

Becoming a Master Mentor



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AMERICAN
PSYCHOLOGICAL
ASSOCIATION



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



“To have a mentor is to be among the blessed. Not to have a mentor is to be damned to eternal oblivion or at least to a mid-level status” (Halcomb, 1980)

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)

National Science Foundation (2000)



- Engagement with a faculty mentor through the medium of research can be especially transformational for women, minority group students, and first generation college students.



Mentoring: Operational Definition



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

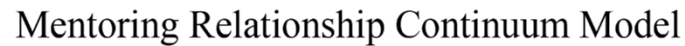
Role-Model? Advisor? Mentor?



- One can be an advisor/supervisor without being a mentor (and vice-versa).
- Advisor/Supervisor = the psychologist with the greatest responsibility for guiding a student through his or her academic program or clinical training.
- What are the contours between roles?
- Few researchers carefully define the terms.



Johnson (2014)



Higher



High Social Support

Distinctive Elements of **Mentoring**



- Reciprocity, collegiality, authenticity, and mutuality.
- Provision of both *career* and *psychosocial* mentoring functions.
- Intentional role modeling.
- A safe harbor for self-exploration.
- Transformation in the trainee's professional identity.
- A connection that endures beyond the formal role assignment.



Navy Admiral Mentoring Study



- 691 Navy Admirals (2000)
- 2/3 had important mentors
 - Mean = 3.5
- Most *initiated* by Mentor
- “My mentor was my Commanding Officer. He took an interest in me and supported me through the rest of my career.”
- “The mentor relationship lasted far into retirement, and ended when he died a year ago. I was devastated.”



- **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.

Prevalence in Psychology?



- Johnson et al. (2000) – Psychology Doctorates
 - Experimental psychology – **69%**
 - Clinical Psychology – **53%**
- Clark et al. (2000) – Clinical Psychology Doctorates
 - PhD programs – **73%**
 - PsyD programs – **56%**
- Lunsford (2012) – All Doctorates (Research I)
 - **57%**
- Atkinson et al. (1991, 1994); Harden et al. (2009)
 - **No significant race or gender effects**

Obstacles to a Mentoring Culture

- Promotion Criteria
- Time demands
- Lack of reward(s)
- Competitive culture
- Distance from colleagues
- Few Role Models



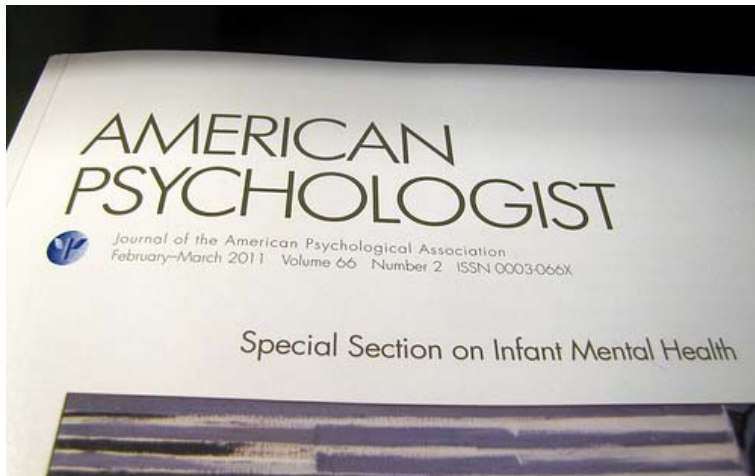
Benefits to Mentors?



