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Role of Mentoring, Coaching, and Advising in Developing Leadership: Ecditors' Introduction to Special Issue

Lindsay J. Hastings
University of Nebraska-Lincoln, lhastings2@unl.edu

Cindy Kane
Bridgewater State University, cindywkane@gmail.com

Editors' Notes

This volume is designed to guide leadership educators and institutional leaders who are looking to cultivate strong student outcomes in leadership learning through the increased involvement of adults and peers. The goal of this volume is to explore diverse types of relationships (mentoring, coaching, advising), the focus of these relationships (i.e., short-term or long-term, personal development, or leadership behavior modification), and the unique leadership development outcomes expected from these diverse relationships.

Mentoring, coaching, and advising are often confused as similar developmental tools, yet their scope, purpose, and utility in leadership development are distinct. This volume will provide the guidance and perspectives to adequately assess when mentoring, coaching, and/or advising will be the most powerful leadership development tool.

Educators are increasingly called upon to intentionally develop socially responsible leaders (Dugan & Komives, 2007). The Council for the Advancement of Standards in Higher Education (CAS), the Association of American Colleges & Universities (AAC&U), NASPA: Student Affairs Administrators in Higher Education, ACPA: College Student Educators International, disciplinary accreditor members of the Council for Higher Education Accreditation (CHEA), the National Association of Colleges and Employers (NACE), and the Degree Qualification Profile (DQP), for example, all propose student learning outcomes related to the development of leadership and social responsibility (AAC&U & NLC, 2007; Adelman, Ewell, Gaston, & Schneider, 2011; CAS, 2015; Dreschsler Sharp, Komives, & Fincher, 2011; NACE, 2016; NASPA/ACPA, 2004).

Considering the role of education in preparing the next generation of socially responsible leaders, educators from all disciplines are focused on ways to maximize student learning and bolster important outcomes related to leadership from their educational experiences. Educational institutions have been challenged to define "student success" from more than traditional metrics of enrollment, persistence, and graduation rates (AAC&U & NLC, 2007) as today's graduates must also demonstrate their preparedness to succeed in the modern workplace. The NACE (2016) *Job Outlook Report* noted leadership skills and ability to work on a team as their two top attributes sought by employers (NACE, 2016). If students need to learn these skills and demonstrate these aptitudes, *institutions must identify those who will teach them.*

If the focus of our institutions is shifting toward a deeper look into what factors contribute to student success and our national dialogue is working to further align student development with the needs of workforce preparation (Smith, Rooney, & Spencer, 2018), the opportunity to apply dynamic strategies to leadership education is needed now more than ever. We know that the role of adults and peers is critical in developing individual leadership capacity as well as developing leadership effectiveness in groups and organizations (Rosch, 2017). If we choose to structure a relationship between a student and an adult or peer, when is mentoring most appropriate? Is coaching going to yield the same outcomes? Perhaps advising is a more logical intervention, but is that done in individual or group settings? Regardless of which approach—mentoring, coaching, advising—is chosen, how can we be sure the involvement of faculty, staff, and peers in these relationships will yield the most positive outcomes for students?

This volume begins with foundational chapters that present both similarities and distinctions between mentoring, advising, and coaching in developing leadership. Chapter 1 presents a foundational overview of mentoring, coaching, and advising relationships and their unique leadership development utilities. In Chapter 2, Priest, Kliewer, Hornung, and Youngblood highlight the role that mentoring, coaching, and advising plays against the backdrop of leadership identity developmental outcomes. From there, Chapters 3, 4, and 5 present the reader with deep exploration of each developmental relationship in a standalone discussion about the ways each approach can nurture leadership development. In Chapter 3, Crisp and Alvarado review key literature in mentoring and offer practical guidance for designing effective mentoring relationships for leadership development. Yarborough provides an intensive look at coaching for leadership development in Chapter 4 and proposes key considerations for effective leadership coaching practice. In Chapter 5, Chrystal-Green provides extensive expertise in advising and formulates ideas for advising with leadership development in mind.

While Chapters 3, 4, and 5 differentiate the unique leadership development utility of mentoring, coaching, and advising, the remaining chapters explore applications of these concepts more holistically. Bureau and Lawhead in Chapter 6 discuss structuring assessment of mentoring, coaching, and advising to determine if and how these approaches make contributions to student leadership development. In Chapter 7, Vaccaro and Camba-Kelsey explore the important impact that culturally competent mentors, coaches, and advisors can have on the leadership development of all students, with particular emphasis on minoritized students. Finally, Guthrie and Meriwether in Chapter 8 look at the future of mentoring, coaching, and advising applied in the growing digital context for these relationships.

Our hope for this volume is that it will offer insight to support program development as well as individual decision-making on behalf of

students in our educational institutions. Each chapter presents educators with considerations for how to yield the best possible outcomes for leader and leadership development in their institutions and ways to make mentoring, coaching, and advising among the most influential experiences in a leader's developmental journey.

Lindsay J. Hastings
Cindy Kane
Editors

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LINDSAY J. HASTINGS is the Clifton Professor in Mentoring Research and director of Nebraska Human Resources Institute, a leadership development organization at the University of Nebraska that pairs college student leaders with K-12 student leaders in one-to-one leadership mentoring relationships. Lindsay serves on the leadership faculty and is the cofounder of the leadership and entrepreneurship minor program. Her research interests include generative leadership and social responsibility, examining which factors influence a leader's ability to promote and establish the well-being of future generations.

CINDY KANE serves in a dual appointment at Bridgewater State University as director of student involvement and leadership and special assistant to the provost for academic innovation. She serves as a part-time instructor in the student affairs counseling program at Bridgewater State and has recently completed a year as part of the American Council on Education Fellows program. Her research interests include the scholar-practitioner in student affairs and the intersection between academic affairs and student affairs leadership in higher education.