



Mentoring: The Work of Educators

By Manda Rosser

How would you like to be part of "the most intense and powerful one-on-one developmental relationship, entailing the most influence, identification, and emotional involvement" (Wanberg, et al., 2003, p.41)? Perhaps you already are - this is mentoring! Mentoring is and will continue to be one of the most important development tools we can use with the students with whom we work. I have made mentoring relationships the focus of my research and have discovered just how important these relationships can be.

Functions of Mentoring

What exactly does mentoring do? "Mentoring functions are those

aspects of a developmental relationship that enhance both individuals' growth and advancement" (Kram, 1983, p. 622). The first of these functions is the *career development function*, which involves coaching, sponsorship, providing challenging assignments, protecting protégés from adverse forces, and fostering positive visibility. The career development functions are those aspects of the relationship that enhance "...learning the ropes and preparing for advancement in an organization" (Kram, 1983, p. 112). *Psychosocial functions* of the mentoring relationship provide more personal development to the protégé and include role modeling, acceptance-and-confirmation, counseling, and friendship. Both functions are important and those mentoring relationships that provide both are stronger and help the protégé the most. One cannot provide such development to every student or individual, instead there will be those with whom you naturally connect with. The "click" most often occurs in informal relationships, but may emerge less frequently in formal mentoring programs. Both types of mentoring relationships are discussed below.

Phases of Mentoring Relationships

It is important to understand how mentoring relationships progress. Kram (1983) identified four phases of the mentoring rela-

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tionship. The first stage of the mentoring relationship, *initiation*, occurs when the relationship between the mentor and protégé begins to develop. In most cases there is a balance of initiative on both sides of the relationship. During the second phase, *cultivation*, the mentoring relationship is comfortable; the boundaries have been identified and the uncertainty is gone. Kram claims the majority of the development occurs in the cultivation phase. The *separation* phase occurs third, when the mentor can no longer enhance the protégé or the protégé demonstrates inde-

pendence perhaps by being promoted to another level. The final phase is *redefinition* and occurs when the mentor and protégé develop a peer like relationship, similar to a friendship. Although Kram's research is over 20 years old, it is seminal to the research being conducted today.

In *Making the Most of College*, author Richard Light discusses the importance of relationships between students and faculty/staff. Those students who have connected with staff/faculty, perhaps those who have become your protégé, tend to be happier with their academic experience and perform better during their academic career. Similar support for mentoring is found in the corporate sector where protégés may experience increased job satisfaction; faster

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Connections From The Director

The NCLP has served leadership educators on college and university campuses across the country and internationally for fifteen years. Our publications have endured the test of time as cutting edge, scholarly resources. Providing networking and professional development opportunities remains a foundation of the NCLP through the NCLP listserv, the National Leadership Symposium, and our new program, the overwhelmingly successful Leadership Educators Institute.

Over the past 15 years, members have called with important questions about advancing their leadership work. As we tracked where the knowledge voids seemed to be for leadership educators it was apparent that there were consistent themes that we could address. *The Handbook for Leadership Educators*, published this summer, includes information for developing curricular and co-curricular programs, including basic leadership theory, program models, assessment, funding and more.

The NCLP serves as the distribution center for the *Social Change Model of Leadership Guidebook*, and its companion, *Citizens of Change*, a compilation of leadership development training activities. More recently, we have distributed the Socially Responsible Leadership Scale (SRLS), a survey instrument designed to measure the learning outcomes of the SCM. Last year, Susan Komives and John Dugan assembled a research team to conduct the Multi-Institutional Study of Leadership. This study gathered over 60,000 student responses from 54 colleges and universities nation-

wide. This year the research team will share findings from the study through conference presentations and journal articles. We intend to focus the next 3 editions of Concepts and Connections on the findings of the Multi-Institutional Study of Leadership.

