DETE MENTORING HANDBOOK

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1. Introduction

What is mentoring?

Over the last 40 years, the term *mentoring*, has been hailed as an important workplace learning activity and applied in a variety of contexts such as government departments, hospitals, schools, and community settings. It has been used to support the learning and development of novices and leaders, as well as for the purposes of talent management and retention. Not surprisingly, its meaning often depends on the purpose for which it has been used and the particular context in which it has been applied.

The purpose of this handbook

The purpose of this guide is to provide some background understandings regarding the meaning, purpose, features, benefits of mentoring and some practical applications of mentoring. The handbook seeks to clarify the different types of mentoring and provides guidance regarding how to establish a formal mentoring program, as well as how to work with a partner in a mentoring relationship.

Who is this handbook for?

The handbook is based on and informed by research and good practice regarding the process of mentoring. It is likely to be of benefit to employees in DETE who may find themselves acting as either mentors or mentees or both and thus working with others to develop important skills, knowledge, and understandings. Mentors and mentees may decide to use DETE's *Developing Performance Framework* as a starting point to help them identify and clarify professional development needs and career-based goals.

How to use the handbook

The handbook contains 14 sections. The first five sections provide valuable information about the background of mentoring, its purpose, benefits and shortcomings. Sections 6 to 11 provide a discussion of practical issues such as the success features of formal programs and how to establish a formal program, as well as other important information such as the roles of mentors and mentees and the phases that characterise the relationship. Two mentoring models are included here and these models reinforce the idea that mentoring can be very different depending on its purpose and type. The model that is promoted in this guide is a developmental type of mentoring that is concerned with support and growth.

2. What is mentoring?

The origins of the term

To understand the meaning of mentoring, it is necessary to go back to its origins. The term mentor is attributed to Homer and his epic work, *The Odyssey*. In his story, Odysseus, King of Ithaca, embarks on a decade long travel and adventure, leaving behind his wife and young son, Telemachus. Odysseus instructs his loyal and true servant, Mentor, to look after the royal household and keep a watchful eye over Telemachus. Mentor agrees and acts in *loco parentis*, becoming a father figure, teacher, role model, guide, sounding board, and friend to Telemachus. Athene, Goddess of Wisdom, sometimes takes the form of Mentor and provides encouragement and support to Telemachus. From this story, the word 'mentor' has come to mean a 'father figure' or perhaps a 'mother figure' (following Athene's wisdom and advice) to younger people or novices.

More recent understandings

While the term mentoring has broadened over the years and become part of the language of organisations and staff development, vestiges of its original meaning can be found in contemporary definitions. For example, just as Mentor provided encouragement and support to, and acted as a sounding board for, Telemachus, Mentors today play these psycho-social roles (of encouragement and support) when they work and interact with protégés or mentees. Somewhat different today is that mentors are not necessarily 'father figures' or much older in years than their protégés. In this guide, the view taken is that mentors tend to be *more experienced* than their protégés or mentees rather than older in years.

There is confusion surrounding the meaning of mentoring because there are so many definitions and so many different types of mentoring written about and practised within organisations. Not only that, there tends to be a lack of boundaries surrounding mentoring, which has led to confusion about how it differs from coaching, counselling, and training.

Mentoring delineated from other developmental practices

Mentoring is defined in this guide as a "personal, helping relationship between a mentor and a mentee or protégé that includes professional development and growth and varying degrees of support. While mentoring relationships are reciprocal, mentors tend to be those with greater experience" (Hansford et al. 2003, p.5). This definition was developed from the work of Hansford et al., who examined 159 pieces of research on mentoring in educational contexts. Based on their analysis, Hansford et al. arrived at this definition. Mentoring tends to be broader and more holistic in focus than coaching as it is not only interested in "maximiz[ing] … performance" (Whitmore 2002) but concerned with the person's overall life development. Mentors are significant others who play many roles and, at times, they can be coach, counsellor, and trainer.

Coaching like mentoring can be understood in a number ways as there are many types of and approaches to coaching. Examples of coaching include the expert coach as well as the peer coach. Expert coaches are coaches who facilitate learning and skill development in particular areas of expertise. Here coaches play a directive role in guiding and instructing a coachee to help them improve their performance. At the other end of the spectrum is peer coaching that involves individuals, often of comparable abilities and level, who work with, observe, and provide feedback to one another. Common to all varieties of coaching is the process of asking questions and exploring solutions to issues within complex work environments. Mentors sometimes call on their coaching skills to support the learning and growth of mentees. For example, questioning is a key technique that mentors use when working with mentees.

Counselling is a process conducted by counsellors or registered psychologists who address psychological issues and disorders. Mentors play the role of counsellor when they provide special types of support to others who find themselves in stressful or difficult circumstances. According to Clutterbuck (2004a), mentors who counsel listen, provide emotional support, act as sounding boards, and help mentees to take responsibility for their own actions. In her typology of mentoring, Kram (1985) refers to psycho-social support as including counselling, friendship, and various types of interpersonal support.

Training is a structured process of teaching whereby a trainer focuses on developing the skills, knowledge, and attitudes required to complete a task or perform a job. Training as a direct form of instruction can sometimes constitute coaching and mentoring.

3. Purpose of mentoring

While mentoring is an interpersonal relationship, its purpose is likely to depend on whether the organisation has instituted a mentoring program or whether the mentoring relationship is more informal. In **formal mentoring programs**, the purpose of mentoring is likely to be articulated in a set of guidelines or via training that is provided for both parties where they are informed of the goals and purposes of the program. As an example, the purpose of a formal mentoring program for beginning teachers might be to help new teachers develop their teaching strategies and skills, become socialised into the school's mores and culture, and develop a good working knowledge of school policies and procedures.

In contrast, in **informal mentoring arrangements**, the parties may not have any set goals or specific expectations except to get together informally and discuss work-based issues as they arise. The purpose of the relationship may change depending on the needs of either party. Whether the mentoring relationship is organisationally driven or informal and more personally driven, it is likely that the overall purpose of the relationship will be for both parties to learn, engage in knowledge transfer, and support one other's development and growth.

4. Benefits of Mentoring

A strong message in much of the literature is that mentoring is a very positive experience. An important scholar in the field, Clutterbuck (2004a), goes as far as saying that "I have yet to find anyone who is self-sufficient enough not to benefit from a mentor at some point in his or her life." (p. 7). Yet mentoring is not without its 'dark side' (Long 1997), and there has been research that has reported on the risks and shortcomings of mentoring relationships.

Benefits of mentoring: what the research says?

There have been many benefits associated with mentoring for mentees, mentors and the organisation. To discover the outcomes of mentoring, Hansford et al. analysed and coded 159 pieces of research on mentoring in education contexts (i.e., schools, universities, TAFEs) to determine the benefits and the shortcomings for the mentor, mentee and the organisation. What appears in the table below is a list of the eight most frequently cited benefits of mentoring in order of frequency.

Table 1: Benefits of mentoring

Benefits for Mentees	Benefits for Mentors	Benefits for the Organisation
Support, encouragement, friendship	Collegiality, collaboration, networking	Improved education, grades, behaviour of students
Help with teaching strategies/ subject knowledge	Reflection	Support, funds for school
Discussing, sharing ideas	Professional development	Contributes to / good for profession
Feedback, constructive criticism	Personal satisfaction, reward/ growth	Less work for principals or staff
Increased self-confidence	Interpersonal skill development	Retention / continuity of staff
Career affirmation, advancement, commitment	Enjoyment, stimulation, challenge	More effective school leadership
Observing a role model	Improved, revitalised	Improved

	teaching/practice	communication/partnerships with higher education
Reflection	Role satisfaction	Good PR for schools

(Taken from Hansford, B. C., Tennent, L. & Ehrich, L. C. (2003). Educational Mentoring: Is it worth the Effort? *Education Research and Perspectives*, 39(1), pp. 42-75. http://eprints.qut.edu.au/archive/00002259/)

Benefits for mentees

Hansford et al. (2003) found that benefits for mentees included psycho-social supportive outcomes such as support, encouragement and friendship, role modelling, and increased confidence. They also included the development of teaching strategies and subject knowledge as well as the opportunity to learn and develop through discussion and sharing ideas, reflection on their practice, and feedback and constructive criticism. Mentoring benefited mentees by having their career affirmed and enabled them to commit to their profession.

