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A CASE FOR MENTORSHIP: DEVELOPING A PRACTICAL GUIDE FOR THE ASPIRING MENTOR

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ABSTRACT

Mentorship is an ancient concept with roots in Homer's era, but remains a valuable and relevant tool in organizations across many disciplines to this day. The inclusion of mentorship relationships in an organization benefits not simply the protégé, but the mentor and their organization as well. There are both psychosocial (acceptance and support, counseling, role modeling, and friendship) and career (sponsorship, coaching, exposure and visibility, protection, and challenging work assignments) benefits to mentorship. Since the 1970s considerable research has been conducted on the subject to evaluate how best to benefit from the use of mentorship within various disciplines, including military, healthcare, education, business, and government.

Sixteen published guides across four disciplines were used in this project to determine the different elements that were crucial to successful mentorship relationships. Mentorship guides should include six essentials: definitions, roles of the mentor and protégé, characteristics of the mentor and protégé, benefits to the mentor, protégé and organization, stages of the mentorship relationship, and effective visuals. The inclusion of these elements ensures the publication of a guide that is both comprehensive and thorough.

CHAPTER 1 - INTRODUCTION, BACKGROUND AND DEFINITIONS

We don't accomplish anything in this world alone … and whatever happens is the result of the whole tapestry of one's life and all the weavings of individual threads from one to another that creates something.

- Justice Sandra Day O'Connor, *Former Associate Justice of the Supreme Court of the US*

INTRODUCTION

Why the interest in mentorship? The concept is a compelling one, with the advantages ranging from benefiting from the lessons of the previous generation, increasing the morale and esprit de corps of the organization as a whole, to retaining new blood within the organization. Many of the positive effects that organizations observe from encouraging and implementing mentoring programs, be they formal or informal, benefit not just the members of the institution but also the institution itself. There are many issues facing the Canadian Armed Forces (CAF) in the 21st century: recruiting, retention, relevance, equipment. While there are potential solutions to many of these problems, a significant number of those discussed involve policy, regulation, or law reform. Such high level changes will take time and some are already in progress. This paper seeks not to advise on high level issues and their solutions, but rather to examine a possible route for lower level change. An improved experience at the interpersonal level can succeed in mitigating sufficient grievances that personnel will want to stay longer to improve the institution at large.

The CAF routinely face retention issues, with skilled soldiers, sailors, and aviators taking their expertise elsewhere after their careers, long or short, are complete. Many of those retiring could have chosen to stay longer, and are not retiring at compulsory retirement age (CRA). The CAF is currently engaged in the process of implementing what the Chief of the Defence Staff calls *The Journey*, which will holistically look at the careers of CAF members and influence the

entire military experience in ways that will benefit the member, the families of those members, and the institution as a whole. Canada's Defence Policy, *Strong, Secure, Engaged* (SSE) released in 2017, addresses many of these challenges, with proposed improvements to recruiting, training and retention.[1] It also addresses the concept of a *Total Health and Wellness Strategy*, which addresses the psychosocial well-being of CAF members in the workplace.[2] The psychosocial aspect that SSE seeks to improve is something that mentoring has been proven to enhance.[3]

Mentoring is an ancient concept, with roots in Greek history, wherein a more experienced person advises a younger more inexperienced person. Many prominent figures in world history offer their appreciation to a mentor figure in their formative years. It was in the late 1970s and early 80s when research into the benefits of mentorship began to be published, leading to organizations designing formal mentorship programs to improve their companies.[4] In addition to the business world, the medical community incorporates mentorship into their training regimes, to ensure young doctors and nurses benefit from the medical experience of their predecessors.[5] Teachers and professors also have sponsors or mentors in the education field, to guide them and encourage their development as the educators of the future.[6] Militaries across the world have also implemented formal programs to capitalize on the benefits of mentorship for their officer and non-commissioned personnel.[7]

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[1] CAF, *Strong, Secure, Engaged – Canada's Defence Policy*, 2017: The Journey was mentioned in the brief by VCDS LGen Lamarre at CFC on 25 September 2018.

[2] CAF, *Strong, Secure, Engaged – Canada's Defence Policy,* 12.

[3] Kathy Kram, *Mentoring at work: Developmental Relationships in Organizational Life*, (Glenview: Scott, Foresman, 1985), 22.

[4] Levinson, *The Seasons of a man's life*, (New York, 1978), 15.

[5] SF Goran, "Mentorship as a teaching strategy," (*Critical Care Nursing Clinics of North America*, 2001), 120.

[6] Georgia T. "Chao, Formal Mentoring: Lessons Learned From Past Practice," (*Professional Psychology: Research and Practice*, 2009), 314.

[7] Brad Johnson and Gene Andersen, "Formal Mentoring In The U.S. Military: Research Evidence, Lingering Questions, and Recommendations", (*Naval War College Review*, 2010), 113.

The four disciplines mentioned above, military, education, healthcare, and business, have taken the research, created mentorship programs of their own, and produced guides that advise prospective mentors on how to participate in an effective mentorship relationship. Interestingly, despite the vast difference in the fields, much of the advice provided in those guides is remarkably comparable. An inductive, qualitative method was used in this directed research project to examine sixteen guides for both similarities and uniqueness, from six different English speaking countries, in order to establish common important themes across the disciplines.

The mentor/protégé relationship is an extremely valuable one that can positively impact both parties as well as their organization. This project seeks to articulate the benefits of mentorship by exploring its history, conducting a literature review and examining a variety of published guides from four different disciplines. It will conclude by determining the most critical elements of a mentorship relationship for both the mentor and the protégé, and providing a *how-to-guide* to help facilitate such relationships.

BACKGROUND

The term *mentor* has its roots early in recorded history – specifically the Greek epic *The Odyssey*, by Homer, from 1200 BCE. The character Mentor was a well-respected advisor to Odysseus, King of Ithaca, and was entrusted with protecting his and Queen Penelope's only son, Telemachus, when Odysseus went to war in Troy. Mentor is also charged with teaching and advising Telemachus in his father's stead, as he is an infant when his father leaves. Telemachus also receives guidance from the goddess of wisdom and war, Athena, who takes the form of Mentor once Telemachus is of age. Athena disguises herself as Mentor to guide and encourage

him to seek out his father, and provides advice throughout his journey.[8] The relationship between her and Telemachus is one that benefits Telemachus immensely, as he relies on her while otherwise surrounded by enemies seeking his mother's hand. Mentoring functions carried out by Athena in the guise of Mentor that are mirrored in much of the mentoring literature of recent years include: *advising*, *advocating*, *role modeling*, and improving Telemachus' self-esteem with *acceptance/confirmation*.[9]

Scholars in the field of mentoring have drawn linkages in the relationship between Socrates, Plato, and Aristotle, though the term does not appear in the translations of Plato or Aristotle's writing.[10] Plato described Socrates' teaching as "knowledge emerg[ing] through dialogue, systematic questioning and participation in critical debate."[11] These concepts are found frequently in mentorship literature. There is speculation that Plato was Aristotle's mentor, though again the term mentor does not appear specifically relating the two, rather simply that Plato was Aristotle's teacher.[12] Aristotle's philosophy of learning does, however, involve three elements that are used in modern mentoring;

> the *practical* (as associated with political and ethical life); the *theoretical* (the seeking of truth through thought, observation, consideration and the achievement of knowledge for its own sake); and the *productive* (making something). A learner may separate or combine these different elements to achieve varied

[8] Homer, and Robert Fitzgerald. *The Odyssey,* (New York: Vintage Books, 1990), 20.

[9] *Ibid*; and Helen Colley, "A 'Rough Guide' to the History of Mentoring from a Marxist Feminist Perspective," (*Journal of Education for Teaching*: 2002), 261.

[10] Robert Garvey, Paul Stokes, and David Megginson, *Coaching and Mentoring: Theory and Practice,* SAGE Publications Ltd, London, 2009, 11: Plato, translated by Nehamas and Woodruff, *Symposium*, (Hackett Publishing Co., Indianapolis, 1989), 30.

[11] Robert Garvey, Paul Stokes, and David Megginson, …, 11.

[12] *Ibid*. Ref to Plato being Aristotle's teacher

> understandings of different types of knowledge through the application of different techniques.[13]

Some of the common traits associated with mentoring found in these ancient philosopher's teachings include: *advising*, *informing,* and providing mentally stimulating and *challenging assignments*.

In the eighteenth century, the Archbishop of Cambrai, Fénélon (1651-1715), brought out the theme of mentorship from Homer's Odyssey in his work *Les Aventures de Télémarque*.[14] He suggested that learning life's lessons by observing both the good and bad in the world was extremely useful, and that "pre-arranged or change happenings, if fully explored with the support and guidance of a mentor, provide opportunities for the learner to acquire a high level of understanding of the 'ways of the world' very quickly."[15] Other eighteenth century writers used his work, and Fénélon was a significant influence to French philosopher Rousseau's ideas on personal development. [16] Rousseau focused on the concept that *dialogue* was an extremely important component of learning, and that *one-on-one* was the ideal ratio for effective education, a theme in later mentoring research.[17]

The first recorded usage of *mentor* in English print was 1750, in Lord Chesterfield's CVII letter to his son on 8 March 1750 – his use of the capitalization of the word Mentor

[13] *Ibid*, and Wilfre Carr and Stephen Kemmis, *Becoming Critical: Education, Knowledge and Action Research*, (Routledge, 1989), 20.
[14] Robert Garvey, Paul Stokes, and David Megginson, …, 12.
[15] *Ibid*.
[16] *Ibid.*
[17] *Ibid*, 13.

referencing the character from Homer's Odyssey.[18] In a subsequent letter, Lord Chesterfield outlines his desire to provide advice to his son; he says "[m]y only remaining ambition is to be the counsellor and minister of your rising ambition. Let me see my own youth revived in you; let me be your Mentor, and, with your parts and knowledge, I promise you, you shall go far."[19] The advice provided by Lord Chesterfield to his son demonstrated again that *dialogues* were a useful means to impart experience, and in those letters Lord Chesterfield was providing a *role model* for his young son. Both frequent themes in the mentoring field.

In the late 1700s, the author Honoria released three volumes of advice to young women, entitled *The Female Mentor or Select Conversations*.[20] The volumes all provide a recording of conversations held by a group of women on a variety of socially relevant topics, in the hopes that young women could use that information as a basis to inform their behaviour.[21] In addition to discussing the activities and decisions of modern women of the day, there were references to positive female role models. The author sought to "lead the youthful and unbiased mind in the ways of virtue", and "instil instruction into [their] tender minds by relating either moral or religious tales, and by entering into a course of reading, which while it inculcated a lesson, was calculated to engage [their] attention."[22] Though primarily *role modelling*, Honoria's work was an example of group mentoring.[23]

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[18] Robert Garvey, Paul Stokes, and David Megginson, …, 13; and Beverly Irby & Jennifer Boswell, "Historical Print Context of the Term Mentoring", (*Mentoring & Tutoring*, 2016), 1.

[19] Lord Chesterfield's letters, CXCVII, 26 February, 1754. Source gutenburg project (online)

[20] Robert Garvey, Paul Stokes, and David Megginson, …, 13; Honoria, *The Female Mentor or Select Conversations,* (Vols 1&2, London, 1793; and Honoria, *The Female Mentor or Select Conversations,* Vol 3, London, 1796), 14.

[21] *Ibid*.

[22] *Ibid,* 16.

[23] *Ibid.*

The term mentoring in North America finds its roots in the tome *Mentoria, or The Young Ladies' Instructor*, by Ann Murray.[24] That publication was also a series of dialogues wherein the author provided advice to young ladies on a variety of topics, and was billed as being "calculated to improve young minds in the essential as well as ornamental parts of female education."[25] Subsequent publications using the term *mentoring* in North America provided information, instruction, and advice to their specific audience, which seemed to consist primarily of first young women, then young men, and grew to include young teachers in 1884.[26] In 1910 what appears to be the first formal mentoring group was developed in the U.S.: the Big Brothers' association.[27]

Much of the literature on mentoring in the early part of the twentieth century appears to be targeting young people.[28] The themes centre on *advising*, stimulating *dialogues*, observation and the guidance of young people by their more experienced elders. A combination of role modeling and instruction based on advice are the primary means, with a one-on-one ratio appearing as an ideal ratio frequently.[29] The more recent history of the term mentoring will be discussed in greater detail in the literature review in Chapter 2.

DEFINITIONS

There is considerable nuance to the terms described below, and in the many articles that exist on the subject of mentoring there remains some debate between highly qualified scholars.

[24] Beverly Irby & Jennifer Boswell, …, 1.
[25] Ann Murray, *Mentoria, or the Young Ladies' Instructor in Familiar Conversations*, (New York, 1835), 1.
[26] Beverly Irby & Jennifer Boswell, …, 1.
[27] *Ibid*.
[28] *Ibid.*
[29] *Ibid*.

For the purpose of this project, the following terms will be used in order to provide a common understanding to the reader.

Mentor And Protégé

The most common definition of the term mentor comes from one of the first and most frequently referenced books on the subject, Kathy Kram's seminal 1985 book *Mentoring at Work*. In the book, Kram defines a mentor as "someone who may provide a host of career development and psychosocial functions, which may include role modeling and sponsoring."[30] A protégé is a junior, less experienced person, who benefits from the experience of a mentor to learn to navigate the workplace.[31]

Mentoring

Mentoring is frequently defined as "a relationship between an older, more experienced mentor and a younger, less experienced protégé for the purpose of helping and developing the protégé's career."[32] There is flexibility in the nature of the working relationship in that the mentor and the protégé do not need to work in the same organization, let alone be a part of their hierarchy – some organizations prefer the absence of direct supervision.[33] An additional characterization of the term articulates that the mentor and protégé are matched "for the purposes of sharing organizational knowledge and advancing the protégé's career for a specified period."[34] This clarification highlights both the goal and the timeline of the relationship. The definition

[30] Kathy Kram, *Mentoring at Work*, Scott Foresman, 1985, 15.
[31] *Ibid*.
[32] Kram, 1985; Levinson, 1978; see also reviews by Noe et al., 2002; Ragins, 1999; Wanberg et al., 2003).
[33] Belle Ragins and Kathy Kram, The Handbook of Mentoring at Work, (SAGE Publications, Inc, 2008)
[34] Jae Uk Chun, John J. Sosik, and Nam Yi Yun, "A longitudinal study of mentor and protégé outcomes in formal mentoring relationships," (*Journal of Organizational Behavior*: 2012), 1073.

emphasized the learning aspect of the relationship, with the goal that both the mentor and the protégé learn and develop throughout the course of the partnership.

Functions of Mentoring Relationships

During the mentorship period it is generally accepted that there are different types of functions that are provided by mentors. The first of these is career functions, which include "sponsorship, coaching, exposure and visibility, protection, and challenging work assignments."[35] The second mentorship function is psychosocial, which includes "acceptance and confirmation, counselling, role modeling, and friendship."[36] Career functions are primarily designed to help familiarize the protégé with their organization, to facilitate their understanding of their role and possible career paths within that organization.[37] Psychosocial functions on the other hand are more in tune with enhancing the professional and personal development of the protégé, improving their morale, self-confidence, sense of self, and even identify.[38]

Coaching

It is useful to provide a definition of one of the mentorship function of coaching since it is also used in many communities as a technique for employee improvement, distinct from mentoring. Coaching is a more recent term appearing in literature, with the first in 1849 referring to a student's use of a coach ride to gain knowledge from a university professor during the ride.[39]

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[35] Changya Ha, Jung-Chen Wang, Min-Hwa Sun, & Hsin-Hung Chen, Formal Mentoring in Military Academies, (Military Psychology: 2008), 171-172; and Kathy Kram, *Mentoring at Work*… 63.

[36] *Ibid*.

[37] Belle Ragins and Kathy Kram, "The Roots and Meaning of Mentoring" from *The Handbook of Mentoring at Work*, (SAGE Publications, Inc, 2008), 3.

[38] *Ibid*.

[39] Robert Garvey, Paul Stokes, and David Megginson, …, 18.

Much of the subsequent literature involved sports rather than education, until the term in the late 1990s was again used to refer to a more experienced person aiding a less experienced one.[40]

There are distinctions between what qualifies as mentorship and what qualifies as coaching. Florence Stone, a well-known name in the coaching field, defined coaching as, "the process by which employees gain the skills, abilities, and knowledge they need to develop themselves professionally and become more effective in their jobs."[41] An additional discrepancy between the two is that, "one of the functions of a mentor is to coach the protégé or mentee. But whereas mentoring uses many of the same techniques as coaching, mentoring involves going above and beyond."[42] This paper will refer to the effective use of coaching as a tool of mentoring, rather than as a discipline in and of itself.

Counselling

In addition to coaching, another term that can get confused with mentoring is counselling, which also seeks to improve the performance of a worker. Counselling occurs only when required, but if an employee is experiencing problems in their daily work life that risk becoming a problem to others in the organization, counselling is required, because "[e]mployees who are working ineffectively need to know it, and they need the Manager's help to make the necessary improvements."[43] Counselling is crucial within the workplace, since it can turn a problem employee into an excellent one, but is not the same as mentoring.

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[40] Florence Stone, *Coaching, Counseling & Mentoring: How to Choose & Use the Right Technique to Boost Employee Performance*, AMACOM, New York: 1999), 2.
[41] *Ibid*, 11.
[42] *Ibid*, 160.
[43] *Ibid*, 3.

