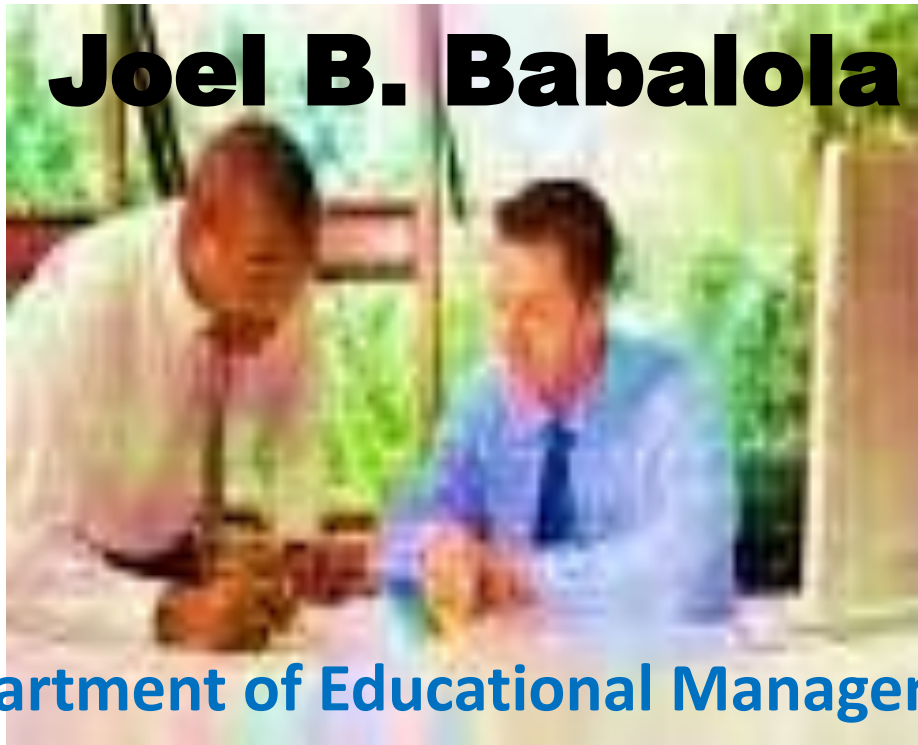


Understanding and developing the best mentoring practices in a private university

Joel B. Babalola



**Department of Educational Management,
University of Ibadan, Ibadan, Nigeria**

To start with, permit me to ask you few questions. Signify if you have an answer

1. Who is a mentor?

● a mentor is a wise counsellor, a tutor, a trainer, a more senior or experienced colleague appointed to help and advice a junior employee

2. Who is a mentee?

● a mentee is a person under the direction of a mentor

3. What is the difference between a coach and a mentor?

● 'Mentoring is a method of training'

● Mentoring is often confused with coaching

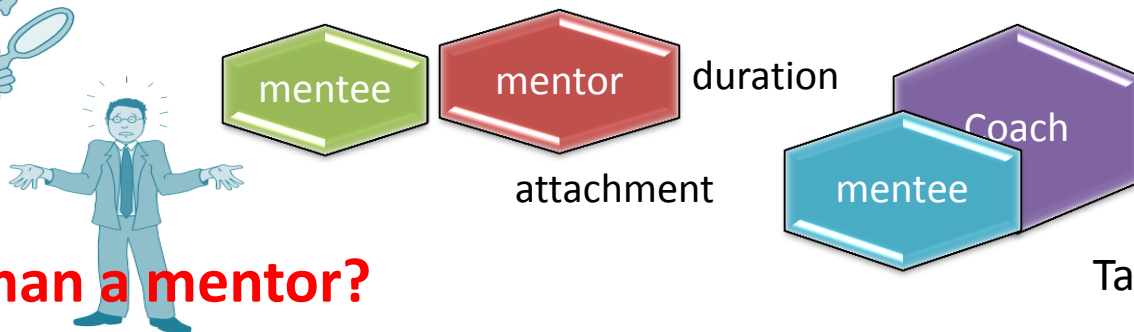
● Hence, the next slide differentiates between coaching and mentoring

Table 1 contains four distinguishing features between a Coach and a Mentor

Features	Coach	Mentor
D uration	Has short relationship	Has long relationship with the trainee
A ttachment	Is attached to the trainee	Is detached from the trainee
T arget	Targets specific areas of skill development	Targets general development -academic, career, family, health
E valuation both are trainers	Corrects instantly and shows samples	Cautions and shows supports to the trainee



Is the big man a mentor?



