Mentoring Culture in Small Specialist Universities

Dr Dimitrios Paparas, Principal Lecturer

Dr Lydia Arnold, Professor

Harper Adams University

Harper Adams University

Outline

- ❑Introduction, The origins of mentoring, Understanding mentoring
- ❑Principles and Skills Required
- ❑Mentoring in Higher education
- ❑Motivation- Research Questions
- ❑Methodology
- ❑Empirical results- Discussion
- ❑Conclusions, Limitations

Harper Adams University

The Origin of Mentoring

- Mentor (the son of Alcumus) and friend of ODYSSEUS
- When Odysseus left for the Trojan War he placed Mentor in charge of his son, Telemachus
- MENTOR was a trusted friend, more experienced, a counselor and a teacher

Harper Adams University

Examples: Aristotle and Alexander, Gandhi and Nehru

Harper Adams University

Mentoring is an old concept

- Mentoring is **an old concept - four thousand years old** if we accept the origin of the term.
- Mentoring relationships in this sense, **where a more experienced person supports a less experienced person.**
- What is **new** about mentoring is **the recognition, status and value attributed** to the concept and **the benefits** that flow from it (Fullerton, 1994).

Harper Adams University

Mentoring-Definition

- **“a learning relationship characterized by trust, respect, and commitment in which a mentor supports the professional and personal development of another (the mentee) by sharing his or her life experiences, influence, and expertise”**

(Zellers, Howard, & Barcic, 2008, p. 555).

Harper Adams University

Mentoring

Harper Adams University

- **During the mentoring process, the mentor provides the mentee with**
- appropriate and relevant **knowledge;**
- **advice;**
- **challenge;**
- **support about career opportunities;**
- **organizational strategies;**
- **policy and politics in the organization** (Hughes, Ginnett, & Curphy, 2012).

Role of the mentor

- Different types of roles are possible for the mentor in the mentoring process to include
- **advisor,**
- **teacher,**
- **guide,**
- **parent,**
- **friend, or peer** ((Gardiner, Grogan, & Enomoto, 2000).

Harper Adams University

Mentoring

- Mentoring as a process of consciously building **a mutual relationship between two or more professional colleagues** (peer, more experienced, older, or superior) as **co-learners for the purpose of promoting personal and professional growth**.
- Mentoring is assumed to be good, but **where, when, how, and under what conditions is mentoring likely to produce the expected benefits**?
- **We address this question by examining mentoring in Small specialized University**

Harper Adams University

Mentoring as a Concept

- M – Manages the Relationship
- E - Encourages
- N - Nurtures
- T - Teaches
- O – Offers mutual respect
- R – Responds to the Mentee's Needs

Harper Adams University

Basis of mentoring

- Mutual Trust
- Regular “contact” and conversation
- Genuine Belief in the process
- Desire to build the “Institution”
- Helps both persons to “grow”

Harper Adams University

Principles of Mentoring

Synergy

- Mentoring should be **enriching for both mentor and mentee**
- Mentoring is about **learning and not teaching**
- Mentee is empowered **to take responsibility** of his/her actions

Relationship

- Mentoring is a **power-free partnership** between two individuals
- Focus is **not to make mentee dependent** but to develop mentee's **independent critical thinking**

Uniqueness

- Understanding the concept of mentoring and how it is **different from coaching and counseling is important**
- Mentoring must provide direction in order to channelize efforts in **the right direction**

Mentoring Skills

Harper Adams University

Attitude for Mentoring

- **Start** – At the start of mentoring process, mentors need to have an **attitude of building trust and setting up the mentoring** contract in initial meetings
- **During** – During mentoring, a positive attitude **of encouragement and giving directions is required**
- **Closing** – While the mentoring sessions are close to end, mentors need to have an attitude of **reducing dependency** of mentee and make **the mentee self dependent**

