The Center for Leadership
Leadership Mentor Manual
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Welcome!

Thank you for volunteering to serve as a leadership mentor for a motivated student leader at Elon University! We believe the conversations, insight, and feedback that are to come will propel your student and encourage them to reach high standards of performance.

We believe your purpose as a leadership mentor involves challenging and supporting your student to grow as a person and as a leader, to support their intellectual and professional development, to question their assumptions, and to expand their worldviews. We hope that you will become invested in their success and care deeply about their learning and development.

In the pages that follow, you will learn about the Leadership Education and Development (LEAD) Program, what is expected from you as a mentor, and how we will support you through this process. As your student progresses through LEAD, they will learn about leadership, question themselves, and practice the skills that are essential for success. Providing these students time and a place to appropriately reflect on their learning is crucial to their development.

Being a leadership mentor is a great opportunity for both mentors and mentees to grow, both personally and professionally. Successful mentor relationships require time, energy, enthusiasm, and commitment. In the CFL, we see this as a developmental relationship based on intentional conversations. We expect mentees to take an active role in their learning, growth, and development. As a mentor, you are asked to serve in both a leadership and facilitator role that facilitates growth through guidance, feedback, wisdom, and goal setting.

Please know that the Center for Leadership is a resource for you and your student! We are dedicated to making your experience valuable and successful. We invite you to participate in the programming available for mentors, find answers to your questions, and develop relationships with other leadership mentors who share a passion and commitment to student development and leadership.

Again, we appreciate you and the time you give to the LEAD Program!

Yours in Leadership,

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The Center for Leadership Mission
Elon students will graduate with strong self-efficacy, the desire and ability to work collaboratively within diverse communities of people, and have the confidence and competence to put innovative ideas into action for positive change.

Overview of the LEAD Program
The Leadership Education and Development (LEAD) Program is a three tier self-paced program open to all students. Tier I, Leading the Self, explores personal foundations of leadership and establishing one’s self as an authentic leader. Tier II, Leading with Others, focuses on civic responsibility, group dynamics, and cultural awareness and appreciation. Tier III, Leading for Change, is a culmination of a student’s leadership experience through immersion in positive social change.

Students who complete Tiers I and II will earn a leadership certificate. Following the completion of Tier II, students will be invited to further deepen their leadership experience and complete Tier III to receive the distinction of a Cannon Leader.

Students can begin the LEAD Program at any point during their time at Elon and work at their own pace. It is recommended that Tier I be completed in one semester, Tier II in two semesters, and Tier III in at least two semesters. Requirements and learning outcomes are provided later in this manual.

Tier I: Leading the Self
All Elon students participate in the leadership process, either in formal leadership roles or as informal leaders and followers. The purpose of Tier I is to increase students’ awareness of the intentionality of the leadership process and their role within the process. By the end of Tier I, students should view themselves as empowered individuals who are prepared to lead others.

Tier II: Leading with Others
The purpose of Tier II is to develop students’ ability to effectively work with groups and communities, gain a stronger understanding of peoples’ perspectives and differences, and learn the power of collaboration. By the end of Tier II, students will be influential leaders amongst their peers, possessing the knowledge, skills, and abilities to create change. Upon completion of Tier II, students will earn a leadership certificate and be invited to begin Tier III.
Tier III: Leading for Change

The purpose of Tier III is to allow students the opportunity to apply and synthesize what they have learned during Tiers I and II by continuing to engage in an advanced leadership experience. By the end of Tier III, students will be fully engaged in positive, social change for the betterment of themselves, others, and their communities. Upon completion of Tier III, students will earn the distinction of a Cannon Leader.

Center for Leadership Learning Outcomes

Through Center for Leadership initiatives, students will develop necessary leadership skills and attributes, connect with students and professionals, and enrich their Elon experience. The learning outcomes below are what guide our initiatives and what we hope students will gain through the LEAD Program.

Through the LEAD Program, students will be able to:

- Demonstrate their personal foundations for leadership.
- Distinguish themselves as authentic leaders.
- Value their growth as leaders.
- Incorporate social justice values into their demonstrated leadership.
- Employ leadership skills in an interpersonal context.
- Affect organizational and systemic change.
- Manage change processes and systems.