Some of the literature breaks counselling into three different areas: performance, event, and professional growth counselling.[44] Event counselling is designed to help a subordinate with a particular situation that occurred; to articulate ways to improve if the situation occurs again. Performance counselling occurs when discussing behaviour over a longer period of time, and provides a review of a subordinate's general performance. Professional growth counselling seeks to help individuals improve rather than simply looking into the past and discussing particulars.[45] All these could take place within a mentoring relationship, but are often more associated with a supervisor-subordinate relationship. One useful perspective to differentiate between mentoring, coaching and counselling is the following: "counseling focuses on demonstrated job performance, coaching focuses on performing specific tasks or skills, and mentoring focuses more on developing the capabilities and competencies required for future positions."[46]

A useful way to view the difference between a variety of different types of relationships is seen in Table 1.0 below, where mentor-protégé relationships are compared with the type of relationships students have with their teachers, advisees have with their advisors, clients have with their coaches, etc. In particular, it differentiates mentor-protégé relationships with those of other types of relationships in a useful way that helps clarify what a mentor-protégé relationship is and is not. Context is important in the mentor-protégé relationship. For some relationships, there is only one context and it is straightforward; however, for others there can be more than one context, making the relationship more complicated.

[44] Jim Thomas and Ted Thomas, "Mentoring, Coaching, and Counseling: Towards A Common Understanding," (*Army Review*: 2015), 55.
[45] *Ibid.*
[46] *Ibid*, 56.

Table 1.1 Comparison of mentoring to similar types of interpersonal relationships

Type of Relationship	Relational dimension						
	Context	**Primary scope of influence**	**Degree of mutuality**	**Relationship initiation**	**Relational closeness**	**Interaction required**	**Power difference**
Mentor-protégé	Academic, community, workplace	Academic, social, career, personal	Low-high	Informal or formal	Low-high	Yes	Large-small
Role model-observer	Academic, community, workplace	Academic, social, career, personal	None	Informal or formal	None	No	Large-small
Teacher – student	Academic	Academic, career	Low-moderate	Formal	Low-moderate	Yes	Moderate-small
Advisor – advisee	Academic	Academic, career, personal	Low-moderate	Formal	Low-moderate	Yes	Large
Supervisor – subordinate	Workplace	Career	Low-moderate	Formal	Low-moderate	Yes	Large-moderate
Coach - client	Workplace	Career, Personal	Low	Formal	Low-moderate	Yes	Large

Note: Shading indicates where mentor-protégé relationships are similar to other types of relationships.

Source: Allen and Eby, The Blackwell Handbook of Mentoring… 11.

Benefits and challenges of mentorship for organizations

Several studies on mentorships within organizations have led to the conclusion that there are organizational benefits to having mentors work with new hires.[47] Some of the positive outcomes include "increased productivity, improved recruitment efforts, motivation of senior staff, and enhancement of services offered by the organization."[48] Additional boons to the organization are the early identification of newcomers with managerial potential, which may not be noticed as early without a mentor.[49] Added to the corporate knowledge and experience the protégé can glean from their mentor, are the mistakes they can avoid by the lessons their mentor

[47] Lisa C Ehrich, Brian Hansford, and Lee Tennent, "Formal Mentoring Programs in Education and Other Professions: A Review of the Literature," (Educational Administration Quarterly: 2004), 520.

[48] *Ibid*.

[49] S.G. Baugh, E.A. Fagenson-Eland, "Formal mentoring programs: A "poor cousin" to informal relationships?" from *The handbook of mentoring at work: Theory, research, and practice,* (Thousand Oaks, CA: Sage), 252.

identifies to them. There are many compelling reasons why organizations put coordinated mentorship programs into practise.

There are challenges as well. While a mentor seeks to support and promote their protégé within a work environment, this could be perceived as favoritism or unfair bias.[50] Combatting this perception is one reason some literature suggests that a mentor not be in their protégé's direct line of supervision.[51]

Benefits of mentorship to protégés and mentors

The mentoring relationship, as defined in many studies, seeks to improve the experience of the protégé by assigning them an experienced individual to provide guidance and support.[52] Mentorship provides a safe space for the protégé to ask questions about the organization, to understand the specific practises within the organization, and facilitate putting their knowledge to practical use.[53] It also facilitates the transfer of knowledge, the support of their development within the organization, and can improve their overall performance.[54] In terms of benefits beyond simple information and guidance, protégés in multiple studies have reported both a higher satisfaction and commitment to their professions, as well as potentially receiving more promotions and earlier pay increases.[55]

[50] Jim Thomas and Ted Thomas, …, 52.
[51] *Ibid.*
[52] *Ibid.*
[53] Suzanne Janssen et al, "Coworkers' Perspectives on …", 255.
[54] Jim Thomas and Ted Thomas, …, 52.
[55] Georgia Chao, "Formal Mentoring: Lessons Learned, …, 314.

While many definitions of mentorship emphasize the benefits to the protégés, more recent research has concluded that the benefits to mentors are manifold as well.[56] In a 2018 study on the perspective of coworkers on mentorship relationships, Janssen et al determined, "almost every participant explained that mentoring relationships improve mentors functioning, as they help to enhance competencies for mentors."[57]

Informal Mentorship

Informal mentorship relationships can be found in historical examples dating back to Greek mythology, with Homer's *Odyssey*; they emerge "spontaneously through a mutual identification of the mentoring dyad and usually without involvement from the organization."[58] These relationships are often based on reciprocal identification, interpersonal compatibility, and empathy between the mentor and protégé.[59] Considerable research on the subject of informal mentorship emphasizes that one of the reasons it remains so effective is due to the organic nature of the relationship, where the mentor and protégé have the freedom to decide both the goals for the relationship and the time frame.[60]

Formal Mentorship

Formal mentoring relationships are generally prompted by the organization the mentor and protégé work for, "pairing methods vary … some based solely on the availability of mentors

[56] Suzanne Janssen et al, "Coworkers' Perspectives on …", 254: Haggard, Dougherty, Turban, & Wilbanks, "Who is a Mentor? A Review of Evolving Definitions and Implications for Research," (*Journal of Management,* 2011), 296.
[57] Suzanne Janssen et al, "Coworkers' Perspectives on …", 254.
[58] Kathy Kram, *Mentoring*… 15: Changya Ha, … 172.
[59] Christine Menges, "Toward Improving the Effectiveness of Formal Mentoring Programs: Matching by Personality Matters," (*Group & Organization Management*: 2016), 99.
[60] *Ibid*.

and others based on attributes such as demographic similarity."[61] Formal mentoring relationships created by organizations have only emerged in the past three to four decades, prior to that all the literature available points to informal mentorship being the norm.[62] Frequently formal mentors are impelled to become mentors due to their organization adopting an official policy, and there is often a great deal of paperwork involved, lending a certain clinical feeling to the process.[63] One reason why organizations choose to impose formal mentorship programs on their employees is that "rather than leave mentoring to happenstance, formal programs give the organization control over who is mentored, when they are mentored, and even how they are mentored."[64]

Key differences between Formal and Informal Mentorship Relationships

Formal and informal mentorship have many nuanced differences that can be categorized into four different elements.[65] The first, the intensity of the relationship, is often viewed as more pronounced than the intensity of a formal mentorship arrangement.[66] In an informal mentoring relationship both individuals are committed and motivated to continue their interactions, since they were well suited and formed the bond naturally. This is extremely beneficial since it is not simply a forced interaction where either can simply go through the motions, and has been shown to impact both work and home life positively.[67]

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[61] Kathy Kram, *Mentoring*… 65: and Changya Ha, … 172.
[62] Lisa C Ehrich, Brian Hansford, …, 519.
[63] Wanda Smith, Jerusalem Howard, K. Harrington, "Essential Formal Mentor Characteristics and Functions in Governmental and Non-governmental Organizations from the Program Administrator's and the Mentor's Perspective", (Public Personnel Management, 2005), 31.
[64] Georgia Chao, "Formal Mentoring: Lessons Learned from Past Practice", (*Professional Psychology: Research and Practice*: 2009), 314; and W. Johnson, & G. Andersen, "Formal Mentoring in the U.S. Military: Research Evidence, Lingering Questions, and Recommendations," (*Naval War College Review*; 2010), 114.
[65] Georgia Chao, "Formal Mentoring: Lessons Learned, …, 315.
[66] *Ibid*.
[67] *Ibid*.

The second element is the visibility of the relationship. One of the obvious aspects of a formal mentorship is that a label is given to each participant, identifying them as mentor and protégé.[68] This relationship is then known to others within the organization, which can lead to resentment and the perception that the protégé benefits are out of line with their capabilities and experience.[69] It can also lead to uncertainty on the part of the mentor, regarding their role and worry that they cannot accomplish what they set out to do. In this way, formal mentorship can be less effective than informal mentorship.

The third differentiation between the two is focus: most formal programs have some sort of organizational goal for the relationship, and the focus is very much on the protégé's development within the organization.[70] Informal relationships are focused on what the mentor and protégé want the relationship to be focused on, and have the flexibility to shift more easily in directions that will benefit them both more easily than formal relationships do.

The final significant difference between informal and formal mentoring relationships is the duration. Formal relationships are generally of a specific and expected duration that is established by the organisation promoting the mentorship relationship, while there is considerable flexibility with informal relationships due to the nature of the relationship.

GUIDE SPECIFIC DEFINITIONS

Throughout the examination of the different guides, two terms in particular were included that did not appear in earlier research on mentoring. The frequency and emphasis placed on both

[68] *Ibid*.
[69] Suzanne Janssen et al, "Coworkers' Perspectives on Mentoring Relationships", (*Group & Organization Management*: 2018), 249.
[70] Georgia Chao, "Formal Mentoring: Lessons Learned, …, 315.

emotional intelligence and active listening were what prompted their addition, as well as a short analysis on their importance.

Emotional Intelligence

While identifying key mentor characteristics, a variety of words were used to describe a quality that can be categorized as emotional intelligence (aka emotional quotient, or EQ). The roots of the concept of EQ are manifold, and scholarly investigation of EQ was complimented (complicated?) by a bestseller published in 1995 that popularized the idea.[71] Generally speaking, three models are agreed upon, that of psychologists Peter Salovey and John Mayer, psychologist Reuven Bar-on, and psychologist, bestselling author and journalist Daniel Goleman. While Salvoes and Mayer's definition, "the ability to monitor one's own and others' feeling and emotions, to discriminate among them and to use this information to guide one's thinking and actions", was also referenced frequently, Bar-on's was the most comprehensive, and where many important functions of mentorship could also be paralleled.[72]

Defined by Bar-on, EQ is:

> an array of interrelated emotional and social competencies and skills that determine how effectively individuals understand and express themselves, understand others and relate with them, and cope with daily demands, challenges and pressures.[73]

Breaking down the Bar-on definition into three elements, additional commentary will be included that links each of them back to key mentor qualities.

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[71] Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ*, (Bantam Books, New York, 1995), 1.

[72] Peter Salovey and John D. Mayer, "Emotional Intelligence", (*Imagination, Cognition, and Personality*, 1990), 189.

[73] Reuven Bar-on, "Emotional intelligence: an integral part of positive psychology*",* (*South African Journal of Psychology*, 2010), 57.

Understand and express oneself: the concept of self-awareness is a critical element of EQ, as generally those who understand where they are emotionally moment-to-moment have increased psychological insight as well as a sense of self-understanding.[74] Building on the self-awareness concept, EQ emphasizes the capacity to handle strong emotions effectively so they do not control ones actions, but at the same time are not suppressed.[75] Self-awareness has also been linked with both increased capacity for emotional response regulation, and increased communication within groups.[76] While the mentor guides referred more specifically to *understanding one's own strengths and needs*, there were threads throughout all of them that pointed to the fact that a good mentor should an excellent sense of self.[77]

Understand others and relate to them: EQ also covers the awareness of others, the capacity to empathize, or "the ability to comprehend another's feelings and to re-experience them oneself."[78] In mentorship, this skill helps build the relationship between the protégé and mentor, and promotes the trust that is essential when challenging issues are discussed. It can also help the mentor adjust their advice to be more suitable to the needs of their protégé, as they pick and choose specific experience to discuss that is particularly relevant.

Cope with daily demands, challenges, pressures: people with EQ skills in the first two elements have been found to have greater capacity in day to day life to deal with challenges and problems, increasing their change of success in their professional life.[79] This skill relates more to the reasons why a protégé might select a mentor rather than necessarily the direct lessons a

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[74] *Ibid*.

[75] Peter Salovey and John Mayer, "Emotional Intelligence… 189.

[76] Scott Gore, "Enhancing Students Emotional Intelligence & Social Adeptness", (*Graduate Thesis*, Saint Xavier University, Chicago, 2000), 44.

[77] Edu - Manchester, NZ, Business guide,

[78] Peter Salovey and John D. Mayer, "Emotional Intelligence", (*Imagination, Cognition, and Personality*, 1990), 194.

[79] The premise of Goleman's 1995 book.

mentor can provide to their protégé; however, as a role model, the mentor can demonstrate this aspect of EQ and influence their protégé with their positive example.

Active Listening

The next critical skill of a mentor that was reinforced throughout the guides was the concept of active listening. The objective of active listening "is to develop a clear understanding of the speaker's concern and also to clearly communicate the listener's interest in the speaker's message."[80] The concept was theorized by psychologist Carl Rogers in 1957, and the field has been thoroughly researched since. Some of the techniques include "maintaining eye contact, not interrupting the speaker, making encouraging comments or non-verbal gestures, formulating appropriate questions, paraphrasing, and summarizing", which in mentoring helps demonstrate to the protégé that the mentor is not only listening, but actively engaging in the discussion with their interests at heart.[81]

There are three key elements of active listening according to psychologists Drollinger, Comer, and Warrington in their 2006 research. The first is the concept of *sensing*, "which refers to a listener attending to all of the explicit and implicit information expressed by the other person."[82] Sensing is relevant for mentorship in that in order for the mentor and protégé to have an effective relationship, the mentor needs to know what the protégé's needs are, what their background is, and what their goals are. The second concept is *processing*, "which consists of synthesizing and remembering information in order to enable the construction of a narrative

[80] McNaughton, Hamlin, McCarthy, Head-Reeves, & Schriener, 2008, 224.
[81] Ntina Kourmousi, Kalliopi Kounenou etc, "Active Empathic Listening Scale (AELS): Reliability and Validity in a Nationwide Sample of Greek Educators," (*Multidisciplinary Digital Publishing Institute*, 2017), 2.
[82] Tanya Drollinger, Lucette Comer, and Patricia Warrington, "Development and Validation of the active empathic listening scale"*, (Psychology & Marketing*, 2006), 161-180.

whole."[83] The mentor can use processing to better gauge what in their experience could be useful to their protégé, by piecing together the whole picture of what their protégé is telling them. The final concept is *responding*, "which involves clarification and use of verbal and nonverbal means to indicate attention."[84] Using both the sensing and processing concepts, the mentor can then provide effective feedback and advice to the protégé.

There are a variety of techniques that help demonstrate active listening, and are often broken down into both nonverbal and verbal cues. Some key nonverbal techniques include "head nods, eye contact, and forward body lean" to communicate attentiveness and awareness.[85] Key verbal cues include "paraphrasing, reflecting feelings, assumption checking, and asking questions."[86] As with EQ, active listening contains a key role for empathy, the ability of one person to put themselves in the mindset of another and try and understand a problem from their perspective. Some psychologists stating that without empathy, active listening is nothing but a set of techniques that risk seeming inauthentic and empty.[87] Mentors need to appreciate that knowledge of techniques does not make up for using those techniques properly to demonstrate to their protégé that they are committed to the process.

While much of the literature espoused roles, stages, characteristics and provided other advice on mentorship relationships, the synthesis of the different guides revealed the importance of these specific competencies – active listening and emotional intelligence. Without these two

[83] Tanya Drollinger, Lucette Comer, and Patricia Warrington, "Development and Validation of the active empathic listening scale"*, (Psychology & Marketing*, 2006), 160.

[84] *Ibid*.

[85] Graham Bodie, Andrea Vickery, Kaitlin Cannava, Susanne Jones, "The Role of 'Active Listening' in Informal Helping Conversations: Impact on Perceptions of Listener Helpfulness, Sensitivity, and Supportiveness and Discloser Emotional Improvement," (*Western Journal of Communication,* 2015), 153.

[86] *Ibid.*

[87] Carl Rogers, Richard Farson, *Active Listening* (Chicago, University of Chicago Press, 1957), 10.

core skills, any mentorship relationship would be at significant risk of failure, or of simply not being beneficial to either the protégé or mentor.

Concluding thoughts

Mentorship has a rich and storied background, and its longevity remains one of the reasons why it is regarded as a relevant and valuable addition to modern personal and professional development. Considering the value added by mentorship to other organizations it is no surprise the CAF encourages the practise, and provides ample justification for an exploration and compilation of the best elements of mentorship in this directed study.

Of the many definitions found in the source material, the ones presented in this chapter provide a common synthesis from the literature, and ensure a common baseline for the work that follows. With these definitions in mind, this project will look to a brief literature review to explore what has been written and researched on the topic of mentorship, then compare different guides to find commonalities and areas of emphasis that will assist in the creation of a refined *how-to-guide* that brings together the best practises from different disciplines.

CHAPTER 2 – LITERATURE REVIEW

Mentoring is a brain to pick, an ear to listen, and a push in the right direction.

- John C. Crosby, U.S. Politician

INTRODUCTION

The last 40 years have seen an exponential increase in interest in the field of mentorship, which has gone on to influence business, government, healthcare, education and military communities. Much of the early literature was strictly business related, particularly in the 1970s when a variety of books and articles were released that articulated how influential mentors could be on the careers and lives of successful business-men. As the benefits became more widely known, more organizations started to incorporate the lessons learned from the early adopters. This chapter will outline some of the key literature of the last four decades.

