

A MODEL FOR THE EDUCATION OF MENTORS IN HIGHER EDUCATION

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INTRODUCTION

- Staff is a principal vehicle in the pursuance of organisational vision, mission and goals
- Organisational climate, competency levels of staff and staff wellness dovetail to influence the effectiveness and efficiency of staff
- Effective mentoring provides a conduit to improve staff competency
- Research states that the mentoring relationship is especially important
- Effective mentors therefore need to be educated for this role

RATIONALE

- Developed in response to a need for mentoring at the University of the Free State (UFS) identified via the Staff Wellness Programme
- Large contingent of UFS staff members is approaching retirement within the next five years, thus imperative to ensure effective continuation of the core business of the university
- To smoothly effect transmission of established wisdom to the new generation of UFS staff
- Ideally, all staff members should be engaged in a mentoring relationship
- A mentoring programme can contribute to a positive work culture at the institution

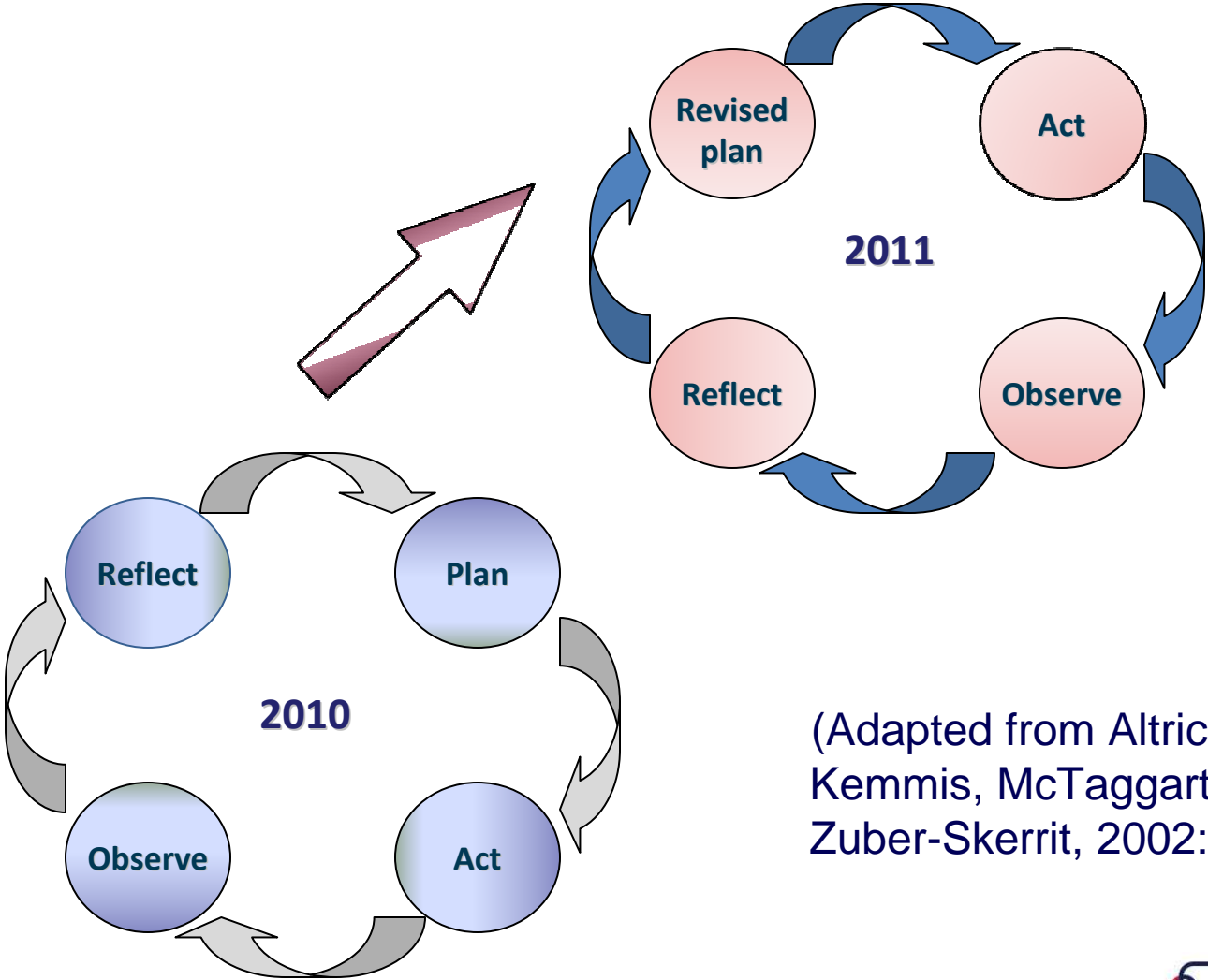
MODULE FOR THE EDUCATION OF MENTORS