More specifically through your mentoring relationship, students will be able to:

- Explore personal foundations of leadership by understanding personal skills and styles and articulating a personalized leadership definition.
- Continue growth as a leader by seeking out and leveraging feedback, determining personal balance and well-being, developing a mentor/mentee relationship, and fostering self-development.
- Leading in the interpersonal context by communicating effectively.

Theoretical Groundwork

The LEAD Program is grounded in leadership theories that have been created and utilized with college students. The Center for Leadership has intentionally utilized the Social Change Model of Leadership (HERI, 1996) and Authentic Leadership (George, 2003) to develop the workshops, reflections, and retreats that constitute the LEAD Program. If you are interested in learning more about the Social Change Model or Authentic Leadership, see the Scholarly Resources for Leadership Mentors (p. 19).
The Social Change Model of Leadership

The Social Change Model of Leadership is the cornerstone of the LEAD Program. The Social Change Model believes that leadership is a values-based process whereby a leader must explore their individual values and collaborate with others in order to create positive, social change for the community (HERI, 1996). LEAD Program participants will explore each component of the Social Change Model throughout the program.

Tier I, Leading the Self, focuses on the individual values of Consciousness of Self, Congruence, and Commitment. Tier I allows students to learn more about themselves and how beliefs, values, feelings, and strengths influence leadership.

Tier II, Leading with Others, focuses on the group values of Collaboration, Common Purpose, and Controversy with Civility. Tier II explores how students work with groups, understand and deal with conflict, and the concept of followership.

Finally, Tier III, Leading for Change, focuses on the society and community value of Citizenship. Tier III delves into how leadership can have a positive impact on creating change for the common good.
Authentic Leadership

In addition to the Social Change Model of Leadership, the LEAD Program utilizes Authentic Leadership (George, 2003). According to George, “leadership begins and ends with authenticity.” Authentic leaders genuinely strive to serve others by empowering the people they work with to make a difference (George, 2003). In order to become an authentic leader, one must develop their own leadership style, consistent with their personality, character, and values.

George proposes that authentic leaders demonstrate five qualities:

- Pursuing purpose with passion
- Practicing solid values
- Leading with heart
- Establishing enduring relationships
- Demonstrating self-discipline
LEAD Program Requirements

Below is a list of the LEAD Program requirements for each tier. As a leadership mentor, it is beneficial for you to be familiar with the requirements so you can ascertain your student’s progress.

Tier I: Leading the Self
1. Attend the Elon Leader workshop
2. Complete the StrengthsQuest Inventory
3. Attend the Strengths workshop
4. Attend the Response Ability workshop
5. Attend the Identity Mini-Retreat (3-hour)
6. Attend the Leadership Mentor workshop (this is optional for students who need additional assistance)
7. Identify and meet with their leadership mentor at least once a semester and submit a reflection on Moodle
8. Complete at least 10 hours of community service and submit a reflection on Moodle
9. Complete the Tier I reflection questions and submit on Moodle

Tier II: Leading with Others
1. Attend the Inclusive Leadership workshop
2. Attend the Highly Effective Teams workshop
3. Attend the Leading with Integrity workshop
4. Attend the Beginning your Blog workshop (optional for students who need additional assistance)
5. Attend the Tier II Retreat
6. Attend at least one Social Perspective Taking event
7. Meet with their leadership mentor at least once a semester
8. Complete at least 10 hours of community service
9. Critically reflect on their Tier II experiences through the use of blog entries following the completion of each of the aforementioned requirements

Earning a Leadership Certificate

After completing both Tier I and Tier II requirements, students will earn a leadership certificate. They will be invited to the end of the year Cannon Celebration to receive their leadership certificate. This certificate represents the commitment they have made to further their leadership development while also contributing to their organizations, peers, and communities.
Tier III: Leading for Change

