

TRANSCRIPT: Dec 14, 2022 University of Minnesota Medical School Dean's Lecture Series:

**“WHY MENTORING MATTERS FOR DEVELOPING DIVERSE, EQUITABLE AND INCLUSIVE ORGANIZATIONS”**

**Presenter: Audrey J. Murrell, PhD, Professor of Business Administration, University of Pittsburgh**

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00:00:07.300 --> 00:00:25.369

Mya N Wilson PhD: All righty. Good morning, everyone, and welcome to the December installment of the Dean's Lecture Series. Before we get started. I would like to go over a few housekeeping items. Our poll has been launched, and so we thank you in advance for your feedback. Live transcription has also been enabled.

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Mya N Wilson PhD: This session is being recorded, and the recording will be shared out within 2 days for everyone who's registered, and the link for the recording will also be housed on the ODEI website.

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00:00:37.180 --> 00:00:44.540

Mya N Wilson PhD: Any feedback or issues with accessibility - please send us an email, and I will now post

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Mya N Wilson PhD: our email address

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00:00:47.240 --> 00:00:49.560

Mya N Wilson PhD: and our web page into the chat.

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00:00:50.810 --> 00:01:06.180

Mya N Wilson PhD: For questions we ask that you please use the Q. and A. section instead of the chat, and if we're unable to get to your question, we'll work with our presenter for today to get unanswered questions answered, and then posted on the Dean's Lecture Series web page.

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00:01:06.580 --> 00:01:13.579

Mya N Wilson PhD: I will now turn it over to Vice-Dean Núñez to introduce today's speaker - Vice-Dean Núñez?

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00:01:14.120 --> 00:01:23.829

Ana Núñez MD: Good morning, everybody. Happy December, my hope for winter break is blue skies, by the way. I know we'll get there, we're just not there today.

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Ana Núñez MD: So I am delighted to join you today, and delighted to introduce an amazing speaker. We have lots of interest in activity in terms of issues about mentorship,

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Ana Núñez MD: and I think that it's important to put all the essential ingredients in. So I am just pleased as can be to bring such an outstanding presenter and expert to your midst to share with us her thoughts, ideas, and her work associated with

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00:01:57.980 --> 00:02:05.590

Ana Núñez MD: using DEI within mentorship to really take it to that excellent level.

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Ana Núñez MD: Dr. Audrey Murray conducts research, teaching and consulting that helps organizations better utilize and engage their important assets: human and social capital. She's currently Professor of Business Administration, the secondary appointment in the Department of Psychology and the Graduate School, the Public and International Affairs at the University of Pittsburgh.

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00:02:23.770 --> 00:02:52.539

Ana Núñez MD: Previously she served as the Acting Dean of the University of Pittsburgh's Honor College, Associate Dean within the College of Business Administration, and the Director of the David Berg Center for Ethics and Leadership. She received her bachelors from Howard University, Magna Cum Laude, has a masters and PhD from the University of Delaware. She's the author of several research articles and books, including Mentoring Dilemmas: Developmental Relationships with Multicultural Organizations; Intelligent Mentoring - How IBM Creates Value Through People,

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00:02:52.550 --> 00:03:07.229

Ana Núñez MD: Knowledge and Relationships; and Mentoring Diverse Leaders: Creating Change for People, Processes and Paradigms. Please help me welcome Dr. Audrey Murrell in terms of this morning's presentation. Dr.Murrell -

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00:03:08.090 --> 00:03:23.189

Audrey Murrell PhD: Thank you, and thank you to both of you for the invitation and all the help and logistics and getting things started. It's always my pleasure and excitement to get to talk about the thing that that I'm passionate about, which is the work that I've done

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00:03:23.200 --> 00:03:34.999

Audrey Murrell PhD: and that many of my colleagues have done on the important interconnection between mentoring and diversity - and so I want to get us started today. Let me share screen and get us moving here.

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00:03:35.630 --> 00:03:49.189

Audrey Murrell PhD: And so I really want to talk about this, you know, much more from a research perspective in terms of some of the work that's been done - but also important, some of the work that still needs to be done

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00:03:49.200 --> 00:03:58.450

Audrey Murrell PhD: The background for me in coming to this conversation about mentoring really was from the work that I'd done on issues related,

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00:03:58.500 --> 00:04:10.840

Audrey Murrell PhD: and specifically for gender and race inside of organizations, and I remember giving a talk, and someone said, "You know, yes, you've defined a lot of the issues and the challenges and the problems. And what are the solutions?"

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00:04:10.870 --> 00:04:24.429

Audrey Murrell PhD: And at that time, early on we were just starting to look at issues related to mentoring and the connection between mentoring and diversity, equity and inclusion. And so it really did cause a shift in terms of the focus

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00:04:24.440 --> 00:04:32.469

Audrey Murrell PhD: of my own work, both in terms of research and working with organizations. And so I come to this notion of looking at mentoring and mentoring relationships.

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00:04:32.560 --> 00:04:48.199

Audrey Murrell PhD: as a solution and as a best practice for being able to address issues related to diversity - as opposed to just studying mentoring itself. And it's really important for us to understand that mentoring is often much more complicated than we tend to acknowledge.

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Audrey Murrell PhD: It really is much more than this traditional junior to senior person that acts as a sponsor and a teacher or an advisor. It really is a much more broad range of developmental relationships, particularly not just between junior and senior and individuals, but also among peers. And the current state of mentoring research, as well as practice, is really looking at mentoring as a network as a or what my colleagues sometimes refer to as a constellation

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Audrey Murrell PhD: of many different forms and functions that

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Audrey Murrell PhD: form this developmental network, and that that complicates it. It makes it exciting from a research standpoint, but it really complicates it, and it pushes the envelope away from this notion that I'm always challenging organizations that - "I just have to find this one amazing mentor that has great experience where we have this connection.." - and that person is not just mentor: they are teacher, they are advisor, they are sponsor, they are protector, they are coach -

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00:05:50.840 --> 00:05:57.369

Audrey Murrell PhD: and it puts a great deal of pressure and unrealistic expectations into the mentoring relationship.

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Audrey Murrell PhD: particularly in the context of diversity, and so understanding the broad range of developmental relationships, the diversity of these developmental relationships in terms of what they are and what they do, and the realization that we have to have these mentoring networks. And we've got to equip what we're doing in organizations

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00:06:16.690 --> 00:06:28.329

Audrey Murrell PhD: to not only facilitate that, but to support, reward, and acknowledge that mentoring and diverse networks are not only important, they are necessary.

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00:06:28.580 --> 00:06:30.070

Audrey Murrell PhD: There is also

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Audrey Murrell PhD: very clear evidence that mentoring matters - that people who have access to mentoring do better. We've seen this from reviews, from meta analysis, from my own work that shows that people who have access to all types of mentoring relationships

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00:06:45.370 --> 00:06:58.780

Audrey Murrell PhD: and do better throughout their career. And yes, things like promotions and earnings are important - I look at issues related to how connected they are in the organization, how much likely they are to be engaged,

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00:06:58.790 --> 00:07:14.289

Audrey Murrell PhD: and how much more likely they are to mentor others. So mentoring matters. (And it is not,) And it particularly matters in the context of diversity, equity, inclusion, and we know this because the research shows us. It is a very robust and consistent finding.