- Research-Supported Benefits for Mentors
 - Intrinsic Rewards:
 - ✦ Greater career satisfaction, creative synergy, rejuvenation, generativity.
 - Extrinsic Rewards:
 - ✦ Accelerated research productivity, greater networking, professional recognition for talent development, **awards, bonuses, release time...?**

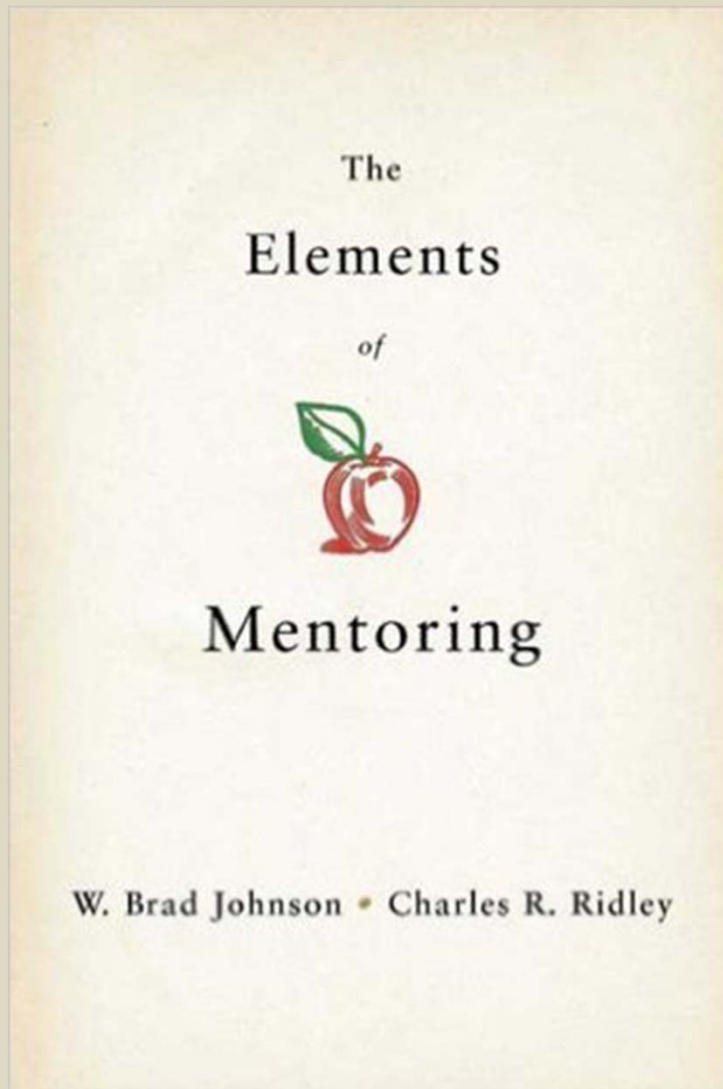
Mentoring and the Dead

- Obituaries of Eminent Psychologists
- 4th most common theme in obituaries = “Inspirational Teacher/**Mentor**”





The Elements of Mentoring



PERIODIC TABLE
Atomic Properties of the Elements

NIST
National Institute of Standards and Technology
Physics Laboratory
Standard Reference Data Group
physics.nist.gov

Frequently used fundamental physical constants
For the most accurate values of these and other constants, visit physics.nist.gov/constants
1 second = 9 192 631 770 periods of radiation corresponding to the transition between the two hyperfine levels of the ground state of ^{133}Cs

speed of light in vacuum c 299 792 458 m s⁻¹ (exact)
Planck constant h 6.626 070 15 × 10⁻³⁴ J s (exact)
elementary charge e 1.602 176 634 × 10⁻¹⁹ C (exact)
electron mass m_e 9.109 383 56 × 10⁻³¹ kg
proton mass m_p 1.672 621 9 × 10⁻²⁷ kg
fine structure constant α 1/137.035 999 084
Rydberg constant R_∞ 10 973 731.57 m⁻¹
Boltzmann constant k 1.380 658 × 10⁻²³ J K⁻¹

