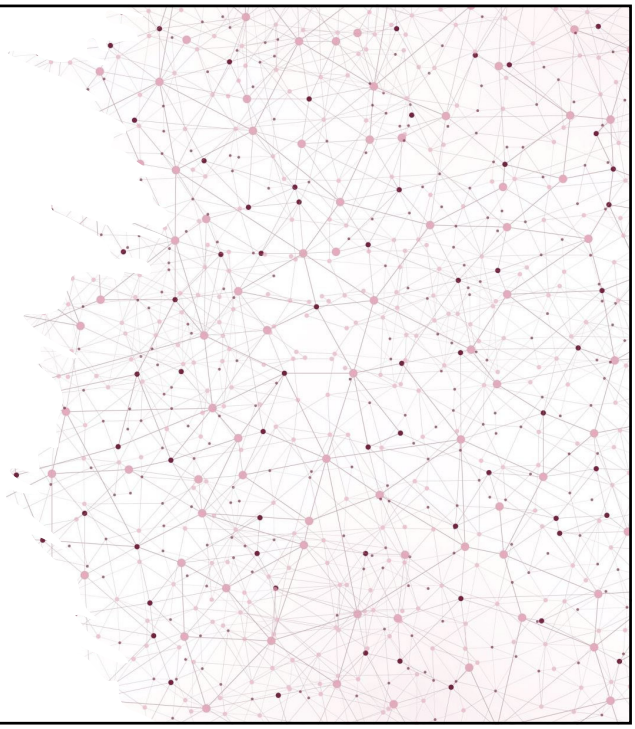
Building Your Mentor Network



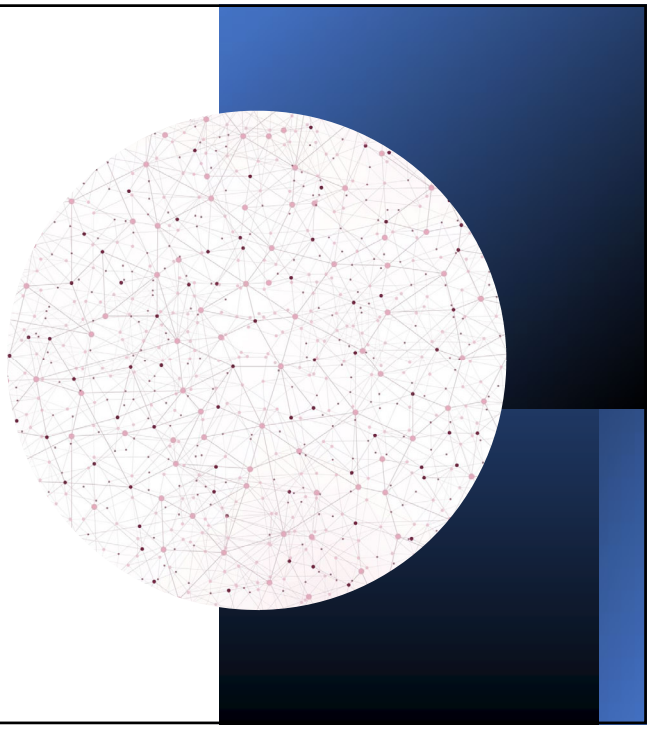
EESW Workshop Session 2023

Alexa Warwick, PhD
Chelsea Wentworth, PhD, MPH

1

Learning Objectives

1. Explain the rationale for developing a 'mentor constellation'
2. Define types of mentoring relationships
3. Identify a series of individuals who can serve as mentors
4. Develop a plan for networking and identifying mentors at ESC



2

Constellation Mentoring

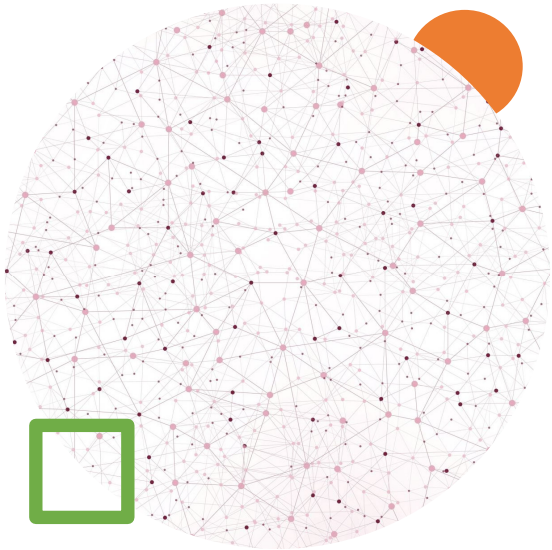
- Traditional = single-mentor model

"The notion of a single experienced faculty member being willing and able to play the all-inclusive role of mentor to a protege is wishful thinking" (p. 52, Tierney & Bensimon 1996)