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Audrey Murrell PhD: But the thing that we are challenged about is the specific nature. And what happens when we talk about mentoring and diverse - what my colleague called diversified mentoring relationships.

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Audrey Murrell PhD: I need to say really clearly that the issues that challenge us,

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Audrey Murrell PhD: the issues that are - that make interactions, you know, across differences complicated in the organization, will find themselves into the mentoring relationship

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Audrey Murrell PhD: because it is within the context of whatever dynamics exists within the organization that we see them represented in mentoring relationships. And that's that schism that gets in the way of the effectiveness of mentoring relationships if we're not aware of it, if we don't absolutely address it.

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Audrey Murrell PhD: So we've got to understand this notion of the connection

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Audrey Murrell PhD: and the - as my colleagues and I talked about - this unfinished business about better understanding how diversity matters, both as a process and a solution when it comes to mentoring. And I want to talk about a couple of ways that that shows itself out. And then I want to talk about some of the things

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Audrey Murrell PhD: that I've been really focusing on in the research and the work that I do with organizations - particularly around us understanding the power of peer-to-peer mentoring and us understanding issues related to mentoring as a buffer and as a tool for something called identity work.

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Audrey Murrell PhD: It is crystal clear that if we don't really pay attention to this notion of mentoring that act just to mentoring relationships is complicated when we look at it through a diversity, equity, and inclusion lens.

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Audrey Murrell PhD: So we can, particularly if the only thing that we're doing is allowing informal relationships

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Audrey Murrell PhD: to be formed to be able to provide mentoring throughout our organizations, throughout our departments, throughout our programs - we know that if it's just left to the organic way that people form these types of partnerships in these types of relationships, then we know that the -

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Audrey Murrell PhD: that women and people of color are much more likely not to get access, right? And so this issue of challenging access has been documented over and over again.

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Audrey Murrell PhD: And so this is whether or not it's in higher ed or in organizations or access in terms of leadership, that it places the burden of access onto the individual. And those barriers, those boundaries,

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Audrey Murrell PhD: those access to informal types of relationships, become really complicated when we look at it through a diversity lens. You know, I can remember as -

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Audrey Murrell PhD: back as an assistant professor, and realizing that my counterparts got access to opportunities, events, social gatherings that I didn't get access to. So, forming these mentoring relationships through these informal outside into organizational types of contacts

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00:10:09.360 --> 00:10:26.630

Audrey Murrell PhD: we're not as widely available to me - and it, and it complicated - And so my colleague, Bell Ragins, talked about those barriers to access and that the barriers to access are even more complicated because of issues related to power dynamics in the organization.

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Audrey Murrell PhD: It is also clear that we have a tendency to look at issues related to making these connections

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Audrey Murrell PhD: and forget that there is this notion of similarity and attraction, that individuals we tend to be attracted to people who are most like us, which makes this issue of access and also outcome even more complicated.

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Audrey Murrell PhD: This was a piece that 2 of my colleagues and I worked on as a as a report for a nonprofit organization called Catalyst, and it was really clear in the data that we looked at in their national women of color study that the similarity attraction was really very powerful.

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Audrey Murrell PhD: And you might look at that and say, Well, how is it that we're able to look at diverse mentoring relationships if we can't get past the similarity and attraction.

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Audrey Murrell PhD: But what it reminds us in these data is that it's not that similar to a similarity and attraction is bad.

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Audrey Murrell PhD: It's just that it only can't be similarity and attraction. So what was interesting that we saw in their data was that the women of color within their study did better when they had access to mentoring relationships - that was being replicated, as we've seen over and over again;

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Audrey Murrell PhD: but that similarity and attraction worked in 2 different ways. One, it really was important for them to have access

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Audrey Murrell PhD: to mentors who had status - who had the power, the resources, to advocate for them. And in these data it was really much more the mentors who were white males, who, if they had access to them, they did better in terms of job level, and also salary, because those 2 things covary. But what was really interesting, and I'll come back to this because I'm going to make a little comment about how overly focused we are on sponsorship, and why I find that problematic in the context

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Audrey Murrell PhD: of diversity.

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Audrey Murrell PhD: But what was interesting, is it was the women with mentors of color or female mentors that reported

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Audrey Murrell PhD: having higher levels of job satisfaction and intent to stay - and intent to stay is the research measure, the precursor, to voluntary turnover.

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Audrey Murrell PhD: So what was happening here is that yes, they were accessing individuals who had power and status which helped them with advancement,

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Audrey Murrell PhD: but their level of connectedness to the organization, their satisfaction, and their willingness to stay was not driven by status, it was driven by similarity and attraction. And so the answer is: What do we need in terms of diverse mentoring relationships? Which one is more important? You know my answer is going to be, we need them both.

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Audrey Murrell PhD: And it's also true that again, whatever complex things that are going on in terms of interactions based on race or culture or class or gender, will find themselves into the mentoring relationship.

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00:13:17.050 --> 00:13:32.740

Audrey Murrell PhD: And so issues of cross-race mentoring, particularly if we're not an organization that is doing, and actively and proactively looking at issues of unconscious bias, looking at issues of microaggression, looking at issues of difficult and challenging dialogue -

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00:13:32.750 --> 00:13:53.399

Audrey Murrell PhD: It also means that if I really want that kind of support in terms of the same race or same gender or same culture type of interactions, I've got to go outside of the organization, outside of my unit, which adds even more complexity and issues in terms of the mentoring relationship.

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00:13:53.410 --> 00:14:08.000

Audrey Murrell PhD: And so this notion of, if I need to have some connection in that mentoring relationship based on race or culture or background or perspective, then it puts an even extra burden and complexity on those interactions.

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Audrey Murrell PhD: It is also clear that there's this unnecessary debate about formal mentoring, you know, and that, how is it that we can facilitate this from a diversity, equity, inclusion, if we're not doing formal mentoring programs? I kind of look at this as an unnecessary argument -

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Audrey Murrell PhD: that people will say to me, "Well, formal mentoring works" or "formal mentoring doesn't work", and I think sometimes we spend too much time

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Audrey Murrell PhD: fussing and arguing about things, and my issue is that I don't like forced choices. And so I think the debate over formal versus informal mentoring is really past its usefulness. It's not one or the other. It is a mentoring portfolio where some things have to be formal, some things have to be informal, some things can be a hybrid between formal and informal.

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Audrey Murrell PhD: And so I often get asked which one is better, formal, informal? And I always have the same response: the tool depends on the purpose. So the purpose of what you're trying to achieve has to be the thing that drives the answer to the form and the structure and the process of mentoring that you put in place.

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Audrey Murrell PhD: You know it is the case that that often we see this distinction. And I like to talk about organization-sponsored versus informal mentoring, that they do different things, and so understanding what these different tools do and what they provide becomes really important.

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Audrey Murrell PhD: Because, again, in some situations, in some contexts, as a solution, you might want to go to more a commitment-driven type of mentoring approach, whereas there is an important thing - and we call these signals that the organization sends. In some of the research they call them identity queues:

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Audrey Murrell PhD: that there are things that an organization does that sends a signal to its members, a signal to its employees, a signal to its leaders - that it cares about issues of diversity and inclusion. So mentoring is often one of those signals

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00:16:06.840 --> 00:16:21.259

Audrey Murrell PhD: and one of those cues that if the organization is sponsoring mentoring, if it is in place and supported by leadership, then it is often seen as a cue that they care about development, and particularly inclusive development.