LITERATURE REVIEW

The late 1970s saw the start of the explosion of interest on the topic of mentoring, and trumpeted how such a relationship could positively influence a protégé. In 1978, Daniel J. Levinson published his ground-breaking study on human development, *Seasons of a man's life*.[88] This book focused on the lives of 40 men, specifically their milestones and developmental stages, and determined that one extremely important element in their lives was their relationship with a mentor.[89] His work posited that a mentor was extremely influential, and that in fact not having a mentor or having a negative experience with one was "the equivalent of poor parenting

[88] Daniel Levinson, *Seasons of a Man's Life*, (New York, Knopf, 1978), 50.
[89] *Ibid*, 98.

in childhood", in terms of its consequence.[90] Levinson also emphasized that being a mentor was a key developmental task for professionals who were midway through their careers.[91]

In addition to a focus on human development studies, other authors developed models to categorize professional careers, in order to examine how some older professionals remained high performers, while others' performance was far lower.[92] In particular, a four stage career model was posited by a group of researchers who believed that professionals required different aspects in their careers as they progressed. Stage 1 saw the would-be professional learning and relying on the guidance of those in the workplace; Stage 2 saw the newly-independent professional working in collaboration with their colleagues; Stage 3 saw the professional moving into a mentoring capacity, particularly to those in Stage 1; and finally Stage 4 saw the professional improving the institution. Stages 1 and 3 are of particular interest in this model, as it outlines the occasions within a career when a mentor-protégé relationship is most beneficial.[93] The authors who developed this model recognized the importance of the relationship between the mentor and protégé, and how it was beneficial to both.[94] Table 2.1 summarizes the major central activities depending on stage, as well as the primary relationship and the major psychological issues.

[90] *Ibid*, 338.
[91] *Ibid*, 340: Tammy Allen, "Mentoring Relationships from the Perspective of the Mentor", from *The Handbook of Mentoring at Work: Theory, Research, and Practice*, (SAGE Publications, Thousand Oaks: 2008), 2.
[92] Gene Dalton, Paul Thompson, and Raymond Price, "The Four Stages of Professional Careers – A New Look at Performance by Professionals," (*Organizational Dynamics*: 1977), 23.
[93] *Ibid*, 22-23.
[94] *Ibid,* 29.

Table 2.1 – Four Career Stages of Professional Careers

Four Career Stages				
	Stage I	**Stage II**	**Stage III**	**Stage IV**
Central activity	Helping Learning Following Directions	Independent Contributor	Training Interfacing	Shaping the Direction of the Organization
Primary Relationship	Apprentice	Colleagues	Mentor	Sponsor
Major Psychosocial Issues	Dependence	Independence	Assuming responsibility of others	Exercising power

Source: Dalton, Thompson, Price, "The Four Stages of Professional Careers – A New Look at Performance by Professionals," (*Organizational Dynamics*: 1977), 23.

Research continued to be published after this initial work that highlighted the benefits of the mentorship relationship. One survey in the late 1970s found that executives who had mentors were able to earn more money earlier in their careers, were better educated, and more likely to make a career out of their employment than those who did not.[95] In addition to that, despite both mentored and non-mentored business people working similar long hours, "those who have had a mentor [were] happier with their career progress and derive[d] somewhat greater pleasure from their work."[96]

Perhaps the most influential work of 1980s was that of Kathy Kram, who first published her influential article *Phases of the Mentor Relationship* in 1983, and then her seminal and often cited book *Mentoring at Work* in 1985. Both works formed a base for subsequent research on the topic, are generally regarded as essential reading, and elevated the concept of mentoring from an "abstract academic construct to a household word."[97] Significant works of the late 1980s sought

[95] Gerard Roche, "Much ado about mentors," (*Harvard Business Review*: 1979), 15.
[96] *Ibid*.
[97] Belle Ragins and Kathy Kram, "The Roots and Meaning of Mentoring," from *The Handbook of Mentoring at Work: Theory, Research, and Practice*, (SAGE Publications, Thousand Oaks: 2008), 2.

to confirm Kram's theory of where the individuals involved in mentoring benefited most. The studies looked at examining protégé characteristics, the amount of time the mentor and protégé spent together, the gender composition of the relationship, and the formality of the relationship.[98] The conclusions reached were that career and psychosocial benefits were both present after workers participated in mentoring relationships.[99] More importantly, inferences from the research highlighted that the benefits of such a relationship were greater the less formal and more natural the relationship was.[100]

Towards the end of the 1980s and the early 1990s, the focus of a variety of studies shifted to the relevance of gender within mentoring relationships. In one study, the challenges that ambitious women had finding mentors was highlighted, and a causal exploration was conducted. Some of the conclusions reached were that women had a harder time finding mentors due to their less developed informal networks when compared with their male peers, the heightened visibility of the comparatively fewer women in the workforce which resulted in experienced people being less willing to mentor such high profile individuals, negative stereotypes of women dissuading mentors, awkward socialization concerns, and other similar gender barriers.[101] Another study suggested different reasons why women faced significant problems attracting mentors: that mentors "assumed that many women lack the commitment and drive required for a long term professional career", and that "women are more likely to believe that hard work, perseverance, and talent are the primary determinants of advancement and therefore are far more likely to pay

[98] Raymond Noe, "An Investigation of the determinants of successful assigned mentoring relationships," (*Personnel Psychology*, 1988), 460.
[99] *Ibid*, 472.
[100] *Ibid*, 472.
[101] Raymond Noe, "Women and Mentoring: A Review and Research Agenda," (*Academy of Management. The Academy of Management Review* ,1988), 67.

less attention to forming ties with influential superiors."[102] While the literature was primarily focused on the why, there was some articulation of how to positively influence female mentorship, through the improvement of organizational cultures that emphasize "employee development and prosocial behavior" along with managers who "are rewarded for the accomplishments of subordinates."[103]

In the 1990s, the focus shifted further away from the initial white, male participants, and explored the impact of mentorship on people of colour as well as women.[104] One study in 1995 found that mentoring relationships between black and white women were often hampered by a degree of mistrust, which was found equally in a 1994 study regarding white males, who were characterized as being at risk of "perceive[ing] that the risks of mentoring non-White personnel outweigh[ed] the potential positive benefits that might occur."[105] Further research into the subject of matching dissimilar races together; however, brought out a more hopeful conclusion – that provided a mentor and protégé of different races could work together and find other similarities between themselves, they could still have the same amount of satisfaction than if they had been paired in a same-race relationship.[106] The inclusion of a greater population of study other than white males improved the relevance of mentoring to a greater number of

[102] George Dreher and Ronald Ash, "A Comparative Study in Mentoring Among Men and Women in Managerial, Professional, and Technical Positions," (*Journal of Applied Psychology*, 1990), 539.

[103] Raymond Noe, "Women and Mentoring: … , 74.

[104] Ellen Ensher, "Effects of Race, Gender, Perceived Similarity, and Contact on Mentor Relationships," (*Journal of Vocational Behavior*, 1997), 461.

[105] Blake, S. D. (1995, August). *At the crossroads of race and gender: Lessons from the mentoring experiences of professional Black women*. Paper presented at the National Academy of Management meeting, Vancouver, British Columbia, Canada: Wilson, S.A., "Mentoring minority female professionals: Strategies for successful relationships," *Proceedings of Diversity in Mentoring*, 1994), 357–368; and Ellen Ensher, "Effects of …462.

[106] *Ibid,* 476.

organizations, and further encouraged research into the broader range of mentoring above and beyond the initial research where white males mentored white males.

In the 2000s, the field expanded further, with articles branching off to discuss effective matching strategies for mentors and protégés, how-to development advice of mentorship programs within organizations, further explorations of formal versus informal mentorship relationships, and effective characteristics of mentors and protégés.[107] In addition to the primarily business articles available prior to 2000, there was a proliferation of articles that focused on military, government, healthcare, and education, and articulation on how mentorship was relevant in those spheres. Some of the first guides for mentoring were published in the 2000s, including many of the first military guides that remain relevant today.[108]

Mentorship articles of last decade continue to refine the subject further, with additional guides being published in most disciplines, and further attention paid to different types of mentorship that do not rely on face-to-face interaction. Curiously, while much research has been done to further examine how mentoring can be beneficial and relevant to workplaces across many disciplines, there have not been significant advancements or alterations between what mentorship meant in the 1970s to what it is today. Consensus on the high-value of mentorship relationships; however, has remained consistent.

[107] These articles expanded on earlier research, and are included in the bibliography, but as they did not specifically add game-changing information the specifics were not included here.

[108] Many of the guides in chapter 5 have clear roots in the guides published in the 2000s, some in fact have not been updated since in meaningful ways.

CHAPTER 3 - PHASES OF THE MENTORSHIP RELATIONSHIP AND TYPES OF MENTORS

We're here for a reason. I believe a bit of the reason is to throw little torches out to lead people through the dark.

- Whoopi Goldberg, Actress

Researchers in the field of mentorship have agreed from relatively early on to the general timeframe, the phases, that a mentorship relationship naturally falls into. From the earliest hypothesis on what the timeline looked like, until the development of different guides suited to different disciplines (as seen in Chapter 5), there remains great similarity. On the other hand, there exists considerable debate regarding the types of mentors that exist, depending on the field it can vary greatly. This chapter will outline the well-established phases of the mentorship framework and then discuss some of the work exploring different mentor models.

PHASES OF THE MENTORSHIP RELATIONSHIP

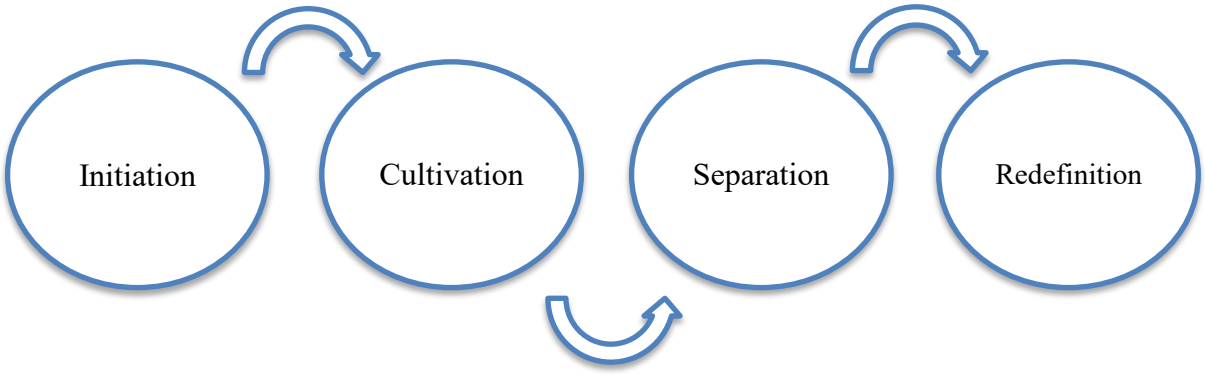
Early research into the mentorship relationship revealed four distinct phases, which subsequent researchers have relied on to investigate the phenomena.[109] These are the *initiation phase*, when the relationship starts between two people, the *cultivation phase*, when the two learn about each other, determine how the relationship will develop, and accomplish goals set out for the relationship, the *separation phase*, when the goals have been accomplished and both parties acknowledge that it is time for the relationship to end, and the *redefinition phase*, when the two are no longer mentor and protégé, but become something else entirely.[110]

[109] Kathy Kram, Phases of the mentor relationship, (*Academy of Management Journal*, 1983), 614.
[110] *Ibid*.

The *initiation phase*, roughly between 6 and 12 months, generally sees the protégé "look towards the [mentor] for support and guidance, and the [mentor] begins to provide developmental opportunities.[111] The *cultivation phase*, which can last from two to five years, see both the mentor and the protégé discovering the real value of interacting with the other.[112] Over the course of the cultivation phase, "the boundaries of the relationship have been clarified, and the uncertainty of what it might become during the initiation phase is no longer present."[113] The *separation phase* occurs when the relationship between the two has reached a plateau, and both mentor and protégé acknowledge that the connection in its current form is no longer required.[114] It is a critical phase in the mentorship relationship, as it demonstrates that the protégé has learned and grown from their mentor, but is now able to flourish independently without support.[115] The final phase, the *redefinition phase,* sees the two on a more equal footing, and tends to shift towards more friendship than mentorship.[116] Alternatively, if the relationship was a tumultuous one, the final phase could simply be a termination of interactions – though this is never the goal of a mentorship relationship.[117] Since Kram published this model, there have been many re-interpretations; however, as will be observed in Chapter 5, despite the additional research and investigation, the basic elements of Kram's model remained intact with only superficial changes. Table 3.1 provides a visual interpretation of the author of Kram's model.

[111] *Ibid*, 615.
[112] *Ibid*, 616.
[113] *Ibid.*
[114] *Ibid*, 619.
[115] *Ibid.*
[116] *Ibid*, 620.
[117] *Ibid*.

Figure 3.1 – The Kram Phases of Mentorship Model



Source: Kathy Kram, Phases of the mentor relationship …, 614.

TYPES OF MENTORS

There is a considerable amount of literature on different types of mentors, some that are more suited for the different discipline they are describing. Some of the many types of mentors will be briefly outlined, along with their definitions. There is no consensus on types of mentors, and among the many articles used in the project very few referenced the same terms, but used similar definitions. In Chapter 5, elements of these different types of mentors will be evident when the examination of the different guides is detailed.

MENTORS – ONE PERSPECTIVE

One of the many early 2000s business resources provides a list of five different types of mentors who provide different types of support to their protégés depending on their professional goals and the stage of their career.[118] A mentor could have elements of some or all of these mentor types, depending on the needs of the protégé. The five types are: the wise leader, the life coach, the teacher, the peer mentor, and the confidante.

[118] Susan E. Metros and Catherine Yang, "Chapter 5: The Importance of Mentors", *Cultivating Careers: Professional Development for Campus IT*, 2006, 5.5.

A *wise leader* is the type of experienced, executive within an institution or company that has reached the height of their career, and is well respected within their organization. They have significant knowledge and wisdom of both the organization, and the jobs within the organization. When paired with a protégé they can offer a great deal of networking opportunity, as well as role modeling.[119]

A *life coach* is a more directed type of mentor, with a specific, job-targeted purpose and short-term end state in mind for the relationship, catered to a change in jobs or desire for new career opportunities. The coach could be internal to the organization, or could be an outside consultant. [120]

A *teacher* type mentor is focused on the development of the protégé's professional talents and skills; a more knowledge focused relationship develops between the two. This type of mentor encourages growth by discussion, debate, and resource recommendation.[121]

Peer mentors offer another avenue of mentorship, where rather than it being a relationship between an experienced person and someone with less experience, individuals at the same stage in their careers pair up to support each other's development within the organization.[122]

[119] *Ibid*.
[120] *Ibid*.
[121] *Ibid.*
[122] *Ibid*.

A *confidante* is primarily a sounding board to bounce ideas off of, without necessarily providing significant organizational advice or guidance.[123] It could be a peer or more experienced person that fulfills this role.

Two additional types of "mentors" are referenced in Metros and Yang's work, but rather than external mentorship in the form of an individual who assists their protégé, they reference other ways the protégé can seek out advice: self-help resources and internal mentoring.[124]

MENTORS – ANOTHER PERSPECTIVE

A frequently cited guide to business mentoring was developed in 2002 by David Kay and Roger Hinds, *A Practical Guide to Mentoring*, and then updated over the course of the next ten years.[125] In it, there are eight different types of mentors that fulfill a variety of different functions for different cases when mentorship is desirable. The eight are education, induction, training, mainstream, professional qualification, executive, expert and general mentors. These fit more closely with the business model of mentorship than the previous, education example.

Education Mentors tend to be found unsurprisingly in either schools or other higher education facilities (universities and colleges). They are often focused on student teachers finishing their final years of education, and continuing on their entry into teaching positions at their first schools. The mentorship relationship is generally focused on helping the student teacher adjust to their role as a teacher, and guides them in the roles and responsibilities that their new job entails.[126]

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[123] *Ibid*.
[124] *Ibid*.
[125] David Kay and Roger Hinds, *A Practical Guide to Mentoring: Play an Active and Worthwhile Part in the Development of Others, and Improve Your Own Skills in the Process*, How To Books Ltd, Oxford, 2002, 32-33.
[126] *Ibid*, 32.

An *Induction Mentor* is there to help new employees find their footing at a new workplace. These types of relationships are short term, and are focused on the period of time between when the employee arrives at the workplace for the first time, to when they are comfortable and confident to act more independently.[127]

A *Training Mentor* is an experienced individual at a workplace that is focused on a particular area of expertise, and either helps new employees or those whose roles have recently changed. They are not the instructor of a course, but someone experienced in the field that can help the trainee get the best out of their instruction.[128]

A *Mainstream Mentor* is one commonly associated with the traditional definition of mentorship, and who provides a broad spectrum of support to the protégé throughout the stages of their career development.[129]

A *Professional Qualification Mentors* is a specific type of mentor that is required in some learning institutes to ensure students have proper guidance on their path to qualification in a specific field. This type of mentorship could be provided as well as training or mainstream mentorship, depending on the requirements of the institution.[130]

Executive Mentoring is mentorship that occurs later in a career, rather than earlier as it does with an induction mentor. This is a senior experienced individual, possibly from another organization, who provides higher level advice rather than the type of advice required at the more junior level.[131]

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[127] *Ibid, 33.*
[128] *Ibid*, 33.
[129] *Ibidi, 34.*
[130] *Ibid*, 33-34.
[131] *Ibid*¸34.

