

Developing role of Mentoring within the organisation



Tempus



Leading and Managing Change
in Higher Education

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What do you understand by the term “Mentoring”?

- o If, for example, you were asked to mentor a new colleague or student – what do you think would be expected of you?

Mentoring is not new;
mentoring is about
developing a specific
relationship in order to
achieve something; it is a
professional relationship.

History of Mentoring

The roots of mentoring go back to Greek mythology.

The term “Mentor” originally comes from Homer’s epic poem “*The Odyssey*”.

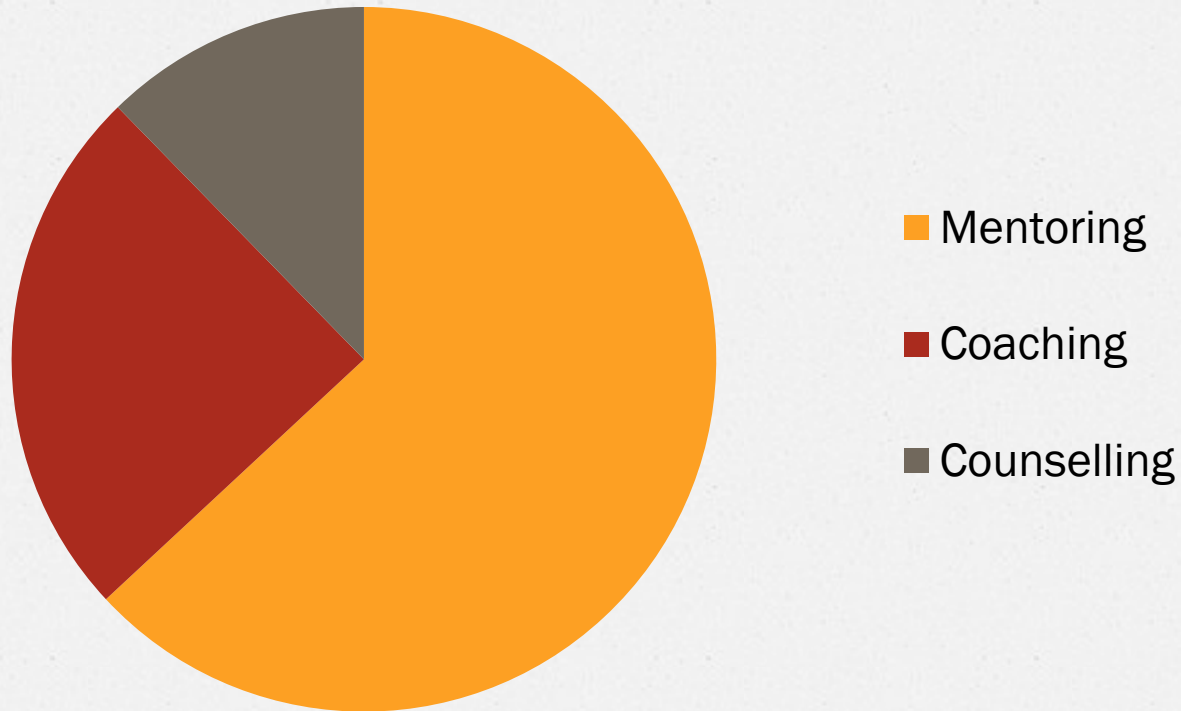
As a good friend, Mentor was asked by Odysseus to watch over his place and his son when he left to fight the Trojan war.

In his position of responsibility, Mentor coached and counselled Telemachus, Odysseus’ son guiding him in his development from infancy to early-adulthood.

