



Mentoring: Models of Success

Karl W. Reid, Ed.D.

Senior Vice President

Academic Programs and Strategic Initiatives

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For over 67 years, UNCF has enabled over 400,000 minority and low-income students to attend and graduate from college...



Raising more than **\$3 Billion** in support

Providing general operating support for its **38** Member Institutions

Supporting **60,000** students at over 900 colleges and universities annually

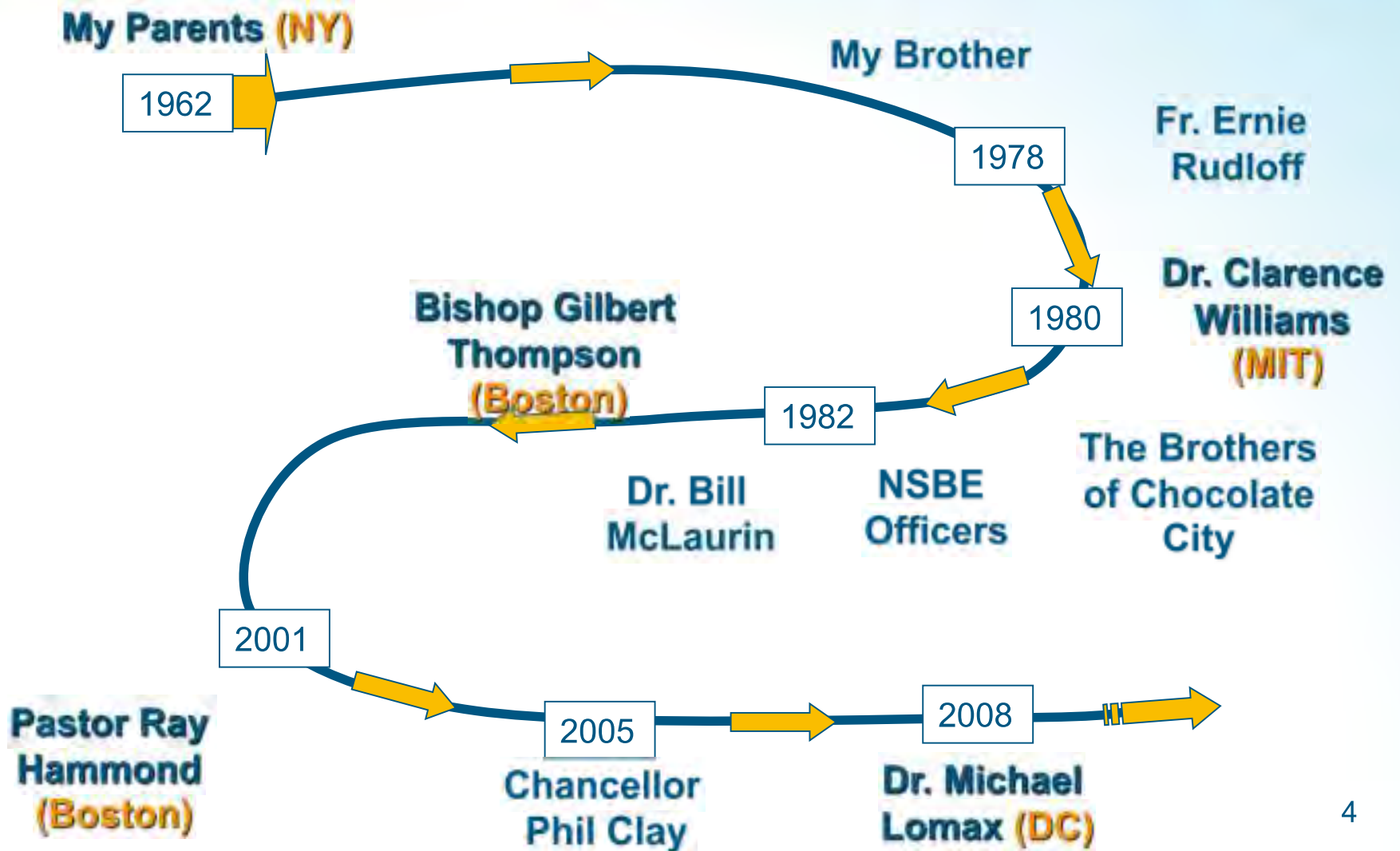
Serving as a national advocate for minority education

