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I am submitting herewith a dissertation written by Shelley Elizabeth Salter entitled "*Expanding Horizons": Examining Master's Level Counseling Students' Experiences with Mentors*. I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy with a major in Counselor Education.

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“Expanding Horizons”: Examining Master’s Level Counseling Students’ Experiences with Mentors

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Shelley Elizabeth Salter
December 2010

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Dedications

This dissertation is dedicated to:

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My mom, Sandy Brewer, for your support through the good times and the bad, your unconditional love, and making sacrifices so I could have opportunities.

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Abstract

This qualitative study described the experiences of master's level counseling students who have a counselor education faculty member as their mentor. Seven master's level counseling students between the ages of 25-30, from a state university in the Southeastern United States, voluntarily participated in this study. Participants were six female students and one male student. Four participants were mental health counseling majors, while three were school counseling majors. Data collection included the use of a demographic survey and semi-structured interviews. Three themes developed based on participants' experiences. They were (1) "going above and beyond," (2) "guide you and explore options," and (3) "provide support and encouragement." Participants described "going above and beyond" as their mentor performing extra tasks that were not in their job responsibilities. Participants explained "guide you and explore options" in terms of their mentor guiding them in their professional development and career options. The theme "provide support and encouragement" described the participants' mentors showing genuine interest in them and providing them with support and encouragement throughout their relationship.

A mentoring framework for counselor education is proposed based on previous literature, research, and the current study. The framework contains three categories which are (1) *guidance*, (2) *encouragement*, and (3) *above and beyond*. Implications are provided for counselor educators and recommendations for future research.

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Chapter I

Introduction

Homer first introduced the term “mentor” in *The Odyssey* when Athena, the goddess of wisdom and skill, came to earth in the form of a man named *Mentor* (as cited in Rose, 1999). Mentor’s role was to guard, advise, and assist a young man with difficult life experiences. Through his journey, the young man developed a new, more mature identity of his own. An array of definitions evolved from the initial story of Mentor; however, they all describe a hierarchical relationship that is beneficial to both the mentor and protégé, personally and professionally. Furthermore, the mentoring relationship is described as trusting, nurturing, supportive, and challenging (Anderson & Shannon, 1988; Bruce, 1995; Johnson, 2007; Levinson, Darrow, Klein, Levinson, & McKee, 1978; Rose, 1999).

Today there are a multitude of definitions built around the terms “mentor” and “mentoring” (Johnson, 2007); however, protégé has been defined as the person who receives assistance from a more experienced person to gain understanding, knowledge, and experience related to personal and professional development (Black, 1998). Within the research on mentoring, there is disagreement about the tasks and/or activities in which mentors and protégés participate during their relationship. Some definitions specify tasks and activities for mentors, while other definitions are vague and nondescript (Anderson & Shannon, 1988; Johnson, 2002). There is also a discrepancy about who is responsible for initiating the relationship. Some authors suggested that protégés should seek out mentors, while others proposed that mentors identify and invite protégés into a mentoring relationship (Clark, Harden, & Johnson, 2000; Johnson, 2002). Despite varying definitions, authors have recognized that mentors and protégés receive both

career and psychosocial benefits from mentoring relationships (Anderson & Shannon, 1988; Clark et al., 2000; Jacobi, 1991; Johnson, 2007; Tenenbaum, Crosby, & Gliner, 2001).

Mentoring provides advantages that appear to be similar across the fields of business, education, and psychology (Jacobi, 1991; Johnson, 2007). Mentors from various professions described the benefits of the mentoring relationship as increased research productivity, more networking opportunities, and enhanced professional recognition when protégés perform well within their field (Hurley & Fagenson-Eland, 1996; Jacobi, 1991; Johnson, 2002; Kram, 1988; O'Neill & Blake-Beard, 2002; Tenenbaum et al., 2001). Students from diverse educational backgrounds reported increased satisfaction with graduate school and career choice, enhanced productivity in their field, greater skill development and competence, networking, stronger professional identity, and improved psychological health as benefits of mentorships (Bowman & Bowman, 1990; Clark et al., 2000; Johnson, 2002; Johnson, 2007; Kram, 1988; Tenenbaum et al., 2001).

When examined between professions, the characteristics of mentors and protégés appeared to be the same. Mentors reported being drawn to protégés who they viewed as talented and who showed promise academically as well as professionally (Allen, Poteet, & Russell, 2000; Johnson, 2002; Johnson, 2007; Zey, 1984). Additionally, mentors sought protégés who were respectful, receptive to constructive criticism, took initiative, and displayed a desire to learn (Eby, Durley, Evans, & Bell, 2008; Johnson, 2007). Protégés preferred mentors who were flexible, respectful, had realistic expectations, provided encouragement, and acted ethically (Eby et al., 2008; Johnson, 2002; Johnson & Ridley, 2004; Kitchener, 1992). Ideally, mentors and protégés develop relationships informally (Eby et al., 2008; Johnson, 2007).

While mentoring has well-documented benefits in fields such as business, education, and psychology, there exists a paucity of research on mentoring within counselor education (Jacobi, 1991; Johnson, 2007; Tentoni, 1995). Researchers and practitioners within the counseling field have encouraged counselors and counselor educators to practice and conduct research on mentoring. For example, Lynn Linde (2009), the 2009-2010 president of the American Counseling Association (ACA), discussed the significance that mentoring played in her professional development and challenged counselors to mentor at least one person in the coming year. Furthermore, Tentoni (1995) urged researchers in counselor education to examine mentor selection, and Bruce (1995) suggested that counselor education faculty encourage research that examines the mentoring of counseling students. It is unclear why additional research on mentoring in has not been conducted in counselor education; however several authors (Black, Suarez, & Medina, 2004; Johnson & Huwe, 2003; Tentoni, 1995) suggested that the lack of research may be due to confusion about the definition of mentoring, the roles and behaviors of mentors, and a lack of understanding about how to initiate such relationships.

Statement of the Problem

Researchers in counselor education examined doctoral students' mentoring experiences (Bruce, 1995), scale development (Black, 1998), and site supervisors' mentoring of master's level students in Israel (Lazovsky & Shimoni, 2007). Chung, Bemak, and Talleyrand (2007) qualitatively examined the role that race and culture play in mentoring relationships with master's level counseling students; however, all of their participants did not have a mentor. Participants who did not have a mentor reported what they would want from their ideal mentor.

Research with master's level counseling students' experiences with mentors who are counselor educators is lacking in the counselor education research.

Busacca and Wester (2006) reported that master's level counseling students had concerns about stress related to academic challenges and professional development. Students must learn to balance life roles, participate in career-related tasks such as internships, and prepare to search for professional employment during their programs. Because mentors are in a position to facilitate these tasks, mentoring appears to be an important aspect of counselor education (Bowman & Bowman, 1990; Buacca & Wester, 2006).

Students in counselor education reported encouragement, support, and professional development opportunities as benefits of mentoring. Counselor educators reported a sense of rejuvenation and motivation to stay abreast of current research as benefits of serving as a mentor (Black, 1998; Bruce, 1995; Bowman & Bowman, 1990; Casto, Caldwell, & Salazar, 2005; Van Zandt & Perry, 1992). Despite the fact that mentoring is mutually beneficial to students and faculty, there is little information about mentoring relationships between faculty and students in counselor education. Therefore, this study addressed the gap in the literature by qualitatively examining master's level counseling students' experiences with mentoring, specifically, how mentoring relationships developed and aspects of the relationship that were beneficial as well as those that harmed the relationship.

Purpose

The purpose of this qualitative study was to describe the experiences of master's level counseling students who have had a mentoring relationship with a counselor education faculty

member. Additionally, Anderson and Shannon's (1988) theory of mentoring was tested with students in counselor education.

Research Question

The limited amount of literature about master's level counseling students' experiences with mentors provides several opportunities for researchers. The research questions that guided the study were: *What are the experiences of master's level counseling students with mentoring during their graduate program?* and *How do participants' experiences fit with Anderson & Shannon's theory of mentoring?*

Conceptual Framework

The conceptual framework that underlies this study is the humanistic perspective, also known as person-centered counseling, set forth by Adler (1927; 1998) and Rogers (1951). Person-centered counselors view clients as trustworthy and in control of their choices. Counselors create a positive counseling relationship when they display caring, realness, understanding, and are nonjudgmental. Clients grow as a result of the relationship (Adler, 1927; 1998; Rogers, 1951). Corey (2001) described the counseling relationship from the person-centered perspective in which the therapist serves as a guide throughout the counseling journey, "because he or she is usually more experienced and more psychologically mature than the client" (p. 174). This can be viewed as a metaphor of the mentoring relationship in which the counselor is the mentor, and the client is viewed as the protégé. Both the counselor or mentor and the client or protégé, learn and grow as a result of their relationship with each other.

Anderson and Shannon's (1988) conceptualization of mentoring is the second part of the theoretical framework for this study. After a comprehensive review of the mentoring literature,

they provided a detailed definition of mentoring and specific functions mentors are expected to provide for protégés. Anderson and Shannon created their framework for mentors in the field of education in an attempt to reduce the confusion and frustration that surrounded the term "mentor." Anderson and Shannon's definition of mentoring focused on the relationship between the mentor and protégé and emphasizes the importance of nurturing and caring. They further described mentoring as an ongoing relationship in which mentors serve as role models to protégés.

Significance of the Study

There is a significant gap in counselor education literature with regards to mentoring. Doctoral students (Bruce, 1995) or with master's level students who do not have a mentor (Chung, et al., 2007) were the focus of counselor education literature. The literature that does exist in the counselor education has been conducted with An understanding of student experiences has significant implications for the training and development of counseling students. This study provides four significant contributions to the field of counselor education. First, student experiences were the focus of the study. By exploring student experiences with mentoring relationships, this study provides counselor educators and counseling students with information about aspects of mentoring relationships that have been beneficial to students. Second, counselor educators gained about how the mentoring relationships between students and counselor education faculty developed and changed over time from the students' perspectives. A greater understanding about the development of mentoring relationships between counselor education faculty and students can provide faculty with information they can utilize in creating mentoring programs and provide students with insight on how to initiate mentoring relationships

with counselor education faculty. Third, master's level counseling students shared factors of their mentoring relationships that were beneficial as well as those that hindered their relationships. This information provides counselor educators with concrete examples of factors that worked in mentoring relationships and insight into elements that have the potential to harm mentoring relationships between faculty and students. Last, counselor educators are provided with implications about dual relationships that should be considered in mentoring relationships.

Limitations of the Study

There were three limitations that impacted this study. First, the results are not generalizable due to the qualitative method that was used. Instead, the focus is on the experiences of participants and the ability to address generalizability through transferability, or life lessons (Merriam, 2009). In qualitative research, the information learned is generalizable when people read the research and are able to see things they have experienced in practice or gain ideas that they are able to use (Thomas & Pallio, 2002). For example, this study will be generalized when a counselor educator reads it and uses the information they learn with their protégé. A second limitation that must be considered in qualitative research is researcher bias. In order to correct for this limitation, I used (a) direct quotes from participants to support results, (b) data triangulation, and (c) member checks as recommended by Creswell (2009). A research group met to triangulate data. Members of the research group agreed on themes to be included in the results. The last limitation of the study was the member checks because only two participants responded to the email. Participants were emailed the themes and asked for feedback about the accuracy of the findings (Creswell, 2009; Merriam, 2009). I attempted to increase the number of participants who responded to the member checks by sending three emails.

Delimitations

In order to limit the scope of the study, delimitations were established. To participate in the study, potential participants had to be (a) master's level counseling students who identified a counselor educator as their mentor, (b) enrolled at two specific universities in the Southeast region of the United States that was accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and (c) willing to discuss their experiences with me.

Definition of Terms

Several definitions will be used in the study and include the following:

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

An independent agency that accredits master's degree programs in career counseling, college counseling, community counseling, gerontological counseling, marital, couple, and family counseling/therapy, mental health counseling, school counseling, and student affairs. CACREP also accredits doctoral programs in counselor education and supervision (CACREP, 2009).

Counselor Educators

Faculty who have earned doctoral degrees in counselor education and supervision, or related fields, and engage in the professional preparation of counselors (CACREP, 2009).

Dual Relationships

Situations where multiple roles exist. Within the mentoring relationship it describes mentors who have multiple relationships with protégés (Haynes, Corey, & Moulton, 2003). For

example, participants in this study often had their mentor as their professor, while in the mentoring relationship.

Mentoring

"A nurturing, complex, long-term developmental process in which a more skilled and experienced person serves as a role model, teacher, sponsor, and coach who encourages, counsels, and befriends a less skilled person for the purpose of promoting the latter's professional and/or personal development" (Black et al., 2004, p. 46).

Protégé

Person who receives assistance from a more experienced person to gain understanding, knowledge, and experience related to personal and professional development (Black, 1998).

Organization of the Dissertation

This dissertation will be presented in five chapters. Chapter I provided an introduction to mentoring, a statement of the problem, purpose of the study, research questions, and the conceptual framework. Also included were the significance of the study, limitations, delimitations, and definitions of frequently used terms. Chapter II offers a review of the literature about mentoring including the seminal work on mentoring and definitions of mentoring. Anderson and Shannon's (1988) mentoring framework, the differences between supervision, advising, and mentoring, characteristics of "good" mentors, formal and informal mentoring relationships, and phases of mentoring are discussed. Additionally, cross-gender relationships as well as cross-race and cross-cultural mentoring relationships, dysfunctions in mentoring relationships, mentoring in graduate education, and mentoring in counselor education are described. Chapter III describes the method and data analysis techniques used in this study.

Chapter IV presents an overview of participants, describes the themes that emerged from participant experiences, and examines Anderson and Shannon's model through the themes. Chapter V summarizes the study and proposes a mentoring framework to use in counselor education. The relationship to previous literature and recommendations for future research are discussed and readers are provided with concluding thoughts.

Chapter II

Review of Literature

Master's level counseling students' experiences with mentors were explored as the purpose of this study. Chapter I provided an introduction to mentoring, a statement of the problem, the purpose of the study, and the conceptual framework that guided the study. Chapter II offers a review of relevant empirical and theoretical literature on mentoring with attention given to Levinson et al.'s (1978) conceptualization of mentoring, definitions of mentoring, and Anderson and Shannon's (1988) framework. Additionally, the following are discussed: the difference between mentors, supervisors, and advisors; formal and informal mentoring; phases of mentoring relationships; cross-gender relationships; cross cultural/race relationships; dysfunctions; and mentoring in counselor education.

Levinson's Seasons and Mentoring

In his seminal work on mentoring, *The Season's of a Man's Life*, Daniel Levinson (Levinson et al., 1978), discussed his theory of adult development. Levinson et al. emphasized the significant impact mentoring had on professional development during early adulthood. Levinson conducted 40 qualitative interviews with men between the ages of 35-45. Based on these interviews, he divided the adult lifespan into three major periods: (1) early adulthood (ages 17-40), (2) middle adulthood (ages 40-60), and (3) late adulthood (ages 60 and over). Within each period there are sub-phases with distinctive developmental tasks. Sub-phases of the early adulthood period include (1) Early Adult Transition (ages 17-22), (2) Entering the Adult World (ages 22-28), (3) Age 30 Transition (ages 28-33), and (4) Settling Down (33-40). During Early Adult Transition, men focused on separating themselves from the pre-adult world and taking

steps that allowed progression into the adult world. Men in the next phase, Entering the Adult World, were trying to find a balance between stability and exploration. During the duration of the Age 30 Transition, men reevaluated the structure they had developed and made changes that reflected the new life structure they wanted to obtain. Finally, during the Settling Down phase, the focus was on the protégé discovering and establishing his niche in society and continuing to advance within their current structure.

Levinson et al. (1978) did not explicitly define the mentoring relationship; however, they described a mentor as a person with more senior status in the work world who was older than the protégé. The mentor served as a "good enough" (p. 99) parent in the work world whose primary goal was to help the protégé realize his dream. The ideal process of mentoring includes teaching, advising, sponsoring, and counseling. They also described a mentor as a transitional figure in a man's life and as someone who was a combination of a parent and a peer.

According to Levinson et al. (1978), at the beginning of the relationship, the protégé considers himself a novice compared to the mentor. During this phase, the mentor is in the role of the parent figure and the protégé feels like a child. As the relationship progresses, the protégé develops into a more autonomous person, and, eventually, the mentor and protégé begin to relate to each other as peers. It is through this important relationship and life stage that the protégée transitions into adulthood and creates his own identity (Levinson et al., 1978). Although this is the ideal experience, Levinson et al. acknowledged that the relationship did not always progress this way. For example, some protégés may be confused by the feelings they have for their mentors. They may admire and respect their mentors, but have feelings of jealousy at the same

time. Even though Levinson et al. were the first to identify mentors, their work is criticized for several reasons (Newton, 1994).

First, the qualitative nature of Levinson's (1978) research limited the ability to generalize it to other populations. The small sample size and narrow age range of participants is criticized. Probably the largest criticism of their work is that the participants were all men (Newton, 1994; Rose, 1999).