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Audrey Murrell PhD: One of my favorite pieces of research that I got to do actually push the envelope on this notion that we have to make these forced choices in terms of forms.

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Audrey Murrell PhD: And so colleagues of mine and I worked with this group, Executive Leadership Council, which are top African American executives in all different types of sectors and organizations, to actually

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Audrey Murrell PhD: produce this organization-sponsored mentoring program that cuts across traditional boundaries as part of their leadership pipeline program. And we really looked at this thing that we labeled inter-organizational formal mentoring, because in this year-long program,

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Audrey Murrell PhD: the individuals who were part of the pipeline effort got a senior mentor who was deliberately outside of their own organization. I'll come back to why that was important a little bit later, but they also were put and embedded into a group of peers.

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Audrey Murrell PhD: And so it was a formal mentoring program, but it cut across traditional boundaries. It included both peer as well as hierarchical mentoring, individual as well as group mentoring. And so, instead of making forced choices, we created a different design that specifically met the needs of this organization. And what we saw a year after we put this program in place and then did follow up and interviews and collected data, is that this inter-organizational formal mentoring

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Audrey Murrell PhD: program, which we labeled it, was really important in terms of identity based psychosocial support: this notion of inclusion, this notion of acceptance, this notion of career as well as social support. But we also saw particularly for these

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Audrey Murrell PhD: these leaders and these future leaders of color, that it was an important source of validation and legitimacy. You know we like to talk about people feeling as if they have, you know, the quote-unquote "impostor" syndrome.

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Audrey Murrell PhD: I actually think that it and will argue that it's less an impostor syndrome, and the lack of validation and legitimacy in the organizational context. And so these relationships that cut across these traditional organizational boundaries provided that for these leaders.

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Audrey Murrell PhD: And these were 2 of my favorite quotes when we did interviews at the end of year one, that they felt as if these mentoring relationships not only gave them an "unusual mirror" to be able to understand who they are, what it means to be a leader of a color, or based on gender or culture.

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00:18:54.360 --> 00:19:05.749

Audrey Murrell PhD: But it also provided a "safe space". It was often what they said: It was a safe space to explore these issues - a safe space to have conversations about "What does it mean for me

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00:19:05.790 --> 00:19:18.140

Audrey Murrell PhD: in the profession and in the organization?" And that safe space we found was facilitated because the mentors were outside of the organization. And there wasn't this, this feeling that

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Audrey Murrell PhD: what was being shared there would travel throughout the organization. And so I'm giving you this as an example, because I think that we compartmentalize the structure of mentoring too much, and we take the power out of the diverse forms, the diverse functions, the diverse ways that we can facilitate

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00:19:35.750 --> 00:19:45.259

Audrey Murrell PhD: leadership and employee development if we look beyond this traditional individual to individual hierarchical, mentoring relationship.

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Audrey Murrell PhD: It is also clear across a wide variety of research that not only do we need to look at different forms and different structures - but for diversity, different pathways and different outcomes are also really important:

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Audrey Murrell PhD: that this notion of how an individual based on race and subjective outcomes, you know, comes to realize those, is actually documented. Yhat these different pathways are necessary for individuals, particularly when we look at issues related to race and gender, to be able to advance within the organization, and that those networks of high potentials

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00:20:25.240 --> 00:20:35.519

Audrey Murrell PhD: that balance same and cross-race relationships were really important for people to be able to advance throughout the organization. And so it's pushing us -

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00:20:35.530 --> 00:20:48.389

Audrey Murrell PhD: all of these data are pushing us to think differently and to move beyond this traditional senior to junior, one to one, hierarchical mentoring assumption that unfortunately, we have.

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00:20:48.690 --> 00:20:59.030

Audrey Murrell PhD: This is also true when we understand that mentoring relationships have different functions, it is much more complicated than just talking about sponsorship.

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00:20:59.210 --> 00:21:12.680

Audrey Murrell PhD: My colleague, Kathy Cram, who studied mentoring relationships and developed this typology which has informed my work for decades now, talks about career as well as what she called psychosocial function.

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00:21:12.900 --> 00:21:29.220

Audrey Murrell PhD: And I think that we often forget - we're so focused on career advancement. I was just giving a talk last week to the launch of a leadership development program for African American leaders in all different types of sectors, and I was talking about

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00:21:29.230 --> 00:21:34.140

Audrey Murrell PhD: our over-focus on sponsorship, our over-focus on the success

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00:21:34.340 --> 00:21:50.299

Audrey Murrell PhD: of mentoring programs being advancement, is making us not pay attention to the whole range of what it takes, particularly as leaders, to be effective. And also we're under-focused on issues of wellbeing in these leadership roles,

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Audrey Murrell PhD: and part of a closed Facebook group that's called "The Professor is Out", and it's filled with people who are making a decision to be able to exit higher education.

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Audrey Murrell PhD: And there's a lot of talk about issues and challenges to diversity, to inclusion, to acceptance, the feeling - a sense of clarity to feeling, a sense of support. 150

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Audrey Murrell PhD: And honestly, COVIDt didn't create these issues, but it sure made people reprioritize.

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Audrey Murrell PhD: And so I really find that shifting the focus to equally being on what Kram calls psychosocial functions is really important. Yes, career advancement,

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00:22:28.280 --> 00:22:31.759

Audrey Murrell PhD: career development, and all those things are critically important.

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Audrey Murrell PhD: But equally important are those aspects of the mentoring relationship that help in the individual develop a sense of competence and clarity, feel connected within the organization - within the profession. And Kram's research

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00:22:46.490 --> 00:22:53.450

Audrey Murrell PhD: talks about a number of different aspects that she labels in this psychosocial functions of mentoring relationship.

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Audrey Murrell PhD: She talks about acceptance and confirmation which we saw in the inter-organizational formal mentoring program that I just talked about. She talked about feeling of belongingness, having a safe space to be able to talk about it, which is in counseling and friendship 250.

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00:23:08.030 --> 00:23:26.430

Audrey Murrell PhD: But I want to focus our attention on one aspect that is really showing itself in some of the work that I've been doing, and it's called role modeling. And I want to talk about this notion. This psychosocial function that Kram's work in the late '80s revealed as being an important function of mentoring relationship, one

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Audrey Murrell PhD: that I think, is absolutely important in the context of diversity, and requires much more attention

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Audrey Murrell PhD: than we give it.

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Audrey Murrell PhD: And I want to contrast this with the traditional view of what role models are in the context of mentoring: this is not a cognitive role model. The traditional view of role models is really, you know, this notion that this is just a passive observer, someone you identify with. But you don't necessarily have to have a relationship with them -

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00:23:56.350 --> 00:24:00.339

Audrey Murrell PhD: that this role modeling only requires some sort of identification.

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Audrey Murrell PhD: You connect to someone who serves as a model, but it is often a cognitive or a distal type of relationship. There's a distance there, even though you, by observing them, can look at different types of skill sets and different models of success.

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00:24:18.460 --> 00:24:38.259

Audrey Murrell PhD: But that's different than how we talk about role models in the context of mentoring. They are much more relational. My colleague, Ram Burke, you know, argues that there's this transference of legitimacy and power and connectedness that happens when we move from a cognitive role model

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00:24:38.270 --> 00:24:42.119

Audrey Murrell PhD: to a relational role model - which is what mentoring can provide.