Why formalized mentoring practices in a private university?

1. To meet the high expectation of the public for a production of total graduates, private universities particularly require the use of a mentoring approach for both members of academic staff and their students.

Table 2 demonstrates that shaping mentoring depends on the type of university

Criteria	Private Universities	Public Universities
Market	Parents are paying providers to prepare their children for work and life	Politicians are paying providers [staff] to prepare youths for work and life
Competitive force	Universities are strongly competing for few financially able and relatively less qualified students	Too many qualified students are strongly competing for few available spaces in public universities
Strategic base	Universities need to quickly play with competitive advantage by admitting relatively less qualified candidates	Only need to know how to win public approval and resources through organizational politics
Language of strategy	Not to run at loss, private universities need to understand strategies to gain market share and later mentor people up to competence	Public universities only need to understand SCREENING strategies to shed off surplus and incompetent students and staff. May not mentor

- Even in the public sector, mentoring is urgently needed in Nigeria to refocus and retool the third-generation academic staff prepared and nurtured in Nigerian universities since 1990 and now being employed by most Nigerian universities

Table 3 is about the emergence of four generations of the intellectual in Nigeria

Criteria	First [1960s]	Second [1970s]	Third [1980s]	Fourth [1990s]
Exposure and identity	1 st generation were mostly non-Nigerians	Were Nigerians but mostly foreign grown	Were mostly Nigerians prepared in Nig.	Mostly Nigerian scholars abroad
Expertise and position	They were analytical, Original but outside voice	They were analytical, original and had insider authority	Less analytical though with insider voice	They are diagnostic, original but with less inside view
Engagement with students and society	Can speak back or provide counter argument but no urge	Full of local and foreign ideas, can challenge foreign ideas, and vibrant in the service of the society- Soyinka	Has local ideas but lacks the academic inclination to engage with society	Can engage with students and society But they lack enough local ideas

Source: Anyidoho [2006]

3. Irrespective of the sector, mentoring is necessary in the professional development of young scholars

A profession stands on three pillars; namely:

1. Professional **standards**
2. Professional **competence**
3. Professional **ethics**.

- ¶ Mentors are needed to make young people to understand the need to meet international standards in all aspects of the university life.
- ¶ They require an experienced and dependable people to guide them to professional competence
- ¶ They need help to comply with professional ethics in learning, teaching, doing research and in rendering their services.
- ¶ [See next slide].



Table 4 presents major areas where mentoring are required for total professional development of a young lecturer

Areas	Professional Standards	Professional Competence	Professional Ethics	Balancing is needed
Teaching	Principles [Bench marks]	Practice [know-how or methods]	Principles [moral obligations of a lecturer]	Among various needs of learning, career, family, health, civic engagement
Research	Principles [Bench marks]	Practice [know-how or methods]	Principles [moral obligations of a researcher]	
Services to students/ society	Principles [Bench marks]	Practice [know-how or methods]	Principles [social obligations]	

Let's see the advantages of mentoring in practice

Empirical evidence has shown that mentoring could be an effective way of helping students and staff.

For instance, a study of the 'Big Brothers Big Sisters' of America showed that young people who had a consistently caring and supportive adult as a mentor