3

Constellation Mentoring

- Traditional = single-mentor model
- Alternative = community or "constellation" model (Kobulnicky & Dale 2016)
  - **Multiple mentors to meet diverse mentee needs**
- Higher levels of long-term career success and satisfaction (Higgins & Thomas 2001)

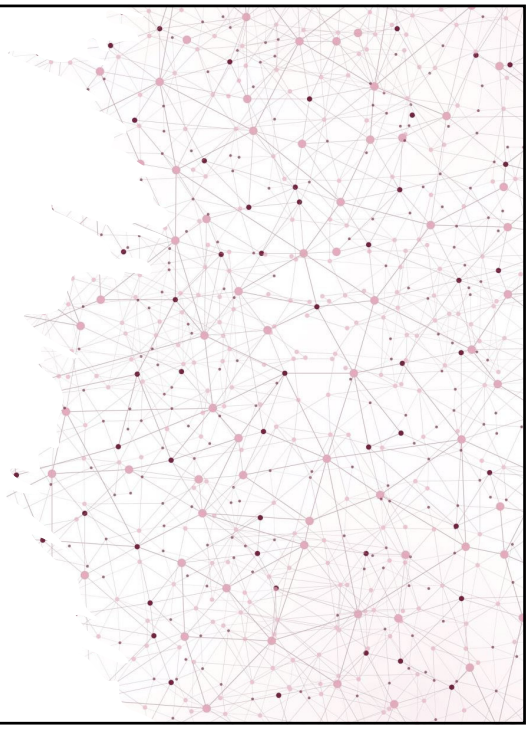


4

Mentoring Definitions

"Mentoring is a dynamic, **reciprocal** relationship in which a Mentor and Mentee agree to a **partnership** and work **collaboratively** to achieve **mutually defined goals** to facilitate a Mentee's skills, ability, knowledge, and/or thinking"

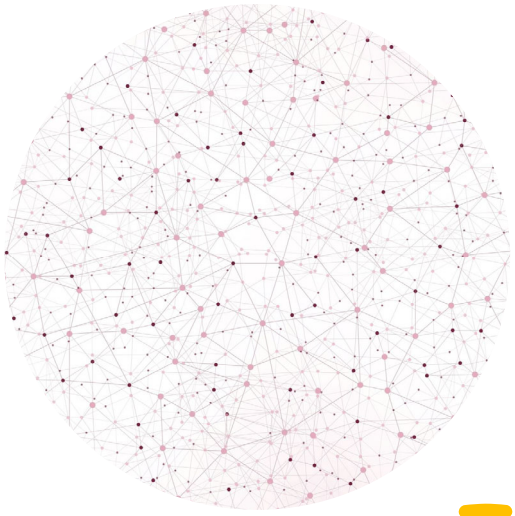
(DeWitty, Choi and Zachary 2017)



5

Individual Writing Activity

- Describe the constellation of mentors you have had over the course of your career.
- How are these individuals similar or different?
- How does your disciplinary approach impact how you think about mentorship?



6

Active Mentee--'Mentoring Up'

- Proactive mentee approach
- Based on the concept of 'Managing Up' (Gabarro & Kotter 1980)
- Move toward shared purpose while making sure mentee needs are met
- Requires continual learning as the relationship changes over time
- Requires understanding of mentee and mentor – strengths, weaknesses, styles

Lee et al. 2015

7

Types of Mentoring Roles

Modeling-Advocating
- Networking
- Advocating, Introducing
- Demonstrating exemplary skills, behaviors, attitudes
- Engaging in professional development (self and others)

Advising
- Career advancement
- Alignment of individual-organization priorities
- Performance/work expectations
- Professional development plans

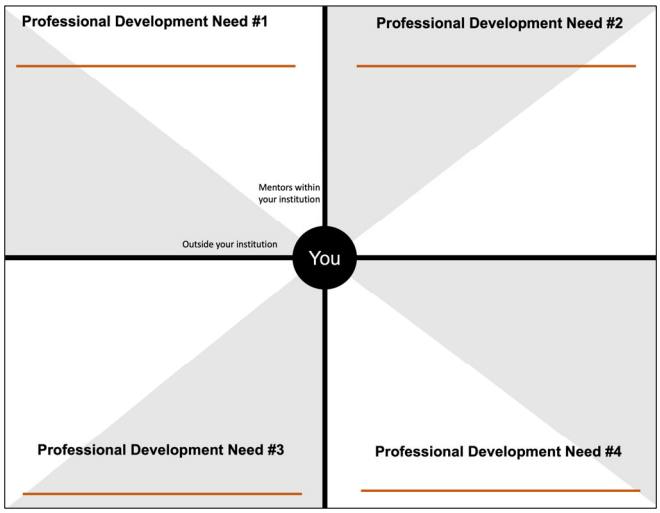
Coaching
- Focused observation and assistance—knowledge and skills
- Wide range of levels and strategies of coaching
- Work consultation
- Collaborative learning groups
- Problem solving—individual and teams

Mentoring
- Personal strategic planning
- Professional and career development (action plans, etc.)
- Work-life balance
- Professional network (beyond employing organization)

