Developmental Mentoring: Connecting the Dots

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Abstract
The Developmental Mentoring Model for Higher Education (DMMHE) connects sound student development practices with active practices for mentoring students as they explore vocational aspirations in higher education. The model makes use of Erikson's psychosocial life stages model and Perry's concept of intellectual and ethical development in presenting a progressive mentoring program for academic and student life planning.

Introduction
This paper presents a model only, designed for use in differentiating mentoring from academic advising and building on concepts of student development for recommended mentoring options. Each academic institution interested in attempting to move from a purely academic advising model into the arena of educational and professional mentoring will institute the included principles as they see fit. Our recommendation is to move from the traditional academic model of advising through which many current faculty have matured and approach a mentoring model for students as an adjunctive process to the traditional process of choosing classes, scheduling courses, attending to appropriate major course progression, and monitoring of academic progress. Faculty members who mentor tend to be those who supervise research projects or field assignments, not those who rely on sitting in their offices seeing students by appointment. While many faculty claim the title mentor, our experience has been that the mentor designation in academia is the way careers are maneuvered, a more "do as I do" approach, rather than evidencing interest in a particular skill set or goals.

Many currently involved in progressive programming in the ivory tower recognize the importance of delineating between advising and mentoring and some institutions have made tremendous progress in providing both to students. Johnson (2007) notes that institutions need to distinguish between the designation of role model, advisor, and mentor with the mentor being at the most sophisticated end of this spectrum and he indicates that research on academic mentoring is concentrated in graduate education. We are considering specifically the mentoring of the undergraduate student, not junior faculty or support staff in this paper. Critical as well, is our intention to use the term, vocational exploration, as it applies to experiential learning opportunities and consider these on a continuum beginning in shadowing, advancing through community service and then service-learning and culminating with internships connected to vocational decision making and solidification, all of which require mentoring..

Mentoring in Higher Education
What mentoring is not. Mentors are not responsible for student schedules, class rotations, or academic progress or lack thereof. According to the Women's Center of University of Dayton (2014), mentors

provide the means within the educational setting for individuals to develop their personal talents and skills using a structured approach. This approach incorporates the dedication of individuals who possess like skills or interests in fostering student development within the school environment or capability. These mentoring individuals may also have roles as faculty, staff, or even more senior students who have been trained or have a commitment to mentoring emerging scholars, as outlined by Bettinger and Baker (2012) and Fox, et al, (2010). By definition then, the mentoring process can take place in number of settings, classrooms or adjunctive classroom settings, during work with administrative or staff members from the college, or in tutoring centers or residential life staff who come from the student body. At the University of Dayton, they outline benefits of these relationships as follows:

For Mentors
- o   Transference of expertise
- o   Opportunities to translate values and strategies into actions
- o   Gain insights/alternative perspectives about the institution as a whole
- o   Gain insights into other areas of the institution
- o   Additional investment of time/expertise for the future benefit of the institution
- o   Increased influence on the institution's mission and goals

For Mentee
- o   Expansion of personal network
- o   Sounding board for ideas/plans
- o   Potential to accelerate development and growth
- o   Positive and constructive feedback on personal and professional development

For the Institution
- o   Strengthen institutional culture
- o   Positively impact retention
- o   Leverage talent across organization
- o   Increase "workplace satisfaction" of individuals involved in mentoring
- o   Uncover latent talent
- o   Increase communication within the organization, particularly non-hierarchical pathways   (University of Dayton, 2014)

In reviewing the literature on mentoring roles, Penner (2001) applies the provisions of mentors in higher education as first, serving a career or instrumental function such as a coach or sponsor and second, providing an intrinsic or psychological function such as a confident or professional role model. While boundaries are essential in all relationships, mentoring in higher education requires significant grace and structured guidelines for both mentors and mentees such that these roles and provisions can withstand ethical review

