put their name forward for visible opportunities
- Talk about them (positively) behind their back

Managers Use More Positive Words to Describe Men in Performance Reviews and More Negative Ones to Describe Women

Words used to describe men

POSITIVE	NEGATIVE
Analytical	
Competent	
Athletic	
Dependable	Arrogant
Confident	
Versatile	
Articulate	
Level-headed	
	Irresponsible
Logical	
Practical	

Words used to describe women

POSITIVE	NEGATIVE
Compassionate	
	Inept
Enthusiastic	Selfish
Energetic	Frivolous
	Passive
Organized	Scattered
	Opportunistic
	Gossip
	Excitable
	Vain
	Panicky
	Temperamental
	Indecisive

IN DESCENDING ORDER OF RELATIVE FREQUENCY

Thank You!

The Elements of Mentoring (3rd Edition) — W. Brad Johnson • Charles R. Ridley

On Being a Mentor: A Guide for Higher Education Faculty (Second Edition) — W. Brad Johnson

Athena Rising: How and Why Men Should Mentor Women — W. Brad Johnson & David G. Smith

Good Guys: How Men Can Be Better Allies for Women in the Workplace — David G. Smith, W. Brad Johnson