
Extensive research has shown the benefits of mentoring, including peer mentoring, for higher education students, especially in their first year. However, few studies have focussed exclusively on the outcomes for the mentors themselves. This paper reports the findings of data gathered over three years about a university-wide peer mentoring program. Benefits identified by 858 mentors were coded inductively and four major categories emerged: altruistic, cognitive, social and personal growth. The findings have implications for the promotion of mentor programs to administrators and to prospective mentors. The study provides evidence that university-wide peer mentoring programs offer multiple positive outcomes for the mentors involved, and potentially for higher education institutions administering and supporting such programs.


Undergraduate peer mentoring programs strive to retain students who solve their own problems, develop options, unravel obstacles, and establish a process of figuring out solutions. A crucial component of obtaining that goal is to effectively train peer mentors to serve as advocates to freshman undergraduate students. Terrion and Philion (2008) note “that mentor training is indispensable in providing tools and techniques that mentor will use in their mentoring function [including] an ongoing and formal training program which emphasized an experiential and self-reflexive approach.” Undergraduates benefit from the experience and skills of peer mentors who are able to create a safe environment for freshmen to share their questions and concerns. Relationship building includes being present for the other, a behavior at the heart of peer mentoring programs. Teaching peer mentors to listen with empathy is an important component the relationship building process. In addition, peer mentors trained in conflict resolution, giving and receiving feedback, and team building will be better prepared to assist undergraduates to navigate the transition into college life. A future study may include research on leadership training with an emphasis on service and its effect on peer mentoring programs.


There is considerable literature to indicate that mentoring relationships support the healthy development of children and youth by reducing risky behaviors, and the number of mentoring
programs has increased dramatically in recent years. This California Research Bureau report examines the research literature evaluating the effectiveness of mentoring programs during the past 5 years. The report notes that the traditional one-to-one, community-based friendship program that emphasizes building youth-adult relationships and developing personal skills is the most common mentoring model. However, current programs encompass a range of alternative designs. These include programs that provide one mentor for a group of children, online mentoring programs, and programs offered at specific sites such as schools. School-based programs are the most common, and rapidly expanding, type of site-based mentoring. The report includes descriptions of several mentoring models and evaluation findings from a variety of these programs.


Successful peer mentoring in university settings is the result of relationships among students, mentors, and instructors. Findings from this study indicate that even in programs where training is ongoing and established, assumptions cannot be made about the understanding of the roles, risks, and benefits involved in such relationships. This study demonstrates that students, instructors, and mentors all have different perspectives about a mentor's role and how that role should be enacted. Connecting link, peer leader, learning coach, student advocate, and trusted friend were identified as predominant roles enacted by mentors. Also described are risks and benefits for being or having a peer mentor.


African American and Latino college students were surveyed to examine the influence of involvement with faculty and mentoring on self-efficacy and academic achievement. It was hypothesized that involvement with faculty and mentoring were related to greater academic achievement. It was suggested that the relationship of these factors was mediated by self-efficacy. Involvement with faculty and self-efficacy were significantly related to academic achievement. The relationship between involvement with faculty and better academic achievement was partially explained by higher self-efficacy. Possible explanations for mentoring not being predictive of academic achievement in this sample were provided and the significance of faculty-student interactions was discussed. (Contains 4 tables.)


The purpose of this study was to examine the impact of an engineering mentorship program on African-American male high school students' perceptions of engineering as a viable career choice. In this study, indicators included students' perceptions of engineering, their self-efficacy
in the area of mathematics, and their self-efficacy in the area of science. Using an independent t-test to determine a difference of statistical significance, inferential statistics were provided to answer the following research questions: (a) Is there a significant difference in perceptions of engineering for students who participated in the NCETE/NSBE mentorship program when compared with non-mentored students?, (b) Is there a significant difference in self-efficacy in the area of mathematics for students who participated in the NCETE/NSBE mentorship when compared with non-mentored students?, and (c) Is there a significant difference in self-efficacy in the area of science for students who participated in the NCETE/NSBE mentorship when compared with non-mentored students? (Contains 1 table.)


This paper reports findings from research into the benefits of e-mentoring for mature students (21 years old and above) preparing for university study through taking Access courses. The research was carried out at Kingston University in the UK in the context of current policies of widening participation in higher education (HE). It was aimed at adding to student satisfaction and retention in university, particularly for those from families without a background in HE. Previous studies suggested that good pre-entry preparation and support improves students' chances of success in HE. This paper describes how an e-mentoring scheme, called eAccess, was developed to prepare students taking Access courses for learning at undergraduate level. The research showed that eAccess supported students in three ways: learning about university life, helping with the HE application process and developing confidence and effective learning strategies. The paper identifies the potential of e-mentoring schemes to enable students to prepare better for HE through the development of social capital which enables them to tap into "hot knowledge"--an un-codified and un-institutionalised form of knowledge available amongst mature undergraduates at university.