- To launch a mentorship programme, a structured module had to be developed
- It found an initial home within the M.A. in Higher Education Studies Programme
- The purpose of the module is to provide a training opportunity for persons working within the context of higher education, who either:
 - wish to be mentors in future or
 - have already found themselves in a position of mentoring without having received the necessary training
- On completion of the module it is expected of successful candidates to establish a mentoring forum that is to meet on a quarterly basis
- This should function as a vehicle to further and monitor the mentoring programme within the institution

METHOD

- Action research was applied to develop this module
- Involves continuous cycles of four phases, namely: plan, act, observe and reflect

ACTION RESEARCH CYCLE FOLLOWED



(Adapted from Altrichter, Kemmis, McTaggart and Zuber-Skerrit, 2002:130)

ACTION RESEARCH

1. Planning

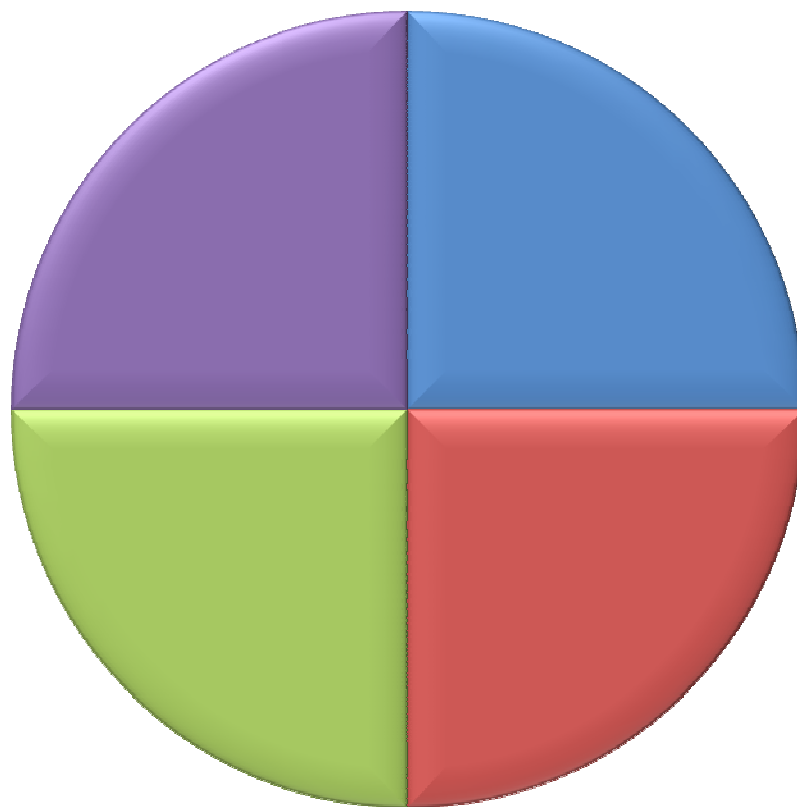
- To pinpoint the core / foundational elements of mentoring
- Much time was spent in:
 - reviewing literature
 - consulting with experts, and
 - benchmarking at a national level