Harper Adams University

Mentoring in Higher Education

- The use of **mentoring in higher education**, from **informal pairings to facilitated programs**, has become more prevalent since **the 1990s**, but **private firms** have used mentoring in leadership development programs for **many years** (Kee & Newcomer, 2008).
- Studies promoting mentoring in the private sector date back to the **1970s** (see, e.g., Collins & Scott, 1979; Dalton, Thompson & Price, 1977).
- Bozeman and Feeney's (2007, 2009) reviews of research on mentoring in public and private organizations found that **few studies focused on its use in public agencies, and even fewer measured outcomes.**

Harper Adams University

Mentoring in higher education

- **Formal mentoring** programmes provide a **structure and processes** to create mentoring **relationships**,
- unlike **informal mentoring** that relies on relationships arising **spontaneously, unplanned and naturally**.
- Formal mentoring programmes also provide a process that is inclusive and is therefore an equitable means of **ensuring that all staff have an opportunity to benefit.**

Harper Adams University

Mentoring in higher education

- Within institutions of higher education, mentoring is typically viewed as a **support mechanism that helps faculty mentees acquire and develop the competencies** they need to thrive as well as the constructive work relationships they **need to build their careers** (Bean, Lucas, & Hyers, 2014; Benson, Morahan, Sachdeva, & Rich man, 2002)

Harper Adams University

Mentoring in higher education

- Advocates of mentoring stress **the benefits incurred not only by mentees** but also by their employers in terms of **faculty retention** and other **advantages for the institution** (Benson et al., 2002; Bland et al., 2009; Falzarano & Zipp, 2012; Gardiner et al., 2007; Illes et al., 2000; Lumpkin, 2011; Slimmer, 2012; Smith, Smith, & Markham, 2000

Harper Adams University

Mentoring in higher education

- Effective mentors present **positive role models for their mentees in giving useful feedback**;
- the **mentees in turn are likely to enact this behavior with their own students** and, later, with junior faculty when **the mentees themselves become mentors.**
- Especially **since 2010**, researchers have begun to examine how mentees and **institutions benefit from mentoring in higher education, as well as what sorts of mentoring programs and policies seem to be most effective** (Gaskin, Lumpkin, & Tennant, 2003; Gibson, 2004; Grosshans, Poczwardowski, Trunnell, & Ransdell, 2003;

Harper Adams University

Mentoring in higher education

- During the last two decades formal mentoring programmes in higher education have been introduced to support new staff and now the focus **has extended to developing research** (Hylan & Postlethwaite, 1998).
- A comparatively recent phenomenon in higher education is that of mentoring programmes **to improve teaching and learning and leadership/management knowledge** and skills of **all staff – academic and administrative.**

Harper Adams University

Methodology

- **Survey;**
- ***Interview;***

Harper Adams University

Methodology: 1. Survey:

- Members of staff were **asked to voluntarily participate in a survey** to evaluate the usefulness of staff mentoring in HE.
- The questionnaire **collected basic demographic information** and **about several aspects of staff mentoring** .

Harper Adams University

Questionnaire

The questionnaire designed in a way to best collect information about the following characteristics:

- staff mentoring occurs in Harper, Organizational Factors
- example of benefits of staff mentoring to mentees, mentors, Institution
- examples of barriers of staff mentoring
- characteristics of a good mentee and characteristics of a good mentor

Harper Adams University

Methodology:*2. Interview*

- During the last academic year we have conducted **one-on-one interviews with 16 members of staff,** volunteer participants to evaluate in more detail the value of staff mentoring in HAU.
- **Staff (Senior Management, Experienced Academics, Young Academics, Support staff)**

Harper Adams University

Ethical Remark

- The questionnaire and the overall study have been approved **Ethics Committee of HAU**.
- Members of staff received a consent form.
- So, if a member of staff did not want to participate in the survey, they were free to decline on the consent form. They were also **free to withdraw** from this survey at any time and without giving reasons.

Harper Adams University

Rationale

- Mentoring can take on **formal or informal relationships.**
- Traditionally, at Harper Adams University, mentoring has been considered **more of an informal relationship** between senior individuals (mentor) who are paired with younger individuals (mentee).

