



Mentoring: Models of Success

Karl W. Reid, Ed.D.

Senior Vice President

Academic Programs and Strategic Initiatives

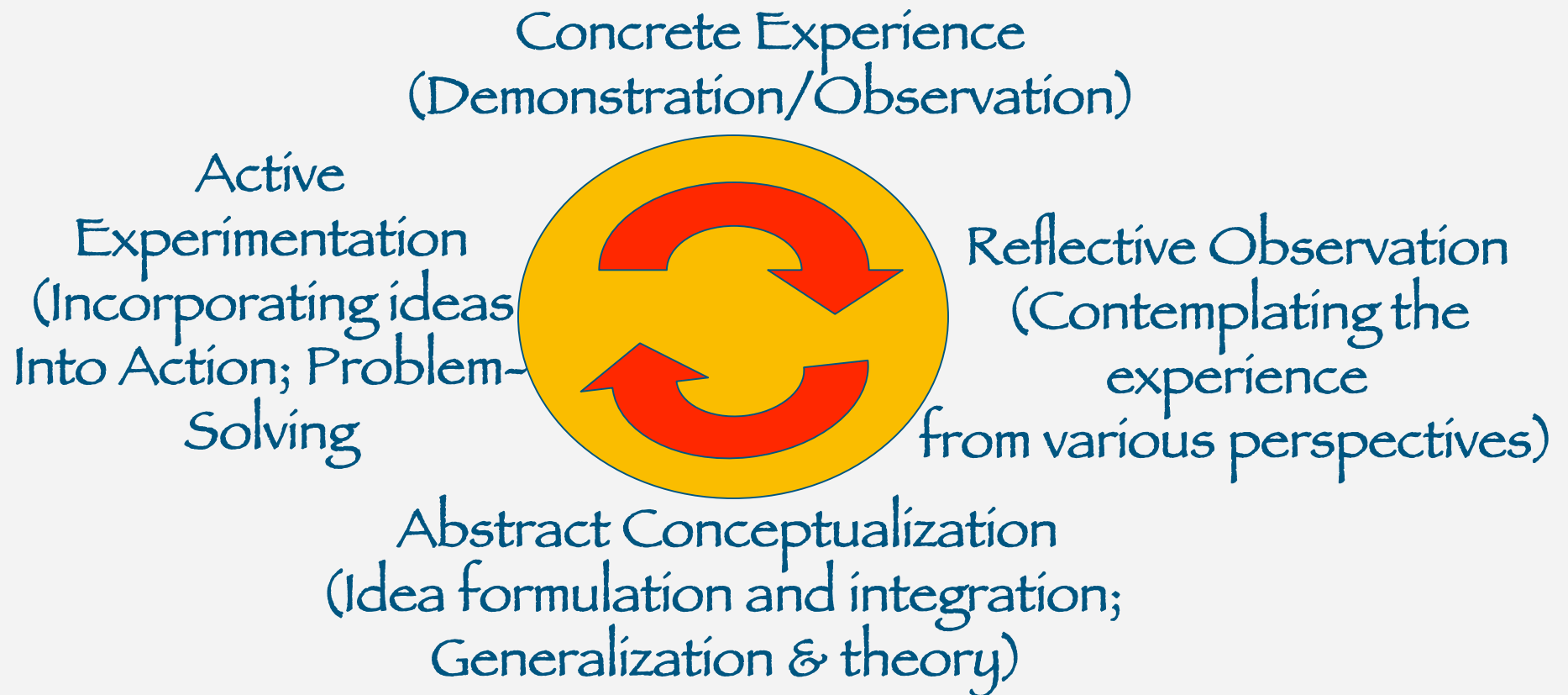
November 14, 2009

Topics

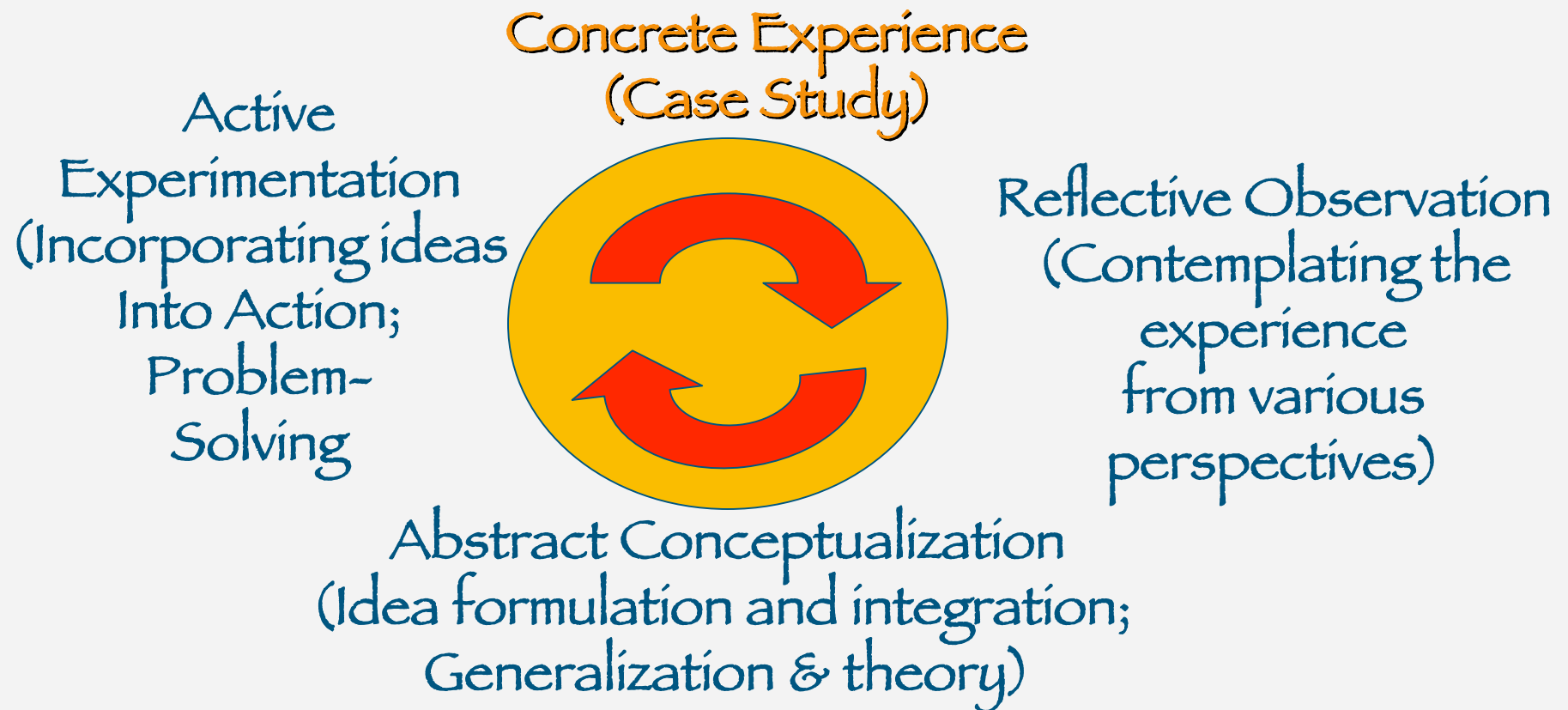


- **Why Mentoring Works**
- **A Mentoring Achievement Model**
- **Models of Success at MIT**

