

PEER MENTORING RESEARCH

Allen, T. D., & Finkelstein, L. M. (2003). Beyond mentoring: Alternative sources and functions of developmental support. *The Career Development Quarterly*, 51(4), 346-355.

- Coworkers are one of the frequent source of support for growth and development.
- Coaching was a frequent mentoring behavior from coworkers.

McDaugall, M., & Beattie, R. S. (1997). Peer Mentoring at Work The Nature and Outcomes of Non-Hierarchical Developmental Relationships. *Management Learning*, 28(4), 423-437.

- Peer mentoring – “A process where there is mutual involvement in encouraging and enhancing learning and development between two peers, where peers are of similar hierarchical status or who perceive themselves as equals” (p. 425).
- Peer relationships (more task-oriented, like coworkers) can evolve over time into peer mentorships that focus on personal and career development.
- Mentoring episodes (sharing information) contribute to a mentorship.

Kram, K. E., & Isabella, L. A. (1985). Mentoring alternatives: The role of peer relationships in career development. *Academy of Management Journal*, 28(1), 110-132.

- Peer mentoring relationships can have career-enhancing functions, including sharing information, career strategizing, and providing job-related feedback.
- The emotional functions of peer mentoring include friendship, emotional support, and personal development feedback.
- Unlike other mentoring relationships, peer mentoring provides mutuality. Both the mentor and protégé can learn from each other.
- People in their early career stages had concerns about their own competence and developing their professional identities.
- Peer relationships can still include role modeling, qualities each side wants to emulate
- Perceptions of peer mentoring relationships can be understood through career stages.

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Hill, R. & Reddy, P. (2007) Undergraduate peer mentoring: An investigation into processes, activities, and outcomes. *Psychology Learning and Teaching*, 6, 98-103.

- Peer mentors can help newcomers adjust to campus life and serve as a source of informal support.
- In conversations about their mentoring relationship, protégés and mentors mentioned that the peer mentor was a source for information that might not be addressed by university administrators.
- Mentors empathized with protégés' transition to the university setting.
- Mentors saw the experience as a professional development opportunity for interpersonal skills and campus involvement.
- One challenge in this sample was difficulty in initiating the first contact.
- Mutual benefits, including motivation, help, and learning.

Sanchez, R. J., Bauer, T. N., & Paronto, M. E. (2006). Peer-mentoring freshmen: Implications for satisfaction, commitment, and retention to graduation. *Academy of Management Learning & Education*, 5(1), 25-37.

- Longitudinal study of a peer mentoring program for freshmen in a business school.
- Participating in the peer mentoring program was positively related to satisfaction with the university experience and affective commitment to the university.
- Example of a low-cost, effective peer mentoring program.
- During the semester that mentoring took place, there were higher intentions to graduate among mentored students than non-mentored students.