Mentoring: Relationships of Connection and Empowerment

Cathy Woodyard

CSI Exemplar Editor

Early in my graduate studies, a graduate assistant named Erwin McCorkle encouraged me to apply to become a member of Chi Sigma Iota. He explained it was a new national honor society, and he was serving as our chapter president. As a student on a very tight budget, I didn't have the money to join at that time, but Erwin encouraged me to attend the chapter's initiation of new members. Tom Sweeney, executive director of the then fledgling honor society, came from Ohio to offer our new chapter suggestions and encouragement. I attended, soon joined, and was immediately nudged into positions of leadership within the chapter by Erwin. Within a few months, Erwin died unexpectedly, and I felt the enormous loss of a mentor and friend. After his death, I found myself more committed to CSI, for it seemed a way to honor his desire for a strong and growing chapter.

Several years later, I applied to become a CSI intern, and I was fortunate enough to be selected. As I attended the CSI Executive Council meetings that year, I felt more than a little overwhelmed, for I wasn't certain how to "be" surrounded by respected leaders of the counseling profession. Nicholas Vacc, then editor of the CSI Newsletter, invited me to write a couple of features for the newsletter. I did so, and at the end of that year when he stepped down as editor, he recommended the Executive Council invite me to assume the editorship. I was flattered—but once again, I was overwhelmed. I accepted—on the condition that he would be on the other end of the telephone for assistance and guidance. He readily agreed, and during the seven years I have served as editor, I have called him many times. Each time he has answered my questions—no matter how simplistic or complex—in an affirming and encouraging way. His interest, investment, and belief in me have truly been instrumental in my professional development.

As editor of the Exemplar, I attend all Executive Council meetings, leadership development workshops, chapter leadership network meetings, CSI awards ceremonies and receptions. At each of these happenings, I always observing and listening—ever attentive for a lead on a possible article or feature for the Exemplar. At the leadership workshops I see faculty advisors accompanying students to their first national conference and conferring with them on ways to strengthen their chapters. At chapter leadership meetings, I watch as "experienced" members share ideas with "new" members for fund raising, membership, and newsletters. Interns, chosen because of their leadership and mentored by the Executive Council, lead these meetings and offer suggestions for chapter leaders. At the awards ceremonies, I observe faculty advisors proudly taking pictures of students receiving plaques, and I see CSI recognizing and honoring excellence in up-and-coming professionals. During the CSI reception, I watch students visit with other students but also meeting and connecting with seasoned professionals and leaders in the field.

From my initial invitation to join CSI at the chapter level to my many varied experiences with CSI on the national level, I have received valuable mentoring. Through CSI, I have made connections with individuals who have offered me guidance, encouragement, assistance, and reassurance personally and professionally. Because of their belief in me, I have been willing to take risks, and by doing so, I have found a

(Continued on Page 10)

IN THIS ISSUE
Mentoring: Relationships of Connection and Empowerment ...............1
Mentoring the Next Generation ........................................ 2
On Being a Mentor ........................................ 3
Multiculturalism and Mentoring ........................................ 4
The Mentoring Relationship Beyond Academe .......................... 7
Meet Sam ........................................................................ 8
Ongoing Need for Mentorship ........................................ 12
Mentoring While Avoiding the Pitfalls of Dual Relationships .... 13
The Counselor as Mentor ........................................ 15
CSI Mentoring Programs ........................................ 17
CSI Faculty Advisors as Mentors ................................ 18
Doing Your Part in Building Mentoring Relationships .......... 20
E-mail: Enhancing Communication and Mentoring .................. 21
Book Review ............................................................. 23
Mentoring the Next Generation: The Mentor’s Perspective
Mary Thomas Burke
Mu Tau Beta Chapter

There are many qualities attributed to teachers who excel in their profession. Few, however, can surpass the creation of a nurturing environment for each student. I believe that teachers can become excellent when they realize that by creating an environment where interruptions become opportunities, the effect of such creation is that the interruptions themselves become one’s real work. Excellent teaching works to establish a hospitable atmosphere where students can enter into open communication with each other and permit their respective life experiences to be their most valuable source of growth, a mutual trust is established resulting in teachers and students sharing in the same struggle and search for the same truth. By creating such an environment, there is an unspoken element of soulful expectation.

Weekly Journal
Knowing what is going on in each of my students’ lives is very important to me. Any major change in a student’s personal life — whether it is a sick child or an ailing grandmother, a spouse who has lost employment, or the news of an impending surgery — is a very important road block on a student’s journey which impacts upon his or her school work. Having each student write a weekly journal and submit a copy of the entry to me is a great way of keeping in touch with students. I ask students to reflect on their learning experiences, discuss their successes and struggles, including whether in algebra or Latin, history or English. Their message is one I have carried with me all my life and more importantly have attempted to implement as I developed my own philosophy of education.

Set Goals
Having students set goals for the semester and then meeting with each student on an individual basis at midterm and the end of each semester are other ways to get to know each student on an individual basis. The student brings a written self-evaluation to the conference and together we discuss the progress s/he has made toward the goals s/he had set and the goals I expect of him or her.

Greatest Mentors
Helping people reach their potential, I believe, is done primarily by mentoring. My own greatest mentors were my parents, both of whom placed a very high value on education. The early lessons I learned as a young person growing up in Ireland have helped me value education. My father stressed that a good education was something no one could take from us. He often said, “You get just an outline in school, the rest is up to you.” My mother spent endless hours with us being sure that the outline was fully developed. She was always available to help us with our homework, whether in algebra or Latin, History or English. Their message is one I have carried with me all my life and more importantly have attempted to implement as I developed my own philosophy of education.

Mentor as Model
The purpose of the mentor is to be true to his or her discipline of study, true to the goal of preserving and producing knowledge, and true to the vocation of teaching: teaching not only by word, but more importantly, by example. It is the example that inspires, motivates, challenges, and holds out the life model for the student to experience. The mentor, having established trust, can indeed help the students see themselves more clearly, thereby aiding the student’s academic growth and his or her ability to make thoughtful and meaningful choices. In order to achieve such faithfulness, the mentor must above all be true to the student. It is through that individual student...
On Being a Mentor

Edwin L. Herr
CSI President-elect

Mentoring is a term that has come into prominence in the corporate world and in higher education, particularly graduate education, fairly recently. Like many such terms it has been an unnamed and, perhaps, underappreciated part of these environments, probably for centuries. Indeed, there are examples of processes in higher education (e.g., career development and placement) that are now institutionalized that were once dealt with solely through mentoring relations. A century and more ago, it was expected that a professor would be the primary agent for the placement of his or her favorite students in good jobs with persons with whom the professor had a personal and positive relationship.

Examples of similar behavior in the corporate, governmental or military workplaces of the world are common. We hear about senior persons taking junior workers "under their wings," "showing them the ropes," "getting them access to the right people or assignments that would further their careers." In many ways, these are expected, if unlabeled, informal processes of mentoring in different organizations.

Developmental Experience

In the recent past, mentoring has come to be seen as an extremely important mechanism by which to facilitate the successful induction of people into the norms and expectations of the organizations they enter as well as to help them advance in their careers. Viewed from such a perspective, mentoring is a developmental experience of considerable value to the effective and efficient movement of people into and through institutional pathways and organizational cultures. Thus, mentoring is not only important at a beginning point in one's career, mentoring is likely to be important as one progresses through a career and faces new decision or transition points.

Transfer of Knowledge

In such contexts, mentoring can be conceived in many ways. Certainly, at a minimum, mentoring is a transfer of knowledge. The mentor is in a position to provide information about role expectations and role boundaries in a particular work or social context that the mentee would be likely to acquire only through trial and error, and often unpleasant and trying experiences. While one is likely to learn through such experiences, it is not necessarily an efficient or effective way to learn. Frequently the norms, role boundaries, and social expectations of organizational culture are not codified or clearly marked out but they exist and they mediate one's acceptance by others and one's performance. The mentor can provide a "road map" by which the mentee can avoid or surmount the "pot holes," the unspoken obstacles, the organizational politics, the barriers to success in organizational cultures.

Transfer of knowledge by a mentor about the things which make for a smooth induction or transition into a professional context can be critical. I remember several years ago receiving a telephone call from a young assistant professor in another department and college. He was distressed and asked if he could talk with me. I agreed to see him. To make a long story brief, he had just received notice from his department head that he would not be permitted to continue on the tenure track and would be terminated at the end of his fourth year as a faculty member. He was a bright, well-trained, and productive man who asked me to help him clarify what happened. The results of our analysis indicated that without intending to, or knowingly doing so, he violated several norms of his department. He undertook a revision of several courses he was asked to teach without consulting with senior faculty, he chose not to use text-

(Continued on Page 6)
Mentoring is an important strategy for the education and training of counselors. Mentoring relationships are an opportunity for faculty and graduate students to facilitate change through nurturing, challenging and providing support to underserved students, particularly students of color. The inadequate number of faculty of color makes it a difficult task for students of color to find a role-model mentor. Many well-intentioned mentors may not pay attention to multicultural factors that can define how successful a mentoring relationship can be.

Both authors of this article are African Americans and have experienced mentoring (as mentor or mentee) with and without the use of a multicultural lens. Our experiences have led us to believe that the application of a multicultural lens to the mentoring process is essential if we are to serve our profession effectively.

Spencer’s Mentoring Experiences

Three mentors were particularly influential and helpful to me during the formative stages of my graduate studies and tenure as a college professor. One mentor, a white male, was my graduate advisor at Ball State University. Another was a person of color who mentored me in my work setting. Lastly, I was mentored by a white male during my initial experience working in higher education. Finding a mentor through my graduate education was no small task. Being a person of color, I soon found that there were no role models who were people of color. I constantly encountered feelings of isolation which compounded the difficulties I already experienced in attempting to determine how I fit into institutional expectations. Although I was eventually able to find a mentor, it was a long and tedious task where my mentor and I constantly tested one another until we could talk openly and candidly about issues of race and gender. My mentor could relate to some of my experiences of isolation and doubt since she had similar feelings related to being a woman in graduate school. Her sharing these with me was the beginning of a lasting professional and personal relationship. My experiences as a mentee not only led me to make mentoring an integral part of my role as a professor but also led me to realize the importance of mentoring’s taking on a multicultural lens.