An *Expert Mentor* is someone who is proficient in a skill required by the protégé, and provides invaluable advice that a generalist could not. This could be in order to speed up the progress of the person being mentored, as they would get timely and specific advice in the particular skill. [132]

A *General Mentor*, rather than a generalist mentor (here called a mainstream mentor), refers to anyone who assists another in a period of change, but does not necessarily use the term mentor to refer to themselves. This type of mentor is someone who takes on a mentoring role, rather than being a mentor in an official way.[133]

The classification of mentorship into these types can be useful to both the mentor and the protégé. The different types facilitate understanding between the mentor and the protégé, to ensure each is aware of what the relationship is designed to do, and what each expects to get from the relationship.[134]

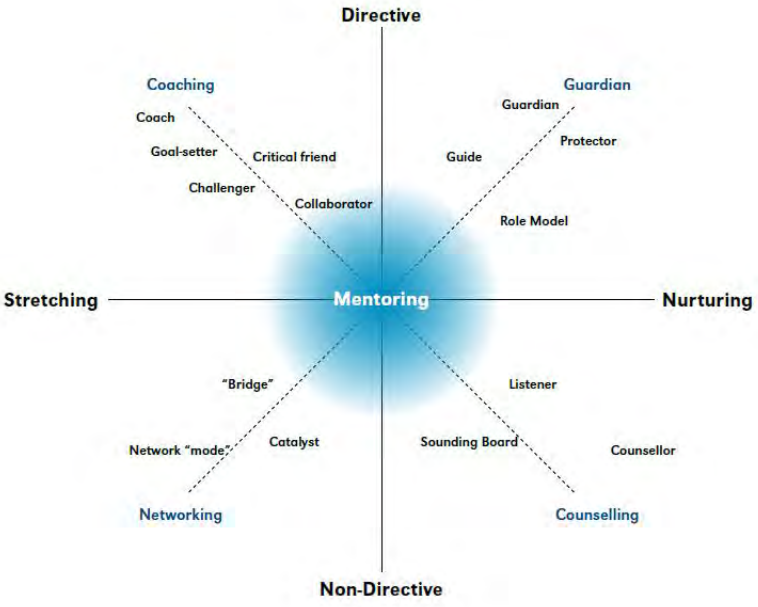
MENTORS – A THIRD PERSPECTIVE

David Clutterbuck posited in his model that there were four types of mentors: guardians, coaches, networkers, and counsellors. His model clearly broke down how many different roles fell into those four mentor types on the spectrum of either directive or non-directive, and on the stretching (challenging) or nurturing spectrum. It clearly articulated to the reader that the role of a mentor could have many different facets depending on the needs of the protégé, which could also depend on the stage of the relationship. This interpretation is captured effectively in one of the guides explored in Chapter 5, as it graphically depicts Clutterbuck's differentiation of types

[132] *Ibid*, 35.
[133] *Ibid*.
[134] *Ibid*, 27.

of mentors and the roles they played, directive or not, nurturing or stretching. Clutterbuck's interpretation is visually represented in Figure 3.1.

Figure 3.1 – Types of Mentors



Source: David Clutterbuck's mentor model, adapted for University of Auckland. *A Guide to Mentoring.* Auckland: People and Organisational Development, 2014, 8.

MENTORS – A PERSONAL INTERPRETATION

Examining the literature has provided the opportunity to compare and contrast, and develop another interpretation of the types of mentors, and their roles in the mentorship relationship that is more applicable to the CAF. This proposed model draws from the other types of models mentioned in this chapter, and will be included in the *how-to-guide* in Annex A. Similar to Clutterbuck's model, it sees the value in a y-axis differentiating between the directive and non-directive style, as different protégés require different types of guidance, and no two protégés will require the same input from the same mentor. It draws a different distinction on the

x-axis; however, with the two sides of the spectrum being supporting versus and challenging rather than the more maternal sounding nurturing versus stretching. The model also places the roles of the mentor in different places than in the Clutterbuck model. The four different types of mentors are:

- ***Advisor***: Provide advice on particular challenges or issues, help encourage protégé to make best possible decisions, review goals and progression and advise on improvements;
- ***Champion***: Find opportunities to help the protégé improve, allow them to make own mistakes while supporting their decisions and development, demand high-standards and support them in accomplishing their goals, help protégé understand strengths and weaknesses;
- ***Provocateur***: Challenge protégé to develop robust goals and vision of career, motivate to meet and exceed own goals, encourage without dictating courses of action, praise when successful, provide role model to look up to; and
- ***Counselor***: Listen to protégé before offering opinions, work with what protégé is suggesting and offer improvements rather than new solutions, recognize protégés good ideas, build up protégé rather than break down and reform, be a sounding board and open to idea of protégé.

The proposed mentorship model for the CAF is shown in Figure 3.2.

Figure 3.2 – Types of Mentors

Concluding Thoughts

Throughout the literature, both the stages of mentorship and types of mentorship are frequently outlined. In both cases, the names and exact details shift depending on the lens of the author and the research they have conducted; however, when comparing the different roles and stages articulated throughout different disciplines, surprising similarities are revealed. For mentoring stages, there is always an introductory period, a period of development, a period of closure, and then a redefinition of the relationship. When outlining types of mentors, regardless of the specific titles attributed to the mentor, they all fulfill similar functions for the betterment of the protégé. Chapter 5 will conduct an in depth examination of published guides in order to facilitate the development of both a model for the stages, and a framework for types of mentors.

CHAPTER 4 - EVALUATION METHOD FOR THE HOW-TO GUIDE

Spoon feeding in the long run teaches us nothing but the shape of the spoon.

-E.M Forster, *Author*

This chapter will articulate the method used to develop the *how-to-guide*. In order to determine an effective method of data evaluation, research on evaluation methods was conducted.

METHOD TO BE USED

Michael Quinn Patton's lengthy tome *Qualitative Research & Evaluation Method* was the primary source used to collect information on different methods, both for the completeness of the volume, as well as the ease of explanation for the uninitiated. Specifically, a quick refresh of different research methods used in social sciences was conducted, with the following options explored.

Qualitative

Qualitative research requires that the researcher collects open-ended, emerging data that is used to create themes, in a more exploratory form of study.[135] According to Quinn Patton there are three different types of Qualitative data: interviews, observations and document analysis. Interviews involve conversations with research subjects that yield specific quotations from individuals about their opinions, experiences, emotions, and knowledge.[136] Observations are detailed descriptions observed by the researcher about people's behaviours, actions, activities, and interpersonal relationships that are part of the human experience.[137] Document analysis involves the study of any written material and documentation from organizational records,

[135] Suzanne Campbell, "What is Qualitative Research", (*Clinical Laboratory Science*, 2014), 3.
[136] Michael Patton, *Qualitative Research & Evaluation Methods*, SAGE Publications, Thousand Oaks, 2002, 4.
[137] *Ibid*.

official publications and reports, personal accounts in diaries, letters, or other written responses to surveys.[138]

The data accumulated from any or all of the three types is then collated and examined, until themes, patterns, insights and understanding is gleaned. This gathering of knowledge and the analysis of the data is then translated into a readable description that includes the researcher's conclusions.[139] Qualitative methods are generally used to study issues in both depth and detail, without the constraint of predetermined categories.[140]

Quantitative

Quantitative research on the other hand, focuses on precise and objective measurements, with numbers and statistics, in order to support or reject a particular hypothesis.[141] Data collection usually involves a random sampling of a population in a controlled experiment that is reproducible.[142] It requires standardized measures to be used so that the experiences and perspectives of those from the population sample can be grouped in the limited categories pre-determined by the researcher.[143] It is possible, using the quantitative methodologies, to measure many people's reactions to a small set of questions, which facilitates the comparison between those large numbers relatively easily, resulting in broad generalizable findings.[144] Contrasted with qualitative data, which tends to be more detailed, with a greater understanding of specific situations and people, quantitative data is preferable if generalization is desirable.[145]

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[138] *Ibid*.
[139] *Ibid*, 5.
[140] *Ibid*, 14.
[141] Suzanne Campbell, "What is… , 3.
[142] *Ibid* .
[143] Michael Patton, *Qualitative Research …*, 14.
[144] *Ibid*.
[145] *Ibid*.

Qualitative Method versus Quantitative Method

One of the key differences between the two is the way that researchers view the world. [146] Quantitative theorists believe "in a single reality that can be measured reliably and validly using scientific principles", in contrast with qualitative theorists who "believe in multiple constructed realities that generate different meanings for different individuals, and whose interpretations depend on the researcher's lens."[147] For the purposes of this research project, the use of the qualitative method is more valuable, as mentorship relationships are comprised of individuals working together for personal and professional development, which will differ for every person involved in the process, thus requiring an understanding that perspective matters.

Qualitative Metasynthesis[148]

An additional amplification the use of the qualitative method exists in the form of qualitative metasynthesis. The use of metasynthesis ensures that the information examined during qualitative analysis is synthesized, analysed and interpreted.[149] Rather than just looking at the data and providing a summary of the findings, instead metasynthesis means that the researcher provides an analysis of the data, and most importantly offers an interpretation of the findings. The *how-to-guide* does just that – it looks at the information from the sixteen guides then provides an interpretation of the most important information via the creation of a new guide.

[146] Onwuegbuzie & Leech, "On Becoming a Pragmatic Researcher: The Importance of Combining Quantitative and Qualitative Research Methodologies," (*International Journal of Social Research Mehtodology*, 2005), 380

[147] *Ibid*.

[148] Erwin, Brotherson, and Summers, "Understanding Qualitative Metasynthesis," (*Journal of Early Intervention*, 2011), 187.

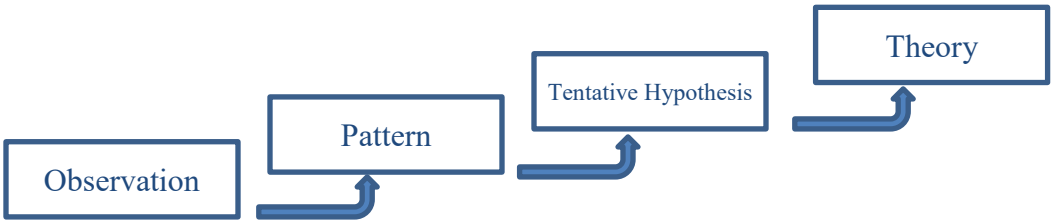
[149] *Ibid*, 188.

Qualitative versus quantitative is only one piece of the puzzle; however, the second is the use of either the inductive or deductive method of information analysis.

Inductive Method

Induction is the "use of direct observation to confirm ideas and the linking together of observed facts to form theories or explanations of how natural phenomena work."[150] Inductive analysis is a method that takes in great amounts of data, and from that data examines patterns, themes, and categories that appear from it.[151] Inductive analysis relies on the patterns emerging more naturally, without any pre-conceived expectations.[152] This technique is particularly useful when delving into a project where there has not been much research done, or where the researcher wants to develop their own theory or categorization of the information analyzed. The inductive method has also been called the bottom-up approach.[153]

Figure 4.1 – Induction According to William M.K. Trochim



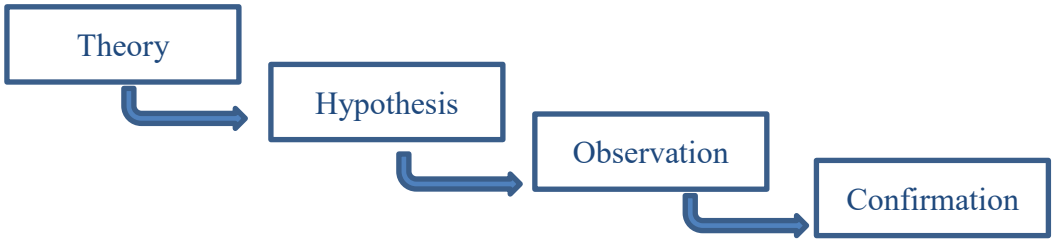
Source: William Trochim, *Research methods knowledge base*, from http://www.socialresearchmethods.net/kb/dedind.php, accessed 5 March 2019.

[150] Russell Bernard, *Social Research Methods: Qualitative and Quantitative Approaches*, (Thousand Oaks, SAGE Publications, 2000), 12.
[151] Michael Patton, *Qualitative Research …*, 453.
[152] *Ibid*, 56.
[153] William Trochim, *Research methods knowledge base*, from http://www.socialresearchmethods.net/kb/dedind.php, accessed 5 March 2019.

Deductive Method

Deduction, on the other hand, is the analysis of data in accordance with an already existing framework.[154] It requires both the main variables and the hypothesis to be identified prior to the collection of the data, so the researcher observes the data through a specific lens from the start.[155] Deduction is, to put it simply, starting at the general and going to increasing specificity, and has been called the top-down approach.[156]

Figure 4.2 – Deduction According to William M.K. Trochim



Source: William Trochim, *Research methods knowledge base*, from http://www.socialresearchmethods.net/kb/dedind.php, accessed 5 March 2019.

Given the options of qualitative or quantitative data, and an inductive or deductive approach to research design, the method to be used for the evaluation of sources on mentoring will be qualitative and inductive. Rather than being constrained by pre-conceived ideas, the preference is to observe a variety of data available, and use it to develop sufficient themes and ideas that will result in a cohesive theory of mentorship for the CAF. In order to do this, published mentorship guides from six English speaking Commonwealth and CAF partners would be used, and from these guides patterns and themes would emerge that would then form the basis of a new *how-to guide*.

[154] Michael Patton, *Qualitative Research …*, *453*.
[155] *Ibid*, 56.
[156] William Trochim, *Research methods knowledge base*, from http://www.socialresearchmethods.net/kb/dedind.php, accessed 5 March 2019.

CHAPTER 5 - HOW-TO-GUIDE SOURCE BREAKDOWN

While there was a great deal of choice in what type of sources to use to establish key guidelines for mentoring, the main sources used were published mentor guides in the healthcare, education, government, business and military disciplines. These disciples were chosen due the early implementation of mentorship across all of them, and the fact that the CAF has elements of all the disciplines within its framework. While research studies and articles were used earlier in this project to provide a solid baseline and background, mentor guides offered a compelling argument for their primary use. The guides published by different organizations determined how useful the information in earlier publications was to their organization, and isolated the elements they felt were the most relevant. Despite the significant differences between the diverse professions creating the guides, there was incredible similarity in the content of the guides, which enabled the establishment of the most important elements for the *how-to-guide* found at Annex A.

SOURCE BREAKDOWN

Sixteen published guides were chosen that spanned four disciplines in six English speaking countries, to try and determine if there would be commonality across both geography and profession.[157] The four professions were healthcare, governmental and business, education, and military. The professions chosen were all early enthusiasts of the mentoring field, and implemented formal mentorship programs in their various organizations. While there were some elements of dissimilarity due to the specific nature of the jobs requiring mentorship, the actual content regarding mentorship was remarkably alike throughout, regardless of subject matter.

[157] The sixteen guides will be referenced individually as specific examples that are relevant are mentioned.

There were structural similarities throughout all the different guides, with all of them including elements of six general categories that will be explored in depth. The topics are the following: essential definitions, roles of the mentor and protégé, the characteristics of a good mentor or protégé, the benefits of mentoring for the mentor, protégé, and organization, the mentorship process, either in phases, stages, or both, and the usage of visual representations to simplify significance.

CATEGORY 1: DEFINITION OF MENTORSHIP

In all the different guides there were both commonalities and unique elements in the definitions. Definitions are important as they set the stage for the rest of the guide, what is emphasized in the definition is understood by the reader as being of particular importance. Most of the unique aspects can be attributed to the particular profession being mentored in the guide, while the commonalities would be familiar to those conversant with the literature on mentorship. Three key commonalities and differences will be explored through the lens of three different questions: what was common in all definitions, what was common in many but not all guides, and finally what were some unique or uncommon recommended attributes in that guides mentorship relationship description. The themes brought out in the definitions will also be those that are found in future categories, and their being in the definition emphasizes their overall importance. Themes not carried through have been left out of the discussion.

Common to all

The main commonality between all the guides examined was posing and answering the "what is mentoring" question. Specifics were also provided that expanded on what the relationship should look like and who should be involved in the relationship. In addition to providing a definition of mentorship, the second most compelling similarity was the inclusion in

that definition of the desire for learning or development to be imparted from one person to another. The words used to describe this effect differed slightly, and ranged from a transfer of knowledge, to assisting with growth and development, to sharing wisdom.[158] This emphasis on learning, and the inclusion of this sentiment in all of the guides, clearly links back with the definitions discussed in Chapter 1.

While all of the guides referred to mentorship as developmental relationships between people, all but three specifically referenced that one of the individuals in that relationship was more experienced - all the military guides for example explicitly stated this requirement. Despite the term experienced not being used in those three (one healthcare, one education, and one governmental), when further elements of the guide were read in detail, the implication or elucidation that the mentor must be experienced appears in all three cases. For this reason, the fact one of the people involved in the relationship is more experienced is included in the common to all category.

Common to many

In addition to the elements common in all the guides, there were themes that were found in at least five of the definitions. The first theme that was found in ten of the sixteen guides was the importance of goals and objectives being understood by both the mentor and the protégé throughout the relationship. The goals or objectives could be professional, career or personal goals, but the emphasis was on discussing those goals from the start of the relationship.

The second was the articulation that the relationship could be either a one-on-one or one-and-more type of arrangement. Interestingly, none of the military guides referenced numbers in

[158] All of the guides mention these aspects in different degrees.

any detail, while all healthcare guides did, half the education guides did and two thirds of the governmental/business guides made reference to the numbers involved.

The third common theme is one of trust and respect. This attribute is more challenging for formal mentorship relationships, given that the pairing can happen between strangers, but with informal self-selecting mentorship relationships respect is a given from the outset, and trust develops more organically when the relationship is one entirely of choice. The requirement for trust or respect was found in half the military guidebook definitions, two thirds of the governmental/business guides, none of the education guides, and only one of the healthcare definitions. This attribute, despite not being one in the majority of guidebook definitions, is an important one as it appears in later elements of the guides in higher prominence.