Administering over **400** scholarship and internship programs

Topics for Discussion

- A Mentoring Achievement Model
- Why Mentoring Works in College
- Applying the Achievement Model at Work

My Mentors: A Case Study



Sensemaking

Reflecting on my mentors



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

Mentoring in College

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.

“I Think I Can”

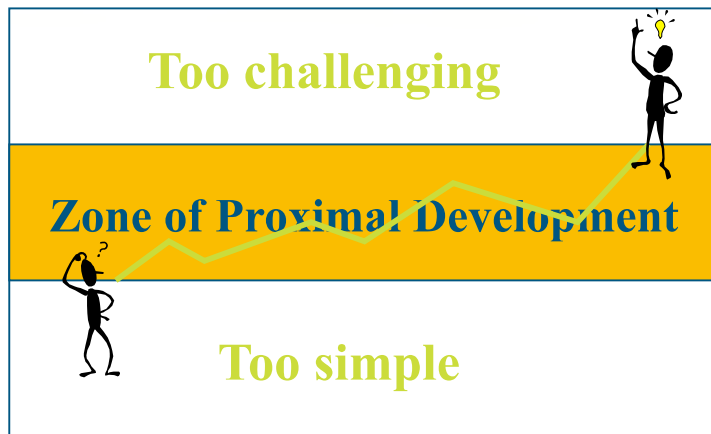
Perceived Self-Efficacy

- 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”
- Influences
 - Choices
 - Persistence
 - Resilience
 - Agency to make key connections

The Sources of Self-Efficacy

How Self-Efficacy is Developed

Mastery Experiences



Vicarious Experiences (Role Modeling)



Verbal Judgments (Mentoring)