In response to this criticism, Levinson and Levinson (1996) published *The Seasons of a Woman's Life* based on interviews conducted with 45 women between the ages of 35-45. Participants in this study were (1) the homemaker sample and (2) the career women sample. The homemaker sample included 15 women who did not work outside of the home and the career sample had a total of 30 participants, 15 business women and 15 faculty members. Levinson and Levinson reported that the homemaker sample did not contain a person who represented the mentor role, and they had distant relationships with the men in their life. In this book Levinson and Levinson stated that women progress through adult development in ways similar to men, trying to balance work and family. The majority of homemakers did not have a mentor; however those who did had a mentor who was a male family member. The participants from the business women sample reported mentoring relationships with men in the work place, which increased their occupational development. Few of the faculty members reported having mentors; however, the faculty members who had mentors developed the relationships with their mentor during graduate school (Levinson & Levinson, 1996).

Due to the fact that Levinson et al. (1978) were the first to research mentoring, they were given attention in the literature review. This seminal work provided the foundation for future researchers and professionals who were interested in mentoring.

Definitions of Mentoring

The term "mentor" is defined in numerous ways throughout the literature, which has caused great confusion among researchers. This section provides brief descriptions of mentoring in the fields of business, education, and psychology. In addition, a detailed description of Anderson and Shannon's (1988) model from the field of education is also discussed.

The term "mentor" is often misused, and within different settings, the term has different meanings (Rose, 1999; Yoder, 1990). For example, in the business world, the mentoring relationship is assigned and the focus is on productivity (Yoder, 1990; Zey, 1984). Interpersonal relationships have been described in the fields of education and psychology. Within formal and informal mentoring relationships, the relationship develops overtime as the mentor and protégé develop trust (Johnson, 2007; Rose, 1999).

In business, the mentoring process is formal, and tasks are assigned and focused. The mentor is focused on the career development of the protégé by introducing him or her to the corporate world (Johnson, 2002). Zey interviewed 150 Fortune 500 executives and noted that mentors participated in four activities with their protégés (1) teaching, (2) organizational interventions, (3) sponsoring, and (4) psychological counseling. Kram's study focused on protégés (managers) and mentors (senior managers) from large business organizations and classified mentor functions into the categories of "psychosocial" and "career." Psychosocial functions augment protégés' sense of identity and competence and include role modeling and

friendship. Career functions aid protégés with office politics and advancement in the organization. Mentors may assign protégés tasks related to their careers, sponsor them, and ensure that they are noticed by upper management (Kram).

In the field of education there exist many definitions of "mentoring;" however, growth and caring appear to be a focus of mentoring within the literature in education (Anderson & Shannon, 1988; Daloz, 1999). Attention is given to Daloz because his work is applicable to a diverse range of teachers, whether at an elementary school or a university. Daloz described growth as changes in the way learners make meaning and the new understandings they gain, or transformations. The mentoring relationships described by Daloz appear to occur informally, but seem suitable for formal mentoring relationships as well. Mentors help protégés by *pointing the way*, *offering support*, *challenging*, and *letting go* of protégés (Daloz). There are copious descriptions and definitions of mentoring in the field of education, which has lead researchers in other disciplines, such as psychology, to use theories from education within other practices (Johnson, 2007).

Johnson (2002, 2007) suggested that psychology is lacking in research on mentoring; however, several studies with psychology students have recently been conducted (Clark et al., 2000; Johnson, 2002; Johnson, 2007; Johnson & Huwe, 2003; Johnson & Ridley, 2004). The definitions of mentor in the psychology literature consist of combinations of frameworks developed by Levinson et al. (1978) and Anderson and Shannon (1988). Anderson and Shannon developed their theoretical framework as an attempt to reduce confusion about roles and responsibilities for both mentors and protégés. Initially, their framework was used in the field of

education; however, today it is used in many disciplines including psychology and counselor education (Black, 1998; Rose, 1999; Tentoni, 1995).

Anderson and Shannon's Framework

Anderson and Shannon (1988) conducted an extensive review of the literature on mentoring that dated back to *Homer*, from which they developed a framework of mentoring for teachers. They maintained several aspects of Levinson et al.'s (1978) description of mentoring in their framework. Specifically, they maintained teaching, advising, sponsoring, and counseling as part of their definition of mentoring. Levinson et al. described a mentor as a "good enough" (p. 99) parent who helps guide the protégé in achieving his or her dream. Anderson and Shannon described the mentor as a "substitute parent" (p. 40) to an adult child.

Anderson and Shannon (1988) created a framework because they believed there were several specific problems with the existing definitions of mentor. They suggested the definitions were not specific enough to be helpful in practice. Existing definitions did not provide frameworks that aided potential mentors in identifying what they needed to do as mentors. Furthermore, they stated that most definitions do "not provide the essence of mentoring" (Anderson & Shannon, p. 40). That is, the existing definitions do not acknowledge nurturing, role modeling, or the dispositions that they believed to be crucial in the process of mentoring. Therefore, Anderson and Shannon (1988) developed the following definition of mentoring:

> A nurturing process in which a more skilled or experienced person, serving as a role model, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal

> development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the protégé. (p. 40)

To help mentors and protégés further, they described aspects of the relationships, functions and behaviors, and dispositions that are essential for mentors.

The relationship is an integral part of mentoring, according to Anderson and Shannon (1988). Within the relationship, they included the roles of *nurturing, role modeling,* and *caring.* They view *nurturing* as a developmental process in which the mentor recognizes and provides activities that promote growth based on the ability level, experience, and maturity of the protégé. It is important for mentors to serve as *role model*s because it provides the protégé with the opportunity to see what kind of person they may become. Finally, the relationship must be *caring* and ongoing to benefit both parties involved.

Anderson and Shannon (1988) developed five functions of mentoring: (1) *teaching,* (2) *sponsoring,* (3) *encouraging,* (4) *counseling,* and (5) *befriending* were developed to help identify who is and who is not a mentor (Anderson & Shannon, 1988). Additionally, each of the functions contains specific target behaviors for mentors. For example, when a mentor serves as a *teacher* to the protégé, activities may include prescribing, questioning, informing, and modeling behaviors or techniques. Within the function of *sponsor,* mentors are expected to be supportive and protective and aid the protégé in personal and professional development and promotion. Mentoring activities include affirming, challenging, and inspiring protégés by example within the function of *encouraging*. *Counseling* activities refer to problem solving techniques such as listening, clarifying, using probes, and advising when appropriate. The function of *befriending* consists of being accepting of the protégé through understanding and support. These five

functions of mentoring are considered to be assets to the relationship and are intended to be performed in combination in order to meet the needs of the protégé.

Within their mentoring framework, Anderson and Shannon (1988) identified dispositions that mentors should possess as they carry out their functions and activities. Dispositions include behavioral patterns that mentors take part in over a period of time and are recurring. Mentors should possess three dispositions (1) open themselves to protégés through opportunities (such as allowing protégés to observe mentors' behaviors and explain why they do certain things), (2) lead protégés over time, and (3) show care and concern about their protégées' personal and professional well-being.

Research on Anderson and Shannon's Framework

Researchers such as Rose (1999) and Black (1998) provide support for Anderson and Shannon's (1988) framework. Rose created the Ideal Mentor Scale (IMS) based on Anderson and Shannon's framework. Protégés fall within three subscales: (1) *integrity*, (2) *guidance*, and (3) *relationship*, based on the characteristics they prefer in their ideal mentor. The subscale of *integrity* includes aspects such as *encouraging* and *befriending*. *Guidance* can be described as helpfulness and includes Anderson and Shannon's functions of *teaching*, *sponsoring*, and *counseling*. Having a mentor who is good-natured and fun is important to protégés who rate on the subscale of *relationship*. The results of Rose's research provided support that protégés prefer mentors who have integrity, provide guidance, and develop relationships with protégés, as Anderson and Shannon's framework suggested.

Black (1998) conducted research that provided limited support for Anderson and Shannon's (1988) framework. Black developed The Mentor Functions Scale for Counselor

Education. She identified the mentor functions from Anderson and Shannon's framework within the scale. The results of Black's research suggested that the functions of *encouraging, counseling*, and *befriending* correlated too highly and contained overlapping behaviors; therefore, these functions could most likely be combined into one function. The functions of *teaching* and *sponsoring* appeared to be two separate functions, which provided support for Anderson and Shannon's model.

Thus, Anderson and Shannon's (1988) framework appears to be supported by some researchers. One difference Rose (1999) noted was that for doctoral students, mentors do not have to provide all five functions in order to be an ideal mentor. Anderson and Shannon stated that mentors should provide all functions. Based on Rose's research it is not possible to conclude what the minimal requirements of a mentor are, but her research indicates that ideal mentors can have a combination of the functions identified by Anderson and Shannon and still be successful mentors.

In summary, Anderson and Shannon (1988) provide practitioners with a definition of mentoring based on their review of literature. Their definition identifies three parts of the relationship (*role model, nurturer,* and *caregiver*) along with five functions of mentors (*teaching, sponsoring, encouraging, counseling, and befriending*). Furthermore, activities for mentors and protégés to participate in are identified within each of the functions. Overall, they provide a framework to aid in the organization and evaluation of the literature on mentoring and to assist in the identification of mentors. Rose (1999) provided research-based evidence that lends credibility and support to Anderson and Shannon's model.

Differences Between Supervisors, Advisors, and Mentors

At this point in the discussion, it is important to highlight the differences between supervisors, advisors, and mentors because the terms are often used interchangeably; however, they are different (Johnson, 2007; Johnson & Huwe, 2003; Sangganjanavanich & Magnuson, 2009; Studer, Domm, & Clapp, 2008). Characteristics and definitions of these relationships will be explained, and similarities and differences will be explored. Table 1 provides an outline of the differences between supervisors, advisors, and mentors.

The mentoring relationship is reciprocal and collegial in nature and focuses on supporting students during their professional development and meeting their psychosocial needs.

Table 1: Differences Between Mentors, Supervisors, and Advisors

Mentors	Supervisors	Advisors
Mentoring relationships do not include formal evaluations.	Supervisory relationships are evaluative.	Advising relationships include evaluation.
Mentors are concerned about students' psychosocial and professional needs. Client welfare is also important.	Supervisors are responsible for client welfare, then the needs of students.	Advisors help students decide what courses to take and are responsible for client welfare.
Protégé and mentor self disclosure is an important part of the mentoring relationship.	Student self disclosure may have a negative impact on evaluation of students.	Student self disclosure may have a negative impact on the advising relationship.
Mentors and protégés work on long-term and short-term goals together.	Supervisors assist students with short-term goals and makes sure students meet the minimum university requirements.	Advisors help students through their academic program of study.
Mentors are viewed as role models and someone the protégé wants to immulate.	Supervisors may be viewed as a role model.	Advisors may be viewed as a role model.

Within a mentoring relationship, self-disclosure is part of the process and an important part of development (Johnson, 2007; Johnson & Huwe, 2003; Sangganjanavanich & Magnuson, 2009; Studer et al., 2008). Mentors listen to their protégés concerns and provide them advice and feedback about situations in which they may need help.

Supervision is a process that occurs over time and is evaluative in nature (Bernard & Goodyear, 2004). Supervisors ensure client welfare and are important to the professional skill development of students. Furthermore, supervisors aid in gate keeping and remediation efforts with students who are not progressing with their skills or professional conduct (Bernard & Goodyear, 2004; Sangganjanavanich & Magnuson, 2009; Studer et al., 2008).

Advising and mentoring have been confused by researchers and students (Sangganjanavanich & Magnuson, 2009). Johnson (2007) described the advisor as the "faculty member with the greatest responsibility for helping guide a student through an educational program" (p. 261). For example, advisors meet periodically with students to ensure that they are progressing through their program and plan of study at a satisfactory rate and with the grade point average that is required, whereas, with a mentor, students share more information about how they are handling day to day assignments and about the program as a whole (Johnson; Johnson & Huwe, 2003). Additionally, within a mentoring relationship, a student may disclose information such as having a family member who recently became ill, which caused the student to go home more often and has decreased the amount of time spent on homework.

Advisors, supervisors, and mentors play similar roles with students. The relationships become more collegial as they develop and are more focused on the professional development needs of students; however, mentors do not provide the formal evaluation that advisors and

supervisors offer. Furthermore, advising and supervision relationships are short term, and mentoring relationships are ongoing (Johnson, 2007; Studer et al., 2008).

Characteristics of "Good" Mentors

Although protégés prefer different types of mentors based on their personalities, researchers suggested that there is a set of characteristics that describe a "good" mentor (Johnson & Huwe, 2003; Johnson & Ridley, 2004). Protégés should consider the personality traits and behavioral characteristics when trying to find a mentor. Warmth, support, flexibility, encouragement, empathy, and genuineness are personality traits that "good" mentors possess. Healthy work habits are also important. Mentors with healthy work habits are more self-aware and have personal and professional boundaries. Johnson and Huwe (2003) recommended that protégés seek mentors who possess attitudes and values similar to their own. When the personalities of the mentor and protégé match, the relationship appears to foster a safe environment where both parties can share their opinions. This does not mean that differing opinions are not welcome; it means they can be discussed without fear of judgment.

Behavioral characteristics that "good" mentors possess include productivity, professional influence and power, and effective communication. Johnson and Huwe (2003) explained that protégés should seek mentors who are involved in research and professional organizations. Mentors with professional influence and power benefit protégés in several ways. Within their department, mentors have the ability to protect protégés from unfair treatment that could damage their reputations. Second, for doctoral students, mentors may be able to expedite the dissertation process due to previous experience. Third, within the profession as a whole, mentors provide increased networking and research opportunities, which later helps protégés in seeking

employment (Johnson & Huwe). “Good” mentors must have effective communication skills. Mentors who are direct and handle conflict constructively are preferred by protégés. Furthermore, mentors are expected to give protégés positive and constructive criticism. The last behavioral characteristic of a “good” mentor is availability. “Good” mentors make themselves available to students that can be done through scheduled meetings, phone conversations, or impromptu meetings.

In summary, when protégés and mentors have similar personalities, their relationships are more enjoyable for both. There are specific personality and behavioral characteristics that protégés seem to prefer from “good” mentors.

Formal and Informal Mentoring

Mentoring relationships are either formal or informal. Formal relationships are ones that have been assigned by a third party, such as a boss in the business world or an advisor in academia (Eby, Durley, Evans, & Bell, 2008; Johnson, 2007), whereas informal mentoring relationships develop naturally over time through day to day interactions. Researchers have reported that informal mentoring relationships provide protégés with more positive experiences and better outcomes than formal mentoring relationships (Allen & Eby, 2003; Burke, 1984; Eby et al., 2008; Johnson, 2002; Johnson, 2007; Kram, 1988). Protégés who were in informal mentoring relationships reported increased (a) career assistance, (b) satisfaction with the relationship, (c) connection to mentor, and (d) motivation to continue the relationship (Burke, 1984; Johnson, 2002; Johnson, 2007). Additionally, researchers have suggested that formal mentoring relationships may be less effective because mentors have been assigned protégés, and they are less invested in the relationships because they are required to participate (Allen & Eby,

2003; Eby, Butts, Lockwood, Simon, 2004; Johnson, 2007). Furthermore, most protégés who were assigned formal mentors reported that they do not identify with their mentors (Johnson, 2002; Kram, 1988). Nonetheless, some formal mentoring programs do result in relationships that are beneficial to the protégé (Allen & Eby, 2003; Eby, et al., 2004).

In summary, there are two types of mentoring relationships, formal and informal. It appears that informal relationships may be more beneficial because the mentor and protégé made the choice to enter the relationship. On the other hand, formal relationships are required, and the mentor and protégé may have different personality types that do not work well together. However, it is important to note that some informal relationships do not last, and some formal relationships have positive results (Allen & Eby, 2003; Burke, 1984; Eby, et al., 2004; Kram, 1988; Johnson, 2007).

Phases of Mentoring

As the protégé develops over time, changes occur within the mentoring relationship (Johnson & Huwe, 2003). To aid in understanding the development of mentoring relationships, Kram (1988) developed phases of mentoring based on extensive interviews with mentors and protégés. Her phases were primarily relevant to graduate students and faculty and mainly apply to informal relationships. The first phase is *initiation*. In this phase, potential mentors and protégés screen each other. This phase occurs for several months and consists of interactions between professors and students in class or informal discussions. During this phase, students idealize faculty and have strong positive feelings for them. The primary task during *initiation* is to have enough interactions so that both mentor and protégé can assess each other as a potential match. Potential mentors look for students who have similar interests and values as they do and

can visualize working collaboratively together. While students have different approaches to finding mentors, they develop a sense of belonging, competence, and professional identity and seek to identify with a respected faculty member during the *initiation* phase. Students also need reassurance, emotional support, and encouragement at this time. Once the student and faculty member have had enjoyable interactions and the student begins to have a realistic understanding of the faculty member, the relationship begins to move into the *cultivation* stage (Johnson & Huwe, 2003; Kram, 1988).

The second phase, *cultivation,* is the longest and most stable phase in the mentoring relationship (Johnson & Huwe, 2003). During this phase, protégés develop realistic expectations from their mentor as the relationship strengthens. Protégés experience an increase in self-confidence and professional identity as a result of this phase (Johnson & Huwe, 2003; Kram, 1988). Johnson (2002) reported that mentors enjoy this phase the most because the relationship becomes reciprocal, and trust has been established through self-disclosure and increased interactions. During this phase, Anderson and Shannon's (1988) framework is important because the functions and behaviors they outlined for mentors are put into practice.