Benefits for mentors

The research studies that Hansford et al. (2003) examined found several beneficial outcomes for mentors. The most frequently cited benefit was collegiality, collaboration and networking. In some cases, this related to the benefit of cross-fertilisation of ideas and the opportunity to exchange ideas. Other outcomes related to mentoring providing opportunities for reflection on mentors' practice and professional development. Mentors in the sample referred to improvement in their interpersonal skills and teaching practice. Moreover, mentors referred to satisfaction in their role, personal satisfaction, and enjoyment and challenge in their work.

Benefits for the organisation

Of the 159 research papers Hansford et al. analysed, only 26 papers or 16.4% of the sample alluded to positive outcomes for the organisation. Most research that examines mentoring tends to look at its benefits from the point of view of the two main parties involved: the mentee and the mentor. The most frequently cited outcome regarding benefits for the organisation was improved grades and this was evident in universities where students' grades were seen to improve if they were part of a formal mentoring program, and schools where outcomes for students improved if they were part of mentoring program. Other benefits included: support or funds received for mentoring such as funding for pre-service teachers; good for the profession and good for PR; less work for staff because mentees provide help; increased retention of staff; and better communication between parties.

5. Shortcomings of mentoring

Table 2: Shortcomings of Mentoring

Shortcomings for Mentees	Shortcomings for Mentors	Shortcomings for the Organisation
Lack of mentor time	Lack of time	Cost of implementing programs
Professional expertise / personality mismatch	Professional expertise / personality mismatch	Lack of partnership
Mentors critical/ out of touch / defensive/ stifling/ untrusting	Lack training / understanding program/ goals/ expectations	
Difficulty meeting/ observing/ being observed	Extra burden/ responsibility	
Lack mentor support / guidance/ knowledge sharing/ feedback	Frustration with mentee performance/ attitude/ lack	

	commitment/ trust	
Lack mentor training/ understanding program goals/ needs	Conflicting mentor role – advice versus assessment	
Lack of mentor interest/ commitment/ initiative	Lack support/ resources/ encourage/ interest from others	
Ineffective/ inappropriate advice/ modelling	Emotionally draining/stressful	

(Taken from Hansford, B. C., Tennent, L. & Ehrich, L. C. (2003). Educational Mentoring: Is it worth the Effort? *Education Research and Perspectives*, 39(1), pp. 42-75. http://eprints.qut.edu.au/archive/00002259/)

Shortcomings of mentoring for mentees

The most frequently cited shortcoming of mentoring for mentees was that their mentors lacked time to mentor them adequately. Professional expertise/personality mismatch referred to differences in philosophy / ideology and sometimes knowledge and these mismatches caused tension in the relationship. Other shortcomings referred to problematic behaviours of mentors such as: mentors who were critical; who failed to provide guidance or feedback; who failed to understand the goals or the program; who lacked commitment; and who provided ineffective or inadequate advice.

Shortcomings of mentoring for mentors

Similar to shortcomings experienced by mentees, mentors indicated lack of time to mentor and a mismatch between professional expertise/personality as the two most frequently cited problems they faced. Mentors also indicated that mentoring was problematic when there was a lack of training or understanding about the goals of the program and when mentees were difficult because of poor attitude or commitment. Mentors pointed to other difficulties such as mentoring being an extra burden or responsibility and an emotionally draining or stressful experience. The researchers also found that mentorship was problematic when there were insufficient resources or encouragement from others or when mentors felt conflict between their role of developing mentees and their role of assessing them.

Shortcomings of mentoring for the organisation

A very small number of the studies (14 or 8.8% of the sample) made mention of shortcomings of mentoring for the organisation. Only two outcomes were identified in more than one study and these were the costs of implementing effective programs and lack of partnerships. Costs of implementing programs referred to inadequate funding required to carry out mentoring program. Lack of partnerships referred to mentoring in schools where there was a lack of partnership between the school and the university.

6. Key success factors

There is no magic formula for making mentoring relationships or mentoring programs work effectively. What is known through the research is that the effectiveness of any mentoring relationship is contingent on the quality of the relationship between the two parties. Where there is mutuality, respect, and knowledge transfer then the mentoring is likely to work well. Where there is little mutuality and a mismatch in expectations then this is a recipe for difficulty. Several success factors are discussed here.

Time and commitment

Time and commitment are essential for mentoring relationships. A lack of time signals a 'lack of commitment', which is highly problematic in an interpersonal developmental relationship such as mentoring.

Compatibility (rapport)

In their analysis of a sizeable body of research on mentoring in educational contexts, Hansford et al. (2003) found that a personality/professional mismatch in the mentoring relationship is problematic. In other words, when there is little mutuality or compatibility between the partners because of differences of personality or worldview, mentoring is unlikely to work. This key finding points to the need to ensure that formal mentoring programs provide some choice for participants about the person with whom they will work. By giving participants choice it minimises the problem of lack of compatibility or lack of rapport. In informal mentoring arrangements, lack of compatibility tends not to be an issue since both parties volunteer to pursue the relationship, and in some cases know one another, and are happy to work together.

Training

Much of the research that has evaluated formal mentoring programs identifies the central place of training for mentors and mentees. The purpose of training is to provide participants with valuable information about the purpose of the program, the goals and objectives and the roles and responsibilities of the parties. Moreover, often the training component provides skills development for mentors to hone their communication, listening and feedback skills. Without an understanding of the purpose and goals of the program (usually explored during training) the mentoring program is unlikely to work effectively.

Ethical conduct

The Queensland Government has a code of conduct that contains the ethics principles and associated set of values identified in the *Public Sector Ethics Act 1994*. Four ethical principles that are part of the code of conduct are integrity and partiality; promoting the public good; commitment to the system of government; and accountability and transparency. Ethical conduct is expected of government workers when they are performing their duties and when they are involved in professional development activities such as mentoring.

Clutterbuck (2004a) argues that organisations should provide a set of ethical guidelines or a code of practice to govern the conduct of mentors and mentees who are engaged in formal mentoring programs. Within this code, he stipulates key dimensions such as a relationship that is based on openness, trust, support and mutuality. The relationship should empower the mentee and the mentor should not abuse or use his or her power in an exploitative way. In informal mentoring arrangements, guidelines or codes of practice are unlikely to be part of the discussions between the parties. However, the dimensions identified by Clutterbuck (2004a) are also important for them.

Matching: sameness or diversity?

Some formal mentoring programs have been introduced by organisations to address affirmative action legislation. For example, formal mentoring programs that target women, people of colour, and members of minority groups are quite commonplace and are designed to provide mentoring opportunities for these groups since the research and practice show quite clearly that they tend to be overlooked in informal relationships. An issue that is sometimes raised in relation to mentoring programs that target particular groups is whether the mentors should be members of the same group for whom the mentoring is targeted or different.? For example, should an Indigenous teacher be mentored by an Indigenous teacher? Should a male teacher be mentored by a female teacher?

Arguments for same group mentoring for members of target groups:

- if support and/or nurturing is the main purpose of the mentoring relationship, then a mentor from the same target group might be best placed to be mentor; and
- mentors from the same target group are likely to be better role models.

Arguments against same group mentoring for members of target groups:

- there may be insufficient persons from a target group who are in a position to mentor others (e.g., there may not be enough Indigenous school leaders available to mentor Indigenous aspiring leaders or senior women leaders able to mentor junior women leaders); and
- there are many advantages to being mentored by people from different groups who are likely to offer alternative perspectives on issues.

