Mentoring: Models of Success

Karl W. Reid, Ed.D.
Senior Vice President
Academic Programs and Strategic Initiatives

July 6, 2012
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

1962: My Parents (NY)

1978: My Brother

1980: Fr. Ernie Rudloff

1982: Dr. Clarence Williams (MIT)

2001: The Brothers of Chocolate City

2005: Bishop Gilbert Thompson (Boston)

2008: Dr. Bill McLaurin

2008: NSBE Officers

2008: Chancellor Phil Clay

2008: Dr. Michael Lomax (DC)
<table>
<thead>
<tr>
<th>Mentor</th>
<th>Reflection: Seminal Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Parents</td>
<td>Never say “can’t”; “Engineers drive trains!”</td>
</tr>
<tr>
<td>My Brother Keith</td>
<td>Trespar Clarke HS/ MIT/ Engineering</td>
</tr>
<tr>
<td>Fr. Ernie Rudloff</td>
<td>Peer accountability</td>
</tr>
<tr>
<td>Dr. Clarence Williams</td>
<td>“You will be successful at MIT”</td>
</tr>
<tr>
<td>The Brothers of Chocolate City</td>
<td>Peer mentors</td>
</tr>
<tr>
<td>NSBE</td>
<td>Peer mentors/ The Ambassador Program; Leadership development</td>
</tr>
<tr>
<td>Dr. Bill McLaurin</td>
<td>“I’ll help you”</td>
</tr>
<tr>
<td>Bishop Gilbert Thompson</td>
<td>Husband and Father</td>
</tr>
<tr>
<td>Pastor Ray Hammond</td>
<td>Integrating education and ministry</td>
</tr>
<tr>
<td>Chancellor Phil Clay</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>Dr. Michael Lomax</td>
<td>National Leadership</td>
</tr>
</tbody>
</table>
Mentoring in College
Effects of Faculty Mentoring

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

“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

Too challenging

Zone of Proximal Development

Too simple

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

- **Stage 3:** Career trajectories & experiences of minority and white executives converge

---

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

**Successful Minority Executives**

- Lg diverse **network of mentors** who nurtured their professional development (three “C’s”) esp early & understand & acknowledge race
- Avoided becoming cynical when White peers promoted 4 yrs earlier
- Deepened **functional knowledge** through education (mastery)
- Fewer but more significant promotions; greater **job continuity** (Self-evaluation based on growth); Avoided being sidetracked into non-strategic and support jobs

**Plateaued Minority Middle Managers**

- Homogenous or no network of mentors; limited network to own or other racial group largely outside co.
- Became **de-motivated** when they saw White peers promoted faster
- Became “**de-skilled**” when they lost motivation; failed to sharpen skills
- Jumped to multiple assignments, often laterally (Self-evaluation based on rewards)

---

## Does the “Corporate” Achievement Model Apply?

<table>
<thead>
<tr>
<th>Successful Minority Executives</th>
<th>Corporate Advancement Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lg diverse <strong>network of mentors</strong> who nurtured their professional <strong>development</strong> (three “C’s”) esp early &amp; understand &amp; acknowledge race</td>
<td>- <strong>Institutional Integration</strong>: MI and SI</td>
</tr>
<tr>
<td></td>
<td>- <strong>Self-efficacy</strong>: Verbal persuasion</td>
</tr>
<tr>
<td></td>
<td>- <strong>Racial identity</strong>: Internalization/ transcendence toward fluency</td>
</tr>
<tr>
<td>- <strong>Avoided becoming cynical</strong> when White peers promoted 4 yrs earlier</td>
<td>- <strong>Racial Identity</strong>: “Resistance for Liberation”</td>
</tr>
<tr>
<td>- Deepened <strong>functional knowledge</strong> through <strong>education</strong> (mastery)</td>
<td>- <strong>Self-efficacy</strong>: Skills development Challenges as learning opportunities</td>
</tr>
<tr>
<td>- Fewer but more significant promotions; greater <strong>job continuity</strong> (Self-evaluation based on growth); Avoided being sidetracked into non-strategic and support jobs</td>
<td>- <strong>Self-efficacy</strong>: Learning goal (what can I learn here?) vs. Performance goals (how will I look?)</td>
</tr>
</tbody>
</table>
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
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

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