Edited by Tammy D. Allen and Lillian T. Eby

The Blackwell Handbook of
Mentoring

A MULTIPLE PERSPECTIVES APPROACH

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Edited by

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Notes on Contributors

Editors

Tammy D. Allen is Professor of Psychology at the University of South Florida. Her research centers on individual and organizational factors that relate to employee career development, health and well-being. She is a recipient of the *Academy of Management Mentoring Legacy Award*, which recognizes scholars whose work has been germinal to the research and study of mentoring. Tammy is co-author of *Designing Workplace Mentoring Programs: An Evidence-based Approach*. She is Associate Editor for the *Journal of Applied Psychology* and the *Journal of Occupational Health Psychology*. She currently serves on the Executive Board of the *Society of Industrial and Organizational Psychology*. Tammy is a Fellow of the *Society for Industrial and Organizational Psychology* and the *American Psychological Association*.

Lillian T. Eby is Professor of Psychology and Fellow at the Institute for Behavioral Research at the University of Georgia. Her research program focuses on career-related issues such as workplace mentoring, job-related relocation, career success, the work–family interface, and gender issues in organizations. For the past 9 years she has systematically investigated both the positive and negative aspects of mentoring relationships from the perspective of the protégé, mentor, and organization. She has published over 50 research articles and book chapters and her work appears in such outlets as *Personnel Psychology*, *Journal of Applied Psychology*, and the *Journal of Vocational Behavior*. Lillian is also co-editing a special issue of the *Journal of Vocational Behavior* on multidisciplinary approaches to mentoring research and was recently awarded a grant by the National Institute on Drug Abuse to study the relationship between mentoring relationships and employee turnover in substance abuse treatment centers.

Contributors

Steve Bearman is a social psychology doctoral student at the University of California, Santa Cruz. His work integrates the perspective that people are not self-contained

entities, but rather are distributed across networks of interactions, with research on interventions to diminish racism and other forms of oppression. Bearman is also a counselor and the founder of Interchange, a San Francisco based training program in Radical Counseling.

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Stacy Blake-Beard is an Associate Professor of Management at the Simmons College School of Management and Research Faculty in the Center for Gender in Organizations. She holds a BS in Psychology from the University of Maryland and an MA and PhD in Organizational Psychology from the University of Michigan. Her research focuses on the impact of changing workforce demographics on mentoring relationships. She has published research on gender, diversity, and mentoring in several publications including the *Journal of Career Development*, the *Academy of Management Executive*, *Psychology of Women Quarterly*, and the *Journal of Business Ethics*.

Lynn Blinn-Pike is currently a Professor of Sociology, Indiana University-Purdue University. She received her doctorate from the Ohio State University. Her research interests include examining how to prevent or ameliorate the effects of high-risk behaviors such as gambling, unsafe sex, and substance use among youth. She has developed, directed, and evaluated community-based mentoring programs for pregnant and parenting adolescents in over 15 states.

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assessment instruments that reflect the underlying beneficial and potentially harmful qualities of mentor relationships. Her recent work developing a youth version of relational mentoring (Relational Health Indices-Mentor) is being funded by the Robert S. and Grace W. Stone Primary Prevention Initiatives Grant Program, Wellesley College.

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Xian Xu grew up in Hangzhou China and is currently an internal consultant for IBM in Shanghai China. She obtained her Ph.D. in Industrial and Organizational Psychology from the University of South Florida. Her research interests include mentoring across cultures.

Foreword: The Maturation of Mentoring Research

With this *Handbook*, mentoring comes of age as a subject of scientific inquiry. This maturation occurs in part because the chapter authors generally concur on the linguistic explication of mentoring, an accomplishment not to be overlooked. They agree on mentoring's universal core attributes, delimit its meaning by excluding overlapping constructs, and accept operational definitions based on local knowledge appropriate to particular domains and specific situations. From their shared perspective, the *Handbook* authors provide an up-to-date review and synthesis of research and theory on the antecedents, correlates, and consequences of mentoring. More than a survey, the *Handbook* provides critical analyses of that literature and then reflection on these appraisals. In addition to evaluating the validity of theoretical assertions and empirical findings, the authors determine the usefulness of various conceptual schemata in accounting for them.

In accomplishing these goals, which are noteworthy in themselves, the *Handbook* does even more. It codifies inquiry into mentoring by imposing discipline and order on it. The editors systematically and coherently organize the research on mentoring by delineating the scope of scientific inquiry into a framework consisting of three domains: the workplace, the academy, and the community. The 20 years of accumulated research in these three domains has been disparate and fragmented, having been the product of several disciplines, each with a unique orientation. The plan of the *Handbook* codifies the field of inquiry and the assembly of chapters integrates what had been different substantive areas into a unified whole.

While reading this *Handbook* I kept asking myself "Why has it appeared now?" Many of the chapter authors indirectly addressed this question by reporting the same history. They narrate mentoring's creation myth by explaining why Odysseus, as he was preparing to leave for battle, asked Mentor to guide his son Telemachus during his absence. This accounts for the construct's name and root metaphor. These authors then report that the book entitled *Seasons of a Man's Life* (Levinson, Darrow, Klein, Levinson, & McKee, 1978) aroused contemporary interest in mentoring research

and initiated the modern study of developmental relationships. And finally, they tell us that Kram's (1985) seminal book entitled *Mentoring at Work: Developmental Relationships in Organizational Life* provided the core concepts for the next two decades of research and reflection on mentoring.