Unique and less common attributes

There were no definitions that could not easily be transplanted to another guide from another discipline, as there was less emphasis on the profession in the wording than in the usage of mentorship concepts. There were some themes that were only observed in a few of the definitions themselves, though cropped up later in the benefits and roles or characteristics of good mentors and protégés. The first theme was that the relationship would be collaborative and reciprocal, with both the mentor and the protégé committed to the relationship and both wanting to benefit from their interactions. This theme will be seen later in both the characteristics and benefits category. The second theme was the requirement for the relationship to be one of acknowledging both successful and unsuccessful examples. This theme is found later in the roles and characteristics threads, where it is linked with active listening and role modelling. The third was found sparingly in both education and healthcare, and emphasized that it was the responsibility of the protégé to be proactive in their development, that they were responsible to

manage their own futures and should not become reliant on the mentor. This thread carries through with the characteristics category, as initiative is an important quality a protégé should have to ensure the relationship value can be maximized.

Exploring the different definitions contained in all the guides, it was clear that some definitions were more heavily weighted to correspond to the discipline they were seeking to assist. Despite this, there were elements throughout all the guides that were valuable in the final formulation of a definition of mentorship that will be presented in the final chapter, regardless of the discipline of origin. This confirmed the value of multidisciplinary comparison that was used to generate a new *how-to mentor* guide for CAF use.

CATEGORY 2: ROLES OF MENTORS AND PROTÉGÉS

As with the definitions provided by the guides, there were similar and unique roles identified throughout the different guides as well. Between roles for mentors, and roles for protégés, there were sufficient differences that they will be articulated in different sections. There were six common themes for mentors and three common themes for protégés.

Roles of Mentors

This section will break down the similarities framed within the six different categories of roles that were found in all the guides. The different overall types of roles are: listen to the protégé and provide non-judgemental support, ask thought provoking questions to stimulate conversation, share experiences, both positive and negative, challenge the protégé to excel, and challenge their perspective, provide honest and diplomatic feedback, and help the protégé establish goals.

The first role given to a mentor was that of *listening* to their protégé. Good communication with an emphasis on building the relationship between the two was consistently

rated a significant role for the mentor. Other aspects of being a good communicator were emphasized, including being open-minded, compassionate, as well as being patient and honest. As part of being a good communicator, the mentor should also provide emotional support and encouragement to their protégé, building their self-confidence and self-awareness. One additional consistent theme was the importance of confidentiality between the mentor and the protégé, to build a sense of trust and confidence in the relationship. The Australian military guide recommended that the mentor should speak for no more than 20% of the time, with the rest being either the protégé, or the sweet sound of contemplative silence.[159]

The second role that was found in most, but not all of the guides, built on the previous role of listener, with the addition of the moniker '*questioner*'. By asking "what if" questions, many of the guides argued that the mentor could facilitate the protégé to answer their own questions, and resolve their own dilemmas.[160] Other guides suggested that in addition to "what if" questions, another way of prompting the protégé to develop their own solutions was to rephrase and summarize key elements of the conversation, to prompt the protégé to consider how they have expressed themselves.[161] By restating the problem, the mentor could stimulate their protégé to see the problem in a different light, and again solve the problem themselves.[162] Another perspective offered in one of the military guides was for the mentor to ask penetrating questions about the situations described by the protégé, to get them thinking not simply about their small challenges, but how larger scale issues might have influenced their issue.[163]

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[159] Australian Air Force, Air Force Mentoring Handbook. (Canberra: Australian Air Force, 2015), 15.
[160] The Royal Children's Hospital, Formal Mentoring: A Guide for Nurses at the RCH, (Melbourne: The Royal Children's Hospital, 2015),
[161] American College of Healthcare Executives, Mentor Guide, (Chicago: American College of Healthcare Executives, 2018),
[162] University of Auckland, A Guide to Mentoring. (Auckland: People and Organisational Development, 2014).
[163] Australian Air Force, Air Force Mentoring Handbook… 15.

The third role was that of *storyteller*, with the mentor sharing their relevant experiences at appropriate times to their protégé, to provide them with perspective and additional lessons learned to enable them to learn while making their own mistakes, not mistakes already made by others.[164] A key element of this role was providing honest examples of both positive and negative experiences, to demonstrate learning can be achieved from successes and failures.

The fourth role was to provide both a *motivating* and *challenging* function to the protégé, encouraging them to take on new and interesting opportunities in addition to providing a counter-point when their views or actions might end negatively. A mentor should know enough about their protégé to be able to determine what opportunities might positively impact their protégé, and allow them to demonstrate their capabilities to a wider audience.[165]

The fifth role was the ability of the mentor to be a *sounding board* for the protégé, to test out theories and ideas without judgement or censure prior to them attempting them.[166] Tied into that is the provision of honest feedback on the protégé, to help them see their strengths and weaknesses from an outside perspective, with a view to helping with self-improvement.[167]

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[164] Phillips-Jones, Linda, *The Mentor's Guide: How to Be the Kind of Mentor You Once Had - or Wish You'd Had*, (Grass Valley: Coalition of Counseling Centers, 2003, 5.

[165] United States Marine Corps, *HQMC Mentoring Guide*, (USA: Human Resources and Organizational Management, 2005), 4.

[166] Indigenous Education Strategy, *A Teacher's Guide to Effective Mentoring*, Northern Territory: Northern Territory Government, 2014: Manchester Metropolitan University, *Mentoring Guidelines*, (Manchester: Human Resources: Organisational Development Training and Diversity, 2018): University of Auckland, *A Guide to Mentoring*. (Auckland: People and Organisational Development, 2014): Government of South Africa*, Mentorship Programme: Mentor and Manual*, (Cape Town: Department of National Treasury, 2010): June Robinson, *Mentoring Program: Guidance and Program Plan*, (Washington D.C.: U.S. Department of Energy, 2014): U.S. Navy, *Mentoring Program*, (San Diego: United States Navy, 2007): Headquarters, Department of Army, *Army Mentorship Handbook*, (Rosslyn: U.S. Gov - Department of Army, 2005) : U.S. Air Force, *AFMC Mentor Handbook*, (Air Force Mentoring Program, 2018).

[167] Canadian Nurses Association, *Certification Mentorship Toolkit: Commit to Excellence*, (Ottawa: Canadian Nurses Association, 2018): United States Marine Corps, *HQMC Mentoring Guide,* (USA: Human Resources and Organizational Management, 2005): U.S. Navy, *Mentoring Program,* (San Diego: United States Navy, 2007): Headquarters, Department of Army, *Army Mentorship Handbook*, (Rosslyn: U.S. Gov - Department of Army, 2005) : U.S. Air Force, *AFMC Mentor Handbook*, (Air Force Mentoring Program, 2018).

The sixth and final role was that the mentor help the protégé to *establish their goals and objectives*. It could be that the mentor was only involved to help clarify those goals, and provided an outsider perspective on how realistic those goals were in the context of their organization.[168] In many of the guides that involved creating a development plan, which the mentor and protégé would use throughout their relationship to determine if they were deviating from the agreed upon end state.[169] A frequent stipulation was that a mentor was responsible to help steer the protégé towards their established goals, if for any reason they deviated.[170]

Throughout the guides it was clear that the mentor was responsible to advise and encourage their protégé on a path towards self-development and self-reflection. Crucially, the emphasis was always on the protégé taking the final steps, and making the final conclusions, rather than the mentor telling the protégé what to do. The theme of guidance rather than direction is a key element of mentorship; to paraphrase a common expression, you can give someone something valuable and they will appreciate it, but if you can teach them how to make it themselves, they can use that skill for their entire life.

Roles of Protégés

The guides were selected primarily on the merits of their mentor specific focus and on how to be a good mentor; despite the fact that the majority of them did include specific recommended roles for protégés. There were differences in how the roles of the protégé were articulated, which will be briefly discussed here. The themes mentioned in the guides can be

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[168] Lagace-Roy, Daniel, and Janine Knackstedt, *Mentoring Handbook*, Ottawa: Canadian Armed Forces, 2007, United States Marine Corps, *HQMC Mentoring Guide,* (USA: Human Resources and Organizational Management, 2005): U.S. Navy, *Mentoring Program,* (San Diego: United States Navy, 2007).

[169] June Robinson, *Mentoring Program: Guidance and Program Plan*, (Washington D.C.: U.S. Department of Energy, 2014): U.S. Navy, *Mentoring Program,* (San Diego: United States Navy, 2007).

[170] Government of South Africa, *Mentorship Programme: Mentor and Manual*, (Cape Town: Department of National Treasury, 2010).

broken down into three categories: the protégé as initiator, the protégé as goal setter, and the protégé as listener.

The first theme was that of the protégé as initiator. This was observed in two senses, the first that the protégé found and requested the services of a mentor. Protégés are often the initiators of the mentorship relationship, and are certainly encouraged to be the driving force behind ensuring the relationship is successful. When there was no organizational matching in place, the protégé was referenced as the one who engaged the mentor to start the relationship. The second meaning is more nuanced, in that the protégé is also responsible to be proactive in the relationship, as it is their responsibility for their own personal growth. They must engage their mentor to ensure they reach the milestones they wish to accomplish. Not only in goal setting should the protégé be proactive, but they are also encouraged to initiate conversations with their mentor if there are specific concerns or questions they have, not just wait for engagement from their mentor. The mentor is likely a busy individual with a lot of responsibilities, so one of the roles of the protégé is to keep initiating conversation beyond the meetings that have been established if additional input is required.

On the subject of goal attainment, the second theme was that of goal setter. It is not the role or responsibility of the mentor to establish goals for the protégé, they may have input or advice to provide to the protégé regarding organizational options, or career progression advice, but in the end the protégé must be the one to establish their own goals. The protégé should also be realistic in their goal setting, while still challenging themselves to achieve their potential. It is in the realistic and challenging aspects of goal setting that the mentor can be particularly useful. Once the mentor and protégé have established a rapport and a level of trust, and the mentor

knows more about their protégé, the mentor can provide goal setting advice and suggest means by which the protégé can accomplish their goals.

The third was the most detailed of the three themes, with a great deal of specific examples that fit into the overall topic of *listener.* Within the greater topic of listening, the following additional ideas emerged: the protégé should be self-reflective, they should develop their ability to accept and react to constructive criticism, and they should be able to productively absorb information from their mentor. First, the mentor will not see all the aspects of the protégé's daily life, and would be unable to provide advice on some of the challenging elements, unless the protégé is able to reflect on the challenges they face, and honestly express their concerns to their mentor. If the protégé only has positive examples to bring up in their discussion with their mentor, it will not promote growth. Second, an essential element of the mentor /protégé relationship is the verbal interaction between the two when the protégé describes actions they have taken, and the mentor provides their perspective, along with additional options on how a problem could have been solved. This often results in constructive criticism that will encourage the protégé to examine their decisions, and accept that alternate solutions could have improved the overall result. The ability of the protégé to accept suggestions and feedback is critical - without it the relationship is not beneficial to either party. The third observed element of listening was the protégé's ability to absorb information being provided by the mentor in general, be it through discussion of previous experience, or while discussing future hypothetical events. Unlike with constructive criticism, this relies on the protégé accepting the experience of the mentor as a reason why their advice should be weighted strongly, and considered when future actions are needed. By actively considering the advice of their mentor, the protégé has the

opportunity to avoid mistakes made by other people, and truly take advantage of the time and effort an experienced individual is providing them.

In the end the protégé is the one with the most to win or lose within a mentorship relationship, and for that reason the main role for them has to be to use the opportunity afforded to them to their utmost. They should do whatever they can to benefit as much as possible from the experience, the guidance, and the role modelling that is provided by their mentor by initiating interactions, setting goals of how best to use their interactions, and listening to both the advice and the experience offered by the mentor.

CATEGORY 3: CHARACTERISTICS OF A GOOD MENTOR / PROTÉGÉ

Initially when examining the guides, the topic of characteristics of a good mentor or protégé was related with Category 2, roles of mentors and protégés, but after a thorough examination of the way most guides separated this information, it was more logical to break it into a separate category. Similarities exist, but sufficient emphasis is placed elsewhere that the value was higher in articulating the characteristics separately.

Characteristics of a Good Mentor

There were seven characteristics that a good mentor should have that were common to most guides: commitment, interpersonal skills, self-awareness, respect, interest, skills/expertise, and confidentiality.

The first characteristic of a good mentor was their *commitment* - the fact that they were committed to the relationship between themselves and their protégés. This meant they were willing to set aside specific time for their protégé, generally in the form of a schedule established between the two of them, and this time was respected as sacrosanct. It was also referenced in a few guides that the commitment should extend to specific learning the mentor would do to

ensure the relationship between them and their protégé was effective. Most of the guides also included the stipulation that the mentor should be committed to fulfilling any promises that were made throughout the course of the relationship, to ensure there was trust between the two.

The second characteristic of a good mentor was that of impeccable *communication skills*. Not simply in their ability to convey experiences and skills to their protégé, but more importantly in their ability to listen to what their protégé was telling them to better inform the mentor on how to guide their protégé. This topic can be sorted into a few key elements: active listening, feedback and encouragement, and empathy. Active listening was a term that was found in every guide either verbatim, or a description of the concept was present when communication skills were discussed. When characteristics were discussed, active listening was heavily emphasized. The mentor's ability to hear what their protégé says, to show non-judgemental silence, their body language, and the words they use to emphasize they have been listening is crucial to the developing relationship between the two. Regardless of what great advice a mentor has to offer, if what they say does not resonate in the conversation they are having with the protégé, they may as well say nothing at all. In addition to active listening, many of the guides emphasized that both feedback and encouragement that was sincere and authentic was required, and that it should be suited specifically to the protégé rather than being general feedback.

The third characteristic was *self-awareness*, and was not as prevalent as the majority of the other characteristics. The aspect of this particular characteristic that made it relevant enough to include despite only appearing in half of the guides was that when it was included, it was linked to the success or failure of the relationship. If the mentor was not aware of their own capabilities, their own strengths and weaknesses, they risked passing on negative messages or erroneous information to their protégé. They may not be well suited to mentor someone at all, so

an awareness of their own capacity to be a mentor was regarded as critical. The self-awareness category also emphasized that the mentor needed to be honest and insightful about not just their own abilities, but those of the protégé, to better help them reach their potential.[171]

The fourth characteristic was another essential one - that of *respect*. This was broken down into a variety of different types of respect, such as respect for the protégé, respect for differing beliefs, values or perspectives, and finally respect for boundaries established between the two. On accepting a protégé, the mentor should respect that the protégé is their own person, not a *mini-me*, with their own goals, milestones, and vision for their career. It could be that throughout the course of the relationship, what the mentor envisions does not match what the protégé wants, and the mentor needs to anticipate and accept that. The mentor also has to accept and respect the fact that the protégé is coming from a different place in life, with the potential for a different belief system, religion, set of values, or perspective. The mentor must be willing to guide their protégé in a non-judgemental way if the relationship is to be successful. Finally the mentor should respect any boundaries set between the two, be it subjects not breached, or aspects of their personal life that the protégé does not want to discuss.

The fifth characteristic of a good mentor was their genuine *interest* in their protégé. The mentor needed be engaged in the relationship, for it to matter to them rather than it simply being a check in a box that would help them professionally. Some of the guides mentioned that the mentor should believe in the potential of their protégé, while others simply maintained that they should be interested in their growth rather than specifically what heights they should aspire to.

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[171] Manchester Metropolitan University, *Mentoring Guidelines*, (Manchester: Human Resources: Organisational Development Training and Diversity, 2018): University of Auckland, *A Guide to Mentoring.* (Auckland: People and Organisational Development, 2014): Phillips-Jones, Linda, *The Mentor's Guide: How to Be the Kind of Mentor You Once Had - or Wish You'd Had*, (Grass Valley: Coalition of Counseling Centers, 2003).

One specifically military centric proviso was that the mentor should appreciate their protégés strengths, and want them to succeed, while not being threatened by them.[172] This was not mentioned in any of the other disciplines, overtly at least, but whenever a guide mentioned the pitfalls of mentor relationships, this concern was relatively frequent. It was particularly important that the mentor not consider the protégé a competitor during their relationship, as that could impact the trust between the two, and lead to more harm than good if the protégé sensed their mentor was threatened by them.

The sixth characteristic was *expertise* – the mentor needed to have the appropriate *skill set* that would be valuable to the protégé in order for the relationship to be valuable to both parties. Since the protégé is often the initiator, and knows what skill set they are looking for in a mentor, the mentor has to be honest when the topic of expertise is brought up - if they do not feel they have sufficient expertise either in the field the protégé believes they do, or the protégé is asking questions that do not fit within the field of the mentor's experience, then honesty is required about the mismatch of skill to requirement. In addition to job expertise, most guides referenced organizational expertise as another key requirement for a mentor. In order to effectively guide the protégé through their career, the mentor needed to be sufficiently current with the requirements to advance, or risk their advice being useless at best, or detrimental at worst, to their protégé's overall career. The protégé should also consider the value of engaging different mentors for different types of expertise.

The final characteristic of a good mentor was *confidentiality*. A mentor is not within the protégé's chain of command and should not be reporting back the progress of the relationship to

[172] Headquarters, Department of Army, *Army Mentorship Handbook*, (Rosslyn: U.S. Gov - Department of Army, 2005): U.S. Navy, *Mentoring Program,* (San Diego: United States Navy, 2007): U.S. Air Force, *AFMC Mentor Handbook*, (Air Force Mentoring Program, 2018).

anyone in the protégé's supervisory chain. Regardless of whether the relationship is formal or informal, whether the organization they are in coordinated the match or if it was an organic match, the discussions between the mentor and the protégé are private and confidential. In order to have open and honest dialogue, trust is required, and trust is more easily built if the relationship does not involve the risk to the protégé that their opinions or questions will be aired to their supervisor. Discretion was another aspect of the confidentiality category, in that it was not appropriate for a mentor to overtly advertise they were mentoring someone, nor of the progress their protégé was making within upper management circles. Not only does that impact confidentiality, but it also could lead to the protégé facing jealousy or resentment within their peer group if the relationship is too blatant.[173]

There were a variety of similarities in the characteristics of the mentors versus their roles, but given the division in the guides, it made sense to separate them in this project as well. After reflection, the primary difference between the roles of a mentor and their characteristics is that their roles in a relationship are what they should be providing to their protégé, and their characteristics are the abilities they should have that ensure they can effectively carry out those roles.