The challenges in meeting the demand for highly qualified teachers are great. This is evident both at the individual school level and in national retention and turnover statistics. The need for individually targeted teacher induction activities based on teacher preparation routes--traditional and alternative certification--are needed to help ameliorate the early career teacher turnover and retention statistics. This study reinterprets data from a previous study of teacher confidence and self-efficacy in terms of mentoring and supervision needs (induction activities). The results suggest that mentoring and supervision activities at the school level can be implemented to improve retention in perception of key competency areas. As frontline supervisors, principals are in a unique position to meet the differential needs of early career teachers. (Contains 1 table.)

Relationships underpin peer learning; however, they remain under-researched and under-theorised. We propose a model to identify factors that contribute to relationships in Peer Assisted Learning (PAL). Our model integrates three discrete bodies of knowledge: previous studies of PAL affordances, a synthesis of understandings drawn from learning theories, and studies of peer relationships in business and education. Our model features two components: social and cognitive congruence that deliver sustained PAL improvements. To evaluate the contributions of social and cognitive congruence to successful PAL outcomes, we evaluated four theoretical scenarios based on presence and/or absence of these factors. In each case, variations in social and cognitive congruence and mediating factors can potentially vary the quality of learning outcomes, student interactions, and engagement in PAL. Our scenarios can be employed to evaluate areas of targeted improvement in PAL. We discuss the implications of our model for PAL research and practice.


In an effort to increase students' success, schools and communities have begun to develop school-based mentoring programs (SBMP) to foster positive outcomes for children and adolescents. However, experts have called for more research into the effectiveness of these efforts for students across grade levels. Therefore, this study was designed to examine the impact of participation in a SBMP on behavioral and social outcomes for sixth through tenth grade students. Analyses revealed that compared to control students, SBMP participants had significantly fewer unexcused absences (with moderate effect size) and discipline referrals (with large effect size) and reported significantly higher scores on four measures of connectedness (with moderate to negligible effect sizes). First year participants also reported significantly higher scores on one measure of connectedness (with a large effect size). Implications for practice and suggestions for further research are provided.


Purpose – Most past research on formal mentoring has investigated its antecedents, outcomes and benefits with little attention given to what goes on inside the dyadic relationship. The purpose of this paper is to explore the types of mentor and mentee behaviours that are perceived
as critical factors contributing to either a positive or negative mentoring experience for the mentee and the mentor.

Design/methodology/approach – Concrete examples of “effective” and “ineffective” mentor and mentee behaviour were collected from the research participants using Flanagan’s Critical Incident Technique (CIT). The obtained CIT data were analyzed using forms of open and axial coding. Variants of content analysis were then used for conducting a series of subsequent comparative analyses.

Findings – From a total of 187 coded critical incidents the study identified 11 positive and four negative behavioural criteria of mentoring effectiveness as perceived from the mentee perspective, and nine positive and three negative behavioural criteria of mentoring effectiveness as perceived from the mentor perspective. Comparisons against “theoretical” and “best practice” models and taxonomies of positive and negative mentoring reveal varying degrees of overlap and commonality.

Research limitations/implications – There are two main limitations. First, the number of research participants was at the bottom end of the typical sample range for qualitative research, which means the collection of critical incidents did not reach the point of data saturation. Second, the study explored the “start-up” and “ongoing” phases of the mentoring lifecycle but not the “end” phase.

Originality/value – The findings provide new insights into mentor and mentee behavioural effectiveness within formal mentoring relationships, and thereby add to a sparse empirical knowledge base in this substantially neglected area of mentoring research. Also, they provide a foundation against which to compare and contrast future empirical research that may be conducted on perceived effective and ineffective mentor and mentee behaviours within formal mentoring relationships.


A key factor in mentoring effectiveness and satisfaction is ensuring that mentor preparation training and ongoing support address needed mentor knowledge and abilities (MKAs). Knowing how to mentor is different from knowing what mentoring involves or knowing mentoring policies and procedures. Ideally, mentor training incorporates both the “how” and the “what” of mentoring. Besides program administrators’ ideas about needed MKAs, mentors and mentees are key stakeholders in mentor training effectiveness, yet their perspectives are not prevalent in the literature. This qualitative study examined three perspectives about MKAs related to mentor preparation training and ongoing support for a women’s resource center (WRC) in a large metropolitan area in the Southwest. The WRC experienced a gap between mentor training effectiveness and mentor satisfaction with mentoring outcomes due to insufficient mentor development in MKAs most applicable to program goals. The three perspectives informing this study were mentors, mentees and mentoring program staff members. This study explored MKAs
identified by each stakeholder group as necessary to mentoring effectiveness. MKAs categories identified by the stakeholders were: Mentor Self-Awareness, Mentor Self-Management, Realistic Expectations, Understand Mentees, Mentorship Management, Interpersonal Communication, Goals, WRC and Mentoring Program. Three implications for preparing mentors were identified. First, mentors need to possess realistic expectations regarding the WRC mentoring program. Second, training offered to mentors needs to distinguish between topics relevant to all mentors compared to topics relevant to some mentors depending on their previous mentoring or professional background and experience. Third, training and support should distinguish between information needed versus skills needed for effective mentoring. Ongoing mentor training and support implications include providing regularly scheduled mentorship assessments and updates to the WRC, establishing opportunities for mentors to connect with each other and the WRC, and receiving guidance for recognizing when it is time to close a mentorship and how to close it. Ongoing training and support implications indicate the need for online access to the information and resources provided during mentoring preparation; updates from the Mentoring Program Coordinator (MPC) about WRC programs, resources, and services; plus additional training and resources on mentoring effectiveness relevant while a mentorship is in progress.


