

Alternative Session Type with Multiple Papers
Formatting and Sample Proposal Title Page

- See [Title Page Template](#) for instructions
- Remember to include a 500 character description if your proposal contains [reproducible research](#) or [multidisciplinary content](#).

Body of the Proposal Document

- A summary with a minimum of 900 words to a maximum of 3,000 words (excluding references) that describes the session in enough detail so reviewers can evaluate it effectively.
- Please describe the focal topic or theme, the distinguishing and novel attributes of the new format and how they will benefit the audience, and provide a specific rationale for why and how the topic/theme is well aligned with this session type.
- Please clearly indicate in your description specifically what qualifies your submission as an alternative session.
- Consider whether this qualifies as an “Alternative Session Type with Multiple Papers” or “Alternative Session Type without Multiple Papers”
- Sessions may be 50 or 80 minutes long.
 - Proposals should describe the structure of the session and how the time will be spent, especially if requesting 80 minutes for the session.
- Should not be prepared for blind review.

SUBMISSION TYPE

Alternative Session Type with Multiple Papers

TITLE

Research Incubator: Nurturing Emergent Themes in Mentoring

SHORTENED TITLE

Nurturing Emergent Themes in Mentoring

ABSTRACT

A variety of research briefs are presented on the themes of gender and power, research methods, ideal characteristics of mentor and protégés, and organizational outcomes of mentoring, followed by break-out groups to discuss these topics. Participants will then have the opportunity to share their insights with the overall audience.

CITATIONS

O'Brien, K. E. (Chair). (2022). Research Incubator: Nurturing Emergent Themes in Mentoring [Alternative Session Type]. Society for Industrial and Organizational Psychology Annual Conference, Seattle, WA, United States.

Bailey, S. F., Voyles, E., & Finkelstein, L. (2022). What Do Employees Value in an Ideal Mentor?

Dumani, S., Allen, T. D., Shockley, K. M., Poteat, L., & James, R. (2022). Understanding Mentor Power in Mentoring Relationships.

Dutta, S. & O'Brien, K. E. (2022). The Role of Psychological Contract in Mentoring Relationships.

Eby, L. T. & Butts, M. M. (2022). Using Multisource Data to Understand the Unfolding of Good and Bad Mentoring Over Time.

Ispas, D., Ilie, A., Iliescu, D., & Rossi, M. E. (2022). The Incremental Value of Mentoring: A Three-Year Quasi-Experimental Study.

Turban, D. B. & Moake, T. (2022). Self-Determined Mentoring and its Broader Outcomes: A Theoretical Perspective

Wichert, I. C. & Le Rasch, R. (2022). Does Motherhood Impact the Amount and Type of Mentoring Received at Work?

Zabel, K. L., Baltes, B. B., & Zabel, K. L. (2022). The Impact of Role Modeling on Mentoring Initiation: Mentor and Protégé Race Matter

WORD COUNT

2888

Research Incubator: Nurturing Emergent Themes in Mentoring

We borrow from the Academy's research incubator format, which relies upon audience participation to identify gaps in existing research, encourage creative research methods, and strengthen the network of mentoring researchers. In this session, researchers will give brief presentations to summarize their research and stimulate idea generation from the audience. There will then be a guided discussion to allow the session members to benefit from the additional insight of the audience and invigorate session participants to "go forth and do good research."

Presentation Format

We begin with a 3-minute introduction by the chair to describe this atypical session format and an additional 3 minutes to welcome the session participants. Next, there will be eight 5-minute presentations. We will then form discussion groups based on theme (described below), with two presenters assigned to each group. After 15 minutes, the discussion groups will reconvene to share their most exciting information with the overall session audience with the remaining time.

We acknowledge that the enhanced speed of presentations is difficult to achieve. Every presenter has committed to being well-rehearsed and arriving early to load the presentations onto the computer to facilitate the speaker changes.

Research Themes

We have identified several themes that run through these papers, and the discussion groups will reflect these themes. These include 1) gender/power, 2) research methodologies, 3) ideal mentor and protégé characteristics, and 4) organizational outcomes. Each of these topics not only reflects the expertise and current research of our presenters, but is considered a pressing topic within the mentoring research community.