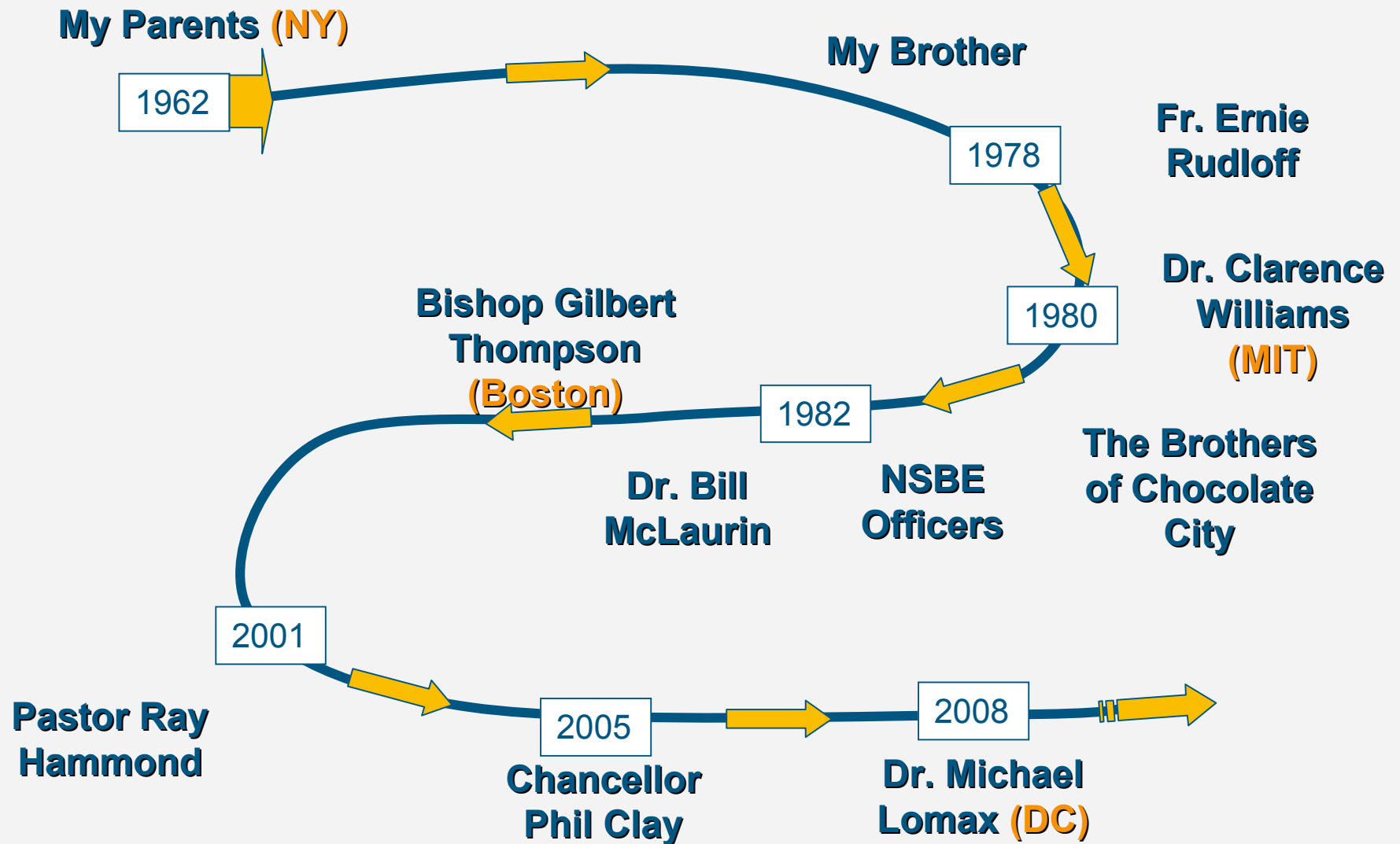
Kolb's Cycle of Learning



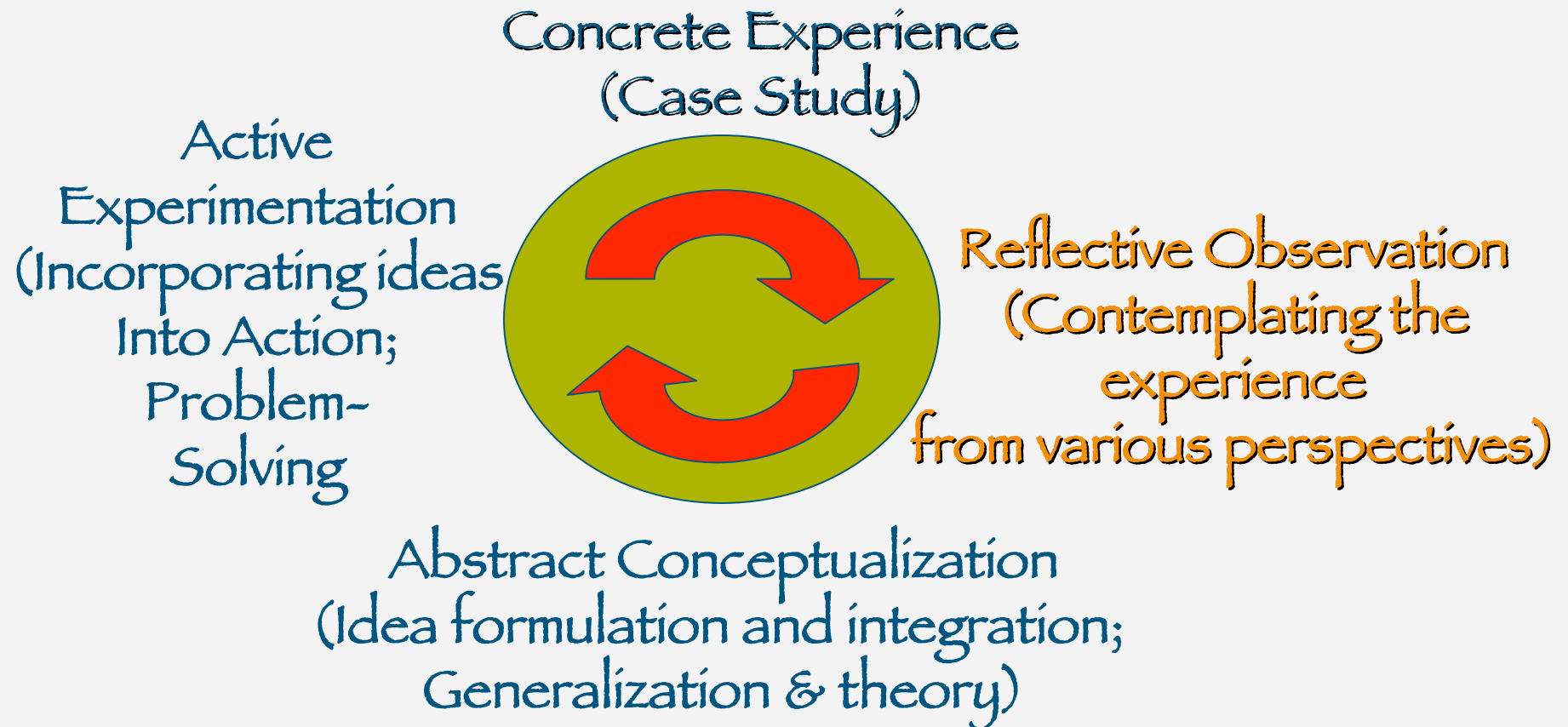
Kolb's Cycle of Learning



My Mentors: A Case Study



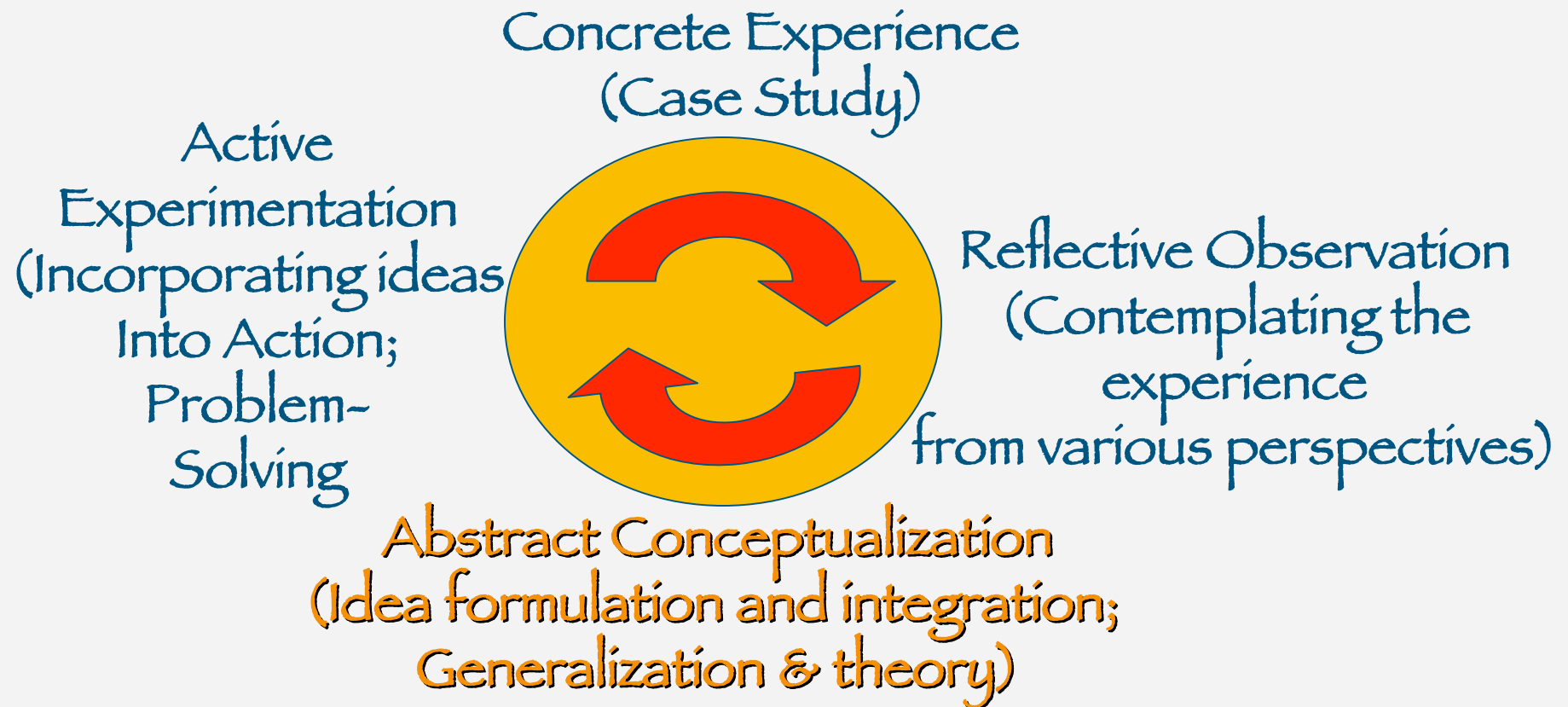
Kolb's Cycle of Learning



Reflecting on Mentors: Sensemaking

| Mentor | Reflection: Seminal Role |
|--------------------------------|--|
| My Parents | Never say “can’t”; “Engineers drive trains!” |
| My Brother Keith | Trespar Clarke HS/ MIT/ Engineering |
| Fr. Ernie Rudloff | Peer accountability |
| Dr. Clarence Williams | “You will be successful at MIT” |
| The Brothers of Chocolate City | Peer mentors |
| NSBE | Peer mentors/ The Ambassador Program; Leadership development |
| Dr. Bill McLaurin | “I’ll help you” |
| Bishop Gilbert Thompson | Husband and Father |
| Pastor Ray Hammond | Integrating education and ministry |
| Chancellor Phil Clay | Educational Leadership |
| Dr. Michael Lomax | National Leadership |

Kolb's Cycle of Learning



Effects of Faculty Mentoring

- **Higher** academic goal definition
- **Higher** first semester GPA
- **Higher** first semester persistence
- **Greater** college *self-efficacy*

- Santos, S. J., & Reigadas, E. T. (2002). Latinos in higher education: An evaluation of a university faculty mentoring program. *Journal of Hispanic Higher Education*, 1(1).
- Thile, E. I., & Matt, G. E. (1995). The ethnic mentor undergraduate program: A brief description and preliminary findings. *Journal of Multicultural Counseling & Development*, 23(2).
- LaVant, B. D., Anderson, J. L., & Tiggs, J. W. (1997). Retaining African American men through mentoring initiatives. In *New Directions for Student Services* (Vol. 80). San Francisco: Jossey-Bass.

Perceived Self-Efficacy: “I Think I Can”

- Confidence in one’s capabilities to influence outcomes and behaviors
- “The Exercise of Control”
- Research: Certain students have lower expectations
 - “Defensive Pessimism” vs. “Strategic Optimism”
 - “We can’t, and I really can’t” vs. “I can and we can”
- Subsequent behaviors influence connections

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W. H. Freeman and Company.