We found a number of resources regarding the importance of mentoring for distinct college populations such as women and minorities (see Canton and James, 1999), however, it is our general recommendation that mentoring in higher education is beneficial for all students, not just those we can neatly categorize.   Canton and James (1999) categorize these relationships into four types: traditional one-to-one mentoring, multiple mentor alternatives whereby students seek advice and guidance from a number of persons, networks whereby students join groups of professionals or individuals with common interests gaining from the composite experiences of the members, and paper mentors, such as department or program handbooks and practicum/internship guides. Our expectation is that, perhaps, these types correspond to individual student learning styles and thus, the experiential continuum within which we operate, accounts for multiple mentoring types and styles.

Vocational Exploration through the Range of Experiential Learning Opportunities
As becomes evident from reading above, we conceptualize experiential learning on four levels; shadowing, community service, service-learning and internships. These four comprise the broadest categories through which we conceive building mentors from as many sources for students as possible; faculty, staff, and community members.

 Shadowing is multifaceted by design. It may involve students actually actively following a professional during a work day and may range from a single experience to sessions at set intervals. Students may

choose to shadow a faculty or staff member as well, learning what they can about professional conduct, interpersonal boundaries, ethical decision making, and critical thinking. At some level, the shadowing experience can be a virtual one in which students visit websites or manipulate other social media. At some level, there is an element of shadowing when an expert visits a classroom to discuss career or professional issues or problems. The student is invited into that world as a witness of the information provided for them.

Community service in higher education is most frequently developed through various campus clubs or interest groups supervised by staff or faculty or student life personnel. Community service is designed to help students who are at Perry's (1970) cognitive/ethical level two, multiplicity, allowing students (most often in group contexts) options for widening their referential point of view and broadening their contextual frames from those that came with them to campus to those presented in the social environment setting the stage for the contextualization evident in level three. Community service allows students opportunities to explore life away from academics and personally reconcile their life views as they solidify their own identities and then move toward working toward generous intimacy. While there may be academic advantages, these are not intentional in community service which may be completed as a project or single event or ongoing. Lessons of community service are founded in building a sense of civic responsibility through choosing to make an independent contribution. Typically, these experiences are not assigned as part of academic expectations but are more voluntary in nature.

Service-learning is distinguished by three distinct elements; academic oversight or input, community partners or problem, and student reflection. The typical service-learning option is considered an additional text through which students are able to make comparisons between academic material and examples gained from direct experience with material referenced in course materials such as lectures and readings. Students then are required to reflect on these comparisons as well as on their own reaction to the experience. These reflections may take multiple forms ranging from artistic interpretations to written reflection such a journal entries to student dialogue. Jones and Franco acknowledge that "the degree to which service-learning actually allows for these multiple explorations will depend on the nature of the service-learning experience as well as on how reflection activities are structured," (2010, pp. 148).

The impact service-learning has on students' undergraduate experiences is well-documented. Astin (1996) followed over 2,000 students participating in service-learning and over 1,000 non-participants at forty-two institutions that had received Learn and Serve grants. All the students who participated in service-learning showed higher levels of academic achievement in grades, degree aspirations, retention, engaging faculty, engaging their own academic work, and their own self-assessment of knowledge gained. The Higher Education Research Institute (HERI), in 2000, compared the impact of service-learning and community service on the cognitive and affective development of over 5,000 students. All the students showed marked improvements in GPA, writing, and critical thinking. But of equal importance, service-learning affected these students' value development, racial understanding, efficacy, leadership, and sense of vocational calling (Astin, Vogelsang, Ikeda, and Yee, 2000).