Harper Adams University

Research Questions

- **<u>The following are the research questions:</u>**
- How does mentoring happen?
- What are the benefits of mentoring programs?
- What are the barriers to developing mentoring programs in Higher Education? How can they be overcome?
- How can mentoring in small specialist Institution be optimised?

Harper Adams University

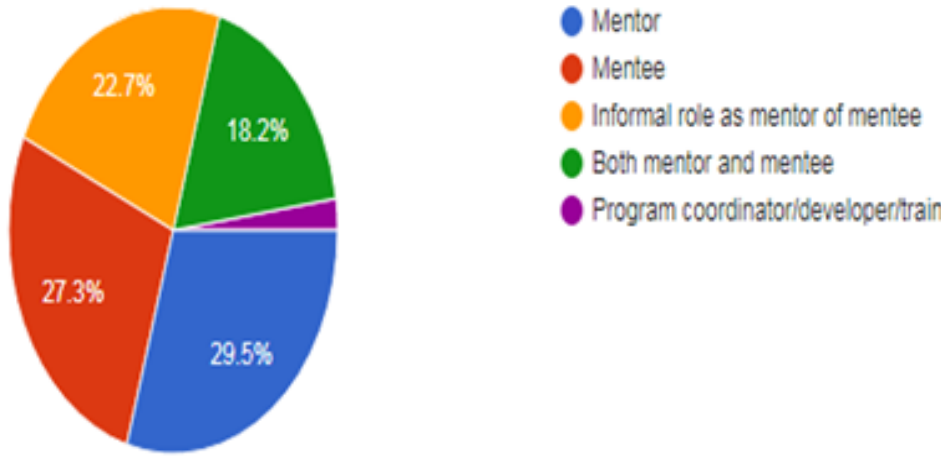
Empirical Results

Harper Adams University

Empirical results-Survey

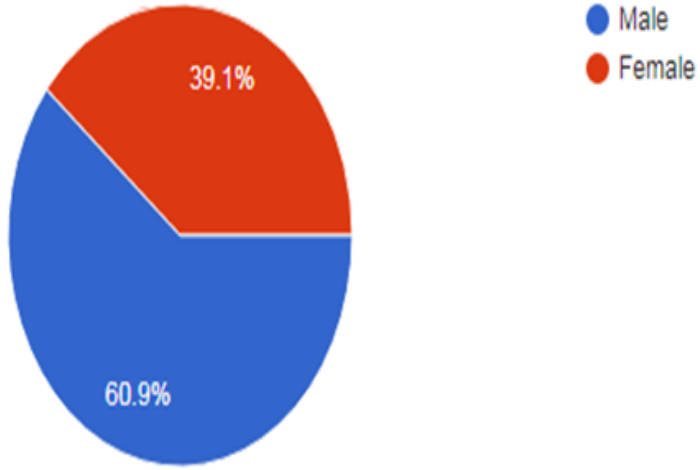
1. Role in mentoring program.

44 responses



2. Gender.

46 responses

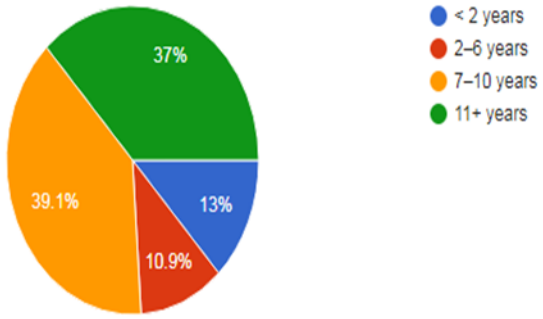


Harper Adams University

Empirical results-Survey

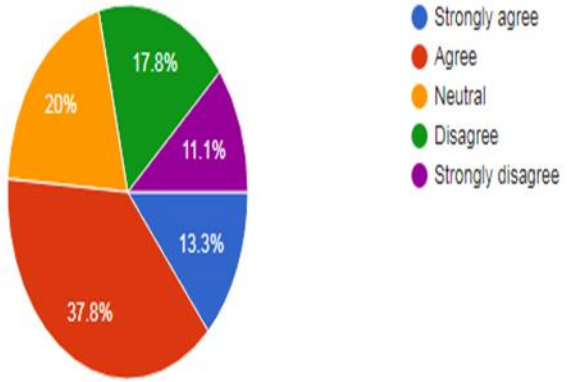
3. Years teaching in Higher Education.