This year is the 10th anniversary of the Social Change Model of Leadership. Mark your calendars for July 12-15, 2007 and plan to attend the National Leadership Symposium, which will focus on the Social Change Model. Dr. Susan Komives will serve as our scholar framer and noted scholars Helen and Alexander Astin will serve as scholars-in-residence for the program. Prior to the NLS, we are planning to host the original creators of the Social Change model for a 2 day summit, revisiting the model after ten years.

We all eagerly anticipate the publication of the second edition of Komives, Lucas and McMahon's *Exploring Leadership*. Early next year, the NCLP will serve as one of the host sites for the book's Instructors Resource Guide. Julie Owen and her team of fellow scholar/practitioners have developed the guide, which will be the leadership educator's dream for teaching the Relational Leadership model. For each chapter of *Exploring Leadership*, the *Instructor's Guide* will include lesson plans, classroom activities, assignments, learning assessments, and further resources.

Eighteen months ago, we collaborated with NASPA and ACPA to create the Leadership Educators Institute (LEI), a professional development experience for entry level to

mid-level leadership educators. While we anticipated about 100 participants at the University of North Carolina-Greensboro for the first LEI, we were shocked to be faced with the decision of setting an attendance limit at 380! With this clear demonstration of need in the leadership education community, we are excited to offer the LEI again this year, at Arizona State University in Tempe, on December 7th- 10th, 2006. Please go to the NCLP, NASPA or ACPA web sites and **register early**.

As you can see, we have been busy this past year striving to serve the needs of an ever growing community of leadership educators. We encourage you to share your leadership work, scholarship, home grown teaching methods and the unanswered questions you wrestle with. We have become a true learning community over the past 15 years and intend to continue to serve as a platform for the advancement of leadership education on college and university campuses for years to come.



Craig Slack

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Multi-Institutional Study of Leadership

Last year, 54 institutions participated in the Multi-Institutional Study of Leadership. This study will be repeated in the Spring of 2008. The institutions to be included in that study will be selected in the Spring of 2007.

To ensure your institution is considered for the study, visit
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Mentoring for Leadership Development

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advancement in the organization; higher salaries; improved organizational commitment; and removal of organizational barriers (Egan & Rosser, 2004). If the relationships we have with our students help them to be happier, more involved, and be more committed to their education, how can we go wrong? Such findings have significant implications for both staff and faculty.

Formal vs. Informal Mentoring Programs

“Kram claims the majority of the development occurs in the cultivation phase”

This is all fine and good, but what about the time?! Mentoring does take time. The good news is that research shows it is not the amount of time mentors spend with their protégés that matters, but instead the quality of the interaction (Wanberg et al., 2003). This is not to imply that formalized mentoring programs are the answer, although these programs have benefits if used correctly. To provide a clear understanding of formal and informal mentoring relationships, consider the following:

many organizations recognize the important benefits of mentoring and have attempted to replicate informal mentoring relationships by creating formal mentoring programs (Ragins & Cotton, 1999). Although most formal mentoring programs may attempt to mimic the structure of informal mentoring relationships, there are some distinct differences

Informal mentoring relationships are probably the most common type of mentoring and may last from a few weeks to a lifetime. Informal mentoring relationships develop spontaneously and voluntarily. The relationship develops out of mutual identification; perhaps the protégé finds someone they want to become like and a mentor finds an earlier version of themselves (Ragins & Cotton, 1999). Because there is mutual admiration, informal mentor relationships are usually very intimate and close. An informal relationship is driven by the developmental needs of the protégé and the mentor. The relationship is usually flexible and loosely structured. In some relationships, specific needs may be identified by the mentor early on. Sometimes the needs of the relationship are not realized until much later.

Informal mentoring relationships develop on the basis of perceived competence and interpersonal comfort. Informal mentoring relationships are generally characterized by a mutual acceptance of roles by both the giver and receiver, and can be dependent on the mentor's competence, knowledge, skills, and abilities. Often times, the mentor is able to identify the needs of the protégé. The relationships are often formed based on the mentors' abilities to provide meaning-

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New Publication for Leadership Educators:



Handbook for Student Leadership Programs



Edited by

Susan R. Komives

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and Wendy Wagner

The Handbook for Student Leadership Programs, published by the National Clearinghouse for Leadership Programs, is an excellent resource for leadership educators looking to establish or enhance campus leadership development programs. Filled with timely information on a range of topics, the handbook contains 222 pages of practical examples, sample materials and web resources.