Research on service-learning has not been limited to outcomes specific to academic markers for student academic performance and persistence. Colby, Ehrlich, Beaumont, and Stephen (2003) argued that service-learning proved more effective in fostering moral character, and civic development than lectures or seminars. Strain (2005) found that service-learning, in fact, catalyzes moral and character development, taking students through the four components that make-up the moral life --moral sensitivity, moral judgment, moral motivation, and moral character (see, Rest, Narvaez, Bebeau, and Thoma, 1999). As Strain puts it, service-learning or the pedagogy of engagement can be summed up simply: "it puts students and teachers out there. It upsets cognitive and moral frame works, broadens the heart's constrained habits, and enlivens our moral imagination and sense of agency," (Strain, 2005, p. 71).

Internships for the more senior student, help solidify or commit to relativistic thinking as conceptualized by Perry. Such internships allow students opportunity to experiment with their professional choices, incorporate academic learning and skills, form professional networks, work with professional supervision, and exercise their autonomy, as represented by Perry's fourth level. Academic internships can take many forms; laboratory experience, field experience, research experience, or advanced skill experiences such as student teaching. Typically, the student is supervised by someone on site as opposed to a faculty member but has a direct line of communication to a faculty member for academic credit and advice. It is the ultimate mentor opportunity and may provide the student with a number of mentors from both campus and community constituencies. Such internships require students to perform

independently, acting as agents in the work world while receiving academic credit for their hours on site or on the assigned project. The expectation is that the student accepts responsibility for the tasks involved in the internship without necessitating the urging of either the mentor or faculty member. Certainly, it is the job of both if either feels the student is not performing as expected or is failing in any way. The beauty of mentoring at such a time is that it keeps students from failing when they are the most vulnerable, fresh with exciting new knowledge but unsure of their place in the professional world.

Developmental Considerations in Higher Education

After the emergence of first-year programs on college campuses, administrators, faculty, and college staff became aware of the power of targeted academic and student life programming for specific college cohorts. In such programming, it is important to move forward with a solid awareness of the developmental needs and challenges of each identified targeted group. There has been concerted attention to student development theory, (Evans, et.al, 2010; Long, et. al, 2010; Johnson, W. B., 2007). The work below echoes the theoretical chapters on psychosocial development (Erikson) and cognitive/ethical development (Perry) as outlined in the above sources.

Erikson: Identity: Youth and Crisis

The scope of a human development perspective in a number of contexts was popularized by early theorists such as Eric Erikson. Identity: Youth and Crisis (1968) specifically targets the formation of identity which he categorizes as the fifth of eight stages of human maturity and development. The skill set formed during adolescence for successful movement to the next stage of development begins during traditional high school years and should be completed around the first year of the collegiate experience. Mentoring models then, for first year students and emerging second year college students, should address incorporating concepts of trust in self and others as well as looking for authority figures to "have faith in" (Erikson, 1968, pp. 130). Additionally, Erikson emphasizes that students who are in late adolescence require opportunities to decide with "free assent on one of the available....avenues of duty and service," (Erikson, pp. 129), scope to explore future aspirations, and the desire to make something work. "It is the ideological potential of a society which speaks most clearly to the adolescent who is so eager to be affirmed by peers, to be confirmed by teachers, and to be inspired by worth-while 'ways of life., " (Erikson, 1968, pp. 130). A mentoring plan for the first two years of the college experience would be appropriate if the following components are considered or incorporated; Trust in self and other, positive professional and academic role models, choice to explore duty and service, and both the opportunity to explore future aspirations and the desire to make such aspirations become reality.

Our mentoring model seeks opportunities for shadowing and community service during these first two years. Both allow young people the opportunities for incorporating concepts of trust in self and one of the available....avenues of duty and service," (Erikson, 1968, pp. 129), for exploring future aspirations, and fostering the desire to make something work. The task of the mentor for these students is to help affirm trust in self and others and model someone in whom students can have faith. As noted in Canton and James (1999), students begin this process within the safety of group mentoring that often takes place as shadowing or community service. Within the safety net of the group, many students feel the freedom to explore and discover without risking personal exposure.

