Adapting Mentorship Across the Professions

Executive Book Summary
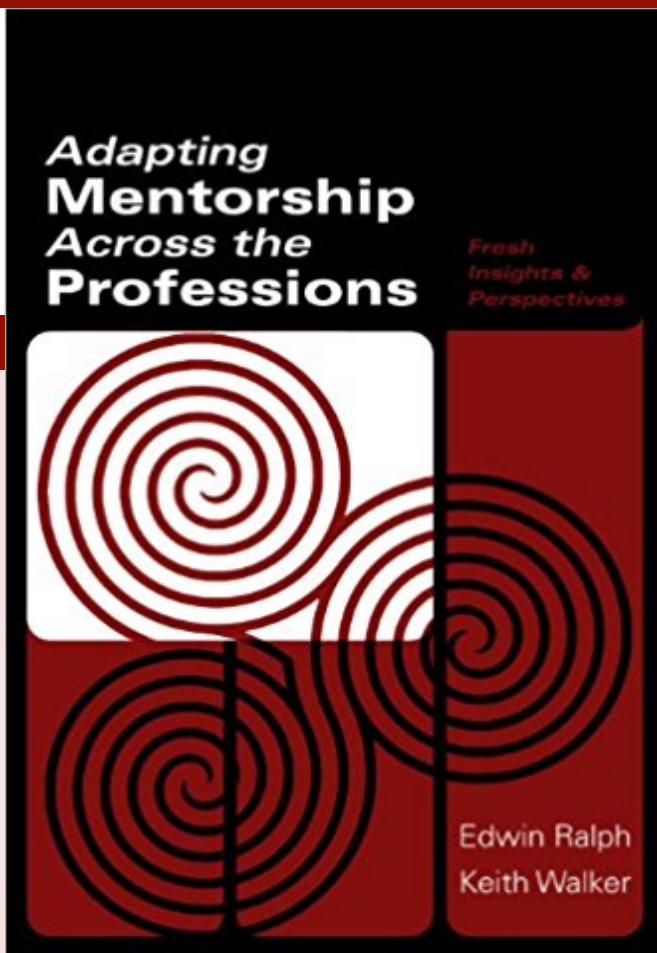
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This book was the result of the first national meeting, " The Forum on Mentorship in the Professions" held in Saskatoon, Sk, June 2010. It is a collection of presentations from participants in a variety of professional disciplines from government, business, industry, health care and post secondary education. The common interest was effective mentorship conducted in the areas of pre-service and in-service professional development. As well, mentorship's philosophical rationales, its theoretical foundations, its key characteristics and principles, its best practices and limiting factors and its promising future initiatives were covered.

The book has two parts consisting of 24 chapters. Part 1 deals with generic mentorship ideas, insights, practices and experiences. Part 2 addresses issues, applications and insight specific to the adaptive mentorship (AM) model. The book demonstrates the efforts of attendees to describe key concepts to define relevant terms, to clarify a mutual understanding, to identify mentorship's strengths and challenges, while exploring its future innovations. The goal of the book is to generate even more interest, dialogue and research among more cross-generational disciplines.

All of my review will be from part one that considers generic mentorship ideas, insights, practices and experiences. Since in my view, developmental theory provides the understanding, it lays the foundation for all programs and organizational designs. In order to have a foundation or understanding of its importance, the first section will be extensively covered. The next four sections are briefly presented, with the suggestion that they be viewed from a developmental context, while considering mentorship.

Summary: Part 1 Developmental Models Perspective:
Summary of Author: Ellery Pullman. P.35

Levinssan, Darrow, Levinssan, Klein & McKee's (1978) Developmental Trajectory describes insights and the important role mentors play. Developmental theory covers 3 broad categories: psychosocial, cognitive structural and typological models.

Psychosocial Theory considers developmental tasks, events and challenges that occur in a sequential manner and are correlated to chronological age. The theory represents human development as an outcome of the interaction of individual needs and abilities with societal expectations and demands.