Oatts’ Mentoring Experiences

As a graduate student in a counseling program devoid of racial and cultural diversity from both a student and faculty standpoint, I often yearned for a mentoring relationship that would allow me to express my world view in a context where it could truly be understood and appreciated. In addition to the ostensible benefits of mentoring, I felt that a culturally congruent mentoring relationship could offer greater benefits such as an enhanced self-image and increased self-esteem. I was eventually fortunate to find that mentoring relationship in the form of an African-American professor in my graduate program in counseling. The professor helped me to grow academically, personally, and professionally by providing me with a model with whom I could identify, informing me of opportunities to expand my professional growth, facilitating opportunities for me to publish my scholarly writings, and allowing me to extend my professional proficiency through supervision opportunities in the area of counseling. I am proud to say that the professor to whom I am alluding is the co-author of this piece.

This experience allowed for an open discussion about how my development as a student and a professional has been impacted by personal, cultural, and institutional oppression. Our mentoring relationship allowed me to challenge stereotypes and internalized issues of oppression in a safe and supportive environment. This mentoring process led to a more positive reframing of my experiences from liabilities to assets, a more positive view of myself, and a deeper appreciation for the world views of others. The development of this multicultural lens was a personally liberating experience, resulting in a paradigmatic shift from blaming myself to examining institutional and cultural aspects of oppression.

Applying a Multicultural Lens to the Mentoring Process

The word “mentoring” comes from the Greek myth, The Odyssey. Mentor was the teacher of Telemachus, the son of Odysseus. Athena had to assume the countenance of a man in order to mentor Telemachus (Hansman, 1998). In a multicultural context, no one would have to become someone or something else in order to be successful in a mentoring relationship. According to Daloz (1986), mentors can serve three functions. Those functions are to provide support, to challenge, and to help the mentee develop a vision. Trust is an essential element that needs to be established in order to do these things. Applying a multicultural lens to the mentoring process is essential if we are to serve our profession effectively. Some institutional guidelines for applying a multicultural lens might include the following.

Abandon racial and cultural stereotypes associated with minority academic achievement. Pervasive racial and cultural stereotypes exist surrounding the academic achievement of certain groups. Much of the data used to support this stereotype has come in the form of disaggregated standardized test data (e.g., ITBS, ACT, SAT, MAT) published by institutions across the country. Additional sources that have served to perpetuate the aforementioned stereotype come in the form of comparative analysis of IQ tests between groups. The stereotype that becomes associated with minority academic achievement translates into the fostering of low academic expectations for minority groups at all levels of education.

Appreciate the diversity of world views held by culturally different students. Though many higher education programs herald their institutions as havens of diversity, many programs remain rather monocultural from a pedagogical standpoint.
Mentoring the Next Generation

(Continued from page 2)

that a legacy will be passed along — a legacy to which the student will add his or her own unique contribution — so that eventually, still other lives may be enhanced. The person who acts as a mentor imparts to the student more than a masterful understanding of an academic discipline. The mentor also affects the student through deeper psychological dimensions, involving closeness, trust, and counseling, and is motivated by a higher calling which ultimately invites students to use their knowledge and talent to add to the lives of others as only a mentor can.

Privilege and Opportunity

For many students, there is usually one person who shapes, influences, and inspires them to excel. For me, mentoring and journeying with the students has often given me this rare privilege of accepting and helping them develop their values and ultimately their lives. It has seemed to me that this was the kind of power I was more attracted to — not the money or being able to command a number of people under me in any direct sense, but the power to influence people’s thinking about their own lives and the world.

I believe that the teacher and students embark on a journey together.

This journey can be rich and rewarding, or it can be dull and boring. The teacher has the power to awaken the minds and the hearts of the students in order to make the journey one of achievement, excitement, and even enjoyment.

Rich and Rewarding

Traveling the journey with the students is a rich and rewarding one for me, no matter where an individual student is when he or she begins the journey. I believe that each student has the potential for limitless growth. I believe that by affirming students as no-limit persons they can develop a new mind set and begin to learn through knowing and trusting themselves rather than doubting and fearing. One of my basic principles is to practice unconditional acceptance of students. This acceptance allows students to begin to develop authentic faith in themselves and to claim their power over their own lives. As a result they become more confident in themselves and all kinds of creative gifts evolve.

For example, I recently had a student graduate who came to me with good basic counseling skills. She wanted to work with elementary aged children. After spending some time exploring her interests and gifts, I encouraged and helped her to set up a play center at her practicum site. With the approval of her site supervisor and her principal, this student set up a center that far exceeded my wildest dreams. The school had children from multicultural low-income families and many of these children had never experienced an opportunity to express their feelings and feel accepted by an adult. Because she video taped her sessions with the children, the other graduate students in the seminar were privileged to share her success. As a result, others were challenged and encouraged. Because of her success, the student began to realize that she is gifted in working with young children. Now, she is studying with the top play-therapist in the world, Violet Oaklander. What a joy and satisfaction to see a young woman develop into a first-rate professional! What a privilege to be a sojourner with her on the journey.

There is energy and excitement each new semester, new beginnings, new students, new lives to touch and join in a dialogical journey. There is the challenge that the many facets of our academic and personal lives will be well-integrated and invigorated, and eventually wholly entrusted to God’s judgment as to their final value. I believe the words of Lao-tzu in the Tao-to-Ching are appropriate:

When you find the way, others will find you.
Passing by on the road they will be drawn to your door.
The way that cannot be heard will be echoed in your voice.
The way that cannot be seen will be reflected in your eyes.

Mentoring Moment

A Father as Mentor

It didn’t take me long to connect with my mentor, since it was none other than my beloved father, “daddy.” I always emulated, loved and admired my father. To me, he represented the epitome of knowledge and wisdom. When my father offered me advice, I knew it was out of devotion, compassion, and concern, not out of anger or control. I would argue with him even when I believed he was correct—just to assert my independence. He would smile at me and shake his head as if to say, “When will she ever learn?” But I did learn.

I remember having difficulties in geometry class in high school—aside from having loathed the teacher who seemed to relish my vulnerability as a weak math student. The more I exerted effort, the more he peeled away at my fragile ego, leaving me feeling incompetent and ineffective. My father acquired a competent tutor to teach me math and to allay my fears as a doomed math failure. I soared in my tutoring sessions but lacked the ability to transfer my knowledge into the classroom. I became convinced that there would be no future for me in academics. I cried at having to admit defeat in geometry. My father looked at me with tear filled eyes and in a soft crackling voice said, “You have such an ability with people. You’re caring, kind, and in tune with everyone around. What does math have to do with that?” I recall continuing to sob, but I listened carefully and internalized every precious word. Math did not have a thing to do with my abilities as a functional human being capable of other more suitable choices. That remark left an indelible imprint in my mind to this day.

Naomi Sternberg, Sigma Tau Chapter
On Being a Mentor
(Continued from page 3)

books they authored for these courses, and his productivity and research skills threatened the insecurities of his department head and other colleagues. He was not seen by them as a team player nor as being sensitive to the history of the department, a set of concepts that the senior faculty in the department valued. In short, this young professional badly needed a mentor, a person who could have helped him anticipate the dynamics he experienced and ways by which to plan and implement a more successful induction to the department. Without this knowledge and support his career at this institution was terminated prematurely and he reinitiated the job search, which fortunately turned out to be successful. In part, because he deliberately sought out a mentor in his new organization.

Multiple Roles

In the case just described and in other similar points of transition by individuals, the importance of a mentor is not confined to transferring knowledge. A mentor is likely to play multiple roles: sounding board, counselor, provider of feedback, a broker of opportunities and assignments, an advocate, a role model, a cheerleader, reinforcer, or other similar points of transition by individuals, the importance of a mentor has entered the career ladders and are reminded of the earlier and valued roles of their mentors to whom they want to turn again for support as they face new transitions and challenges.

The Unevenness of Mentoring Availability

One of the reasons for the recent rediscovery of or attempts to institutionalize mentoring is that it is a powerful relationship that is not equally distributed among potential recipients. For example, as women and persons of color have entered workplaces or university programs populated primarily by white males, their access to women mentors or mentors who are themselves persons of color has been limited. Therefore, while preferences for mentors may be otherwise, many white males have served effectively for years as mentors for women, international students, and persons of minority background. In such cases, mentors and mentees have had much to learn from each other.

Because of the lack of mentors who are women or persons of color holding senior positions, many educational or corporate environments have turned to the creation of formal mentoring systems by senior faculty members or senior managers for graduate students, new junior faculty, or other new entrants to the organization. Such processes are intended to distribute mentoring more evenly across new entrants or junior members of the organization whose access to mentoring may be problematic. However mentoring occurs, informally or formally, an organization must insure that a climate of favoritism, resentment by nonparticipants, or negative experiences is avoided. This requires that mentoring be treated as an important resource for all members of a particular group, e.g., graduate students or new faculty, regardless of gender or race. It also requires that steps be taken to create conditions by which mentors and mentees feel comfortable with each other and that mentees of a different race or gender than the available mentors are not excluded or denined access to mentoring because they do not participate in groups or experiences that would lead to the natural process of informal mentoring.

Cross-sex and cross-race mentoring are sometimes prone to special dynamics that may affect the nature of the relationships and the types of support that mentees receive. For example, there is some reported evidence that white women and persons of color, whose mentors are white males, receive career support (such as sponsorship, advocacy for promotions, feedback and coaching) but they receive less psychosocial support: the emotional, interpersonal bonding that might be more common in same-sex, same-race relationships. Similarly, because of social perceptions and stereotypes about male-female relationships, issues of concern about sexuality and intimacy and how such relationships may be misconstrued sometimes create more emotional distance and less personalized relationships between mentor and mentee than is necessary or helpful.

On Being a Mentor

Being alert to the needs of mentees and taking steps to create mentor-mentee relationships that have a full complement of both technical transfer of knowledge and psychosocial support, friendship, acceptance, and validation of essential elements of becoming a mentor. So is the mentor's commitment to being flexible in the roles played, in viewing mentoring as a developmental, and likely long-term relationship, and one that brings together the essential components of professional maturity, effective listening, personal support and authentic knowledge shared in relevant ways tailored to mentees' needs.
Readers might recall the first mention of Mentor from their secondary school study of mythology. Should anything befall Odysseus in battle, the love, care, and upbringing of his son, Telemachus, was to be the responsibility of Mentor. He was the loyal and trusted confidant of Odysseus, and he was the one upon whom Odysseus entrusted the future well-being of his son. The role of Mentor was groomed to be surrogate parent, guardian, teacher, and guide in the event of Odysseus’ demise.