46 responses



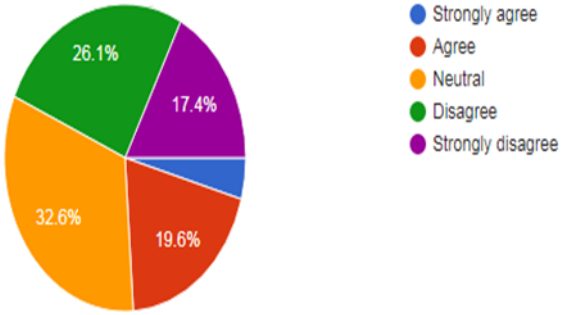
4. Mentoring occurs within University.

45 responses



5. There is a formal mentoring policy in place.

46 responses

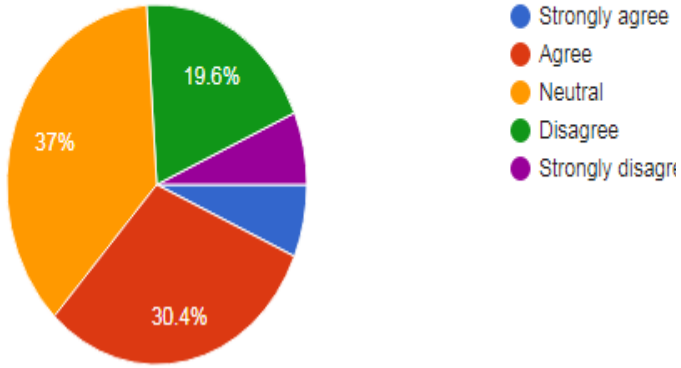


Harper Adams University

Empirical results-Survey

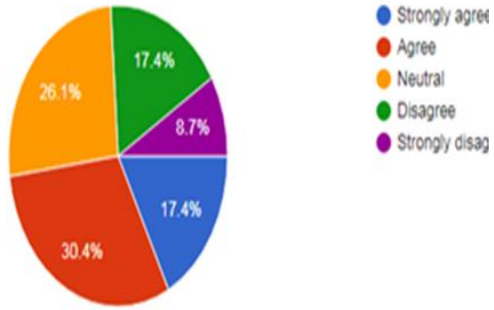
6. Senior Management is supportive of mentoring.

46 responses



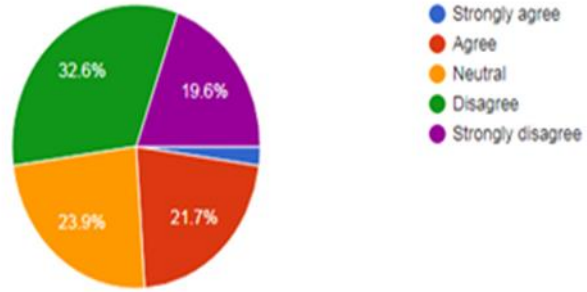
7. My Department is supportive of mentoring.