Chapters include:

- Leadership Approaches, Lenses and Models
- Learning Outcomes
- Structure, Design, and Models of Student Leadership Programs
- Teaching Leadership Topics
- Experiential Leadership
- Leadership for Diverse Populations
- Curricular Programs
- Co-curricular Programs
- Competencies for Leadership Educators
- Funding Leadership Programs
- Standards for Practice
- Assessment and Evaluation
- Resources (including models of practice, an annotated bibliography, a list of associations and conferences, and sample syllabi).

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Mentoring: The Work of Educators

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ful personal assistance. Overall, an informal mentoring relationship is a path to developing deep mutual respect and, sometimes, a strongly rooted friendship.

A formal mentoring relationship is typically instigated by the assignment of members to the relationships by a third party (Ragins & Cotton 1999). A mentorship program coordinator typically does the assigning, which is often based on application forms submitted by prospective mentors and protégés.

Many times, the mentor and protégé have not met prior to the assignment. Participants may enter a formal mentoring relationship to meet organizational expectations and to be considered a good organizational citizen. Formal mentoring participants may receive more extrinsic rewards from their organization than informal mentors. However, formal mentoring program participants may not receive the intrinsic rewards often provided by an informal relationship (Shea, 1994).

Formal mentoring relationships sometimes have measurable productivity goals and a set time frame in which to accomplish the goals. Instead of relying on the emergence of mentoring relationships, a systematic approach is taken in order to determine who and what the relationship will encompass. A systematic and structured program is usually driven by organizational needs, not necessarily individual needs (Shea, 1994). Formal mentoring programs usually last between six months and one year. The model, frequency, and location of contact may be sporadic or may be specified in a relationship contract signed by both parties

Another difference between formal and informal mentoring relationships is their purpose (Ragins & Cotton, 1999). Informal relationships are focused on protégés and the achievement of their long-term personal and professional goals. In contrast, formal

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mentors are most often enlisted to focus on protégés' short-term career development that may be applicable to their current positions. There is a possibility the protégé could gain some personal and long-term benefit, but the organization is usually more focused on short-term results, for example assimilation/orientation to the organization. Mentors in formal relationships may have comparatively limited impact on the protégé.

Formal mentoring relationships do have their place and can be successful. Egan (2005) reported that protégé/mentor pairs matched by learning goal orientation were the most successful. Using the correct tools for matching protégé/mentor pairs is important, but to pretend all formal mentoring programs will frequently develop the kinds of in-depth dynamics commonly reported about informal mentoring is naïve. Instead, it is best to approach the formal relationship as short term developmental meetings between a more experienced person and a less experienced person often for a specified purpose. These relationships must have outcomes and be driven with a purpose, instead of hoping the two people will each figure out what the other needs (like in an informal mentoring relationship which develops naturally over time). Since formal relationships are commonly for a limited amount of time, starting with the end result in mind will provide the needed structure to insure some success is achieved.

What about the benefits for mentors? Research has found mentors benefit by having satisfaction in helping others, increased learning, enhanced professional focus, and career rejuvenation (Wanberg et al, 2003). This mentoring relationship is a two way street and everyone comes out winning in the end.

I hope this background "technical" information on mentoring has provided you a new perspective of how mentoring relationships work. Do not fret that there is not enough time in the day to meet with each student individually and provide them with needed feedback and development, instead

connect with those students who you can truly reach and form deep relationships where you can. As my research has found (Rosser, 2005) your service to others as an effective mentor may lead them to mentor others. ■

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Learning by Design

Facilitating Leadership Development through Mentoring

By Dr. Lois J. Zachary

Mentoring is a basic leadership competency that is now de rigueur for leaders of the 21st century. Effective leaders "enable others to act" (Kouzes & Posner, 2002) by strengthening themselves and strengthening others through mentoring. In its very best practice, mentoring is a reciprocal and collaborative learning relationship between individuals who share mutual responsibility and accountability for achievement of clear and mutually defined learning outcomes.