Characteristics of a Good Protégé

Just as there are characteristics that make up a good mentor, there are also characteristics that make up a good protégé. Not to say that without these a protégé would not benefit from a mentorship relationship; however, having these characteristics, according to the guides, leads to a more productive and beneficial relationship for both parties. Four of the six characteristics

[173] United States Marine Corps, *HQMC Mentoring Guide,* (USA: Human Resources and Organizational Management, 2005).

found in the guides were the same as those that mentors should possess, but the slant that described the characteristic was different for the protégé. Two were entirely specific to the protégé, and will be discussed in greater depth. The four common characteristics were: commitment, interpersonal skills, self-awareness, and respect. The two unique characteristics were: initiative and realism.

The first characteristic of a good mentor, *commitment,* was also deemed to be a required characteristic of a good protégé. It is a required characteristic, given the fact that the protégé has both goals to meet and much to gain from the relationship, but the minutia that differentiates the commitment of the protégé versus the mentor is a significant one. Rather than simply committing time to the relationship, as the mentor must, the protégé must also be committed to developing themselves in line with their goals. It is not enough to meet and discuss with their mentor, the goals they have set out for themselves requires personal commitment to accomplish them.

The second common characteristic was good *communication skills*, particularly interpersonal skills. The relationship between the two is based on the communication that flows between them, so the ability of the protégé to describe themselves and their capabilities, to explain what their goals mean to them, in order for their mentor to understand how best to advise them, is particularly important. In addition to their ability to make themselves understood to their mentor, they also need to be able to employ active listening to effectively benefit from what their mentor is telling them. They should also be able to provide their mentor with honest feedback about what is working for them and what is not in the relationship, in order to ensure that any challenges in the relationship can be straightened out before they become problematic.

The third characteristic in common was *self-awareness*, but for the protégé this was far more tied to the acceptance of constructive criticism. In addition to effective communication and

active listening, the protégé should describe to their mentor how they best receive constructive criticism and feedback on ways to improve. Rather than simply assuming their mentor will provide them with the type of feedback that they can use most effectively, they should actively set out to ask for the type of guidance they would most appreciate, or advise their mentor if the type of feedback they are receiving is harmful to their learning.

The final common characteristic was that of *respect*, and as with the other common characteristics it was focused on what the protégé needed to respect that their mentor brings to the table. The protégé should appreciate both that their mentor is spending their valuable time with them, as well as bringing valuable resources to the relationship that are intended for the betterment of the protégé.[174] In addition, while the protégé does not have to agree with all the advice being provided by the mentor, they should still respect the fact that the mentor reached their position of authority and seniority with those skills and that experience - they are still free to ignore it if they choose, but should do so respectfully.[175] The protégé should also respect the voluntary nature of the relationship, and that there will come a time when the relationship ends. They need to respect the fact that their mentor may have other commitments that draw them away from the relationship, but it remains in both their best interest to part amicably.[176]

The first of the two unique characteristics that a protégé should have was that of *initiative*. Not only is the protégé likely to be the one to ask the mentor for their guidance, but throughout the process they need to be responsible to ensure their own success, to seek out the

[174] June Robinson, *Mentoring Program: Guidance and Program Plan*, (Washington D.C.: U.S. Department of Energy, 2014): University of Auckland, *A Guide to Mentoring*...

[175] Daniel Lagace-Roy and Janine Knackstedt, *Mentoring Handbook*, (Ottawa: Canadian Armed Forces, 2007).

[176] Phillips-Jones, Linda, *The Mentor's Guide: How to Be the Kind of Mentor You Once Had* ...

advice they want and to bring up topics that they believe will help them above others.[177] The protégé needs to be both driven and proactive to ensure their goals are met, and to demonstrate to their mentor that they are worth the mentor's valuable time.[178]

The final of the six characteristics, and the second unique one, was that of *realism*. The protégé needs to be realistic in what they expect to get out of both their career, and also from their interactions with their mentor.[179] A mentorship relationship can be a leg up in an organization, as the mentor does provide a higher level perspective and resources that other junior people might not have, but it does not mean that the protégé unfairly gets advancement over others.[180] Nepotism and cronyism are two of the often referenced dangers of mentorship, even the perception of either are toxic to an organization.[181] Protégés should understand that the benefits need to come from their own hard work, and what they take from the advice offered, rather than actions by the mentor to improve their position in the organization.

The line was somewhat blurred between roles and characteristics of protégés, as it was with mentors, but examining both to determine what they should do (role) and what they should be (characteristics) in order to be a good protégé was useful in envisioning the final chapter.

CATEGORY 4: BENEFITS TO PROTÉGÉS / MENTORS / ORGANIZATION

In some of the preliminary research on the subject, the researchers were careful to advocate that it was not simply the protégé who benefited from the relationship. In fact, there are

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[177] June Robinson, *Mentoring Program: Guidance and Program Plan*, …: Daniel Lagace-Roy and Janine Knackstedt, *Mentoring Handbook*, (Ottawa: Canadian Armed Forces, 2007).

[178] Headquarters, Department of Army, *Army Mentorship Handbook*…: Daniel Lagace-Roy and Janine Knackstedt, *Mentoring Handbook*, …

[179] University of Auckland, *A Guide to Mentoring*…: US Dept of Energy, Business Guide, United States Marine Corps, *HQMC Mentoring Guide,* (USA: Human Resources and Organizational Management, 2005).

[180] All the guides emphasize this.

[181] United States Marine Corps, *HQMC Mentoring Guide,* …: Daniel Lagace-Roy and Janine Knackstedt, *Mentoring Handbook*, …

three beneficiaries: the protégé, the mentor, and the organization the two work for (which may be different organizations). Throughout the sixteen guides, benefits were identified for all three, which provided a clear picture that across all disciplines, benefits exist at all levels when mentorship is encouraged. This category has been grouped into the top three benefits for each level, which were determined by the frequency with which they appeared in the different guides.

Mentorship Benefits for Protégés

For protégés, the benefits were evaluated by the frequency they appeared in the guides, as well as the order they appeared on the list of benefits. Ten of the sixteen guides articulated advantages to the protégés, and the top three were: skill development, self-confidence, and networking.

Developing skills was broken down into different areas, from communication skills, to job specific skills, to skills observed via role modelling. In addition to general skill development, the guides frequently specified that the acquisition of skills was accelerated due to the involvement of an experienced mentor. The protégés benefited from one-on-one time with someone from within the organization who was familiar with the way it worked, and could guide them in times of uncertainty. This frequently resulted in higher rates of familiarity with the organization, and led to a higher percentage of those with mentors being promoted more quickly.[182]

Increased self-confidence was also rated highly in the discussion of the benefits of mentorship, with protégés adapting quicker to their new positions, and feeling less ambushed when confronted with challenges or dilemmas.[183] Self-confidence was increased by the ability to

[182] United States Marine Corps, *HQMC Mentoring Guide, …*

[183] University of Michigan, *How to Mentor Graduate Students: A Guide for Faculty,* (Detroit: Rackham Graduate School, 2018).

ask questions of a mentor that they might not have been comfortable asking a peer or supervisor, but due to the level of trust inherent in mentorship relationships, they could feel free to ask them without fear of a negative reaction.

The final significant benefit to protégés was the increased network availability that is associated with having a mentor that is already established in the organization.[184] Through interactions with their mentor, contacts within the mentor's greater sphere frequently led to additional opportunities and challenges that were not available to those without mentors.[185]

Mentorship Benefits for Mentors

All the guides made the same argument that mentors benefited equally to their protégés in the process. While there were benefits that mirrored those observed in the protégé list, the top three mentor benefits were: enhancement of own skills, satisfaction, and professional recognition.

While the protégé benefits from the experience of the mentor, the skill development does not stop with the protégé. The most frequently cited example of a benefit to mentors in the mentorship process was an increase in their own skills. By sharing their knowledge and experience with their protégés, mentors get the opportunity to practise their communication skills and develop a deeper understanding of their own strengths and weaknesses in the process.[186] They are also able to develop their management and leadership skills, which may not have been

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[184] University of Michigan, *How to Mentor Graduate Students: A Guide for Faculty,* (Detroit: Rackham Graduate School, 2018): University of Auckland, *A Guide to Mentoring.* (Auckland: People and Organisational Development, 2014): SA, US Dep of Energy, United States Marine Corps, *HQMC Mentoring Guide, ...*

[185] June Robinson, *Mentoring Program: Guidance and Program Plan*, (Washington D.C.: U.S. Department of Energy, 2014).

[186] RCH, Manchester Metropolitan University, *Mentoring Guidelines*, (Manchester: Human Resources: Organisational Development Training and Diversity, 2018): United States Marine Corps, *HQMC Mentoring Guide,* …: U.S. Navy, *Mentoring Program,* (San Diego: United States Navy, 2007): Headquarters, Department of Army, *Army Mentorship Handbook*, (Rosslyn: U.S. Gov - Department of Army, 2005).

challenged up until this point in their careers.[187] As the protégé both receives and gives input on the process, the mentor receives their own feedback on how they come across to others, and can reflect on decisions they have made in the past in a safe, confidential environment.

Another benefit that was frequently referenced was the sense of satisfaction being mentor brings to the experienced person, when they see their advice being used and appreciated by a young newcomer.[188] This was particularly emphasized in the military guides, where it appeared in each one that mentioned benefits. The idea of 'paying it forward', and encouraging the development of the next generation, was also identified as a source of satisfaction for mentors involved in the mentorship process.[189]

The next benefit for mentors was an additional sense of recognition within their organization, recognition of the value of their commitment to the organization, and recognition of their expertise being sought after enough to warrant becoming a mentor for new members of the organization. This benefit was found in all the disciplines less business, and was frequently tied with an increased enthusiasm for the organization that came with that added recognition.[190]

Mentorship Benefits for Organizations

[187] U.S. Navy, *Mentoring Program, …*: Headquarters, Department of Army, *Army Mentorship Handbook*, (Rosslyn: U.S. Gov - Department of Army, 2005).

[188] Phillips-Jones, Linda, *The Mentor's Guide: How to Be the Kind of Mentor You Once Had …*: all military guides.

[189] *Ibid*.

[190] Manchester Metropolitan University, *Mentoring Guidelines*, (Manchester: Human Resources: Organisational Development Training and Diversity, 2018): University of Auckland, *A Guide to Mentoring.* (Auckland: People and Organisational Development, 2014): United States Marine Corps, *HQMC Mentoring Guide, …*: U.S. Navy, *Mentoring Program, …*: Headquarters, Department of Army, *Army Mentorship Handbook*, ….

Only eight of the sixteen guides referenced the benefits to the organization; however, there were significant commonalities that strengthen the argument that mentorship benefits more than just the protégé. The organization specific benefits can be broken into three areas: strengthening of organizational culture, best practise skill transfer, and increased retention and recruitment.

One of the important benefits to an organization is the employees' acceptance and propagation of the organizational culture. Having an experienced person well versed in organizational norms spend time and provide advice to a young, impressionable, newcomer is an excellent way to indoctrinate that organizational culture with the next generation. Unlike courses or training opportunities, the one-on-one opportunity with an experienced person demonstrates more clearly to the protégé what their future could look like if they stayed in the organization.

A secondary benefit of mentorship to organizations is the transfer of best practise skills from one generation to another. Rather than the trial and error that is commonly associated with newcomers, with a mentor the protégé is able to bounce ideas off someone who has likely attempted much of what they are describing, and can advise against practises that are routinely failures.

A final benefit to an organization is to its recruitment and retention efforts. Mentorship is a popular concept with newcomers - it provides accelerated learning opportunities and advancement enticements, which can be the difference between joining one organization or another in the mind of a promising newcomer.

CATEGORY 5: STAGES OF THE PROCESS

In Chapter 3, the original stage breakdown from Kram's work on mentorship was presented. In subsequent years, different disciplines have taken that information and transformed it for their purposes. Unsurprisingly, most of the key elements in Kram's work have made it into the different disciplines, with business, education, healthcare and military all using elements of her 1983 work.[191] From the different disciplines, multiple framework variations emerged, with some guides highlighting three phases or stages, while others outlined five. It was clear on deeper examination that there were more similarities than differences between them, and that in fact most guides articulated the same elements of the relationship, just in different ways. All the guides included the following elements in the mentorship relationship:

- first steps after deciding to become a mentor/protégé;
- learning more about each other, including setting goals, objectives, and an end state;
- working to meet those goals and objectives;
- ending the relationship; and
- redefining a future relationship.

The first stage sees the decision made on the part of both the protégé and mentor to enter into a relationship. This stage comprises two individuals being matched together, either by a natural process, an organizational mandate, or a matching process that determined the two would be a good fit. This stage also sees the establishment of contact between the two, and ends with their deciding where and when to meet for the first time. This could also end in a time for a phone or video conference call, if the two are geographically dislocated.

[191] Kathy Kram, Phases of the mentor relationship, (*Academy of Management Journal*, 1983), 614.

The second stage starts with the initial meeting or conversation between the two, where they start to learn more about each other, and determine if they are compatible. Regardless of initial impressions, or whatever matching program bound the two together, if there is no professional chemistry between the two in an initial meeting, it might not be a good fit after all. In this stage, rapport and trust start to be established, which will be critical for success in future stages. This stage should also involve a subsequent meeting or conversation, after the protégé and mentor have the opportunity to reflect on what they learned from the other. The protégé should be focusing on what their goals and objectives are, as well as what they hope and expect to get out of the relationship. The mentor should be considering what they now know about their protégé, and determining what their advice on goals and objectives might be when they next meet to discuss. The second meeting should conclude with both parties acknowledging what the protégé's goals and objectives are, as well as milestones to achieve them, and the desired end point of their relationship.

The third stage is the longest stage; in this stage, the protégé and mentor work together to help the protégé improve professionally, and start to achieve their goals. They could continue to meet in person for their sessions, or on the phone/video chat, or a combination of the two. Emails are acceptable in worse case scenarios if the two are extremely busy, but should not be the main form of contact, due to the lack of context and misconception that can occur in written communication. Throughout this stage, additional challenges that were not mentioned in stage 2 could crop up and need to be dealt with, and there may be a redefining of the end state if both parties agree that what was decided on in their early meetings was not sufficient. Also during this stage, the mentor and protégé should both be providing honest feedback to the other during their sessions to ensure they maximize what they are getting out of the relationship. In particular, the

mentor needs to determine what type of constructive criticism is most beneficial to their protégé, and the protégé needs to be honest and verbal about how they best receive points for improvement. The third stage draws to a close once the goals and objectives established in stage 2, or even throughout stage 3, have been accomplished.

The fourth stage starts either once all the objectives and goals have been completed, or if either of the two can no longer continue the relationship. The critical element of this stage is to end the relationship amicably. If the goals and objectives have been accomplished, then a celebration or acknowledgement that the relationship is ending successfully is important. If there was another reason for the relationship to end, it becomes more challenging, but remains important that the two part on amicable terms. Given the voluntary nature of mentorship relationships, there can be no fault if it ends prematurely, but healthy communication on the reasons should occur to reduce any hard feelings.

The fifth stage is the redefinition stage, and generally involves a discussion between the two about what their relationship in the future would look like. The two end the mentorship relationship on more equal terms, with the protégé more experienced and independent, so often the relationship is one that is more peer-like in nature than their initial relationship. A variety of options for future relationships were hypothesized, from sporadic contact, to a more friendly and social relationship. The guides generally emphasized that it was important that the former protégé and former mentor should end this

3stage with expectations on future interactions, rather than allow it to occur awkwardly.

Despite the over thirty-five years since Kram's model came out in 1983, a startlingly limited number of changes have been made to the overall model. Regardless of the discipline,

mentorship relationships follow the same path, and ends in roughly the same way, benefiting both individuals involved as well as the organization as a whole.

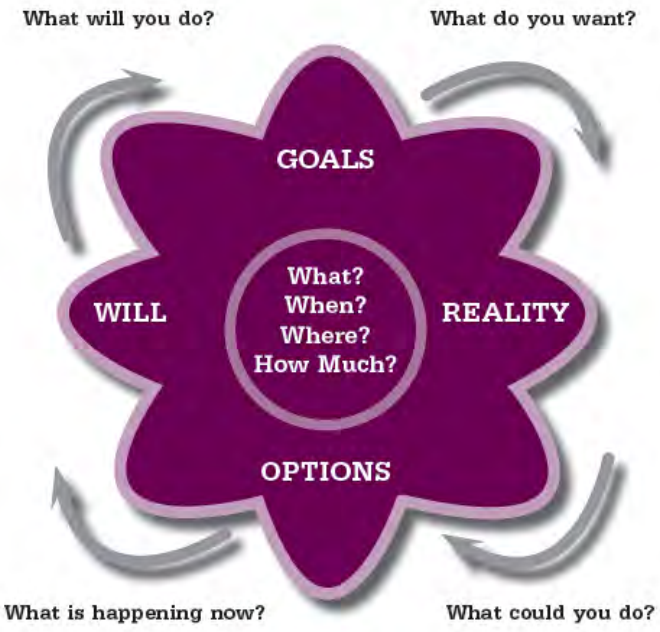
CATEGORY 6: A PICTURE PAINTS A THOUSAND WORDS

One final category that was valuable and observed across all the disciplines was the inclusion of some form of memorable model or diagram to articulate clearly to the reader a specific point the guide wanted to emphasize. There were guides with acronyms that would help mentors remember specific learning points of emphasis, or charts that grouped the different roles or characteristics that were valuable to assist the reader of the guide visually understand what was explained textually. Not all diagrams or models are included below, particularly if they were a duplication of a diagram found in another guide that was produced more clearly. They are included in this chapter as a start point for the generation of relevant diagrams for the final chapter, and inspired the creation of new ones that are more applicable to CAF based on the metasynthesis conducted in this directed research project.