Legend:
Solids (pink)
Liquids (blue)
Gases (green)
Artificially Prepared (yellow)

| Group | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|--------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Period | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 1 | H | He | | | | | | | | | | | | | | | | |
| 2 | Li | Be | B | C | N | O | F | Ne | | | | | | | | | | |
| 3 | Na | Mg | Al | Si | P | S | Cl | Ar | | | | | | | | | | |
| 4 | K | Ca | Sc | Ti | V | Cr | Mn | Fe | Co | Ni | Cu | Zn | Ga | Ge | As | Se | Br | Kr |
| 5 | Rb | Sr | Y | Zr | Nb | Mo | Tc | Ru | Rh | Pd | Ag | Cd | In | Sn | Sb | Te | I | Xe |
| 6 | Cs | Ba | La | Hf | Ta | W | Re | Os | Ir | Pt | Au | Hg | Tl | Pb | Bi | Po | At | Rn |
| 7 | Fr | Ra | Ac | Th | Pa | U | Np | Pu | Am | Cm | Bk | Cf | Es | Fm | Md | No | Lr | |

Atomic Number, Symbol, Name, Atomic Weight, Ground-state Configuration, Ionization Energy (eV)

Based upon ^{12}C . () indicates the mass number of the most stable isotope.

For a description of the data, visit physics.nist.gov/data

NIST SP 966 (September 2003)

Know Thy Mentee



- Take Time with mentees.
- Be accessible and available.
- Identify mentee's talents and strengths and communicate these insights clearly.
- Spend time discovering areas for further development.

Discerning “the Dream”

Primary Task of Young Adulthood

- The ***Dream*** = fledgling career and life aspirations.
- *The Dream often has the quality of a vision or an imagined possibility that generates excitement in the mentee.*



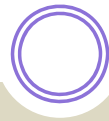
Affirm, Affirm, Affirm



- Perhaps the “greatest” mentor function.
- Imposter Syndrome
- Be consistent & unconditional.
- Discern and affirm the “dream.”
- Gently shape and redirect unrealistic aspirations.



Be a Teacher & Coach



- Early, explicit teaching may help.
- Demonstrate complex tasks.
- “Teaching moments.”



Give the Inside Scoop



- Demystify the “System.”
- Give the political “lay of the land.”
- Avoid Gossiping or undermining colleagues.

Offer Counsel in Difficult Times

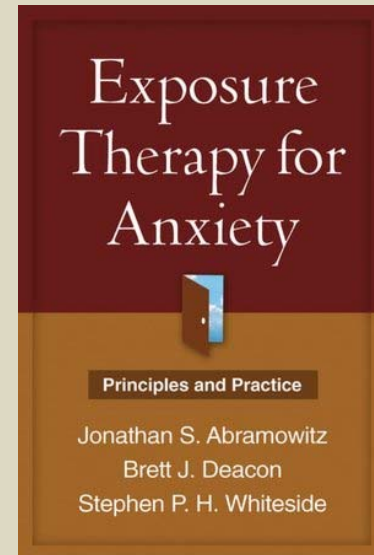


- Stand ready to Counsel.
- Don't *become* a counselor.
- Offer warmth and kindness but practice the art of referral when needed.



Stimulate Growth: Challenge

- Deliberately challenge.
- When challenging, use the principle of *titration*.
- Exposure is the only answer to anxiety.



Self Disclose (When Appropriate)

- Disclose as a means of teaching, reassuring, and connecting.
- Who is benefiting?
- Offer a **coping**, not a **mastery** model.