Positive Effects of Self-Efficacy

- Interest in, positive attitudes towards subject matter
- Greater effort (concentration, rework)
 - Greater success in solving conceptual problems
 - More persistence in searching for solutions
 - Willingness to discard faulty approaches
- Manage work time better
- More resilient
- Lower stress and anxiety
- More challenging choices

Perceived self-efficacy influences cognitive skill acquisition and performance outcomes

How Self-Efficacy is Developed

Mastery Experiences



Vicarious Experiences (Role Modeling)



Verbal Judgments (Mentoring)



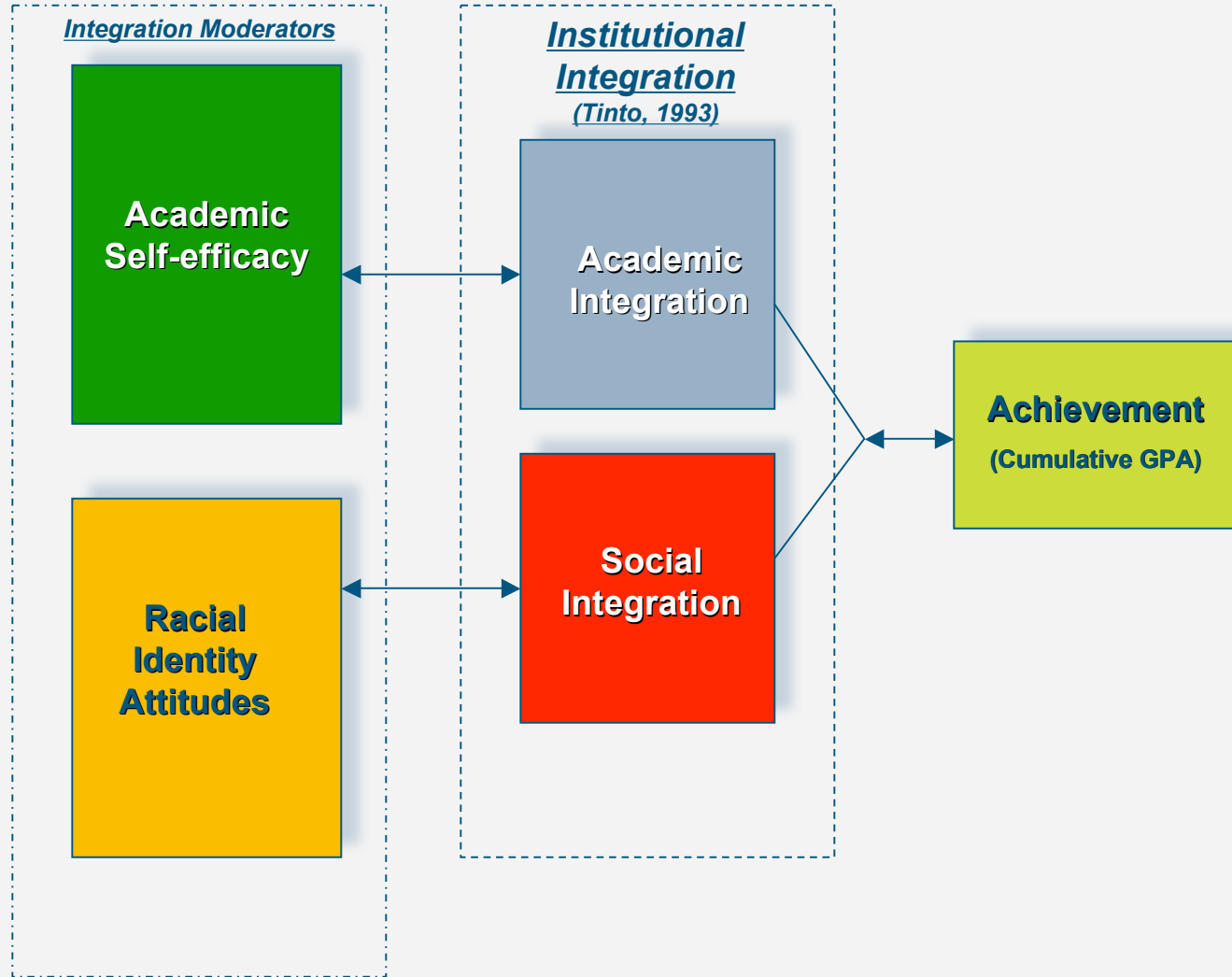
Physical and Emotional States

Hypothesized Achievement Model

Sources

(Bandura, 1997;
Helms, 1990)

- Mastery experiences
- Vicarious experiences
- Social persuasion
- Physiological states
- Physical attributes
- Sociocultural influences (parents, families, peers, schools, media)
- Systemic forces (political, economic, racial discrimination)
- Lived experiences



Why Mentoring Matters

Sources

(Bandura, 1997;
Helms, 1990)

- Mastery experiences
- Vicarious experiences
- Social persuasion
- Physiological states
- Physical attributes
- Sociocultural influences (parents, families, peers, schools, media)
- Systemic forces (political, economic, racial discrimination)
- Lived experiences

Integration Moderators

**Academic
Self-efficacy**

**Racial/Ethnic
Identity
Attitudes**

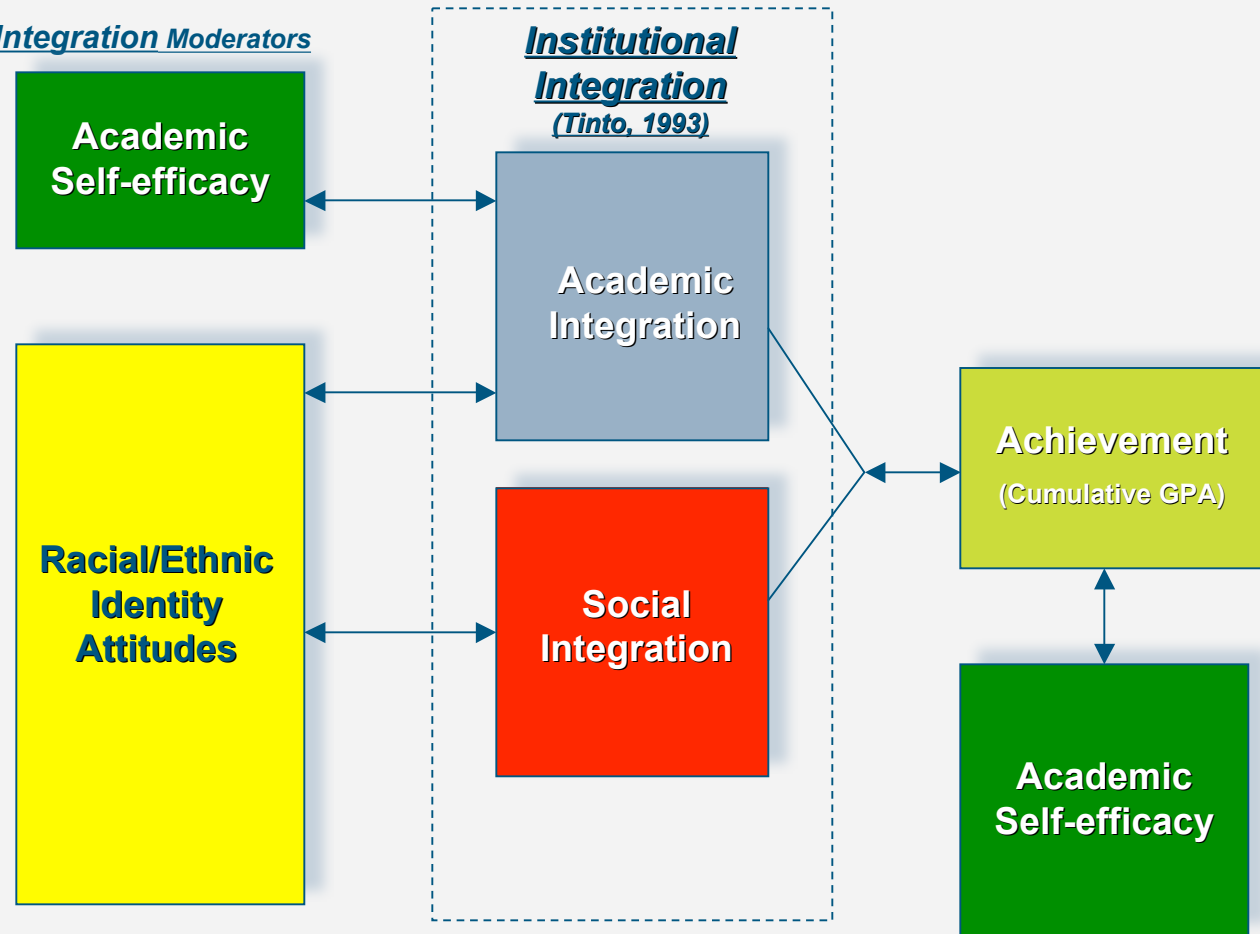
Institutional Integration (Tinto, 1993)

