Non-Dyadic Models of Mentorship

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Dyadic Mentoring

- Often hierarchical flow of information from *mentor* to *mentee*
  (sometimes evolves to mutual or bilateral)
Multiple mentors associated with improved outcomes and supporting success in STEM as compared to dyadic models.
Mentoring Triads

Open triad

- Senior Mentor or PI
- Postgrad Mentor
- Mentee (often undergrad)

Closed triad *

- Senior Mentor or PI
- Postgrad Mentor
- Mentee (often undergrad)

*greater growth in terms of critical thinking and science identity
Collective or group-based mentoring

Group-based mentoring can result in the production of microclimates (e.g., identity- or affinity-based groups) and can be accomplished in-person or online (e.g. social-media based mentoring groups)
Network Mentoring Models

Adapted from Montgomery, 2017, SAGE Open
Nested Mentoring Models
Consideration Beyond Specific Models

• Culturally-relevant mentoring

  • mentors must maintain a dual perspective, seeing the mentee as an individual, as well as part of a larger social context” (Crutcher, 2014)

  • “mentoring researchers and practitioners...to better understand that problems facing marginalized and minoritized [mentees] are rooted in pervasive, systemic, and institutional inequity” and offers these mentors opportunities to “align those understandings with key components of mentoring processes” (Weiston-Serdan, 2017, p. 14)
Consideration Beyond Specific Models

• Context-based mentoring

  • Takes into consideration environmental contexts, representation (or lack thereof) within contexts, and uses this information to inform mentoring practices or interventions
Shared Needs of Mentees and Mentors

- Clear expectations
- Trust
Core Needs of Mentees

- Personalization
- Guidance
- Correction
- Affirmation
- Agency
Core Needs of Mentors

- Space to grow
- Openness
- Active participation
- Value
- Correction
How do non-hierarchical/non-traditional models distinctly facilitate needs being met?

How do non-dyadic models distinctly facilitate needs being met?
Affinity group topics

• Measuring success of non-dyadic mentoring models
• Approaches to integrating non-dyadic mentoring models into conference/meeting programming (develop a list of best practices)
• Where do non-dyadic mentoring models best support inclusivity at institutional level
• What does institutional/agency support for non-dyadic mentoring models look like
• Accountability in distributed mentoring models (i.e., when mentoring is distributed who is accountable for ensuring success)
• Benefits of non-traditional, non-hierarchical mentoring models (or deconstructing hierarchies in mentoring)