As graduation nears, protégés begin entering the *separation* stage (Johnson & Huwe, 2003; Kram, 1988) and exhibit increased autonomy and independence as they begin to assess their own competence. It is important for mentors to affirm protégé autonomy, both personally and professionally. It is also important for the mentor to prepare the protégé for termination of the relationship as they have known it (Johnson & Huwe, 2003). Johnson (2007) suggested that mentors provide protégés with a narrative reflection near the end of the mentoring relationship. This includes openly discussing the mentors' feelings about the end of the relationship. It is also

beneficial for the mentor to describe the professional development of the protégé, which will affirm the protégé's competence and prepare both for closure. A formal goodbye is important for both members. This may be a dinner where they can reflect on accomplishments, delights, and feelings about the ending of the formal relationship (Johnson, 2007; Johnson & Huwe, 2003; Kram, 1988). The nature and intensity of the relationship will shift after graduation which leads to the *redefinition* phase of the relationship (Kram, 1988).

After graduation, the mentoring relationship is less formal, and often mentors and protégés have infrequent interactions with each other. The relationship is now in the *redefinition* stage (Johnson & Huwe, 2003; Kram, 1988). Protégés leave the relationship grateful for the support and friendship they received, and mentors are proud of the protégés' accomplishments. Mentors often continue to provide support, career advice, and recommendation letters for protégés (Johnson, 2007; Johnson & Huwe, 2003; Kram, 1988).

Cross-Gender Mentoring Relationships

During the 1980's, researchers speculated that women had fewer, and less access to, mentors than their male counterparts (Bogat & Redner, 1985; Bolton, 1980; Walker, 2006). However, empirical research from both organizational and academic settings has indicated that there are no significant differences in the rate and outcomes of mentoring based on gender (Hurley & Fagenson-Eland, 1996; Turban, Dougherty, & Lee, 2002). Men and women prefer to have mentoring relationships with members of the same sex (Bruce, 1995; Fiest-Price, 1994; O'Neill & Blake-Beard, 2002; Walker, 2006); however, once cross-gender mentoring relationships have been formed, the gender of the mentor/protégé was not important in determining the level of satisfaction with the relationship (Johnson & Huwe, 2003; Walker,

2006). Furthermore, men and women in cross-gender relationships have reported experiences similar to those of mentors/protégés from same-gender relationships with regard to frequency, duration, and reasons the relationship ended (Johnson, 2007).

Cross-gender mentoring relationships have innate characteristics that make them more difficult to navigate. For example, a female may not want to ask a male faculty member to be her mentor because she is afraid her intentions may be misinterpreted as a “come on.” It appears the same is true with male students and female mentors. Researchers have speculated that mentors and protégés may try to avoid being misunderstood by simply not participating in cross-gender relationships, which leaves them without a mentor (Fiest-Price, 1994; Hurley & Fagenson-Eland, 1996; O’Neill & Blake-Beard, 2002; Walker, 2006).

Due to the number of male faculty and the increasing number of female graduate students, cross-gender mentoring relationships seem to be inevitable (Johnson, 2007). Johnson and Huwe (2003) suggested that boundaries and expectations should be given attention during the beginning of the relationship in an attempt to avoid problems. Cross-gender mentoring appears to be effective; however, due to the nature of these relationships, problems may arise. Possible problems include (a) sexist stereotypes, (b) the mentor or protégé may be uncomfortable with the relationship, (c) sexual attraction, and (d) perceptions of faculty and students (Fiest-Price, 1994; Hurley & Fagenson-Eland, 1996; Johnson & Huwe, 2003; O’Neill & Blake-Beard, 2002). These problems may also occur with male protégés and same gender relationships between gay or lesbian mentors or protégés (Johnson & Huwe, 2003; Hurley & Fagenson-Eland, 1996).

In summary, men and women have been mentored at the same rates, received similar functions from their mentors, and that cross-gender mentoring has been as beneficial as same-gender mentoring. Obstacles that may prevent, or make cross-gender mentoring more difficult, include stereotypes, development of sexual relationships, and perceptions of faculty and students. If a mentor and protégé decide to enter a cross-gender mentoring relationship, it is beneficial to discuss boundaries and expectations early on to prevent problems.

Cross-Race and Cross-Cultural Mentoring

Faculty members must often consider and address race and culture in mentoring relationships (Johnson, 2007). Students from minority populations bring their personal experiences into the mentoring relationship. They may have previously experienced racism, which leads to mistrust, isolation, and stress, especially within a predominately White institution (Brinson & Kottler, 1993; Chan, 2008; Chung, Bemak, & Talleyrand, 2007; Gay, 2004; Tillman, 2001; Walker, 2006). For example, African American students may seek same-race mentors due to previous experiences with racism and mistreatment from majority members (Brinson & Kottler, 1993; Chan, 2008; Schlosser & Gelso, 2001). If a student from a minority population is mentored by a Caucasian faculty member, the student may question the motive of the faculty member. Minority students may fear they will be perceived as “selling out” among their peers if they have a Caucasian mentor (Chung et al., 2007; Johnson-Bailey & Cervero, 2004).

Asian students reported lower rates of mentoring, which appears to be due in part to the stereotype that Asian students are high achievers. In actuality, Asian students have reported higher rates of depression and anxiety compared to Caucasian students (Kim, Goto, Bai, Kim, & Wong, 2001). Furthermore, Asian students may have cultural values, such as collectivism and

valuing hierarchal relationships that may inhibit the development of mentoring relationships. It is important for faculty members to make cross-race and cross-cultural mentoring a priority because they are viewed as authority figures by students (Chung et al., 2007; Kim et al., 2001).

Previous research has indicated that minority students are mentored at the same levels as Caucasian students (Clark et al., 2000), and they are often mentored by Caucasian faculty (Schlosser & Gelso, 2005). Researchers have indicated that when minority students have been able to find mentors with similar demographic characteristics, they may experience a decrease in loneliness and isolation. However, it is often difficult to find mentors from the same race and culture (Schlosser & Gelso, 2005; Walker, 2006). Although protégés typically prefer same race mentors, cross-race mentoring does not seem to produce different results when considering career benefits and personal satisfaction (Brinson & Kottler, 1993; Chan, 2008; Chung et al., 2007; Tillman, 2001; Turban et al., 2002).

Caucasian faculty and students may avoid cross-racial and cross-cultural mentoring relationships because they have fears about being different from their mentors or protégés. Nonetheless, faculty must make cross-race/culture mentoring a priority due to the increasing diversity on college campuses (Johnson, 2007). Johnson provided the following suggestions for faculty members who practice cross-race/culture mentoring: (a) be aware of stereotypes, (b) view each protégé as an individual, (c) increase cross-race/culture competence, (d) establish trust in the relationship, and (e) if appropriate, encourage protégés to have a second mentoring relationship with someone from the same race/culture.

Although protégés have reported positive experiences and similar benefits from cross-race/culture mentorships, students, regardless of race/culture, seek mentors from similar

races/cultures. Because minority students may avoid mentoring relationships with faculty members who are different from them, faculty members need to make cross-race/culture mentoring a priority.

Dysfunctions Within Mentoring Relationships

The literature on mentoring has focused primarily on the positive outcomes of the relationships; however, some mentorships become dysfunctional (Eby et al., 2004; Eby et al., 2008; Feldman, 1999; Scandura, 1998). Mentoring relationships have been described as dysfunctional when the relationship is no longer productive, the mentor's or protégé's needs are no longer being met, the long-term costs outweigh the benefits of the relationship, and the mentor or protégé experiences distress as a result of the relationship (Feldman, 1999; Johnson, 2007; Scandura, 1998; Wilde & Schau, 1991). Usually, dysfunction occurs gradually because the needs and goals of the mentor or protégé change (Johnson & Huwe, 2003).

There are several reasons why mentoring relationships become dysfunctional, which may be caused on the part of the mentor, protégé, or both. Some people are simply incompatible and should not work together because their personalities, communication styles, and values do not align (Eby et al., 2004; Eby et al., 2008; Johnson, 2007; Wilde & Schau, 1991). Protégés may have a mentor who is unavailable, has unrealistic expectations of protégé, behaves unethically, or takes credit for protégés' work (Johnson, 2007). Conversely, mentors may have protégés who have low self-esteem and view them as parental figures, do not provide them with credit for work they have assisted with, become emotionally dependent on, or act unethically (Eby et al., 2004; Eby et al., 2008; Johnson, 2007).

Johnson (2007) reported that distance, conflict, and sabotage between the mentor and protégé are signs that dysfunction may be developing. Because the mentor is the senior, more experienced professional, it is his or her responsibility to consider sources of dysfunction and decide the best way to respond. Johnson further provided suggestions to mentors who may be in dysfunctional dyads, which include slowing down and taking time to re-evaluate the relationship, examining their contribution to the problem, understanding ethical obligations, seeking consultation, and documenting areas of concern. Once these steps have been taken, it is important for mentors to clearly and cordially communicate concerns to the protégé. The outcome of dysfunctional relationships varies; some mentors and protégés may be able to continue their mentoring relationship, while others may have to terminate their relationship.

In an effort to prevent dysfunctional relationships from developing, Eby et al. (2008) suggested that mentors receive training before entering into a relationship. Training for potential mentors should provide potential them with information about problems they may encounter and about realistic expectations they can have from protégés.

Many mentoring relationships remain positive; however, some mentoring relationships become negative, or dysfunctional, and it is important for the mentor to address the situation. The relationship may become dysfunctional due to the mentor or protégés actions, but it is important to remember that the mentor has seniority and is responsible for resolving problems. Once a relationship has become dysfunctional, the outcome can vary; the relationship maybe able to continue or the relationship may end.

Mentoring and Graduate Education

Due to the potential impact mentoring has on the retention and completion rates of graduate students, it has become a focus of many studies (Rose, 1999). Researchers have reported that only 50% of students who enter Ph.D. programs actually obtain the degree (Rose, 1999; Johnson, 2007). Further, students who do not finish are not necessarily inferior in intellect, academic performance, or creativity, but they may not have found a mentor with whom they were compatible (Bowen & Rudenstine, 1992; Johnson, 2007; Johnson & Huwe, 2003; Rose, 1999). Rose (1999) suggested students are more likely to complete their degree if they have a mentor.

Graduate school is often a difficult and stressful time for students. Changes in their personal lives such as work, living conditions, finances, and social and familial relationships are sources of stress that graduate students frequently experience (Bowman & Bowman, 1990; Johnson & Huwe, 2003). Woodside, Oberman, Cole, and Carruth (2007) conducted phenomenological research with pre-practicum level counseling students. Participants indicated that changes within self, as they developed into counselors, were causes of stress for master's level counseling students. Busacca and Wester (2006) reported that career-related tasks for master's level counseling students included "finding a mentor, balancing life roles, managing stress, narrowing an area of specialization, securing an internship, and preparing for the job search" (p. 179), which provides further evidence that supports the research conducted by Woodside et al. Therefore, based on results from previous research, it is important to research mentoring in counselor education.

Mentoring in Counselor Education

The following discussion about mentoring in counselor education consists of two categories: (1) conceptual articles and (2) research. First, conceptual pieces will be reviewed, followed by research within counselor education.

Conceptual Articles

A set of strategies for mentors and protégés that may be used to establish and maintain relationships was described by Black et al. (2004). These strategies were developed in an attempt to close the gap between the "promotion and practice of mentoring in counselor education" (p. 44). They proposed the following definition of mentoring:

> a nurturing, complex, long-term, developmental process in which a more skilled and experienced person serves as a role model, teacher, sponsor, and coach who encourages, counsels, and befriends a less skilled person for the purpose of promoting the latter's professional and/or personal development. (p. 46)

The relationship should be (1) initiated by the protégé, (2) ethical, (3) mutually beneficial, and (4) ongoing. Mentors and protégés were given a self-assessment that was designed to encourage dialogue and allow them to see if their needs and expectations are congruent. The authors encouraged mentors and protégés to have had a working relationship with each other before entering into a mentoring relationship to ensure that they knew each other and were compatible.

Tentoni (1995) proposed domains and behaviors for mentoring relationships in his paradigm that was created based on Anderson and Shannon's (1988) framework. Within this paradigm, mentors are site supervisors. Tentoni used the paradigm in a university health counseling center at a large urban college that served clients who were university students from

diverse cultural, socioeconomic, and educational backgrounds. The interns at the counseling center were mentored by their site supervisors and were from community counseling, counseling psychology, and clinical psychology programs. Tentoni discussed how the five functions of Anderson and Shannon's model (i.e., *teaching*, *sponsoring*, *encouraging*, *counseling*, and *befriending*) were adapted at the counseling center to provide mentoring for the interns.

Casto, Caldwell, and Salazar (2005) discussed their own experiences with mentoring as both the protégé and the mentor. As protégés, the benefits they reported included being educated about departmental and organizational politics. They also experienced increased motivation to achieve academically, received constructive and supportive feedback, and gained networking opportunities within the profession. The mentors reported a sense of fulfillment as mentors, because they had the opportunity to give back to students and to the profession. Additionally, rewards of being a mentor included learning new information from protégés and watching them transform into counselor educators.

Research

Bowman and Bowman (1990) described a program initiated at their university that was designed to pair incoming doctoral students with current students for mentoring purposes. Because entering graduate school is stressful, their goal for this program was to reduce the stress that incoming students experience. Students were matched with mentors based on their program. Mentor activities included making introductions, providing informal advice and emotional support, and helping the new student with personal concerns. Mentors were an additional source of information for new students, not to replace faculty advising. Potential mentors must have completed at least one year in the program, have been in good academic standing, have a

thorough knowledge of the program and university, and have shown an interest in serving as a mentor. New students were sent letters inviting them to orientation, which is where they met for the first time. At the orientation, new students received department information. During subsequent meetings, the pairs were encouraged to discuss personal experiences, program questions, or other topics as needed. Some pairs only met a couple of times, while others developed long-term relationships. Forty student surveys were sent out and 24 usable student surveys were returned, and 20 mentor surveys were mailed and 15 were returned. Based on the surveys, pairs who met the most number of times were more involved in the department and its activities and were more likely to report that their mentor impacted them positively.

Bruce (1995) conducted qualitative interviews with two nontraditional students enrolled full-time in a counselor education doctoral program to gather information about the components of the mentoring relationships and possible barriers. The two female participants were between the ages of 35-50 and had been in the program for over two years. Triangulation, member checks, and a peer debriefing were used to ensure the dependability of the results. Several themes developed based on interviews and observations. Participants reported encouragement, support, and professional development opportunities from their mentors. They also viewed their mentors as role models. Peer interactions were also important to their development and well-being, due to the support and encouragement they received from fellow doctoral students. The participants described their experiences with cross-gender mentoring as negative; they felt men were hesitant to give them honest feedback, and they feared they would be perceived as bossy if they shared their opinions with men.

Black (1998) developed *The Mentor Functions Scale for Counselor Education* for counselor education as a tool for beginning rigorous research on mentoring, aiding students in identifying a mentor, and providing students with descriptors that would help them recognize qualities they preferred in a mentor. The mentor functions of *sponsoring*, *encouraging*, *counseling*, and *befriending* based on the paradigm proposed by Tentoni (1995) and Anderson and Shannon's (1988) model were included in her scale. Coaching was also included as a function of mentoring. On Black's scale, students identified *sponsoring* as the most important aspect of mentoring, which included being involved in research, co-presenting at conferences, and providing opportunities for networking. Although Black's research provided important information about assisting students with identifying a mentor, her data did not support the initial model of mentoring that she proposed. One limitation of her research was that the exploratory analysis revealed that the functions of *encouraging*, *counseling*, *befriending* correlated too highly and contained overlapping behaviors. Additionally, she reported that not providing participants with a clear definition of mentoring may have negatively influenced her results (Black, 1998).

Lazovsky and Shimoni (2007) examined the role of the ideal on-site mentor of 171 school counseling students in Israel. Their research consisted of three parts: (1) one open-ended question, (2) a survey with Likert scaled items based on Black's (1998) assessment, and (3) a form about personal and professional information. The results indicated that professional traits such as current knowledge, confidence, and high status in the school were considered important to mentors and interns. Mentors rated their contribution to the students' learning higher than the students' ratings, which reveals that mentors felt they had more of an impact on students than students felt they did.

Due to the important role that culture and diversity play in the field of counseling, Chung et al. (2007) conducted an exploratory qualitative study that examined the role that race/culture has on mentoring relationships. The participants were 20 master's level counseling students. Of the participants, nine were African American, seven were Latina/o American, and four were Asian American students. They used a semi-structured interview format that consisted of 12 questions. Some examples of their questions include (1) "Do/did you have a mentor in counseling? (2) Why do/did you consider that person a mentor? (3) If the mentor is/was from a different cultural background, does/did it affect the mentoring relationship? and (4) From your cultural perspective, how do you see the role of the mentor/mentee?" (p. 30-31). African American participants preferred mentors who were genuine. Participants reported having trust and respect for their mentors made their mentoring relationships positive experiences. For African American participants being able to incorporate cultural values, such as spirituality into mentoring and being able to include their mentors as part of their extended family were important. Latina/o American participants placed emphasis on family. They viewed a mentor as a person they felt comfortable around and respected. Additionally, they viewed teaching as a trait they valued and wanted from their mentors. Asian American participants identified cultural values such as trusting their mentor, being respectful of age differences in the mentoring relationship, and having a mentor who values teaching. All participants found quality of interpersonal relationships, trust, respect, and teaching to be essential aspects of the mentoring relationship. Furthermore, the majority (60%) of participants reported that having a mentor from the same race/culture was not as important as having a mentor who is culturally aware and competent.