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Audrey Murrell PhD: Though he argues specifically looking at gender in the aspect of diversity, that this notion of mentoring

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Audrey Murrell PhD: and the connectedness of individuals to mentors provides this opportunity for the transference of social capital: that what you're doing is you're actually borrowing the network of the person who is mentoring or sponsoring you.

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Audrey Murrell PhD: I often will say this to my graduate students - that when I refer you and say, "I want to you to talk to this colleague" or "I'm connecting you with an alum," "I'm connecting (you) with somebody in my network", I really am - It really is an exchange for a borrowing of social influence or social capital.

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Audrey Murrell PhD: and Burt, in his research, called it "power by proxy." And so I think that we forget, but that also happens with peers. It's very often that I'm connecting peers to other peers who I've worked with and collaborated with. And so this borrowing of the relational

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Audrey Murrell PhD: influence - the relational connectedness that exists within the organization and throughout the organization is really powerful. We've known that when it comes to sponsorship in terms of hierarchical mentoring, but it is absolutely important in peer to peer relationships.

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00:25:59.960 --> 00:26:02.530

Audrey Murrell PhD: And so this notion of

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00:26:03.170 --> 00:26:17.010

Audrey Murrell PhD: allowing power by proxy and the sharing or the borrowing of social influence and social capital is one of the things that is unique about relational role models versus the traditional view of role modeling.

118

00:26:17.960 --> 00:26:32.549

Audrey Murrell PhD: It is really clear from some work that I did with one of my graduate students, that this notion of role modeling is really important in an organization - and I would argue it is especially important in higher education, because

119

00:26:32.560 --> 00:26:51.119

Audrey Murrell PhD: you know, one of the things we have to understand is, what is it – there is this phrase that we often use - the “currency” in the organization. What is the thing that the organization values? How is it that you look at the criterion of what advances people into leadership? And then you understand, what does it take? What does the organization value

120

00:26:51.130 --> 00:27:07.059

Audrey Murrell PhD: , and what is its currency? And that's different in different types of organizations. And so what Tom and I did is that we used some social network methodology to be able to look at this notion of advice giving and advice seeking among mentoring relationships.

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00:27:07.070 --> 00:27:11.429

Audrey Murrell PhD: And why this is important is because it's about expertise.

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00:27:11.490 --> 00:27:27.949

Audrey Murrell PhD: And again, that is currency within higher education: who is seen as an expert, who is seen as a knowledge giver, as an individual that holds knowledge that can be shared. And what was interesting is that there was a clear gender effect

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00:27:28.030 --> 00:27:37.170

Audrey Murrell PhD: that impacted the perception and the identification in the organization of who people saw as role models.

124

00:27:37.290 --> 00:28:05.960

Audrey Murrell PhD: And what was really interesting is that for women, the use and the presence of formal recognition - and we saw this in terms of formal awards for their performance - was much more important. That formal recognition, that formal acknowledgment was much more important for women to be seen as and to be sought after as experts - as role models - than it was for men.

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00:28:06.770 --> 00:28:09.290

Audrey Murrell PhD: And what was really important is this

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00:28:09.300 --> 00:28:29.259

Audrey Murrell PhD: proportion of giving versus seeking advice, which was also different. And why this is important is again this notion in our organizations, where who gets to be seen as a leader or as an expert or as a knowledge influencer, works differently across different demographic groups,

127

00:28:29.270 --> 00:28:34.200

Audrey Murrell PhD: because of the nature of how we make attributions and conclusions.

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00:28:34.430 --> 00:28:52.610

Audrey Murrell PhD: It is also important that this notion of formal recognition - to be able to acknowledge and to herald and to recognize individuals as being role models, as being knowledge role models, as being important in terms of expertise -

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00:28:52.680 --> 00:29:00.760

Audrey Murrell PhD: is very gender-specific, and we've seen in some other research after Tom and I did this - that is also true for race as well.

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00:29:01.870 --> 00:29:18.789

Audrey Murrell PhD: I also want to make sure that I highlight the importance of peer mentoring. It has really dominated the work that I've done for the past, I would say, going on a decade, and I think that we underweight the power of peer-to-peer mentoring relationships.

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00:29:18.800 --> 00:29:24.929

Audrey Murrell PhD: I especially find this true in higher education because we tend to be hierarchical in our structures.

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00:29:25.020 --> 00:29:40.749

Audrey Murrell PhD: But these lateral relationships are as important I would argue as traditional hierarchical ones. They consist of people inside, outside of the specific unit or department or organization: coworkers, team members,

133

00:29:40.760 --> 00:29:46.290

Audrey Murrell PhD: professional organizations, the broader array of people's social and professional networks.

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00:29:46.420 --> 00:29:52.669

Audrey Murrell PhD: And why they're powerful both for the individual and also from a diversity/inclusion standpoint

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00:29:52.770 --> 00:30:01.360

Audrey Murrell PhD: is that they frequently cut across traditional organizational, traditional functional, and I would also say demographic boundaries.

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00:30:01.430 --> 00:30:11.170

Audrey Murrell PhD: And the thing that we also don't do in better understanding peer mentoring is that we don't understand that they absolutely can be a legitimate source

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00:30:11.190 --> 00:30:14.710

Audrey Murrell PhD: for a broad range of career and mentoring functions.

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00:30:15.130 --> 00:30:24.920

Audrey Murrell PhD: Mentoring, particularly peer-to-peer mentoring, can often provide access to psychosocial support that's not available within the organization.

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00:30:24.930 --> 00:30:36.299

Audrey Murrell PhD: We saw that within the work that we did with that executive leadership program that those peer-to-peer mentors were really important for providing that safe space.

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00:30:36.420 --> 00:30:55.279

Audrey Murrell PhD: Just this is an aside; a year - several years after we did that program I was in New York during my time as Associate Dean, and we were taking a site visit with students there, and I was visiting someone, and I had been doing some work with a large New York based consulting firm. And so they offered to host the students, and

141

00:30:55.290 --> 00:31:05.419

Audrey Murrell PhD: we talk about careers and giving the school a tour. And the global chairman. said, "You know, I need to talk to you and introduce you to the head of our foundation,

142

00:31:05.570 --> 00:31:16.859

Audrey Murrell PhD: who, I think, would share a lot of similarities with the work you're doing." And so they reached out and in walked one of the participants from that leadership program that I had designed years before that.

143

00:31:16.910 --> 00:31:27.599

Audrey Murrell PhD: And he was impressed - he's like, "I can't believe you all know each other." So she was a participant in a program that I worked with. And so we got a chance to catch up. And again - this was a decade later.

144

00:31:27.830 --> 00:31:36.089

Audrey Murrell PhD: And I asked how were things going, and she said that program was really impactful for her, but that she hadn't really kept

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00:31:36.540 --> 00:31:39.519

Audrey Murrell PhD: in contact with that senior mentor

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00:31:39.590 --> 00:31:53.480

Audrey Murrell PhD: that we gave to her as a part of the program. But she said that peer group they kept in contact over that 10 year period. They made sure that once a year they picked a location, and they all gathered there. They provided support:

147

00:31:53.550 --> 00:32:12.160

Audrey Murrell PhD: both career as well as psychosocial. Can you imagine, 10 years later the power of those peer-to-peer relationships to be able to provide job related support, career support, personal support, advancement and also leverage. Make no mistake - peers can be sponsors too.