**Academic
Integration**

**Social
Integration**

Achievement
(Cumulative GPA)

**Academic
Self-efficacy**



Summary: What Matters for Students in College?

- Academic confidence
- Opportunities to engage encouraging faculty on a personal level
- Greater campus involvement
- Positive racial identification/ cultural fluency
- Attributions that empower performance-oriented behaviors
- Effective learning strategies
 - Groups, getting help, time mgmt, studying smarter

Other Mentoring Considerations

- Studies have shown
 - Students with **same-ethnic mentors** perceived them to be significantly more supportive in furthering their personal and career development and reported significantly greater program satisfaction than non-matched students;
 - **Frequency of student-mentor contact** is positively correlated with students' adjustment to college, perceived mentor supportiveness, and program satisfaction
- Example: University of Louisville FMP
 - Assigned a faculty mentor to all admitted African American students
 - Aimed to enhance persistence of African American students by having a faculty member **foster a caring, nurturing environment** to **help students feel welcomed and connected** with the university
 - Assignments made based on the intended major of the student
 - The mentors, who also serve as faculty advisors, **proactively contact** the student by telephone and email, and **hold face-to-face meetings** at least bimonthly
 - **Result:** Closed gap in first-year persistence

Santos, S. J., & Reigadas, E. T. (2002). Latinos in higher education: An evaluation of a university faculty mentoring program. *Journal of Hispanic Higher Education*, 1(1).

Thile, E. I., & Matt, G. E. (1995). The ethnic mentor undergraduate program: A brief description and preliminary findings. *Journal of Multicultural Counseling & Development*, 23(2).

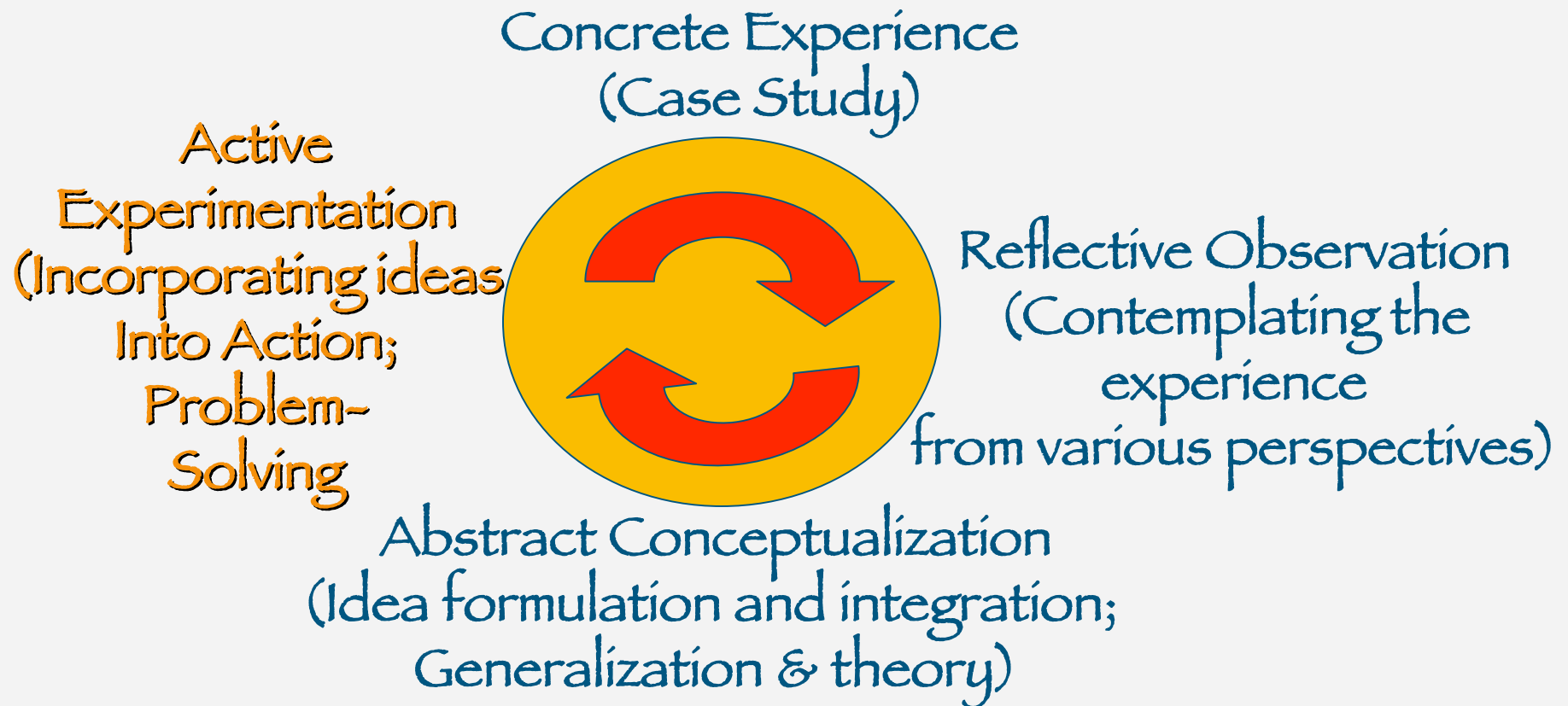
LaVant, B. D., Anderson, J. L., & Tiggs, J. W. (1997). Retaining African American men through mentoring initiatives. In *New Directions for Student Services* (Vol. 80). San Francisco: Jossey-Bass.