In summary, a limited number of empirical investigations about mentoring in counselor education, the results of the research were similar. The researchers found that (1) mentoring relationships provided students with more professional development opportunities, (2) mentors contributed to student learning, and (3) mentors were motivated to know the current research in their field (Black, 1998; Bruce, 1995; Lazovsky & Shimoni, 2007). Additionally, Chung et al.'s (2007) research indicated that cross-race/cultural mentoring relationships have the potential to work, as long as the mentor is culturally competent.

Summary

Levinson et al. (1978) first described mentoring. Based on their work, researchers have attempted to clearly define mentoring. Mentors have been, and continue to be, confused with advisors and supervisors. Although some responsibilities overlap between advisors, mentors, and supervisors, an important distinction is that mentors do not formally evaluate protégés, thus allowing a more personal relationship to develop (Johnson, 2007; Johnson & Huwe, 2003; Sangganjanavanich & Magnuson, 2009; Studer, et al., 2008). Mentoring may be formal or informal, and it appears that informal relationships are more beneficial because the mentor and protégé chose to enter the relationship instead of being required to participate (Allen & Eby, 2003; Burke, 1984; Eby et al., 2008; Johnson, 2002; Johnson, 2007; Kram, 1988). Within mentoring relationships, cross-gender issues and cross race/culture issues must be addressed. It is important for the mentor to openly discuss gender and race/culture differences between themselves and their protégé (Chung, et al., 2007; Johnson, 2007; Johnson & Huwe, 2003). Dysfunctions may develop within mentoring relationships if problems or concerns between the

mentor and protégé are not addressed. It is the responsibility of the mentor to discuss problems with the protégé (Eby et al., 2004; Eby et al., 2008; Feldman, 1999; Scandura, 1998).

Due to the impact mentoring has on student retention and completion rates, there have been many studies conducted on mentoring and graduate education, primarily with doctoral students (Rose, 1999). Within counselor education, several articles that provide suggestions for students seeking mentors have been written; however, a limited amount of research regarding counselor education was located, specifically, mentoring with master's level counseling students (Black, 1998; Black et al., 2004; Bowman & Bowman, 1990; Bruce, 1995; Casto et al., 2005; Chung et al., 2007; Lazovsky & Shimoni, 2007; Tentoni, 1995). The research that has been conducted within counselor education indicates there are benefits for both the mentor and protégé; therefore, this study addressed a gap in the literature by examining master's level counseling students' experiences with mentors. Chapter III will address the specific qualitative method that was used for this study as well as the overall research design. In Chapter IV, the themes developed from participant experiences are discussed and supported through quotes from participants. Additional findings from participants are provided and Anderson and Shannon's (1988) framework is analyzed through the themes. A review of the study, a proposed framework for counselor education, the results in relation to previous research, implications for counselor educators, future research, and concluding thoughts are provided in Chapter V.

Chapter III

Method

Chapter I provided an introduction to mentoring and reviewed the call to research within counselor education. Chapter II contained a review of the relevant literature. Chapter III describes the specifics of the qualitative research method chosen, including design, participant selection, procedure, and data analysis that were used in this study.

Design

I used a qualitative research interview approach with master's level counseling students to gain insight into their experiences with mentoring (Merriam, 2009). I chose this approach because my goal was to understand, in participants' own words, how they make sense of their experiences. A semi-structured interview format, which is a combination of structured and unstructured questions, was used for data collection (Merriam, 1998).

This study can be described as what Merriam has referred to as a "basic qualitative research study" (2009 p. 22). According to Merriam (2009), "the overall purpose [of qualitative research] is to understand how people make sense of their lives and their experiences" (p. 23). Therefore, based on Merriam's definition, I selected this design for two primary reasons. First, I wanted to hear the experiences of participants. Second, the qualitative nature of the questions allowed me to frame them in a way that lead to more descriptive responses.

Human Subjects Review Board

Before proceeding with the research study, I obtained approval of the Human Subjects Committee of the Institutional Review Board (IRB) at the University of Tennessee (UT) and the

institution where the data were collected. Permission was granted from both universities on April 9, 2010.

Bracketing Interview

In qualitative research, the researcher is the data collection instrument; therefore, it was important for me to participate in a bracketing interview before data collection to become aware of my biases, beliefs, and assumptions about mentoring (Thomas & Pollio, 2002). In essence, researchers become consciously aware of their own experiences by participating in the bracketing interview. Although it is not possible for researchers to completely place their assumptions aside during the process of interviewing participants and analyzing data, with the awareness that the bracketing interview raises, researchers are better able to separate participants' experiences from their own (Thomas & Pollio, 2002). Prior to data collection, I participated in a bracketing interview to become more aware of my personal biases, assumptions, values, and beliefs about mentoring in counselor education.

A colleague who has experience conducting qualitative research and bracketing interviews conducted my bracketing interview. The interview lasted approximately one hour and was recorded. The primary question used in the bracketing interview was, "Describe for me, in as much detail as possible, your own personal experience with mentoring."

Upon completion of the interview, I transcribed the recording. Next, I analyzed the transcripts for themes and assumptions on my own. Then, I presented the transcript to the research group, which was comprised of two doctoral students and one professor, for analysis of content. During this analysis, I did not talk, but listened to the members of the research group analyze the transcript. Upon completion of the analysis, the research group asked me what

assumptions, biases, and theories stood out for me. Members were asked for feedback and notes were taken about my assumptions that needed to be bracketed before proceeding to interview participants.

I had two experiences with mentors during my academic career. One experience was during my pursuit of my master's degree, and it was a positive experience. My second experience with mentoring was negative and occurred during my doctoral program. During the bracketing interview and analysis, I recognized that one belief I had was that counselor educators value mentoring. I made this assumption based on my positive mentoring experience because my mentor made helping me a priority by including me in publications and presentations and helping me become more active in professional organizations. I thought that mentoring was widely practiced in counselor education because of my experience with my mentor; however, through conversations with students and my current research, I learned that mentoring in counselor education does not occur as often as I initially thought.

Through the bracketing process, I became very aware of feelings I had not allowed myself to process about my negative mentoring experience. I realized that my relationship with my mentor was still developing when an aspect of our relationship was harmed. As a result of this situation, our relationship was damaged and did not progress any further.

The bracketing interview and analysis allowed me to process and become more aware of the assumptions, values, and beliefs that I bring to my study. Realizing that bracketing is a process, I referenced my bracketing interview and reviewed my assumptions throughout the interview, analysis, and writing process.

Pilot Interviews

Two pilot interviews were conducted with professional colleagues; a counselor educator and a PhD student in counselor education. The pilot study allowed me to determine how the questions I proposed to ask would be perceived by others. The purpose of the pilot interviews was to provide me with experience and practice utilizing qualitative interviewing skills and to allow me to test the questions and make modifications as needed.

The pilot interviews were used to revise the research questions; thus, the data from these interviews are not reported in this study. After the first interview, the participant provided suggestions about the questions. As a result, based on the initial pilot interview, the question, "What comes to mind when you think of the word "mentor"?" was changed to "What comes to your mind when you think of the mentoring relationship?" The question was changed because the participant reported that she was confused by the initial question, and through discussion it was determined that the new question was more specific and less confusing. Also two questions, "How did your relationship with your mentor develop?" and "Over time, how did your relationship evolve?" were combined. The participant believed they were basically the same question and through discussion I believed they could be combined into one question. Finally, a new question, "Describe ways your mentoring relationship has helped you grow professionally," was developed as a result of the pilot interview.

Before the second pilot interview, I revised the questions based on the feedback from the first pilot interview. I used the amended questions in the second pilot interview. The new questions were easily understood by the volunteer and more accurately reflected the intended questions.

Participants

I recruited participants during the Spring 2010 semester. Participants were purposefully selected based on the following inclusion criteria: (a) master's level counseling students who have identified a mentor who is a counselor educator, (b) enrolled in two specific Southeastern universities that are CACREP accredited, and (c) willing to discuss their experiences with me.

I attempted to recruit participants from two universities in the Southeast United States. I sent three emails to professors at each university that explained the study. Then, professors forwarded the email to their student listserv. Last, students emailed me if they were interested in volunteering for the study. I immediately received responses from students at one university; however, I did not receive any responses from the second university. I made two more attempts to recruit participants from the second university and did not receive any response from students at this university. Therefore, I decided to use the one university where I received responses from.

The participants were enrolled in a graduate counseling program housed in a state university. There are five faculty members in the counseling department. Seven individuals participated in the study. Initially eight students volunteered to participate; however, one participant canceled on the day our interview was scheduled. Exact demographic information for the counseling program was not provided; however faculty at the university confirmed that my sample is representative of their counseling program. The program is primarily composed of Caucasian females, and the students are mostly between the ages of 25-30 with a few adult learners who are probably between the ages of 45-55. The sample size was determined by saturation within the data. Saturation of data is defined as redundancy within thematic structures

during interviews (Creswell, 2009; Merriam, 2009). For this study, saturation occurred after the fifth interview; however, two additional interviews were conducted to ensure saturation and because participants had already volunteered their time.

Data Collection Procedure

Emails to recruit participants were sent to counselor education faculty at two southeastern universities (Appendix A). The universities were selected primarily because of location; I wanted sites that I could easily visit to interview participants. The email described the study and asked faculty members to forward the email to their current master's level counseling students. Participants were provided with my email address and telephone number so they could choose how to contact me. All participants made initial contact with me through emails, which indicated that they were interested in participating in the study. I responded to their emails by letting them know the dates I would be available to meet and I asked for their phone number. If participants were able to meet the dates I sent, then I scheduled a time and place for our interview and explained that I would give them a reminder call the day before we were scheduled to meet. Telephone and email correspondence with participants was limited to arranging the logistics of the meetings such as obtaining directions, time, and place of interviews, and to gain participant feedback after data analysis were conducted. Two interviews took place at the university counseling center, while the remaining five were held at the library in private study rooms at the students' university.

Participants were at minimal risk of harm. The anticipated risk of harm was no greater than risks that may be encountered in daily life. Participants may have benefited from

involvement in the research because they had the opportunity to reflect on their experiences during the interviews.

Our meetings began with introductions. Second, I confirmed that they were master's level counseling students and had a mentor who is a faculty member in counselor education. Third, the informed consent document (Appendix B) and permission to tape form (Appendix C) were reviewed with participants to ensure they understood (a) the purpose of the research, (b) my qualifications, (c) that they would be taped, (d) who would hear the tape, and (e) that they could withdraw from the study at any time. Fourth, participants signed the informed consent and permission to tape forms, and copies were offered to students. The last step before the interview began was to collect demographic data from participants. Demographic data were collected to aid in the analysis of data and illustrate sample diversity and included name, age, gender, ethnicity, concentration, whether the mentor was assigned or self-selected, and ethnicity and gender of his or her mentor (Appendix D). Participants were asked for their email address on the demographic form so that they could be contacted for feedback.

The interviews lasted between 35-60 minutes and were audio-taped for transcription purposes. An interview protocol (Appendix E) was used during interviews to provide me with a place to record answers and to ensure that I did not forget to ask any questions (Creswell, 2009). All interviews were confidential and were only reviewed by me and the research group (discussed in detail under Data Trustworthiness). Members of the research group were required to sign a confidentiality form that explained that the information shared in the group is confidential (Appendix F).

Transcripts, permission to tape forms, the list of participant pseudonyms, and other identifying information were confidential and stored in separate locked cabinets. Data were stored securely on my password-protected computer. Transcripts were only available to research group members and were returned to me at the end of the meeting. Participants were assigned pseudonyms to protect their anonymity.

The interview recordings will be destroyed upon completion of the study. Transcripts, informed consent documents, and permission to tape forms will be maintained for three years, per IRB requirements. These items will be stored securely in a locked cabinet at the University of Tennessee Department of Educational Psychology and Counseling office. After three years, the materials will be destroyed.

Interview Process

For this study, I used semi-structured interviews because I wanted to hear about the participants' experiences with their mentor. The opening research question was, "What comes to your mind when you think of a mentoring relationship?" Participants were given as much time as needed to respond to this question. Additional questions I asked during the interviews were:

1) Tell me about your experience with your mentor.
2) How did your relationship with your mentor develop/evolve?
3) Tell me about events that you believe strengthened your relationship with your mentor.
4) Describe events that you believe have hindered/harmed your relationship?
5) Describe ways your mentoring relationship has helped you grow professionally.
6) Would you like to share anything else about your mentoring relationship?

The interviews ended when participants did not have any additional information to share. I thanked participants for their time and turned off the tape recorder.

At the completion of the interviews, I took time to reflect on the interview and write notes about my thoughts. I kept handwritten notes on interviews that were stored in a locked file cabinet.

When I returned home, I transcribed the tapes in Microsoft Word on my computer. I included every word the participants used and noted inflections of voices. Laughing and taking time to think about responses were also noted in transcripts.

Data Analysis

Before I began analysis, I selected Creswell's (2009) recommendations for organizing data. Data analysis is a process that involves making sense out of the data that have been collected, and in qualitative research, data analysis is an ongoing process that is conducted concurrently while gathering data (Merriam, 2009). Although data analysis in qualitative research is not linear, the following steps were taken when analyzing each transcript based on Creswell's typology: (1) data were organized and prepared for analysis, (2) all data were read through, (3) notes were made on transcripts and important quotes from participants were underlined, (4) codes were created based on participants' quotes, and (5) interpretation was formed based on participants' responses (Creswell, 2009; Maxwell, 2005). I added additional steps to the data analysis process as needed. For example, Creswell recommended creating codes as step four; however, during step four in my data analysis, I met with my research group. A detailed description of the steps and how I implemented them was as follows:

1) Data were organized and prepared - To begin the analysis, the data were prepared and organized, which included transcribing interviews and creating notes.
2) All data were read through - Second, I read and re-read transcripts to gain a general sense of the interviews. I reflected on the overall meaning and general ideas that the participants conveyed and made notes in the margins of each transcript.
3) Initial coding - I referred to my bracketing interview before I began initial coding. I did this because I did not want my experiences to interfere with coding. I began the initial coding by identifying meaning units, which means organizing information into segments of text before interpreting the meaning of the information. Meaning units included information that stood out and appeared to be responsive to the research questions (Merriam, 2009). Some items included were information that was found in previous research and ideas that appeared to be new. During this process, I wrote the meaning units on a flip chart and grouped similar responses and words together. I chose not to use qualitative computer software programs in data analysis because I believe important information could have been lost. For example, computer programs do not recognize inflection in voice from transcripts or when a participant takes an unusually long time to answer a question, which are important aspects of understanding experiences.
4) Research group - After I completed an initial analysis of the interviews, I took clean copies of the transcripts to the research group. I did not share my initial meaning units with the research group, because I wanted to obtain objective feedback from them. Members were also aware of the results of my bracketing interview and my previous

experiences with mentoring. The members of the research group signed confidentiality forms that were stored in a locked file cabinet. In order to further protect participants, pseudonyms were used to protect their identity. I informed my advisor about the research meeting and encouraged me to seek assistance any time I had questions or concerns. During the research group meeting, transcripts were read out loud. When a member was reading a transcript, other members had the opportunity to ask the reader to stop at any time to discuss potential meanings, for the end purpose of creating themes. During the discussions about themes and ideas, I listened and took notes of my own. There were two times that we, as a group, disagreed about which theme represented a segment of text. When this occurred, we shared our opinions and discussed our thoughts until consensus was reached. As a group, we used the flip chart paper and colored markers to write down important words, phrases, and quotes from participants. This gave us a visual of what participants said and highlighted similarities and differences in participants' experiences. After approximately five interviews, the research group and I found redundancy in the data and determined that saturation had been reached. Two additional interviews were analyzed to ensure that saturation was met. As a group we created nine themes.

5) Data analysis - For the next step in the data analysis process, I organized quotes and words in a Microsoft Word document by "copying and pasting" them into possible themes as identified by the research group. Then I read and reanalyzed the themes. Through this process I recognized some meaning units that needed to be moved to a

different theme and moved them accordingly. The final themes selected came up repeatedly in participants' experiences. This process was time consuming. I took breaks as needed to distance myself form the data and to reflect on the themes. During this part of data analysis, I continued to write the themes and meaning units on flip chart paper that I hung up in my office. The paper was locked in a filing cabinet when not in use. By hanging the paper, I was able to see possible themes begin to develop. During this analysis, I examined individual experiences of all participants in order to develop possible themes that could be used in the larger context of all the interviews (Thomas & Pollio, 2002). I reexamined my bracketing interview and paid special attention to ensure that themes contained meaning units that were expressed by multiple participants.

6) Themes - After I thoroughly reviewed and re-read transcripts, my notes from the research group, and moving meaning units around, I determined that the participants' experiences fit within three themes. I created a chart for each theme to once again help me visually examine the themes and meaning units they contained. The heading of the chart was the name of the theme and within the brackets were participant quotes that represented the theme. I emailed the theme charts to the research group and asked them if they believed the themes accurately represented the participant responses we had analyzed. I also asked them for additional feedback or comments. The research group members agreed on the themes I had assigned. Next, I sent an email to participants with a summary of the findings (Appendix G).