46 responses



8. There are adequate resources to support mentoring.

46 responses



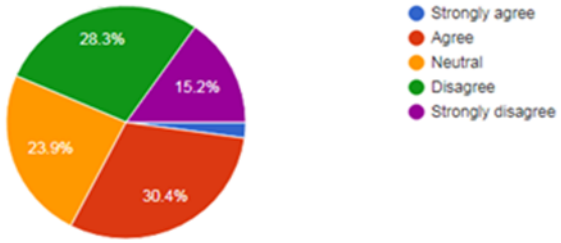
Harper Adams University

Organizational Factors

Organizational factors

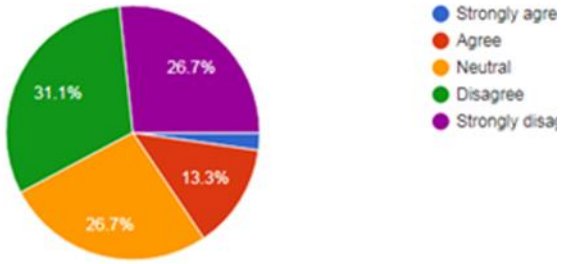
9. There is a leadership commitment and support for mentoring.

46 responses



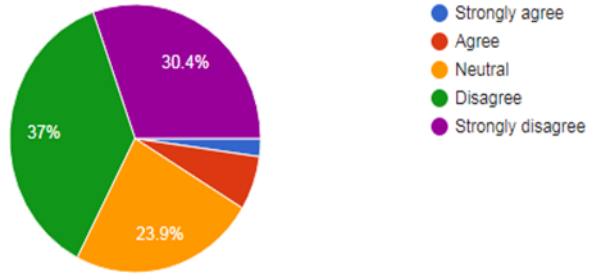
10. There is a clear mentoring program guidelines.

45 responses



11. There is an adequate mentor training.

46 responses



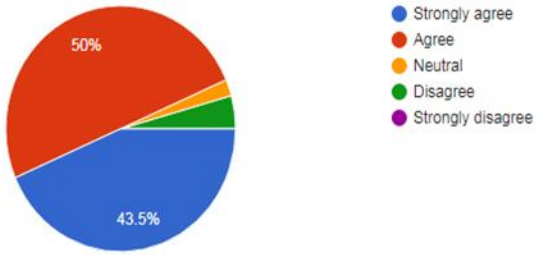
Harper Adams University

Benefits to the mentee

Benefits to the mentees

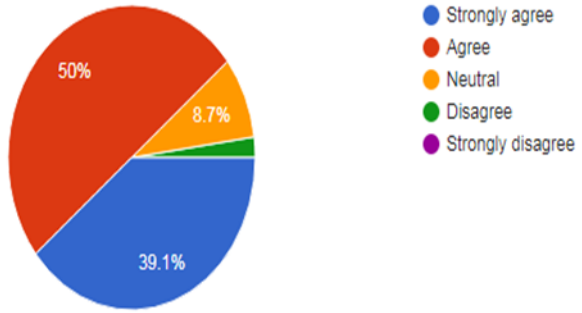
12. Receives guidance and support from a respected member of campus community.

46 responses



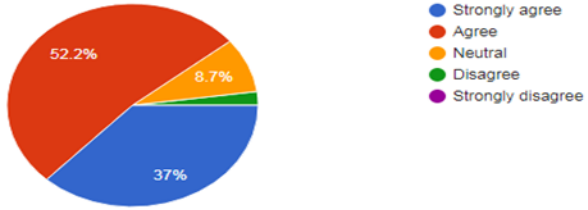
13. Professional development opportunities.

46 responses



14. Increased confidence.

46 responses

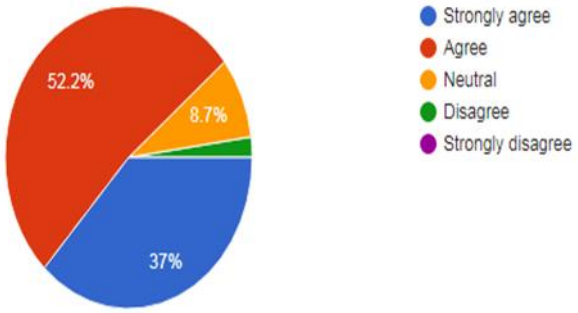


Harper Adams University

Benefits to the mentee

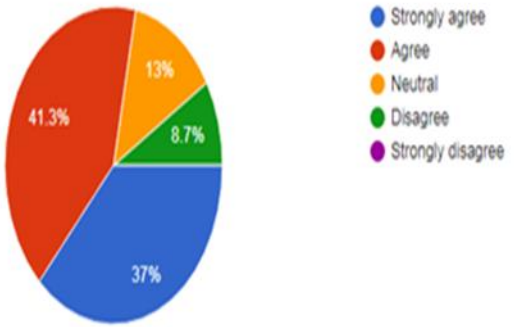
15. Greater awareness of other approaches to work.