Cognitive Structural Theory further contributes an understanding of college students 'as emerging adults' in their developmental journey, drawing on the works of Kohlberg, Erickson & Piaget. It describes the faith, spiritual and ethical development of the individual.

Typological Models focus on the relative stable differences amongst individuals, tending to categorize individuals according to their differences. This is in contrast to psychosocial theory that focuses on human development with its tasks and along with cognitive-structural theory, that emphasizes nature and processes encountered by individuals.

Common to each, individuals face unique challenges for each stage of development. Developmental theorists state there are challenges and issues that when successfully navigated, result in a healthy individual. Successful passage depends on the acquisition of new knowledge, development of new skills and refinement of new goals. This has important implications for curriculum design in schools, HR personnel development strategies in industry and mentoring instructional practices and in post secondary health science disciplines.

Erickson (1982) identified a series of issues/psychological challenges for example the 'Emerging Adult' stage (age 18-21 years) and others.

For the purpose of this presentation, we will stop as this pertains to 'Life-Long Learning'.

Arnott (2000) proposed the emerging adult is a period neither of adolescence nor young adulthood, but an emerging adult characterized by a growing sensitivity to the process of identity development with increasing choices, testing life roles, establishing a vocation through education moving gradually to adult decisions and independence.

> *"Mentorship is an occupation to assist another human being to succeed."*
>
> *Mcginnis (1985)*

Life Stages
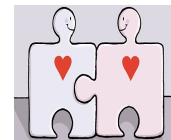
Emerging Adult
18-25 yrs.
Individual identity vs. Identity Confusion

https://rerubabs.nl/1-the-individual/

Young Adult
25-40 yrs.
Intimacy vs. Isolation

http://www.dailymail.co.uk/femail/article-2126932/The-A-Z-love-I-intimacy.html

Middle Adult
40-65 yrs.
Generativity vs. Stagnation

http://schools-demo.clipart.com/search/close-up?oid=5045546&q=b&s=1&a=d

Later Adult
65-80
Integrity vs. Despair

https://www.123rf.com/clipart-vector/old_man_cartoon.html

James Marcia (1980, 1984, 2002) classified identity into 4 states: diffusion, moratoriums, foreclosure and achievement.

DIFFUSION
A state of no exploration or commitments

IDENTITY

FORECLOSURE
A state experienced with a wide range of possibilities, but who never the less commit themselves to certain choices but no exploration. This status is often the result of strong parental influence

MORATORIUM
Exploration with no commitment, actively trying different personal, occupational and ideological possibilities

IDENTITY ACHIEVEMENT
Represents those who have made definite personal, occupational and ideological choices. This insight is valuable in course alignment and ensuring sustainable organizations.

The 4ᵗʰ stage is preceded by a period of exploration. However, if commitment takes place without exploration, it is considered foreclosure. Individuals become stuck in that stage.

Chickering (1969) suggests that if the right mix of institutional support exists in college, university and post-secondary campuses and if students are influenced or impacted by these services, students will more likely complete campus studies.

Other Developmental Theories to Consider (p. 42)
in Mentorship Practice and Student Retention:

William Perry's 4 stages of intellectual-ethical development:

<u>**Dualism**</u>
- Carries certain attitudes that impact on student learning styles.
- Can be assessed using the '*work study habits and attitude tests*' – Meyers Briggs.
- Students require structure and organizational support and a stable environment.
  - Focus on the technical skills and an authority figure that is knowledgeable and understanding of their developmental needs.

<u>**Multiplicity**</u>
- The protégée or student sees several possibilities of right positions.

<u>**Relativism**</u>
- Identify themselves with sources of authority/values.
- They learn that knowledge and values depend on context and individual perspectives.

<u>**Commitment**</u>
- Last stage is where they make value choices among various alternatives and commit themselves to personally owned choices.