No Longer a Myth

Today, mentor is no longer a Greek figure, no longer surely a he, and no longer a myth. A mentor is very much responsible for the guidance, care, and professional upbringing of many counselors. No more in Greek tradition is a mentor selected by the parent for the care of the child in the unfortunate event of the former’s absence. Now it seems that often the selection of a mentor often falls to the “younger”—the emerging professional seeking the support and guidance of one who has been elevated by experience and expertise. Mentors in the academic environment guide students along the often arduous path of graduate studies and send them beyond the gates of academia into the real world of professional practice. Come graduation, does the need for a mentor end?

Mentors are indispensable. This essay tests their worth. How can individuals create meaningful mentoring relationship beyond academia? Metaphorically what would have become of Telemachus had Mentor no longer been available? With whom can the counselor novitate journey when no mentor appears?

Janice’s case is not unique. Countless examples of people with similar experiences abound: Individuals in isolated areas; places where work seems to usurp relationships; positions where “professional distance” is considered a benefit; and, for those who just don’t know how to seek and find a mentor. When many counseling students graduate, they are separated from both the environment and the relationships that nurtured them in their preparation to become professional counselors. In the field many new professionals balance idealism and naiveté, dependence and confidence. Consequently, new professionals may also lack “mentor finding” savvy.

Janice knew what she needed; she knew what she missed, and her story has a happy ending. She forged an alternate path to meet her mentoring needs by procuring a melange of support and guidance. From the mix several individuals emerged and developed into her new mentors. Acknowledging that mentor-mentee relationships take time to grow, there are several ways new professionals like Janice might plant seeds to cultivate non-traditional mentor relationships.

The Care of Janice

Janice was a newly hired school counselor fresh out of graduate school whose long-awaited first position was in a remote rural school district. Throughout her days as a full-time graduate student, she relished every aspect of university life. Janice had been an excellent student and held a prestigious teaching assistantship. She belonged to the graduate student association and counseling honor society—both which kept her surrounded by people who shared her commitment and passion for becoming a professional counselor. Janice learned to rely on her professors and supervisors, and she emulated their idealism and practices. Through time they emerged her mentors, and she trusted that they were superbly preparing her for what lay ahead.

Janice’s new job was six hours from her recent alma mater. She was hired to replace the school counselor who had been in the school system in varying capacities for nearly thirty years before retiring. Janice inherited his legacy and was left to the autonomy that everyone believed she required and desired. The system’s only counselor, Janice had responsibilities for 340 students 9-12; there was no funding for counselors at the elementary or middle school level. No one came forward to co-navigate this new journey as her mentors had.

Suddenly, Janice found herself overwhelmed and lonely. By November she was fatigued, unsure of herself, and desperately searching for direction and support. Without her cohort and the professors upon whom she had learned to depend, Janice’s transition to the world outside the university was difficult. Ideally she longed for a mentor, someone to pick up where her graduate school complement left off. But who? How?

The Mentoring Relationship Beyond Academe: Work Worth the Effort

Kurt Kraus

Faculty Advisor, Upsilon Chapter

(Continued on Page 11)
Meet Sam: An Interview with Sam Gladding

Connie Fox
Upsilon Chi Omega Chapter

Connie: Sam, I was jotting down some of the descriptors you just mentioned. I think we could pull together a wonderful definition of the attributes or qualities of a mentor from what you said: A mentor shows interest, gives extra time, diversifies interests, promotes attainment, and encourages learning. In going back to those early models, you have started us out with a wonderful picture of mentorship.

Sam: I hadn't thought of it that way, but you're exactly right. Those are qualities of mentors, I think, of good mentors.

Professional Mentors

Connie: If you move historically a little further along, who are some of the professional mentors who encouraged and helped to shape you, Sam?

Sam: Counseling was the first "job." I headed toward the ministry, as you may or may not know, but realized I was not going to be a divine. And the world is probably better for that, I think. He demonstrated his personal self with his professional self. His own words, which follow, provide inspiration and insight into the gifts of mentorship.

"Give yourself to something great. Don't settle for doing less than your best." It was encouragement; it wasn't a demand. Kind of a direction and encouragement. Obviously, words that still stay with me. When I took my first job in mental health, I also had a good clinical supervisor by the name of Frank Hedges who had worked at the Philadelphia Child Guidance Clinic. He was basically saying to me, "Wanna learn how to do family work? How to do family counseling?" He took me under his wing, brought me into his sessions, and showed me how to do at least the structural part of family counseling. I've had some good people along the way, early in my career, who helped me, mentored me.

Connie: Do you want to add anything about mentorship that occurs in non-professional relationships?

Sam: I don't know that there's much to add, but I do think the professional person needs to be the whole person. I can't compartmentalize my life and be fully functioning. I need to be integrating who I am as a person with who I am as a professional counselor and vice versa. The more areas that are touched in mentoring the stronger and better integrated the person is.

Gifts from Mentors

Connie: This question may be redundant, but it may get at something a little different. You talked about what your mentors did for you. What were the gifts that you received from them?

Sam: I think encouragement. A sense of empowerment. A sense of purpose, of calling. If you will, that this was not just an occupation. It was, to
Meet Sam  
(Continued from page 8)

use Carl Rogers' words, "a way of being," a way of relating, a way of contributing to the greater good, to the community, even to the world in some small way that could make it a better place. It gave me a greater sense for living. It was energizing. I really, really appreciated it.

Interest in the Creative Arts

Connie: Sam, you talked about the gifts that you received and how they have shaped your focus and your desire to help the greater good. I know that you have had an interest in utilizing creative arts in your professional work. Could you talk about when and how that interest developed?

Sam: Sure. My first position as a counselor was at a mental health center in rural North Carolina and I was equipped with the standard theories that we come out of graduate school with. Interest in the creative arts is a gift from my clients who gave me a spark and desire to learn more. They would bring in poems; they would bring in music; they would bring in drawings and movement. All of these peaked my curiosity and really spoke to me because these clients were very unsophisticated individuals, for the most part, who were not well educated. They knew something about themselves and how to relate the essence of their thoughts and feelings that went beyond verbally sitting and talking about them. I kept looking around for other places where this was happening. I began to find some workshops and some people (I won't go into detail on it). Again, I found a wonderful, wonderful mentor, a person in California named Art Lerner. I was giving a presentation one time and he was there. I didn't know him and I quoted him. He told me who he was, and later he would call me, would write me, would give me things to write. It was a very good relationship. He died a few years ago, but it was a relationship that went on from the late 70's to the late 90's.

Connie: Has that interest and involvement in creative arts played a role in the way you mentor others?

Sam: I think it has. I know that much of what we do has to be and needs to be linear and straightforward. I think the lesson I've learned, or think I've learned, from both clients and clinicians in the creative arts has been to look for a novel way to help others realize their full potential and help them develop in ways that may even surprise them and surpass their expectations.

Connie: What would you say to other clinicians or students who would react by saying, "Oh, but anything involving creative arts is scary because I might have to get outside of what's comfortable, or do something surprising. Maybe risky."

Sam: I guess my initial reaction is that life is scary (both laugh). If you think about it, we're always having to either take risks or become stuck. I think that the creative arts help us see and be in different ways that are filled with excitement and joy and possibility. This approach causes the world, and who we are as counselors, to be less scary and mundane and become much more exciting.

Connection and Empowerment

Connie: I want to follow that up with a question and a quote. I have your book Counseling as an Art: The Creative Arts in Counseling. In the summary to the first chapter you've said: "The creative arts in counseling are as a group process-oriented, empowering, authentic, parsimonious, multicultural and insight-focused. They energize individuals and help connect them with positive aspects within and outside of themselves while fostering a new sense of oneself." Could you talk about how mentorship includes empowerment and connection?

Sam: I think you're exactly right that mentoring is an action. It's not passive, it's active in nature. If a person does not make some movement, or if you don't help them make some movement, beyond what they have done before then they'll basically be who they were, and I think probably not grow or go much further in their development as a professional. I think connecting (I used to live in Connect-i-cut) someone with others who are of a like mind in terms of wanting to promote that person or show them or teach them or expose them to something new and different is a big part of mentoring. I don't think one person can do it all, or should try to do it all, even if they're Wonder Woman or Super Man. People who are being mentored need exposure to a number of role models. Like keys on a piano, the more keys you know the more songs you can play.

The Bandaid Man

Connie: I want to switch to the poems that you gave me. In "The Bandaid Man" there is a line that says: "If I could on days like today I might, like the old man I remember, try with gentleness to cover them. For you sit beside me with tears in your eyes and I know how slowly it takes words to heal."

By Sam Gladding and Reprinted with permission from the American Counseling Association

"The Bandaid Man"

Connie: I want to switch to the poems that you gave me. In "The Bandaid Man" there is a line that says: "If I could on days like today I might, like the old man I remember, try with gentleness to cover them. For you sit beside me with tears in your eyes and I know how slowly it takes words to heal."

Sam: I think there's always the temptation to use band-aids to not expose people to the ugly or the hurtful or the painful part of life. While with children I think we need to nourish...
Meet Sam  
(Continued from page 9)

ish and nurture to try to protect them early on, I think in mentoring it is both a nurturing and a struggle to not bandaid people against experiences that may be uncomfortable or disconcerting for them. Sorting out who they are in those situations and how they can grow as a result of such situations may be more helpful.

Without Applause
At thirty-five, with wife and child
a Ph. D.
and hopes as bright as a full moon
on a warm August night,
He took a role as a healing man
blending it with imagination,
necessary change and common sense
To make more than an image on an eye
of a small figure running quickly up steps;
Quietly he traveled
like one who holds a candle to darkness
and questions its power
So that with heavy years, long walks,
shared love, and additional births
He became as a seasoned actor,
who, forgetting his lines in the silence,
stopped upstage and without prompting lived them.