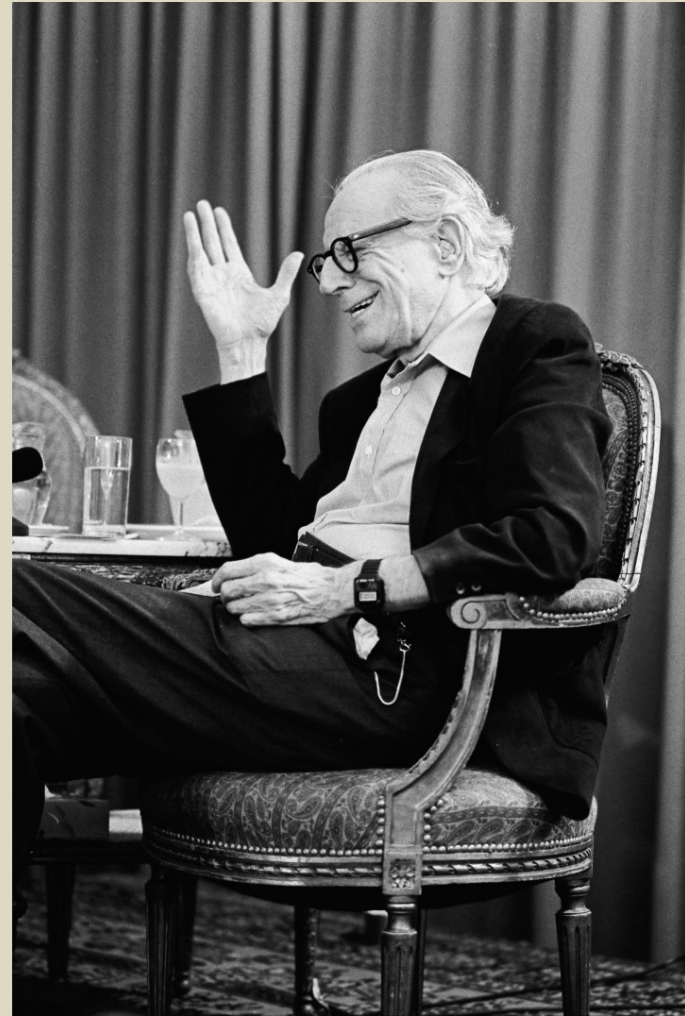
Allow Increasing Mutuality



- Accept and encourage gradually increasing friendship.
- Increasing collegiality is validating for mentees.
- Respect preferences for hierarchical structure.

Provide Sponsorship

- Match opportunities to your mentee's "dream."
- Use status and influence to open doors.
- Share power judiciously



Protect When Necessary



- Mentees sometimes need intervention.
- Respond clearly but calmly to injustice.
- Use this function sparingly (the bully factor).

Narrate Growth and Development



- Point out milestones and successes.
- Help mentees step back and appreciate their progress.



Practice Humility & Patience



- Remain non-defensive and open to feedback.
- Nobody wants a “perfect” mentor...
- Humble mentors model fallibility w/o shame.
- Patience & EQ



PATIENCE
I'm going to kill you in your sleep.