Physical and Emotional States

Why Mentoring Matters

A Collegiate Achievement Model

Sources

*(Bandura, 1997;
Helms, 1990)*

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

Integration Moderators

Academic
Self-efficacy

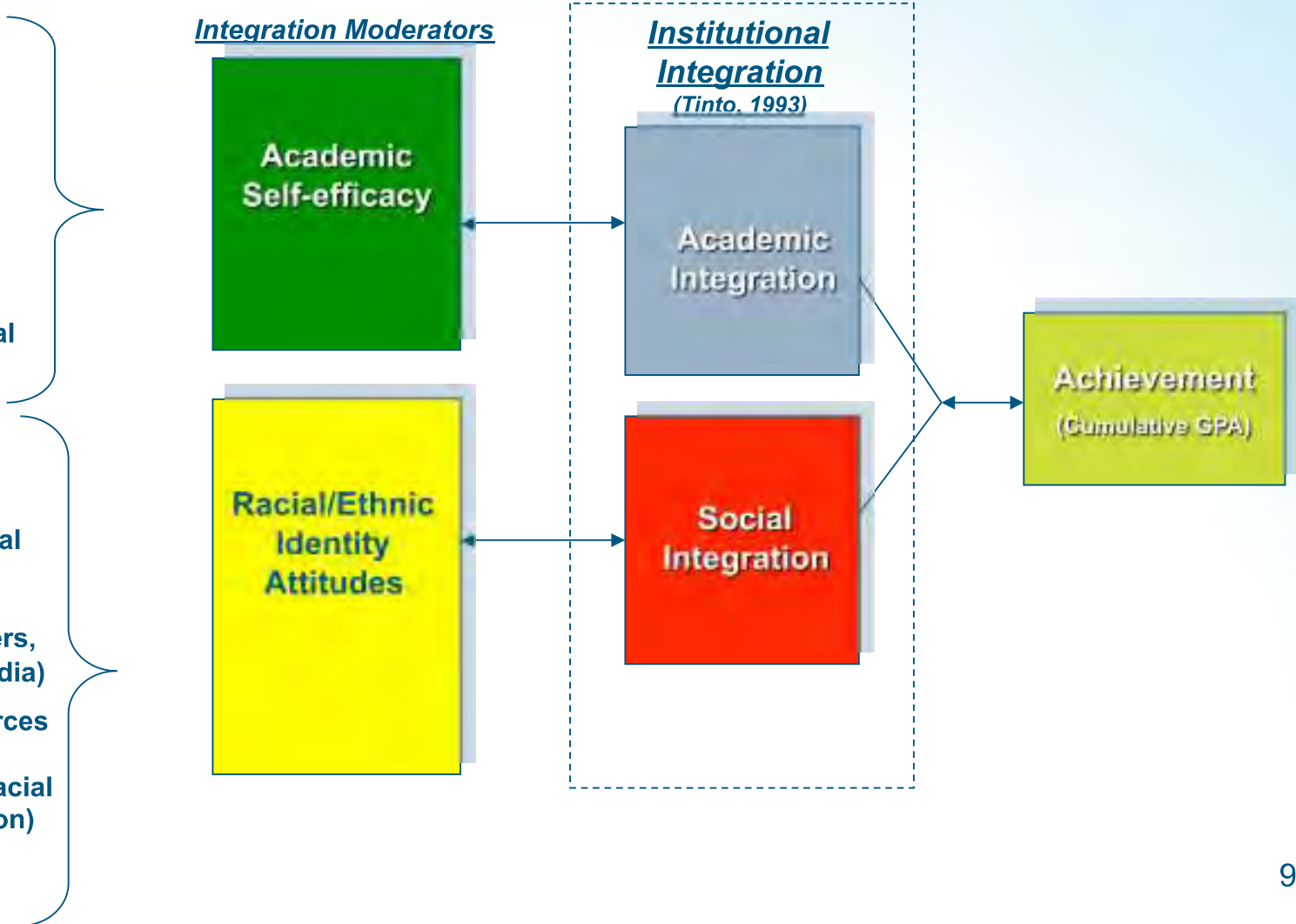
Racial/Ethnic
Identity
Attitudes

Institutional Integration *(Tinto, 1993)*

Academic
Integration

Social
Integration

Achievement
(Cumulative GPA)



What Matters for Students in College?