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00:32:12.380 --> 00:32:24.540

Audrey Murrell PhD: And so that notion of peer-to-peer providing opportunities for knowledge sharing, for also psychosocial support, and this notion that peers may act as a buffer

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00:32:24.550 --> 00:32:36.910

Audrey Murrell PhD: for the negative impact of non-supportive, non-inclusive, or sometimes complicated organizational environments and cultures is documented and more and more documented by the research.

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00:32:37.810 --> 00:32:55.530

Audrey Murrell PhD: I want us to also understand that there are different types of peer-to-peer mentoring relationships. So, looking at this notion of information peers for knowledge sharing is one aspect that peers can do. Peers can serve as a career strategist - we call those collegial peers in the research -

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00:32:55.540 --> 00:33:02.890

Audrey Murrell PhD: they can give great opportunities for exposure and visibility and networking, providing access to different assignments.

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00:33:02.990 --> 00:33:27.160

Audrey Murrell PhD: I was doing some work out for a large technology firm, and one of the women who had been put in charge of the women's employee network shared with me that she was nominated by her peers for that assignment, that challenging assignment. And she said it was really transformational for her level of visibility and exposure throughout the organization.

153

00:33:27.210 --> 00:33:43.409

Audrey Murrell PhD: It gave her access to people that she wouldn't have otherwise had access to, and to be able to build those relationships. And it led to her getting a new career opportunity as a result of taking on that challenging but voluntary assignment for which she was nominated by her peers.

154

00:33:43.720 --> 00:33:56.099

Audrey Murrell PhD: And then we can also talk about what (in) the research we call the special peers, where you have emotional support and counseling. And this notion of peers as a buffer which I'll come back to is also really important.

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00:33:56.900 --> 00:34:16.630

Audrey Murrell PhD: Some of the work that I've been doing has also looked at peer mentoring as identity work. Remember, a little while ago I mentioned identity queues. Well, identity work is a broader context to be able to understand. How is it that people make social comparison within the organization?

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00:34:16.639 --> 00:34:21.879

Audrey Murrell PhD: How do we find our fit? How do we understand who we are in reference to the organization?

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00:34:22.159 --> 00:34:38.739

Audrey Murrell PhD: In that leadership program, that inter-organizational formal leadership program that I talked about earlier; one of the things that we also saw when we talked to and interviewed and got feedback from them over that year period, it's that they really were trying to wrestle with,

158

00:34:39.000 --> 00:34:42.610

Audrey Murrell PhD: "What does it mean for me to be a leader in this context -

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00:34:42.620 --> 00:35:03.809

Audrey Murrell PhD: as an African American, as an African American female, as a leader of color? How do I understand who I am? How do I identify with people in the organization, but also have clarity about who I am as an individual, particularly when I'm in an environment where not necessarily everybody looks like me?

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00:35:03.820 --> 00:35:18.250

Audrey Murrell PhD: And so this notion of peers as a role model - as a tool for identity formation and identity work - is really critical, and we're starting to see this more and more in some of the research that I and my colleagues are doing.

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00:35:18.680 --> 00:35:24.570

Audrey Murrell PhD: It is also true that peer mentoring can serve as this buffer which I've mentioned before.

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00:35:24.650 --> 00:35:37.930

Audrey Murrell PhD: Peers have this complimentary knowledge, and that knowledge sharing is important. I do remember being an assistant professor, and being really unwilling to necessarily ask

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00:35:38.150 --> 00:35:57.879

Audrey Murrell PhD: for - it was one of the things I years later was on a panel with some of the senior colleagues, and it was facilitated with our women's faculty network, and it was being facilitated by the provost - our provost right now at UPitt is female. So one of the things that the panel and she asked me is, what is one of the things that you

164

00:35:57.890 --> 00:36:07.749

Audrey Murrell PhD: understand now that maybe you would have done differently, or you realize you didn't - you know, that you could have done differently or better, I mean differently is a better word there -

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00:36:07.970 --> 00:36:12.989

Audrey Murrell PhD: when you were a junior faculty member? And I said it was really hard for me to ask for help,

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00:36:13.170 --> 00:36:19.380

Audrey Murrell PhD: because I was keenly aware that particularly in my unit, ... I was

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00:36:19.460 --> 00:36:39.109

Audrey Murrell PhD:... and am still the first African-American faculty member to be tenured in the school of business. And so I was keenly aware that there's a different view potentially on me asking for help and me asking for knowledge. And so that notion of asking senior faculty for advice

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00:36:39.120 --> 00:36:59.539

Audrey Murrell PhD: would be perceived differently somehow, in some situations relative to my male and to my...white colleagues, and so that that hesitancy to ask for help was - would be judged differently for me, or asking for help would be judged differently.

169

00:36:59.550 --> 00:37:17.879

Audrey Murrell PhD: And so that notion of, and what I found was that I had a lot of peers. As the only African American, most of my peers in the school were white males. And we shared information with each other a lot, an exchange of, you know - they knew things that I didn't know. I remember going through the review process

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00:37:17.950 --> 00:37:28.359

Audrey Murrell PhD: and there was knowledge that wasn't openly shared, and their mentors were sharing with them, and they would share with me. That's how I got access to information.

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00:37:28.370 --> 00:37:46.600

Audrey Murrell PhD: And so this notion that peers engage in this deep exchange, and the social support which can provide a buffer against unfamiliar and non-supportive environments, and this is especially important, because a lot of how we understand our organizations is not with explicit things in a handbook.

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00:37:46.660 --> 00:37:55.529

Audrey Murrell PhD: Particularly within higher ed and within knowledge-based kinds of organization, there's a lot of what we call code-sharing support.

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00:37:55.590 --> 00:38:03.570

Audrey Murrell PhD: When you're coming up for review or you're getting feedback: What does this mean? How I interpret the feedback that I'm getting - how do I understand

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00:38:03.600 --> 00:38:06.950

Audrey Murrell PhD: this? How do I understand how I am in the organization?

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00:38:07.660 --> 00:38:19.290

Audrey Murrell PhD: It is also true, from some really great research that a former student of mine published a couple of years ago, that peer mentoring can serve as a buffer when you have a non-supportive or disengaged

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00:38:19.840 --> 00:38:35.140

Audrey Murrell PhD: leader or boss or supervisor. In fact, his data shows that it can actually help with retention to have peer mentoring relationships in place - even if you have a non-supportive or a disengaged boss or supervisor.

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00:38:35.600 --> 00:38:51.899

Audrey Murrell PhD: Peers can provide the safe space to address issues of workplace challenge. A lot of the work that I'm doing now is on this notion of psychological safety, and I'm seeing that there's an absolute special place that peer mentoring plays as a buffer and,

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00:38:51.910 --> 00:38:57.529

Audrey Murrell PhD: in order to enhance individuals' feelings of psychological safety when they within the environment.

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00:38:58.170 --> 00:39:15.739

Audrey Murrell PhD: This is borne out with research that takes from this concept that actually comes out of counseling psychology, interesting enough. And it's called a "holding environment." And holding environments include a couple of things that allow individuals to be able to have support,

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00:39:15.750 --> 00:39:27.979

Audrey Murrell PhD: to be able to navigate difficult or conflicting or complicated situations or interactions that would otherwise produce anxiety or even withdrawal behavior.