During the second half of the collegiate experience (junior and senior years) students are moving toward stage six of the eight stages of man and the development task focuses around issues of intimacy and/or isolation. While certainly, many developmentalists have focused on the sexual aspects of this particular stage, it is critical to widen our view as Erikson did,

> Sexual intimacy is only part of what I have in mind, for it is obvious that sexual
> intimacies often precede the capacity to develop a true and mutual psychosocial intimacy with another person, be it in friendship, in erotic encounters, or in joint inspiration. The youth who is not sure of his identity shies away from interpersonal intimacy or throws himself into acts of intimacy which are 'promiscuous' without true fusion or real self- abandon. (Erikson, 1968, pp. 135)

Erikson echoes Freud's idea that the epitome of development is to love and to work. The word love embraces not only genital love, but the "generosity of intimacy." Work, then, is conceptualized as the ability to maximize productivity without interfering with the "right or capacity to be a sexual and loving human being," (Erikson, 1968, pp. 136). The concept is that at this stage, students are conquering their ability to be generous with themselves, their talents, skills, and gifts as well as developing a work ethos that enhances the ability to be generous with intimacy without invading one's own right or capacity for sexual, or private relationships. They are achieving the level of loving, as it applies to service and human and social responsibility. The task of the mentor at this stage then is to provide the means for students to experience and exercise generous intimacy (giving of one's self, talents, skills) without impeding personal intimacy. Put in modern terms, it means to establish boundaries.

These boundaries are parameters defining all interpersonal relationship, work and professional. By building an awareness of these boundaries, students are preparing for appropriate relationships beyond the college campus. Additionally, generosity of intimacy implies a developed sense of integrity evidenced by the ability to share self while appreciating and acknowledging the other.

Our mentoring model seeks opportunities for understanding the importance of boundaries and integrity through the range of experiential learning options. These options such as service-learning, internships, and practicums allow students increasing levels of independence in the classroom laboratory beyond campus walls with appropriate professional supervisors and role models in the professional arena. In the Canton and James (1999) typology, this also allows students more one-on-one mentoring exposure and provides them the courage and knowledge to advance to networking groups or paper mentors, such as professional guidebooks, professional opportunities and requirements specified in certifying or qualifying standards, and Codes of Ethics or guides for professional behavior. The better they are able to evidence the generosity of intimacy through appropriate boundaries and acts of integrity, the better they are able to move to increasing levels of professional expectation.

William Perry: Intellectual and Ethical Development

Perry (1970) was concerned about how intellectual and ethical development continued into adulthood from childhood and as a cognitive theorist, he and his colleagues were concerned about how student thought process changed and matured. Original cognitive theory as advanced by Piaget (1932) stipulates that cognition developed along two continuums in childhood, from the concrete to the abstract and from an egocentric active orientation to a more reflective orientation and focuses on three fundamental principles; cognitive structures by which children construct meaning, developmental sequencing by which cognitive functioning evolves, and interaction with the environment which stimulates cognition. Williams (2007) notes some critics of Perry believe his theory to be inapplicable to women. Belensky, et al, (1968) shifted Perry's categories into an epistemology more closely aligned to women's intellectual and ethical thinking. However, for this paper, using the original designations as outlined by Perry (1970) seemed appropriate.

Perry and his colleagues explored these ideas in college students and through their research discovered "changes in…seeing, knowing, and caring that transcended mastery of the content; … conceptualizing evolving frames of reference as changing cognitive structures, each incorporating) forms of the preceding stages," (Chickering and Reisser, 1993, p. 8). Perry conceptualized nine developmental turning points that affect student relationships, identity, and integrity and built a model of student development based on four levels or positions through which student progress. In order, these levels are dualism, multiplicity, relativism, and commitment in relativism. Each of these levels is characterized by a distinct and distinguishable ethos.