1. Attend the Immunity to Change workshop
2. Complete the Attentional and Interpersonal Style (TAIS) Inventory
3. Attend the TAIS Debriefing workshop
4. Attend the Cross Cultural Leadership workshop
5. Attend the Leaving Your Legacy workshop (for students electing to complete the Common Good Project)
6. Attend a Leadership ELR Meeting or meet with the Director of the Center for Leadership, to being the ELR process (for students electing to complete the Leadership ELR Workbook)
7. Meet with their leadership mentor at least once a semester
8. Complete at least 10 hours of community service
9. Complete at least two Enriched Leadership Experiences, which consists of either option below:
   - Path 1: Common Good Project and Leadership ELR Workbook
   - Path 2: Common Good Project or Leadership ELR Workbook and one Advanced Leadership Experience from the following:
     - Leadership Studies Minor
     - Leadership Research
     - Leadership Internship
     - Periclean Scholars
     - Civic Engagement Scholars
     - Doherty Intern
     - Executive Intern Program
10. Continue to critically reflect on their Tier III experiences through the use of blog entries following the completion of each of the aforementioned requirements
11. Prepare and present a LEAD Program Capstone Presentation (see below for description)

LEAD Program Capstone Presentation

For students who intend to complete the LEAD Program, they will prepare and present a Capstone Presentation. As their leadership mentor, we ask that you work with your student to select a presentation time so you can be in attendance (Capstone Presentations occur annually in April). This presentation highlights the student’s progression through each tier of the LEAD Program and their Tier III Enriched Leadership Experiences. After completing Tier III, both the student and leadership mentor will be recognized at the end of year Cannon Celebration for their achievements.
Role of a Leadership Mentor

Mentors assume a variety of roles throughout their relationship with a mentee, including fostering the relationship, creating learning opportunities, and facilitating the goal-setting process (Zachary & Fischler, 2014). The leadership mentor experience provides students with the opportunity to establish and strengthen a relationship with an Elon faculty or staff member who can assist in their leadership development process.

This requires leadership mentors to:

- Develop and nurture a mentoring relationship with the student
- Work with the student to construct expectations for the mentor-student relationship
- Create learning opportunities that will make a difference in the student’s success
- Assist the student in setting SMART goals
- Challenge the student to grow and excel, while also supporting them
- Provide insight, advice, and feedback to the student
- Encourage the student to move through the LEAD Program and continue their involvement through the next respective tier
- Know and understand the requirements for completing the LEAD Program
- Meet at least once a semester with the student (monthly or more frequent meetings are highly encouraged to support students’ learning)
- Maintain regular contact with the student, even if studying abroad or off campus for the semester
- Utilize resources, including the Center for Leadership staff, the LEAD website, and the leadership mentor manual

Beginning the Mentoring Relationship

Students are asked to identify their leadership mentor during Tier I of the LEAD Program. Once a student has identified and asked you to be their mentor, the student should contact you to schedule an introductory meeting. This meeting should be flexible in order to meet the unique mentoring needs of your student. The purpose of this first meeting should be to start building the foundation for a strong mentoring relationship. It will take time for you to develop a close working relationship with your student and you both may need time to determine what your mentoring relationship looks like and how it will progress. At the minimum, you are expected to meet with your student at least once a semester. However, monthly or more frequent meetings are highly encouraged to support the student’s development. These more frequent meetings, particularly informal meetings over coffee or a meal in a dining hall, could result in deeper learning opportunities.
Six Essential Mentoring Conversations

A strong mentoring relationship requires intentional conversations focused on mutual learning, trust, and honesty. If you can engage your mentee in the following conversations over your first 90 days, this can establish a foundation for your mentoring relationship (Zachary & Fischler, 2014).

Conversation 1: Building a Relationship

- New mentees are often uncertain and cautious, reluctant to reveal themselves.
- It is only when they establish an authentic, meaningful, trusting relationship that they feel comfortable enough to let down their guard and become open.
- Working on building a trusting relationship with a mentee should be your first conversation.
- Relationship building is not a one-time task, but rather an ongoing aspect of mentoring.
- Each real conversations strengths the relationship.

Strategies for Success

- Review information about your mentoring partner before your first meeting so you can identify potential areas of commonality/mutual interest.
- Ensure your meeting is private and not interrupted.
- Ask your mentee about the people that have influenced them thus far; be prepared to talk about your own mentors.
- Share stories about your Elon journey. Set the stage for open, honest conversation by being authentic about your struggles and successes.
- Explore your mentee’s aspirations and motivations; what drives them?