GROW MODEL

The first model that presented an excellent tool was the GROW model: Goals, Reality, Options, Will, which was found in the Manchester Metropolitan University *Mentoring Guidelines* handbook. It matches closely with advice provided in many of the other guides about how to structure meetings between mentors and protégés. By following the path of the model, the protégé can articulate what goals they want to accomplish, they can discuss with their mentor what is realistic, and review different options on how to accomplish their goals, and then the protégé can decide what actions they can take to realize their ambitions.

Figure 5.1 – The GROW Model

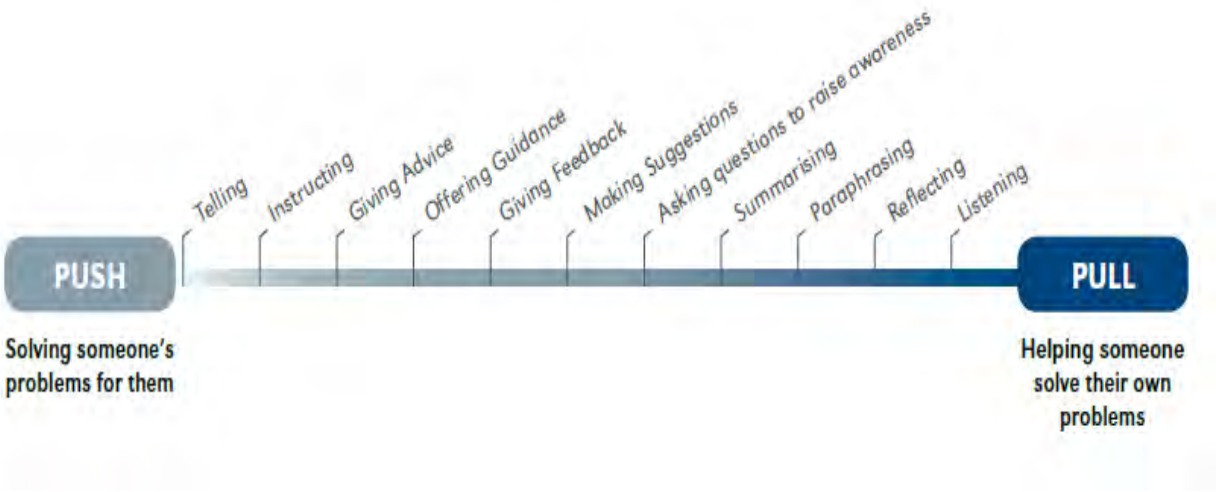


Source: Manchester Metropolitan University, *Mentoring Guidelines*, 10.

Directive versus Non-Directive Behaviour

The next useful diagram provided the reader with a visual guide to what types of behaviours within the relationship were more invasive, versus more encouraging for the protégé, and would allow them to solve their own problems rather than relying on the mentor for guidance. It is useful for mentors to understand their actions in assisting their protégé could be hobbling their development; if they are always providing answers rather than allowing their protégé to grow and develop their own answers.

Figure 5.2 – Directive and Non-Directive Behaviour in Mentoring

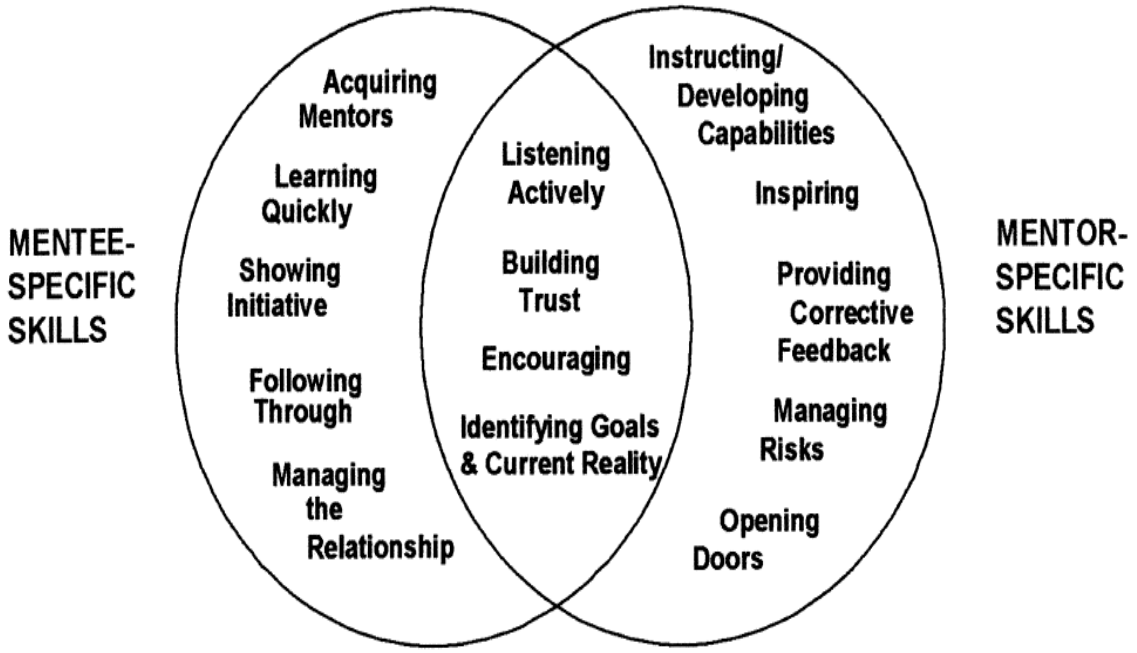


Source: The University of Auckland, "A Guide to Mentoring," *HR/People and Organisational Department,* 2014, 8.

Mentoring Skills Model

Another useful type of diagram that clearly emphasized what was written textually was the core skill comparison presented in Dr Phillips-Jones' *The Mentor's Guide*. This diagram compared the skills required of a mentor versus those of a protégé, and clearly demonstrated the efficacy of a diagram over text alone. This diagram was particularly inspirational to the development of additional diagrams in the *how-to-guide* due to the commonalities of roles and characteristics between the different guides.

Figure 5.3 – The Mentoring Skills Model: Shared Core Skills

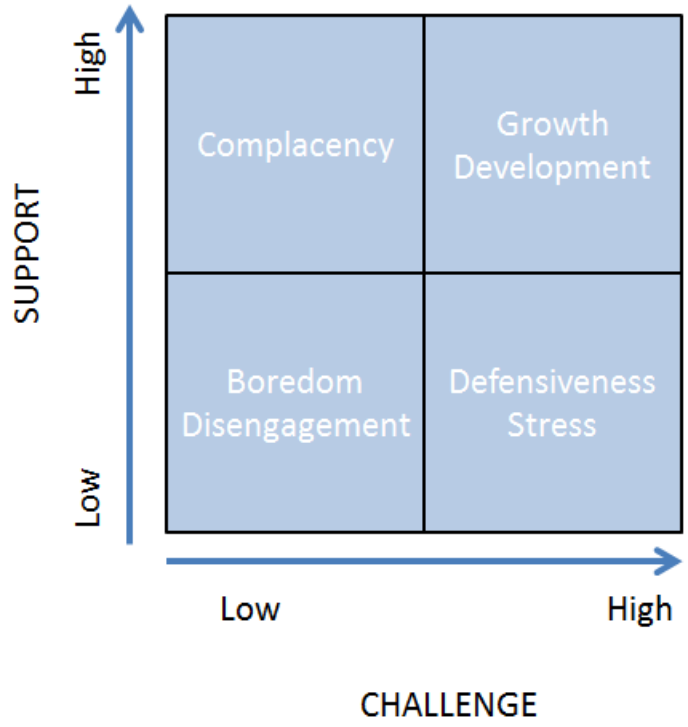


Source: Linda Phillips-Jones, "The Mentor's Guide: … 26.

Support Challenge Matrix

Moving away from comparing characteristics and roles, this next diagram from the Royal Children's Hospital Guide demonstrated the importance of the correct balance of support and challenge throughout the mentorship relationship. Too much support without sufficient challenge and the protégé becomes complacent and does not benefit from the relationship. Too little support with too considerable a challenge and the relationship does not add to the protégé's development, but rather adds additional stress. Too little of either, and the relationship is a waste of both individual's time. Get the balance right, however, and the growth potential is maximized. This is a good lesson for mentors, as much like the comparison in Figure 5.2 demonstrates, the risk of solving a protégés problems for them needs to be considered during interactions and when providing advice.

Figure 5.4 – Support Challenge Matrix



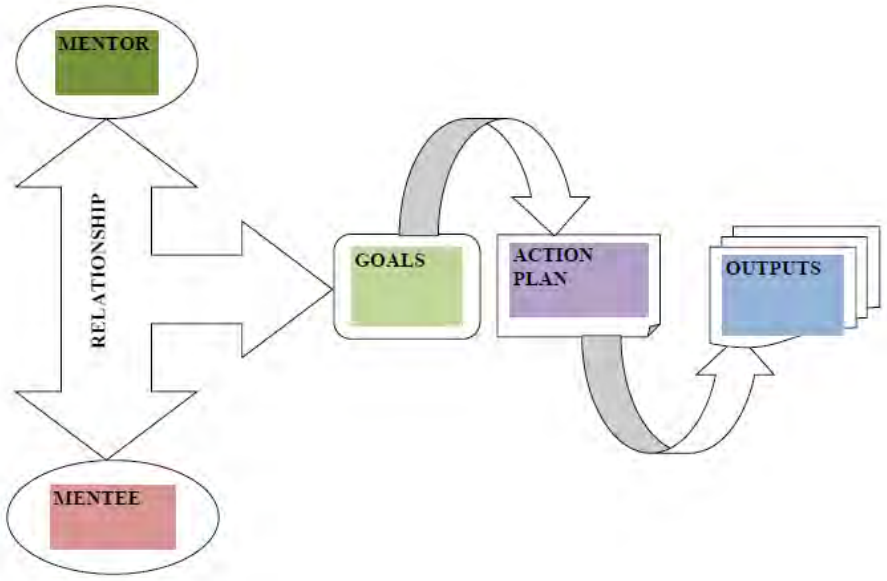
Source: The Royal Children's Hospital Melbourne, "Formal Mentoring: … 6.

Mentor and Protégé Outputs Framework

One last useful diagram that added to the conversation rather than took up space, was the diagram demonstrating the protégé and mentor working together in the articulation of goals, the development of an action plan, and working to produce outputs that would accomplish the established goals. With this visual, the emphasis on the mentor and the protégé working together is clearly highlighted, and emphasized that through the relationship of the two goals are met by completing an action plan, and accomplishing outputs.

Figure 5.5 – The Mentoring Relationship

Source: Department of National Treasury, "Mentorship Programme Mentor … 14.



Concluding Thoughts

After examining sixteen published works in four different disciplines, a number of themes emerged that were common to all. These six different categories were critical to the formation of a coherent and all-encompassing guide, and the inclusion of those categories in the *how-to-guide* in Annex A reflects that.

Defining what mentorship means is the first step to ensuring both the mentor and protégé know what to expect from the relationship, and allows both of them to enter into the relationship with a common understanding of what each will get out of it. Stipulating the recommended roles of both mentor and protégé further directs both towards a positive start to the relationship, as what each is responsible for is clearly articulated, and each knows their arcs.

Refining what characteristics are beneficial for both protégé and mentor to have is another key factor for the *how-to-guide*; if either lacks an essential characteristic, they may not get as much out of the relationship as they expect to, leading to disappointment and disillusionment. Benefits for the mentor, the protégé, and the organization are another important element to highlight, as there remains a misconception that mentorship only benefits the protégé, when in fact there are many benefits for both the mentor and the organization.

Providing a guideline with stages to properly frame the course of the relationship is also important, so the mentor and protégé not only know what to expect from each other, but also understand the timeline commitment involved, and know where the relationship starts and ends. Finally, the majority of the guides had either rudimentary or explicit diagrams to demonstrate graphically the concepts, which enriched their guides immensely, allowing for a significant improvement in comprehension and clarity.

All these themes have been included in the *how-to-guide* contained in Annex A, in an effort to further the CAF conversation on mentorship, and provide a supplemental guide to the mentorship handbook published in 2007.

CHAPTER 6: RECOMMENDATIONS AND CONCLUSIONS

> *The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.*
>
> - Steven Spielberg, *Director*

RECOMMENDATIONS

The examination conducted during this directed research project revealed a rich history of mentorship literature and a plethora of different published guides. Unique guides were published that reflected the specific nuances of healthcare, business, education, and military requirements, and the language used in those guides was a reflection of the discipline they were describing.

All guides across the disciplines recommended the following elements be included:

- **Definition**: All the mentorship guides should provide a definition of mentorship to ensure a common baseline for those aspiring mentors and protégés;
- **Roles of Mentors and Protégés**: The roles of both mentors and protégés needs to be outlined, to ensure participants in the relationship know what is expected of them;
- **Characteristics of Mentors and Protégés**: Above and beyond roles, the characteristics that are beneficial for both a mentor and protégé should be outlined, that help participants get the most out of the relationship;
- **Benefits to Mentors, Protégés and Organizations**: Guides should highlight that it is not just the protégé that benefits from the relationship, both the mentor and organization profit as well;
- **Stages of the Mentorship Relationship**: A framework should be provided for mentors and protégés to work off, which gives them arcs to work within, and an understanding of the start state and end state; and

- **Diagrams**: Visual representation of the concepts should be included, as it greatly increases the retention of information.

Any guide produced by the CAF in the future should include these elements, as they are all deemed important across the disciplines explored – including the five other military guides mentioned in Chapter 5.

Further Study

Two additional recommendations for future work were discovered that could be useful to the CAF. Research in CAF mentorship did not reveal the same degree of specialization that exists in other organization. Mentorship needs differ depending on the individuals involved and the organization they are a part of, and the CAF only has one mentor guidebook. Among the sixteen guides used in Chapter 5 were four different U.S. military guides that reflected the specific needs of those services, rather than a common U.S. military mentorship guide that would cover all the services. The CAF could greatly benefit from individual mentor guides that would serve the Canadian Army, Royal Canadian Navy, and Royal Canadian Air Force specifically. Future projects could further refine the work in this research project by exploring specifically what advice would benefit each of the Canadian services, rather than a more general one, as provided in Annex A.

In addition to breaking down mentor guides into the different services of the CAF, an additional route of study could be the exploration of mentor guides to suit different rank levels. Mentorship is beneficial for all levels, but what is useful for senior leaders is different from what is beneficial for junior leaders, which differs still from what junior ranks might benefit from. In addition to different guides for different services, separate guides for Canadian Army senior officers versus Royal Canadian Air Force aviators would greatly benefit the CAF.

CONCLUSION

Mentorship is a topic that has been of interest to the author for a long time, and this directed research project provided the perfect opportunity to explore the history, background, literature, and different interpretations across a variety of disciplines. A significant amount of work has been done in the last forty years to explore how mentorship can be beneficial, in order to provide information for organizations wishing to take advantage of the benefits that come from mentorship. That work provide the baseline for the guides used in this project, and allowed a more complete assessment of what elements were important to include in the *how-to-guide*.

The method used to evaluate the guides was inductive qualitative Metasynthesis, which enabled a coherent approach to the examination of the source material, in order to determine the best elements to use in the *how-to-guide*. Evaluating sixteen published guides across four disciplines enabled a more rich perspective on the different elements that are crucial to successful mentorship relationships. Six essentials exist for mentorship guides: definitions, roles, characteristics, benefits, stages, and visuals – the inclusion of these elements ensures the publication of a guide that is both comprehensive and thorough.

Many challenges facing the CAF in the 21st century require higher level, governmental input to impact, but there remain lower-level challenges that can be addressed at all levels. One way to improve personnel experience at the interpersonal level is mentorship, which is proven to improve both psychosocial and career functions for those participants. The inclusion of more mentorship throughout the CAF could have a positive impact on both retention and recruitment; the ability to discuss problems and concerns with a more senior member of the CAF could make the difference between a long rewarding career and a short disillusioned one – it has in the

past.[192] Many people join the CAF to be part of a community, and mentorship improves the inclusion of people into organizations, and increases their commitment. With further research specific guides could be produced to benefit different segments of the CAF population, from the junior ranks to the more senior officers, and provide them the guidelines that enable successful mentorship relationships.

[192] The author is aware of specific cases where this has occurred.

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ANNEX A - MENTOR *HOW-TO-GUIDE*

What I think the mentor gets is the great satisfaction of helping somebody along, helping somebody take advantage of an opportunity that maybe he or she did not have.

- Clint Eastwood, *Director and Actor*

1

A few definitions

Mentorship: A relationship wherein a more experienced person invests time and emotional effort towards the betterment of a less experienced person.

Mentor: An experienced person with expertise, technical or interpersonal skills that are beneficial to other members of their org.

Protégé: A less experienced person who wants professional or personal improvement and is willing to devote time and effort to attain their goals.

Informal Mentoring: A naturally developing relationship between a mentor and protégé outside of a structured program, where the two are tied together by inclination rather than matched by an outside force.

Formal Mentoring: A relationship between a mentor and protégé that was initiated by an outside entity, normally the organization to which the mentor and protégé belong, that is intended to help professionally develop the protégé in line with organizational goals.

A few key concepts

Emotional Intelligence (EQ): A combination of emotional and social skills that enable an individual to understand both themselves and others, and allows them to interact effectively in a challenging world.