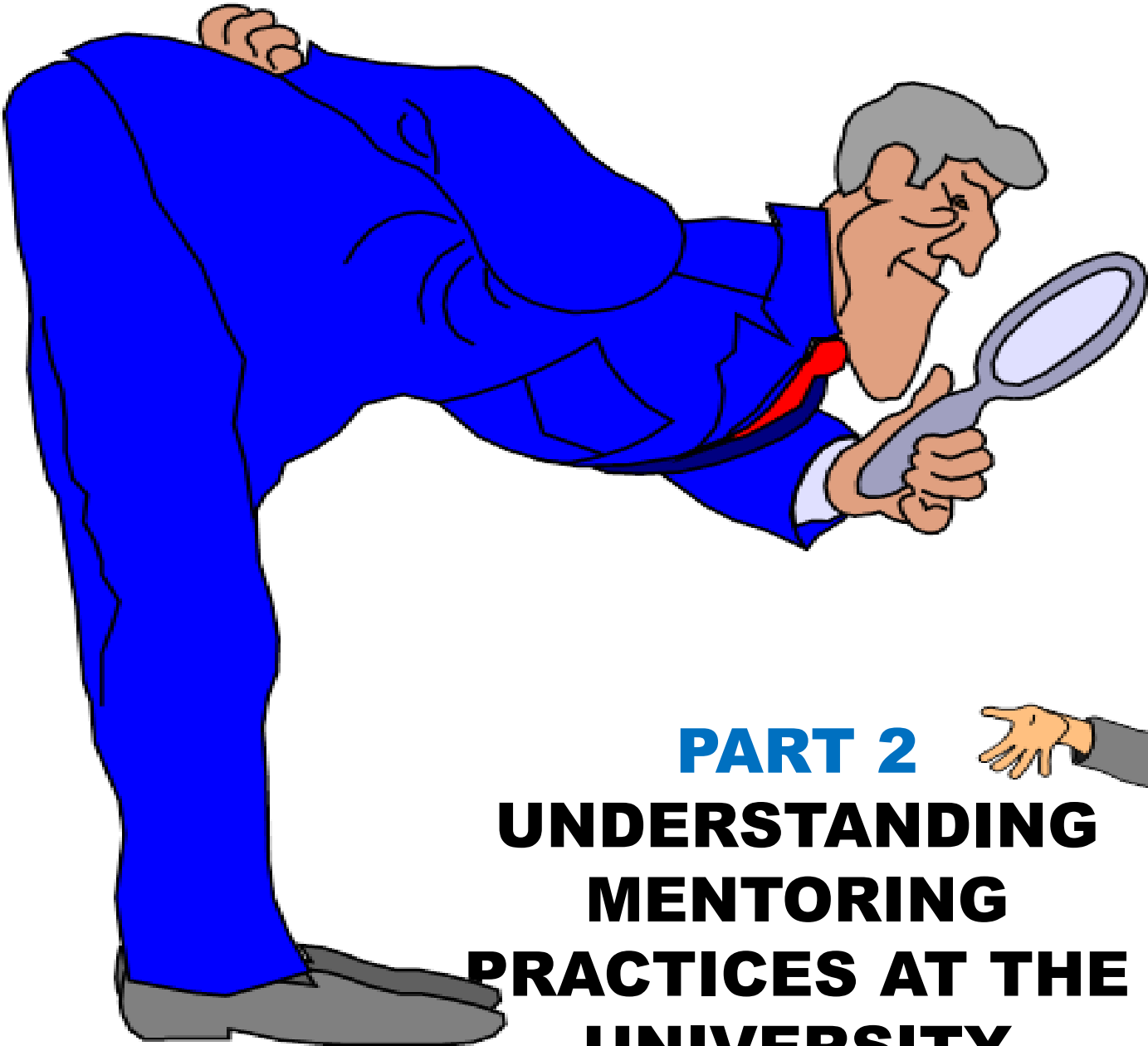
- were significantly less likely to try drugs,
- had better school attendance and academic performance, and
- were less likely to experience violence

(Wikipedia, 2007).

It has been demonstrated that new employees who are paired with a mentor to obtain information, good examples and advice as they advance are twice more likely to remain in their job than those who do not get mentorship

(Kaye and Jordan-Evans, 2005).

This takes us to a deeper understanding of the how mentorship works



PART 2
UNDERSTANDING
MENTORING
PRACTICES AT THE
UNIVERSITY
LEVEL



Table 5 contains the five building blocks for understanding mentorship at the university level

CONTEXT	MATCHING	RELATIONSHIPS	ROLES	RESPONSIBILITIES
INFORMAL Community Home Faith based Work	VOLUNTARY One-on-one Group Electronic	HEAD ON/ PATERNAL	PARENT	IMPARTING •Communicating •Informing •Telling others
FORMAL School	MANDATORY One-on-one Group Electronic	HEART ON/ PARTNERSHIP	PEER/ FRIEND	INFLUENCING •Persuading others using power and/or authority
REFERRALS	COMBINED One-on-one Group Electronic	HAND ON/ PROFESSIONAL	MASTER	EMPOWERING •Giving power to others

The first building block is the context

There are three contextual arrangements:

1. **informal arrangement** in which mentoring practices are located outside the university. This arrangement includes the community-based, the home-based, the mosque and church-based and work-based mentoring.
 2. **Formal arrangement** in which mentoring practices are located within the department, college and the university.
 3. **Referral system** in which complex mentoring issues from are referred to higher levels or more-experienced people.
- ✚ Once the issue of context is settled, the next step is to decide on the type of matching that would be employed.