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00:39:28.200 --> 00:39:32.970

Audrey Murrell PhD: And the research on holding environments talks about 3 key things -

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00:39:32.990 --> 00:39:43.300

Audrey Murrell PhD: and each one of these we actually saw in that inter-organization formal mentoring program, and I've seen these play themselves out in terms of some of the academic programs

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00:39:43.320 --> 00:39:48.329

Audrey Murrell PhD: that I've created to be able to provide different types of mentoring, particularly peer-to-peer.

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00:39:48.410 --> 00:40:02.039

Audrey Murrell PhD: And I want to highlight these 3 things because again, I want us to really push and broaden our perspective of how we see mentoring, and also the importance, the value and the impact of peer mentoring.

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00:40:02.320 --> 00:40:10.169

Audrey Murrell PhD: So holding environment: it's these 3 categories that the research shows that defines this notion of holding environments.

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00:40:10.250 --> 00:40:16.529

Audrey Murrell PhD: One of these things is called "enabling perspective: - ... in the research within

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00:40:16.580 --> 00:40:21.650

Audrey Murrell PhD: leadership and leadership development, it's often called sensemaking.

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00:40:21.850 --> 00:40:26.459

Audrey Murrell PhD: How do I make sense out of the environment? This is particularly true

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00:40:26.470 --> 00:40:52.049

Audrey Murrell PhD: for leaders. How do I understand and craft the direction? How do I understand what is going on in the organization, and how to move forward? How do I understand the complex and the context and the complex interactions that are going on? And it's challenging for individuals. And it's requirement for leaders to understand how to make sense. And enabling perspective is, How do I make sense out of the environment in which I'm operating?

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00:40:52.350 --> 00:41:04.580

Audrey Murrell PhD: There's really good work that shows - and in fact, in that same program. We had a special session for the mentors who were senior leaders in their organization, and they spent a lot of time talking about

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00:41:04.590 --> 00:41:12.389

Audrey Murrell PhD: the isolation that leaders feel - that the more you get into leadership roles in an organization that their biggest concern,

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00:41:12.440 --> 00:41:22.129

Audrey Murrell PhD: their biggest worry, is that people aren't always telling them the whole picture of what was going on. And so it was harder to make sense out of the organization

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00:41:22.140 --> 00:41:36.070

Audrey Murrell PhD: because people tend to not want to bring all the news, particularly bad news, to a leader. And so enabling perspective is one of the things that they said was really important about having information-sharing peers

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00:41:36.080 --> 00:41:44.980

Audrey Murrell PhD: that can help them to provide context and information to make sense about what was going on in the organization and within the context.

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00:41:45.630 --> 00:41:48.690

Audrey Murrell PhD: "Containment" is about the safe space – (eg)

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00:41:48.810 --> 00:41:59.349

Audrey Murrell PhD: I'm having challenges, I'm having issues in terms of work-life balance, I'm having concerns about whether or not this is the right fit for me. I'm having challenges because I'm

197

00:41:59.360 --> 00:42:10.170

Audrey Murrell PhD: you know, not able to execute on some projects, or I might need to be able to look at some different types of arrangements. All different types of things about work, life, family

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00:42:10.260 --> 00:42:27.470

Audrey Murrell PhD: are in this creating a safe space. And where do you go where you could have conversations where you're not concerned about how you're being perceived if you ask and raise certain issues? And so peer mentoring can often provide that safe space.

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00:42:27.660 --> 00:42:46.960

Audrey Murrell PhD: And then the third thing is, they talk about "empathetic acknowledgment." We absolutely saw that in that inter-organizational formal mentoring program - happened a lot with those peers that affirming one's sense of self. So I have a close colleague of mine, and we always joke, we've written together and published together, and have known each other since we were junior faculty.

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00:42:47.150 --> 00:43:05.510

Audrey Murrell PhD: And we have these, these 10 pm calls sometimes, and we call them the "Am I crazy, but..." conversations where things will happen, and we're always checking with each other and trying to firm one's sense of self and one's sense of reading the organizational environment and dynamics

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00:43:05.940 --> 00:43:07.009

Audrey Murrell PhD: correctly.

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00:43:07.250 --> 00:43:21.349

Audrey Murrell PhD: and we call it the "I'm not crazy, but did I read this right?" - and that empathetic acknowledgment, that affirmation is important, and it's also critically important for leaders, because of this feeling of isolation.

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00:43:21.360 --> 00:43:28.260

Audrey Murrell PhD: And so peer-to-peer mentoring in leadership development, I find, is absolutely critical for all 3 of those reasons.

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00:43:28.940 --> 00:43:45.680

Audrey Murrell PhD: You know, peer mentoring diversity has a very special space. It provides access sometimes to psychosocial support that may not be related. It's a source of knowledge, sharing knowledge, knowledge sharing about the technical aspects, and also about how to navigate careers.

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00:43:45.770 --> 00:44:02.109

Audrey Murrell PhD: It can provide opportunity for knowledge sharing that may not otherwise be present in formal programs in the organization. And most importantly, and we know this from the research, it can act as a buffer for the negative impact of non-supportive environments,

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00:44:02.130 --> 00:44:05.230

Audrey Murrell PhD: particularly when it comes to retention and engagement.

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00:44:06.050 --> 00:44:10.840

Audrey Murrell PhD: You know this notion of perceptions of organizational support is really important.

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00:44:10.930 --> 00:44:26.330

Audrey Murrell PhD: ...Actually the concept and the theory, and the early research on perceived organizational support happened at the University of Delaware during the time I was a graduate student there, so I was there with the other students and the faculty members when they were testing this concept

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00:44:26.340 --> 00:44:38.710

Audrey Murrell PhD: and developing the original measure and looking at it. And since then it has had such a wide variety of use and robust set of findings. This notion of this social exchange,

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00:44:38.720 --> 00:44:57.770

Audrey Murrell PhD: this assumption about how I'm treated, and what I return to the organization in exchange, is a powerful signal that we know drives perceptions of fairness. We know it drives the individuals' tendency to want to stay in the organization. It has an impact on performance.

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00:44:57.780 --> 00:45:07.000

Audrey Murrell PhD: And when employees perceive a high level of organizational support, they are much more likely to be committed to their organizations,

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00:45:07.020 --> 00:45:21.989

Audrey Murrell PhD: to engage in citizenship behavior - which is extra role outside of the formal requirements types of behavior - and they are also less likely to quit than people who have lower levels of perception, perceptions of support.

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00:45:22.050 --> 00:45:28.969

Audrey Murrell PhD: I just finished this project last year - I was helping an organization craft their strategy to return to ...

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00:45:28.980 --> 00:45:47.729

Audrey Murrell PhD: onsite after the COVID lockdown, and we measured through some of their annual survey, and then during COVID, and then after, what was going on with employees' perceptions of support. And the way organizations handled, messaged and communicated and provided resources

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00:45:47.740 --> 00:45:52.859

Audrey Murrell PhD: before, during and after what went on with COVID was absolutely critical -

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00:45:53.000 --> 00:46:05.699

Audrey Murrell PhD: absolutely critical to their willingness to want to stay, their willingness to want to re-engage, and all different aspects of what it meant to return to some level of whatever we call the "new normal."