'Reflective-Judgment Model'
Ling and Kitchen's (p. 43, 1994)
Here it is recognized that real uncertainty exists about issues. This model describes development in reasoning in late adolescence to adulthood. The conceptual framework for relative judgment is characterized by the processes of knowing: 1.**Pre-reflective Reasoning**: knowledge is gained though the work of authority figure (a good time for intervention by a clinical instructor). 2. **Quasi-reflective Reasoning**: knowledge claims certain elements of uncertainty, attributed to gaps in knowledge or misinformation, or methods of obtaining information. Though they use evidence, they don't understand conclusions. 3. **Reflective-Reasoning**: they accept knowledge claims cannot be made with certainty, but are not immobilized by it. Judgments are most reasonable, relatively certain and based on the available data. Evidence is open-ended with the view to research and exploration.

Cognitive-Structural Theories
Explained by Perry, King and Kitchener (2002), Kohlberg (1981) and others.

Levinson's Theory of Life Structure (1972)
Four major tasks during transition from (17-22 years and 18-28 years) entering the adult world.
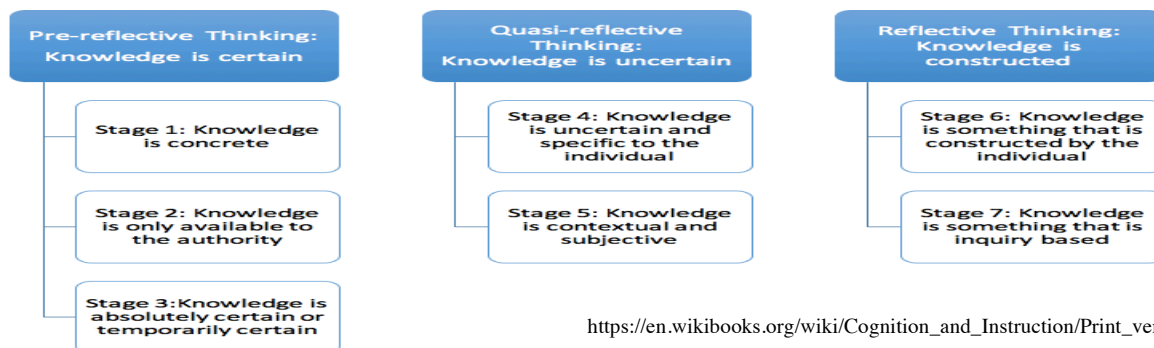Form a dream and give it a place in life
⬇
Mentor Relationships
⬇
An Occupation
⬇
A Love Relationship, Marriage and Family

Pre-reflective Thinking: Knowledge is certain	Quasi-reflective Thinking: Knowledge is uncertain	Reflective Thinking: Knowledge is constructed
Stage 1: Knowledge is concrete	Stage 4: Knowledge is uncertain and specific to the individual	Stage 6: Knowledge is something that is constructed by the individual
Stage 2: Knowledge is only available to the authority	Stage 5: Knowledge is contextual and subjective	Stage 7: Knowledge is something that is inquiry based
Stage 3: Knowledge is absolutely certain or temporarily certain		

https://en.wikibooks.org/wiki/Cognition_and_Instruction/Print_version

Other exploration in developmental theory is Kohlberg's Moral Development that considers pre-conventional and conventional levels of moral reasoning that reaches upward to society's priorities. Another is Gilligan's Model of Women's Moral Development (Gilligan, 1982), in "not turning away from someone in need and other cognitive-structural models". The chapter also discusses the mentor role from this perspective. The mentor for example, could be 10-15 years older than the mentee/protégée, in their middle years (30-45 years). These years bring a new capacity (Erickson, 1963) generavity vs. stagnation for directing the course of one's own or another's life. This state means the desire to attain a sense of sharing, giving, productivity and caring about the well being of future generations. This stage is intrinsically driving and influences people.

Conclusion:

This chapter argues a developmental focus is 'essential to maximize the benefits of mentorship not only for protégés, but for mentors'. This understanding demonstrates mentors must be tailored to the needs of mentees. The mentor requires a thorough knowledge of human beings (themselves and others), including mentorship knowledge, understanding mentoring for emerging adults and leadership skills in various disciplines, in order to maximize their influences in a leadership role.