46 responses



16. Builds a network of colleagues and expanded knowledge of different areas of the organization.

46 responses



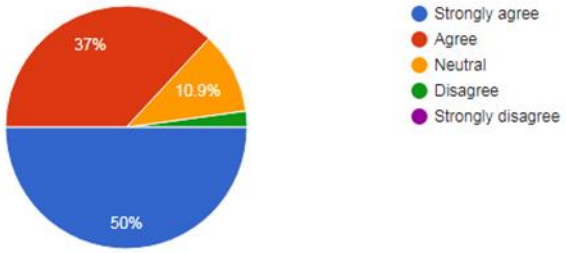
Harper Adams University

Benefits to the mentor

Benefits to the mentor

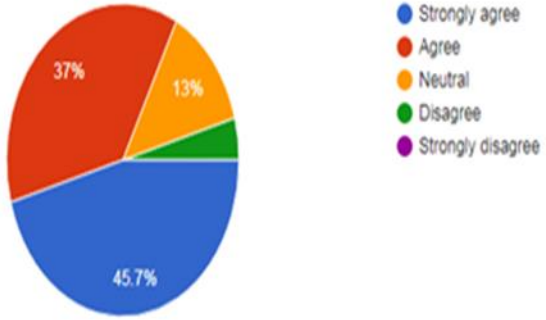
17. Provides fulfillment and satisfaction of helping others and contributing to the development of colleagues.

46 responses



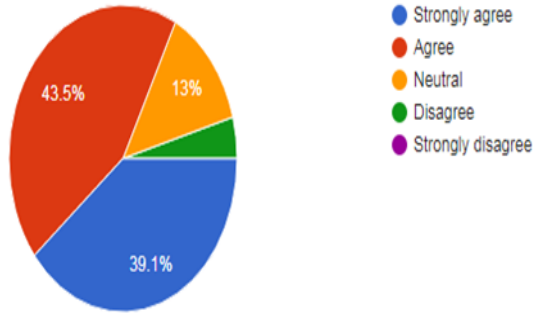
18. Extends network of campus colleagues and builds community.

46 responses



19. Encourages renewed ideas and perspectives on one's leadership role.

46 responses



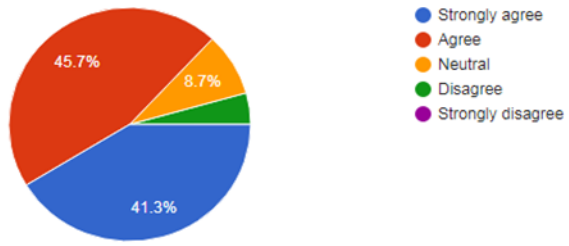
Harper Adams University

Benefits to the organization

Benefits to the organization

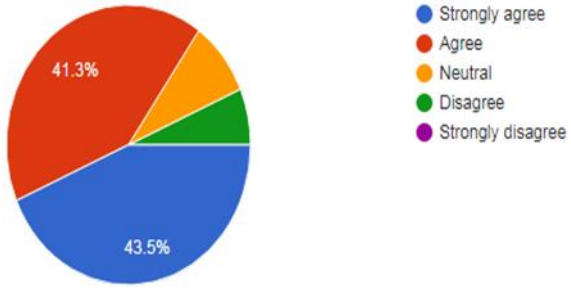
20. Demonstrates visible commitment to staff development and continuous learning.