By Sam Gladding, Reprinted with permission for the American Counseling Association

"Without Applause"

Connie: I love that! If we can move to the other poem, "Without Applause," which you identified as having some relationship to self-mentoring, you write: "He took a role as a healing man, blending it with imagination, necessary change, and common sense." Could you also talk about that in relation to self-mentoring?

Sam: Maybe it would help to know that I wrote that poem when I was in my twenties and unmarried and certainly much of a novice in the counseling field. In terms of self-mentoring, I wrote it maybe more as a projection of where I wanted to go and the qualities I wanted to incorporate into my life rather than those that might have been present at the time of writing. It was like having goals down the road and, in the old African American spiritual of keeping your eye on the prize, wanting to attain the qualities that I was writing about. I did not know if I would, but thought that if I laid them out maybe I could reach them.

Connie: I love the ending of the poem when you write, "He became as a seasoned actor, who forgetting his lines in the silence, stepped upstage and without prompting lived them." That's wonderful!

Sam: Well, thank you.

Lifetime Process

Connie: Sam, do you have any additional thoughts or ideas about mentoring that you'd like to add?

Sam: I don't know that I have much. There is one thing that I'd add, and I think I've said it, so I'll try not to be too redundant. I do think mentoring is a lifetime process and that it starts, hopefully, in others giving us gifts that can help us grow. It continues in our own nurturing of those gifts and reaching toward yet unattained goals. It continues further in our taking the time and reaching out to new professionals and others in the community who we see as having potential.

Mentoring occurs when we spend time and help these new professionals connect with others and see the possibilities within themselves. I think it's the never-ending story. It's a narrative that's always writing itself. For that reason I think it's exciting. It also needs to be something that we continue to do and not just think about.

Connie: That would probably be a great ending, but I'm going to circle back to one other question. We talked about the gifts that you received from earlier experiences of being mentored. Could you talk about the gifts that you receive when you mentor?

Gifts of Mentoring Others

Sam: Mmmmm. I think, to use St. Francis' prayer, it's in giving that we receive. There is something about giving to others that nurtures us as well as them. There's a certain thrill and even inspirational quality to watching others grow and test the waters and test themselves and go through trials and even some errors. We see them coming out stronger and better and more of the person and the professional that they wanted to be. I'd like to think that mentoring is all altruistic, but I think we receive a great deal when we give a great deal. It's a paradox, or as the line in Shakespeare in Love repeated: "It's a mystery. It's certainly a mystery and a paradox worth pursuing."

Sam T. Gladding is professor of counselor education, director of the counseling program, and assistant to the president at Wake Forest University in Winston-Salem, North Carolina. Sam has authored several publications on counseling: Counseling: A Comprehensive Profession (1996); Group Work: A Counseling Specialty (1995); Family Therapy: History, Theory, and Practice (1999) and Community and Agency Counseling (1997). He is the former editor of the Journal of Specialists in Group Work (ASGW) and the ASGW Newsletter Together. He is a past-president of the Association for Counselor Education and is the recipient of the Chi Sigma Iota Thomas J. Sweeney Professional Leadership Award. He is married to the former Claire Tillson and is the father of three children. Sam enjoys the arts, jogging, and humor on a daily basis.

Mentoring: Relationships
(Continued from page 1)

greater sense of my own power and potential as a counselor and as an individual.

I do not believe my experiences are unique, for CSI offers and encourages mentorship of students and new professionals in many ways—through its chapters, its leaders, and its many programs. It seems only appropriate that the Exemplar's special edition would be titled "Mentoring: Relationships of Connection and Empowerment." My hope is that as each of you read these articles, you will find ways not only to benefit from mentoring but also to be a mentor to others.
The Mentoring Relationship  
(Continued from page 7)

Turn E-mail into E-mentoring  
Geographic distance is moot with cyber-communication. Professional organizations, listserves, chat groups, and all sorts of distance educational opportunities abound. Connect, connect, connect. E-mail your thoughts about a journal article to the author. Post a question on a professional e-bulletin board. If you are unsure how these could develop into effective mentor relationships through cyberspace—try and see.

Rely on Networking  
Networks are nurtured and take time to develop, especially in new settings. Moreover, they are neither ready made nor maintenance free. Search locally for people from whom you can learn and grow. Connect with friends of friends. It is amazing how the mere mention of where one lives, what one does, or where we work triggers people-connections from oftentimes unlikely others. Follow-up on these connections with phone calls or jot quick cards introducing yourself. Ask to meet. It is important to nurture the new connections.

Rely on Professional Affiliations  
Seek out local, state, and regional counseling organizations, and become active in them. Find a counseling professional that will co-present with you at a conference or co-author an article for a local newsletter or other publication. Locate the nearest chapter of Chi Sigma Iota. Travel to their functions and lend your enthusiasm. Introduce yourself and your intent to become a vital new member. Order the directory of local NCCs and phone one and have lunch. Make plans. From the connections created you have the opportunity to begin new friendships, new mentoring partnerships, and once again you will find yourself surrounded by individuals who share your passion for professional counseling. They will recognize your desire to have support, to have guidance, and not to travel this new path alone.

Maintain Mentors  
Chances are that if you have had a mentor in the past and are now separated by space or time, it would not take much to re-kindle what has been. Though the traditional roles will have changed with time, the relationship will still remain. Re-connect—or better yet, stay connected. Personally, I am honored and proud when I hear from mentees—when they call or write, maybe asking my opinion about something, or just letting me know what they are accomplishing and how they are. I feel equally honored and proud when I re-connect with those people I consider my mentors, some from many years ago. More than occasionally I’ll ask if I could run a thought by them or a question or two. I genuinely hope they hear and feel how important they remain to me; after all, mentors are responsible in part for who I am becoming.

Conclusion  
Creating, nurturing, and reaping the benefits of the mentor-mentee relationship requires hard work. Although Telomachus and Janice shared little in common, their stories remind us of the reciprocal value the mentor offers the mentee. What we need from our mentors might change over time, but the safety, the prodding, the guidance, and the unique company they provide along our professional journeys likely do not. Certainly they do not end with earning of an advanced degree. Mentors need not be mythological—they just need be. They are well worth the effort.

Mentoring Moment

Never Settle for Less

My mentor, Dr. Jane Myers, has served as my mentor, friend, advisor, role model, biggest fan, and most constructive critic. Without her, I never would have finished my dissertation or have come as far as I have. She has always demanded the best from me and encouraged me never to settle for less than I can do or can be.

Two events were particularly significant to me. The first was when she continued to serve as the chair of my dissertation committee even when she had moved to another institution. This involved flying back for my defense at her own cost. That someone I had such great respect for would be so committed to me taught me how important it is to support and be committed to my own students and clients.

The second time was when I asked her how I could ever possibly pay her back for all of the times she was there for me and how I could ever come close to achieving all she had accomplished. She replied simply, “Be a mentor to others. Do more than I have done. You can do it.” I remember her words almost daily as I work with my students, clients, and colleagues. They help me to strive continually to be my best, not to settle for less, and to remember how important it is to care for, support, nurture, and mentor individuals who touch our lives everyday. They also help me to challenge myself and others to continually work towards achieving our fullest potentials and realizing our dreams. If someone I had—and continue to have—the greatest respect and admiration for believes I can achieve great things, then maybe I can. I owe it to myself, to my family, and to everyone else in my life to try.

Valerie Schwiebert, Chi Beta Chi Chapter
Many professionals continue a relationship with significant mentors as they progress through their careers. The mentoring relationship changes, as does the nature of the mentoring. The attainment of a more true collegial relationship with a mentor develops over time. The nature of mentoring changes as its focus shifts from developing the knowledge and skills for one's profession to maintaining and enhancing one's professional career. Most of us also find new mentors along our professional paths who help us navigate the challenges of our profession.

There is a need for ongoing mentorship through our lives because we face unique challenges at different points in our careers. Ernest Boyer (1990) noted in his work that many professionals experience a need to reexamine career priorities and reassess their functioning as professionals as they progress through their careers. He proposed that we sometimes discover that we have neglected certain aspects of ourselves. We may experience an inner pressure to pursue new interests or express new ways of being in our profession. At such times, it helps to have mentors who can provide support, knowledge, and encouragement based on their own experiences and knowledge.

**Mentoring as Graduate Students**

The mentoring we experience as graduate students is that of preparing us to be counselors, supervisors, and teachers of counselors. We learn how to present at conferences and write articles for publication through mentoring. Students may become involved in local, state, or national organizations through the mentoring of others. I was fortunate to have several mentors and a major or significant mentor in my doctoral training in counseling. I was encouraged to publish, edit, present papers at state and national conferences, and write grants. By the time I graduated from the University of North Carolina at Greensboro, I was ready to function as a counselor educator and had co-authored one book with my most significant mentor. The person I call my "most significant mentor" lived by the motto, "Human potential, though not always apparent, is there waiting to be discovered and invited forth." My mentor had spent some time living on a small farm in the rural south as I had. He had not come from a highly educated family and neither had I. It was encouraging to me that he had reached for high goals and achieved them. It encouraged me to do the same. His ideas about helping others overcome obstacles and reach their potential had significant meaning to me. The philosophy of realizing one's potential and seeking to grow beyond where one is currently paralleled my own growth at the time and became more than a collection of words for me. It became an approach toward life and a major focus of my career in terms of publications, presentations, and counseling style.

**Fledgling Professionals**

After we graduate, we become fledglings in the profession with beginning skills and knowledge. We create connections with new mentors who help us refine our skills and knowledge and who offer suggestions about how to advance further in our careers. Then we become established in our careers. It is at this point, of establishment, that I have found some of my greatest challenges.

**Established Professionals**

I did not have a class in the political nature of organizations nor did I have training in the risks one must take to live a life of integrity and purpose. As a graduate student, I was mostly sheltered from these realities. I have good mentors from my graduate school experience and in the organization where I am currently employed who have helped me become strong enough to endure the tough criticism of colleagues when I make an unpopular choice. I have encouragement from mentors to continue developing myself professionally even if it means some of my colleagues may apply pressure to inhibit my efforts. My mentors are particularly important to me because, in addition to encouraging my professional growth, they model the humanistic values of compassion, personal integrity, collaboration, and continued personal growth. These values are basic to my success as a person and as a professional. Mentors at this phase of my career help me stay true to my values and convictions—even if it means I must face an unpleasant truth or suffer the consequences of others’ disapproval and anger.