(Crandall 2017)

8

Domains of Professional Development



9

Individual Activity

Choose one worksheet and work on identifying mentors (10 minutes)

10

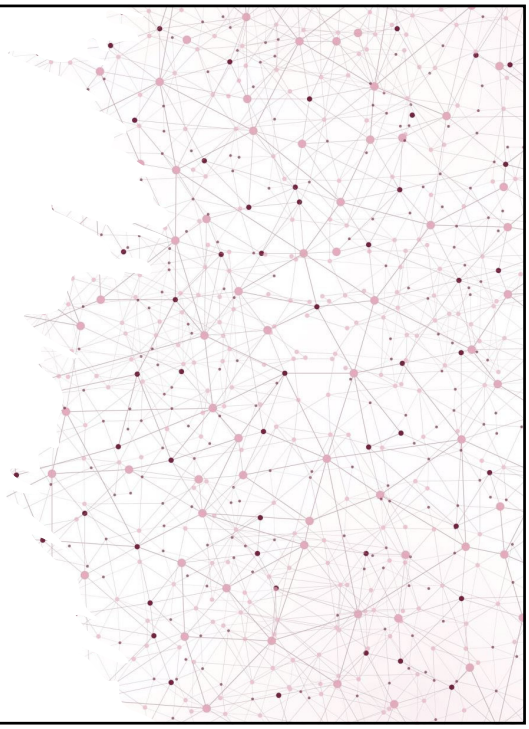
Share Out

Small Groups (10 Minutes)

- Share ideas/questions
- What areas are most challenging?
- What are your strengths in this area?

Large Group (5 Minutes)

- Key insights from your small groups

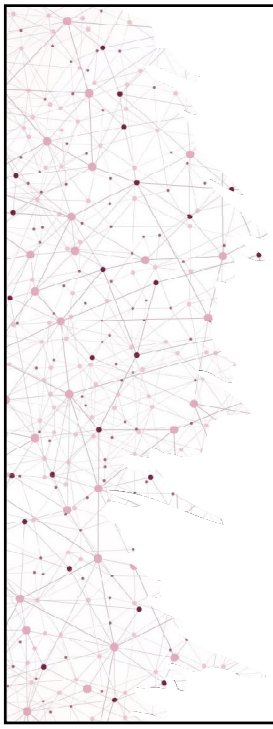


11

Networking at ESC

Before Conference:

- Prepare business cards or an app to share contact information—be ready
- Peruse the schedule or attendee list, and work to set up coffees (or lunch or breakfasts) in advance of a conference with key people you want to meet. Once you are there it can be harder to make this happen. (Most people are amenable to this).



12

Networking at ESC

During Conference:

- Attend sessions of people you want to meet and ask them for coffee.
- Instead of asking what people do for work, ask what they enjoy about their work, or start a conversation about what they enjoy learning about/exploring.
- Be genuinely curious about introductions and the person not just the work.
- Work to remember names—think of a few key things about a person to help you remember the name.
- When you save contacts or collect cards, make notes about where you met the person and key points from the conversation to help you remember later.
- Add people to your LinkedIn account right away as a means of 'collecting cards'.
- Limit your alcohol consumption at events.

13

Networking at ESC

After Conference:

- Schedule time after the conference to follow up with connections—don't just say you'll do this at the meeting.
- Send 'thank you' emails to re-engage/remind folks of your connection.
- Add people to LinkedIn or other networking sites.

14

Further Resources

When you are the mentor

- Mentor agreements/contracts
- Time allocation and Goals Worksheet

Articles on EESW website on mentoring up, the community mentoring model and training scientists to be better leaders

15

References

- Crandall, S. (2017). "Introduction to Goal Setting and Planning." Presentation to the Wake Forest University School of Medicine Early Career Development Program for Women. February 2017.
- DeWitty, V. P., B. Choi, L. Zachary. (2017). Mentoring Program Toolkit, Third Edition. New Careers in Nursing. Robert Wood Johnson Foundation, Washington, D.C.
- Gabarro, John, and John P. Kotter. 1980. "Managing Your Boss."
- Harvard Business Review 58 (1): 92–100.Higgins, M. C., & Thomas, D.A. (2001). Constellations and careers: Toward understanding the effects of multiple developmental relationships. Journal of Organizational Behavior, 22, 223–247.
- Kobulnicky HA, Dale DA (2016) A Community Mentoring Model for STEM Undergraduate Research Experiences. Journal of College Science Teaching, 45(6):17–23.
- Lee, S. P., McGee, R., Pfund, C., & Branchaw, J. (2015). Mentoring up: Learn-ing to manage your mentoring relationships. The Mentoring Continuum: From Graduate School through Tenure (pp. 133–154). Syracuse, NY: Graduate School Press of Syracuse University.
- Tierney, W., & Bensimon, E. (1996). Promotion and tenure: Community and socialization in academe. Albany, NY: State University of New York Press.

16