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00:46:06.080 --> 00:46:19.099

Audrey Murrell PhD: And this notion of perceived organizational support. I'm not, you know, I have to admit I don't always get "Far Side" humor, but this one I got, is that we have to understand that it is perceived organizational support.

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00:46:19.110 --> 00:46:29.080

Audrey Murrell PhD: And why that's important is, it is not the judgment of leadership whether or not you're being supported, it is how employees experience what is being done.

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00:46:29.340 --> 00:46:39.919

Audrey Murrell PhD: and those cues and the things that we do, and sometimes have a different interpretation of leaders than it does by individuals. And I love this,

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00:46:39.940 --> 00:46:50.869

Audrey Murrell PhD: this picture here, that that sometimes decisions that we make in formal rules, and how we communicate, or sometimes miscommunicate, why decisions are being made,

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00:46:50.910 --> 00:47:15.190

Audrey Murrell PhD: will lead to this perception that the organization is really not supporting us - it's actually making it harder for us. And so this notion of what is being done, and how it's communicated is critical for employees' perceptions of support which we know drive outcomes and

understand that lens through which you see support versus wariness is affected by issues related to diversity.

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00:47:15.470 --> 00:47:37.850

Audrey Murrell PhD: And so this notion of understanding, this wariness that sometimes can be exactly the opposite of people being engaged has a lot of things. This wariness about engaging and returning to the organization, and being really all in for the organization, is influenced, we know from research, by a whole notion of things:

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00:47:37.860 --> 00:47:39.319

Audrey Murrell PhD: How we communicate,

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00:47:39.340 --> 00:47:41.939

Audrey Murrell PhD: How we perceive risk versus rewards,

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00:47:42.220 --> 00:47:51.450

Audrey Murrell PhD: Issues of generalized trust, the framing about how decisions or choice are being made. That's really what this graphic is demonstrating here.

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00:47:51.820 --> 00:48:10.359

Audrey Murrell PhD: But we also know that the perception and the antecedents of wariness, this unwillingness to be able to engage in this meaningful exchange between me and the organization is influenced by people's experience with discrimination.

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00:48:10.370 --> 00:48:16.699

Audrey Murrell PhD: And I want to be really clear about how I worded this. It's experience with discrimination -

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00:48:16.940 --> 00:48:20.310

Audrey Murrell PhD: and that experience can be direct or indirect.

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00:48:20.420 --> 00:48:29.960

Audrey Murrell PhD: There's this notion of what's called ambient discrimination which is when discrimination is happening within the work environment. Even if I'm not the target,

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00:48:30.230 --> 00:48:48.699

Audrey Murrell PhD: it has an impact on me, and researchers talk about ambient discrimination in very much the same way as second hand smoke: that I might not be a smoker, but I am affected - my lungs, my health, my well-being are impacted, if it's in the environment.

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00:48:48.790 --> 00:48:53.210

Audrey Murrell PhD: That's why it's labeled "experience with discrimination" and not direct

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00:48:53.280 --> 00:49:02.299

Audrey Murrell PhD: experience. It is any kind of experience. If it's in the environment it's affecting me, regardless of whether or not I am the direct target of it.

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00:49:02.930 --> 00:49:18.429

Audrey Murrell PhD: And so - and so a lot of my current work is looking at this notion of diversity and wariness, and how can we understand, and how can we, how can mentoring be seen and be used as a buffer

234

00:49:18.440 --> 00:49:32.219

Audrey Murrell PhD: for the negative impact of this wariness that can come particularly for women and people color in organizations, that we know has a key impact on things like their commitment, their level of satisfaction and retention.

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00:49:32.940 --> 00:49:41.570

Audrey Murrell PhD: We also know - and that I want to make sure that I leave a little bit of time for Q. A. at the end - that that there is this notion of negative mentoring -

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00:49:41.580 --> 00:49:55.490

Audrey Murrell PhD: that all mentoring is not positive; that again, whatever is in the nature of complex organizations is also impacted by mentoring, and two of my colleagues have done a really good job at capturing some examples in their own research.

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00:49:55.520 --> 00:50:14.679

Audrey Murrell PhD: That mentoring is complicated. If diversity is complicated, then diverse mentoring relationships is also complicated by interpersonal difficulty and issues of reputation and conflict, and some people who see mentoring as entitlement that my colleague, Dan Feldman talks about.

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00:50:15.130 --> 00:50:32.369

Audrey Murrell PhD: I also want to challenge our notion that we're talking about this notion of "quiet quitting," and I actually think, in some of the work that's out there as we're talking about quiet quitting, and why people are not wanting to return in the same way. Why you are seeing so much movement in all aspects of the workforce -

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00:50:32.510 --> 00:50:49.049

Audrey Murrell PhD: is it quiet quitting? Or is it a diversity issue? Is it that - and one of the pieces of research that I saw recently - that being away from toxic environments has given people the realization that they can actually take care of themselves, take care of their families, take care of their wellbeing,

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00:50:49.070 --> 00:51:05.470

Audrey Murrell PhD: by not being in a toxic environment. And so the unwillingness to want to go back in person full-time in an organization is really a wariness issue, and so that notion of quiet quitting is about boundaries -about making sure that people are protecting self,

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00:51:05.480 --> 00:51:19.240

Audrey Murrell PhD: and it has to do, as I was talking to on organizations, with our inability to be able to actually deal with the diversity issues in the organization. So when people had distance from it, they're unwilling to be able to return to it in the same way.

242

00:51:19.950 --> 00:51:31.939

Audrey Murrell PhD: ,,There's so much more that I can talk about, particularly in this notion of diversity and inclusion, diversity and mentoring around leadership development.

243

00:51:31.960 --> 00:51:37.110

Audrey Murrell PhD: But I want to leave us with one thing before I answer the question that I see pop up in the Q.and A. -

244

00:51:37.150 --> 00:51:56.689

Audrey Murrell PhD: that this notion of diversity is beyond just looking at demographic similarity - But it's looking at the broad array of how mentoring can be a tool, a solution, an invaluable lens through which we get a view of the organization. And my colleagues and I who do this work

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00:51:56.700 --> 00:52:02.339

Audrey Murrell PhD: talk about this thing called the Miner's Canary, I'm in Pennsylvania, and we -

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00:52:02.350 --> 00:52:20.400

Audrey Murrell PhD: ...used to be this thing that they did in the mines, where in order to see if the mine was safe for the employees, they would put a canary down there, and if there was invisible toxins when they would bring the canary back up, if the canary survived, they knew it was safe ...for the miners. If the canary didn't survive, they knew it was toxic.

247

00:52:20.690 --> 00:52:37.820

Audrey Murrell PhD: Could it be that what we see for diverse individuals - when they're exiting, when they're disengaged, when they're not advancing - is a miner's canary. That it's an indication that we have broader toxins in the organization that we must and need to address in order to drive organizational effectiveness -

248

00:52:37.830 --> 00:52:48.959

Audrey Murrell PhD: that diversity is a clue that we're not maximizing the potential of people in the organization to the extent that we should. And how can we use mentoring as an invaluable tool to be able to make that happen?

249

00:52:50.600 --> 00:52:51.640

All Righty.

250

00:52:51.700 --> 00:52:53.149

Audrey Murrell PhD: Yay.

251

00:52:53.790 --> 00:52:54.870

Audrey Murrell PhD: Okay.