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

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

Why Mentoring Matters

A Corporate Achievement Model

Sources

*(Bandura, 1997;
Helms, 1990)*

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

Integration Moderators

**Career
Self-efficacy**

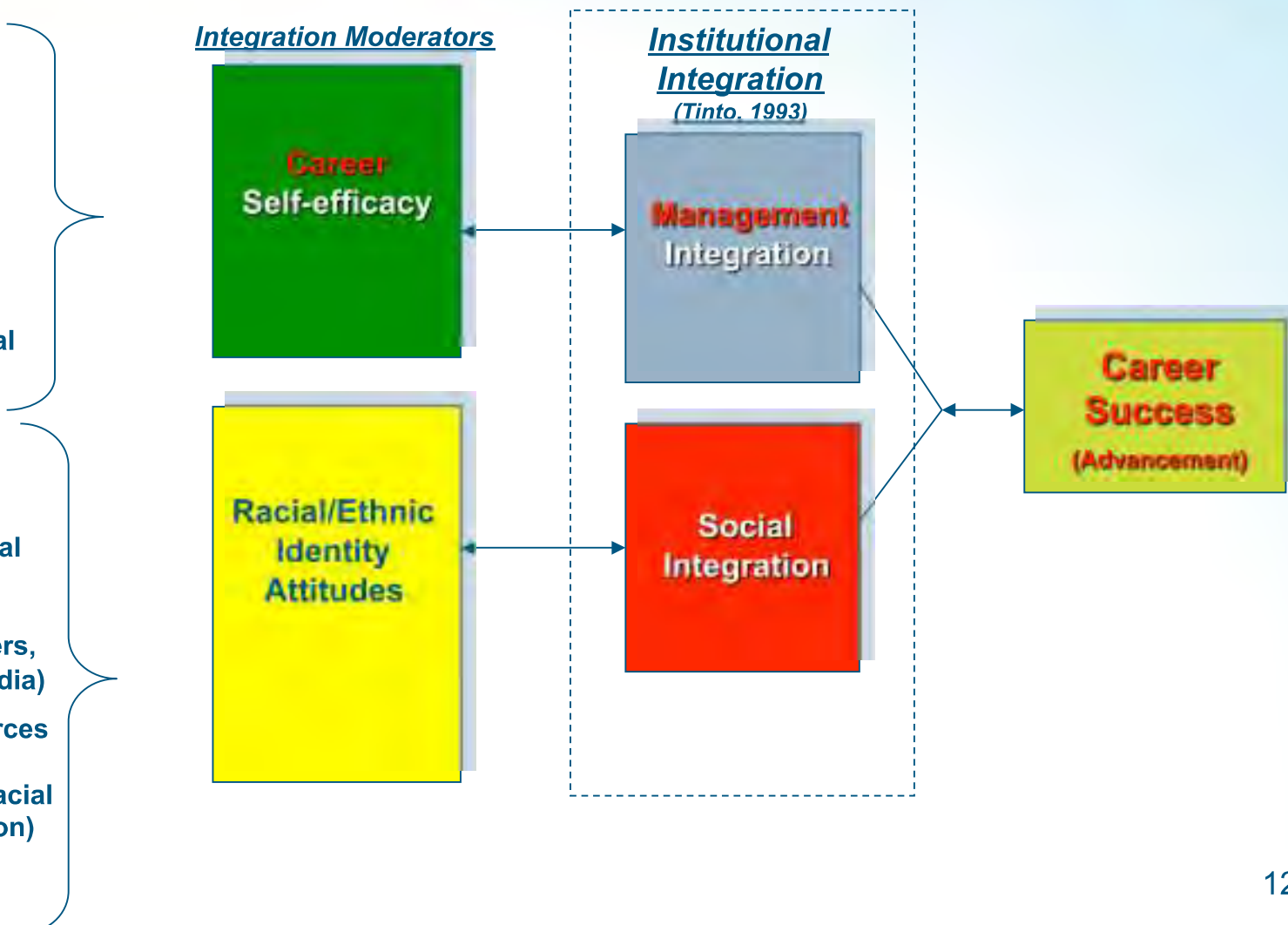
**Racial/Ethnic
Identity
Attitudes**

Institutional Integration *(Tinto, 1993)*

**Management
Integration**

**Social
Integration**

**Career
Success
(Advancement)**



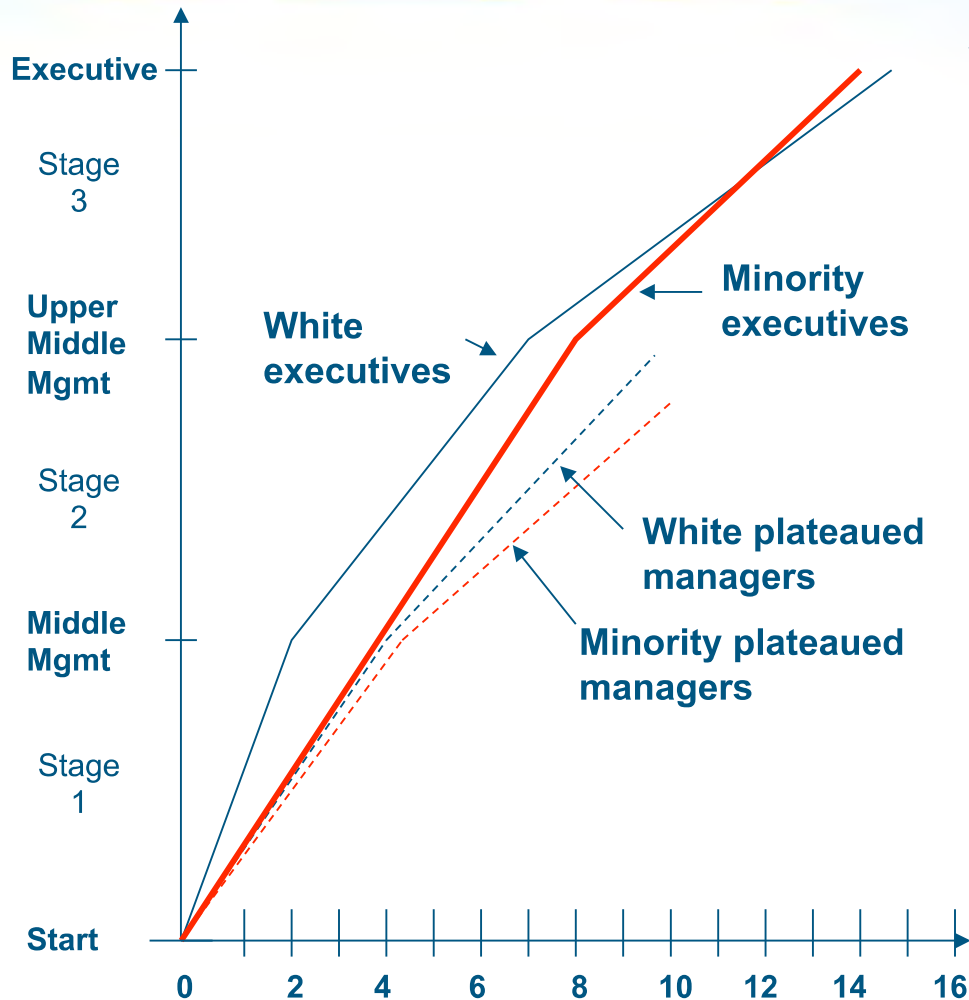
Study: Career Progression of Minorities at U.S. Corporations

The "Two-Tournament System": Why some succeed and some don't



3 Stages of Advancement

- **Stage 1:** White peers earn faster promotions into middle mgmt
- **Stage 2:** Once identified, careers of minority execs become differentiated from plateaued minority mgrs and white execs
- **Stage 3:** Career trajectories & experiences of minority and white executives converge



Thomas, David A. (2001). The Truth About Mentoring Minorities: Race Matters. *Harvard Business Review*, 79(4), 98-107.

Study: Career Progression of Minorities at U.S. Corporations



Thomas, David A. (2001). The Truth About Mentoring Minorities: Race Matters. *Harvard Business Review*, 79(4), 98-107.

<h2>Successful Minority Executives</h2>	<h2>Plateaued Minority Middle Managers</h2>
<ul style="list-style-type: none"> ■ Lg diverse network of mentors who nurtured their professional development (three “C’s”) esp early & understand & acknowledge race 	<ul style="list-style-type: none"> ■ Homogenous or no network of mentors; limited network to own or other racial group largely outside co.
<ul style="list-style-type: none"> ■ Avoided becoming cynical when White peers promoted 4 yrs earlier 	<ul style="list-style-type: none"> ■ Became de-motivated when they saw White peers promoted faster
<ul style="list-style-type: none"> ■ Deepened functional knowledge through education (mastery) 	<ul style="list-style-type: none"> ■ Became “de-skilled” when they lost motivation; failed to sharpen skills
<ul style="list-style-type: none"> ■ Fewer but more significant promotions; greater job continuity (Self-evaluation based on growth); Avoided being sidetracked into non-strategic and support jobs 	<ul style="list-style-type: none"> ■ Jumped to multiple assignments, often laterally (Self-evaluation based on rewards)

Does the “Corporate” Achievement Model Apply?