The first level, dualism, reflects the belief in absolute knowledge with differences between student opinion and faculty opinion as a faculty inadequacy. Mentors at this early stage need to be aware of the mind set of students who see the world through rather black and white lenses without reliable ability to accept alternative perspectives. At this level, a shadowing mentor is appropriate for student who are not required to "do" any work or provide any services but simply to observe and track a person in the work world. The exposure to a professional context with a good mentor can open the doors for Perry's next level.

Level two, multiplicity, is necessary prior to allowing a student a community service option. Multiplicity allows for students who have matured to a level of accepting diversity and uncertainty as legitimate but still temporary. They see these areas as problems where authorities have been unable to resolve the issues at hand. Community service or additional shadowing allows for increasing exposure to diversity and alternative ideas allowing students opportunities to exercise their multiplicity muscles.

Level three, relativism, presents students with the world view that all knowledge is contextual and relativistic. The shift from suspicion of faculty input to valuing such input as expertise is a hallmark of this level. Students begin to synthesize experiences, no longer seeing each experience as an isolated event but as a part of a larger whole. At this point, mentoring through more service-learning is possible because students are open to supervision and suggestion from the mentor and yet, retain the option of the classroom discussion for reflection. This reflection helps solidify emerging ideas regarding the context of their experiences. At level four, students commit to relativism, coming to the realization that they are required to develop and own their own choices based on multiple truths. Until this point they are not prepared to move off the fence but at this level are able to feel more secure in aligning personal themes with their choices or opinions. They are prepared to accept individual social responsibility. The mentor from an internship can guide such students as they use their new ability to understand their social environments in ways that prepare them for vital life decisions such as career choices and marriage.

Perry's work reflects the basic principles evident in Erikson's stages self. Through the work of these thinkers, a common developmental lens emerges through which we can position campus and community mentors, those

individuals most interested in each student as they progress through the maze of the collegiate experience. Pushing a student to participate in an experiential task inappropriately or with the wrong mentor could damage their sense developing of identity or intimacy as described by the above authors.

The Developmental Mentoring Model for Higher Education (DMMHE)
The goal of the model is to provide the means for mentoring students through a developmentally appropriate continuum which facilitates vocational exploration and choice. Through this process, mentors may operate out of the following incentives: opportunities for transferring their expertise, opportunities to translate their own values into action, opportunities to gain alternative perspectives and insight into personal, professional and institutional structures, and opportunities to influence their profession or institution. Mentees are motivated by the opportunities to expand their professional networks, to gain a credible sounding board, to increase self-awareness and discipline, to accelerate personal and professional development and growth, and to gain access to constructive feedback on personal and professional developmental issues. With these specific goals in mind the DMMHE defines mentoring in higher education as falling on a four level scale using the components of life task (according to Erikson), characteristic (Perry), consideration for mentors (Perry), and recommended avenue for vocational exploration .

Level One
Typically, Level One students are at the beginning of their vocational exploration; their search for what will provide meaning in both professional and personal life.
Psychosocial Task (as per Erikson): Solidifying identify
Vocational Exploration Experiences (Mentoring task): Community Service and/or Shadowing
Cognitive Movement (as per Perry): Dualism
Measured: Use of Perry's levels on the horizontal axis and Erikson's life task on the vertical axis, we conceptualize student progression on a four point scale with a 1 indicating little movement, 2 indicating some movement, 3 indicating marked movement, and 4 indicating significant movement. This movement is evaluated via course work, journals, mentor reports, indications from class discussions, or presentations. Concentrating on dualism then, or the movement from black and white thinking to the ability to accept alternative explanations of phenomenon, provides a chart of student progress through mentoring, teaching, and vocational exploration.

Concentration for evaluation is on the movement of the student from a black and white concrete idea (Perry) about (Erikson) trust and exploration of aspirations. The continuum of movement is measured as students move from individualistic ideas to an acceptance of the views of others.