There is always a new challenge or puzzling event to deal with. Connections with significant mentors over time can be especially valuable as these individuals have witnessed your gradual growth. They are aware of your strengths and weaknesses and of your values and beliefs. More recent mentors may be more knowledgeable about your current situation, as they may be participants in it. Mentors, whether new or ongoing, offer valuable insights and can celebrate our successes with us.

**New or Ongoing Mentorship**

Mentoring, new or ongoing, obviously helps individuals develop abilities, skills, and professional commitments. It can also help individuals learn to believe in themselves and their dreams and to uphold their convictions. An idea or an action can be
Mentoring While Avoiding the Pitfalls of Dual Relationships

Scott E. Gillig
Faculty Advisor, Beta Upsilon Chapter

One of the facets that excites me most about serving as a CSI faculty advisor is the opportunity to mentor future leaders of the counseling profession. When mentoring students, I encourage them to develop a sense of identity and pride in their chosen profession of counseling. Additionally, I stress networking with fellow students and faculty members and the importance of attending and participating in professional conferences such as the ACA World Conference where students have the chance to make professional connections with prospective educators and employers.

While working closely with students as a mentor is a highly satisfying and rewarding experience, the need to be aware of professional boundaries becomes apparent. The American Counseling Association (ACA) Code of Ethics, Section F(b) speaks to the need of counselor educators to maintain relationship boundaries with students due to the differential in power that exists and the student's possible incomprehension of that power differential. It is because of this guideline that counselor educators sometimes shy away from mentoring relationships in an effort to avoid unwanted dual relationships with students. By not encouraging such mentoring relationships, counselor educators are missing a growth opportunity for themselves as well as denying students the chance to learn from someone more experienced in the counseling profession.

While the ACA Code of Ethics warns against dual relationships, in the process of mentoring, dual relationships are often unavoidable. For example, being a CSI faculty advisor requires working closely with chapter members, some of whom are students. Among the situations in which faculty advisors may find themselves together with student members are at executive council meetings in private homes, at meetings after hours at the university, working together at chapter fund raising activities, and spending time together at chapter social gatherings.

Mentor or Friend?
When one works closely with students, feelings of mutual intimacy may occur. In such a situation, a mentor may question what role, if any, friendship plays in the mentoring relationship. In order to ensure that dual relationships with students do not become exploitive, it is wise for mentors to develop safeguards. For example, by staying connected with faculty colleagues and including them in meetings and social events with students, the mentor avoids falling into the trap of isolation which could lead to inappropriate relationships. Mentors need to realize that they are working in the service of students rather than working with students to get their own social needs met.

Mentor or Consumer?
Once the young professional reaches a certain stage in his or her career development, he or she may begin to outgrow the need for close mentorship and may want to change the relationship to a more collegial one. In this situation, a mentor sometimes feels hurt, slighted, unappreciated, or rejected. This occurs because the mentor has failed to give unconditionally to the student and expects to be paid back for the time, attention, and kindness shown to the student. Mentors who have not yet achieved a sense of generativity will stagnate if they do not feel their efforts are fully appreciated. To avoid this trap, mentors need to develop a philosophy whereby it is more important to them to realize that their efforts will help future generations of counselors and clients than their need to be showered in lavish expressions of gratitude. If mentors are careful not to let their egos get in the way, they can avoid the duality of needing to be both helpers and consumers in their mentoring relationships.

Mentor or Gatekeeper?
I have become aware of several situations where inappropriate individuals have wanted to join CSI chapters. Despite numerous incidents of unprofessional and inappropriate behavior with either faculty, students, or clients, they met the letter of the law regarding membership requirements. As you can imagine, such situations can become quite tense with students expressing trepidation that so-and-so may become a member. In such cases, faculty advisors, in addition to being mentors, are asked to play the role of gatekeepers. The tendency may be to jump at the chance to protect the students by rejecting the undesirable applicant. In such situations, faculty advisors need to ask themselves what is the best decision for all parties involved? By consulting with colleagues both at their own institution and outside their institution, such faculty advisors can gain the perspective needed by sharing the gatekeeping task with others.

Mentor or Faculty Member?
As faculty members, we develop loyalties not only to our students but also to our employing institutions. Situations occur where a faculty member is asked to make a choice between doing what is best for their own program and self-interests or acting in a student's best interests. An example of putting one's program

(Continued on page 16)
Ongoing Need for Mentorship
(Continued from page 12)
expressed only if one has the courage to express it. Counselors, as advocates of compassionate treatment for all human beings, will not always be supported or valued. Convictions may not be shared or appreciated by others. This reminds me of a passage from a book written by Sheldon Kopp (1972), who wrote:

It greatly upset the other members of Don Quixote’s family and his community to learn that he had chosen to believe in himself... in a world in which true madness masquerades as sanity, creative struggles against the ongoing myths will seem eccentric and will be labeled as “crazy” by the challenged establishment. (p. 98)

Mentors can help one maintain professional courage and endure the consequences of courageous action.

Perhaps mentoring itself is a courageous action.

References

Mentoring Moments

Nurturance and Inspiration
Dr. Harold Munson was my dissertation chair in 1984. He was a source of guidance and strength to me all along the way, but I particularly remember a memorable lunch together when I announced to him that I was pregnant—he immediately replied, “Bonnie, you have to finish up before the baby or you’ll never finish.” That was wise mentor advice. Harold developed a time frame, and even though he was on sabbatical, he read my drafts promptly and rewrites emerged.

Dr. Munson taught me to have a goal, make a plan with a time frame, and then go for it. I have repeated this important concept as I have given motivational speeches to adolescents and mentored graduate counseling students. He was a wonderful role model who provided the perfect combination of nurturance and inspiration. I continue to emulate this behavior in my dealings with graduate students, and he and I continue to be close friends and colleagues. I feel blessed to have had his mentorship.

Bonnie J. Rubenstein, Upsilon Rho Iota Chapter

Trust the Process
I had the permission I needed to test my own capabilities as a counselor. I was no longer in the session only to hear and empathize and certainly not to protect the client from her/himself. I was in the session to explore with the client, to reach for the awareness of other possibilities, and to test boundaries that she/he might need assistance and safety in finding.

I no longer strive for perfection of a theory or technique. Now I strive for a new adventure with each client and search to find the best footpath toward discovery. My professor’s words encouraged me to trust the process. It was exhilarating, exhausting, and extremely rewarding.

Deborah Patterson, Eta Tau Sigma

Consistent Encouragement
In the summer of 1992, I was 47 years of age, a recovering alcoholic of 1½ years, and I had a desire to help others who suffered from substance abuse/dependency. Having investigated a master’s program in social work and having been placed on a year’s waiting list, I wandered into the University of Louisville’s Education Building and inquired about its counseling program. Dr. Daya Sandhu readily met with me and outlined a program which would support my desire to become a state certified drug and alcohol counselor.

Throughout my graduate studies, Dr. Sandhu provided academic advising, feedback, classroom instruction, and consistent encouragement—making himself available at seemingly all times. I came to believe that Dr. Sandhu was paying special attention to me, but as time passed, it became obvious that this was extended to all students.

James Heath, Upsilon Lambda Chapter
The Counselor as Mentor:  
A Personal Guide through the Dissertation Process  

Suzanne Hales  
Epsilon Tau Chapter

The Greek word "mentor" comes from the story of Odysseus. Odysseus entrusted Mentor with the education of his son Telemachus, for Odysseus knew that Telemachus' well being was dependent upon Mentor's ability to prepare and guide Telemachus across dangerous waters into unknown territories. For me, a doctoral student, writing a dissertation was certainly classified as "dangerous and unknown territory," and I definitely needed a guide for such a task. For most of my peers, the guide came in the form of an advisor from the university itself. However, I had taken an extensive amount of time to get to this point in my academic journey, and the faculty members who had helped me in the beginning were no longer part of the department. No one on my committee really knew me or had invested in my education throughout this journey. So, I looked to my therapist, Jim Kitchens, as my mentor to help guide me in crossing the dangerous waters of the dissertation process. Although counselors may not normally be thought of as mentors, he served as an excellent one for me throughout this process.

Gift of Acceptance

How does a doctoral student's personal counselor help her in the process of writing a dissertation? In my case, Jim was like both Odysseus and Mentor. Like Odysseus who saw that his son Telemachus needed help and who responded to him in the place that he was, Jim did the same for me. He saw that I was filled with embarrassment, fear and an overwhelming sense of inadequacy. He saw this in me—and completely accepted me there. Jim's acceptance was perhaps the most powerful gift he gave me, for his acceptance of me and my inadequacies enabled me to begin to face them and recognize that they were a part of me. He accepted me the very thing I most wanted to hide—my fear of failure. At the same time, he helped me recognize that my fear was actually a form of perfectionism and that I could move past that. He accepted me where I was—and at exactly the same time invited me to move past this place and continue in my journey.

Offer of Freedom

As a mentor and counselor, Jim also understood the work of the unconscious and realized that my progress on this journey of writing a dissertation was cyclical, not linear, and it was not something he could manufacture. Therefore, he allowed me the freedom to move—or to be still. He was like the farmer who drops seeds into the cold, dark earth. The farmer does not know what is happening underneath the ground, but he trusts the process and believes that in the darkness the hardened shell holding life is gradually opening. I felt this freedom with Jim—to work diligently on tracking down sources or to spend the weekend with my children. Even when I would put my work away for weeks, he did not become the impatient farmer who digs in the dirt to check on the progress of the seed; instead, he waited, trusting me and believing in me and my process. As my counselor, he had no investment in my completing the dissertation—his investment was in me and to my process and journey.

Healthy Perspective

My counselor and mentor was also a professor at another university, so he was very familiar with the dissertation process. Because he was my counselor—rather than a member of my committee—he could be especially helpful in assisting me in developing a healthier perspective of the dissertation process. When my fears and inadequacies were especially strong, he reminded me that this was nothing more than a research experiment, my last assignment in the field of academia—it was not an extension of myself. Like Mentor, he warned me that the waters of this academic journey are sometimes treacherous and I needed to be aware. He helped me identify possible monsters in the waters such as time management, criticism from my committee, political one-upmanship, and the potential of losing the ownership of my dissertation to my committee. He also kept me aware of my internal monsters—my fears and my focus on perfectionism. As my counselor, he aided me in understanding these monsters were to be faced and embraced, not beaten into submission. As I would meet these monsters, he would assist me in giving them names and then in taking tiny steps toward them. He encouraged me to believe in my own process long enough to allow the monsters to be transformed into gifts. He, too, trusted my process—though neither he nor I knew the eventual outcome of the process.