A great deal of writing has pointed to the difficulties of cross-gender mentoring relationships and the potential 'sexual' risks that can emerge when, for example, the mentor is a male and the mentee is a female or vice versa. Based on Clawson and Kram's (1984) research based on informal cross-gender relationships, the researchers found that there were three key risks emerging from these cross-gender mentoring relationships:

1. sexual attraction and intimacy;
2. the perception of others in the organisation that there is a sexual relationship; and
3. stereotypical roles and behaviours played by either mentor or mentee to handle the relationship.

Clawson and Kram argue that both parties need to define the boundaries around which they will work and maintain professional behaviour at all times. The key to matching seems to be the issue of choice - and where mentors and mentees have a say in determining their partner, it is likely that issues such as lack of compatibility or lack of mutuality will be lessened.

Locus of power

In mentoring relationships, there is a need to negotiate issues of power. Who controls or should control the power in a mentoring relationship? Who sets the goals? Who leads the conversations? Is it the mentor or the mentee? The more formal the program, the more likely that the overall goals and aims will be both pre-determined and articulated in official organisational documentation. Yet even within a formal program, Clutterbuck (2004a) argues that mentors should work to empower mentees and allow them to identify their needs and become increasingly independent. He says that mentors should respond to mentees' developmental needs and mentee should accept increasing responsibility for managing the relationship.

7. Types of Mentoring

Writers in the field of mentoring make an important distinction between different types of mentoring arrangements. Two of these are 'informal' and 'formal' mentoring. Another important distinction is to see mentoring as being carried out by one's peers as in peer mentoring or more traditionally by a senior or more experienced colleague as in traditional mentoring. An increasingly important type of mentoring that has emerged over the last 10 years is e-mentoring, which uses e-technology to enable mentors and mentees to communicate.

Informal mentoring

Informal mentoring occurs when two people engage in a mentoring relationship without any intervention or guidance from the organisation (Clutterbuck 2004b). Traditionally, mentors sought up and coming talented protégés to develop, provided them with guidance and sponsorship, and 'opened doors' for them in their respective fields. This type of mentoring still takes place today. It is also not unusual for mentees or protégés to seek out a powerful mentor who will provide this type of sponsorship and guidance. Primarily informal mentoring can be best be understood when two people who work in a similar or related field find they have mutual interests and decide to work together. Thus an informal relationship occurs.

The key defining feature of informal mentoring (as opposed to formal mentoring) goes back to Clutterbuck's (2004b) point that informal mentoring occurs without any assistance or intervention from organisations.

Advantage of informal mentoring

According to Clutterbuck (2004a)

- People who are informally mentored tend to be more satisfied than those who are in formal mentor relationships;
- Informal mentors are 'there' because they want to be; informal mentoring is voluntary; and
- Longevity, greater commitment and motivation are features of this type of mentoring.

Disadvantage of informal mentoring

A disadvantage of informal mentoring is that not everyone who wishes to be mentored is chosen by a mentor.
- Clutterbuck (2004a) uses the term, 'social exclusion' to explain the phenomenon of not being selected by an informal mentor.
- Rosabeth Kanter (1977) in her ethnographic study of men and women in one large corporation in America described a type of sponsorship mentoring whereby male managers were those who sponsored, mentored, or developed other males (and not females) in the organisation. Since the time of her research, other studies have shown that not only women but also members of minority groups (e.g. people of colour, people with disabilities) find it challenging to be part of informal mentoring arrangements.

Formal Mentoring

"Formal mentoring occurs where the organisation provides support structures to ensure that participants have clarity of purpose and the support they may need to make a success of the relationship" (Clutterbuck 2004b). It is an interventionist strategy modelled on the processes and activities of informal mentoring used by organisations as a means of providing staff with development and support. Unlike traditional or informal mentoring that is centuries old, formal mentoring programs emerged in the 1970s.

Since the first formal program was introduced in the United States, many countries worldwide have implemented particular types of mentoring programs and today formal mentoring programs are commonplace in hospitals, schools, public sector departments, corporations, universities, community organisations and the armed forces. These programs have been designed for many purposes such as induction (i.e., new teachers, graduate programs); leadership development (i.e., new school principals, senior executives) and affirmative action (i.e., helping target groups such as youth at risk, and members of minority groups). Common to formal programs is support, learning and growth, skill development, and improved confidence.

Advantages:

- social inclusion purposes;
- such arrangements tend to be more focused and structured; and
- specific goals of the program are known to all parties.

Disadvantages:

- both parties take longer to develop a relationship; and
- not always voluntary and time pressures become more evident.

Formal or informal?

Clutterbuck (2004b) suggests that the line dividing formal from informal mentoring is not always so clear. He refers to 'grey areas':

- where people within a mentoring program have choice regarding with whom to work;
- where a trained mentor within a mentoring program lets the mentee know he/she is interested in mentoring him/her; and
- where the mentee within a mentoring program informs HR and approaches the mentor he/she would like to work with.

Informal Mentoring	Formal Mentoring
- less structured than formal and more fluid - More likely to meet the mentee's individual needs - likely to be of a longer time duration than formal mentoring	- there is a time-frame so that limits are defined - goals are more overt and visible - more strategic approach to human resource development since mentoring is part of the organisation's overall approach

Peer-mentoring and group mentoring

Traditionally, mentoring, whether it is formal or informal, has involved two persons: a mentor and a protégé or mentee. Yet in more recent times, there have been many variations on this theme. Peer mentoring tends to involve two persons of the same level or status who work together to support one another. Group mentoring can be viewed and practised in a variety of ways depending on the mixture of people who form it. For example, group mentoring includes:

1. A group of peers who work together and support each other.
2. One mentor who works with a group of mentees.
3. Multiple mentors who work with multiple mentees and all of these people are connected in one group.

The key feature of peer mentoring and group mentoring is that everyone involved works together to learn from and support each other. Unlike traditional mentoring where there is a more experienced person, a mentor, who works alongside the mentee, peer mentoring and group mentoring tend to be construed as more egalitarian in focus and involves a community of participants.

Advantages of peer mentoring and group mentoring

- It provides mutual support, learning and friendship
- Non-hierarchical approach
- Viewed as being particularly relevant for some groups, such as women, who may feel more comfortable working with peers (Hermsen et al. 2011)
- Been used in a variety of contexts such as education, medicine and business.

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<u>Disadvantages of peer mentoring and group mentoring</u>

- Peers may not have the expertise or skills to provide career support and career functions that can lead to particular types of outcomes for mentees (McManus & Russell 2007)
- Peer mentoring may focus more on friendship and psycho-social support rather than provide learning which is or should be a key feature of mentoring.

E-mentoring

In these times of increasing technological change and electronic communication, it is not surprising that web-based technology is being used to assist with mentoring and mentoring programs (Fletcher 2012). E-mentoring relies upon computer mediated communication (CMC) such as email and other electronic communication technologies to enable the mentoring to take place. E-mentoring is an approach that can be used in formal or informal mentoring arrangements, for traditional mentoring or for various types of peer mentoring or group mentoring. E-mentoring is understood in terms of the degree to which CMCs are used. Ensher and colleagues (in Ensher & Murphy 2007, pp. 300-301) identify three:

1. *CMC only* refers to relationships in which ALL communication is electronic and this is usually via email.
2. *CMC primary* refers to relationships which are primarily mediated through CMC but there are some face to face meetings and phone calls.
3. *CMC supplemented* where the relationship is undertaken primarily via face to face and some interactions are mediated by CMC.

Example of E-mentoring program (that uses traditional mentoring + group mentoring)

In 2004, the European Union funded a program that supported women's career and management development in the United Kingdom. It involved 122 women participants who were matched in pairs. The program was designed so that the majority of interactions were online but complemented by telephone and face to face meetings. In addition to each pair communicating with one another, a feature of the program was group mentoring as each pair was allocated to one of six groups and this meant that all of the participants could engage in online mentoring discussions as a group. Overseeing the technical side of the program was an e-moderator who provided advice and technical support to participants during the program.

(Adapted from: Headlam-Wells, J., Gosland, J., & Craig, J. (2005). 'There's magic in the web': E-mentoring for women's career development. *Career Development International*, 10(6/7), pp. 444-459. http://www.emeraldinsight.com/journals.htm?articleid=1524127)

Advantages of E-mentoring

- Elimination of geographical distances
- Greater flexibility in scheduling
- Reduced costs in administering (i.e., cheaper than face to face)
- May attract persons who find it difficult to access a mentor via face to face means.