For example, a meta-analysis on the effect of gender on mentoring has found small relationships (O'Brien et al., 2010). Regardless, the popular press title "Lean In" by Sheryl Sandberg cites this meta-analysis and the gender research of several of our presenters, demonstrating that even small effects are of interest. Papers by panel members Dumani, Dutta, Wichert, and Zabel specifically address issues of power directly or through demographics.

Another theme that emerged was the use of more appropriate research methodologies. A review of methods used in mentoring research found that the overwhelming majority of mentoring research uses cross-sectional, self-report designs (up to 91%; Allen et al., 2008). These methods do not fit the unique aspects of mentoring, notably the dyadic nature and evolution of relationships in general. While all the studies use strong research methods, the papers by Ispas, Eby, and Turban emphasize the importance of appropriate methodologies.

As noted by Wanberg, Welsh, & Hezlett (2004), a great deal of emphasis in the literature has attempted to identify characteristics of an ideal mentor or protégé. Who is more likely to ask for mentoring? What types of people make good mentors, or protégés? Most papers included in this session indirectly provide implications regarding this issue, and papers by Bailey and Wichert expressly address this theme.

The final theme focuses on the organizational outcomes of mentoring, which is a neglected topic in this literature (Allen & O'Brien, 2006). In general, there is considerable interest in facilitating the transition of mentoring research into practice and examining organizational outcomes, and the papers by Dutta and Ispas speak to this theme by investigating the organizational outcome of turnover.

Fit Between Session Type and Papers Included

The reason these papers are aligned with this type of session is because of the overlap in themes. Each paper reflects multiple themes, and a single theme (standard with a symposium) would fail to compare to the rich nebula of research topics included in this session. For example, studies investigating the role of gender in mentoring often fail to find significant relationships. By including papers that focus on new and appropriate research methods, we might be able to identify methodologies, samples, or statistics to further investigate these unexpected results. The juxtaposition of these papers, along with the depth of audience participation, is sure to encourage ideas to address surprising findings, help bridge the gap between research and practice, and incorporate research from other areas within psychology.

Benefit to the Audience Member

This session type combines the best elements of a round table (networking and flexibility) with the organization of a standard symposium, allowing for a markedly greater depth of experience for audience members through enhanced interaction with the presenters and other audience members. Furthermore, this session type maximizes knowledge gain for the audience members, who are able to partake in a “buffet” of research, instead of potentially being stuck with a presentation that they find disappointing. Likewise, as with any buffet, the audience member has the option of a second “helping” by engaging with the researchers of choice in the discussion section of the session.

Researchers Represented in this Session

Perhaps the biggest strength of this submission is the quality of our presenters. The session constituents are associated with 15 separate institutions, reflecting a wide variety of affiliations, including psychology departments, business schools, public institutions, and

corporations. They represent some of the most prolific researchers in the mentoring field, with authors and editors of our top journals and most reputed books, contributors to the Wall Street Journal, consultants who have designed mentoring programs at various corporations and universities, National Institutes of Health grant winners, and recipients of mentoring awards.

What Do Employees Value in an Ideal Mentor?

Sarah Bailey, Elora Voyles, & Lisa Finkelstein

Northern Illinois University

We examined the qualities and behaviors that individuals value in a mentor. Similar to the tenets of leader categorization theory (Lord, Foti, & DeVader, 1984), potential protégés may hold prototypes of ideal mentors (Finkelstein, Zimmerman, Kostiwa, & Matarazzo, 2006). If the mentor does not appear to initially match that prototype, the pair may begin their relationship at a disadvantage (Long, 1997).

Data were collected from an online panel of 104 people (52% female, 71% White, $M = 33$ years old). In an open-ended measure, participants described how they envisioned about their ideal mentor, which produced 144 statements with the most frequently desired categories of knowledgeable (19), nice (14), and understanding (13) emerging. Participants then ranked their top three preferred mentor characteristics using a list of ten characteristics (e.g., “similar background”) from two previous related studies (e.g., Finkelstein et al., 2006), indicating that “work knowledge” (42.5%), “understanding” (28.8%), and “ethical person” (15.4%) were most valued. Finally, participants completed the ideal mentor scale (Rose, 2003), which provided evidence that women ($M = 4.41$) rated their ideal mentor’s integrity significantly more important than men did ($M = 4.16$; $t(102) = 2.32$, $p = .02$). Thus, organizational implications include that

when assigning formal mentors, administrators should emphasize the mentor's work knowledge, warmth, and integrity to promote organizational goals and positive mentoring relationships.