Anderson and Shannon's Framework

I intended to analyze participant responses through Anderson and Shannon's (1988) mentor functions; however, as I began to analyze the data, I developed concerns about the terminology of their functions. For example, the terms *counseling* and *befriending* may be confusing for students in counselor education because the ACA code of ethics (2005) states that dual relationships should be avoided. Dual relationships occur in mentoring when mentors have multiple relationships with protégés. Based on my concerns, I presented Anderson and Shannon's mentoring functions to the research group. I did not share my concerns with the group because I wanted unbiased opinions about the terminology used in Anderson and Shannon's framework as I did. The members of the research group also thought the terms used to describe mentor functions were inappropriate to use with counseling students.

Participants' experiences represented all of Anderson and Shannon's (1988) functions with the exception of *teaching*. At this point I was still concerned about the terminology used by Anderson and Shannon. Therefore, based on feedback from the research group and my chair, I changed the way I utilized Anderson and Shannon's framework in the data analysis. Specifically, for this part of the data analysis, I examined Anderson and Shannon's mentor functions through the themes I developed based on participants' responses. I examined each theme to decide which of Anderson and Shannon's mentor functions fit within the theme. The detailed analysis is included in Chapter 4.

Data Quality

In qualitative research, reliability, validity, and generalizabilty are addressed through consistency of findings. That is, themes should be consistent across interviews, and if the study

were replicated, similar themes would likely be found (Thomas & Pallio, 1999). Creswell (2009) recommended using one or more of the following strategies to ensure findings are accurate: (a) triangulation, (b) using rich, thick description, and (c) member checking. In this study, all three were utilized to ensure rigorous and accurate analysis of data (Heppner, Kivlighan, & Wampold, 1999; Thomas & Pollio, 2002).

Reliability/Consistency

Reliability occurs in qualitative research if another person is able to see and understand the same recurring themes (Creswell, 2009). For my study, I utilized a research group to ensure consistency. The research group contained two doctoral students as well as one professor from an outside university who had experience coding qualitative data.

I began to notice saturation after five interviews based on recurring comments and redundancy of participant experiences. I continued with two additional interviews to ensure saturation was established. To address consistency, I presented seven participant interviews and themes to the research group; all members agreed on the themes. The research group also noticed saturation after analyzing the fifth transcript; however, we proceeded to analyze the two additional transcripts.

Validity

Rich, thick descriptions were utilized as a source of validity and in an attempt to "transport readers to the setting and give the discussion an element of shared experiences" (Creswell, 2009, p. 191). Participants' words provided the themes and descriptions, which makes the results become more realistic and applicable to readers and ensures that the themes are trustworthy and accurate.

Within qualitative research, validity also occurs if findings are accurate from the viewpoint of participants (Creswell, 2009). Therefore, once I completed data analysis on my own and with the research group, I conducted member checks by sending an email to participants that asked them to provide feedback about the accuracy of the themes (Appendix I). The email asked participants to review the findings and to suggest changes to or comments about the themes and quotes. The results were emailed as an attachment entitled "themes" and included the themes section of Chapter IV. Two participants responded and provided feedback affirming that the findings resonated with their experience.

Brandon was the first participant to respond to the member check email. Upon his initial response, Brandon was concerned about a quote used, but said, "The findings and themes seem to be pretty accurate to me." Based on his feedback, I removed the quote and re-sent him the section. His response to the revised version was, "Yes that sounds fine. Thanks!" The results also resonated with Alex. She said, "It appears very accurate and informative." Two participants indicated the themes appear to be an accurate representation of their experiences.

Generalizability

In qualitative research, generalizability may be conceptualized as redundancy. When the researcher and the research group begin to see patterns or themes expressed in the transcripts, they are beginning to see the generalizability of the data. Qualitative research is generalized and validated by the reader. As Thomas and Pollio (2002) stated, "When and if a description rings true, each specific reader who derives insight from the results of a phenomenological study may be thought to extend its generalizability" (p. 42). Therefore, when faculty members, students, and others read and apply the results of this study, the data will be generalized or put into practice.

Summary

Chapter III included a detailed discussion of the research design that was used for this study. Chapter IV includes a general description of participants, the themes that emerged from their responses, and additional information obtained from participants. Also in Chapter IV, as an additional form of data analysis, themes will be used to analyze Anderson and Shannon's (1988) framework. Chapter V includes a summary of the results; a proposed framework for counselor education; a comparison of the results to previous research; implications for counselor educators; recommendations for future research; and a conclusion

Chapter IV

Findings

The purpose of this qualitative study was to explore the experiences of master's level counseling students who have had a mentoring relationship with a counselor education faculty member. As outlined in Chapter III, the research was conducted using a semi-structured qualitative research interview. Chapter IV answers the research questions, "What are the experiences of master's level counseling students with mentoring during their graduate program?" and *How do participants' experiences fit with Anderson & Shannon's theory of mentoring?* First, participants are described. Then, the first research question is addressed by discussing the themes in detail through quotes from participants as recommended by Thomas and Pollio (2002). Finally, the second research question is answered by examining Anderson and Shannon's (1988) mentor functions through the themes.

Seven adult students from a Southeastern state university were interviewed about their experiences with their mentor. The counseling program at this university did not have a formal mentoring program in place. Participants identified their mentor as a faculty member in counselor education. The participants met their mentors in various ways: five met their mentors through course work, one selected their advisor as a mentor, and one participant's mentor was her middle school counselor. Overall, participants described their mentoring experiences as positive. Mentors helped them with case conceptualization and locating practicum and internship placements, and provided support and encouragement throughout their graduate program.

Three major themes were experienced by participants, which were supported by their direct quotes. The themes identified were (1) "going above and beyond," (2) "guide you and

explore options," and (3) "provide support and encouragement." The analysis of data begins with a synopsis of each participant's experience with mentoring.

Participant Synopses

The following synopses assist the reader in understanding the experiences of the participants. Quotes from participants are used to describe the term "mentoring" and experiences with mentoring from their perspectives. Table 2 provides a profile of participants.

Alex

Alex is a 30-year-old Caucasian female majoring in mental health counseling. She is currently taking classes and will begin her practicum in the fall. When asked to describe a mentoring relationship, she described a mentor as "someone who is there to answer questions"

Table 2: Participant Information

Pseudonym	Age	Gender	Ethnicity	Major	Mentor Assigned or Selected	Mentor Ethnicity	Mentor Gender
Alex	30	Female	Caucasian	Mental Health	Self-selected	Caucasian	Male
Brandon	25	Male	Caucasian	Mental Health	Self-selected	Minority	Female
Kay	26	Female	Caucasian	Mental Health	Assigned	Minority	Female
Tracy	25	Female	Caucasian	School Counseling	Self-selected	Caucasian	Male
Leslie	27	Female	Caucasian	Mental Health	Self-selected	Caucasian	Male
Jessica	27	Female	Caucasian	School Counseling	Self-selected	Caucasian	Female
Karen	30	Female	Caucasian	School Counseling	Self-selected	Caucasian	Male

and help you decide if "you're on the right path." Alex met her mentor, a Caucasian male, when he was her professor in an undergraduate psychology course. She "loved the way he taught" and that he was "straightforward" in what he expected from students. Their relationship "was just kind of a natural progression over the years" and developed through her seeking his advice and guidance about career related issues. When she first met her mentor, she was unsure about her major in graduate school. To help her decide on a major, her mentor suggested she take time off to work in the field. She took his suggestion and worked as a case manager with mentally ill adults for approximately eight months. She reported that this experience helped her decide that she wanted to major in mental health counseling.

Brandon

Brandon is a Caucasian male, age 25, and is a mental health counseling major. His mentor is from a minority population. Brandon met his mentor when he took a class from her, and he is currently her graduate assistant. He described a mentor as "somebody that just helps you with things" in your program, similar to an advisor, but with his mentor there is a more "personal, accepting" relationship. Aspects that made his relationship with his mentor special include being accepted and not judged by his mentor. While discussing how their relationship developed, Brandon shared that being able to talk to his mentor about social justice issues was important to him. Specifically, he said, "kind of being able to be open with each other and talk about those kind of things. I think it is those kind of conversations, there's something that benefits both of us." Through working together, he realized they had similar interests, and he could talk to her without being judged. He seeks her assistance about "personal problems" as well as client case consultations.

Jessica

Jessica's major is school counseling. She is 27 years old and is Caucasian. When asked to describe the mentoring relationship, Jessica described her mentor. Her mentor is a Caucasian female whom Jessica met when she was enrolled in her undergraduate education course. Jessica described the relationship as "supportive, cooperative, and kind." She said her mentor cared about her and took, "that extra step – they take that extra step to really watch out for you and guide you in your educational experience." Their relationship began when her mentor asked for volunteers to help with research; Jessica volunteered and they have been working together since. She also reported her mentor has "expanded my horizons" by having her participate in research and professional development opportunities that she would not have had if her mentor had not provided them for her. For example, Jessica's mentor sent her to a conference about fibromyalgia, which Jessica was interested in because her aunt has fibromyalgia. By attending the conference, Jessica has an increased understanding of fibromyalgia and she was able to share what she learned with her mentor and classmates. Developing trust and having someone "do that extra step" were important aspects of the mentoring relationship for Jessica.

Kay

Kay is a 26-year-old Caucasian female who is majoring in mental health counseling. Her mentor, who is from a minority population, is also the supervisor for her practicum. Kay described mentoring as a professional relationship with "someone who is further along in their career" than the protégé. Kay reported that in the beginning of their relationship, she only discussed personal issues with her mentor if they were related to counseling. As they worked together, she began to trust her mentor and realized that her mentor had a "genuine interest" in

her. Kay explained that, for her, mentoring is about the feelings she associates with the relationship. She described her experience the following way:

> For me, starting out seeing clients, which is where I am, I'm just starting. Just kind of learning the ropes, trying to work theory into counseling, all that stuff. It's hard and it's very intimidating. I know, not just me but from different discussions a lot of people in the program, 'feel like, whoa am I doing this right? Can I actually do this?' And I think going in with the mentor, it's somebody that you can go to, and they help. For me, it's peaceful. It kind of brings a balance and reassurance.

Being able to "brainstorm together" and learn more about the counseling process are the aspects of the relationship that Kay has enjoyed the most.

Tracy

Tracy described her mentor as someone who "helps guide you and answers questions." She is a 25-year-old Caucasian female majoring in school counseling. Tracy's mentor was her middle school counselor and is a Caucasian male. She stated that her mentor "was actually the reason I got into counseling in the first place." Tracy thinks of her mentor as "kind of a friend who will be there to answer questions," both now and later on in her profession. Being able to trust her mentor to keep information they have discussed confidential was important for Tracy. She described a day when she had a negative experience with the principal at her internship site. After this experience, she talked to her mentor about what had happened. She shared, "I knew after that point I could count on him to keep what I said confidential because I obviously didn't want the principal finding out that I was very upset with her." She reported that she has weekly to daily contact with her mentor because he is a counselor at her internship site. Tracy reported

that being able to discuss cases and situations that she has experienced at her internship site with her mentor has strengthened their relationship. He has also helped her navigate school politics and interact with her peers.

Leslie

Leslie is a 27-year-old Caucasian female and is majoring in mental health counseling. She described her mentor as an Italian American male, whom she met through her course work. She described a mentor as "someone who's willing to help me make wise decisions about my future and my career and who's willing to offer support, guidance, things like that." Her mentor takes a personal interest in her and goes "above and beyond" his job description. Leslie said that her mentor is not her advisor, but he is the one she goes to when she has questions about courses. Leslie described "going above and beyond" as her mentor helping her with things that were outside of her job description. Having a mentor who is available is important to Leslie; she knows if she is upset she can go see him without having an appointment. When asked about how their relationship developed, she said,

> I've had him for class a lot, so through that aspect, and then with practicum there was supervision, so I got accustomed to coming to his office every week for supervision for practicum. Then it got more comfortable. Just dropping by if I needed something or was in crisis.

Karen

Karen is a 30-year-old Caucasian female who is currently majoring in school counseling, although she is interested in becoming a licensed professional counselor (LPC). Her mentor is a Caucasian male and is also her advisor. Karen shared that she chose her mentor because he was

the “most accessible, seemed willing to talk, and seemed most interested” in her. She described a mentor as someone who “goes above what would be required by their profession and spends extra time assisting you with things that are not directly academic.” For example, she started an organization for counseling students and described how he guided her through the process of filling out forms for the university and recruiting students. She said, “He did encourage me to start the organization. He was the one who got the ball rolling as far as presenting it to the professors.”

Participant Summary

In summary, participants were six Caucasian females and one Caucasian male, which is an accurate representation of master’s level counseling students in the Southeastern United States (National Center for Educational Statistics, 2009). The participants’ majors included school and mental health counseling, and they were between the ages of 25-30. Although the participants were all Caucasian, their mentors represented more diverse ethnic backgrounds.

Themes

Thomas and Pollio (2002) describe themes as “patterns of description that repetitively recur as important aspects of a participant’s description of his/her experience” (p.37). Data were first examined for meaning units, as described in Chapter III, which are segments of text taken from participant quotes and then analyzed by themes. Based on the data analysis, three themes were identified. The themes are (1) “going above and beyond,” (2) “guide you and explore options,” and (3) “provide support and encouragement.”

Theme 1 – Going Above and Beyond

Mentors "going above and beyond" was a theme for the participants of this study. "Going above and beyond" was described by all seven participants and may be conceptualized as the personal dynamics in the relationship or how the participants related to their mentors. Within this theme, participants expressed that their mentors spent extra time with them, went above what was required by them, and cared about their protégés.

Kay shared several pieces of this theme throughout her interview. When describing a mentoring relationship, she said, "I don't feel like they're simply doing what they have to do. They're doing a little bit more than what is just in the job description, and, to me, that makes a mentor." Then, as she was talking about how her relationship with her mentor developed she shared,

> I think as time went on, you start to get a feel for a person…I could tell that she was genuinely interested in my well being. It wasn't just her job, as I mentioned kind of before. So I think once I got that feeling from her, it really started to progress [and] I could open up more.

Kay stated, "I think a big difference is that extra time. You're not just thinking of me when I'm in your face. You're thinking of me and my interests beyond that, and I appreciate it," when asked if she would like to share anything else about her mentoring experience.

Karen described a mentor as "someone that goes above what would be required by their profession," and later said, "[A mentor] spends extra time assisting you with things that perhaps are not directly academic." Karen's relationship with her mentor grew as a result of her interest in the program and because her mentor was accessible. She explained the relationship as follows:

"He was the one that was most accessible, seemed willing to talk, seemed most interested, so he was the first person that I would go to when I had questions."

Jessica described how her mentor does more than what is required. She said, "They take that extra step to really watch out for you and guide you in your educational experience." She went on to say that her mentor was "somebody that really went out of their way to let others know about me and kind of talk me up."

Alex met her mentor when she was working on her undergraduate degree. She took a year off before starting graduate school. She explained that even during the time she was away from campus, she continued to stay in contact with her mentor. She said,

> He's just kind of been there for me every single step of the way with anything that I need…He's helped me apply for scholarships. I recently won [a particular] scholarship. He was pretty instrumental in helping get all the information together for it.

Leslie and her husband have a foster child. During the long process of qualifying for and having a child placed with her, she was able to talk to her mentor about this experience. She described her mentor's willingness to go above and beyond by checking up on her personal and professional life. Leslie described him in the following quote: "he's taken the time, and I feel like he does this with all of his students, to get to know them outside of the classroom, and some of the professors don't do that." She later said her mentor was "readily available to you, more taking an interest in your personal life." Leslie described her mentor "going above and beyond," which includes checking on her, taking extra time, and being available.

The significant impact mentors had on protégés was illustrated in this study. For participants, "going above and beyond" appeared to be what separated their mentor from merely

being an advisor. Participants felt valued because their mentors took extra time with them and helped them with things that were not directly related academics.

Theme 2 - Guide You and Explore Options

Throughout the interviews, several participants used the terms “guiding you” and “exploring options,” and all seven participants described ways their mentor helped guide them and explore their career options. Thus, these emerged as the second theme. Mentors assisted them with career decisions and answered questions about the field of counseling. Additionally, participants described professional growth and development, such as case consultation and conceptualization, within this theme. Supervisors, or in this study mentors, use case consultation with beginning clinicians in supervision and not as clinically focused as case conceptualization (Haynes et al., 2003). Within case consultation, the supervisor (mentor) and student discuss his or her strengths and weaknesses and explore his or her personal reactions to clients (Haynes et al., 2003). Case conceptualization goes beyond case consultation, in that the focus is much more clinically based (Stevens & Morris, 1995). While conceptualizing a case, counselors examine the clients’ psychiatric and medical history, the presenting concerns that brought the client to treatment, the clients’ verbal and nonverbal behaviors, explore possible diagnoses, and develop treatment goals (Stevens & Morris, 1995).

While Kay was completing her practicum, her mentor helped her process and conceptualize her cases. She shared the following example:

> It was nice that she really helped me work through, ‘here’s how you might find the root of it and where you might work from there.’ And so that was a big deal for me…She kind of pointed me in the right direction.

