

**Kimberly Griffin; University of
Maryland, College Park
(Moderator)**

Question for the Audience

Please rank the breakout topics you would like to discuss

Context

High school

Mentoring over time

Training

Evaluation

Diversity

Transitions

Critical elements

Kathy Kram; Boston University

Mentoring at Work

A Developmental Network Approach

**Participatory Workshop on Effective Mentoring in STEMM:
Practice, Research, and Future Directions**

February 9, 2017

**Kathy E. Kram, PhD
R.C. Shipley Professor in Management, Emerita**

Types of Support

Career (Instrumental) Support

- Sponsorship
- Coaching
- Exposure & Visibility
- Protection
- Challenging Assignments
- Technical Skills

Psychosocial Support

- Encouragement & Emotional Support
- Counseling
- Acceptance & Confirmation
- Friendship
- Personal Feedback

Role-Modeling (Identification)

- Behavior to Emulate
- Work Ethic & Values
- Inspiration & Motivation

Outcomes of High Quality Relationships

- Zest (increased energy and vitality)
- Empowered Action
- Increased Self Worth
- New Knowledge and Skills
- Desire for More Connection



Baker-Miller, 2004
Dutton & Heaphy, 2003

35 years of Empirical Research

- Story of “Mentor”
- Social networks and mentoring
- Diversity and Intersectionality
- Pace of Change, Technology, Globalization

- **Key findings:**
 - Informal relationships are more effective
 - Relational Skills are essential
 - Mutually beneficial learning and growth

Past and Present Conceptualizations of Mentoring*

Traditional Mentoring Perspective

- Hierarchical
- Single, dyadic relationship
- Intraorganizational

Developmental Network Perspective

- Multilevel
- Multiple dyadic, networked relationships
- Intraorganizational and Extraorganizational

* Reconceptualizing Mentoring at Work: A Developmental Network Perspective, *Academy of Management Review*, Higgins & Kram, April 2001

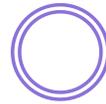
A Developmental Network:



A circle of mentors, peers, junior colleagues, leaders, family members, and/or community members who provide regular advice and support.

