

Reverse mentoring flips the script on traditional mentoring bridging the knowledge gap and allowing the organization to remain proactive in implementing trends and other innovative practices.

Leading with curiosity: Integrating reverse mentoring in leadership education

Background: Reverse mentoring has recently begun to transition from practitioners to academia. The surge in interest provides an interesting opportunity for leadership education as the concept seeks to develop leadership competencies in students as well as provide application of relevant theoretical frameworks such as leaders-member exchange theory thus adding to the body of knowledge (Chaudhuri et al., 2021).

Objective 1: Adoption of reverse mentoring within leadership programs and curriculum.

Opportunities for inclusion of reverse mentoring practices both in leadership curriculum and academic departments should be considered.

Objective 2: Potential implications of reverse mentoring within leadership curriculum.

Implications of implementing reverse mentoring (both benefits and challenges) in leadership curriculum and academic departments should be considered.

Key Components of Reverse Mentoring

- 1 Transfer of knowledge from junior to senior faculty/students/administrators.
- 2 Promotion of diversity and inclusion within the organization.
- 3 Fostering of intergenerational relationships within the organization.
- 4 Development of leadership competencies in (junior) faculty and students.

Potential Implications to Leadership Program: Differentiation of curriculum, improved relationships within the academic unit, and potential empirical contribution to the leadership body of knowledge.



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