Leslie shared the following when describing a mentor:

> I guess [a mentor] is just someone who's willing to help me make wise decisions about your future and your career and who's willing to offer support, guidance, things like that. To help you kind of get established as a professional. Specifically for me, my mentor has been very helpful with getting a practicum. Because, for example, when I was in practicum I didn't get group counseling experience [gain experience leading groups] because [of] my placement, and he took time to sit down and be like what are you looking for in an internship and then recommended some places.

Leslie's mentor guided her and helped her explore options that assisted her in finding an internship site as her statement illustrates.

Alex described the theme of "guide you and explore options" throughout our interview. In the beginning of our interview, she described a mentor as,

> Someone who is always there with any questions that you have about your program or about your career choice, about things that you may face in your future in your field; someone to guide you along the process, someone [to] help you determine whether or not you're on the right path.

Then later, when describing her mentor, she said,

> He encouraged me quite a bit to eventually apply for the program. So off and on throughout the years [since] 2004…it's been quite a while…he helped me kind of go through a lot of different channels within the psychology field, to make sure that this was the degree that I wanted to get.

As Alex described her educational journey, it became clear that her mentor assisted her with her options and helped her decide on a major.

Tracy described how her mentor has helped her learn how to interact with co-workers and when to contact outside agencies. She shared,

> He's helped me learn how to better interact with the people that will become my peers, the teachers, the people who become my supervisors, the principals, and stuff like that. I've also dealt with several sensitive issues - rape, molestation, suicide - and he's helped me figure out what I need to do with these clients. When the line needs to be crossed to call [child protective services] those types of agencies - when to call a crisis center.

Brandon used case conceptualization, consultation, and resources to describe the theme "guide you and explore options." He said,

> I talk to her about this one kid that I have…So I guess just like giving me different perspectives on clients is really good. You know, telling me about different resources I should look at.

The previous quotes make it clear that participants believe their mentors played an integral role in their career development. Participants described how their mentors assisted them with career choices that included things such as selecting a major, finding an internship site, and answering question about the field of counseling.

Theme 3 - Provide Support and Encouragement

This theme described ways mentors "provide support and encouragement" to protégés; respect and trust were also included within this theme. Six participants talked about their mentor providing support and encouragement both personally and professionally; however, one

participant only described this theme in terms of professional support and encouragement. For example, throughout our interview, Brandon talked about his mentor being supportive by checking in on him. Brandon stated, “She says things such as ‘Well if I can do anything for you let me know. I want to make sure that you’re ok.” He later said, “I know she’s gonna be supportive instead of judgmental,” which was an important aspect of their relationship for Brandon. In the middle of our interview, he smiled and shared that his mentor often encourages him by saying, “She just tells me I do a good job.” Being accepted and encouraged by his mentor were important to Brandon.

As previously mentioned, Leslie and her husband have a teenage foster child. Her mentor was supportive throughout the process of the placement and she said, “he would put in extra effort in terms of offering encouragement,” and overall,

> He’s just been very, very supportive emotionally, professionally, academically, all of those things. He’ll be the first one to say, ‘Oh I heard you got a new job, congratulations’ or ‘congratulations on your foster child.’

Psychosocial and career support and encouragement were aspects of the mentoring relationship that were important to Leslie.

Kay reported that it was important for her to be herself with her mentor and not have to be perfect. When describing her practicum experience she said,

> [I’m] a person trying to progress in this field, trying to learn, trying to do the things I need to do to be a good counselor. And I felt like I could actually struggle with this person - I didn’t have to be the perfect student. I could actually be weak. You could just be, you could make a mistake and it wasn’t the end of the world.

She also felt support and encouragement from her mentor because of "her willingness to share where she might be struggling. If I share certain things that clients [do, with her mentor, her mentor says] 'Gosh I think I would have been thrown off by that too.' She went on to say, "She was there to comfort, help normalize the situation, and that was good." Because of her mentor's support and acceptance, Kay was able to grow and develop as a counselor.

Karen described the theme "provide support and encouragement" by discussing the development of the student organization. She said,

> He did encourage me to start the [counseling student] organization. And he was the one that got the ball rolling as far as presenting it to the professors, delivering letters, well just presenting the information. And I think that was very good for me.

Jessica's mentor provided support by introducing her to faculty members, including her in research, and has providing her with opportunities to attend conferences. She described her relationship with her mentor, Jessica shared, "I would say basically kind of a supportive, cooperative kind of relationship."

As a result of having mentors who provide support and encouragement, participants' gained confidence in their ability levels as counselors. Within this theme, participants reported that it was important for their mentor to check on their personal well-being.

Summary of Themes

Participants described a mentor as a person who had more experience in their careers than their protégés. They reported their mentors provided them with support, answered their questions, and guided them through their graduate school journeys. The relationships between mentors and protégés were described as encouraging, positive, and comfortable. Additionally,

relationships developed through conversations, students learning their mentors were accessible, and cared about their experiences. Being able to talk with their mentors and establishing reciprocal trust strengthened their relationships. Most participants did not report events that hindered their relationships; however, two participants had extenuating circumstances that made their relationships different. Professionally, participants reported that their mentors helped them through case conceptualization, learning theories, and encouraging them to become involved in professional organizations.

Additional Findings

There were additional findings that were not prevalent enough to support the development of supplementary themes, but are important to discuss. First, Kay's experience is discussed. She described the parallel between counseling and mentoring that I described in Chapter I and talked about her formal, assigned mentoring relationship. Second, aspects that may harm the mentoring relationship are covered. Finally, dual relationships are described by participants.

During the interview, Kay talked about how her mentor helped her integrate theories into her counseling. She said the following: "I felt like I could actually struggle with this person, I didn't have to be the perfect student. I could actually be weak." Then later as she thought about her response, she shared,

> If you want to go into [it], it's funny that it's just like a counseling relationship. You've got the trust, the hope, and then that acceptance that are just so important, and it's very parallel [laughs].

Through our conversation, Kay made an insightful connection between mentoring and counseling, which highlighted what I described in Chapter I.

During the interview, Kay also described the circumstances in which she was assigned her mentor. She met her mentor when she was her practicum supervisor, and Kay considered this an assigned mentoring relationship. She said,

> It kind of felt more forced at first. I have to be in here, and I have to discuss this, and I don't know how much I can actually share - as far as where I feel weak. And I think as time went on, I could get the feel for her, and I could tell that she was genuinely interested in my wellbeing. It wasn't just her job…I think once I got that feeling from her it [the relationship] really started to progress. I could open up more.

As time progressed, Kay realized that she could trust her mentor and that her mentor cared about her. Consequently, their assigned relationship became mutually beneficial.

Events that Harmed/Hindered the Relationship

Two participants shared experiences about events that harmed or hindered their relationships with their mentors. Brandon has several tattoos. He shared the following: "I don't think she gets my tattoos. She doesn't understand getting[why people get] tattoos. She says she kind of looks at it the same as cutting or something." Although Brandon said his tattoos may have hindered his relationship, he said he still talks about and shows them to his mentor. After I read Brandon's transcript, I was confused by his statements, because on one hand, he reported that his tattoos harmed the relationship, but he still talked to his mentor about them. After consulting with my chair, I sent Brandon an email asking him to clarify this for me. Brandon's response was that his tattoos have not hindered their relationship; however, the conversations he

had with his mentor about tattoos helped him learn more about presenting himself in a professional manner.

Kay described two issues that she believes harmed or hindered her relationship with her mentor. Kay's mentor is an Asian American female, and after taking time to form her response, Kay said that there may be a language barrier between the two of them sometimes. She shared the following:

> There is a little bit of a language barrier at times, and sometimes I think things are almost lost in translation…She's good about trying to [find] a way to understand. That kind of harms [the relationship] at times because you may not be getting the message through that you're trying to get through and that's difficult.

She went on to say, "My mentor is actually leaving after this year. She's going to be taking a new job…so I think that's hindered [our relationship] a little bit." Kay said that she has tried not to focus on the fact that her mentor is leaving, but it is always in the back of her mind. She reported being upset that she will have to find a new mentor because it takes time to establish that kind of relationship.

Dual Relationships

During the interviews, several participants discussed issues related to dual relationships within their mentoring relationships. Dual relationships exist when multiple roles exist between client and counselor, supervisor and supervisee, or mentors and protégés (Haynes, 2003). The ACA (2005) and Association for Counselor Education and Supervision (ACES, 2005) code of ethics state that counselor educators, in this case mentors, make every effort to minimize dual relationships. Haynes et al. acknowledge that dual relationships cannot always be avoided, but

dual roles that involve an abuse of power, such as sexual relationships should always be avoided. Furthermore, the mentor should be the one to initiate conversations about dual relationships and concerns about multiple roles (Haynes et al., 2003).

Protégés believe their mentors care about them, but their relationship is different than a friendship. Kay shared,

> To me it's not necessarily a best friend or anything like that, but not really a casual relationship. It's a relationship with somebody in your profession. It's not somebody I'm necessarily gonna go to about what happened last night at my house. I'm gonna talk to them about the field or the clients I'm seeing or that kind of thing.

Brandon shared that he is comfortable talking to his mentor about some personal aspects of his life; however, he was careful to clarify that there is a boundary between them. He said, "We don't have a friendship. Even though it's a personal relationship, I don't feel like—we're not just buddies."

Although most participants in the study differentiated that the personal relationships they have with their mentors are not traditional friendships, Tracy shared the following:

> Well like I said, he's the reason I got into counseling, because he was my counselor when I was in middle school. He's helped me through some personal issues during middle school, as well as professional issues [recently]. I was working with him at the middle school [as an intern]. I can definitely say that there's a friendship now rather than just a mentor/mentee relationship.

Toward the end of our interview, she said,

> If I ever need words of encouragement, I can text him and [say] I'm feeling really stressed and not feeling so great about this and could really use a text hug—is what I call it—but I could really use just a couple of words.

For most participants, their mentoring relationships were caring and personal, but different than a typical friendship; however, Tracy viewed her mentor as a friend and sent him text messages. Although participant responses described in this section do not fit within the themes developed, and there was not enough information to create additional themes, this information contributes to conveying participants' experiences.

Analysis of Anderson and Shannon's Framework Through Themes

In Chapter I, Anderson and Shannon's (1988) mentoring framework was presented as the theoretical foundation for this study. This analysis answers the second research question, *How do participants' responses fit with Anderson and Shannon's framework?* This analysis will examine the extent to which their framework is an accurate representation of participants' experiences. Initially, the themes were examined through Anderson and Shannon's mentor functions; however, after analyzing the data through the framework and discussing the analysis with my chair, I decided to examine the mentor functions through the themes that were developed. Therefore, in this section, Anderson and Shannon's framework will be discussed through the themes identified and developed from participants' experiences.

One of the aims of this study was to examine Anderson and Shannon's (1988) framework with counselor education students. Anderson and Shannon's mentoring functions are *teaching, sponsoring, encouraging, counseling,* and *befriending*. Previous researchers have found support for the mentor functions with graduate students (Rose, 1999) and students in counselor education

(Black, 1998). I will describe the themes "going above and beyond," "guide you and explore options," and "provide support and encouragement" and discuss the mentoring function, or functions, that fit within these themes. All of Anderson and Shannon's mentoring functions were supported by experiences that participants shared, with the exception of *teaching*. Table 3 provides a visual representation of the themes and Anderson and Shannon's functions that fall within each theme.

Going Above and Beyond

Participants described the theme "going above and beyond" as their mentors surpassing their job requirements and spending extra time with protégés as needed. Caring was also described by participants within this theme. The mentor function of *befriending* is represented within this theme and six participants responses supported *befriending* as a mentor function.

Table 3: Where Anderson and Shannon's Mentoring Functions Fit Within Themes

Themes	Anderson and Shannon's Functions	Number of Participants who described function
Theme 1: "Going Above and Beyond"	*Befriending*	6
Theme 2: "Guide You and Explore Options"	*Counseling* *Teaching*	6 3
Theme 3: "Provide Support and Encouragement"	*Sponsoring* *Encouraging*	7 7

Anderson and Shannon (1988) described *befriending* as accepting and relating to protégés. An additional aspect of *befriending* for the mentor was letting protégés know they support them and have time for them. Brandon did describe *befriending.* For him it was important to be able to talk to his mentor and to be accepted by her. He said that he does not talk to many professors: "Some professors, I won't talk to them about real stuff cause I feel like I'm gonna get judged, so I don't feel like my mentor would judge me." He also reported that his mentor makes time for him. He said even though she is so busy, "If I'm having a hard time or if I have an issue that I need to talk to her about, she'll still put down her things. Even if she can just put it down for two minutes, you know she'll do it."

One participant in the study described aspects of *befriending* in the way Anderson and Shannon described it in their framework. Their framework may apply in the field of education because they do not have the same ethical codes that counselor educators must adhere to. Therefore, mentors and protégés in counselor education must be aware of the ACA (2005) and ACES (2005) code of ethics which are specific about dual relationships.

Guide You and Explore Options

The second theme identified was "guide you and explore options." Within this theme, participants described their professional development. They described their mentors helping them make decisions about their careers by explaining options and answering questions about the field. Based on Anderson and Shannon's (1988) framework, the mentor functions of counseling and teaching would be represented within this theme. Participants described *counseling*; however, *teaching* was not described by participants.

Anderson and Shannon described *counseling* as problem solving, advising, and clarifying. The function of *counseling* also included using counseling techniques, such as probes, reflections, and clarification with protégés, which would create a dual relationship between mentors and protégés. Therefore, it is important to note, that participants described the mentor function of *counseling* in terms of receiving guidance and consulting from their mentor, which does not create a dual relationship. Jessica described the function of counseling throughout our interview. She said her mentor provided advice and, "provides a lot of outside resources." Then later she said, "She's given me a lot of advice."

Karen talked about starting the counseling student organization and how her mentor helped her through the process. She said, "I was starting the organization; that doesn't have anything to do with my classes. He wasn't counseling me about my [class] schedule. He was consulting with me on starting it." Karen's mentor was exhibiting the mentor function of *counseling* by assisting her with the development of the student organization.

Because Alex was unsure of her major, her mentor "encouraged me to explore other options and to be sure that this was what I wanted." She also said her mentor has provided her with guidance about various issues. For example,

> He'll give you a general direction, and then you go seek it out. He tells you to come back if you have any questions, if you run into any problems. Sometimes he'll directly contact people for you if you need him to. He prefers that we kind of do the work on our own, but if we run into any problems or any snags, he's always there to jump in and take over if necessary for a short period of time, which is good.

The mentor function of *teaching* also fit within the theme of "guide you and explore options." *Teaching* includes modeling, informing, and questioning. Participants discussed teaching in terms of informing, they did not specifically discuss their mentor modeling and questioning them. Alex provided an example of *teaching* throughout our interview. She discussed how her mentor informed her about procedures and answered her questions. When she decided on her graduate school major, she went to him and said, "I'm ready to do the grad school thing because this is what I want to do, so he just kind of told me, step by step, 'this is what you need to do." Then later in her program when she needed information about agencies for her practicum, she asked him for help. She expressed his reaction by saying, "He pretty much listed out for me all the local options and who I would need to contact to find out more information about this or that." Alex's mentor informed her about the process of beginning graduate school and helped her find a practicum site that met her needs.

Anderson and Shannon's (1988) mentoring function of *teaching* was underrepresented by participants in this study. This may be due to the fact that their framework was developed for teachers and the participants were counseling students.

Provide Support and Encouragement

The mentor functions of *sponsoring* and *encouraging* fit within the theme "provide support and encouragement" and were discussed by the majority of participants. They described support and encouragement as their mentors telling them they are doing a good job, checking on their personal and academic wellbeing, and being accepted by their mentor.

Within the theme of providing support and encouragement, Anderson and Shannon's (1988) function of *sponsoring* was described by participants. Mentors are expected to assume the

role of sponsor, mentors were expected to be supportive and protective and aid the protégé in personal and professional development and promotion (Anderson & Shannon). Throughout the interviews, participants discussed their mentor providing networking opportunities and being supportive and protective. Leslie said that she had a negative practicum experience, and one day in particular she was very upset. She shared the following:

> I just went up to his office, and he could tell that I was upset. He was like 'come in,' and I just broke down in his office and he just sat there. It wasn't a designated meeting or anything; he just sat there and let me cry and just kind of talked me through it.

Through this interaction with her mentor, Leslie expressed that she felt supported and protected by her mentor.

Participants described networking which is an aspect of *sponsoring* as outlined by Anderson and Shannon (1988). Jessica reported that her mentor introduced her to faculty members whom would be important for her to know. She said,

> She introduced me to the program head, started having me establish relationships with professors that were already [teaching] in the graduate program, and like I said, she suggested GA [graduate assistant] positions.

Tracy described how her mentor's support helped her gain confidence in herself. The following is an example:

> He's helped me gain confidence in myself as a professional counselor. Being 25 [years old], I grew up with [the administrators'] kids, so I feel like I'm seen as a kid still. He's helped me gain confidence and know that I've gone through all this training, and I know my stuff, so I have no reason to doubt my skills.