Invariably, when I invite organizational leaders to reflect on their most significant mentoring experiences, they recall a college teacher, activity advisor or counselor, who "really connected with them" and "shaped them into the leader they are today." Their mentors helped them become more comfortable, confident, and competent as a leader. These leadership stories are testimony to the fact that leadership lessons learned in college endure and continue to inform their practices as leaders to this day.

The college setting offers an ideal "holding environment" for guiding the formative developmental work of emerging leaders. It is a learning laboratory for bridging the gap between theory and practice and offers students multiple and diverse opportunities to build leadership competence while exercising leadership in a safe and supportive environment. The powerful combination of student

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readiness to learn and increasing self-direction, coupled with a campus culture that encourages and supports mentoring allows students "to consolidate each new sense of self so that [they] can maintain meaning and coherence in the world and yet remain open to a lifetime of fresh wonders" (Daloz, 1999, p.185).

The role of the leadership educator is to create readiness, provide a variety of multi-level opportunities and build in ongoing mentoring support to nurture leadership development and competence.

Creating Readiness

Leadership educators must think strategically and proactively plan their mentoring efforts in order to create a climate of readiness for mentoring. This requires that a clear purpose statement and itemized list of intended outcomes for mentoring be agreed upon and communicated to all stakeholders. A stable infrastructure must be put in place, one that ensures sufficient and ongoing financial, technological, human and

knowledge resources to anchor mentoring within multiple layers of the institution. In addition, it is essential to have the right people in place to support, manage and coordinate mentoring efforts and to develop a succession plan to sustain momentum over time.

Multiple Mentoring Opportunities

A mentoring culture is inclusive and intentional in its reach. It strengthens and supports mentoring capacity in whatever forms it

Two New Publications

Available through the NCLP's Insights and Applications Series:

Insights and Applications Series papers explore leadership in the context of specific topics. Papers include a brief overview of the literature related to the topic, practical applications for college students, sample training activities, assessment measures and resource lists such as associations, web sites, annotated bibliographies and other sources of further information.

#21: Mentoring and Leadership Development

by Courtney Collins-Shapiro

- Mentoring programs are an excellent way to support leadership development. This monograph provides a review of the literature and research on mentoring programs, including a theoretical framework for developing a mentoring program. Practical resources for creating a mentoring program are included as well as an annotated bibliography and list of additional resources.

#22: Reserve Officer's Training Corps and Leadership Development

by Wendy L. Wilson

- This monograph provides suggestions and advice for partnering with campus ROTC programs. It includes an outline of the ROTC's approach to leadership education and a wealth of useful resources for those interested in partnering with the military on their campus.

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appears, whether informal, formal, or a blend of the two. Although some mentoring activity goes on in nearly every organization (Kaye and Jacobson, 1996), most institutions need to work at creating a culture that concurrently advances and supports multiple types of mentoring opportunities.

A college environment is a unique community. By nature and design, it is intrinsically a "learning community." In a college environment, mentoring has the advantage of having access to all of the expertise, resources and best practices that are inherent in a learning community. The key to success is to be able to tap into those human and knowledge resources.

Many colleges and universities pair students with a mentor to create structured opportunities for students to have a one-on-one mentoring experience. Others teach students how to seek and select mentors on their own. However, one-on-one mentoring is often ideal but not always practical. A group mentoring design can expand the program's reach. Several types of group mentoring are particularly well-suited to a college environment. Facilitated mentoring brings small groups of students together to work with a mentor who facilitates the learning around selected leadership topics over a specific period of time. Alternatively, peer group mentoring encourages students to be increasingly self directed. Groups of students who have similar leadership interests meet together and self-manage their learning, crafting a learning agenda and schedule to meet the members' learning needs.