This agreement that mentoring became a special interest of many researchers about 20 years ago aroused my curiosity because it explains only when, not why. To me, the why merits attention because it involves a societal response to the reorganization of the work world occasioned by the global economy. In today's information era, the typical worker encounters numerous transitions across occupational positions. During the agricultural era, workers grew up on the farm and, if they remained there, they knew what to do. If they wanted to leave the farm, they could take advantage of advice from a "friendly visitor." When the industrial era replaced the agricultural era, a new discipline called vocational guidance emerged. Guidance personnel succeeded friendly visitors as they adopted the modern perspective of science as the solution to life's problems. They believed that guidance occurs when science touches an individual. Street youth, immigrants from other nations, and migrants from the farm to the factory often felt lost in the city and tempted by urban ills. They sought and received vocational guidance, based on scientific ability tests and interest inventories, about where they fit into the work world. This guidance happened once, and then the worker having selected an occupation was expected to retire from it 30 years later. Following World War II, with the advent of international corporations characterized by bureaucratic hierarchies, vocational guidance personnel reformed themselves into career counselors who advised individuals about how to both choose an occupation and then develop a career in it by climbing the corporate ladder.

Today the ground is shifting under our feet as we experience the most rapid economic transformation in history. The global economy has prompted a seismic shift in the social arrangement of work. Occupations now lack the stability that they once had and, as large corporations flatten, downsize, and outsource, they are less available as a medium in which to develop a career. Today we rarely view careers as unfolding or developing in a hierarchical corporation. Instead, we talk about managing transitions and constructing careers. At the heart of the new boundaryless career with its postmodern psychological contract is the core concept of repeated transitions. The fragmentation, tentativeness, and discontinuity of 21st-century jobs leave workers rife with tension, ambiguity, and insecurity. Rather than seeking stability, they must become flexible and mobile. Rather than developing in an occupational position, they must adapt to a long series of different assignments. The models of friendly visiting, vocational guiding, and career counseling are inadequate societal responses to the momentous changes in work life wrought by digitalization and globalization.

So, in a world where workers are insecure, contingent, and temporary and where assignments and projects are replacing permanent jobs, negotiating transitions becomes the central mechanism producing work success and satisfaction. The single friendly visit or three sessions of vocational guidance and career counseling must give way to lifelong learning and a continuous progression of developmental relationships and mentoring mosaics. In an uncertain world, workers must construct certainty within the self and then attach themselves to significant others who can assist them to adapt to the series of tasks, transitions, and traumas that they will encounter. Essentially, mentoring involves the secure attachment of a protégé to an individual who eases

transitions and prompts adaptation. Thus, for me, mentoring has emerged as the prime form of career assistance for the information age, one rooted in a helping relationship that provides visiting, guiding, and counseling yet much more as the chapter authors duly discuss.

At age 21, counting from Kram's 1985 book, mentoring research has reached its majority. The *Handbook* signals this new status and consolidates it by comprehensively chronicling the accumulated research and reflection on mentoring. By design, the 24 chapters systematically and coherently examine five major themes across the three domains of workplace mentoring, faculty–student mentoring, and youth mentoring. The cross-disciplinary, and almost "team science," approach takes multiple perspectives to provide a penetrating view that has been missing in prior attempts to structure the literature on mentoring and extract meaning from it.

The editors and authors are to be congratulated for publishing a book that organizes and critiques the mentoring literature in a way that identifies key issues and prompts heuristic hypotheses. Their accomplishments anticipate the next generation of mentoring research that will investigate process dimensions, identify causal mechanisms, examine theories with testable hypotheses, and more fully attend to issues of diversity and cultural context. In so doing, the editors and authors may serve as guides, if not vicarious mentors, for the wide audience of researchers in several disciplines who will structure collaborative studies using the framework codified in the *Handbook of Mentoring*.

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Acknowledgments

As with any edited volume, this has been a multi-year journey. The journey began with the conviction that it was important to bring together the vast body of research that had accumulated concerning mentoring relationships across the lifespan. The process required us to broaden our understanding of all forms of mentoring relationships. Thus, this has been a true developmental experience for us as editors. We have learned a tremendous amount in putting together this volume. The process has strengthened our own collaborative bond and has allowed us to make some wonderful new colleagues.

We would like to thank the many people that made this volume possible. We were fortunate to assemble a group of superb scholars who contributed excellent work and did so in a timely fashion. They deserve our heartfelt appreciation for the time that they took to contribute their unique and varied insights. Special thanks go to Brad Johnson. Brad was the first contributor to whom the idea for this book was proposed and he became a wonderful source of support throughout the project. Early words of encouragement from Jean Rhodes also inspired confidence that a volume of this nature would be a welcome addition to the mentoring literature.

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We are privileged to have directly experienced the power of mentoring. We are grateful for the excellent guidance through the years that we have received from our own mentors including Kim Buch, Greg Dobbins, Larry James, Tom Ladd, Ron Riggio, Mike Rush, and Garnett Stokes. A special thank you to Joyce Russell for her mentorship and for nurturing our interest in the academic study of mentoring.

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