This is a toolkit that includes information and tools for how to build a mentoring program. It includes a background on mentoring, including key features of successful programs. It cites Rhodes’ research at the University of Massachusetts, Boston that programs are successful if the mentor and mentee share a trusting and close relationship. It contains guidelines for how to design and manage a mentoring program as well as tips on how to run the program operations. It also outlines how to develop an evaluation system to measure effectiveness of the program.


As the case is made for increased collaboration between faculty and student affairs professionals to improve student learning, an important constituent and resource should not be overlooked—the student. While students are intended as the ultimate beneficiary of collaboration between academic and student affairs, they can also serve as a powerful influence on both the process and positive outcomes associated with learning communities.


This study of the impact of doctoral adviser mentoring on student outcomes was undertaken in response to earlier research that found (a) students with greater incoming potential received more adviser mentoring, and (b) adviser mentoring did not significantly contribute to important student outcomes, including research productivity [Green, S. G., and Bauer, T. N. (1995).]
In this longitudinal study spanning 5 1/2 years, the effect of mentorship on the research productivity, career commitment, and self-efficacy of Ph.D. students in the ‘hard’ sciences was assessed, while controlling for indicators of ability and attitudes at program entry. Positive benefits of mentoring were found for subsequent productivity and self-efficacy. Mentoring was not significantly associated with commitment to a research career.


Mentoring is often identified as a crucial step in achieving career success. However, not all medical trainees or educators recognize the value of a mentoring relationship. Since medical educators rarely receive training on the mentoring process, they are often ill equipped to face challenges when taking on major mentoring responsibilities. This article is based on half-day workshops presented at the 11th Ottawa International Conference on Medical Education in Barcelona on 5 July 2004 and the annual meeting of the Association of American Medical Colleges in Boston on 10 November 2004 as well as a review of literature. Thirteen medical faculty participated in the former and 30 in the latter. Most participants held leadership positions at their institutions and mentored trainees as well as supervised mentoring programs. The workshops reviewed skills of mentoring and strategies for designing effective mentoring programs. Participants engaged in brainstorming and interactive discussions to: (a) review different types of mentoring programs; (b) discuss measures of success and failure of mentoring relationships and programs; and (c) examine the influence of gender and cultural differences on mentoring. Participants were also asked to develop an implementation plan for a mentoring program for medical students and faculty. They had to identify student and faculty mentoring needs, and describe methods to recruit mentors as well as institutional reward systems to encourage and support mentoring.


Peer mentoring in higher education is regarded as an effective intervention to ensure the success and retention of vulnerable students. Many universities and colleges have therefore implemented some form of mentoring program as part of their student support services. While considerable research supports the use of peer mentoring to improve academic performance and decrease student attrition, few studies link peer mentoring functions with the type of peer best suited to fulfill these functions. This literature review categorizes the abundant student peer mentor descriptors found in mentoring research. The result is a preliminary taxonomy that classifies ten peer mentor characteristics according to mentoring function served (career-related or psychosocial). The proposed taxonomy and the discussion developed in this article help shed light on the dynamics of successful student peer mentoring relationships in higher education.

No two mentoring programs are alike and there is considerable potential for flexibility in how peer mentoring programs are designed and implemented. Thus, the advice and strategies in this guidebook, and the accompanying Web seminar (http://www.edmentoring.org/ seminar7.html), are focused on key considerations that will be widely applicable to most peer mentoring programs, regardless of their specific themes, activities, and staffing patterns. In addition to the key considerations highlighted in this guidebook, we have also provided listings of many other resources that can help peer mentoring programs improve overall design, training provided to mentors, and the quality of activities mentors and mentees engage in during meeting times.


Progress of a country largely determined by quality of its human resources and quality of human life is much influenced by educational factors. Chains of poverty absolutely cannot be separated from economic, health and educational factors. Therefore, one effort to break chains of poverty is to provide proper education. Dompet Dhuafa through Beastudi Etos had conducting educational empowerment with provide coaching, mentoring and financial assistance for poor students. With coaching and mentoring, scholarship recipients are expected not only can studying, but also have knowledge, skills and attitudes competency. This research aims to see the effect of Beastudi Etos's coaching and mentoring programs to improve students' competencies. Research methodology used is descriptive analytical by taking samples at five universities. The results showed that Beastudi Etos's coaching and mentoring programs can improve knowledge, skills and attitudes competency of students. Its significantly improve religious values, but less effect to IT skill.