Support

Whether a program focuses on one-on-one or group mentoring, leadership educators need to provide ongoing support to ensure that students have a successful learning experience. Support comes in many shapes and sizes and should embrace the mentor-

"Whether a program focuses on one-on-one or group mentoring, leadership educators need to provide ongoing support to ensure that students have a successful learning experience."

ing needs of the student, faculty, member or administrator. For example, one form of support is to prepare students for the experience. Students who are prepared and understand how the peer mentoring process works are more likely to achieve positive learning outcomes than those who are not.

Education and training set the gold standard for mentoring practice and help manage expectations of the experience. Faculty, students and administrators can all benefit from enhancing their mentoring skills, learning how to make the most of their mentoring relationships, and exchanging best practices. Continuous mentoring education and training needs to be strategically integrated into the leadership educator's overall training and development agenda.

Mentoring coaches are the individuals in an organization who are charged with supporting individuals and/or mentoring partners with just-in-time support to help them maximize the learning in their relationship. Leadership educators often find themselves in this role and thus they too need support to remain current and knowledgeable about best practices.

When multiple safety nets, proactive and reactive, are in place to address potential stumbling blocks and roadblocks, setbacks and negative consequences are minimized and mentoring efforts keep moving forward. Ultimately, safety nets add to the resiliency of a mentoring program by helping individuals and the institution deal adeptly with obstacles as they encounter them.

What Leadership Educators Can Do

A mentoring culture enriches all mentoring that goes on within an institution. Leadership educators need to continuously create readiness, provide multiple opportunities for mentoring and offer support to enhance mentoring. In a college environment, support is particularly critical to mentoring success.

Leadership educators can:

- Offer guidance, strategies and coaching for how to find mentoring partners, including specifics on what to look for in a mentor, how to approach a potential mentor, and how to get started on the right foot
- Provide ongoing mentoring education and training
- Supply specific information about how informal mentoring works and what to expect
- Furnish a mentoring tool kit or resources that include step-by-step guidelines, tips, and related articles
- Hold networking forums for those engaged in mentoring to share experiences and hear success stories
- Build a mentoring "community" bulletin board or website where individuals who are seeking mentors or offering to be mentors post their names and information about what they are looking for or can provide
- Mentoring provides a powerful leadership opportunity for students. It teaches them to reflect on their learning, to be consciously aware of their growth and development in the role of leader and, as Daloz reminds us, opens them up to a lifetime of fresh wonders. ■

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The Leadership Bookshelf

Mentor: Guiding the Journey of Adult Learners

By Laurent A. Daloz • Reviewed by Jennifer A. Buckley

Serving as a mentor to adult learners while on the faculty of three institutions, Laurent A. Daloz received a Mina Shaughnessy fellowship in 1982 to investigate mentor-protégé relationships. From that study and his experiences, emerged the principles that form *Mentor: Guiding the Journey of Adult Learners* (1999). Daloz begins this text by sharing his realization that teaching is more than asking questions, reporting answers, and giving quizzes. If education will make any real difference in students' lives, Daloz exclaims, students have to learn how to think for themselves. It is with this simple and profound conviction that Daloz offers new perspectives for understanding adult learners and suggests concrete ways of applying developmental theory to improve the quality of students' educational experiences. In this revised edition, Daloz offers more gender-balanced examples of developmental theory and distinguishes challenges in mentoring, while maintaining a strong emphasis on sharing stories that highlight the central metaphor that education is a journey in which mentors and teachers serve as guides.

Chapter one features a vignette from a meeting between student Emerald and mentor Daloz to introduce the educational journey metaphor. This conversation offers questions about the purpose of education and where our students are going, as well as what role teachers play. Daloz concludes by describing teaching as "a special kind of relationship, a caring stance in the moving context of our students' lives" (p. 15).

Through mentoring myths in chapter two, Daloz illuminates how humankind has used tales

of transformational journeys to consider adult growth. Daloz clarifies students' task through this transformation, "to reframe and understand in a radically new way the meaning of the world they once knew," which "does not mean that the old world has been abandoned; rather it has been incorporated into a broader awareness of its place" (p. 27).