Applying the Theory: Sensemaking



| Mentor | Reflection: The Seminal Role | Theory Building: Why? |
|-----------------------------------|---|--|
| My Parents | "Never say 'can't'!" "Engineers drive trains!" | Self-Efficacy: Verbal Judgments |
| My Brother Keith | Trespar Clarke HS/ MIT/ Engineering | Self-Efficacy: Vicarious Experiences |
| Fr. Ernie Rudloff | Peer accountability | Social Integration |
| Dr. Clarence Williams | "You will be successful at MIT" | Self-Efficacy: Verbal Judgments |
| The Brothers of Chocolate City | Peer mentors | Social Integration Identity |
| NSBE Officers | Peer mentors/ The Ambassador Program; Leadership development | Self-Efficacy: Mastering Experiences; Vicarious Experiences |
| Dr. Bill McLaurin | "I'll help you" | Self-Efficacy: Verbal Judgments |
| Bishop Thompson | Husband and Father | Identity |
| Pastor Ray Hammond | Integrating education and ministry | Identity |
| Chancellor Phil Clay | Educational Leadership | Self-Efficacy: Vicarious Experiences |
| Dr. Michael Lomax | National Leadership | Self-Efficacy: Vicarious Experiences |

Applying the Achievement Model



MIT Mentor Advocate Partnership (MAP)



- **Historical Overview**
 - Established in 2007, the Mentor Advocate Partnership (MAP) is a volunteer mentoring program for first-year MIT students that seeks to foster holistic development along both academic and non-academic dimensions
- **Mentors: Faculty, Staff, and Graduate Students**
- **Supplements freshmen and academic advising**
- **Relationship persists for two years with two-year renewal**
- **Students held accountable for**
 - Academic performance
 - Students check in at critical junctures during the semester
 - Career aspirations
 - Strong's Interest Inventory



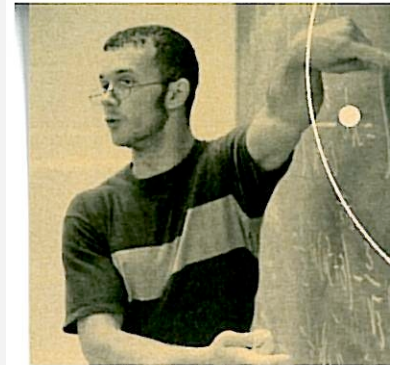
MAP Continued

- MAP Protégé Class
 - 54 New First-Year Protégés
 - 67 Second-Year Protégés
 - Partnerships continue through their 2nd year
 - 28 Mentors
- Upcoming Events
 - November 19 - MAP Kickoff Event/Match Party



MIT Laureates and Leaders

- Cohort of students interested in attending graduate school
- Selected as early as freshman year
- Facilitates academic connections with faculty and graduate students
- Follow strategic steps towards the graduate school application process
 - Undergraduate research
 - Faculty and graduate mentors
 - GRE
 - Application
 - Funding
- Facilitated by L&L Advisor and student mentor



Freshman Efficacy Seminar ("Race, Identity and Achievement")



- A residence-based freshman seminar
- Discussions and activities based on readings that critically identify factors that affect academic performance
- Facilitated by an academic advisor/mentor
- 9-10 students annually
- Met weekly in the fall, bi-weekly in spring

Seminar Format

| | |
|-------------------|--|
| 40 minutes | <ul style="list-style-type: none">• Review of each participant's goals, academic assignments, commitments, and outcomes from the previous week• Ensuing discussion centers on a participant's challenges, concluding with a collaboratively -generated solution |
| 60 minutes | <ul style="list-style-type: none">• A discussion and activity based on the readings or other assignments |
| 15 minutes | <ul style="list-style-type: none">• Participants discuss their commitments and goals for the following week |

Seminar Topics

Fall Topics

- **The Achievement Contract**
- Working Smarter (1-3)
- **Learning Styles**
- Racial Identity (2)
- Stereotype Threat
- Cultural Fluency
- Achievement Motivation
- Preparing for Finals
- **Setting Goals**