Disadvantages of E-mentoring

- If using text-based communication methods (e.g., e-mail) there is the possibility of misinterpretation or miscommunication due to asynchronous communication
- May take a longer time to develop trust and rapport in the relationship
- Computer or internet malfunctions
- Different degrees of competence in writing (Ensher & Colleagues 2003 in Ensher & Murphy 2007).

8. Mentoring models

There are many models and theories that have been put forward to explain the mentoring process and the functions played by mentors. The great diversity in models and theories explains why there are so many ways of defining and understanding mentoring. The discussion that follows presents two well-known models of mentoring. The first is a model devised by Daloz (2012) and was developed within the context of mentoring in community college environments when community college lecturers work with their community college adult students. The second model comes from Kram (1985) whose work came from her empirical research that investigated mentoring relationships within organisational contexts.

Daloz: A Developmental Model

Daloz's (2012) model demonstrates that optimal learning in a mentoring relationship (between a teacher of adults and adult learners) occurs when two key constructs are said to be apparent. These constructs are **challenge** and **support** as in the diagram below.

	Low support	High support
High Challenge	High challenge + Low support = **Retreat**	High challenge + High support = **Growth**
Low Challenge	Low challenge + Low support = **Stasis**	Low challenge + High support = **Confirmation**

Adapted from Daloz, L. (2012). *Mentor: Guiding the journey of adult learners*. Wiley: New York, p. 208.

Daloz (2012) argues there are four possible ways of understanding learning outcomes for an adult learner (or mentee) and these relate to the key functions performed by the mentor: **challenge** and **support.**

- By challenge, Daloz (2012) referred to stretching the mentee; questioning, providing thoughtful questions that have the effect of encouraging the mentee to question his/her values, beliefs and behaviours.
- By support, Daloz (2012) referred to psycho-social support such as listening, encouraging, being a sounding board and being there for the mentee.

Daloz (2012) claims that when:

- a mentor provides low support and low challenge for his/her mentee, then little learning is likely to occur from that relationship (he refers to this as 'stasis' since not much change occurs;
- support is low, but challenge is high, the learner is likely to retreat from development; and
- support is high, but challenge is low, the potential for growth increases, but the learner may not engage productively with the environment and therefore he/she may not move beyond his/her present situation. Daloz refers to this as 'confirmation'.

Daloz argues that **high** challenge and **high** support is the combination where development is likely to occur to the greatest extent. He coined this as 'growth'.

Kram (1985): A Sponsoring Model

Kram's seminal work on mentoring is well-cited in the expansive literature on mentoring. Based on empirical research conducted in the 1980s on mentoring dyads, she found that mentoring is an interpersonal relationship where a senior person supports a junior colleague by attending to two broad functions: career development and psycho-social support. Career development includes functions such as sponsorship, coaching, protection, exposure, visibility and challenging work assignments while psycho-social support includes friendship, advice, feedback and encouragement. Kram's model of mentoring fits mainly within a traditional model of mentoring where the mentor is deemed an expert who uses his or her power to promote the career development and knowledge of a protégé.

Kram's model of mentoring has been described as 'sponsoring' mentoring since an emphasis in the relationship is on the advice, guidance and expertise provided by the mentor to the protégé (Clutterbuck 2004a, 2007). Mentors not only develop protégés; they act as significant persons who open doors for them and in many cases provide them with the resources they need to gain promotion. In contrast is 'developmental mentoring' where mentoring is viewed as a developmental type of activity (Clutterbuck 2004a, 2007). Within developmental mentoring, learning is central to the process and the emphasis is not so much on the power of the mentor to open doors for the protégé, but on the relational, power sharing interchange between the mentor and protégé where both parties are able to benefit. The model by Daloz fits within the developmental perspective because it views mentoring as a relational activity where the mentee is both supported and challenged in order to bring about learning. Kram's model is deemed more hierarchical than Daloz's.

9. Role of mentor and mentee

Mentor and mentee roles and functions vary according to the type of mentoring that is being used. For example, a sponsoring mentor is more likely to use his or her influence to ensure that a mentee accesses certain resources or key outcomes. Here the mentee is likely to be passive in this situation. In contrast, a mentor who plays a more developmental role is likely to play a variety of roles that empower a mentee to grow in self-resourcefulness (Clutterbuck 2003, p. 259). Hence, the type of mentoring relationship that is apparent will determine the roles played by both parties.

Role of mentor

Mentoring that is developmental in nature focuses on the twin functions of support and challenge as identified by Daloz's (1986) and Clutterbuck's (2004a) work. Cohen (1995) builds on these researchers' work and identifies six core interpersonal core functions or roles that mentors perform:

1. **Relationship emphasis** involves psycho-social functions such as:
   o Encouragement;
   o active and empathetic listening;
   o understanding and acceptance; and
   o creating a climate of trust with one's mentee (Cohen 1995, p. ix).

2. **Facilitative focus** refers to behaviours whereby the mentor guides the mentee to identify and explore their views, interests, and beliefs. Its aim is to assist mentees to consider alternatives (Cohen 1995, p. ix). For example, mentors ask mentees what if questions and questions that help them identify their assumptions.

3. **Mentor model focus** involves the process of self-disclosing work and relevant life experiences to the mentee to personalise the relationship (Cohen, 1995, p. x). Cohen (1995, p. 94) explains that mentors can achieve this in a number of ways such as talking to the mentee about one's own difficult decisions and experiences and using real life examples.

4. **Confrontive focus** involves skills required to challenge the mentee's explanations and ideas by offering insights regarding their need to re-evaluate their beliefs, assumptions and practices and take a different approach (Cohen 1995, p. 75). Confrontive focus is akin to the function of 'challenge' as identified by Daloz (2012) and Clutterbuck (2004a).

5. **Information emphasis** involves seeking detailed information from or providing detailed information to the mentee. Being aware of some basic facts about the mentee's purpose should help the mentor gain a better understanding of the mentee and be in a better position to meet his/her needs (Cohen 1995, p. ix). Cohen (1995:50) gives the example of mentors asking questions that gain factual answers and probing questions that reveal in-depth understandings.

6. **Mentee vision** function concerns stimulating mentees to think critically about their goals and to envision a future where these goals can be achieved (Cohen 1995, p. x). Cohen says that mentors encourage mentees to actively pursue their dreams.

Questioning: A key mentoring technique

Like coaches, mentors use questions to help mentees:

- identify and describe problems, situations, events
- reflect upon their feelings, assumptions and beliefs
- identify alternatives and options they may not have considered
- come to new understandings about themselves and the issues at hand.

Writers in the field of mentoring (e.g., Hargrove 2003; Stanfield 2000) maintain that:

- conversations between mentors and mentees should be planned
- a large part of the planning is to prepare well-constructed questions to ask mentees.

Key levels of questioning

According to Stanfield (2000), there are four levels of questions:

(1) Objective level – questions based on facts and data and viewed as 'external' to the mind. These are seen as 'what' questions.

- Where are you up to?
- What work have you done since I saw you last?
- With whom have you been working?
- What have you achieved since we talked last?
- What are your observations?
- What words or phrases stood out for you?

(2) Reflective level – questions that invite personal reaction to the data / facts presented. Sometimes the responses can be based on feelings. Questions viewed here are considered 'internal' - questions that relate to 'gut feelings'.

- What has been the response of others to the work you have done?
- What have you enjoyed doing the most?
- What have you enjoyed doing the least?
- How are you feeling about things now?
- What surprised you?
- What's missing for you?
- What were you reminded of?

(3) Interpretive level – questions that draw out meanings, values, beliefs and the significance of the issue. Questions here are concerned with: 'what does this mean?'; 'Why'? Sometimes these questions are referred to as 'so what' questions.