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00:52:55.380 --> 00:53:08.429

Audrey Murrell PhD: I saved us some time for some answers to questions. I know it was a lot of research detail to give you. But it gives you some of the things that I and my colleagues have been working on and thinking. And so what do we have for questions for me?

253

00:53:10.850 --> 00:53:13.110

Audrey Murrell PhD: Oh, you're - muted. Yep.

254

00:53:13.910 --> 00:53:40.200

Ana Núñez MD: (You know, I will say that was me - that was me earlier today. I will successfully unmute when we stop using Zoom. Okay, so we have a bunch here, and I certainly have some as well. Dr. Anne Weber-Main asks, "Could you provide a few specific examples in higher ed settings of how mentors can enable mentees to borrow their social networks and gain social capital?

255

00:53:41.170 --> 00:53:54.440

Audrey Murrell PhD: You know, I think, that we see this a lot in the collaboration we do in the research. And so I really do. I pull colleagues and faculty together in the research and the program that we're doing

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00:53:54.450 --> 00:54:12.770

Audrey Murrell PhD: and I think that that exchange of knowledge, that collaboration is absolutely key. And I do remember this from a graduate student - I was a little bit spoiled. I had such, even to this day, a great relationship with my graduate advisor, and one of the things that he did really well that I got

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00:54:12.780 --> 00:54:19.439

Audrey Murrell PhD: relative, and again I was talking. I was working with someone who was studying aversive racism, so it was, had heightened awareness,

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00:54:19.460 --> 00:54:36.410

Audrey Murrell PhD: and who was not African American, but doing it. And one of the things that I saw is I got access to senior people - that he would include me in meetings, he would include me in interactions and discussions that my counterparts didn't - and that access is important. It's also how you form relationships,

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00:54:36.420 --> 00:54:56.179

Audrey Murrell PhD: it's how you give visibility. And so creating access, you know, endorsing and confirming as you're referring people. These are all tools, and we do these organically. But I don't think that we understand how ... much more important our endorsement and our creating pathways for people to make those connections

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00:54:56.210 --> 00:54:58.149

Audrey Murrell PhD: is in diverse mentoring.

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00:54:59.190 --> 00:55:23.949

Ana Núñez MD: Yeah. The first thing that popped in my mind actually was when I did the executive leadership in academic medicine program. And they said, go back home, and interview in terms of leadership, the highest person in your organization. Now if I had just gone and said, hey, I want to interview you, then I don't think they would have responded to my email, but it's like they told me I'm "supposed" to do this. So I'm doing their bidding in terms of having that access and developing some of those relationships. That's

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00:55:23.960 --> 00:55:26.230

Ana Núñez MD: one of the things that popped in my mind when you mentioned that.

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00:55:26.290 --> 00:55:37.110

Ana Núñez MD: Another attendee asks, do you have suggestions for how to support mentoring when mentoring roles are quote unquote, "added," especially to

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00:55:37.120 --> 00:55:56.699

Ana Núñez MD: to especially senior faculty, whose plates are already overflowing, From what I've seen in some, this can create the illusion of mentoring programs, but without actual mentoring happening, because it slips off the senior faculty's radar priority list. Peer Mentoring has been super helpful here, but isn't a replacement for the senior mentoring, and access it can provide.

265

00:55:57.560 --> 00:56:09.289

Audrey Murrell PhD: Actually, I'm going to disagree with that last statement, because in in my work of diversity and in inclusion, it often is, because it's often what helps people who don't have access to that senior

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00:56:09.300 --> 00:56:26.220

Audrey Murrell PhD: mentoring relationship actually have it. And so I'm going to challenge that that assumption that it's not a substitution, because it's often a necessary substitution, because we don't have access to senior people. What I've seen in in the research I've done with organizations is that's what gets

267

00:56:26.230 --> 00:56:53.649

Audrey Murrell PhD: leveraged. I think there's 2 things and it's a complicated question for me to answer without knowing what's done in the organization, but 2 things. You know, one: We've got to do better at providing mentoring for faculty, because some of what happens is that if we're not doing it for faculty, how can we expect them to want to do it for the pipeline? And so you know, if I

don't, if I've not had a mentoring experience for me as a faculty member. Then how do I understand how to be able to do that for the pipeline of students and faculty as well.

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00:56:53.680 --> 00:57:10.609

Audrey Murrell PhD: It's also important that it's never about one mentoring program. It's about creating an ecosystem that has mentoring across all levels, and it is very powerful. When it comes to diversity equity inclusion, ...a piece that I published last year that I did during my time as Associate Dean

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00:57:10.620 --> 00:57:20.110

Audrey Murrell PhD: showed a mentoring a peer mentoring solution that corrected a disparity and access to study abroad opportunities for African-American undergraduates. And so I think that the issue is,

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00:57:20.160 --> 00:57:24.350

Audrey Murrell PhD: are we using the right tool for the right purpose with the right people?

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00:57:24.380 --> 00:57:43.780

Audrey Murrell PhD: That's always what I'm looking for is purpose process, and people, and are they aligned? And so... it's a complicated question that they're asking. But to me, I've got to understand the logic before I can say it is or is not effective, because it's not that the tool isn't effective. It's the application that needs to be examined.

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00:57:43.910 --> 00:57:47.910

Ana Núñez MD: Okay, Thank you so much. We actually have 2 more questions that I'm going to turf

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00:57:47.920 --> 00:58:04.009

Ana Núñez MD: ... to have you answer later because we're running out of time. What about intergenerational? And then mentoring options here? For which we can get some information from faculty affairs. (Audrey Murrell PhD): We actually have a chapter coming out in a really cool book that's looking at with a bunch of other authors that was done by the Mentoring Institute

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00:58:04.020 --> 00:58:12.309

Audrey Murrell PhD: that I can also, as a follow up, provide a link for. I think it's going to go live, and it talks about - it's done - there's just gonna be some podcasts that it's really about

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00:58:12.320 --> 00:58:42.310

Audrey Murrell PhD: it in higher education, and I think it would have a lot of - in my chapter (it) talks about all different types of mentoring, and I did any work, and so, as a follow up, I'll give that link because I think it goes into a lot of detail, and the other chapters in there are a nice rounding as well. (Ana Núñez MD): Thank you so much. This was fantastic. I think I we could spend another 3 to 8 or 10 hours in terms of the conversation. Look forward to maybe ongoing collaborations. Thank you so much for joining us. This is just – (Audrey Murrell PhD): I should also tell people my web

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00:58:42.320 --> 00:58:49.879

Audrey Murrell PhD: site - [audreymurrell.com](http://audreymurrell.com). There's a resource thing you can pull papers off of there. You know the Pdfs are there, and other links that could be helpful too.

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00:58:50.060 --> 00:58:52.189

Ana Núñez MD: Terrific. Thank you so much.

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00:58:52.460 --> 00:58:53.319

Ana Núñez MD: Take care.

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00:58:53.740 --> 00:58:57.129

Audrey Murrell PhD: Thank you. Be well have a happy holiday and New Year.

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00:58:57.390 --> 00:58:58.529

Ana Núñez MD: Take care everybody.

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00:58:58.850 --> 00:58:59.549

Audrey Murrell PhD: Bye, bye.

282

00:58:59.570 --> 00:59:00.279

Ana Núñez MD: Bye, bye.