Understanding Mentor Power in Mentoring Relationships

Soner Dumani & Tammy Allen

University of South Florida

Kristen Shockley

CUNY Baruch

Laura Poteat Raymond James

Previous theoretical research (Ragins, 1997) emphasizes that mentor power is a perceptual event, and states that relying on status indicators (e.g., mentor gender) at the expense of perceptions of mentor power neglects an important aspect of the mentoring experience. The current study examines both mentor gender perceived mentor power stemming from position or reputation in mentoring relationships, compares reports of both mentors and protégés of perceived mentor power, and expands mentoring functions by emphasizing mentor guidance, integrity, and relationship behaviors.

Data were collected from 97 Ph.D. faculty mentors and their student protégés. Mentors and protégés reported perceived mentor power using an adaptation of the mentor characteristics scale (Erkut & Mokros, 1984; correlation between reporting sources $r = .45$). Additionally, protégés reported guidance, integrity, and relationship behaviors provided by their mentors (adapted from Rose, 2003). Results indicate that mentor gender was not significantly associated with any of the mentoring behaviors, but perceived mentor power reported by protégés was significantly related to protégé reports of guidance and integrity behaviors. We then compared

the mentor and protégé reports of mentor power and created three groups: dyads in which protégés overestimated mentor power, relative to the mentor's reports; dyads in which protégés reported that their mentor had less power than did the mentors (underestimation); and dyads in which both parties reported similar levels of mentor power (concurrence). We found that protégés reported that their mentors provided more guidance and integrity behaviors when the protégés overestimated or concurred about mentor power, relative to underestimators.

The Role of Psychological Contract in Mentoring Relationships

Subhadra Dutta

Molina Healthcare, Inc.

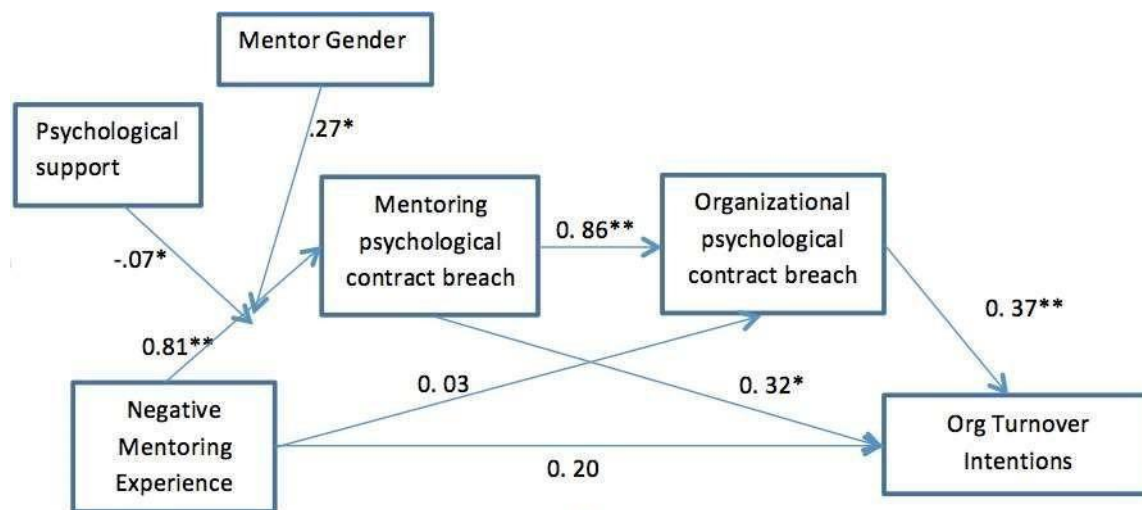
Kimberly E. O'Brien

Central Michigan University

We extend the work of Rousseau (1989) to argue that a mentoring psychological contract is the expectation of reciprocal obligations that a mentor and a protégé have in a mentoring relationship. Consequently, we explore the breach of the mentoring psychological contract resulting from negative mentoring experiences (NME). Unrealistic or unmet expectations can prove to be very challenging for both mentors and protégés (Allen & Poteet, 1999; Eby & McManus, 2004). Thus, the current study uses a unique approach of viewing mentoring from the perspective of psychological contracts.