In *Maps of Transformation: How Adults Change and Develop*, chapter three, Daloz offers three detailed vignettes of adult learners, each featuring a major developmental theorist. Beginning with Levinson's (1978) theory of White men's development, Daloz demonstrates how mentors support the attainment of one's career dreams. Kegan's (1982, 1994) constructive-developmental theory comes next to consider how developmental results from interactions with the environment and describes mentors as critical parts of this "holding environment" (Winnicott, 1965). Lastly, Daloz references Perry's (1970) scheme to outline how students learn to construct an argument based on reason, rather than echoing authorities or offering gut reactions. The metaphor of education as a transformational journey couples well with developmental theory as the journey provides "a model for grasping underlying structure in motion, of understanding deeply the meaning of metamorphosis as the evolution of form" (p. 42).

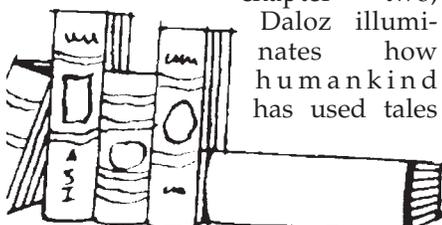
In chapters four and six, Daloz describes several teachers and adult students on their respective journeys. Daloz indicates that these vignettes describe "a relationship in which mentors care deeply about their students' welfare, win or lose"

"If education will make any real difference in students' lives, Daloz exclaims, students have to learn how to think for themselves."

(p. 90). Through these stories, Daloz highlights how some mentoring relationships grow more equal as the student becomes conscious of an inner self that can effectively mediate conflicting information.

Daloz explores the meaning of transformation through various developmental theorists in chapter five. Beginning with Piaget, Daloz highlights how growth emerges from interactions between individuals and environments. To maintain equilibrium, individuals change when their environment changes either by assimilating the environment to their structure or by accommodating their structure to the environment. Piaget observed that children make conceptual breakthroughs in one area while remaining at earlier stages in other areas. Through horizontal decalage children gradually extend these new insights to other parts of their experience. Further, when under stress, individuals hold to the earlier parts of themselves that offer the most safety, but when feeling safe one more readily trusts her growing edge. Daloz next features Erikson (1950) to describe how basic trust in oneself enables one to assume the growth risks of identity development, intimacy, and generativity. These theoretical insights as well as others provide an excellent framework to consider adult development.

The Ecology of Adult Learning: Barriers and Incentives to Learning and Growth, chapter six, uses a detailed case analysis to describe how environments alternatively support and challenge development. General systems theory and the concept of



holding environments frame this case. Systems theory looks at how individuals and environments interact, acknowledges that environments change, and identifies any system as part of a larger system, while also composed of smaller subsystems. Kegan (1982; 1994) describes holding environments as providing confirmation, contradiction, and continuity, such that confirmation conforms to the shape of the individual, contradiction raises questions, and continuity offers a bridge among developmental changes. Daloz connects these ideas to mentoring by acknowledging that it is "better to recognize that we are only a part - however important - of a whole set of forces affecting the growth of our students" (p. 183).

In chapter eight, Daloz describes how mentors support, challenge,

Daloz describes how mentors support, challenge, and provide vision.

and provide vision. Support affirms the validity of a student's present experience. Challenge opens a gap between learner and environment that calls for a resolution. Vision provides a confirming function as well as offering developmental maps for students' journeys.

Daloz summarizes challenges in a final cautionary tale in the final chapter. Daloz ends with his pedagogical conviction that education aims to promote significant learning which entails development. Mentors function as supports as "we need other people to show us, to accompany us, to hold the hope and steady faith that we will make it. And we also need people with whom to practice" (pp. 243-244).