Table 1

Dualism (Perry) / Life Stages Task (Erikson)	1 Value in only personal thought	2 Some movement	3 Marked movement	4 Value of alternative explanations
Trust (in self)				
Ability to explore aspirations				

Level Two
Typically, the Level Two student have made a vocational choice and are interested in a more specialized experience, providing them with incentives to move forward with their academic choices or change their educational focus.
Psychosocial Task (as per Erikson): Transition from solidifying identity to considering meaning of intimacy
Vocation Exploration Experiences (Mentoring task): shadow a professional or community service with a professional agency or group meeting a specific career aspiration or goal.
Cognitive Movement (as per Perry): Multiplicity

<u>Measured:</u> As above, with Perry's level on the horizontal axis and Erikson's life task on the vertical axis, student progress is assessed on a four point continuum, concentrating on the movement from a simple acceptance or acknowledgement of diversity of ideas as a temporary state toward diversity as an opportunity for intellectual and experiential growth. We see level two as an opportunity for students to relate to others during the vocational experiences. Students typically understand diverse ideas as a temporary result of the inability of an authority source for a resolvable an issue. As they mature, they are able to recognize the richness or diverse ideas as a constant source in inquiry. The four point continuum is measured as students move from monocultural attitudes (ethnocentric in a wider sense) (1) toward an acceptance of diversity (4).

Table 2

Multiplicity (Perry) ➡️ Life Stages Task ⬇️ (Erikson)	1 Conceptual Ethnocentrism	2 Some movement	3 Marked movement	4 Acceptance of Diversity
Trust (in others)				
Ability to make something work				

Level Three

Typically, by Level Three, the student has solidified a vocational focus and is in the process of trying on the trappings and privileges of their choice. They will have successfully crafted and accepted an identity and are more prepared for continued development toward increasingly intimate opportunities and a wider lens for interpreting experiences..

<u>Psychosocial Task (as per Erikson):</u> Beginning to celebrate the generosity of intimacy

<u>Vocational Exploration Experiences (Mentoring task):</u> Service-learning/select internship

<u>Cognitive Movement (as per Perry):</u> Relativism

<u>Measurement:</u> As above, with Perry's level on the horizontal axis and Erikson's life task on the vertical axis, student progress is assessed on a four point continuum, concentrating on the movement from a stance of suspicion of input from authorities to the view that such input is valuable and enriching, students perceive learning as relativistic. They are able to begin synthesizing input from multiple sources. The four point continuum is measured as students move from a simplistic interpretation of knowledge (1) to a more complex, relativistic interpretation of knowledge (4).

Table 3

Relativism (Perry) ➡️ Life State Task ⬇️ (Erikson)	1 Simplistic interpretation of knowledge	2 Some movement	3 Marked movement	4 Relativistic interpretation of knowledge
Willingness to engage in intellectual intimacy				
Finding a balance between self and work				

Level Four

Typically, by Level Four, students are anxious and ready to experience real world situations in their chosen vocation. They are eager to explore the connections between prior experiences, academic training, and the reality of work.