Data was collected from 205 protégés via online panel and analyzed using the Hayes (2013) procedure. We found evidence that when a protégé experiences NME, it creates a feeling of unmet expectations (mentoring psychological contract breach), in turn leading to general psychological contract breach (as mentors are seen as representatives of the organization),

ultimately resulting in turnover intentions. However, further analysis reveals that for protégés who report that their mentors provide more psychological support, the relationship between NME and the perception of mentoring psychological contract breach was weaker. Also, mentor gender moderated the relationship between NME and psychological contract breach, such that the relationship is stronger when the mentor is female.



Using Multisource Data to Understand the Unfolding of Good and Bad Mentoring Over Time

Lillian T. Eby

University of Georgia

Marcus M. Butts

University of Texas at Arlington

Allen et al.'s (2008) review of methods used in mentoring research found that only 18% of published studies used multiple sources of data and the vast majority of studies (91%) rely on cross-sectional designs. This presents serious concerns for mentoring scholars because mentoring relationships are dyadic, so failure to capture information from both the mentor and the protégé leads to an incomplete perspective on mentoring (Eby, Rhodes, & Allen, 2007). Likewise, mentoring relationships change over time. Kram's (1985) seminal research on mentoring phases clearly illustrates the dynamic nature of mentoring and argues for the importance of studying both continuity and change in close relationships.

The present study is innovative by using longitudinal data collected from 223 intact mentor-protégé dyads. Another innovation is examining the association between mentor and protégé reports of positive and negative mentoring over time. This allows us to answer important questions regarding the relationship between good and bad mentoring over time and the stability of good and bad experiences over time for both mentors and protégés.

Preliminary findings indicate significant contemporaneous positive correlations between reports of mentoring quality from the mentor and protégé perspective, as well as significant contemporaneous positive correlations between reports of mentoring quality from the mentor and protégé perspective. Additional analyses that will be prepared for the session, taken together

these findings, will illustrate the importance of studying mentoring over time and how taking a dyadic perspective can yield important insight into mentoring dynamics.

The Incremental Value of Mentoring:
A Three-Year Quasi-Experimental Study

Dan Ispas & Alexandra Ilie

Illinois State University

Dragos Iliescu

National School of Political and Administrative Studies Test Central

Michael Rossi

U.S. Office for Personnel Management

Despite the career benefits associated with mentoring (e.g., Allen et al., 2004), a common criticism of the mentoring literature is the failure to control for relevant human capital variables when predicting career outcomes (Dougherty & Dreher, 2007). As such, several mentoring scholars have called for research that can disentangle the relative contribution of mentoring from other forms of human capital variables (e.g., Wanberg et al., 2003). The current study makes several contributions to the literature: we examined the longitudinal impact of mentoring over three years on objective career success (promotions) and actual voluntary turnover. Also, we will examine the incremental value of mentoring in predicting the said outcomes after controlling for several human capital variables (age, gender, educational level and cognitive ability).

The study was conducted in a multi-national organization. Upon getting hired in the organization, the employees have the option to enroll in a formal mentoring program. A total of

216 employees participated in the study (96 non-mentored and 120 mentored). Results will be described during the session.

Self-Determined Mentoring and its Broader Outcomes:

A Theoretical Perspective

Daniel B. Turban

Timothy R. Moake

University of Missouri-Columbia

Self-determination theory is a macro-level theory, comprised of several mini-theories (Sheldon et al., 2003). Perhaps most relevant for mentoring relationships are organismic integration theory and basic needs theory. Organismic integration theory proposes that individuals have different reasons for engaging in activities, such as mentoring relationships, and these reasons range from externally- to internally-driven (Ryan & Deci, 2000). Considerable evidence indicates that individuals tend to exert more effort and persistence when engaging in a behavior for internalized reasons (Sheldon et al., 2003). Turning to mentoring relationships, we believe the reasons protégés and mentors seek a mentoring relationship may influence the dynamics of the relationship, including mentoring functions provided and relationship quality. Self-determination theory proposes that individuals have three psychological needs (autonomy, competence, and relatedness) that must be satisfied for ongoing psychological growth (Deci & Ryan, 2000). We theorize that when mentoring relationships provide satisfaction of these needs, that both protégés and mentors will experience greater relationship quality, and more broadly, higher well-being.