Mentor: Guiding the Journey of Adult Learners (1999) provides an excellent example of using developmental theory to understand individual students' educational experiences. The text offers appropriate cautions of using developmental theory in a formulaic way and emphasizes the importance of considering students' whole lives. Chapter five, in particular, offers an exceptional conceptual framework to understand how human growth occurs by drawing on major traditions in this literature.

This text also has limitations. Chapter five, for instance, does not consider literature on the development of diverse populations and how environmental oppression might challenge growth. This may relate to Daloz's research sample of mostly White adults from rural Vermont, but he makes such artful connections among various developmental theorists throughout this text, he would likewise be capable of drawing plausible relationships to a literature base from a broader population. Another limitation is whether maintaining mentoring relationships is possible among larger groups of students. The stories that Daloz features intuitively express how teachers could enrich classrooms assignments to advance learners' growth in larger settings, but the text does not explicitly apply developmental theory to practical pedagogy.

With these challenges aside, Daloz's (1999) *Mentor: Guiding the Journey of Adult Development* is an important reflection on the potential and power educational journeys. Reflecting on these learners' experiences and mentoring interactions may cause the reader to consider his/her own development. Quotes like the following helped me consider compelling challenges in all our adult lives, "the struggle to be something more than the person others have made, to construct and then live up to a set of our own expectations" (p. 150). This is a worthwhile book to read to benefit your students and yourself. ■

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Scholarship and Research Updates

The Critical Role of Mentoring in Leadership Development

By Susan R. Komives and Courtney Collins-Shapiro

From Homer's writings of how Odysseus entrusted Mentor for the care and education of his son, Telemachus, the word "mentor" has signaled a wise elder who serves as a guide, sponsor, friend, and teacher to a younger novice or pupil. Mentoring typically focuses on holistic development and socialization to a profession, task, or phenomena through modeling and meaningful engagement. Mentoring is a key framework for the apprenticeship model and is widely used in career development programs. Yet, peer mentoring is becoming a frequent feature of many college programs including student success programs and fraternity and sorority programs. Scholarship on mentoring beyond the context of career development is sparse and the most relevant work for leadership development can largely be traced to the late 1970s and early 1980s as an outgrowth of the studies on women in the workplace.

Foundational literature on mentoring can be found in Kathy Kram's (1985) work that creates a schema of mentoring functions divided between career and psychosocial components. This seminal work is particularly relevant to understanding mentoring in the context of student leadership development as the functions Kram identifies, such as sponsorship, coaching, role modeling and acceptance, are easily transferable to the student leadership milieu. Another frequently used mentoring resource is *The Mentor's Guide* (Zachary, 2000). This activity-based guide to mentoring translates mentoring theory into practical exercises for use in creating mentoring programs or in helping participants understand their roles in mentoring relationships. More recent work on mentoring uses the language of "coaching" to signal the more intentional role of the mentor in the mentee's development. Coaching has become a popular practice in the corporate sector with the advent of

"executive coaching" often taking the place of informal mentoring. Coaching literature speaks to organizations using "coaching to sharpen the skills of individuals who have been identified as future organizational leaders" and for individuals to create a feedback loop on their own performance (Michelman, 2004, p. 3). While coaching can be considered another form of mentoring, many think coaching has evolved as a capitalist convention to meet the high demand for mentoring in the workplace.

Several studies conducted on mentoring confirm that effective mentoring relationships are characterized by frequent contact over the course of several years and consistent exploration of both personal and career development (Burke, 1984; Dreher & Ash, 1990; Ragins & Cotton, 1999; Herrera, Sipe, & McClanahan, 2000). Instruments to measure the value of mentoring relationships have been created based on measuring the effects of Kram's 1985 constructs for psychosocial and career functions in mentoring. Noe (1988) developed the original instrument to measure mentoring functions in the formally paired mentor-mentee relationship. Factor analysis of the functions Noe studied confirmed the career development and psychosocial focus of Kram's model. The scope of the original Noe instrument was later expanded by Ragins and McFarland (1990) to 33-items, and refined by

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Scandura and Ragins (1993) into a 15-item instrument with three scales: one for each of Kram's psychosocial and career functions, with a third function for role modeling broken out as a distinct, new set of functions derived from the original psychosocial functions. In 2004, Castro and Scandura did a comprehensive evaluation of all instruments used to measure the effects of mentoring and concluded that the 1993 and 1990 versions discussed here are both statistically valid and can be used interchangeably.