Self-awareness: Having an understanding of one's own emotional state as well as own strengths, weaknesses, and needs.

Active Listening: The ability to hear what someone else is saying and develop a clear understanding of the speaker's concerns while communicating to them you are both listening to and interested in their message.

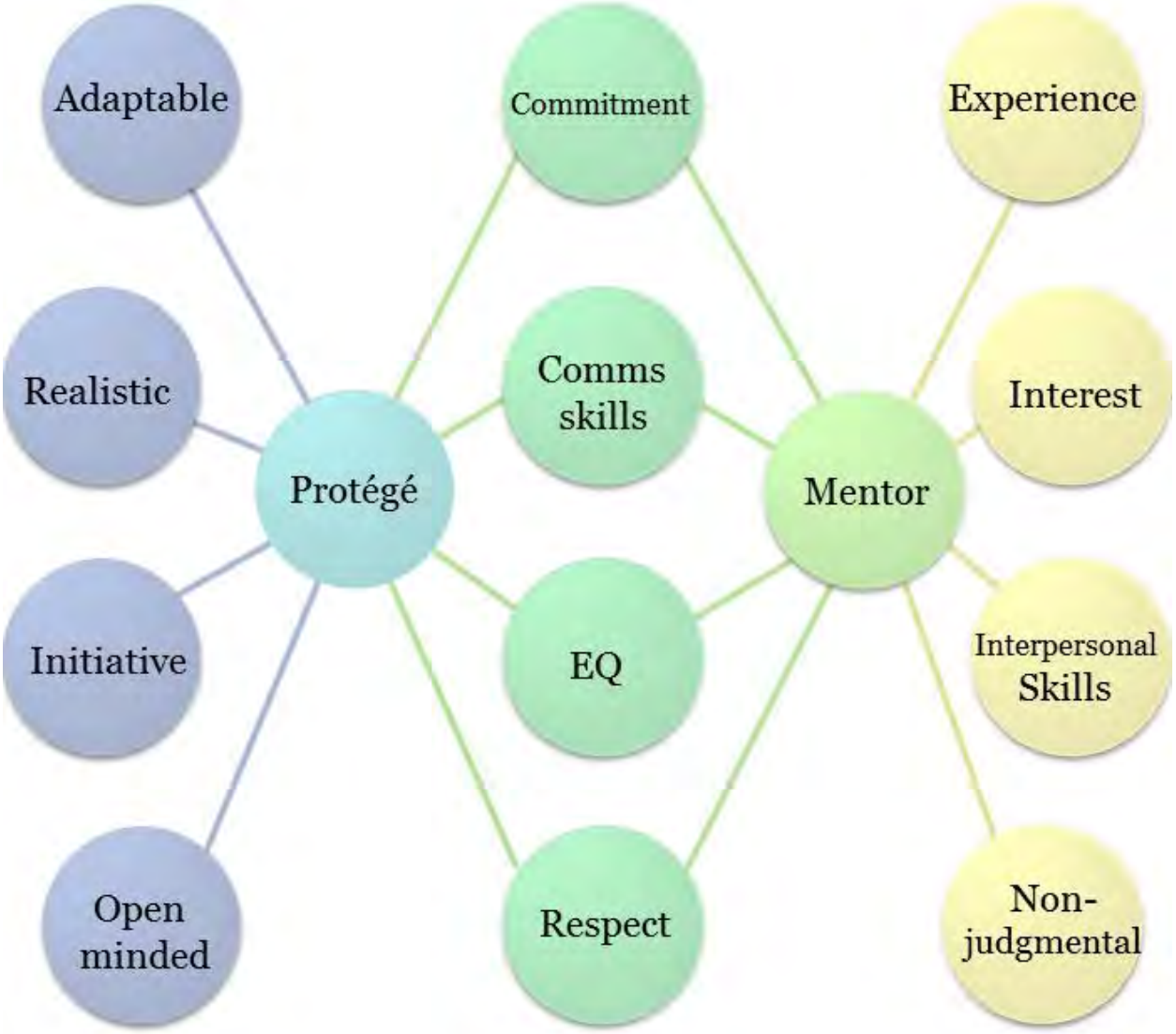
Interpersonal Skills: The capacity to combine active listening with the ability to communicate in an empathetic way to increase trust and rapport between individuals.

Empathy: The ability of one person to adopt the mindset of another and try and understand a problem from their perspective.

2

Qualities of mentors/protégés

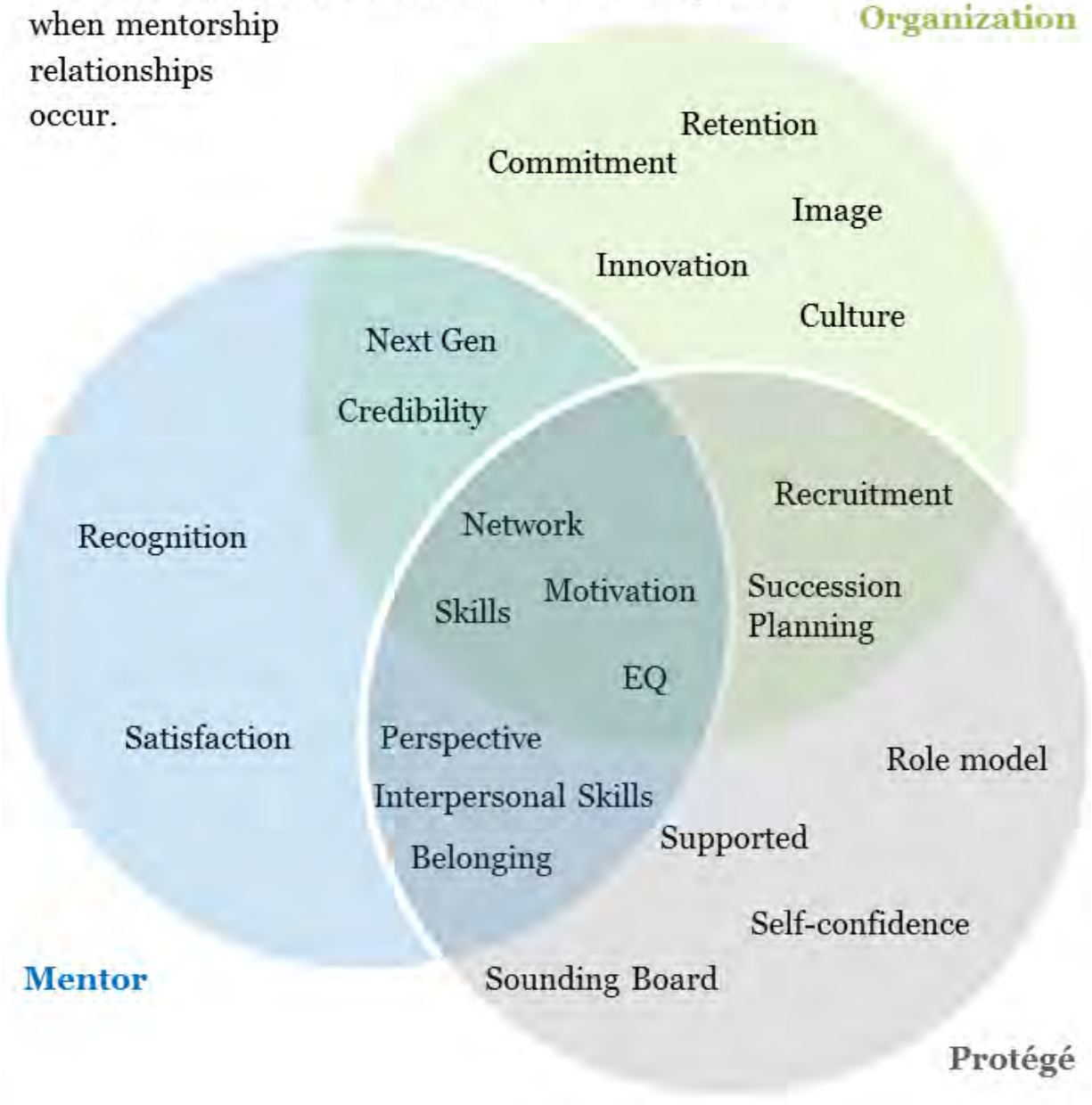
There are characteristics of mentors and protégés that enriches the experience for both of them. Central to the relationship is the characteristics they share – commitment, communication skills, emotional intelligence, and respect.



3

So… why mentorship?

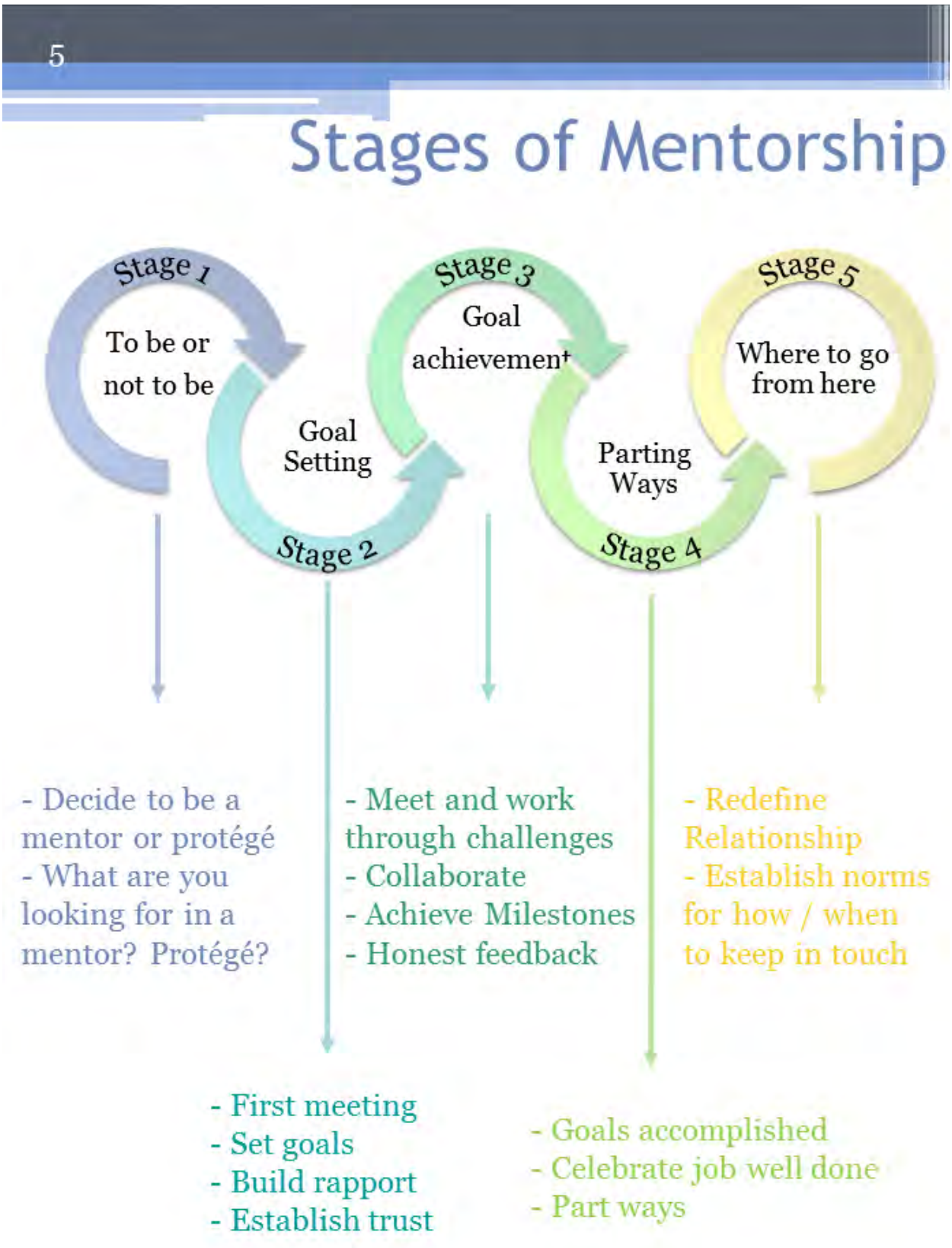
There is universal consensus that mentorship is beneficial for more than just the protégé. Rather than it simply being the protégé who benefits, there are three levels that are improved when mentorship relationships occur.



4

Benefits

Protégé	
Role Model	Sees up close how a successful person got where they are
Support	Can reach out to mentor for advice, to talk, or for moral support
Self-confidence	Encouragement from mentor helps build up confidence in their developing skills and of their worth to the organization
Sounding Board	Has an experienced person to discuss ideas with that can offer a different perspective than peers or supervisors
Mentor	
Recognition	Demonstrates their skills and experience are valuable to the org
Satisfaction	Helping out someone with potential and watching them improve
Enthusiasm	Renewed enjoyment of their job and dedication to organization
Organization	
Retention	Additional perks like mentorship programs help develop robust employees, and encourages current employees to stay
Image	Demonstrates to competitors and potential employees the strength of the organization and its commitment to personnel improvement
Culture	Experienced person instructing new members in the organization increases the indoctrination of positive organizational culture
Innovation	Mixture of experienced and new personnel leads to thinking outside the box
Commitment	Both mentors and protégés more involved and committed to the organization, higher drive to improve institution as a whole
Multiple Levels	
Network	A protégé gets access to some of the resources and people known to the mentor, the mentor gets insight into the newest generation and their perspectives
Next Generation	Mentor relationships foster next generation growth and encourage new gen to be committed and engaged in the future of the organization
Credibility	Organizations with mentoring programs demonstrate commitment to employee professional and personal development
Motivation	Increase in motivation towards job and organization
EQ	Increase in emotional intelligence is fostered with mentoring relationships
Skill Increase	Skill development is accelerated when mentor relationships exist
Perspective	Protégés gain understanding of higher level org concerns, Mentors gain perspective on younger generational concerns and issues
Interpersonal Skills	Interactions provide the opportunity to practice and improve communication skills
Belonging	Additional sense of purpose and belonging to the organization
Recruitment	Organizations with strong mentorship programs attract better quality and more committed employees
Succession Planning	Mentors get a perspective on different junior employees and can determine if they are suited for succession planning



6

Stages Breakdown

STAGE 1

Decide: Mentor and protégé determine if they are suited to a relationship that commits their time and emotional investment. **Expectations**: Mentor and protégé evaluate what their want to get out of the relationship, and explore what type of mentor or protégé they want.

STAGE 2

First meetings: Mentor and protégé meet for the first time and evaluate if they are a good match, and explore interests, motivations, and needs. **Goal setting:** Protégé expresses their desired goals with milestones to get there, and the mentor assists by providing feedback and advice. **Rapport building:** Conversations facilitate the mentor and protégé learning more about each other, and they start to understand each others' perspective. **Establish trust**: Discussions lead to heightened trust in each other.

STAGE 3

Meet: Determine schedule for meetings with agenda and ensure time is sacrosanct. **Collaborate**: Initially the mentor may have more advice to provide, but over the course of the relationship the protégé suggests more independent ideas and mentor helps refine protégés own thoughts. **Achieve Milestones**: Work towards accomplishing milestones and revise timelines as required **Feedback & Encouragement**: Mentor provides honest and productive advice to facilitate protégé growth, and encouragement when challenges are encountered.

STAGE 4

Goals accomplished: Consensus that the goals have been met and protégé is ready for more independence **Celebrate**: Hard work was done by both, acknowledgement of protégés growth and mentors input **Part**: Mentor and protégé no longer meet as mentor and protégé, and must redefine relationship

STAGE 5

Redefine Relationship: Evolution of relationship from mentoring relationship to more peer-like one. **Establish future norms**: Determine the form of future interactions – occasional emails, meetings or phone conversations to touch base. Establish norms for workplace interactions prior to them occurring.

ABORTED END

Failed relationship: Given the voluntary nature of mentorship, it can fail if mentor or protégé cannot commit necessary time, if they are not well matched, or if events in life are disruptive. Both parties need to accept this could occur and ensure open communication to ensure if relationship ends early, it ends amicably.

7

Roles of mentors

Advisor: Provide advice on particular challenges or issues, help encourage protégé to make best possible decisions, review goals and progression and advise on improvements,

Champion: Find opportunities to help the protégé improve, allow them to make own mistakes while supporting their decisions and development, demand high-standards and support them in accomplishing their goals, help protégé understand strengths and weaknesses

Provocateur: Challenge protégé to develop robust goals and vision of career, motivate to meet and exceed own goals, encourage without dictating courses of action, praise when successful, provide role model to look up to

Counselor: Listen to protégé before offering opinions, work with what protégé is suggesting and offer improvements rather than new solutions, recognize protégés good ideas, build up protégé rather than break down and reform, be a sounding board and open to idea of protégé

Directive ***versus*** *non-directive*: Directive involves more telling, instructing, giving advice, and guidance, while non-directive involves more listening, reflecting, paraphrasing, and summarizing to help them determine own solutions

Supportive ***versus*** *challenging*: Supportive involves praise for good work, build up of self-confidence and awareness of strengths and weaknesses. Challenging involves pushing the limits of what the protégé is capable of, providing opportunities for hard but rewarding work, encouraging protégé independence

8

Roles of protégés

Initiator: Assume responsibility for own development, find and engage mentor, invest time in relationship and improving skills, ask for additional input if something is lacking, take ownership of personal improvement, ask for input on both successes and failures, ask for additional opportunities

Goal Setter: Identify specific skills and abilities to develop, set realistic but challenging goals and milestones, develop plan and seek input from mentor, invest time and effort to improve those skills and abilities, self-reflect on progress and revise timelines as required

Listener: View every meeting as a development opportunity, be attentive to what mentor is saying, ask questions if anything is unclear, employ active listening, paraphrase advice to ensure comprehension, accept criticism and reflect on own actions