Probing Questions

- Why did you choose to join the LEAD Program?
- How have you dealt with adversity in your life?
- What do you like best about yourself?
- What has been a key leadership lesson for you?
- How do you spend your free time?
- How do you think I can best help you?
Conversation 2: Establishing Mentoring Agreements

- Just as trust helps establish a mentoring relationship, taking the time to lay out a structure and ground rules makes a big difference.
- Everyone holds different understandings, assumptions, and expectations about mentoring.
- Having a conversation about what you are both looking for in this relationship will help you avoid disappointment and conflict in the future.
- Discuss concerns, limitations, hot buttons, and personal boundaries upfront.

Strategies for Success

- Make sure you talk about assumptions you each hold about your role as mentor/mentee and what you expect from each other (e.g., your mentee may want answers from you, but your role may be to help them find them on their own).
- Share your expectations for each other (e.g., communication, timely responses, frequency of meetings).
- Talk about the best use of your time and if there is any advance preparation for your meetings (e.g., an agenda for topics for conversation).
- Talk about your hot button topics – things that annoy/irritate you.
- Set ground rules for your relationship (e.g., no phone use during meetings).
- Agree to use two-way feedback (e.g., mentoring providing feedback to mentee; mentee providing feedback to mentor).

Probing Questions

- How often do you see us meeting?
- Where is a comfortable place to meet?
- How can we ensure we stay on track and are productive?
- What kind of preparation before meetings would be helpful for us?
- What hot button topics might impact our relationship?
- Can you think of any other parameters we need to discuss?

Conversation 3: Moving from Starter Goals to Smarter Goals

- Mentoring relationships should be goal-centered: ensuring mentee growth, development, and success.
- Set SMART goals: Specific, Measurable, Action-Orientated, Realistic, and Timely.
- The mentor should be responsible for facilitating the goal setting process.
- Help your mentee set goals that are neither too ambitious nor selling them short of their capabilities.
- Help them create a “to learn” list, not a “to do” list.
**Strategies for Success**
- Ask questions about your mentee’s motivations and aspirations.
- Have your mentee describe where they would like to be four years from now (e.g., graduation from Elon).
- Encourage your mentee to seek feedback from others (e.g., Center for Leadership staff, peers, job supervisor, etc.).
- Help connect your mentee to other resources that can help them achieve their goals.
- Help your mentee identify challenges/tasks that push them outside of their comfort zone, areas in which they need to gain confidence and experience.

**Probing Questions**
- Where do you see yourself in four years?
- What do you see as your strengths and challenges?
- What skills and talents do you underutilize?
- How can you make a bigger impact?
- What are some problems or challenges you are currently facing?
- What is holding you back?

**Conversation 4: Creating Learning Opportunities**
- Help create opportunities that lead to behavioral, attitudinal, and/or skill changes that will impact your mentee’s success.
- Help push your mentee outside their comfort zone; this is where learning occurs!
- Try something new together!
- Brainstorm a list of new opportunities you can do together with your mentee.

**Strategies for Success**
- Ask your mentee to identify activities/opportunities that would stretch them to grow/develop.
- Ask your mentee what would take them outside of their comfort zone.
- Think of ways to expand your mentee’s knowledge.
- Ask your mentee how you can support them in their new learning.
- Create a schedule of new opportunities.

**Probing Questions**
- When was the last time you did something for the first time?
- When was the last time you pushed yourself outside of your comfort zone?
- What is something you’ve been afraid of trying/doing?
- What additional skills/knowledge do you want to develop?
- What can I do to support your learning?

**Conversation 5: Managing Stumbling Blocks**

- Stumbling blocks are bound to occur when a mentee tries a new goal, faces a new challenge, or is pushed outside of their comfort zone.
- Problems may occur as your mentee is struggling to balance the demands of Elon with their growth and development.
- Be on the lookout for signs that your mentee may be having a hard time (e.g., cancelling meetings, coming to meetings unprepared, low energy level, etc.).
- It is much easier to tackle stumbling blocks if you have spent time during your relationship discussing how you will address issues if they surface (Conversation 2: Establishing Mentoring Agreements).
- Address issues sooner, rather than later.