Jacobi (1991) and Brustman (1991) did extensive literature reviews of undergraduate mentoring that have good application to leadership mentoring programs. Their work explores peer mentoring and the phenomena of race and sex matching in mentoring pairs. Erkut and Mokros' (1984) multi-institutional study of six liberal arts col-

leges studied the role of faculty as mentors and found that women undergraduates sought a same sex mentor who would engage in personal and career development and that men undergraduates preferred career development interactions. Students of color do not typically find ample same race faculty or professional staff at predominately White institutions to serve as role models or mentors; some research shows this interaction is critical for persistence especially for women of color (Nora, Cabrera, Hagedorn, & Pascarella, 1996). The issue of different race and gender mentor pairings

is further illuminated by the Wallace, Abel, and Ropers-Huilman (2000) study suggesting there is evidence for both positive and negative impact on mentees in such relationships.

Theory and research affirm that mentoring matters in leadership development and that students benefit both from being mentees and from learning to be peer mentors. Tom Shandley's (1989) study of mentoring in leadership development in one large campus program in the late 1980s "showed conclusively that the students who had completed the EXCEL program had significantly higher self-perceptions of their leadership abilities than the students who had not participated" further, women participants rated themselves higher and had significantly higher peer ratings as well. Janet Holmes' (2005) study of mentoring and leadership affirms the essential role for men and women and argues "the process of constructing one's identity as an effective leader becomes increasingly compatible for women with that of constructing a socially coherent gender identity" (p. 1779).

The leadership identity development (LID) grounded theory found adult and peer mentoring to be a critical developmental component that supported leadership identity to develop in college students (Komives, Owen, Longersbeam, Mainella, & Osteen, 2005, 2006). Later, in the generativity stage of leadership identity development, it was critical for student leaders to coach, teach, and develop younger students to establish a leadership pipeline for their organizations and to commit to the developmental processes of others. Most recently, data collected from 63,000 college students from 54 campuses in the NCLP-sponsored, Multi-Institutional Study of Leadership

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included an examination of the impact of mentoring. One of the variables in the MSL study is the frequency of mentoring from faculty, student affairs professionals, a community member, employer, and older peers. Watch for findings from this study in the 2006-2007 set of C&C issues. For a detailed review of the mentoring literature and its connection to leadership see Collins-Shapiro's *Mentoring and Leadership* monograph in press with NCLP.

There are a number of web sites and associations of note. The National Mentoring Partnership (www.mentoring.org) serves as a resource for mentors and mentoring initiatives nationwide. The

website includes a research corner with recent articles on the effects of mentoring, an "e-mentoring" section with online toolkits for mentors, and a wide array of planning and design tools for practitioners interested in starting a mentoring program. The Canadian organization Peer Resources (www.peer.ca) offers a comprehensive set of free online resources, including research and links to more than 100 reviewed websites related to mentoring. The website also provides a number of resources about personal coaching. The International Mentoring Association (www.mentoring-association.org) is a membership organization focused on using mentoring to retain students of color in higher

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education. The organization also hosts an annual conference on mentoring each year. In the area of research, Public Private Ventures (www.ppv.org) performs ongoing research studies of mentoring in non-profit and educational settings. Known for their groundbreaking studies on the effects of mentoring in the national organization, Big Brothers Big Sisters, in the early 1990s, PPV continues to produce research reports on mentoring with school-aged youth that has transferred to evaluation mentoring programs with traditional-age college students. ■

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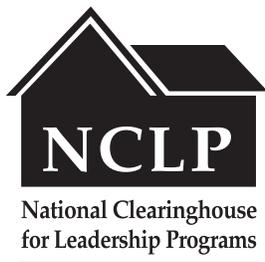
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