Successful Minority Executives	Corporate Advancement Model
<ul style="list-style-type: none"> ■ Lg diverse network of mentors who nurtured their professional development (three “C’s”) esp early & understand & acknowledge race 	<ul style="list-style-type: none"> ■ Institutional Integration: MI and SI ■ Self-efficacy: Verbal persuasion ■ Racial identity: Internalization/transcendence toward fluency
<ul style="list-style-type: none"> ■ Avoided becoming cynical when White peers promoted 4 yrs earlier 	<ul style="list-style-type: none"> ■ Racial Identity: “Resistance for Liberation”
<ul style="list-style-type: none"> ■ Deepened functional knowledge through education (mastery) 	<ul style="list-style-type: none"> ■ Self-efficacy: Skills development Challenges as learning opportunities
<ul style="list-style-type: none"> ■ Fewer but more significant promotions; greater job continuity (Self-evaluation based on growth); Avoided being sidetracked into non-strategic and support jobs 	<ul style="list-style-type: none"> ■ Self-efficacy: Learning goal (what can I learn here?) vs. Performance goals (how will I look?)

Toward Career Advancement

- Find mentors who can facilitate your development of self-efficacy
 - The 3 C's": Confidence, Competence, and Credibility
 - Strategically select confidence-boosting assignments
- Develop cultural fluency, first by defining self, then by learning about others
 - "Resistance for Liberation"
 - Develop a positive internal narrative
- Strengthen technical proficiency
 - Take courses, both in-house and accredited
 - Read, read, read!!
 - Be a lifelong learner
 - Develop a "growth mindset": See challenges as opportunities

What Matters for Students in College/Work?

- Academic/**Work** confidence
- Opportunities to engage encouraging faculty/**managers** on a personal level
- Greater campus/**company** involvement
- Positive racial/ethnic identification/ cultural fluency
- Attributions that empower performance-oriented behaviors
- Effective learning/**work** strategies
 - Groups, getting help, time mgmt, **working** smarter
 - Arriving early and staying late



Thank You!

Karl W. Reid, Ed.D.
karl.reid@uncf.org

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

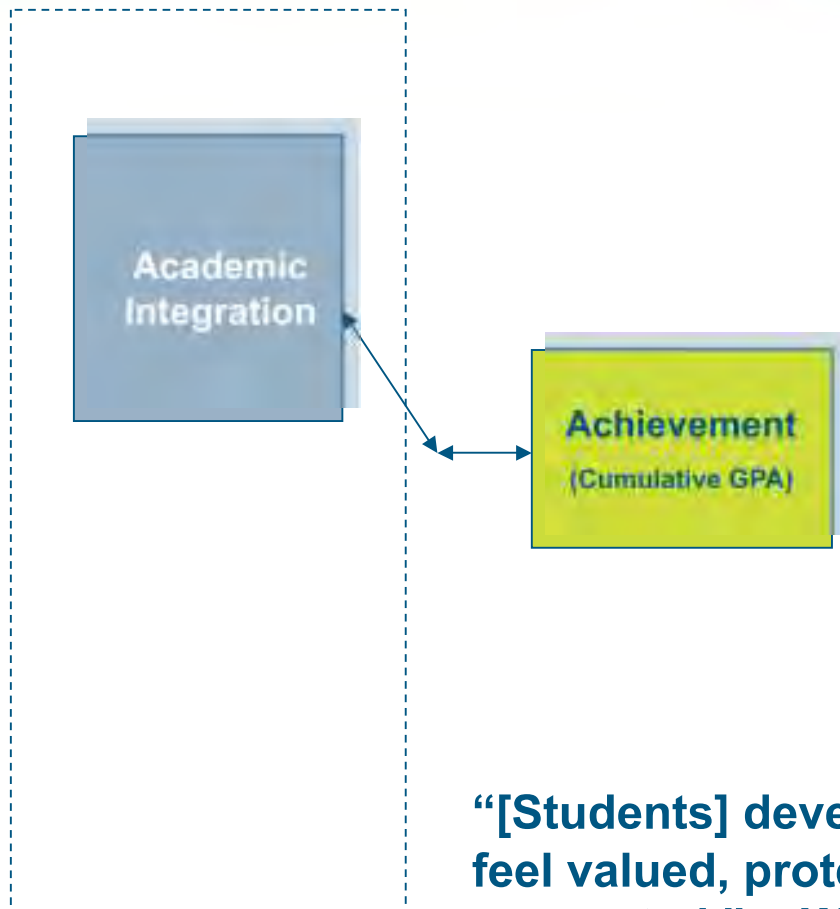
“The way a student **perceives** and **responds** to events in the college setting will differentiate his or her college experience and shape his or her outcomes.” W. R. Allen