**Strategies for Success**

- Make sure you have a mutually agreed upon process in place to address stumbling blocks before they occur.
- Pay attention for signs that your mentee may be having a hard time – if you feel like something is wrong, check in with them.
- Provide both positive and constructive feedback on a regular basis.
- Focus on helping your mentee rather than being defensive.

**Probing Questions**

- I sense you might be having a hard time lately. How can I help you?
- How are you managing to balance all of your Elon commitments, including your mentoring relationship?
- If happening: I noticed you’ve cancelled meetings, you’ve come unprepared, or you’ve had low energy. Is that your observation too? What do you think is contributing to that?
- Earlier in our relationship we discussed ways to address difficult issues that may surface. Do you feel we are successfully addressing these stumbling blocks?

**Conversation 6: Check In on Progress**

- Progress fuels a mentoring relationship!
- When mentors/mentees feel like their investments are paying off, the relationship thrives.
- Pay attention and stay on track of: the relationship, the learning process, and progress on goals.
- Schedule a milestone conversation (e.g., before Thanksgiving Break) to ensure you are both on the same page before moving forward into the new semester.
- During this milestone conversation, allocate time to review the mentee’s goal progression, strategies, and plans, as well as their level of satisfaction with the mentoring relationship.
- Even if the relationship is positive and successful, brainstorm ways you can continue to improve.

**Strategies for Success**
- Schedule a milestone conversation well in advance so both can be prepared to discuss goal process and provide feedback.
- Start the milestone conversation on a positive note by identifying satisfying components of the mentoring relationship.
- Discuss meeting logistics: format, length, frequency, location, to ensure they are working for both people.
- Ask your mentee to share examples of how they have felt supported thus far.
- Ask your mentee to share examples of how you could better support their learning in the future.

**Probing Questions**
- What have you learned from our experience together thus far?
- What have been some of your biggest “aha” moments?
- What more can I do to help support your growth and development?
- What more can I do to stimulate your learning?
- Are you continuing to stretch outside of your comfort zone? What more can I do to help you make that happen?

As mentioned, the above are suggestions, not requirements, for the initial meeting. Some students may be ready to accomplish more than this, while others may not have detailed thoughts regarding their expectations for their leadership mentor. Therefore, the leadership mentor should be flexible in the goals of this initial meeting.

**Questions for Meetings with your Student**
Below are questions that can be used during your meetings (with the exception of the initial meeting) with your student. Your conversation does not have to follow this format – these questions are simply a guideline.
Follow Up Questions for Tier I

1. Over the course of the semester, what have you identified as some of your strengths/areas for improvement?
   a. Can you provide me with a real-life example of a time when you utilized your strengths?
   b. Of the areas that you would like to work on, which one would you like to focus on before our next meeting?
   c. What are some actions steps you can to improve your leadership skills, knowledge, and abilities?
2. Share with me how you have demonstrated leadership at Elon.
   a. Has your leadership style been affected by your experiences?
3. What resources have you identified (at Elon or outside of Elon) that will help you succeed as a student leader?
   a. Describe how you plan to utilize those resources in the coming semesters.
4. In your opinion, what is the purpose of feedback?
   a. Tell me about a time when you received feedback and how you responded to that feedback.
   b. Tell me about a time when you gave feedback and how the other person responded to your feedback.
5. Share with me a time when you have felt pushed out of your comfort zone through your participation in LEAD. What were the benefits and challenges of that experience?
   a. As your leadership mentor, how can I help to push you outside of your comfort zone?
6. Describe one of your community service experiences. How does community service relate to leadership?
7. Which LEAD event has had the biggest impact on you this semester? Why?
8. Which LEAD event has challenged you the most? What are some takeaways from that program?
9. How can I be of assistance to you in the coming semester? (e.g., check-in, meet up for coffee, advice?)