Mentoring is about
relationship development



Relationship of Mentoring



Reflections on Mentoring

- o Kram & Isabella (1985) Discuss the development of peer relationships or “Peer Mentoring”
- o Clutterbuck (1992) Where a senior or more experienced person helps a junior or inexperienced person
- o Garvey (1994) Likens the mentor to a “Wise Advisor”
- o Ragins (1999) The Mentor relationship; gender composition and “*The Protégé*”
- o Clutterbuck and Megginson (1999) “Off-line help by one person to another in making significant transitions in knowledge, work or thinking”
- o Megginson (2005) Identifies help by one person to another in making significant transitions in knowledge, work or thinking
- o *These points are all considered worthy of wider debate!*

So, What is Mentoring?

- o An activity in which an individual with advanced knowledge or experience actively provides assistance and support
- o Often provide both professional and personal support
- o Mentors are usually older and wiser people - the notion of the apprenticeship model - with knowledge and experience of the world and the specific area of activity
- o These “mentors” are often noted to have “substantial influence”

Benefits of Mentoring - Mentees

- o Exposure to new ideas and ways of thinking
- o Advice on developing strengths and overcoming weaknesses
- o Guidance on professional development and advancement
- o Increased visibility and recognition within the company/organisation
- o The opportunity to develop new skills and knowledge

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Wider benefits

Mentor

- o Recognition as a subject matter specialist
- o The expert and leader (Mentor) has exposure to fresh perspectives
- o Ideas and approaches are an extension of their professional development record
- o Opportunity to reflect on their own goals and practices
- o Development of their personal leadership and coaching styles

Organisation

- o Develop a culture of personal and professional growth
- o Share desired company behaviours and attitudes
- o Enhance leadership and coaching skills in managers
- o Improve staff morale, performance and motivation
- o engage
- o Retain and develop performers
- o Overall retention is increased

Models of Mentoring

- o **Zachary (2000)**

 - 4 stage model:**

 - Preparing; Negotiating; Participating and Closure

- o **Egan (1998)**

 - Skilled Helper Model:**

 - Current scenario – what is going on; Preferred scenario – what do I want instead?

 - Action strategies – how I might get to where I want

- o **Brooks and Sikes (1997)**

 - “A stepped Relationship”**

 - Where the mentor and mentee work equally to resolve a issue

- o **Fletcher (2000)**

 - Cycle of: Planning; Experimentation and Review

 - Based on honesty, openness and trust

Making Mentoring work – Mentors

- o Age – does this matter?
- o Ability – does this matter? Consider The Protégé model
- o Communication; listening skills
- o Engagement – willingness or reluctance – able to identify disengagement
- o Empathy - feeling oneself into another person's experience. Understand dissonance or difference between a person's point of view and reality (Egan, 2002)
- o Expectations – the Mentee/Mentor/organisation
- o Friendships – consider the personal/professional dilemma
- o Gender – does this matter? O'Neill (1999) "Mixed results with respect to gender (and race) differences in amount and type of mentoring functions" cited in (Clutterbuck and Ragins (2002 p5)
- o Locus of control – the Mentor/Mentee? Potential line management conflict.
- o Models of mentoring to be utilised
- o Personality – some personalities seem more "conducive" to mentoring; Niehoff (2006), those who often participate as mentors are likely to be extroverted, conscientious, open to new experiences and honest
- o Prior experience – is this necessary?
- o Race – refer to O'Neill (1999)

Making Mentoring work

Mentees

- o Willing to engage
- o Not consider mentoring within the deficit model
- o Limited exposure to poor prior experience
- o Spencer (2007) identifies unsuccessful mentoring relationships when mentees' have unrealistic expectations and deficiencies in relational skills such as sources of relationship dissolution/ending