W. Brad Johnson; United States
Naval Academy

Mentoring Theory and Relationship Dynamics



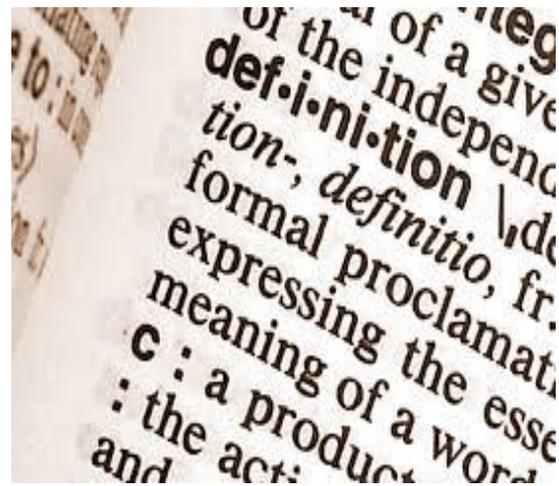
W. BRAD JOHNSON, PHD

**PROFESSOR OF PSYCHOLOGY
DEPARTMENT OF LEADERSHIP, ETHICS, AND
LAW
US NAVAL ACADEMY**

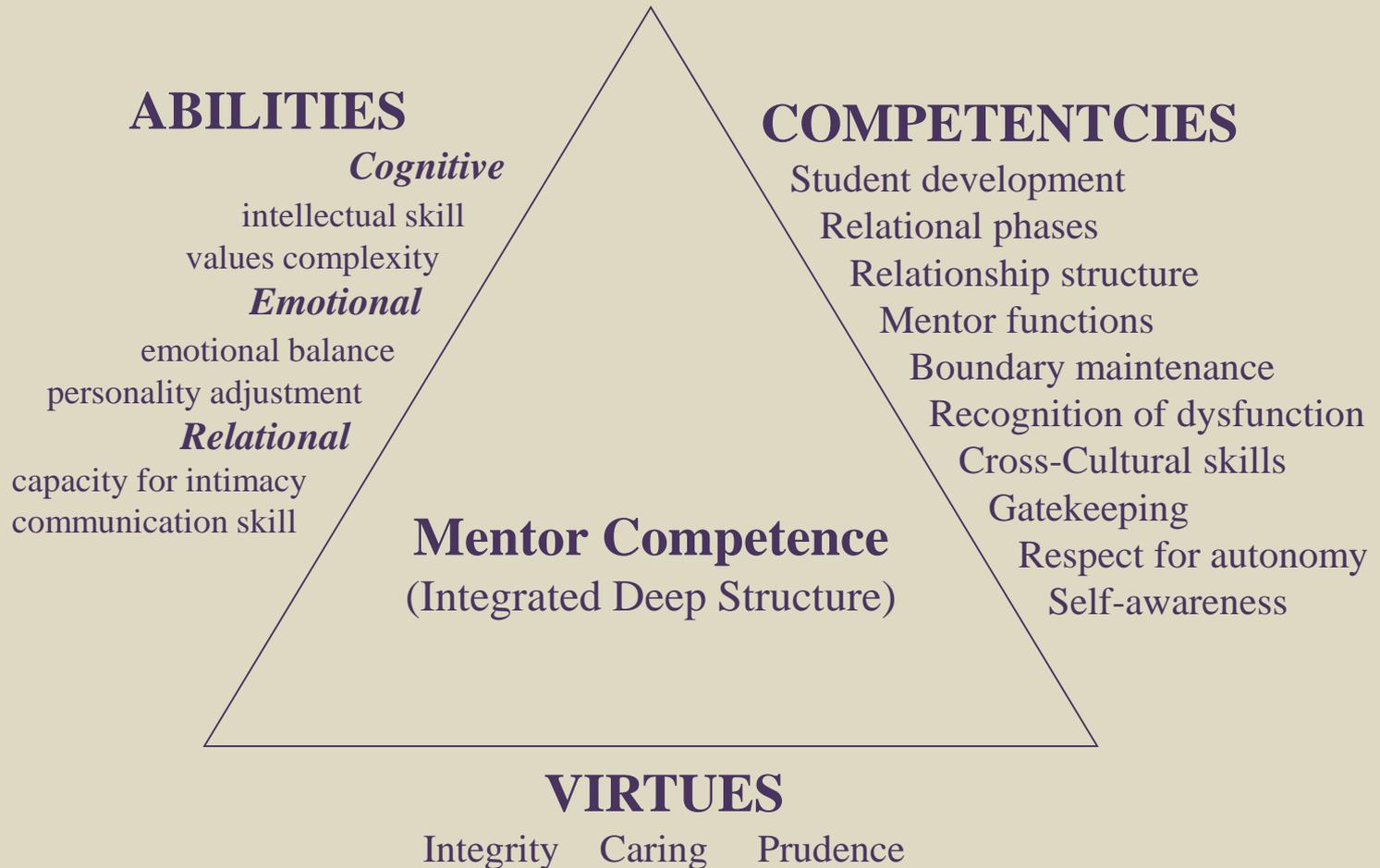
Role-Model? Advisor? Mentor?



- Few researchers carefully define terms.
- **NO**, Not all relationships are mentorships!
- Can we move beyond categories?
- Bad Mentoring: An Oxymoron?



Triangular Model (Johnson, 2003)



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)



Creating a “best-fit” Structure

- Traditional Mentorship
- Team Mentorship (2-3)
- 1st Year Cohort Teams
- Mentor Vertical Teams
- Peer Mentorship
- External Mentorship
- *Constellation* Approach



Kay Lund; NIH Division of Biomedical
Research Workforce Programs

Assumption-less Mentoring (James Hildreth)

- Promote and permit independent thought, planning & actions
 - *Following the path that best suits aspirations*
- Look for the best not the potential problems or concerns
- Starting with potential or perceived problems – means it's not the right fit
- No Preconceptions or implicit bias



Enthusiasm counts



Jud Van Wyk

- Science is as exciting as ice cream to a child
- Joy in achievements of mentees!
- Frank advice for or against actions and choices
- *'If you're appointed to a committee don't show up and they won't ask you again!'*



How to choose mentor(s)

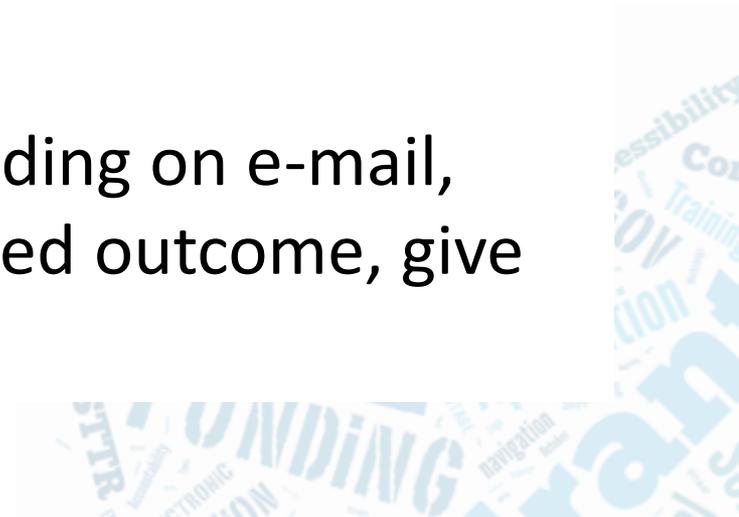
- Multiple view-points useful
- Mentor outside as well as within your program or department
- Peer Mentors (future network & leaders)
- Mentors for different aspects of career (skills, advancement, team, communication)
- Differences between mentors, coaches and sponsors – when needed?



Some Tangibles



- Mentor & Mentee
 - Mechanism/agreement on how to acknowledge contributions or decisions
- Mentor:
 - Reference letters count-be sure words cannot be misconstrued and avoid different words for different groups
- Mentee
 - Avoid TMI, short, subject heading on e-mail, focus on the solution or desired outcome, give plenty lead time for requests



Some thoughts on evaluating mentors

- Survey mentees – barriers to being frank?
- Mentors don't (and shouldn't) always say what one wants to hear
- Awards – for contributions or influence?
- Long term interactions – can be good or not
- Mentee successes – how to parse contributions of different mentors
- Mentees become mentors 
- Data needed – but what?