Encouragement and Support

Throughout my journey, Jim showed me relentless encouragement and support. Repeatedly he reminded me of his unconditional acceptance and regard for me—none of which was dependent on the production of a dissertation. He also saw me and treated me as an equal. This may have been one of the most liberating gifts he gave me. Surrounded in academia by professors and deans who held so much power over me and the dissertation process, I was able to experience with Jim a relationship based on wholesomeness, a relationship with no hidden agenda. I was free to express my anger, fear, sadness, humiliation, hurt, joy, excitement, and sense of accomplishment spontaneously—and without fear of repercussions. Though in many ways I was alone on this dangerous journey, in Jim I felt I had a companion, and this was indeed a gift.

At the end of the journey, I found I had attained much more than a bound dissertation and a diploma. Because of and with my mentor—my counselor—I, like Telemachus, completed a rite of passage which taught me much about myself, which produced unanticipated rewards, and which brought me to a new country of growing confidence and belief in myself—and in the process. I thank Jim Kitchens, who as my counselor, served as my mentor through those dangerous waters.
Mentoring While Avoiding the Pitfalls of Dual Relationships
(Continued from page 13)

and self-interests ahead of a student's would be for a faculty member to pressure a favorite master's student to apply only to the faculty member's doctoral program despite the student's wish to receive training in a program that is a better fit for his or her career goals.

Reflections on Multicultural Aspects of Mentoring
(Continued from page 4)

agogical standpoint. The successful infusion of diversity into higher education must include an appreciation of diverse world views. Additionally, curriculum and pedagogy must align with the educational needs of a diverse student population.

View student diversity as an asset, not a liability. Whether at the P-12 or postsecondary level, student diversity should be viewed as an asset instead of a liability. For example, socioeconomic diversity in elementary and secondary settings has been exploited by some who see the integration of the socioeconomically deprived and the socioeconomically affluent as devaluing the overall academic standing of the institution.

The problem with the aforementioned is that there are many public elementary and secondary schools with disproportionately poverty that are excelling academically at rates that rival and in some instances exceed their affluent counterparts (Daloz, 1998).

Make the paradigmatic shift from being tolerant of diversity to being intolerant of institutionalized racism. For far too long, the posture of higher education institutions has been one of tolerance of diversity. The mere tolerance of diversity will not suffice if substantive and meaningful curricular and pedagogical change is to occur in higher educational institutions.

Successful Mentoring Programs

Many colleges and universities have validated the efficacy of mentoring through the establishment of various outreach programs that have systematically targeted traditionally underrepresented groups for qualified admission into areas of study where minorities are disproportionately represented. One such example is the Minority Medical Education Program (MMEP). This program is administered by the Association of American Medical Colleges (AAMC) and was recently lauded in the September edition of the Journal of American Medical Association (JAMA). The Minority Medical Education Program provides an array of services for prospective minority medical students in an effort to facilitate their acceptance to medical school (AAMC, 1999). At the top of the list of services for prospective minority students is the provision of mentoring services.

Another program that has implemented a mentoring effort consistent with the values espoused by multiculturalism is The University of California at Berkeley where the university has a diversity coalition that encourages minority entry into science fields where they have been traditionally under-represented (Rios, 1998). This coalition accepts the fundamental premise that there are other salient factors that impact students' academic performance other than standardized test scores as indicators of intellectual ability. These factors include sociocultural and socioeconomic variables that the diversity coalition addresses through mentoring. One of the most significant contributions the diversity coalition makes to minority students is the provision of a multicultural support group that values diversity and encourages each culturally different student to reframe their diversity as an asset, not a liability, and to strive for academic, social, and cultural excellence.

There is a growing body of literature that validates the efficacy of implementing mentoring programs to address the issue of recruitment and retention of under-represented minority groups to higher education. As the research indicates, these efforts have been largely successful in infusing higher educational institutions with a sense of multiculturalism. As more of these mentoring programs prove successful, higher educational institutions should seriously look at replicating these programs as a means of facilitating the success of minority students.

References


CSI Mentoring Programs: Unique Opportunities for Students and Alumni

Donna M. Gibson
Upsilon Nu Chi Chapter

Mentoring opportunities often occur under the guise of educational experiences, such as completing a master’s or doctoral degree in counseling. In order to accentuate the importance of mentors in the field of counseling, several Chi Sigma Iota (CSI) chapters have incorporated more formal mentoring programs. These mentoring programs are often the first mentoring experiences that students have encountered. Hence, the role of Chi Sigma Iota’s chapters in this process is important in introducing the benefits of mentoring relationships.

Personal and Professional Benefits
Mentoring relationships offer many personal and professional benefits. Noe (1986) reported that mentors often provide a model of competence and identity for mentees. The mentors can also convey acceptance of mentees, which allows for a more informal structure to the relationship as compared to other professional relationships. Mentors within professional organizations can provide sponsorship and coaching to their mentees in an effort to encourage the mentees’ professional development. All of these efforts encourage mentees to make connections personally and within the profession. Therefore, attention to the personal and professional experiences of students in counseling graduate programs has become the focus of mentoring programs in many CSI chapters.

Students Mentoring Students
In an effort to learn about the different types of mentoring programs that exist in CSI chapters, a review of the CSI annual reports was conducted. Furthermore, CSI chapters with mentoring programs were requested, via the CSI listserv, to contact me about their programs. Through these efforts, it was determined that seven chapters either have existing mentoring programs or have recently started a mentoring program. In reviewing the mentoring programs that currently exist in several CSI chapters, two types of programs emerged. First, a program that matches advanced counseling students with new counseling students (i.e., student-to-student) is the most common type of mentoring program in the CSI chapters. Beta Phi at Bradley University, Beta Upsilon at Barry University, Chi at the University of Montevallo in Alabama, and Mu Tau Beta at The University of North Carolina at Charlotte have student-to-student mentoring programs. The main purpose of this type of program is to help new students understand graduate life and to develop a sense of counseling as a profession. This process is generally initiated by asking advanced students to volunteer to serve as mentors for new students. New students are also asked if they would want mentors when they begin their first academic year in the counseling program. Once the lists of mentors and mentees are generated, the mentoring committee chairperson matches the mentors and mentees together.

Nancy Sherman, faculty advisor of the Beta Phi chapter, reported that their chapter provides training for their mentors prior to the mentors meeting their mentees. They have also developed a brochure that includes a description of their mentoring program with current mentors’ names, telephone numbers, and specialization. Not only do they distribute the brochure to all new students, CSI members visit introductory counseling classes and tell the students about the program. The students take the initiative in contacting the volunteer mentors in the brochure.

Kathryn Hunsucker, Mu Tau Beta’s chapter secretary and mentoring committee chairperson, reported that their matching process is similar to that of Beta Phi’s. However, Mu Tau Beta provides each mentee with his/her mentor’s name, address, phone number, and e-mail address. All of the mentees and mentors are encouraged to attend and meet each other at the chapter’s orientation/professional development meeting that is held in September. The chapter also encourages the mentors and mentees to keep in contact with each other and have found that e-mail is a successful way for the pairs to communicate.

Alumni Mentoring Students
A second type of mentoring program that is less common among the CSI chapters is one that matches new or advanced counseling students with alumni mentors who are also CSI members. Beta Upsilon at Barry University and Upsilon Nu Chi at The University of North Carolina at Greensboro have developed this type of mentoring program as part of the activities of their CSI chapters. This type of program provides another opportunity for students to expand their professional development and gain a better sense of counseling as a professional counselor and/or counselor educator. It also allows students an informal avenue for exploring professional issues related to counseling. In addition, it provides alumni with an opportunity to continue their connection with Chi Sigma Iota, their profession, and their universities. The matching process is

(Continued on page 19)
CSI Faculty Advisors as Mentors

Marsha E. Boveja
CSI Intern

To teach a student how to incorporate Chi Sigma Iota (CSI) service into her/his academic curriculum... to sponsor a student into a leadership role of CSI... to guide a CSI officer through the management of a chapter... To be a model that students want to emulate. These are all basic functions of a CSI faculty advisor mentor. To me, when I think of this title, I realize it is made up of four words, each significant: CSI - a commitment to excellence; faculty - professional educator; advisor - pathfinder; and mentor - a self-confidence provider. What distinguishes the faculty advisor as a mentor from other mentors, however, is the multifaceted roles these mentors carry out. In order to understand these roles more clearly, I talked with Kathy Evans and Joe Rotter, both who have experience as CSI chapter advisors, and they shared with me some of their thoughts.

In talking about mentors in general, these two faculty advisors see being a mentor as helping others move along in their careers. Mentoring is not limited to new entrants and should be ongoing throughout an individual's career, for there is always something to be learned and taught. However, the history of mentoring shows that the least important part of a mentoring relationship is the obtaining of concrete knowledge from the mentor. Instead, it is the influence of the mentor's thinking, standards of excellence, and the confidence which is instilled into the mentee. Where the faculty advisor teaches this process depends on his or her own mentoring experience. Those faculty who received mentoring through CSI may practice "parallel process" with their students/officers by recounting their own learned experiences. Those faculty who received mentoring via other organizations/role models may offer other precious mentoring models to CSI. Thus, it is the incorporation of mentoring that faculty advisors must infuse into their critical role with CSI.

Deciding How to Mentor

Through this infusion, faculty advisors must distinguish how they will direct their role. For some it is through leadership (chapter and national leadership workshops, executive committee meetings); for others it is through modeling (balance of teaching, research, and service). It can also be a combination of these two, in addition to recognizing and promoting students' strengths (writing joint publications, award nominations).

Ethical Considerations

CSI faculty advisors must also be sensitive to ethical situations related to being a chapter advisor. Are there times when a faculty member is teaching a student and also nominates her/him for a CSI award? When assessing the needs of an officer/mentee, does the faculty advisor consult with other faculty members? What about the faculty advisor writing publications with CSI students versus other graduate students? Might the faculty advisor favor mentoring a CSI student rather than a student who isn't eligible for CSI, and how will such a student receive mentoring? Where does confidentiality fit in? These possible ethical situations require the faculty advisor to avoid the mishandling of students, the misuse of power, and situations involving conflict of interest. Hence, it is a valuable find to have a faculty advisor who designs safeguards to reduce the potential for incompatible roles; this includes discussing the varying roles with all those involved.