46 responses



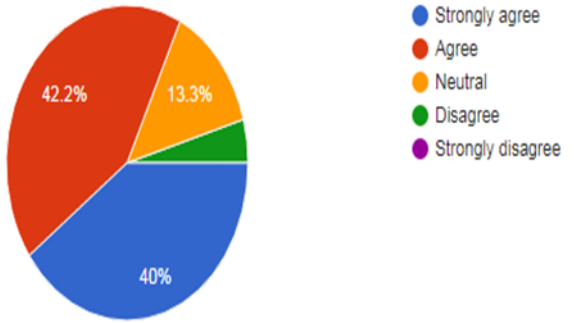
21. Transfers and maintains institutional knowledge.

46 responses



22. Fosters an inclusive, diverse and collaborative environment.

45 responses



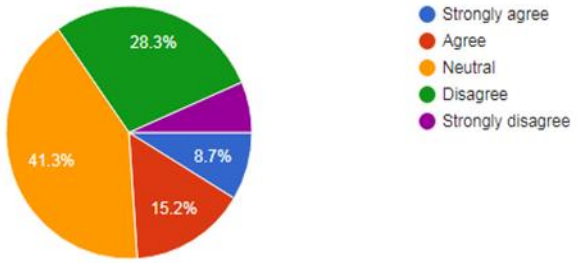
Harper Adams University

Barriers to mentoring

Barriers to mentoring

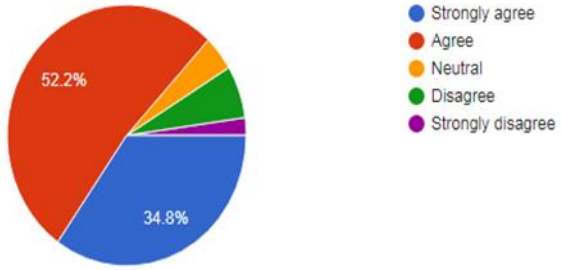
23. Mentoring is only available to a 'select few' individuals—those who are on the 'fast track' for promotion.

46 responses



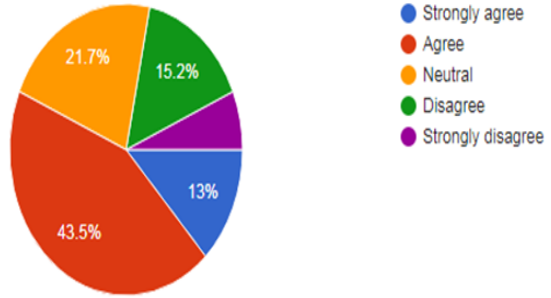
24. One barrier is the time and energy that such relationships involve.

46 responses



25. The mentor could leave the organization.

46 responses

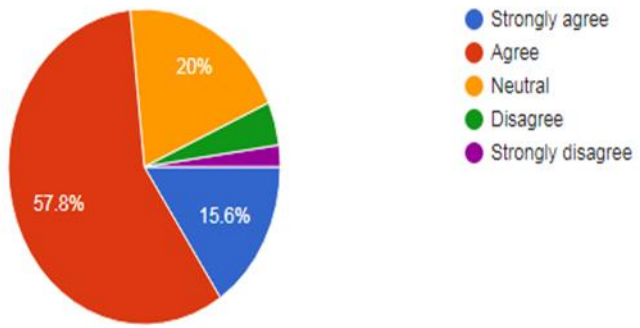


Harper Adams University

Barriers to mentoring

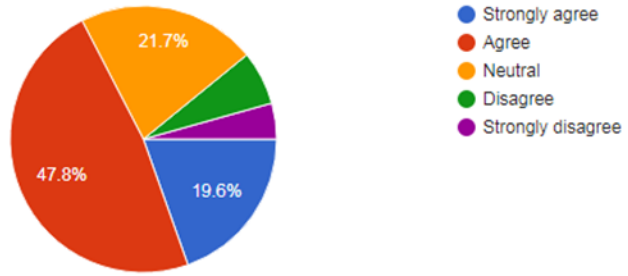
26. The mentee could become attached to a poor mentor.