Summary: Part 2 Mentoring: Bridging the Generational and Career Divide
Summary of Author: Rosemary A Venne. P.107

This chapter talks about ideas to bridge generational and career divides in a business setting. Presented are monitoring programs that reduce the generational gaps, reduce workplace conflict, and allow for successful career management workplace achievement and a transfer of knowledge. To maximize management efforts, I suggest using developmental theories to enrich the strategic plans.

Mentoring has shown to enhance employee engagement while ensuring a strong retention rate. Training new staff is very costly. By utilizing senior staff, through mentorship to train new recruits, costs are reduced and both categories of staff are engaged. The two biggest issues facing human resource management are recruiting and retention. This method ensures proper training to ensure successful recruitment, engaging senior staff to ensure retention. This method also engages both groups together to lessen the generational gap and

ensure experience and knowledge are shared to all staff.

http://thepersonalbrandprofessor.com/2014/09/15/mentors-managing-

Mentoring ensures the novice and experienced staff can be utilized, to be engaged in a productive way. Through improved communication, mutual understanding of generational perspectives, adequate orientation takes place. The results are respect, high levels of transfer knowledge, productivity and job satisfaction. Organizations can design seminars on generational sensitivity values and perspectives, inclusive of developmental theories. Administrative levels should be horizontal rather than a hierarchy, which should improve generational mixing. Experienced employees should be allowed to be pro-active in supporting novices as they gain understanding of their place in the organization.

https://www.123rf.com/stock-photo/mentoring.html

Summary: Part 3 Peer Mentorship: Narratives of Ph. D. Attainment
Authors: Jane P. Preston, Marcella J. Ogenchuk and Joseph K. Nsiah, P. 123

This presentation looks at another way to consider mentorship. Rather than a student to teacher, it focuses on mentor-to-mentor or peer mentorship. In this case academic comrades, critical friends in a support exchange, discuss written assignments and course related tasks and materials. In graduate studies, the level of competencies can vary, so can the developmental levels. With peer-mentoring a horizontal shift takes place, graduate students can be matched in order that strengths of one can be matched with the deficit of another. Through classroom strategies and social events, these opportunities can develop creating a collegial learning environment. These authors' stories are valuable in providing supportive insights for emerging graduate students.

https://blogs.umass.edu/gwis/2014/09/22/introduction-to-peer-mentoring-groups-2/

Summary: Part 4 Coaching: Enabling Leadership; Learning Through Integrative Program Design

Summary of Author: Catherine McGregor, Judy Halbert, and Linda Kaser. P.231

The section addresses the concept of leadership using the concept of coaching. Through coaching, the means for integrating theory to practice was the mechanism in the design process. Coaching strategies would be consistently practiced. Robinson, Lloyd and Rowe (2008) offer that coaching is an enabling tool to consider. It allows multiple approaches that respond to different contexts, developmental needs, demands and opportunities. The authors show the 'enabling' aspect in the shift from best practice to a high quality practice. As a result, coaching creates a leadership mindset. Coaching lays the foundation for integrating theory to practice by performance and engagement. Coaching is a

http://www.freeiconspng.com/images/coach-icon

partnership between leader and novice, mentor and mentee; it is collaborative and reciprocal.

Mentoring has limitations due to gender, marginalized groups and cultural differences. Coaching avoids the personal and professional difficulties as it circumvents traditional educational environments. Coaching directly develops leadership due to multiple and varied approaches to 'problem solving' and

http://www.usebusinesstips.com/effective−business−

organizational dynamics. It creates a level playing field for participants. Robertson (2008) sites that coaching " is a rational and learning centered practice of people's who work together to set goals".

Coaching is an intervention model with developmental considerations because it requires participants to stop and do 'critical thinking'. Coaching is essential for success because the program can be aligned within program components.

Summary: Part 5 Serviette Mentorship: A dialogue about Life and Work.
Summary of Author: Keith Walker. P.252

It is pointed out in this chapter some of the limitations of mentorship and its persistent deficiencies that require further study and application. However, presentation is valuable for the long-term effect for the reader. It is a practical approach to describing a few features of developmental mentoring leadership. The focus is the process of a mentor's dialogue with a protégée's personal life and a leadership development. It's about the protégée's on-going strategy to implement a leadership program. The protégé wants to be viewed as a servant leader, who passionately engages with employees in fulfilling the company's mandate.