In conclusion, being a CSI faculty advisor is not a responsibility where one puts on the "mentoring" hat once a week. Instead it involves wearing many hats that include being a teacher, sponsor, guide, and exemplar.

A special thanks to Kathy Evans and Joe Rotter (University of South Carolina, Columbia) for their input on this article.

Mentoring Moment

Touching the Future

Reflecting upon my training in marriage and family counseling, I have found George N. Hay and Paul T. Cesaro instrumental in my personal and professional development. Dr. Hay's gift to me is his dream of a world of life-enhancers. Life-enhancers are self-reliant individuals who synergistically team up to encourage each other and cooperatively work together to enhance life across all of the life cycles. His dream has become a part of my paradigm, resulting in my intentions to increase the quality of life for those "friends of the road" and "friends of the heart." George Hay's teaching and witnessing this Life-Enhancing theory is just one way that he has enriched my life and enhanced my professional development.

Dr. Cesaro's gift to me is his ability to be present personally to others. The spirit he has about himself frees others to feel safe, to be themselves, and to explore difficulties. He has the ability to connect with others, raising their awareness to envision healthy alternatives. I try to emulate this unconditional positive regard for both a professional context and a personal context. I hope that the quality of my personal presence can transform people's lives. I hope to grow as a person and as a professional by sharing myself as Paul Cesaro has done.

Dr. Hay and Dr. Cesaro have touched the future by showing me what it means to be a helping professional.

Tony Melito, Alpha Zeta Chapter
CSI Mentoring Programs
(Continued from page 17)

Similar to the student-to-student mentoring program; however, matching the student mentee and the alumni mentor’s specialization is very important as it relates to the preferred setting. Upsilon Nu Chi has had the opportunity to match master’s-level and doctoral-level students with mentors with a variety of specialities, including school, community, student development, and counselor education in university settings. Making mentor-mentee matches based on similar interests is key for making the mentoring program a success. Providing opportunities for the matches to meet (e.g., inviting them to professional development opportunities that are sponsored by CSI) is also essential. Furthermore, recognizing and honoring their mentoring relationships emphasizes the importance of the connections made through mentoring.

Modeling Mentorship

By providing opportunities for mentoring relationships to foster and grow, CSI chapters model the importance and necessity for these connections in the counseling profession. Mentoring programs in CSI are unique opportunities that counseling students are fortunate to have because they offer the advantages of engaging in professional development, networking, and having an informal structure to process the developing needs of a counselor new to the profession. CSI mentoring programs also are an impetus for students to continue to develop mentoring relationships in their personal and professional careers.

Reference


Mentoring Moment

A Mentor with Many Hats

Is it possible to be really “prepared” for a doctoral program? There are some that would argue both sides of that question. As a nontraditional student determined to pursue my illusive dream, I quickly discovered I had entered a “different world” the day I began my doctoral studies. Just what made it so different from the master’s work I had completed only two weeks prior remains somewhat of a mystery even now, but I have been guided through this mysterious journey by a very special person—Dr. Phyllis Erdman.

“The definition of this relationship is a difficult, if not impossible, one to define. True mentors go beyond the simplistic role of degree planning to provide guidance into the unspoken rules and politics that direct the department. My first semester as an undergraduate instructor, I was confronted with several difficult situations that tested those policies. Phyllis guided me gently through that maze as I struggled with my dilemma. She allowed me the liberty of thinking out loud in her office, until I reached an ethical decision I was comfortable with and then provided the nurturing reassurance I needed to implement my decisions.

Through her warm, informal tutelage, I have been encouraged to extend beyond my comfort zone in many different roles of my own professional development. Phyllis has reviewed articles submitted for publication, discussed ethical dilemmas, provided insight into complex new experiences, and modeled involvement in professional organizations. She has provided me with a shoulder for my tears, a nonjudgmental ear for voiced struggles, and humor when I take myself too seriously.

As I navigate my way through, Phyllis is helping me to step my way through this difficult, and at times scary, journey on my way to becoming a “Dr.” She does it by wearing many “hats” as my advisor, professor, colleague, encourager, mentor, but most importantly of all for me—my friend!

Susan Adams, Epsilon Tau Chapter
As you read through this special edition of the *Exemplar*, I hope you are thinking of ways that developing mentoring relationships may be of benefit to you. In addition, I invite you to pause and reflect on how mentoring relationships have impacted your life or how the lack of mentoring relationships may also have impacted you. If you have been contemplating the benefits of the mentoring relationship, you may not be asking yourself the question, "How do I find a mentor?" You may also be left with other unanswered questions such as "Should I approach potential mentors or wait for mentoring relationship to develop in time?" "Who would be a good mentor?" "How do I work toward developing existing relationships into mentoring relationships?" The answers to these questions are unique to each mentor and protégé. Some mentoring relationships will form naturally out of a mutual, unspoken commitment of mentor and protégé to each other. Other mentoring relationships will be the result of the protégé actively seeking a particular mentor and formally requesting guidance from that individual. In this brief column, I will attempt to provide a few basic ideas on how to find a mentor and build a successful mentoring relationship.

**Suggestions**

These suggestions are by no means exhaustive and may or may not fit your unique situation. I believe the most important point to remember when attempting to find a mentor is not to wait for that life changing mentor to find you. If there are individuals who you think might be good mentors, be proactive and approach them. If the person does not seem receptive to establishing a formal relationship, then seek others who might. Also be aware of opportunities to cultivate existing relationships into mentoring relationships. Some strategies that may be useful include:

- Approach individuals whom you have an established relationship and ask to collaborate on projects.
- Contact author(s) of articles and research studies that are in your area of interest. Let them know you have read their work(s) and be certain to mention what areas had the most impact for you; then ask if your particular area of interest may fit into what they are doing or if they might have a current project that you could contribute to in that area. If all else fails, ask for referrals to other experts in the field.
- Research the areas of expertise of each counseling faculty member (either before you choose a graduate school or after you have been admitted). Read and research their works and make an appointment to discuss areas that interest you with that faculty member. Ask if you might collaborate on existing or future projects.
- If there are particular types of experiences you wish to gain in graduate school such as co-teaching a course, approach faculty members who teach in your areas of interest and who you feel demonstrate teaching qualities you would like to learn. It is particularly helpful if you have taken a course with the instructor and have done well.
- Remember the value of multiple mentors who may provide you with many different perspectives and experiences. This means looking for mentors on the counseling faculty as well as mentors who are practicing counselors, male and female role models, and mentors that demonstrate differing styles and approaches.

- Ask for what you need; let potential mentors know what you would like to learn or what skills you would like to practice. Ask for opportunities to observe, practice and learn those skills. Be certain to ask for and be prepared to accept constructive feedback.

- Remember being a protégé means taking an active role in the learning process. If an individual agrees, either formally or informally, to engage in the mentoring process, be certain you follow through on all opportunities you are offered.

- If you do not connect with a mentor on your first attempts, keep trying!

- Do not be afraid to contact “big names” in the counseling field whose work you admire; introduce yourself and express an interest in their work. An initial e-mail is often helpful. Although the individual may be busy, you may find they are excited to work with beginning and experienced counselors who wish to learn more about their area of expertise.

Finally, remember that mentors do not have to be perfect people. Seek opportunities to use your own unique gifts to connect with others. Everyone has the potential to benefit from a mentor, and everyone has the potential to be a mentor. Take some risks, look for opportunities, and enjoy the many benefits and rewards that come from participating in effective mentoring relationships!
E-Mail: Enhancing Communication and Mentoring

Susan DeVaney
CSI Associate Editor

E-mail has changed my life. It has transformed my methods of teaching, of conducting business, of communicating with family and friends. Even more, it has altered the processes through which I relate and the very persons with whom I communicate. Some changes are obvious. In my life as a professor, students now often e-mail me their concerns about assignments or absences; perhaps it is safer than dropping by the office. My internship students send their journals and logs via the Internet. With the push of a button, I can transmit a reference letter to a doctoral program or agency. In the busi-

ness world my colleagues and I check our e-mail twice daily. Currently we are engaged in a large project involving 13 middle schools, 10 project facilitators, and dozens of school personnel. Because we use cybercommunication, the need for face-to-face meetings and repetitive phoning is minimal. We accomplish more in less time by avoiding travel and duplicated effort.

Face-to-Face Communication

On a personal level, e-mail has made it easy for me to send “thinking about you” cards to my sister in South Carolina, to chat with my niece "in real time" using the computer, and to do so at my convenience. Until I joined the ranks of the e-mailers, I never realized the degree of energy required to work en vivo. Call me crazy, but when I am working in public, I expect myself and others to be well groomed, pleasant, attentive, articulate, composed, and unaffected by outside influences. Unfortunately, it is the rare occasion that I realize these expectations. Increasingly, I am conscious that participants in meetings, supervision, and general conversation arrive in various states of contact readiness. A recent con-

frontation, a lingering cold, or news that the loan fell through affects that readiness. So does any event bringing happiness, excitement, or longing. Multiply the distracting variables by the number of parties and conjure, if you will, lectures you have attended (or presented) where various individuals twitched, yawned, grumped, or chatted with friends but paid the instructor little mind. Recall supervision sessions that fell flat, meetings where everyone had fun but accomplished little.

The phenomenon of unpreparedness increases with telephone usage. Although the caller has an agenda, the recipient often has no knowledge of what awaits, be it a demanding colleague, a fearful student, or a friend wanting to chat. On most days I do not answer my phone during the day, preferring to return calls in the evenings or early mornings after composing a reasoned response. I make my living as a communicator but do not believe that every communication must be answered immediately.

Enter E-mail

Enter e-mail. With e-mail I can dash off a note if I choose ("No time now. I’ll get back with you later. Keep up the good work!") or I can wait until the dust settles for a thorough, considered reply. There is great satisfaction in closing the mailbox without immediately responding to an “urgent” request. Moreover, I like anticipating the friendly epistle from Kentucky or Mississippi resting in cyberspace until I feel equipped to answer it with love and care. Having taken charge of the electronic processes in my life, I actually stay in touch with more people on a more intimate level than ever before. My friends and I, be they in town or in Europe, use e-mail to commiserate and to share our successes. We write book chapters together. I know when they have had a hard week, when their parents fall ill, and when they go up for tenure. Although we may rarely visit or call, I believe I know these people better than before.