Finally, we believe that mentoring research would benefit from examining the eudaimonic well-being of mentors and protégés. Eudaimonic well-being is a higher-order construct comprised of personal growth, purpose, and social significance. In general, eudaimonia is concerned with actualizing one's human potentials while pursuing one's purpose in life (Deci & Ryan, 2008). More broadly, we will focus on whether and how mentoring can influence eudaimonia and well-being, which are neglected topics within the field.

Does Motherhood Impact the Amount and Type of Mentoring Received at Work?

Ines Wichert & Rena Rasch

The High Performance Institute at Kenexa, an IBM company

Women face many hurdles to career advancement (World Economic Forum, 2012) and mothers in particular suffer from bias in employment decisions (Correll et al., 2007), which has been explained by the fact that motherhood induces a heightened perception of gender stereotypes (Heilman & Okimoto, 2008). To date, there is little research that has explored the impact of motherhood on both the amount and the type of mentoring received at work.

A sample of 1,250 professional and managerial women from five countries is used to examine the impact of motherhood on mentoring outcomes. Counter to expectations, initial exploratory analyses show that mothers are more likely to be mentored than non-mothers. Specifically, the odds of being mentored are 37% higher for mothers compared to non-mothers, and the odds of being mentored increase by about 15% per child the mother has. Also, mothers find their mentors to be more supportive than non-mothers; on average an increase of .40 (on a 5- point scale), with an additional increase of .16 (on a 5-point scale) per child. Finally, we found

that mothers with younger children are slightly less likely to be mentored. As the age of a mother's youngest child decreases, her odds of being mentored decrease by about 6%.

Additional analyses are planned to further explore if it is motherhood status per se that accounts for any observed effects, or if it is the protégé characteristics that are often associated with motherhood such as hours worked, employment status (full-time versus part-time), extent of remote working, and number of career breaks that are associated with any observed outcomes.

The Impact of Role Modeling on Mentoring Initiation: Mentor and Protégé Race Matter

Keith L. Zabel & Boris B. Baltes

Wayne State University

Kevin L. Zabel

University of Tennessee

The few studies that have examined mentoring initiation have tended to do so through the lens of race, finding that individuals prefer to initiate same-race mentoring relationships as opposed to cross-race mentoring relationships (e.g., Turban et al., 2002). This research typically uses intact mentoring relationships, ignoring the importance of perception during the mentoring initiation process. Notably absent from previous research is the perspective of Black protégés, who may be particularly likely to benefit from mentor initiation and relationships (Ragins, 1997).

To determine how protégé race and mentor race interact with the mentoring functions in predicting willingness to initiate a mentoring relationship, 192 undergraduates (111 Caucasians, 81 African-Americans) read a fictitious letter about a peer-mentoring program, and received the profile of one of two possible mentors (per Hu et al., 2008). The only difference between the profiles was mentor race.

Among Black participants assessing a White mentor, perceptions of greater role modeling were positively associated with willingness to initiate a mentoring relationship, $t(27) = 6.02, p < .001, b = .76$. Among Black participants assessing a Black mentor, perceptions of greater role modeling were unrelated with willingness to initiate a mentoring relationship, $t(47) = 1.59, p = .12, b = .23$. Taken together, this suggests that perceptions of role modeling are more important than perceptions of psychosocial support and career development during the initiation process, and the perceptions are especially important for Black protégés when assessing the possibility of entering a cross-race mentoring relationship.

