

Mentorship and Beyond: More Graduates, Better Job Opportunities

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Statistics for Context

- Hispanic students disproportionately enrolled in 2-year institutions. In 2012, almost half of Hispanics in higher education were enrolled in community colleges (46%) or private 2-year institutions (3%).
- **The current undergraduate completion rate for Hispanic students is 29.2%.** While close to 70% of high school graduates in the United States enroll in college within two years, only 57% graduate within six years. For low-income and minority students, the completion rate is closer to 45%.
- **Only 36% of first-time, full-time Hispanic students earn a degree within six years,** compared to 49% of whites. Nationally, 21% of Hispanic adults hold a two-year degree or higher.
- Hispanics have had lower levels of educational attainment than other groups. In 2013, **22% of Hispanic adults (25 years and over) had earned an associate degree or higher,** compared to Asians (60%), Whites (46%), and African Americans (31%).

Source: U.S. Census Bureau (2013),
U.S. Department of Education
(2015), Digest of Education
Statistics (2013)

Statistics for Context

- Hispanics continue to represent a low percentage of students in graduate programs. In 2012, **Hispanics represented 7% of students enrolled in graduate education**, compared to Whites (60%), African Americans (13%), international students (11%), Asians (7%), and Native Americans (0.5%). Similarly, in 2012, **7% of all master's degrees conferred were earned by Hispanic students.**
- Fewer Hispanics have earned a master's degree as their highest degree than other groups. As of 2013, **3% of Hispanic adults had a master's degree as their highest degree**, compared to Asians (15%), Whites (8%), and African Americans (6%).

Source: U.S. Census Bureau (2013),
U.S. Department of Education
(2015), Digest of Education
Statistics (2013)

Defining a Mentor

- **Mentor:** a wise and trusted advisor or counselor – encourages human growth
- **Mentoring:** the transfer and transmission of experience, viewpoints and expertise from one person to another
- Generally touches personal and professional life
- Helps the person to solve their problems or attain their goals
- Can be one-time contact, or long term relationship, formal or informal

Source: American Psychological Association, Shea (2002), Peddy (2001)

Mentoring Functions

- **Career Functions:** Help the mentee learn the ropes and prepare for career advancement
 - Coaching
 - Challenging assignments
 - Exposure and visibility
 - Protection
- **Psychosocial Functions:** Help the mentee develop a sense of competence and clarity of identity
 - Role-Modeling
 - Acceptance and confirmation
 - Counseling
 - Friendship

Source: American Psychological Association

Stages of Mentoring

- **Initiation Stage**
- **Cultivation Stage**
- **Separation Stage**
- **Redefinition Stage**

Not all stages are beneficial to the mentor or to the mentee.

Source: American Psychological Association, Shea (2002), Peddy (2001)

Qualities Developed from Mentoring Activities

- **Knowledge**
 - How the system works
 - Integration into system
 - Technical competence
 - Understanding of others' motivations
- **Judgment/Wisdom**
 - Helps to understand impact of choices/cause and effect
 - Character
 - Make good decisions regarding others
- **Resilience**
 - Accepts and overcomes mistakes
 - Emotional component (overcomes insecurities)
- **Independence**
 - grows into responsibility and challenges
 - becomes self-reliant and confident

Source: American Psychological Association, Shea (2002), Peddy (2001)

Types of Mentoring Assistance

- **Listening:** Sounding board for problems
- **Informing:** Providing wise counsel, Suggest possible solutions or information sources, Explain paths to success
- **Encouraging:** Help them to develop self-confidence and winning behavior
- **Inspiring:** Direct them towards excellence, Teach by example
- **Exploring:** What additional options, interpretations or solutions are available?

Source: American Psychological Association, Shea (2002), Peddy (2001)

Types of Mentoring Assistance

- **Constructive observations:** Identify strengths, Identify problem mindsets/behavior that impede success.
- **Confronting:** Non-judgmentally discuss negative attitudes or behaviors
- **Refocusing:** Help mentee to see different future or outcome
- **Delegating:** Provide mentee with increasing authority and permission to empower self-confidence
- **Supporting:** Stand by mentee in critical situations

Source: American Psychological Association, Shea (2002), Peddy (2001)

Managing Mentoring Expectations

Source: American Psychological Association, Shea (2002), Peddy (2001)

- **Advantages for the mentee:**
 - Career advancement
 - Salary
 - Organizational/professional identification
- **Advantages for the mentor:**
 - Career enhancement
 - “Passing the torch to a new generation”
 - Learning from mentee – new technologies, new developments, important features of next generation
- **Disadvantages for the mentee:**
 - Overdependence on the mentor
 - Micro-management from the mentor
 - Negative halo from mentor who fails
- **Disadvantages for the mentor:**
 - Mentee dependence on mentor
 - Time, energy commitment to mentee
 - Negative halo from mentee who fails

Advice to Potential Mentors

- Offer advice that helps mentee develop: role is NOT to make decisions for mentee or micromanage
- Train to be efficient: guidance and advice for one mentee may also be appropriate for another
- Be aware of potential pitfalls: overdependence of mentee, mentee exploitation of mentor's influence.
- Be sensitive to difference between developing a mentee and using a mentee
- Be aware of dynamics of relationship: developmental needs may change

Source: American Psychological Association

Advice to Potential Mentors

- Recognize that mentee may be uncomfortable asking for help – break ice by sharing some of your career experiences
- Stay in your zone of expertise/experience
- Be clear that mentee sets pace of relationship
- Advise, do not manage
- Extend mentee's developmental network – suggest additional mentors to address unique needs

Source: American Psychological Association, Shea (2002), Peddy (2001)

Acknowledgements

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THANK YOU!

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About Me

- B.S. in Mechanical Engineering
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 - Conventional and Experimental Facilities
 - Operations Research Analyst
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 - Risk ID & Mitigation Team
- Currently working on Supply Chain Mgt., Supply Chains and Innovation, & Risk Mitigation



- B.S. in Mathematics
- MBA Corporate Finance
- Corporate Information Tech – Texaco, Inc.
- Entrepreneurial
 - Retail Store
 - Service Company (Elect, Plumbing, HVAC)
 - Real Estate Brokerage
- PhD, Finance
 - Research area – Real Estate, Foreclosures, Multi-Family
 - Teaching area – Finance and Real Estate



Mentor vs. Sponsor

- **To claim the title of sponsor, a senior leader should be an active advocate for their protégé — a more junior professional who the sponsor sees as a top performer, with tons of potential, who deserves to move up in their career. A sponsor has three primary responsibilities: to believe in and go out on a limb for their protégé; to use their organizational capital, both publicly and behind closed doors, to push for their protégé’s promotion; and to provide their protégé with “air cover” for risk-taking. This means shielding the protégé from critics and naysayers as they explore out-of-the box ideas and work on stretch assignments to set them apart from peers. Yet only 27% of our survey respondents who identified as sponsors said they advocate for their protégé’s promotion. Even fewer (19%) reported providing their protégé with “air cover.”**

Source: Kennedy and Jain-Link
(2019)