- What have you learned about yourself, others, so far?
- What are some issues you continue to worry about? Why?
- What alternatives are you thinking about for dealing with some of the ongoing challenges?
- What makes **x** important?

- What implications are there for you?
- What might be the impact of …?

(4) Decisional level – questions that elicit resolution, new directions and actions. This is where the conversation is brought to a close and decisions are made - sometimes referred to as 'now what' questions:

- What are you going to do next?
- What is your plan and how are you going to achieve it?
- Can I help and if so how?
- Are things moving in the right direction for you?
- What recommendations do you have?
- What can you do differently in the future ?
- What have you learned from this?

Effective mentors are those people who ask questions that require their mentee to:

- provide objective/factual data
- reflect on their feelings and ideas
- interpret issues and therefore identify meanings and significance
- make informed decisions based on a range of factors.

Role of mentee

Much of the writing in the field refers primarily to the role played by the mentor; yet the mentee must also play his or her part and be a willing and active participant in the dance of mentoring. Some key roles (taken from Clutterbuck 2004a; Johnson & Huwe 2000, Tovey 1999) include:

- developing the relationship with respect, openness and trust;
- setting personal goals;
- communicating directly and honestly;
- having clear expectations of the mentoring relationship and process;
- willing to share interests, views and beliefs with the mentor and bring issues forward for discussion;
- willing to be have one's beliefs and values challenged and be willing to challenge the mentor; and
- willing to accept increasing responsibility for managing the mentoring relationship.

Should the mentor be the mentee's manager?

It is possible that line managers can mentor staff. However, tensions can emerge for line managers who simultaneously endeavour to play the role of mentor and manager since managers, by and large, are responsible for staff performance and appraisal whereas mentors are responsible for a person's overall development (which goes beyond their work performance). As an example, a tension that could arise is that a manager who mentors (by providing a great deal of psycho-social support and learning opportunities for an employee) could be accused of favouritism by other employees who may not be receiving the same type of relationship. Another tension is that a worker may not feel comfortable sharing his or her concerns about difficulties handling the job with his or her manager/mentor because this concern could be construed as poor performance and could impact unfavourably on the worker's employment. Writers in the field argue that it is

best for a mentor NOT to be person's line manager or direct supervisor; a mentor should be a person who is either outside the organisation or, if inside, not in a direct reporting line.

Manager Role	Mentor Role
Performance appraisal	Helping the learner develop insights into causes of poor performance
Finds opportunities to stretch the learner's performance	Challenges learner's thinking and assumptions
Agreed developmental goals within learner's current job	Helps learners to manage the integration of job, career and personal goals

(Adapted from Clutterbuck 2004a, p. 77)

In DETE, managers and coaches are likely to work with staff to help them achieve their goals and contribute to the strategic priorities of the organisation. For example, *The Developing Performance Framework* provides a process for managers, coaches and team leaders to assist staff to plan and achieve their goals. While managers are focused on staffs' work based performance via individual developmental plans and the four phase developing performance process, mentors can assist mentees to reach specific goals as well help learners to manage the integration of job, career and personal goals (Clutterbuck 2004a).

10. Phases of the Mentoring relationship

There can be great diversity in the way in which mentoring is experienced within formal programs and informal mentoring relationships. For instance, formal mentoring programs have a start and finishing date and are designed to take place over a set period of time, such as a year or 18 months, whereas informal mentoring relationships are not constructed in this way; they evolve and can take place over several years depending on the needs of the party. Regardless of the type of mentoring relationship employed, researchers and writers in the field maintain that mentoring relationships tend to be characterised by a number of important milestones or phases.

Kram (1985), Missirian (1982), Levinson et al (1978), and Rolfe-Flett (2002) have referred to specific phases or stages that characterise a mentoring relationship

- **Initial** phase – the parties get to know one another and build the relationship that both deem very important
- **Cultivation** or **development** phase – both parties benefit from the relationship, with learning and growth strongly present
- **Termination** or **separation** phase – the relationship ends and contact decreases. Sometimes the separation is not amicable and the work of many researchers including Levinson et al (1978) and Murphy (1996) found that relationships can end in resentment, bitterness, pain and anger.

Rolfe-Flett (2002) notes another important phase called 'redefinition'. She explains that this sometimes occurs at the end of the relationship when both parties choose to work together but with different expectations. For example, both parties might decide to work as 'peers' rather than as mentor and mentee because the mentee may have developed the requisite skills. Redefinition, then, signals a new type of relationship (Mullen & Schunk 2012).

The period of time that each mentoring dyad takes to undergo any of these phases is likely to depend on a variety of factors such as the type of mentoring that is used (i.e., formal or informal) as well as the readiness of the mentee and the motivation, goals and personality of both parties. Due to the developmental nature of mentoring relationships, they are unlikely to stay the same; they will evolve and change and in most cases

they will end. An effective mentoring relationship is one where both parties feel satisfied that the journey has been rewarding and worthwhile.

11. How to set up a formal mentoring program

Many public and private organisations incorporate mentoring programs or some type of mentoring arrangement for new employees as part of their induction process. For example, the Department of Education, Training and Employment uses mentoring and coaching as key strategies to support staff during induction as well as other phases during their working life with the aim of improving staff performance. So how does one go about setting up a formal program? What follows is a discussion of nine steps that developers of formal mentoring programs need to consider when planning and implementing a formal mentoring program. These steps are equally applicable to establishing a school or department-based mentoring program (i.e., for beginning teachers in one school) or a system-wide program (for all beginning teachers in one district in Queensland).

1. **Appoint a coordinator**

   In most programs, there is a coordinator who oversees the development and implementation of a program. This person is sometimes responsible for

   - Publicising and promoting the program
   - Matching mentors and mentees
   - Monitoring relationships and handling grievances
   - Managing the budget.

2. **Articulation of goals/objectives of the program**

   - There needs to be a clear statement of the goals, objectives and purposes of the program
   - The program should be linked to the organisational system (i.e., induction, training)
   - Top management should support the program (in terms of resources and favourable attitude).

3. **Timelines**

   - Decisions need to be made about the timeframe of the program during the planning phases
   - The timeframe will depend upon the goals and purpose of the program
   - The duration of programs can vary from six months to one year or even two years.

4. **Clear roles and responsibilities of both parties**

   - Roles, responsibilities and expectations of both parties need to be known and understood
   - Some formal programs encourage mentoring dyads to formalise their agreed upon goals and sign a formal agreement (see Appendix x).

5. **Training of mentors**

   - Most organisations provide some training for both mentors and mentees
   - Training should cover information about the purpose of the program, benefits of mentoring, and practical skills required

- Decisions will need to be made about who will provide the training and the duration of the training.

6. Participants

- Who will participate in the program will depend on the purpose and objectives of the program
- Participation should be voluntary although in some formal programs, this does not always happen; and it is compulsory for mentees to participate. Where possible, mentors should be volunteers.

7. Matching of mentors and mentees

- According to Rolfe-Flett (2002) there are two main matching methods:
  1. Match making – where a coordinator chooses who works with whom based on biographical data both parties prepare
  2. A selection process whereby mentors and mentees are given some choice regarding the person with whom they will work.
- Many organisations use an approach that mixes methods 1 and 2, where both parties either meet in person and/or read biographical data and on that basis select the person with whom they wish to work. The coordinator helps to facilitate the matching
- Some organisations ask mentees to nominate up to five potential mentors with whom they would like to work. This information is plotted on a matrix and then the coordinator would try to allocate mentees' their first choice or second choice.

Example of a matching matrix

	Mentor 1	Mentor 2	Mentor 3	Mentor 4	Mentor 5
Mentee 1	1	5	2	3	4
Mentee 2	1	5	3	4	2
Mentee 3	4	1	5	2	3
Mentee 4	5	4	3	1	2
Mentee 5	3	2	4	5	1

8. Get-out clause

- In a mentoring program, the coordinator is usually the person who provides ongoing support to mentors and mentees if they are having mentoring relationship difficulties
- In most organisations there is a get-out clause stating that the mentoring relationship can be terminated if it is not working effectively
- In this event the coordinator can then begin a new matching process for the mentee and/or mentor.