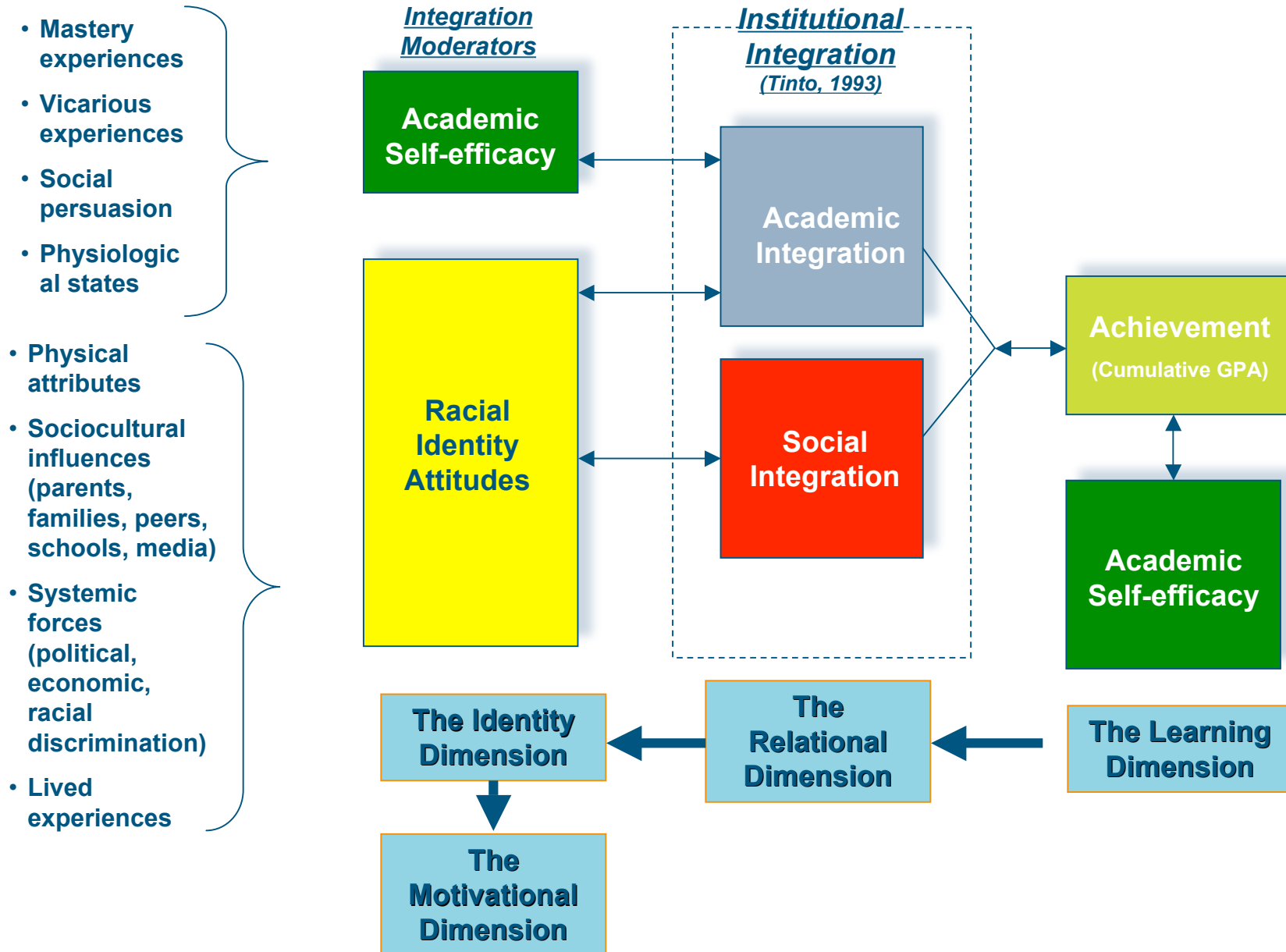
Spring Topics

- Review Goals/ Setting New Goals
- **History of AA Action at MIT**
- Assault on Affirmative Action
- Situational Leadership
- Integrity and Character
- **Roundtable Discussions (guests)**
- Service Project

Seminar Results

- Freshman GPA
 - No difference in GPAs over 4 years
 - Seniors significantly above Institute average
- Persistence
 - 15 percentage points higher than URM average
 - One forced to withdraw for academic reasons
- Campus/Regional Leadership

Mentoring Dimensions of Success



Fostering Meaningful Faculty-Student Interactions



- Undergraduate research
 - Associated with improved outcomes
 - Encourage students to keep looking
 - Supplemental funding may be available
- Invite yourself/ Accept invitation to dinner
 - “Signal” first class (depending on size)
 - “Finger foods” receptions
 - Residence halls/ ILGs
- Transparency where appropriate
- Encourage face-to-face communications
 - Words have significant weight
- Advise a student group/ office

“The way a student **perceives and **responds** to events in the college setting will differentiate his or her college experience and shape his or her outcomes.” W. R. Allen**



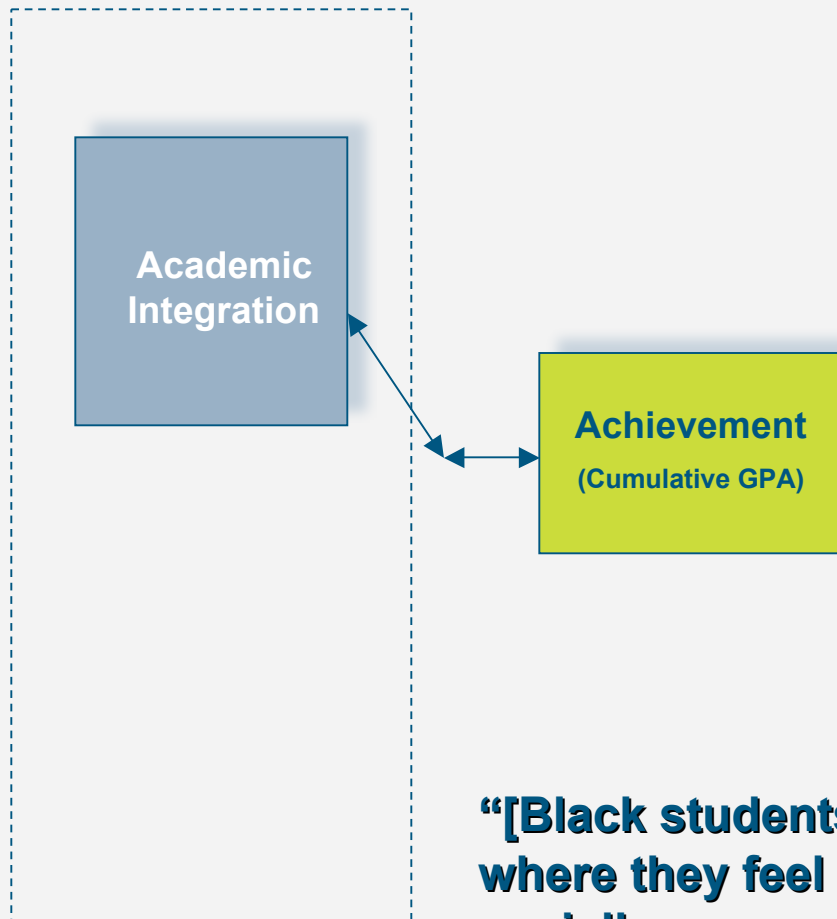
Thank You!

Karl W. Reid, Ed.D.

karl.reid@uncf.org

November 14, 2009

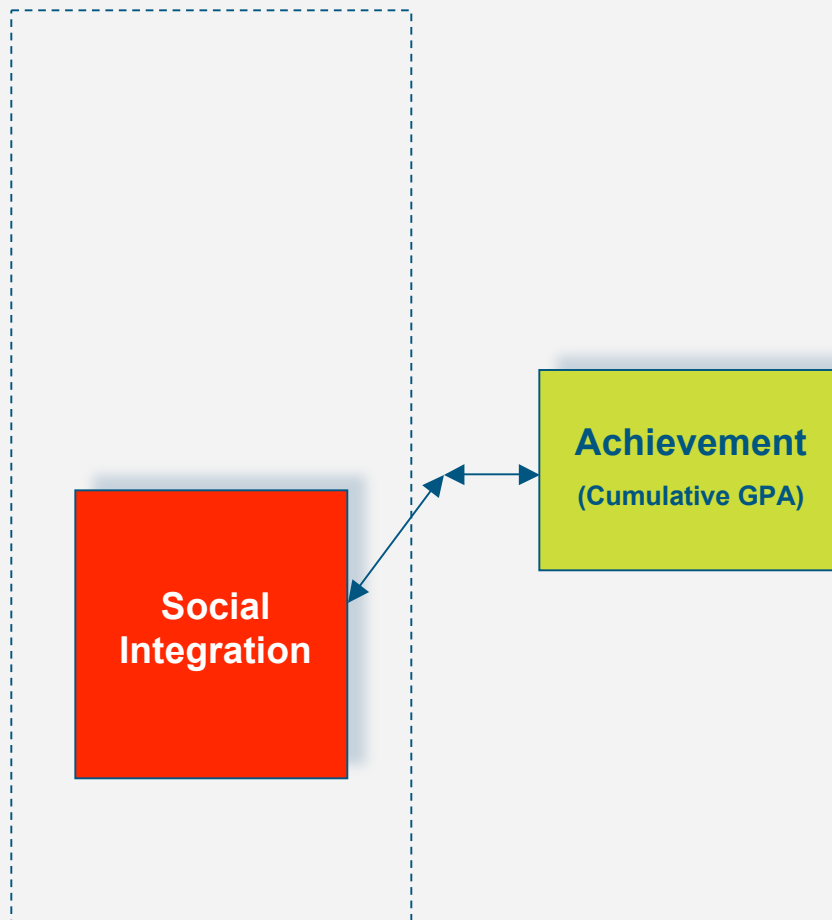
Academic Integration



- Academic Integration
 - Knowing a professor or administrator personally
 - Faculty expectations/encouragement