Understanding the Matching Methods

1. **The voluntary approach** involves a situation where the mentoring relationship naturally evolves without any official arrangement to match a mentee with a mentor. This type of unofficial matching system is commonly practiced in most public universities in Nigeria.
 2. **The mandatory matching** system in which it becomes obligatory for a senior member of the academic staff to have some junior members of staff as mentees.
 3. To maximize the advantages of both methods, the university might combine some aspects of voluntarism with good aspects of mandatory matching so as to arrive at a sustainable mentorship.
- ✿ Matching might be on one-on-one or group matching.
 - ✿ If it is one-on-one, twelve mentees might be under the mentorship of a senior colleague without necessarily knowing each other.
 - ✿ Whereas, in the case of a group mentorship, the twelve mentees under the mentorship of a senior colleague will know each other and work together time and again.
 - ✿ In this age of ICT, there is the electronic mentorship in which large numbers of mentees are brought together under the mentorship of a senior colleague with the use of social networking approaches such as Google group.

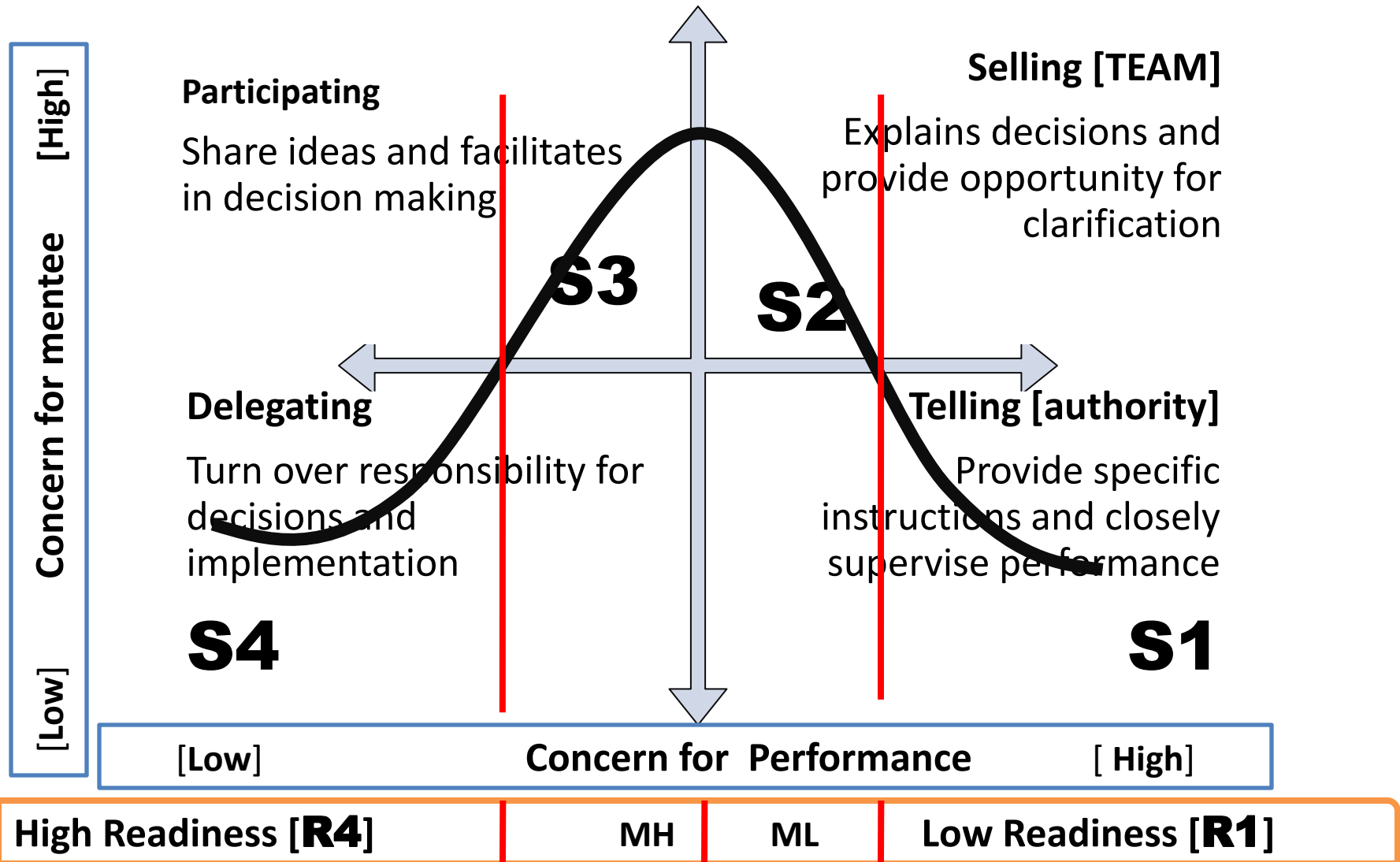
Understanding Mentoring Relationships

- Three types of relationship are at the heart of mentoring practices; namely:
 - 1. Parental relationship** is a situation in which the mentor relates to the mentee as a parent in a top-down instructional or coaching approach. Under this type of mentoring relationship, the mentee is expected to relate to, regard and respect the mentor as the head on a long-term basis.
 - 2. Partnership relationship** is more of side-by-side and at times, heart-to-heart attachment than top-down link between the mentor and the mentee. Under the partnership relationship, the mentee is regarded as a junior co-worker, colleague or a heart-felt companion of the mentor.
 - 3. Professional relationship** aims at continuous improvement of the professional or the intellectual capability of a young person for a long time. Professional mentorship is more or less of head-on and hand-on activities between the mentor and the mentee.

Understanding Mentoring Relationships

- A comprehensive mentoring practice will probably combine the three types of relationship since a mentor is a trusted adviser (father), confidant (friend) and an experienced professional.