9. Monitoring / evaluation

- A key component of any mentoring program is monitoring and evaluating
- Monitoring helps resolve issues as they emerge
- A formal evaluation is required to evaluate all aspects of the program (i.e., planning, training, matching, outcomes)
- Some methods which could assist in the evaluation include interviews; focus groups; and surveys of mentors, mentees, the coordinator, the trainers, and other important parties.

If planning a formal e-mentoring program, the aforementioned nine steps will be important. However, there will be other considerations and decisions to make such as:

- What degree of Computer Mediated Communication will be used?
- What type of technology will be used and supported?
- Who will oversee and coordinate the website or technology?
- Will there be an e-moderator?
- Will group mentoring form part of the overall design of the program?

How to find a mentee or mentor?

If you are in an organisation where there is a formal mentoring program, and you have an opportunity to participate in it, then you will be assigned a partner or you may have some choice of partner with whom to work within the confines of the program. If a formal program is not possible within your organisation, and you wish to be mentored or become a mentor, then what steps might be useful to follow?

- Identify the type of mentoring relationship you are seeking (i.e., peer mentoring, group mentoring, e-mentoring, or sponsorship mentoring)
- Identify the type of person with whom you would like to work
- Look around your networks and ask others for advice about who might be suitable to approach
- If you know this person, it is likely that it will be easier to initiate the relationship than if you don't know them
- Make contact and make sure you explain what it is you are seeking, what you can offer, and what you have in mind. If the other person is interested in working with you, make sure he or she is able to discuss his/her expectations and ideas about the relationship and how it will work
- Make a plan to communicate again.

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13. APPENDICES: Checklists for Mentors

Checklist for mentor prior to meeting 1
Checklist for mentor: Meeting 1
Mentor reflection template (following Meeting 1)
Checklist for mentor: Meeting 2
Mentor reflection template (following Meeting 2)
Sample mentor agreements

Checklist for Mentor: Prior to meeting 1

Purpose: Help you plan and prepare what you need to do to facilitate a conversation with a mentee

☐ Invite your mentee to the meeting

☐ Arrange a time and place (i.e., a quiet area for discussion)

☐ Be clear about how 'formal' the relationship is going to be. Decide whether you will use a mentor agreement contract (see Appendix x) or whether you will agree verbally to a number of key aspects governing the relationship

☐ Be clear about your role and responsibilities

☐ Be clear about what your expectations are and what you hope to achieve from the mentoring relationship

☐ Plan some "get to know you questions" to develop the relationship (if you already know the person, you may not need too many of these)

☐ Refer to "Questioning: A key mentoring technique" [see page 19] and plan some questions based on the four levels of questions advocated by Stanfield (2000). These are

- Objective questions (e.g., Tell me about yourself?)
- Reflective questions
- Interpretive questions
- Decisional questions.

Checklist for mentor: Meeting 1

Purpose:

- Get to know your mentee

- Share ideas about roles, responsibilities and expectations and come to agreement about these aspects of the mentoring relationship

- Use the four levels of questions following Stanfield (Objective, Reflective, Interpretive, Decisional) in posing questions to your mentee

Procedure:

☐ Welcome and thank your mentee for attending the meeting

☐ Reinforce the discussion will be kept confidential

☐ Introduce yourselves and get to know each other.
e.g. *Can you tell me a little bit about yourself ? (Objective question)*

☐ Refer to the purpose of the meeting: to establish a mentoring relationship. Discuss with your mentee what you see as your roles, responsibilities and expectations. (i.e., you may choose to refer to or use a mentoring agreement if you wish to formalise the relationship)

Some key questions might include:

e.g., Based on what I have said about my roles and responsibilities, what is your response to that? (Reflection question)

e.g,. Can you tell me what you see as your roles and responsibilities (Reflection question)
What do you hope to get out of the mentoring relationship? (Interpretive question)
How can I best support you and your learning? (Objective, reflection question)

☐ Close the meeting:

☐ Reflect on the meeting and ask your mentee to provide some feedback on the session:

- What worked well in this session?
- Can you comment on my questioning and listening skills?
- What do you think I could have done differently that would have made the conversation more beneficial to you?
- Any other comments?

☐ Set a time and date for the next session and ask your mentee to identify a topic for the next conversation

Make sure you complete the Mentor Reflection Template

Mentor Reflection Template (Following Meeting 1)

Now that you have conducted your first conversation with your mentee, reflect upon that conversation and answer the following questions. To help you respond to these questions, consider the following points when formulating your ideas

- Your communication skills
- The dynamics of the relationship
- The role you played
- Your mentee's interest and comments
- Any other impressions.

What worked well?
What needed improvement?
What comments did your mentee provide regarding your performance? How can you use this feedback to improve next time?
What do you need to work on to enhance your mentoring skills?

Checklist for mentor: Meeting 2

Purpose:

- Facilitate a learning rich conversation where your mentee does most of the talking
- Use the four levels of questions following Stanfield (Objective, Reflective, Interpretive, Decisional) in posing questions to your mentee.

Procedure:

☐   Welcome and thank your mentee for attending the meeting.

☐   Allow your mentee to begin the conversation by introducing the issue that is the focus of the conversation. While the mentee is talking about the issue, you may wish to devise questions from Stanfield. Some examples from each of the four levels are below. These may provide some guidance.

Objective level – questions based on facts and seen as 'what' questions.

- Where are you up to?
- What work have you done since I saw you last?
- With whom have you been working?
- What have you achieved since we talked last?
- What are your observations?
- What words or phrases stood out for you?

Reflective level – questions that invite personal reaction to the data / facts presented.

- What has been the response of others to the work you have done?
- What have you enjoyed doing the most?
- What have you enjoyed doing the least?
- How are you feeling about things now?
- What surprised you?
- What's missing for you?
- What were you reminded of?

Interpretive level – questions that draw out meanings, values, beliefs and the significance of the issue.

- What have you learned about yourself, others, so far?
- What are some issues you continue to worry about? Why?
- What alternatives are you thinking about for dealing with some of the ongoing challenges?
- What makes **x** important?
- What implications are there for you?
- What might be the impact of …?

Decisional level – questions that elicit resolution, new directions and actions.

- What are you going to do next?

- What is your plan and how are you going to achieve it?
- Can I help and if so how?
- Are things moving in the right direction for you?
- What recommendations do you have?
- What can you do differently in the future?
- What have you learned from this?

☐ Close the meeting.

☐ Reflect on the meeting and ask your mentee to provide some feedback on the session:

- What worked well in this session?
- Can you comment on my questioning and listening skills
- What do you think I could have done differently that would have made the conversation more beneficial to you?
- Any other comments?

☐ Set a time and date for the next session and ask your mentee to identify a topic for the next conversation.

Make sure you complete the Mentor Reflection Template

Mentor reflection template (Following meeting 2)

Now that you have conducted your second conversation with your mentee, reflect upon that conversation and answer the following questions. To help you respond to these questions, consider the following points when formulating your ideas

- Your communication skills
- The role you played
- Who did most of the talking
- Who had the power
- The dynamics of the relationship.

What worked well and why?
What needed improvement and why?
What comments did your mentee provide regarding your performance? How can you use this feedback to improve next time?
What do you need to work on to enhance your mentoring skills?
What strategies are you going to use to help you enhance your skills?