2. Action

- development and
- implementation of a multidimensional educational model

MULTIDIMENSIONAL EDUCATIONAL MODEL

A thematic approach



- Personal assessment
- Interpersonal skills
- Theory of mentoring
- Mentoring in practice

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PERSONAL ASSESSMENT



PERSONAL ASSESSMENT

Purpose

- to provide the candidate with insight into and basic self-knowledge on their personal and academic competencies

Rationale NB

- to know one's own strengths and weaknesses before attempting to play a developmental role in the life of another
- in determining the compatibility of and challenges presented by differing personalities
- self-knowledge is very useful in selecting the most appropriate mentoring approach and in understanding the interpersonal dynamics of the mentor-mentee relationship

Approach

- a range of psychometric tests were applied

PERSONAL ASSESSMENT

ASSESSMENT TOOL	METHOD
Test for Academic and Language Proficiency (TALP)	CHESD
Sixteen Personality factor (16PF)	Wellness office
The Neethling Brain Profile (NBI)	Internet based
Meyers Briggs Type Indicator (MBTI)	Internet based
Virtues in action (VIA)	Internet based
Bar-On Emotional Intelligence Inventory (EQ-i)	Internet based

PERSONAL ASSESSMENT: THEME OUTCOMES

Focus is on the insight into and basic self-knowledge required for successful living and the establishing of an effective and appropriate mentoring relationship.

On completion of this theme the candidate will have:

- an increased self-awareness
- gained knowledge about the structure of personality via the 16 PF personality questionnaire
- identified his/her own preferred thinking style by means of the NBI and its influence on teaching and learning
- developed insight into personality in the workplace and areas that may induce conflict between mentor and mentee via the MBTI

PERSONAL ASSESSMENT: THEME OUTCOMES (CONTINUED)

On completion of this theme the candidate will have:

- gained insight into his/her own levels of emotional intelligence via the EQ-i
- identified his/her own personal strengths via the VIA
- ***developed a plan to address indicated developmental areas that may enhance own living and the mentoring relationship***

EVALUATION

Within the portfolio of evidence, outcomes should provide for:

A summary of the personalised aspects reflected by the psychometric assessment of the individual

Reflection on ***strengths*** and ***areas for development***

Insight into the implications for efficacious living, and

The establishment of an effective mentoring relationship

It should also include an action plan for personal development as it relates to the outcomes of the psychometric assessment

INTERPERSONAL SKILLS



INTERPERSONAL SKILLS: THEME CONTENT

- The nature and boundaries of a mentoring relationship
- Basic ethics
- The role of personal attributes in a mentoring relationship
- Empathy, active listening and helping skills
- Appropriate disclosure
- Responding to ego defense mechanisms that may surface during the relationship
- Displaying sensitivity towards protégés representing a diverse group, e.g. gender, culture, language
- Giving effective feedback and receiving feedback with grace
- The prevention and management of dysfunctional mentoring relationships

THE THEORY OF MENTORING



THE THEORY OF MENTORING: THEME CONTENT

- Understanding of mentoring, including its purposes in comparison with related concepts, such as coaching, counseling and supervision
- The roles of mentors and protégés
- The benefits and obstacles to mentoring
- The phases of the mentoring process
- Different approaches to mentoring
- Determining tools or resources required
- Administrative aspects of mentoring
 - Compiling a mentoring contract or agreement
 - Designing a professional development plan for/with a protégé
 - Contact logs
 - Designing an instrument to evaluate the mentoring process

EXAMPLE OF AN EVOLUTIONARY MENTORING AGREEMENT

(Brockbank and McGill, 2006:277-278)

Mentor and client agreement between _____ and _____

We are voluntarily entering into a mentoring relationship that we expect to benefit both of us. We want this relationship to be a rewarding experience with most of our time together focusing on client development. We have noted these features of our relationship:

Confidentiality

Duration of the relationship

Frequency of meetings

Time to be invested by (Mentor)

Time to be invested by (Client)

Role to be taken by (Mentor)

An individual development plan will be maintained by (Client)

Records of mentoring sessions will be maintained by (Mentor)

Records of mentoring sessions will be copied to (Client)

We agree to no-fault conclusion of this relationship, for whatever reason.