- Relationships tend to grow strong when the association is spiced with (1) **common experiences**, (2) **continual encouragement**, (3) **concerned expressions** and (4) **challenging expectations**.
- Thus, a mentor who started as a father might end up as a friend.
- In similar vein, a mentor who started as master might end up as a model, while the mentor who started as a coach might end up as a colleague.

CHANGING THE MENTORING PEDAGOGY IN RELATION TO THE LEVEL OF READINESS DISPLAYED BY A MENTEE



- The teaching style started at **S1** [high concern for learning achievement but low concern for learners], with the teacher in front of the class lecturing.
- Then the teaching style moved to **S2** [high concern for learning achievement and high concern for the learner], with the teacher directing the conversation of a group sitting in a circle.
- Thereafter, the teaching style moved to **S3** [high concern for learner but low concern for learning achievement] , with the teacher participating in group discussions as a supportive, but nondirective, group member.
- Finally, the teacher moved to **S4** [low concern for learners and low concern for learning achievement], with the teacher only involved only when asked by the class.
- Mentee's readiness developed slowly at first, with gradual decreases in mentor's direction and increases in encouragement, the mentee is likely to show higher performance, higher enthusiasm, and motivation, less lateness and absenteeism.

Understanding Roles and Responsibilities

Mention the three major roles of a mentor

1. Parental role
2. Partnership role [peer or friend]
3. Professional role [master]

■ **WHERE should a mentor spend majority of the time?** Mentors are expected to spend majority of the time to provide:

- 1. W**ings for the mentee to soar beyond the mentor
- 2. H**andles for the mentee to grasp, practice and pass on to others
- 3. E**xperimental laboratories for the mentee to practice what is learned
- 4. R**oadmaps for mentees to know where they are, roads to take and to avoid
- 5. E**stablished roots or principles in their vocation and be empowered to break barriers of learning, career, family formation, health risks, leadership and civic engagements

Understanding Roles and Responsibilities

⊕ Furthermore, a study in USA on the main responsibilities of a mentor at the school level revealed that mentors spend most of their time on four main activities ranked from most (1) to least (4) [Public/Private Ventures, 2004:11] .