Creating a Mentorship Schema

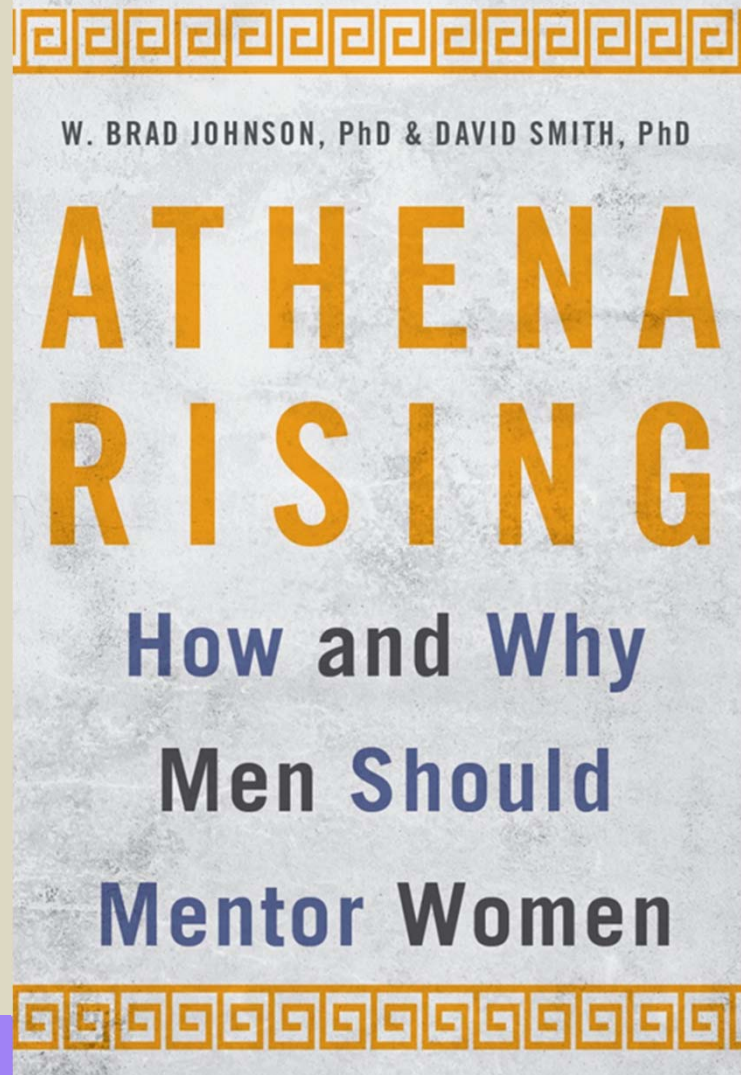


The Relational Cache

- “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)



Can **Men** mentor **Women**??



Examples

- **Listen!**
- **Don't assume**
- **Encourage her to put her name forward**
- **Be honest and direct**
- **It's OK to cry**
- **Affirm that she belongs**
- **Be attuned to outside perceptions**



CREATING A MENTORING CULTURE



**HOW CAN PSYCHOLOGISTS
HELP TO PREPARE
TRAINEES FOR MENTORING
ROLES AND FACILITATE
MENTORING?**

Formal vs. Informal?



- Most faculty prefer informal “chemistry.”
- BUT,
 - Informal models result in lower rates of mentorship.
 - Many formal programs show significant positive outcomes.

Who is Competent to Mentor?



- Character? Abilities? Competencies?
- Can all professors mentor well?
 - Assumptions of Competence & Benevolence...
- Who is training and screening mentors?
- What is the impact of neglectful or abusive mentoring?



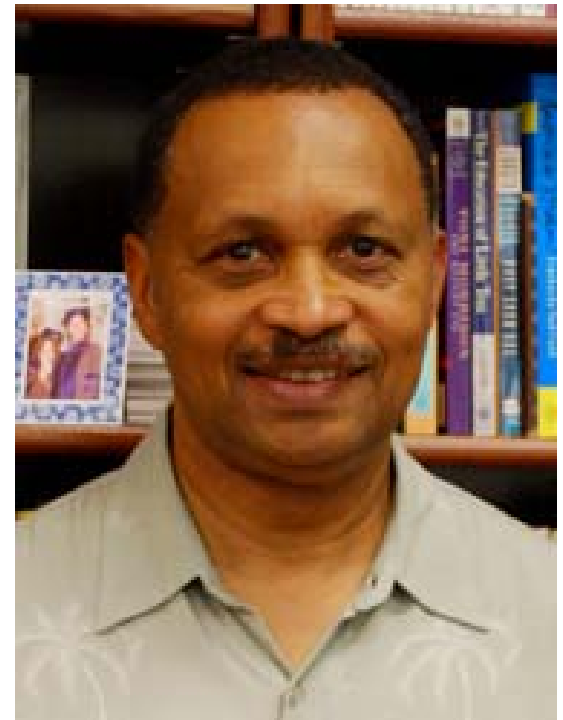


"Mentor? I'm sorry. I thought you
wanted a *TOR*mentor."

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!



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.

Creating a “best-fit” Structure



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

The logo for the Mentoring Program. It features a stylized black silhouette of two figures standing side-by-side with their arms raised and hands touching, forming a 'W' shape. To the right of this icon, the word 'Mentoring' is written in a large, black, serif font. Below 'Mentoring', the word 'Program' is written in a larger, bold, black, serif font.

Mentoring
Program

1-1 or “Constellations?”



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



FINAL QUESTIONS? PARTING THOUGHTS?