Signed:

Date:

_____ (Mentor)

_____ (Client)



EXAMPLE OF A MORE FORMAL MENTORING AGREEMENT

(Adapted from Meyer and Fourie, 2006:198-199)

MENTORING AGREEMENT			
NAME OF MENTEE:			
ID No.	Level	Name	Department
NAME OF MENTOR:			
ID No.	Level	Name	Department
We have today agreed to a formal mentoring programme with the following outcomes and achievement dates:			
No	Objective	Achieved by date	
_____ Signature of Mentee		_____ Signature of Mentor	
Signed this _____ day of _____ at _____			
Witness 1: _____		Witness 2: _____	



EXAMPLE OF A DEVELOPMENTAL PLAN

(Adapted from Meyer and Fourie, 2006:199)

MENTEE DEVELOPMENTAL PLAN			
Position of mentee _____			
Name _____		Date of birth _____	
Goal _____			

Action plans	Target dates	Resources needed/arranged	Progress evaluation
Mentor signature _____		Mentee signature _____	
Date: _____		Date: _____	

MENTORING IN PRACTICE



MENTORING IN PRACTICE

- Application of the mentoring process from two perspectives, namely as a:
 - Mentor, as well as a
 - Protégé

MENTORING IN PRACTICE: ASPECTS TO MASTER

- Aspects to master:
 - Establishment of a professional interpersonal relationship
 - To enhance the professional development of a protégé within ethical boundaries
 - Giving and receiving feedback
 - Critical reflection on the mentoring process

ACTION RESEARCH

3. Observation

- Impressions of the facilitators and
- feedback from candidates, via:
 - Session feedback
 - Reflection reports
 - Module reflection

IMPRESSIONS OF FACILITATORS

- Be a mentor to candidates
- Clarity is exceptionally important, especially when considering the diversity of candidates
- Open and frequent communication with candidates is a necessity
 - Provision of information / reminders
 - Feedback
 - Informal communication
- Candidates needed assistance with deep and critical reflection
- Time was too limited
 - Assignments were rushed
 - Insufficient accompaniment with mentoring in practice

FEEDBACK FROM CANDIDATES

- Appreciation of learning opportunities, such as:
 - Gaining self-knowledge during personal assessment, but also learning to understand others (colleagues and family) better
 - Giving and receiving feedback with grace – being “teachable”
 - Management of criticism
 - Putting theory into practice – the two-way process
 - Interpersonal skills, also those relating to diversity
 - Ethics of mentoring
 - Management aspects – the “admin” of mentoring – gave direction and facilitated personal growth
- Appreciation relating to facilitators:
 - Enthusiasm
 - Accessibility
 - Being treated as colleagues

FEEDBACK FROM CANDIDATES

- Problems encountered due to time limitations, e.g.:
 - Class activities relating to interpersonal skills could not be utilised optimally
 - Assignments were rushed
 - Insufficient time to master the theory
 - Restricted immersion in mentoring practice
- Needed more clarity on new aspects, for example interpersonal skills and guidelines for assignments

ACTION RESEARCH

4. Reflection

- on the findings initiated a second cycle of action research

REFLECTION

- Extension of time to:
 - Facilitate deeper learning
 - Enhance immersion in mentoring practice
- Assistance for candidates with critical reflection
- Be more clear by:
 - Presenting information in different ways (orally, in the module guide, electronically - on Blackboard, by e-mail and sms)
 - Repeating important information
 - Providing more detailed guidelines for assignments

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Thank You
Dankie

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