<u>Psychosocial Task (as per Erikson):</u> Evidencing generosity of intimacy (exercising boundaries)
<u>Vocational Exploration Experiences (Mentoring task):</u> Internships
<u>Cognitive Movement (as per Perry):</u> Committed Relativism
<u>Measurement:</u> As above, with Perry's level on the horizontal axis and Erikson's life task on the vertical axis, student progress is assessed on a four point continuum, concentrating on the movement from an acceptance of relativism or contextual meaning to a commitment to relativistic or contextual meaning. The four point continuum begins with recognition of relativism (1) toward a commitment to relativism (4).
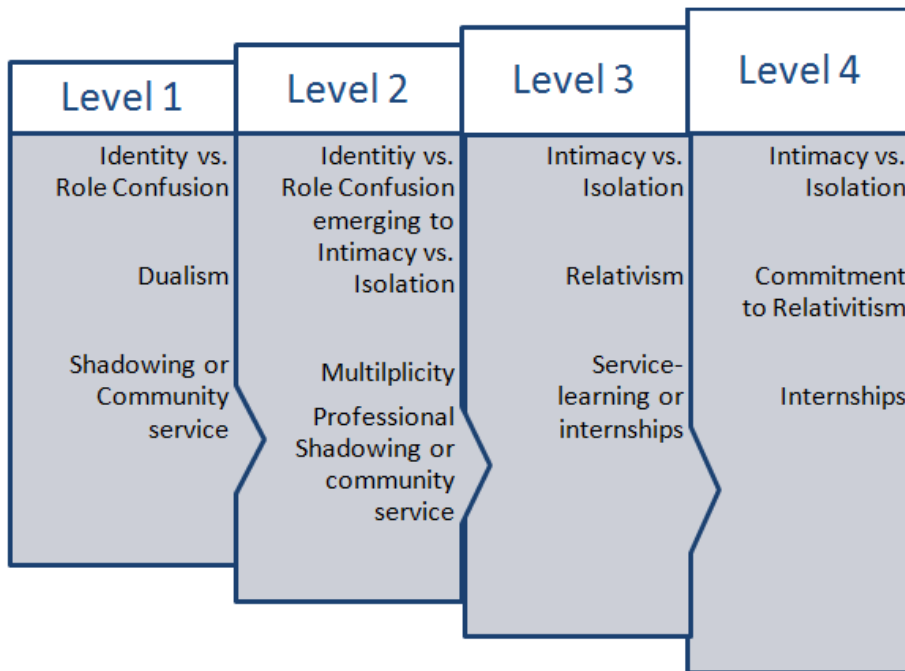
Table 4

Commitment to Relativism (Perry) → Life Stage Tasks (Erikson) ↓	1 Uncommitted Relativism	2 Some movement	3 Marked movement	4 Commitment to Relativism
Generous Intimacy				
Integration of Appropriate Boundaries				

As one progresses through these levels, there may be a tendency to simplify the model and apply the principles to academic years such that level one would correlate with first year students and level two with second year students, etc. However, when applied to mentoring, it is critical to consider each student as much as possible. The model allows advisors or programs to apply the above criteria in an individual way, considering the maturity and developmental progress of each student and then pair them with a mentor who is prepared to supervise or advise in the suggested vocational format and circumstances. Broadly, most college freshmen are probably at a level one and most college sophomores at a level two but we are able to think more individualistically in a mentoring program or process.

DMMHE is also inclusive in nature, allowing for students at all levels to continue building and developing prior skills from prior stages. We know that Erikson's intent was to map a progressive course through life such that once one stage is accomplished we continue on to the next but there certainly are some occasions or events that may be reminiscent of an earlier stage. While we work on a primary stage at a time, earlier stages may be solidified or shaken.

Note as well, the inclusion of options for vocational exploration. The model allows for recommended levels but certainly, we acknowledge that earlier experiences may be appropriate where students are able to add options to their considerations. This is however, unidirectional. For example, we would not recommend internships for a level one or level two student, only for advanced level three students. Therefore, we conceptualize the model in the following visual, where one stage may include the prior developmental tasks but allow for advancing student cognitions and mentor or associations as defined by Perry. (Table 5) The role or considerations for mentors is in concert with Perry's cognitive models as outlined above. This allows for easy identification of students on a developmental spectrum and helps place them with appropriate vocational exploration options and mentors in concert with their development. Such ideas could further help in developing assessment criteria for mentoring programs.