Participants described *encouraging* within the theme of providing support and encouragement. Affirming, inspiring, and challenging are aspects of the mentoring function of *encouraging* (Anderson & Shannon, 1988). Participants shared how their mentors were encouraging through the theme of provide support and encouragement. Several participants described how their mentors inspired them. The following quote from Kay described how her mentor has inspired her:

> I can tell from the way she is that she is a lifelong learner. You can tell that it's very important for her to keep expanding her horizons, keep reading, keep up to date, and I think that's really important. That's influenced me [in] being able to see her still do that. I'm like 'yeah, ok, remember this because you need to do that when you're done with school—you're not gonna be finished.' And I know we have continuing education requirements and stuff, but I feel like she does other things, from what I can tell, that are more than just meeting your requirements.

Because Kay's mentor continued to make learning a priority, she was inspired to make "lifelong learning" a priority.

Karen's mentor was her practicum instructor. She talked about how challenging he was as a teacher. She shared the following: "He was my practicum teacher and he did not usually teach school counseling practicum, and it was a kick in the pants." Because Karen's mentor was a challenging teacher, she became a better counselor: "He pushed you to know what you were doing, why you were doing it, and where you were going [with clients]."

Brandon was his mentor's graduate assistant. He described the following as being important to him: "I've seen that she's counted on me to do things," and "She just tells me I do a

good job. Just hearing that I do a good job constantly—that's good." By telling Brandon that he was doing a good job, his mentor affirmed his actions and made him feel good about himself.

Leslie mentioned encouragement several times during her interview and described it as her mentor checking on her to see how she was doing and following up on things going on in her life. The following is an example of how her mentor provided encouragement to her: "He would put in extra effort in terms of offering encouragement and following up with me about the things that were going on in my life, personally as well as related to school."

Summary

Chapter IV presented a brief synopsis of participants and an in-depth data analysis of participant interviews. The data analysis of the interviews revealed three themes: (1) "going above and beyond," (2) "guide you and explore options," and (3) "provide support and encouragement." Upon completion of the data analysis, member checks were conducted with participants to ensure that the themes were accurate from their points of view. The final section of Chapter IV analyzed Anderson and Shannon's (1998) mentoring framework through the themes developed in the data analysis and concerns about Anderson and Shannon's framework and the potential for dual relationships to occur were addressed. Chapter V will provide an overview of the results; a proposed framework for counselor education that was developed based on the study and previous research; the relationship to previous research; extensions of previous research; implications for counselor education; recommendations for future research; and a conclusion.

Chapter V

Discussion and Conclusions

Chapter IV provided an overview of the participants' characteristics and described themes that emerged from their experiences. Additional insights from participants were reported, followed by an analysis of Anderson and Shannon's model through the themes (1) "going above and beyond," (2) "guide you and explore options," and (3) "provide support and encouragement." Chapter V provides a review of the study and findings, a proposed framework for counselor education, and the relationship to previous research and extensions of previous research are discussed. Implications for counselor educators and recommendations for future research are considered, and concluding thoughts are provided.

Review of the Study and Findings

The experiences of master's level counseling students who have a counselor education faculty member as their mentor was the focus of this qualitative dissertation. A qualitative research design was utilized to gain information from participants about their mentoring experiences. Seven master's level counseling students from a Southeastern state university between the ages of 25-30 voluntarily participated in this study. Four participants were mental health counseling majors and three were school counseling majors; one participant was male. Participants were interviewed about their experiences with mentoring using a semi-structured interview format, which allowed participant responses to guide the interview and facilitated follow-up questions.

During the interviews, participants described three recurring themes: (1) "going above and beyond," (2) "guide you and explore options," and (3) "provide support and

encouragement." Participants indicated that their mentors supported them, answered their questions, and guided them through their graduate school journeys. Furthermore, participants described their experiences with their mentors as encouraging, positive, and comfortable, with mentoring relationships developing as a result of everyday conversations. Over time, participants learned that their mentors were accessible and cared about their experiences. Factors that strengthened the mentoring relationship included being able to talk with their mentors and establishing reciprocal trust.

Most of the participants did not report events that hindered their relationships. However, two participants had extenuating circumstances that set their relationships apart from other participants. For example, one participant indicated that her mentor was leaving at the end of the semester and spoke English as a second language, while another explained that his mentor not understanding his tattoos had the potential to harm his relationship.

As a last step in the data analysis, Anderson and Shannon's (1988) mentoring functions were analyzed through the themes that emerged from the interviews with participants to examine the fit of their model and participants' experiences. The majority of participants discussed the mentor functions of *sponsoring*, *encouraging*, *befriending*, and *counseling*; however, most participants did not describe Anderson and Shannon's function of *teaching*.

The terminology Anderson and Shannon (1988) used to describe their mentor functions is problematic for counselor educators due to dual relationships. Dual relationships occur when mentors and protégés have multiple relationships with each other, such as a friendship or intimate relationship. The terms *counseling* and *befriending* are not appropriate to use with students in counselor education because they could be easily misunderstood or confusing. Dual

relationships cannot always be avoided (Haynes, et al., 2003). For example, when participants had their mentors as a professor, they had a dual relationship. Haynes et al. (2003) recommended that mentors use an ongoing dialogue with protégés to facilitate "optimum learning" (p. 167) when dual relationships cannot be avoided.

An additional problem I noticed in Anderson and Shannon's (1988) framework was that some aspects of mentoring described by participants, such as helping mentors with research, were not addressed in their framework. Additionally, Rose's (1999) research indicated that an ideal mentor did not have perform all five mentor functions, and Black's (1998) research indicated an overlap between the functions of *encouraging*, *counseling*, and *befriending*. Therefore, I created a framework for mentors and protégés in counselor education based on (1) possible confusion about dual relationships, (2) participants experiences that were not represented in Anderson and Shannon's (1988) theory, and (4) the results of previous research.

Proposed Framework for Counselor Education

An important contribution of this study is that the experiences of master's level counseling students were examined. Additionally, Anderson and Shannon's (1988) mentoring framework was examined through themes and a framework is proposed to facilitate mentoring with counselor education students. The framework includes the categories of *guidance*, *encouragement*, and *above and beyond*, which result in *personal and professional development* of the mentor and protégé.

When I began this journey, I embraced Anderson and Shannon's (1988) framework of mentoring. However, based on my data, I now believe the definition proposed by Rose (1999) is a better fit with master's level counseling students. Rose defined the ideal mentor as,

> An experienced person who exhibits intellectual curiosity, reliability, research ethics, and good communication skills. This person is available to the student, provides challenge and constructive criticism, and conveys a belief in the students' capabilities. (p.113)

I prefer this definition because it reflects participants' experiences and the terminology is more professional, which alleviates some concern about dual relationships. For example, Kay reported that her mentor was *intellectually curious* because she is a "lifelong learner." Leslie and Jessica also described how their mentors continued their learning by attending and presenting at conferences. Kay, Leslie, Alex, and Brandon said their mentors provided them with *constructive criticism* during their practicum and internships and, as a result, they became better counselors. Participants reported that their mentors conveyed a *belief* in the protégés' capabilities by giving them reference letters and providing encouragement. The examples described illustrate how Rose's (1999) definition of mentoring represents the experiences of the participants. Next, problems with Anderson and Shannon's (1988) framework are addressed as well as the changes that I made to create a mentoring framework for counselor education.

Within their framework, Anderson and Shannon (1988) described the function of *counseling* as problem solving, giving advice, and helping protégés clarify their problems. They said further that mentors should use probes and help protégés clarify their problems. The function of *counseling* appears to describing what is frequently identified as guidance. Guidance was an early label that described the functions of school counselors and has been defined as "instructing, informing, directing, and leading" (Baker, 1996, p. 70), whereas "counseling is essentially a direct service that may be devoted primarily to intervention goals…It requires considerable training to learn and develop requisite skills" (Baker, p. 44). Within counselor

education, the mentor should not be a counselor to the protégé due to dual relationships (ACA, *Code of Ethics*, 2005; Haynes et al., 2003); however, it is appropriate for mentors in counselor education to help protégés explore their options, provide guidance, and aid in problem solving. Therefore, to more accurately describe the process and reduce confusion, I reconceptualized and renamed *counseling*, described by Anderson and Shannon, as *guidance*.

Guidance is a process throughout the mentoring relationship and was developed based on the theme "guide you and explore options." *Guidance* includes case conceptualization and consultation and skill development. When master's level students are making career related decisions, such as deciding on their internship sites, *guidance* is an important aspect of mentoring. For example, Leslie shared that she had a negative experience during her practicum because she did not receive experience in leading groups. When she talked to her mentor about this, he considered her needs and provided her with *guidance* to help her find an internship site that would meet her needs.

Again, although it is appropriate for mentors to participate in some of the aspects involved in *befriending* that Anderson and Shannon (1988) outlined, within the field of counselor education, *befriending* should not be a function due to the potential for a dual relationship to develop (ACA, *Code of Ethics*, 2005; Black, 1998; Haynes, Corey, Moulton, 2003). While protégés are students, there is a hierarchical relationship that makes *befriending* an inappropriate function. Anderson and Shannon described *befriending* as accepting, relating to, and supporting protégés. These are important aspects of mentoring, but are better described as *encouraging*.

The category of *encouragement* represents the theme "provide support and encouragement." This category includes mutual respect and trust between mentors and protégés.

Additionally, providing support, protection, and affirmation to protégés are included within the category of *encouragement*. When students are in practicum and internships, *encouragement* becomes an important role of the mentor. Kay recognized that she could struggle and her mentor normalized her experience by sharing that she did not know what to do in that situation. Through this example, Kay described the category of *encouragement*. Through *encouragement*, mentors assist protégés in gaining confidence in their abilities as counselors.

Throughout Anderson and Shannon's (1988) definition of mentoring and the discussion of mentor functions, they described going *above and beyond*; however, they never directly provided this label or recognized that mentors participate in activities that are beyond their job responsibilities. Therefore, in my proposed model, the category of *above and beyond* was created to represent the theme "going above and beyond."

The category of *above and beyond* represents mentors spending extra time with and making themselves available to protégés. Mentors also participated in activities that are above what is required of them based on their job description. Therefore, based on previous literature and participant responses, this category also includes helping protégés with activities such as conducting and presenting research and publishing. Leslie described the category of *above and beyond* when she talked about impromptu meetings with her mentor. She knew that if she was having a difficult day or needed someone to talk to, that she could go see her mentor without having an appointment.

Faculty members who serve as mentors participate in all three categories of the framework—*encouragement*, *guidance*, and *above and beyond*, which leads to a mutually

beneficial relationship and results in *personal and professional development* for the mentor and protégé. Figure 1 provides a visual representation of the framework.

The categories in the framework are on a continuum. That is, mentors and protégés may have negative experiences with mentoring. For example, within this framework, part of Brandon's experience with his mentor would go under the category of *encouraging*. When his mentor told him that she does not like tattoos, he could have felt judged; however, their relationship was not harmed because other than this situation he felt the positive aspects of *encouraging*. The continuum of the categories is illustrated in Figure 2.

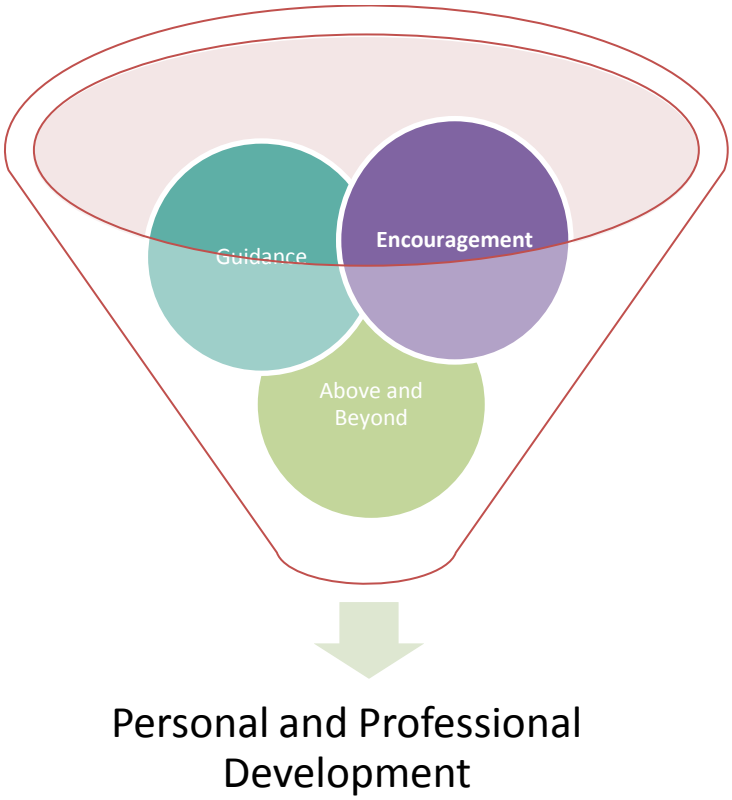

Figure 1: Categories Comprising Mentoring In Counselor Education

Negative Experiences **Positive Experiences**

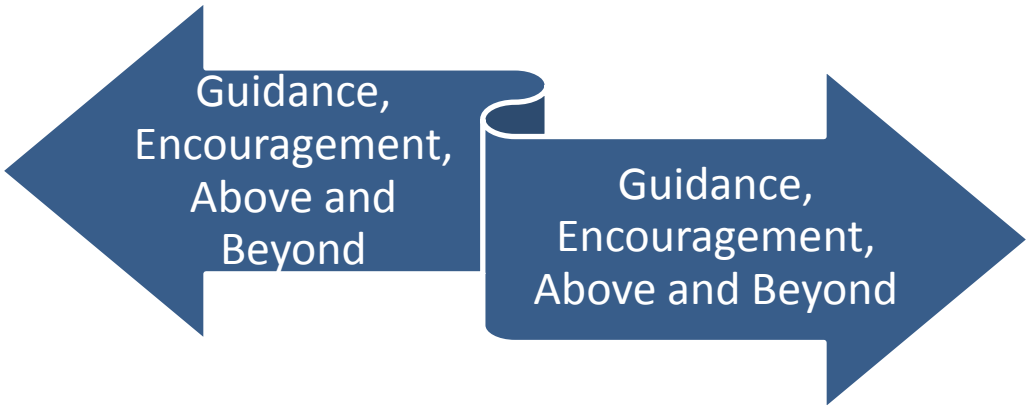

Figure 2: Continuum of Categories within Framework

In summary, based on my findings, I have developed a framework was developed to aid in the mentoring of counselor education students. The categories within the framework are (1) *guidance*, (2) *encouragement*, and (3) *above and beyond*, which result in *personal and professional development.*

The Relationship of Results to Previous Research

The participants in this study provided evidence that supports previous literature on mentoring. To illustrate this, participants' experiences are described with "good" mentors (Johnson & Huwe, 2003). Second, phases of the mentoring relationship are addressed through participant experiences. Third, I cover information about cross-gender mentoring relationships. Finally, I describe a participants' formal mentoring relationship.

Within Johnson and Huwe's (2003) characteristics of a "good" mentor, participants discussed mentor productivity, which included participating in research and professional organizations. Kay validated this characteristic by sharing that her mentor is a "lifelong learner." She said that continuing to learn and participate in research was important to her mentor. She further described how her mentor inspired her to want to keep learning above what is required. Alex and Leslie also described the productivity of their mentors. They said their mentors attend conferences and are involved in professional organizations.

Through the interviews, participants provided support for the mentoring phases initially described by Kram (1988). More recently, Johnson and Ridley (2004) stressed that the phases of mentoring are not linear and differ with each relationship; this was described by Leslie and Jessica. They were both in the *cultivation* phase of their relationships; however, they both idealized their mentors, which is part of the *initiation* phase of the mentoring relationship. Leslie said, "He's just amazing. I don't know how he does everything that he does." This quote illustrates a protégé idealizing her mentor. Brandon and Kay described the *cultivation* phase of their relationship as well. The relationship was described by both participants as mutually beneficial. When discussing his work for his mentor and the conversations they have had about race and social justice, Brandon said, "There's something that benefits both of us." Kay and her mentor were moving into the *separation* phase because her mentor was leaving the university at the end of the semester. Kay described feeling scared, anxious, and sad about her mentor leaving, which are feelings frequently associated with the *cultivation* phase of the relationship.

Of the seven participants, five had mentors who were of the opposite sex. Because participants had positive experience with their mentors, they provided support for earlier

literature regarding cross-gender mentoring that was beneficial (Johnson and Huwe, 2003; Walker, 2006). Previous researchers indicated that protégés may try to avoid cross-gender mentoring due to characteristics that make the relationship more difficult to navigate, such as negative perceptions of faculty and students and sexual attraction between the mentor and protégé (Fiest-Price, 1994; Hurley & Fagenson-Eland, 1996; O'Neill & Blake-Beard, 2002; Walker, 2006). However, none of the participants in this study reported experiencing any problems within their cross-gender mentoring relationship (Fiest-Price, 1994; Hurley & Fagenson-Eland, 1996; O'Neill & Blake-Beard, 2002; Walker, 2006).

When considering the effectiveness of formal versus informal mentoring relationships, previous researchers indicated that the later are usually more successful (e.g., Allen & Eby, 2003; Burke, 1984; Eby et al., 2008; Johnson, 2002; Johnson, 2007; Kram, 1985). Some researchers have indicated that assigned relationships can be beneficial (Allen & Eby, 2003; Eby et al., 2008). Kay provides support for formal mentoring relationships. Her mentor was her university practicum supervisor; she considered their relationship to be an assigned mentoring relationship. As time progressed, Kay realized that she could trust her mentor and that her mentor cared about her; consequently, their assigned relationship became mutually beneficial.