Organisation

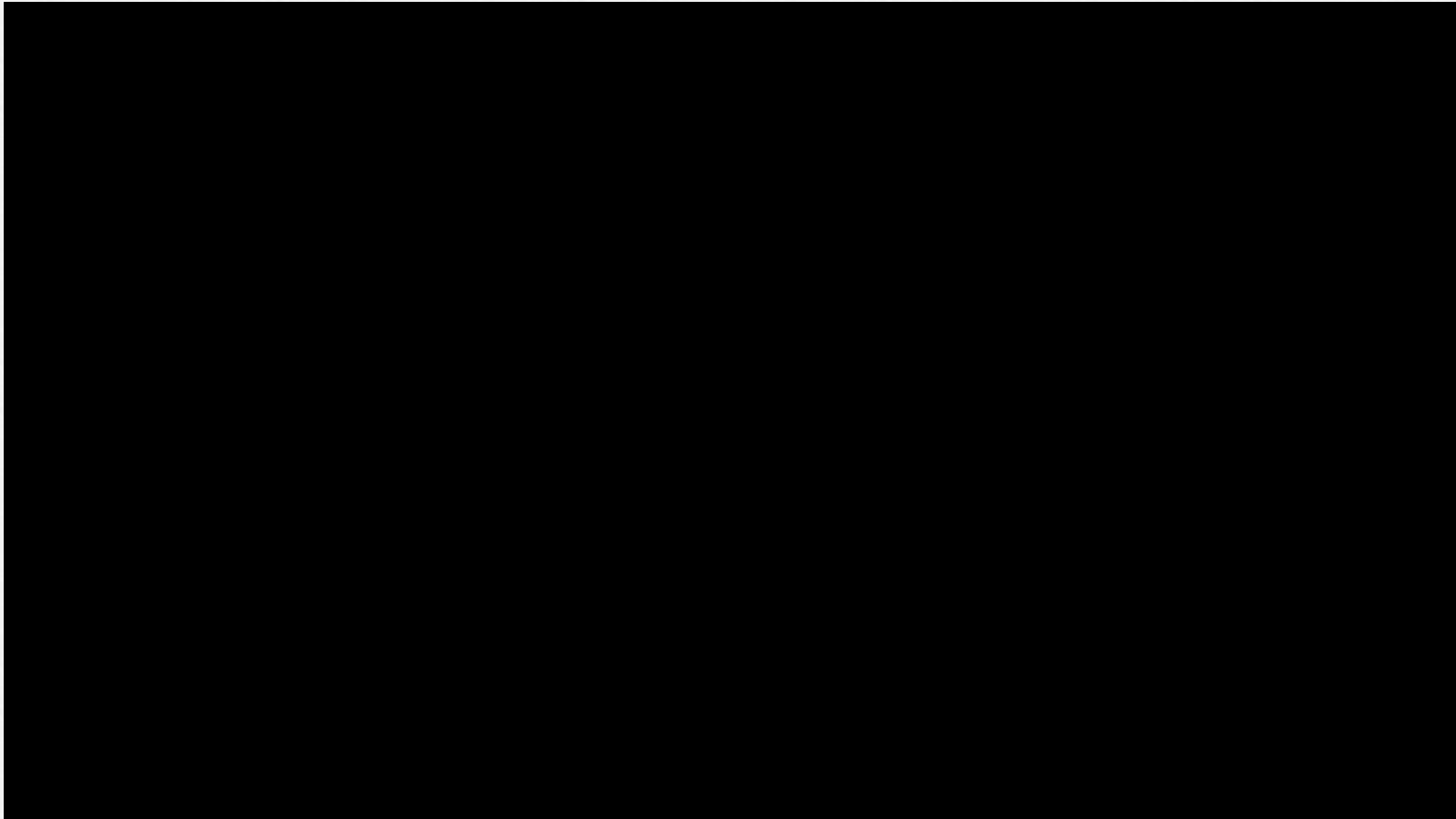
Mentoring is arguably the most cost-effective developmental intervention an organisation can introduce. It has significant positive impacts upon the participants (both mentors and mentees), the organisation and key third parties such as mentees' line managers (Clutterbuck 2011)

- o Acknowledge and reward
- o Open and embracing
- o Not threatened by the strategy
- o Not use as a "deficit" model
- o Understanding

Review

www.youtube.com/watch?v=u_EWTmFAFLI

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Any Questions?

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