Table 5

Level 1	Level 2	Level 3	Level 4
Identity vs. Role Confusion	Identitiy vs. Role Confusion emerging to Intimacy vs. Isolation	Intimacy vs. Isolation	Intimacy vs. Isolation
Dualism		Relativism	Commitment to Relativitism
Shadowing or Community service	Multilplicity Professional Shadowing or community service	Service-learning or internships	Internships

Discussion

Appropriate mentoring in higher education as defined by University of Dayton (2014) and Penner (2001) contributes to student and institutional success. Recognizing that mentoring has proven effective with a number of special student populations such as women and minorities and that it has also been effective in retention efforts for colleges and universities (Canton and James, 1999), it is the responsibility of institutions of higher education to establish a best practice for mentoring that is not a "one fits all" design nor a recipe for progress. Long, et al, (2010) note that there is a paucity of research in undergraduate research, perhaps because a working model for such research is unavailable.

One of the critical goals of mentoring is the focus on the students' own goals, both personal and professional. The DMMHE allows for considering each student at their individual level as well as their developmental maturity. One strength of our model is that is should alleviate expectations for student who are not ready to embrace specific experiential opportunities. For example, a student who cannot rely on the advice or opinions of an authority figure, indeed, sees such opinions or ideas as questionable, (Level One) would not benefit from an internship at the same level as a student who accepts and seeks outside ideas and opinions (Level Three). The first student may suffer in such a situation, not understanding why their mentor or field supervisor sees them as hard-headed or unteachable. Instead of creating opportunities for students, such placement can create tension and help students disengage from experiences rather than embrace such opportunities.

Use of this model also allows for easier explication of positive outcomes. Frequently when a student fails to accomplish their goals in an experiential context, they feel like they have failed. However, armed with the wider holistic picture of the student, mentors can point out success in personal growth and understanding that may not be immediately evident to the student. In final reflection with such a student, it is not uncommon to ask them to consider whether or not working in a particular setting or with a particular population is not to their liking. This is learning and is not failure but a necessary part of focusing career options. They may be directed to consider evidence of their ability to communicate with others, relate to others, manage their own emotions and life experiences, or commit to the work ethic or expectation at a particular setting. All are bringing them through a vocational exploratory process.

The third strength of this model is the information it provides to mentors. Perry's work in particular is valuable in understanding the way that students consider and incorporate input from "authority figures" and provides mentors with tools to handle such thinking. Rather than continue to press ideas on student who are reticent to accept them, a mentor can stand back and allow the student experiences that can provide the means for broadening viewpoints without argument or power struggles. Sometimes, mentors may feel that they are unable to "get through" to students but Perry provides them with the insight necessary to continue without self-doubt and with less frustration. Most community mentors in particular, may not understand student development and in evaluating and working with students, may expect too much or too little from them. A few minutes with the model would be valuable in developing appropriate opportunities for students.

The last strength of the model is that it provides educators with a sound theoretical foundation for building not only best practices mentoring programs but best practices educational programs as well. Our job as educators is to deliver a quality product to our customers, one that stands as the basis for networking and growth during the life span. Understanding the connections between life stages, developmental tasks, mentoring and vocational exploration in the form of experiential learning provides just such a foundation.

Conclusion

It is evident that mentors have the capacity and opportunity to add value to student experiences, institutional goals, and personal welfare. These mentors can provide, within the educational setting, the means for students to develop their personal talents and skills by using a model designed to incorporate experiential opportunities with sound developmental criteria (DMMHE). With these specific goals in mind, the DMMHE defines mentoring in higher education as falling on a four level scale using the components of life task (according to Erikson), learning characteristic (Perry), consideration for mentors (Perry), and recommended avenue for vocational exploration approaching experiential opportunities as a continuum beginning with shadowing and culminating with the internship. Mentors in higher education have a grounded tool to plan student experiences, assess these experiences, help students reflect on their experiences, and add or alter curriculum.

One of the current problems associated with assigning experiences to mentors outside the classroom is the lack of material available for mentors who may or may not be active on campus. Training with DMMHE provides them with a basis for understanding their role, their relationship to the curriculum, and the reason why the experience is designed at a specific time in the student's development. It also affords the teaching professional the same benefits and can have long lasting effects on student retention through increasingly challenging exposure to student experiences designed with student success in mind.

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