Within the chapter, there is one-on-one dialogue, enhanced by visual presentations on the basic elements. Utilizing both the verbal and visual it is very effective in validating terms, clarification of concepts with an improved retention rate. Through dialogue and winsome drawings – concepts are shown, explained, accompanied by informal one-on-one dialogue.

The visual, written presentation utilizes more senses of the reader, thereby improving retention. Playfulness and humor engages the audience and promotes learning. By one-on-one dialogue with creative presentation, understanding of terms of reference are clarified and understood. It is a very effective teaching and learning tool to ensure engagement.

An example presented by the protégée, is a stick figure drawn on a napkin, Wauban (1992). The heart shaped body represents the leaders capacity for energy and emotion; one leg represented the person's set of interpersonal skill/attitudes; the other stood for their task competencies and work ethics. The need is figuratively the maturity that connects with the energy (beat) to the head or mind, which has lots of complexities (including values, goals, intelligence, personal and social identity and the spirit of the person). The platform represented the leader's past job and personal history (including psychological
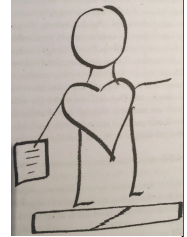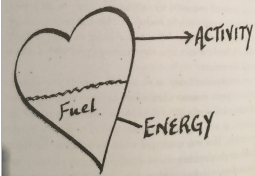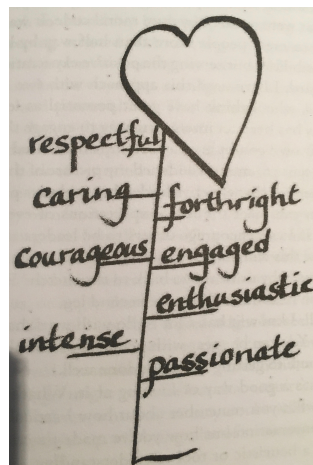

Figure 2
A sketch representing the heart of a leader.

stability, critical incidences and so on). The hand is holding a professional résumé of past achievements. The chapter uses metaphors to describe other sketches to demonstrate qualities of leadership. Another diagram shown to enhance discussion is Figure 2, representing the heart of a leader divided with the upper half being 'Activity', the lower half the fuel of 'equalizing' energy. Figure 3 is a stick representation indicating key interpersonal and attitudinal dispositions of a good leader. These are qualities of expert leaders.

The purpose of descriptive words enhanced by diagrams is an effective way to screen applicants and/or to review key concepts, but also as a strategy to instruct and assess protégées in a leadership program; certainly a developmental educational platform. This strategy can be added to the developmental concepts of cognitive, moral and psychosocial to your assessment knowledge base. It provides another way to ensure there is alignment of case material with student needs. The purpose of this chapter was to ensure that the résumé is in-line with what is found during a personal interview. This chapter provides ways to ensure that what is written on a resume is the same as found in a one-on-one interview with the protégée or new hire. It was a very informative article; very effective tool for engaging mentors and mentees in different reflective activities.

As pointed out in the beginning of this review, there are 24 chapters with 2 parts dealing with different aspects of mentoring. Part 1 dealt with generic mentorship ideas, insights, practices and experiences. Part II addressed the issues, applications and insights specific to the adaptive mentorship (AM) model. For the purpose of this review, some presentations from part I were chosen. From my view, development theory has broad applications for all disciplines. As such, my presentation was extensive in this area. Understanding developmental theory lays the foundation for all program and organizational design. The other four sections are briefly presented for the reader to view. The reader should consider mentorship context and point of view. Utilizing these ideas, with the references attached, one could spend a year of directive study. The book itself is a valuable resource for all professions, which according to McGinnis (1985) defines mentorship as " an occupation to assist another human being to succeed".

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