UNCF

A mind is a terrible
thing to waste®

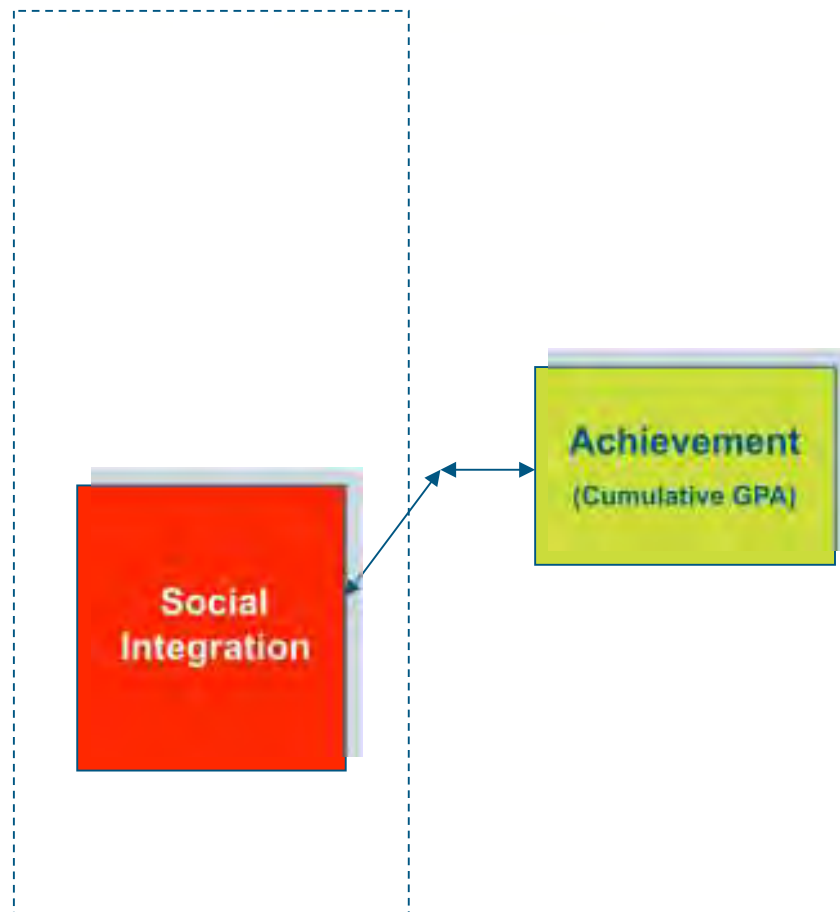
Academic Integration



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

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

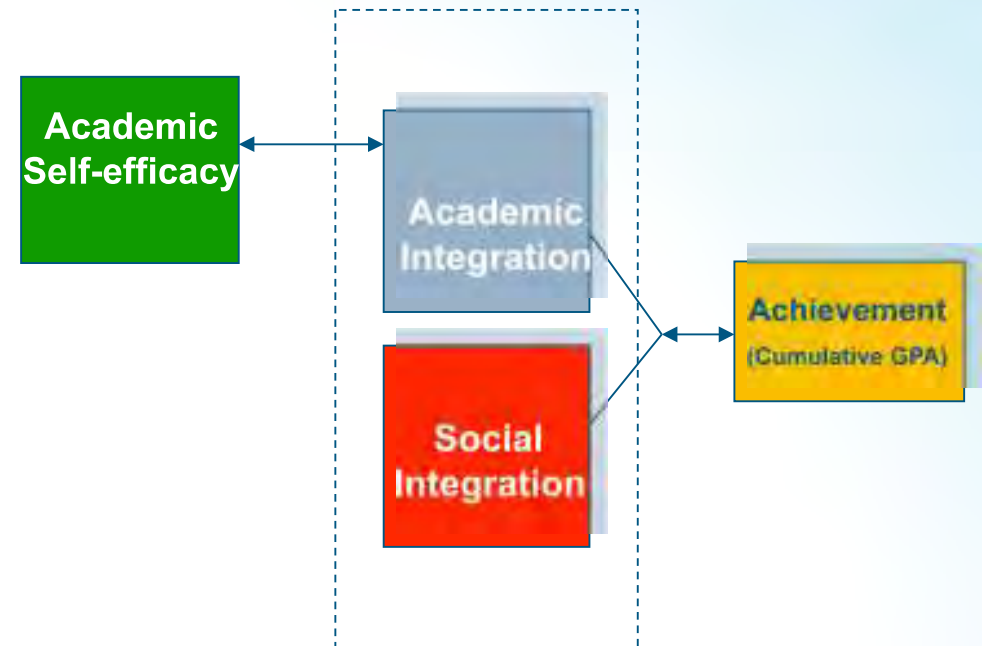
Social Integration



- 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



Positive Effects of Self-Efficacy

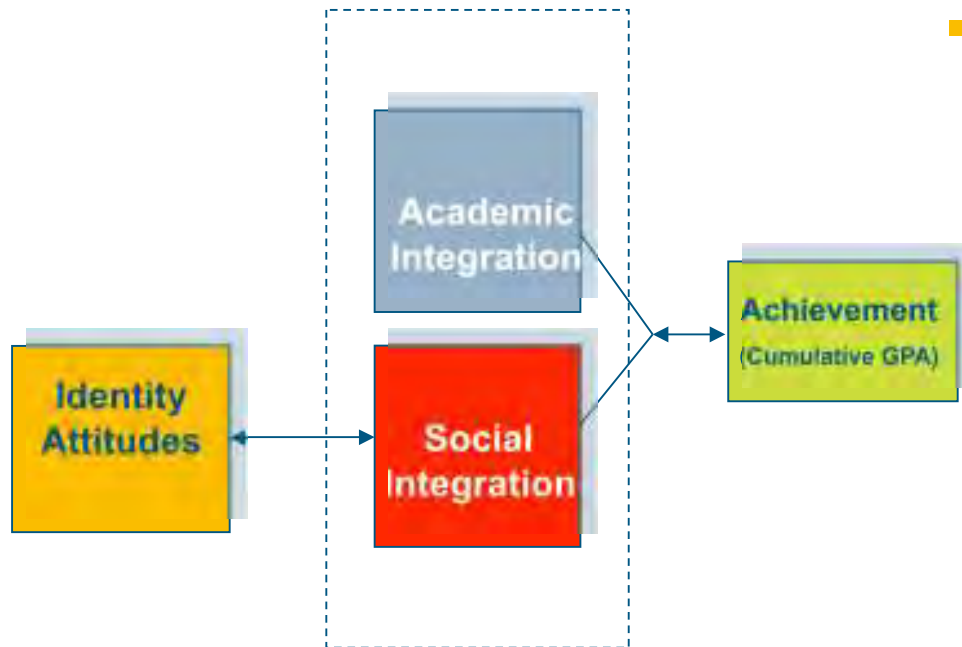
- Interest in, positive attitudes towards subject matter
- Greater effort (concentration, rework)
 - Greater success in solving conceptual problems
 - More persistence in searching for solutions
 - Willingness to discard faulty approaches
- Manage work time better
- More resilient
- Lower stress and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

Perceived self-efficacy influences cognitive skill acquisition and performance outcomes

How Self-Efficacy 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>