Follow Up Questions for Tier II

1. After Tier I, I asked you to focus ways to improve your leadership skill, knowledge, and abilities. Have you followed through with your action plan?
   a. Have you seen any improvement?
   b. What aspects of change were harder than you expected?
2. Describe the Social Perspective Taking event that you attended for Tier II.
   a. What is social perspective taking? What is its purpose?
   b. Did attending this event change you in away (in relation to your values, perspective, etc.)?
   c. How does this requirement fit into the theme of Tier II, Leading with Others?
3. Describe the group dynamics of an Elon group/organization in which you are a member.
   a. Are you a member of multiple groups where the group dynamics are similar? Dissimilar?
   b. What adjustments, if any, have you had to make to your leadership style in order to lead others?
4. Followership is a concept explored in Tier II. How have you engaged in followership this semester?
   a. How have you supported your followers through your leadership?
5. What conference did you attend?
   a. Describe your biggest takeaway from the conference.
   b. Did the conference expose you to any leadership resources?
6. Describe one of your community service experiences. How does community service relate to leadership?
7. Which LEAD event has had the biggest impact on you this semester? Why?
8. Which LEAD event has challenged you the most? What are some takeaways from that program?
9. How can I be of assistance to you in the coming semester? (e.g., check-in, meet up for coffee, advice?)

Follow Up Questions for Tier III
1. Tier III focuses on deepening your leadership experience. How have you engaged in positive social change?
2. Tier III stresses using your leadership skills for the betterment of the common good. How have you/will you continue to use your skills to help others?
3. How have you folded the LEAD Program into your academic pursuits and interests?
4. As you have progressed through the tiers, the LEAD Program has become less prescribed and more individual, allowing you to explore leadership that is more unique to you. How have you been able to tailor the LEAD Program to fit your leadership needs and interests?
   a. Specifically discuss their path and their choice of Enriched Leadership Experiences (e.g., why did you choose the Leadership ELR Workbook? Common Good Project?)
5. Describe one of your community service experiences. How does community service relate to leadership?
6. Which LEAD event has had the biggest impact on you this semester? Why?
7. Which LEAD event has challenged you the most? What are some takeaways from that program?
8. Now that you are completing/have completed the LEAD Program, how can I be of assistance to you in your remaining time at Elon? (e.g., check-in, meet up for coffee, advice?)
Resources for Leadership Mentors

The Center for Leadership staff can provide you with the support to feel successful in your mentoring responsibilities. These support initiatives include the following:

1. Leadership mentor workshops throughout the academic year. We offer the following sessions each semester:
   - **Mentor Training** (60 minutes) – provides an introduction to the LEAD Program, including participant requirements, mentor expectations, and strategies for building a successful relationship. **Fall Mentor Training will be Monday October 24, 2016 from 3:30-4:30pm in Moseley 215.**
   - **Mentor Roundtables** (60 minutes) – continues the dialogue with a focus on specific topics, such as engaging your student in critical reflection, helping students through LEAD, etc.

2. The Center for Leadership staff coordinates an annual Cannon Celebration every spring to celebrate the leadership accomplishments of all students involved in our leadership initiatives. This is a great chance for you to recognize your student’s growth and leadership contributions to the Elon community. **Cannon Celebration will take place on Tuesday, May 2nd at 6:00pm in McKinnon Hall.**

3. The Center for Leadership has several online resources. The LEAD website is an excellent resource. It includes frequently asked questions about the LEAD Program and mentoring tips and techniques. Students use Moodle for access to LEAD information; if you would like to be added to the LEAD Program Moodle site, please email lead@elon.edu.

4. The Center for Leadership is active on social media through Facebook, Twitter (@ElonLeadership), and Instagram (ElonLeadership). Through these social media sites, we provide regular tips for leaders and mentors, articles related to leadership, and reminders for campus events related to leadership development, including LEAD workshops and due dates.

5. Within the Center for Leadership, there is a Resource Library that includes books and articles related to leadership and mentoring. All library resources can be checked out by any leadership mentor. Additional materials are located in Belk Library.

6. Lastly, the Center for Leadership staff is interested in meeting individually with any leadership mentor who has questions, concerns, or would like advice. Please contact Dana Carnes at the Center for Leadership to schedule a meeting.
Scholarly Resources for Leadership Mentors

Below is a list of books available in the Center for Leadership for you to borrow regarding the Social Change Model of Leadership, Authentic Leadership, leadership competencies, and mentoring.