Sample mentor agreements

Example 1: Template for Mentoring Agreement Mentor Name:

Our Mentoring Agreement

This agreement was developed by us together. In it we are writing down some ground rules on how we want our mentoring relationship to work. By creating and signing this agreement we are both committing to do our best to honour these ground rules. As we spend time together, we will both try to:

• Meet a least once per _____, for at least _____ (amount of time each session) Commencement date: _____

Finish the mentoring relationship by: (date) _____

• Pick meeting places that allow us to really talk
• Call or email ahead — giving at least 24 hours notice if possible — if we have to cancel or reschedule
• Come to our meetings prepared. If we've agreed to do some assignment between meetings, have it completed.
• If we have a problem or something doesn't feel right to one of us, we'll talk about it — even if it isn't easy. We won't avoid facing a problem. We'll deal with it together.
• Keep what is said between us — maintain confidentiality. This means that we won't go telling other people what our mentor/mentee told us. We'll keep it private.
• Work on our shared goals for this mentorship
• Recognize that we are two different people, and that is a good thing. We can learn from each other if we respect and value each other and the ways we're alike and the ways we're different.
• Make sure we get things done and remember to laugh

Signature of Mentee: _____ Date: _____

Signature of Mentor: _____ Date: _____

Adapted from a wiki taken from TAFE NSW. TAFE NSW (n.d.). *Our Mentoring Agreement. wiki.tafensw.edu.au/sydney/mylearning/.../**Our_Mentoring_Agreement**.doc*

Example 2: Template for Mentoring Agreement

MENTORING AGREEMENT

We are voluntarily entering into a mutually beneficial relationship. It is intended this relationship will be a rewarding experience and that our time together will be spent in personal and professional development activities. Features of our mentoring relationship will include:

Commencement date …………………………………………………………

Duration of the mentoring program ………………………………………..

Likely frequency of meetings ………………………………………………..

Maximum length of each meeting …………………………………………..

Mentoring Activities
………
………
………
………
………………………………………………………………………………………………

We have discussed the basic principles underlying our mentoring relationship as a developmental opportunity. We agree to a no-fault conclusion of this relationship if necessary.

Mentee …………………………………………….. Mentor …………………………………………

Date …………………………………………….Date …………………………………………___

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Boon, S. L. Z. (1998). Principalship mentoring in Singapore: Who and what benefits? *Journal of Educational Administration*, **36(1), pp. 29–43. Retrieved from**
http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/EmeraldFullTextArticle/Articles/0740360102.html
For over 20 years, the NIE at the Nanyang Technological University in Singapore has provided a one-year Diploma in Educational Administration program for aspiring principals (i.e., vice principals). A key part of this Diploma is a mentoring component whereby aspirants are matched with experienced mentor principals. This article reports on the benefits mentoring provided to both mentors and protégés. The author suggests that behaviours and personal qualities of mentors and protégés seem to determine the benefits of mentoring.

Butcher, J. & Prest, M. (1999). *Reflecting upon the present and planning for the future: a collegial mentoring initiative***. Paper presented at the AARE – NZARE Conference, Melbourne, Victoria. Retrieved from**
http://www.aare.edu.au/99pap/but99439.htm
In this paper, Butcher and Prest present the history of a collegial mentoring relationship between a school principal and a head of a school at a university. It shows how this across-sector collegial or mutual mentoring has been successful in assisting the participants in learning from their everyday experiences while also planning for the future.

Douglas, C. (1997). *Formal mentoring programs in organizations: An annotated bibliography***. Center for Creative Leadership: Greensboro, NC. Retrieved from**
http://www.centerforcreativeleadership.com/leadership/pdf/research/FormalMentoringPrograms.pdf

Although this document is a bit dated, the information it provides on formal mentoring programs is very comprehensive, and would be most relevant for persons wishing to learn more about formal mentoring programs and how to establish them. The document consists of four key parts. Part 1 provides a review of 80 works on formal programs taken from the literature. Part 2 provides a brief review of the perspectives underpinning formal mentoring programs. Part 3 provides a discussion of the objectives, content, and benefits and drawbacks of formal mentoring programs. Finally, Part 4 provides practical advice for people who wish to set up these programs or improve on existing programs.

Ehrich, L.C. & Hansford, B.C. (2008). Mentoring in the public sector. *Practical Experiences in Professional Education*, **11(1). pp. 1-58. Retrieved from http://eprints.qut.edu.au/17133/1/17133.pdf**
In this article, Hansford and Ehrich examine 25 research based papers published between 1991 and 2006 that report the outcomes of formalised mentoring programs for public sector workers. A structured review of the literature was used reveal the focus of the programs as well as the positive and negative outcomes of mentoring for the parties concerned. The findings revealed that the majority of programs reported on outcomes for leaders. More positive outcomes than negative outcomes were attributed to mentoring. Commonly cited positive outcomes included improved skills or knowledge and increased confidence; and negative outcomes included lack of time and lack of mentor training and understanding.

Ehrich, L.C. & Hansford, B.C. (1999). Mentoring: pros and cons for HRM. *Asia Pacific Journal of Human Resources*, **37(3), pp. 92–107. Retrieved from** http://eprints.qut.edu.au/archive/00001754/
The authors explore what is meant by mentoring; the functions of mentors; three categories of mentorship; and the benefits and hazards for the mentor, mentee and organisation. The final part of the paper discusses the implications of setting up a formal mentoring program for human resource managers.

Hansford, B.C. & Ehrich, L.C. (2006). The principalship: how significant is mentoring? *Journal of Educational Administration*, **44(1), pp. 36–52. Retrieved from** http://eprints.qut.edu.au/archive/00004343/
This article begins with an overview of the training and preparation of principals, and then refers to mentoring as a well-known strategy for leadership development. The focus of the article lies with the reporting of a structured review whereby 40 research-based papers on formal mentoring programs for principals were analysed to determine the positive and negative outcomes of mentoring for the mentee and mentor. The article concludes with implications for practice.

Hansford, B.C., Ehrich, L.C. & Tennent, L. (2004). Formal mentoring programs in education and other professions: a review of the literature. *Educational Administration Quarterly*, **40(4), pp. 518–540. Retrieved from** http://eprints.qut.edu.au/archive/00002258/
This article presents a review of research-based papers from education, business and medical contexts to illustrate some of the key outcomes of mentoring programs for mentors and mentees across these contexts.

Hansford, B.C., Tennent, L. & Ehrich, L.C. (2003) Educational mentoring: is it worth the effort? *Education Research and Perspectives*, **39(1), pp. 42–75.**
http://eprints.qut.edu.au/archive/00002259/
This article reviews 159 research-based articles that relate to educational mentoring. Utilising a structured review, it identifies the benefits and negative outcomes of mentoring programs for mentors, mentees and the educational organisation. Although there was found to be a higher incidence of positive outcomes associated with mentoring programs, sufficient evidence suggested that a 'dark side' of mentoring exists. While positive and negative impacts of mentoring on mentors and mentees were noted, impacts on the organisation (frequently schools) were rarely addressed. In many cases, where mentoring programs were reported to have negative outcomes, program success appeared to have been jeopardised by lack of funding, lack of time, or poor matching of mentors and mentees.

Healy, L., Ehrich, L.C., Hansford, B.C. & Stewart, D. (2001) Conversations: a means of learning, growth and change, *Journal of Educational Administration*, **39(4), 332–345. Retrieved from** http://eprints.qut.edu.au/archive/00004342/
The research reported in this article formed part of a university/industry collaborative grant in which the role of leaders in managing cultural change across an industry site was investigated. The focus of the article concerns a District Director in a rural setting in Queensland. The study was shaped by her interest in gaining feedback on her leadership style and influence on principals in the district. A team of researchers from QUT conducted semi-structured interviews with a sample of six principals with whom the District Director worked over a period of one year to gauge their perceptions of her influence on their thinking and acting. A key finding was that well-led conversations can be an effective professional development strategy for learning, growth and change in educational leaders.

Herrington, A., Rowland, G., Herrington, J. & Hearne, D. (2006). The BEST approaches to online mentoring. In P. Jeffrey (Eds.), *2006 Proceedings of the Australian Association for Research in Education (AARE) International Educational Research conference* (pp. 1-11). Australian Association for Research in Educaton: Adelaide.. Retrieved from http://www.aare.edu.au/06pap/her06680.pdf
The beginning year of teaching is an important year in the life of a teacher and one in which a teacher would benefit by mentoring. The author of this paper describes the design and development of a generic website template for online communities of practice for beginning teachers that provides them with independent and experienced mentoring support. It includes a rich range of resources that are automatically updated, and links to professional websites and other relevant sources of support. The paper illustrates and compares the ways in which the online resource can be used as a model to meet the professional needs of different cohorts of

beginning and experienced practitioners, using different models of mentoring suited to various levels of funding and professional support.