1. Personal issues.

2. Playing sports or games.

3. Professional issues or academics matters

4. Public engagements or social activities.

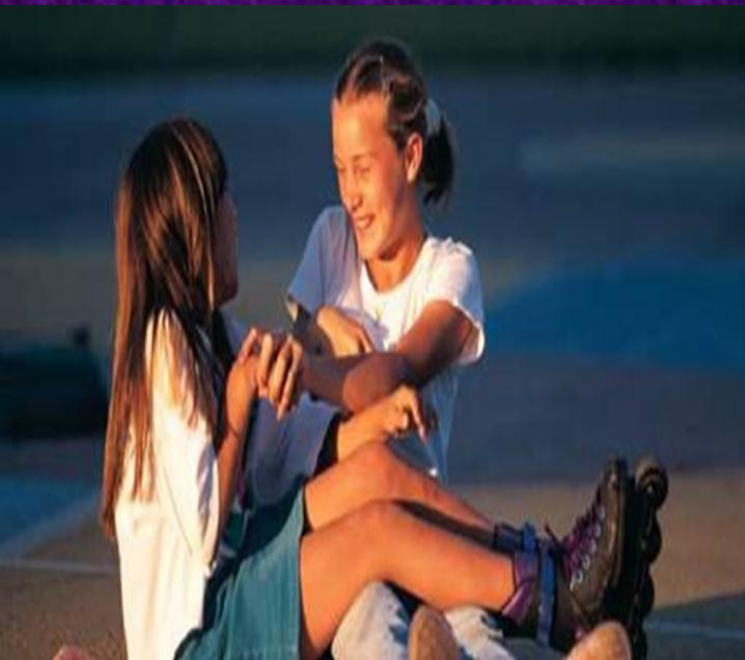
A mentor lifts up



1. Provides challenges
2. Partners where necessary
3. Passionately points out ways out and what to do
4. Previews failure/success factors
5. Pardons non-performance
6. Pushes for better future
7. Praises excellent performance

To perform to expectation, a Mentor needs to possess the following seven attributes:

Can be abused!!!



1. Enthusiastic [about mentee's vision and goals]
2. Experienced [in chosen career/problems]
3. Exposed [makes professional connections]
4. Empowering [facilitates participations]
5. Endowed [well resourced]
6. Ego-neutral [Selfless]
7. Esteemed [age difference of 8 to 15 years]

Source:

<http://usmilitary.about.com/gi/dynamic/offsite.htm?site=http://www.appelbaumresumes.com>

The mentee should also possess the following seven attributes for an enduring relationship:

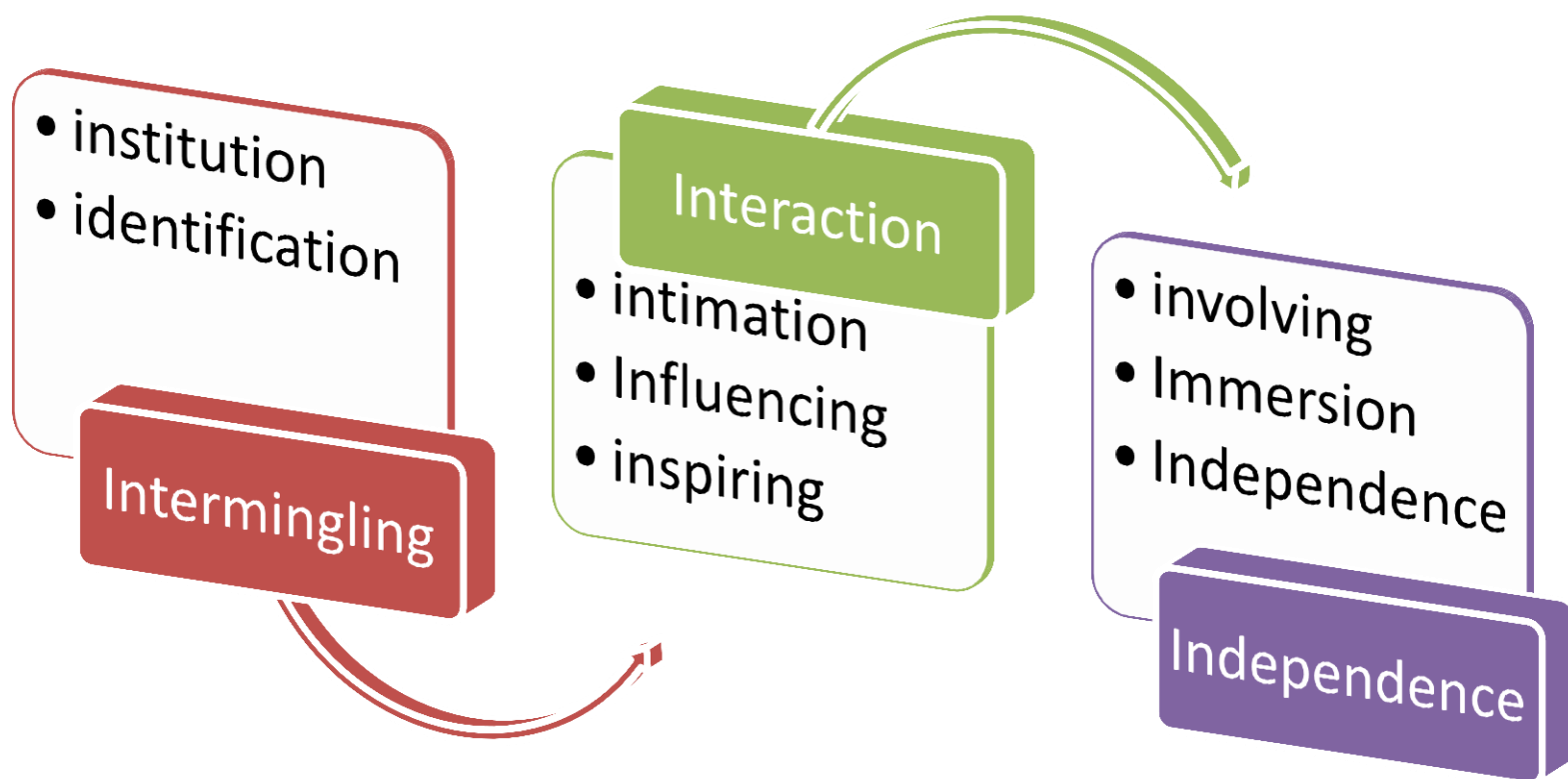


1. Purpose driven regarding call and role
2. Pupil's or servant's heart
3. Patiently wait to become an authority
4. Play down former ambitions
5. Preference for the authority of mentors
6. Pursue good mentors
7. Prepare to grow and develop



PART 3:
**DEVELOPING MENTORING
PRACTICES AT THE UNIVERSITY
LEVEL**

Figure 2 shows the developmental phases



The Phase of Intermingling

- It is important to note that students and members of the academic staff have various needs.
- A single mentor might not be able to help a mentee to overcome all challenges regarding work and life.
- efforts should therefore, be made to carefully identify which mentor is suitable to handle which aspect(s) of a mentee's training.

Interaction



- Identify the key players and spell out the modality for matching, the relationships expected/unacceptable, the roles and the responsibilities of all actors.
- Note that getting two strangers to relate intimately is a gradual and difficult process.
- Intimation should be carefully monitored.
- Once there is an intimate relationship between a mentee and the mentor, the other two processes of influencing and inspiring the mentee become very easy.

Independence

of Leadership - ...



- Disengagement could be turbulent if care is not taken.
- The mentor should increasingly get the mentee involved in challenging activities until the mentee becomes deeply immersed.
- What matters is what happens when the mentor is no longer there. Whether or not the objective of mentoring has been achieved.
- Thus, the mentor is expected to follow up the investment even after the official disengagement.



SUMMARY

- As many as the good aspects of mentoring are, the challenges are also many. The most serious challenge is the emotional attachment.
- It is natural for human relationship to grow closer, but the temptation to shift mentoring relationship to morally debased rapport should be discouraged by institutional measures spelling out in clear terms the roles, responsibilities and rules guiding mentoring relationships in a private university.
- It is therefore, crucial that those who would be appointed as mentors should be people of undoubted integrity.
- On the other hand, the mentee should be purpose driven with pupil's heart, patience to wait to become an authority before seeking independence

CONCLUSION

- Considering the generally reported proven benefits of school-based mentoring to both students and staff, institutions of higher learning in Nigeria in general and private universities in particular should actively encourage formalised mentorship to boost training and learning for both work and life.
- Nevertheless, as an incentive, the criteria for promotion to the grade of Professor as well as those for the appointment of an Emeritus Professor might include an evidence of mentorship



THANK YOU

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