And that brings me to mentoring. My e-mail address book contains somewhere in the neighborhood of 100 students and former students with whom I “talk.” We don’t talk during class or supervision when there is much to accomplish. We seldom socialize or discuss weighty matters in or out of my office. Most students live too-full lives, as do I, leaving mentorship low on the priority list. Graduates move to other cities, sometimes to other countries. Nonetheless, through e-mail my students and I talk, and in this way we develop the mentoring relationship. At their discretion they can tell me about their job searches, disappointments in the mental health system, divorces, children, their hopes and fears. When I am ready to reflect on their experience and my own, I can share with them any insight I might have to pass along. I enjoy these dialogues, occurring usually in the pre-dawn hours in my robe with a cup of coffee and a cat in my lap. My mentees, whom I soon come to think of as friends, often thank me for what they learned in my classes. I compliment them for their diligence. They share their dreams. I offer resources. Together we create cyberportraits of their futures, describing and validating their unique journeys toward becoming better and better counselors. It is an enriching experience.
Helping Me Realize My Power

During the fall semester of 1998 I began my seventh year as a student. As a single parent, I was warned that the road would be difficult combining the roles of student, mother, and bread winner. I charged full steam ahead, as usual.

To my utter delight, while attaining my B.A. in psychology at the University of Texas at San Antonio, I was given the opportunity to take classes from Dr. Samuel Cochran. He treated all students as if they were his equal. He was also practical, generous, and polite. Dr. Cochran has been one of the most profound influences and role models in my life. His accomplishments are outstanding. He finds the time to write every day, read, teach, take care of friends in need, visit his children around the world, keep up his own home, and continuously train for and race in bicycle races. I suppose the thing that impresses me most is that he accomplishes so much in a day and still takes the time to talk to students, treating us as equals.

Dr. Suzanne Moore is another mentor I have encountered. Although her schedule is filled with responsibilities, this does not keep her from responding to students—be it by phone, e-mail, or in her office. Dr. Moore has lifted my spirits more than once as she gently guided me to the light at the end of the tunnel. When I speak to her I know she is really listening to me, and she responds as a helpful and caring friend would.

Both Dr. Cochran and Dr. Moore build students up, thereby helping us realize our own power.

Patrice M. Villastrigo, Sigma Alpha Chi Chapter

Life Lessons

I met Dr. Nancy Spence through a course that she taught entitled “Life 101.” The class drew from multi-cultural music, stories, and wisdom traditions worldwide. It actively engaged me in thinking deeply about living the fullest life that I can. As a result, I found meaning in who I am and what I want out of life. Previously, I had decided to pursue an elementary education program in graduate school. However, during a “Life” class timed-writing exercise, I discovered that my true career passion was counseling. I wasn’t interested in teaching academic subject matter. Instead, I wanted to help children’s emotional and mental well being. Nancy taught me many life lessons, such as the importance of having a vision, taking risks, getting out of my comfort zone, learning from failure and listening to my intuition. These continue to offer guidance in my journey to do what I love. The experience of taking her class had significant implications for my role as a counselor. I hope to continue to be self-aware and strive for personal growth. So, thank you to Dr. Nancy Spence for showing me how to think and feel inwardly.

Robin Arnsperger, Upsilon Chi Chi Chapter

Hinge-Point Event

I was a sophomore in undergraduate school at the University of Rhode Island. Hazel Temple, my mentor, was the head of a division of campus health and human services. She ran a peer counseling and outreach center called Speak Easy. I was a trained volunteer there.

I was a terribly shy young woman. My face would grow hot and a deep shade of red when I was self-conscious. I didn’t mind giving small workshops at our intimate, casual Speak Easy center. But when we were asked to present a program to the nursing class with 40 students in it, I was immobilized with terror. The terror developed into panic attacks whenever I contemplated giving this talk. I went to confer with Hazel.

“Get so scared and anxious—it’s just terrible,” I explained.

“How do you know you’re scared?” Hazel asked me.

“I know because my face gets beet red,” I answered.

“And what’s the problem with a red face?” Hazel wondered.

Exasperated, as if it were obvious, I told her, “With my face so red, everyone will know I’m anxious, and they’ll be watching how nervous I am.”

“Hmm,” she said. “I see it a bit differently. A red face could mean passion for your topic. It could mean you’re excited giving the presentation. They don’t know what you’re experiencing on the inside.”

My mind was blown. Did she mean I wasn’t transparent for the whole world to read? This was a new concept for me. She was able to reframe my experience of shyness in such a way as to free me from that confining prison. I was forever changed, able to handle my nerves and cope effectively with thoughts and symptoms. It was that hinge-point event that ignited my compulsions to offer the same opportunity of personal liberation to others through counseling.

I have lost track of Hazel but have often yearned to tell her how much of an impact she had on my life, development, and career. At the very least, I am pleased to share this story now.

Claire Josephs Houston, Lambda Iota Upsilon Chapter
Mentoring: Creating Connected Empowered Relationships.


Mentoring: Creating Connected Empowering Relationships by Valerie L. Schwiebert is a much overdue and essential resource for counselor education programs as well as a handbook for professionals in various fields and disciplines. This ten chapter book, with each chapter giving a through review of the literature and examples for each topic, provides the reader with every conceivable mentoring relationship.

Relational terms used by graduate and doctoral students to describe significant individuals who have influenced them in their personal and professional journey may be major advisor, major professor, role model and/or mentor. These relational terms connote the degree to which this professional of influence is willing to invest time, resources, and personal disclosure for the purpose of inspiring, encouraging, nurturing, and challenging the mentee/protegé.

Overview

In this book's ten chapters, it covers such topics as multiple mentoring relationships, men and mentoring, cross-gender mentoring, women as mentors, the multicultural aspects of mentoring, programs and models of mentoring, mentoring strategies, and the role of mentoring in the professional development of counseling. In chapter one, Schwiebert discusses the past, present, and future of the mentoring process.

Of Particular Interest

An Essential Resource on Mentoring

Judith G. Miranti
Alpha Zeta Chapter

Of particular interest to the reviewer was the phenomenon and process of mentoring for and by women of majority or minority. We have read and heard such phrases as the "glass ceiling" and the "old boys' network," but have we really considered the impact of these innuendoes on an individual's personal and professional potential? One phrase, "the glass ceiling," describes a woman's limitations and the other, "the old boys' network," unlimited possibilities.

Book's Objectives

The objectives for this book have been achieved insofar as the author has successfully and artfully brought to a significant level of consciousness the need to incorporate this process into counselor education and training. Whether formal or informal, intentional or spontaneous, trainees benefit from the attention, direction, and commitment of professionals of influence. Selective mentoring on the part of the mentee may or may not provide a rewarding experience based on the mentee's expectations, needs and agendas. A mentee may think, because the "chosen one" has overtly been recognized as a leader, researcher, etc. in the field, that this match will yield for the mentee professional opportunities for career advancement and/or job promotion as well as emotional support. This is not always the case, and the possibility of disappointment and disillusionment are present in this relationship.

According to the author and contributors, the multiple roles of a mentor as well as multiple mentoring relationships can have a direct influence on the beginning professional's self-confidence and competence. The author has provided interesting examples of these combinations through mentoring stories in chapter ten. Ways in which mentors and mentees are transformed through the mentoring process are described in detail. Through these revealing stories, we are challenged to reflect on our own abilities and willingness to invest, whatever it takes, to mentor another.

Personal Experience

During the recent ACES '99 Conference held in New Orleans, I was humbled by the approach of a beginning counselor educator, a woman of color, who intimated that she would like for me to consider being a mentor for her. She was interested in my area of research and had written her dissertation on the topic. I was at once surprised and challenged by this direct request and immediately wanted to reach out and invite the beginnings of this relationship. I must admit that even though I have had rewarding mentoring relationships with several of my African American graduate assistants, being approached by a beginning counselor educator, I was both taken aback and affirmed. It took some time for me to realize what had just occurred. I wondered if I was up to the challenge and how, through this long distance relationship, would I help to meet this person's expectations and needs.

I had only to go back and review chapter four on "Women as Mentors" as well as the "Multicultural Aspects of the Mentoring Process" in chapter five to have ready access to hand-on ways to be an effective mentor.
Mentoring Moment

Not Even Like Carl Rogers

Years ago, I was unsure if I would be accepted into the doctoral program at Southern Illinois University at Carbondale. Though I had excellent grades and good test scores, I was an extremely shy and lacked confidence. I was also certain I had not made a very good impression at my interview.

A week or so later, I received a letter of acceptance. My advisor was to be Dr. John (Jack) Cody, then chair of the department. There was a student rumor that he took the advisees in whom no one else was particularly interested. This portrait may or may not have had any merit. Nevertheless, I felt like it fit for me.

At that time, Dr. Cody could best be described as a gruff man who was rather small in stature. He was a former athlete still sporting a bit of a swagger at late 50-something and whose very words struck fear in the hearts of students and faculty alike. He was a tornado type of a guy who said what he thought when he thought it, but always maintained a measure of class—albeit at times some believed a small measure. Beneath the cynical exterior, however, was a deeply religious person and a loving family man.

Last year was my first year as a full-time faculty member. The years preceding were filled with personal and professional struggles which often left me feeling needy. However, the many contacts with Dr. Cody were like those with a great guru. We shared laughter, and I shared tears. (Well, he may have had moist eyes a time or two.) Miraculously, he ALWAYS kept faith in me; he ALWAYS supported me. Try as I might, I could not disappoint or discourage the man. The wisdom of his communications—often simple and invariably short—frequently knocked me back as I contemplated his words: "It's not whether to grab the brass ring; it's which one to grab." "Isn't it great that you can't make a wrong decision, only more decisions?" could go on and on but I will refrain. I hope that I have conveyed the empowerment, beauty, and rarity of the unconditional love which he gave to many. What a mentor! And he didn't even like Carl Rogers!

Cheryl Milde, Sigma Epsilon Sigma Chapter

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