Books and book chapters

Clutterbuck, D. (2004), *Everyone needs a mentor: Fostering talent in your organisation* **(4th Ed.). Chartered Institute of Personnel and Development: London.**
David Clutterbuck, one Europe's most well-respected and well-known management writers and thinkers, has written over 40 books on management, and in recent years is most well-known for his work in coaching and mentoring. Clutterbuck makes a strong case for everyone within an organisation to be mentored. The book is divided into four main parts.

- Part 1 provides a good background discussion – understanding what is mentoring and why it is important.
- Part 2 examines models and methods of mentoring, the nature of formal mentoring programs, making the case for mentoring, what makes an effective mentor, matching mentors and mentees and how to set up mentoring programs.
- Part 3 is concerned with mentoring programs and relationships.
- Part 4 reports on specific mentor issues, such as e-mentoring and diversity mentoring.

The book is easy to read and provides clear, accessible and practical advice for mentors, mentees and those charged with designing formal mentoring programs.

Clutterbuck, D. & Megginson, D. (2005). *Making coaching work: creating a coaching culture.* **Chartered Institute of Personnel and Development: London.**
The authors focus on the strategies and techniques that are required to create a coaching culture, describing a coaching culture as "style of managing and working together, and where a commitment to grow the organisation is embedded in a parallel commitment to grow the people in the organisation" (p. 19). A rationale is made for building a coaching culture for individuals, teams, and the organisation at large. This practical book provides a discussion of models and frameworks, outlines the skills base required of various parties, discusses coaching from a system's perspective, and provides a measure that organisations can use to assess the quality of coaching within teams and between individuals. A significant portion of this book comprises case studies.

Cohen, N. H. (1995). *Mentoring adult learners: a guide for educators and trainers.* **Krieger Publishing Company: Malabar, Florida.**
This book provides practical guidance and advice to those who are responsible for mentoring others in order that they will be able to function effectively as significant influences within mentoring relationships. Much of the book focuses on different aspects of the mentoring function (e.g., a focus on the relationship, information emphasis, and facilitative focus), and provides practical advice and strategies for those who find themselves in the role of mentoring others. An important aspect of the book, an Adult Mentoring Scale, allows mentors to determine their competencies. Instructions for scoring and interpreting the scale are provided.

Fletcher, S. J. & Mullen, C. A. (2012). *Sage handbook of mentoring and coaching in education.* **Sage: Los Angeles**
This handbook is a leading source of ideas and information on mentoring. It covers international research on mentoring in schools and higher education. It maps current knowledge and understandings, values and skills underpinning educational mentoring and coaching for learning. Contributors address social justice issues, such as those involving traditional and technical forms of mentoring and coaching, democratic and accountability agendas, and institutional and historical patterns of learning.

Hargrove, R. (2003). *Masterful coaching* **(Rev. ed.). Jossey-Bass/Pfeiffer: A Wiley imprint.**
As the title suggests, this book answers the question: 'What is masterful coaching?' According to Hargrove, a masterful coach is a person who is able to empower others to enable them to think and take control of their lives. Masterful coaches make much of the conversations that take place among themselves and the person they are coaching. A very practical book that sets out clearly the methods required when coaching others.

Lambert, L. (2002). Leading the conversations, In L. Lambert, D. Walker, D. P. Zimmerman, J. E. Cooper, M. D. Lambert, M. E. Gardner, & M. Szabo. (2002). (Eds.), *The constructivist leader* **(2nd Ed., pp. 63–88). Teachers College Columbia University: New York.**

Lambert argues that one of the main roles of a constructivist leader is to lead conversations. Constructivist leadership is understood as 'the reciprocal processes that enable participants in an educational community to construct meanings that lead toward a common purpose about schooling' (Greene, foreword, in Lambert et al. 2002, p. viii). Lambert focuses on explaining a typology of conversations and practical examples are used to highlight each of these key types. The author concludes that leading conversations is the work of everyone within a school community.

Rolfe-Flett, A. (2002). *Mentoring in Australia: a practical guide.* **Pearson Education Australia: French Forest, NSW.**
This book provides a very practical look at how to establish a mentoring program within an organisation. It outlines: ways in which to research the needs of the organisation; gain the support of the organisation; how to write a mentoring brief to management; how to promote a mentoring program; how to locate suitable mentors and select mentees; how to conduct training; and how to evaluate a mentoring program.

Stephens, P. (1996). *Essential mentoring skills: A practical handbook for school-based teachers***. Nelson Thomes Ltd: Cheltenham.**

This excerpt is from an e-book by Stephens. It contains some practical insights into how to mentor and how to be an effective mentor.
http://books.google.com.au/books?id=n9Cz4sFL1voC&printsec=frontcover&dq=%22mentoring+skills&source=bl&ots=uqm1o9Q45L&sig=457-WO6DOGvO6Secklf2GA3puLY&hl=en&ei=OeFDTNvcLITRcYrt1MoP&sa=X&oi=book_result&ct=result&resnum=4&ved=0CCkQ6AEwAzgK#v=onepage&q&f=false

Tovey, M. D. (1999). *Mentoring in the workplace: a guide for mentors and managers***. Erskineville, NSW: Prentice Hall.**
This practical and easy-to-read book explores mentoring in the workplace. It identifies the features of successful mentoring programs, explores how individuals learn, and sets out key matters for planners of mentoring programs (e.g., matching, roles and responsibilities of both parties, and how to set up formal mentoring programs). This book would be very useful for anyone interested in setting up a formal mentoring program within their particular setting.

Websites

Coaching & mentoring network (articles)
http://www.coachingnetwork.org.uk/ResourceCentre/Articles/default.asp
The Coaching & Mentoring Network ('The Network') was established to provide a service for people who provide coaching or mentoring services and for those seeking them. This site provides over 60 short articles on mentoring and coaching, many with practical tips and ideas as well as other resources and materials.

Mellish and Associates (2002) Appreciative Inquiry On-line.
http://www.mellish.com.au/resources.htm
Mellish and Associates are management consultants who provide key service areas in management consultancy, training and development, and projects and publications. Their site includes a set of online appreciative inquiry modules for schools and government/large organisations. Appreciative inquiry has been described as a positive and practical approach to organisational development based on four key principles — appreciate, apply, provoke and collaborate. The online appreciative inquiry toolkit is designed to provide support in four different areas.

1. Appreciative leadership (for professional leadership and development)
2. Appreciative inquiry (for mentoring, coaching, giving and receiving feedback, and performance planning and review)
3. Group appreciative inquiry (for team planning and managing change)
4. Whole-system appreciative inquiry (for organisational renewal and strategic planning)

Professional Standards for School Leaders, Department of Education & Training through the Leadership Centre, Murdoch University and Edith Cowan University (WA).
http://apps.det.wa.edu.au/pssl/index.php

- Reports on a collaborative research project conducted between the Department of Education and Training through the Leadership Centre, Murdoch University and Edith Cowan University (WA).
- Provides an effective means for helping leaders learn about the standards on which the Leadership Framework (i.e., Western Australia's Department of Education and Training official policy document) is based.
- Grounded in practitioners' work and recognised and owned by the profession – provides a useful model for leaders to review their role and practice; assists leaders to design ongoing professional development.
- Consists of a set of 56 short case stories:
  - each describing a specific episode a school leader has dealt with at a school
  - each classified against a set of eight attributes considered by school leaders to be most important to performing at a high level: fair, supportive, collaborative, decisive, flexible, tactful, innovative and persistent
  - searchable by attribute, context or competency.

Scottish Mentoring Network
The Scottish mentoring network is a very valuable website that provides useful readings and articles on mentoring and coaching within its Resources Library. The articles tend to be short and practically focused and provide insightful information on all aspects of mentoring and how to run a mentoring program.
http://scottishmentoringnetwork.co.uk/scottish-mentoring-network-aims-objectives.php