“[Black students] develop best in environments where they feel valued, protected, accepted, and socially connected.” - W. R. Allen

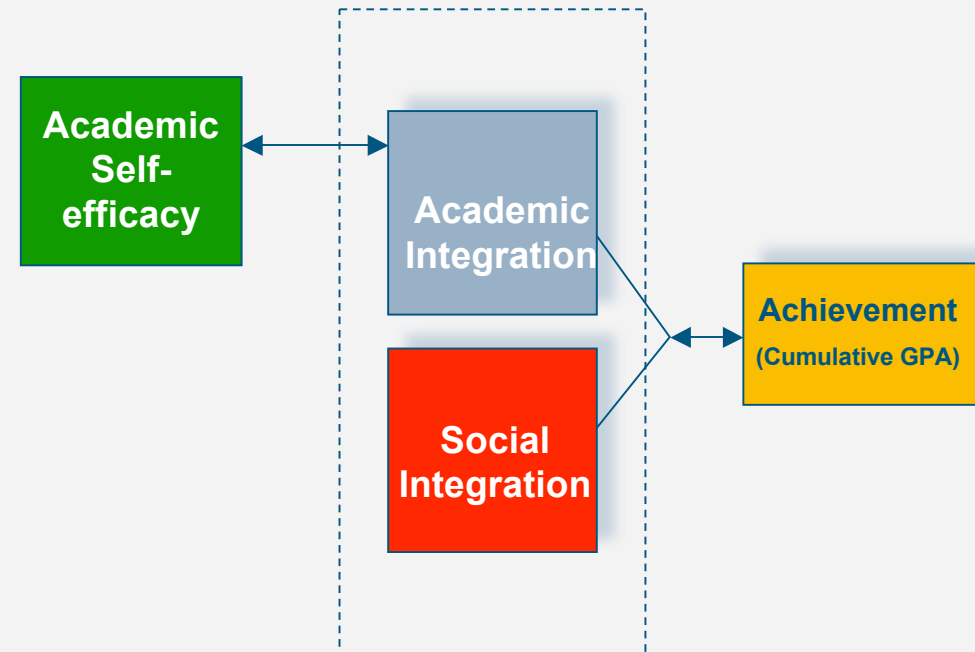
Social Integration



- Campus participation
- Leadership involvement
- Use of campus facilities
- Perception of peers (share same values)
- Extracurricular opportunities
- Residence halls

Self-Efficacy: Will I Be Successful?

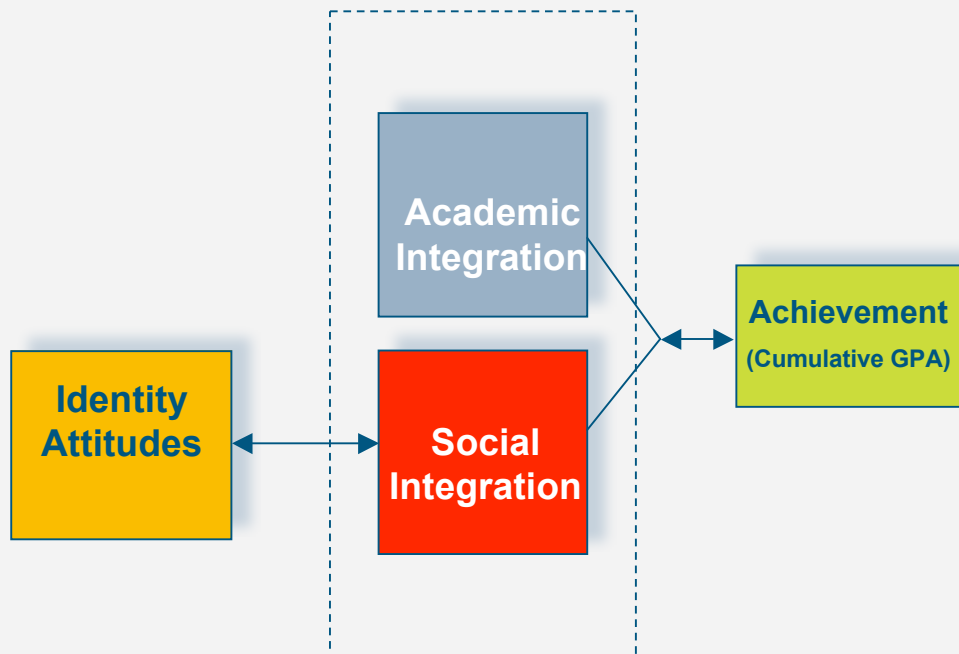
- Confidence in one's capabilities to influence behaviors and outcomes
- Research: Black students have lower expectations
 - “Defensive Pessimism” vs. “Strategic Optimism”
 - “We can’t, and I really can’t” vs. “I can and we can”
- Subsequent behaviors influence connections



How Self-Efficacy Affects Behaviors

- Choices
- Effort (concentration, rework, discard)
- Persistence
- Resiliency
- Emotional reactions (vulnerability to stress, anxiety, and depression)
- Confidence in one's capabilities can influence behaviors and outcomes
- Research: Some groups have lower expectations
 - “Defensive Pessimism” vs. “Strategic Optimism”
 - “We can't, and I really can't” vs. “I can and we can”

Racial Identity: Who am I and Who are We?



- Implications for a person's feelings, thoughts and behaviors
- Racial identity attitudes shape:
 - How we organize information about ourselves, others, and institutions
 - Our response to perceived racism
 - Our reference group orientation & attributions
 - **Cross-race social interactions**

Racial Identity Stage Theory

| Stages | Statements from RIAS-B |
|-----------------------------------|--|
| Pre-Encounter | <p>"I believe white people look and express themselves better than Black people."</p> <p>"I believe to be Black is not necessarily good."</p> |
| Encounter | <p>"I feel unable to involve myself in White experiences, and I am increasing my involvement in Black experiences."</p> |
| Immersion/Emersion | <p>"I believe the world should be interpreted from a Black perspective."</p> <p>"I believe that everything Black is good, and consequently, I limit myself to Black activities."</p> |
| Internalization/Commitment | <p>"I feel good about being Black, but do not limit myself to Black activities."</p> <p>"People, regardless of their race, have strengths and limitations."</p> |

Helms, J. E. (1990). Black racial identity theory. In J. E. Helms (Ed.), *Black and White Racial Identity: Theory, Research, and Practice*. Westport, CT: Praeger.