References

- Allen, T. D., Eby, L. T., Poteet, M. L., Lentz, E., & Lima, L. (2004). Outcomes associated with mentoring protégés: A meta-analysis. *Journal of Applied Psychology, 89*, 127-136.
- Allen, T.D. & Eby, L. T., O'Brien, K.E., & Lentz, E. (2008). The state of mentoring research: A qualitative review of current research methods and future research implications. *Journal of Vocational Behavior, 73*, 343-357.
- Allen, T. D., & O'Brien, K. (2006). Formal mentoring programs and organizational attraction. *Human Resource Development Quarterly, 17*, 43–58.
- Allen, T. D., & Poteet, M. L. (1999). Developing effective mentoring relationships: Strategies from the mentor's viewpoint. *The Career Development Quarterly, 48*, 59-73.
- Correll, S. J., Benard, S., & Paik, I. (2007): Getting a Job: Is There a Motherhood Penalty? *American Journal of Sociology, 112*, 1297-1339.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*, 227-268.
- Deci, E. L., & Ryan, R. M. (2008). Hedonia, eudaimonia, and well-being: An introduction. *Journal of Happiness Studies, 9*, 1-11.
- Dougherty, T. W., & Dreher, G. F. (2007). Mentoring and career outcomes: Conceptual and methodological issues in an emerging literature. In B. R. Ragins & K. E. Kram (Eds.), *The handbook of mentoring at work: Research, theory, and practice* (pp. 51–93). Thousand Oaks, CA: Sage Publications.
- Eby, L. T., & McManus, S. E. (2004). The protégé's role in negative mentoring experiences.

Journal of Vocational Behavior, 65, 255-275.

Eby, L. T., Rhodes, J., & Allen, T. D. (2007). Definition and evolution of mentoring. In T. D.

Allen & L. T. Eby (Eds). *Blackwell handbook of mentoring: A multiple perspectives approach* (pp. 7–20). Oxford: Blackwell.

Finkelstein, L. M., Zimmerman, A., Kostiwa, I., & Matarazzo, K. (2006, May). Who is your ideal mentor? Paper presented at the 21st annual meeting of the Society for Industrial and Organizational Psychology, Dallas, TX.

Heilman, M. E., & Okimoto, T. G. (2008). Motherhood: A potential sources of bias in employment decisions. *Journal of Applied Psychology*, 93, 189-198.

Hu, C., Thomas, K. M., & Lance, C. E. (2008). Intentions to initiate mentoring relationships: Understanding the impact of race, proactivity, feelings of deprivation, and relationship roles. *The Journal of Social Psychology*, 148, 727-744.

Kram, K. E. (1985). *Mentoring at work*. Boston: Scott, Foresman.

Long, J. (1997). The dark side of mentoring. *The Australian Educational Researcher*, 24, 115-133.

Lord, R. G., Foti, R. J., & DeVader, C. L. (1984). A test of leadership categorization theory: Internal structure, information processing, and leadership perceptions. *Organizational Behavior and Human Performance*, 34, 343-378

O'Brien, K. E., Biga, A., Kessler, S. R., & Allen, T. D. (2010). A meta-analytic investigation of gender differences in mentoring. *Journal of Management*, 36, 537-554.

Ragins, B. R. (1997). Antecedents of diversified mentoring relationships. *Journal of Vocational Behavior*, 51, 90-109.

- Rose, G. L. (2003). Enhancement of mentor selection using the ideal mentor scale. *Research in Higher Education, 44*, 473-494.
- Rousseau, D. M. (1989). 'Psychological and implied contracts in organizations'. *Employee Responsibilities and Rights Journal, 2*, 121-139.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist, 55*, 68.
- Sheldon, K. M., Turban, D. B., Brown, K. G., Barrick, M. R., & Judge, T. A. (2003). Applying self-determination theory to organizational research. *Research in Personnel and Human Resources Management, 22*, 357-393.
- Turban, D. B., Dougherty, T. W., & Lee, F. K. (2002). Gender, race, and perceived similarity effects in developmental relationships: The moderating role of relationship duration. *Journal of Vocational Behavior, 61*, 240-262.
- Wanberg, C. R., Welsh, E. T., & Hezlett, S. A. (2003). Mentoring research: A review and dynamic process model. *Research in Personnel and Human Resource Management, 22*, 39-124.
- World Economic Forum. (2012). The Global Gender Gap Report. Available at:
<http://www.weforum.org/reports/global-gender-gap-report-2012>. Retrieved 9/9/13.