45 responses



27. The mentee may not be able to accept criticism.

46 responses



Harper Adams University

Skills needed by mentor

Harper Adams University

- Listening actively;
- Building trust ;
- Ability to encourage and motivate ;
- Identifying goals;
- Providing corrective feedback ;
- Inspiring ;
- Developing capabilities in mentees ;
- Also as a mentor to not feel that you've got to have all the answers;
- Don't solve their problems.;
- Don't mind if the person they mentoring actually goes on to achieve more than they have achieved.

Skills needed by mentee

Harper Adams University

- Be open and honest;
- Be clear about what they want to get from the scheme;
- Listening actively ;
- Reflection ;
- Willingness to learn and take responsibility;
- Asking right questions ;
- Confidentiality & keeping trust ;
- Ability to take initiatives ;
- Ability to connect the dots ;
- Respect time that mentor spends;
- Prepared to change.

Benefits of Mentoring

Harper Adams University

- **facilitates the recruitment, retention, and advancement of institution;**
- **socializes mentees into an academic unit's culture ;**
- **increases collegiality and the building of relationships and networks among mentees and mentors;**
- **increases productivity among both mentees and mentors**
- **promotes professional growth and career development** for mentees and mentors ;
- As well as **increased productivity and organizational stability ;**

What briefing and training at HAU will be required by:

Harper Adams University

- **Everyone involved** would have to be very clear about the roles that different people can play that play in that;
- An **introduction to the new policy, the guidelines, the objectives**;
- There has to be a **very clear set of guidance and expectation**s for what should be achieved through mentoring;
- Need **at least one or two days** just to bring everybody in, probably need more than the workshop;
- The training programs should focus on **coaching skills**;
- Awareness **for diversity**.

How mentors will be: Supported and rewarded at HAU

- Time allocation;
- Recognition ;
- Training support ;
- Promotion criteria.

Harper Adams University

When and how will the mentoring programme be monitored and evaluated and by whom?

- This is a HR staff organizational development area;
- Everyone who was a stakeholder in a mentoring program should be involved in the evaluation in an appropriate way;
- Twice a year;
- External evaluator.

Harper Adams University

Who would be involved in support and training at HAU:

- A range of different stakeholders;
- HR;
- HoD;
- Senior management .

Harper Adams University

Developing Effective Mentoring Programs

Harper Adams University

- clearly stated purpose and goals;
- support from academic departments and senior management;
- evaluation for continuous improvement ;
- visible support from senior management;
- adequate resources ;
- alignment with organizational goals and objectives ;
- intentional strategies for matching pairs on the basis of professional compatibility ;
- orientations for both mentors and mentees concerning the dynamics of mentoring.

Is there anything you believe could be improved upon with regard to the mentoring relationship in HAU?

Harper Adams University

- It needs to be recognized;
- A bit more visible;
- Why not just learn from others and also different institutions may run the program differently;
- There must be the paperwork, the clear guidance and the rules, the policy;
- There should be the regular and the training sessions to inform the staff of this program;
- A colleague from a different department may have a different idea.

Limitations

Harper Adams University

- This research **used human subjects, and therefore the Hawthorne effect** is an unavoidable bias.
- One reasonable explanation is that **the research subjects are pleased to receive attention from the researchers** who express an interest in them (Franke, & Kaul, 1978).
- Subjects are always **liable to modify behaviour** when they are aware that they are part of an experiment, and this is extremely difficult to quantify.
- As researchers, **we tried to factor the effect** into the research design by **applying triangulation method** (using both qualitative and quantitative research methods).
- Results cannot be generalised.

Limitations

Harper Adams University

- **The organizational cultures, and campus climate attributes** can all affect mentorship experiences. This study did not account for such aforementioned concepts.
- A limitation to the quantitative survey method within this study was that **the response rate could have likely been higher**, as many prefer of their survey data.
- An additional limitation to the study could have been the **timeframe chosen for the research.**

Harper Adams University

END

Thank you for listening