Participants provided support for previous research in several ways through their experiences with (1) "good" mentors, (2) the phases of mentoring relationships, (3) cross-gender relationships, and (4) formal and informal relationships. Participants' experience also provided information that extends previous literature.

Extension of Previous Research

Participants in this study described two experiences that do not appear to be addressed in previous literature; thus extending literature in two ways. First, as discussed in Chapter IV, two participants experienced cross-race mentoring, which has been discussed in earlier research; however their experiences are different because the mentors were from minority populations, as opposed to the protégé. The second issue was also in Chapter IV and includes the same two participants. They described situations that hindered their mentoring relationships, which is not new; however, the specific factors that participants described were not located in previous research.

Although all participants in the study were Caucasian, their mentors were from diverse backgrounds; one mentor was African American, one mentor was Asian American, and one protégé identified her mentor as Italian American. Previous researchers (e.g., Chung et al., 2007; Johnson-Bailey & Cervero, 2004; Kim et al., 2001) have examined cross-race mentoring relationships in which the protégé was a minority. However, research that considered relationships where the mentor was a minority and the protégé was Caucasian was not found. Mentors have the responsibility to address race and culture in relationships with protégés (Johnson, 2007).

Brandon was the only participant who described he and his mentor openly discussed their racial differences. Regardless of the racial or cultural background of mentors, they have the responsibility to raise and discuss differences with their protégés. When mentors broach the subject of race and culture with protégés, they model behaviors that protégés will utilize in their supervision and counseling relationships (Haynes et al., 2003). For example, Brandon said that

as his relationship with his mentor progressed and he developed trust, they talked about their racial differences. Brandon's experience has implications for counselor educators who serve as mentors. As a result of their conversation about race, Brandon stated that he now feels comfortable talking to his mentor about sensitive issues and seeks her advice about clients. Discussing racial and cultural differences and similarities is a growing experience for protégés. Through this experience, protégés learn appropriate ways to talk about sensitive issues that will later assist them when they have clients who are different from them (Haynes et al., 2003).

Only two participants reported incidents that they believed hindered their mentoring relationships. Kay reported that one difficult aspect of her relationship was a language barrier between herself and her mentor. Additionally, her mentor was changing jobs and was leaving at the end of the semester. Kay did not discuss either of these two concerns with her mentor because she was uncomfortable bringing up these topics. Johnson and Huwe (2003) suggested that it is the responsibility of the mentor to initiate difficult conversations such as race, culture, and the end of the mentoring relationship.

Kay worried about the language barrier between her and her mentor because she was worried that "things may be lost in translation" or that what she was trying to communicate to her mentor would have a different meaning in her mentors' native language. Additionally, Kay was concerned about the end of their relationship because she was aware that her mentor was leaving the university at the end of the semester. In order to prepare both Kay and her mentor for the end of their relationship, her mentor should have provided opportunities for them to process what the end of their relationship meant (Johnson & Huwe, 2003). Mentoring relationships are personal, and when they end abruptly, the protégé and mentor may be left with unresolved

feelings and questions (Johnson & Huwe, 2003; Kram, 1988). Therefore, counselor educators need to be aware of situations such as Kay's that may be harmful to the protégés and mentor so as to prevent both parties from being hurt.

When asked about events that have harmed or hindered his mentoring relationship, Brandon disclosed that he did not think his mentor understood his tattoos. Nonetheless, Brandon grew from this experience by learning appropriate ways to dress in professional settings and beginning to reflect on the impact his appearance has on the way others perceive him. Brandon's example provides valuable insight about mentors accepting and respecting protégés. His experience reminds counselor educators of the influence their words have on students, especially students whom they mentor. Mentors are expected to prepare protégés to act and look professionally. However, mentors should be cautious when giving suggestions and must respect protégés physical characteristics, both characteristics that protégés choose, such as tattoos and hair color, as well as characteristics that cannot be changed such as sexual orientation, culture, or race.

The findings reported in this study have the potential to provide researchers with new information that may be helpful in the development of mentoring relationships. Two mentors in this study were the minority, and the protégés were Caucasian, which differs from previous research. Furthermore, researchers are reminded how important it is for them to be aware of situations that may harm the mentoring relationship.

Implications for Counselor Educators

The findings of this study cannot be generalized to a larger population; however, there are implications for counselor educators who serve as mentors based on the information gained

from this study: (1) the experiences of students were the focus of this study, (2) information was gained about how mentoring relationships in counselor education develop and change over time, (3) aspects that were beneficial to and hindered the relationships were explored, and (4) information about dual relationships that may occur as a result of mentoring were addressed.

Previous research that was found has not examined the mentoring experiences of master's level counseling students. By interviewing counseling students who had mentors who were counselor educators, researchers are provided with information on aspects that protégés may find beneficial as well as negative within the mentoring relationships. Additionally, insight is provided about the development of mentoring relationships in counselor education.

Most participants' mentors had been their professors in previous coursework. Tracy was the exception. She met her mentor when she was in middle school where he was the school counselor. The relationships seem to develop through "daily" interactions with each other. The mentors answered questions, provided resources, spent extra time with them, and cared about their students. Over time, the participants in this study began to identify their teachers as their mentors.

Participants in this study overwhelmingly had positive experiences with their mentors. Having a mentor who cared about them and did more than their job responsibilities were important positive characteristics that participants reported. Counselor educators can examine the positive aspects of mentoring as described by participants in this study and attempt to provide these opportunities to their own protégés.

Although most participants in this study reported positive experiences with their mentors, counselor educators should also consider events that may harm the mentoring relationship. Kay

and Brandon reported concerns that have not been directly addressed in earlier research. Based on this study and previous literature, it is important for mentors to prepare protégés for the end of the relationships as they have come to know them (Haynes et al., 2003; Johnson & Huwe, 2003). Kay's experience with her mentor provides evidence of how important it is for mentors to prepare protégés for the end of the relationship, whether the student is graduating or the mentor is leaving. Even though she tried not to worry about her mentor leaving, it was in her thoughts. Therefore, it was important for her mentor to bring a sense of closure to this phase of the relationship (Haynes et al., 2003; Johnson & Huwe, 2003).

Brandon's experience resolved positively. However, there is potential for protégés to feel judged by their mentors if they have tattoos and know their mentors do not approve of them. These examples give counselor educators a glimpse into how two students' felt based on their mentors actions, or lack thereof. Based on these experiences, counselor educators should remain cognizant of the impact their actions have on protégés and the potential harm that may be created in their mentoring relationships. Through open and direct communication, both of these situations can be prevented and resolved (Johnson & Huwe, 2003; Haynes, et al., 2003).

Previous researchers in counselor education have not given the notion of dual relationships in mentoring the attention it deserves. Although the ACA code of ethics states that counselor educators should avoid dual relationships with students, they do not provide direction about what to do when multiple roles and relationships are unavoidable. Some dual relationships are never acceptable, such as sexual relationships between counselor educators and students. Haynes, et al. (2003) suggest supervisors (1) initiate conversations about the roles and

expectations they have with protégés and (2) openly discuss dual relationships as experiences arise through on-going conversations between mentors and protégés.

Recommendations for Future Research

This study provided an initial description of the experiences of master's level counseling students who had a counselor education faculty member as their mentor. Due to the limited nature of this study and the limited amount of previous research, additional research studies are needed to examine mentoring within counselor education. Several suggestions for a future research agenda are discussed below.

First, although the current study could not be replicated due to the qualitative nature, a similar study that examines the proposed framework could be conducted. Specifically, the framework could be tested in other settings, such as non CACREP accredited universities, research universities, and private universities which would allow researchers to confirm, expand, or add to the proposed framework. If additional studies have similar results, then counselor educators will have a framework to refer to when they serve as mentors to ensure that they are meeting the needs of protégés.

Second, a phenomenological approach could be used with counselor educators to explore mentoring. In phenomenological research there is one predetermined question that is used to elicit participants' experiences. Through this design, researchers are unsure of what the answers or results may be. However, if counselor educators were asked to "Tell me about your experience with mentoring," there are numerous possibilities of what may be learned. Responses may help researchers begin to understand what counselor educators' value in mentoring, if they had a mentor in graduate school, or characteristics they prefer from their protégés. Gaining this

information could provide valuable insight into program development and student empowerment because they will know what counselor educators want and expect from protégés.

Third, Rose (1999) discussed the effect that mentors have on retention and attrition rates. She suggested that students who have mentors are more likely to stay in graduate school. Therefore, it might be beneficial to examine the mentoring programs that counselor education programs have in place. A questionnaire that solicits information about their mentoring practices could be developed and sent to the counseling coordinators at CACREP accredited universities that asks them about their mentoring practices. If yes, these questions could be asked: (1) How is it organized? (2) Are mentors assigned or self-selected? (3) How and when did they develop their mentoring program? (4) Have attrition rates decreased since the program was created?

Fourth, additional research might include a longitudinal study that compares student satisfaction with counseling students who have mentors in graduate school versus those who do not. This information is important because it may aid in the reduction of attrition rates (Johnson & Huwe, 2003; Rose, 1999). Most universities have their own exit surveys for graduate students to take before graduating. Programs could also create a survey for students to take at the end of their first year. Then, upon completion of the program, surveys of students who had mentors could be compared with students who did not have mentors. The information gained from this study could provide insight into student satisfaction with their academic program in general, and specifically could examine whether or not students who had mentors reported increased satisfactions. This would provide counselor educators with the opportunity to examine what is working within their programs and what could be changed.

Fifth, within counselor education there is a need for in-depth research on multicultural issues within mentoring relationships (Chung et al., 2007). Qualitative research could provide insight into how mentors and protégés in cross-race or cross-cultural mentoring relationships approach the subject of race and culture in their relationships. This would provide counselor educators and students with valuable examples of positive and negative experiences and recommendations about how to address the subject in the future. Quantitative research could use a scale that measures multicultural competencies, which would provide information about the preparedness and awareness of mentors in counselor education.

Finally, Eby et al. developed quantitative scales that measure the negative mentoring experiences of mentors (2008) and protégés (2004). These scales could be administered within counselor education programs to faculty serving as mentors and to counselor education students who are protégés, in order to examine negative experiences they have had with mentoring. It is important to study negative mentoring experiences because mentors who have negative experiences are less likely to provide career and psychosocial support to protégés (Eby et al., 2008). Additionally, protégés who reported negative experiences with their mentors described feeling neglected and manipulated by their mentors (Eby et al., 2004). Therefore, in order to prevent relationships from becoming negative in the future, mentors and protégés can complete the quantitative scales and examine their previous relationships. Through this exploration, it would be important to discuss ways of preventing situations that caused the previous relationships to become negative.

There is vast potential for mentoring to promote positive relationships between faculty and students. Future researchers may investigate this potential and, as a result, improve the graduate school experiences of counseling students.

Conclusion

Mentoring continues to be the focus of research today because it is beneficial to people in diverse settings and "transcends time, gender, and culture" (Ragins & Kram, 2007, p.4). Furthermore, it is a personal and transformational relationship that provides mutual benefits to mentors and protégés. The results of mentoring can be life-changing (Ragins & Kram, 2007).

Within counselor education, mentoring is an important aspect of learning because it offers educational opportunities in a supportive environment. For participants in this study, having a positive mentoring experience during their master's training was a powerful resource. The long-term benefits of these relationships have yet to be seen; however, I anticipate they will be lasting. Due to the lasting impression that mentors have on their protégés, it is important for counselor educators to consider the impact they have on students whom they mentor. As a result of this study, it is my hope that counselor educators will consider the implications their words and actions have on their students not only now, but also in their future.

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APPENDICES

Appendix A

Email to Professors and Students

Dear Colleagues,

My name is Shelley Salter and I am a doctoral student in Counselor Education at the University of Tennessee. I am conducting qualitative research with master's level counseling students' experiences with mentors. I want to hear students' perspectives about how their mentoring relationship, with counselor education faculty, developed and about experiences they believe were beneficial to the relationship, as well as experiences that hindered the relationship.

I am requesting that you forward this email to your master's level counseling students.

Dear Counseling Student,

My name is Shelley Salter and I am a doctoral student in Counselor Education at the University of Tennessee. I am conducting qualitative research with master's level counseling students' experiences with mentors. I want to hear students' perspectives about how their mentoring relationship, with counselor education faculty, developed and about experiences they believe were beneficial to the relationship, as well as experiences that hindered the relationship.

I am requesting your participation in my research.

There are no known risks associated with this study.

If you choose to participate, you and I will meet for about an hour to talk about your experiences with your mentor. All information you share is confidential.

If you are interested in participating or have any questions, please contact me via email at [email address] or by phone at [phone number].

Thank you for your assistance.

Sincerely,

Shelley Salter, M.Ed., NCC
Doctoral Candidate
University of Tennessee

Appendix B

Informed Consent Form
The University of Tennessee
Office of Research Compliance Services
Examining Master's Level Counseling Students' Experiences with Mentors

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Introduction

You are invited to participate in a qualitative research study. The purpose of this study is to gain understanding about master's level counseling students' experiences with their mentors.

Information about Participant's Involvement in the Study

If you decide to participate in this research study, the researcher will contact you to schedule an interview. During the interview, you will be asked to share your experience with mentoring. The interview will be audio taped and will last 45 minutes to 1 hour. The researcher will send you a summary of the findings to see if you would like to make any modifications or additional comments pertaining to your experience. There will be no additional time requirement from you.

Risks

The anticipated risk of harm to you from participating in this research is no greater than risks ordinarily encountered in daily life.

Benefits

You may benefit from participation in this research because you will have the opportunity to reflect on your experience as a graduate student when responding to interview questions. Responses may illuminate aspects of your experience that you have not considered before. Although the findings of this research cannot be generalized, a description of your experience may benefit other graduate students and counselor educators who are seeking to expand their understanding of mentoring in counselor education.

Confidentiality

The information in this research study will be kept confidential. Data will be stored securely and will be made available only to persons assisting with the study. No reference will be made in oral or written reports that could link you to the research study.

Contact Information

If you have any questions at any time about the study or procedures (or you experience adverse effects as a result of participating in this study) please contact Shelley Salter [phone number] or at [email]. If you have questions about your rights as a participant please contact the Research Compliance Services of the Office of Research at [phone number].

_____ Participant's initial

Participation

Your participation is voluntary. You may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Consent

I have read and understood the above information, received a copy of this form, and agree to participate in this study.

Participant's name (print) _____

Participant's Signature _____ Date _____

Appendix C

Permission to Tape

Examining Master's Level Counseling Students' Experiences with Mentors

I, _____, give permission for Shelley Salter to audio tape our interview. The recordings will be used for Shelley to transcribe our interview for her dissertation. The transcriptions will be reviewed by a research group that has been formed to aid Shelley in developing themes for her dissertation. I understand that these recordings may not be used for any other purpose without my explicit written permission and will be destroyed once the study is complete.

_____ _____

Participant Signature Date

Appendix D

DEMOGRAPHIC QUESTIONNAIRE

Examining Master's Level Counseling Students' Experiences with Mentors

Name:_____

Email:_____

Age:_____

Gender:_____

Ethnicity:_____

Concentration:_____

Was your mentor assigned or self-selected?

- ☐ assigned
- ☐ self-selected

Appendix E

Interview Protocol

Date:
Place:
Interviewer:
Interviewee:

Review Informed Consent and Permission to Tape

Interview

1. What comes to mind when you think of the word mentor?
2. Tell me about your experience with your mentor.
3. How did your relationship with your mentor develop?
4. Over time, how did your relationship evolve?
5. Tell me about events that that you believe strengthened your relationship with your mentor.
6. Describe events that you believe have hindered your relationship.
7. Would you like to share anything else about mentoring or your mentoring relationship?

Probes

Thank you for participating in my research, I appreciate your time.

Appendix F

Research Team Member's Pledge of Confidentiality

Examining Master's Level Counseling Students' Experiences with Mentors

As a member of the research team, I understand that I will be reading transcriptions of confidential interviews. The information in these transcripts has been shared by participants who chose to participate in this project on good faith that their interviews would remain confidential. I understand that I have a responsibility to honor this confidentiality agreement. I hereby agree not to share any information in these transcriptions with anyone except the primary researcher of this project, the doctoral chair, or other members of this research team. Any violation of this agreement would constitute a serious breach of ethical standards. I pledge to keep all information confidential.

_____ _____

Research Team Member Signature Date

Appendix G

Participant Feedback Email

Examining Master's Level Counseling Students' Experiences with Mentors

Dear Participant,

In the spring of 2010 you participated in a research study about your experiences with your mentor. At the time of your interview you agreed to be contacted via email about the findings of the study. I have attached a summary of those findings for you to review. The findings include the themes identified by the researcher. Please read this summary and let me know if this is an accurate representation of your experience. Please email me any reactions or feedback you may have to this summary. I appreciate your continued participation in this study and I look forward to hearing from you soon.

Thank you,

Shelley Salter

Vita

Shelley Salter was born in Chattanooga, Tennessee. She earned her Bachelor's degree in social work and Master's degree in school counseling from the University of Tennessee at Chattanooga. Shelley is a National Certified Counselor and a licensed school counselor in Georgia and Tennessee. Before returning for her Ph.D., Shelley worked as a school counselor, crisis counselor, and program director for Court Appointed Special Advocates (CASA).