M-bukCONCEPTS, Tamale
026-8840031/0246-512889

UNIVERSITY FOR DEVELOPMENT STUDIES

MENTORING HANDBOOK

For Senior Members and Senior Staff

By:
Institute for Continuing Education and Interdisciplinary Research (ICEIR)

University for Development Studies

Mentoring Handbook

For Senior Members and Senior Staff

Prepared by

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January 2012

Acknowledgements

This handbook was prepared by the Institute for Continuing Education and Interdisciplinary Research (ICEIR) with generous support from the management of UDS. ICEIR who initiated and led the preparation of this handbook deserves commendation. We wish to acknowledge the support of the University Management during the preparation of this handbook. We equally thank all the Deans and Heads of Departments of Faculties, Schools and Centres of the University for Development Studies for making constructive suggestion during the preparation of the handbook. We are so indebted to Professor Ramatu M. Al-Hassan of the University of Ghana for paving the way for discussions on preparing the Mentoring Handbook. Last but not the least, we are very grateful to all who participated and contributed diversely towards the preparation of this handbook.

Prof. Seidu Al-hassan
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Preface

The University for Development Studies (UDS) welcomes you as an employee of the University. The adjustment to work in university environment is often associated with stress and anxiety. As a new employee, it can be hard to get an overview but it is worthwhile, both for your own sake and for the University, to gain knowledge of the university as a whole and to feel that you are an active part of it. As an institution, we have common goals and values and they constitute the basis for all its activities (research, administration and learning). The university overall vision - of becoming a Home of World Class Pro-Poor Scholarship - implies both expectations and demands from the world around us. We, as a development oriented university, want to live up to these expectations by being sensitive and flexible. This will require that we build ourselves, especially the young staff to take up and sustain all efforts aimed at achieving the objectives of the university. In the academic world, centuries of tradition and knowledge must go hand in hand with the present. It is in this regard that the university, through the Institute for Continuing Education and Interdisciplinary Research has prepared this Mentoring Handbook to guide the professional growth of its staff.

The University Cherishes standards and we set high standards for a good working and learning environment in which everyone can develop and do themselves justice. This Mentoring Handbook seeks to foster open communication and dialogue among the academia with the intention of consciously mentoring young staff so that they can attain relevant work experience for the university to achieve its goals. The Handbook has a dual objective of information provision and advice. It is expected that at the end of the mentoring relations, less informed staff would be abreast with the university environment (its structure as regards teaching, research and administration). Secondly, staff will be advised about achieving a balance between teaching, research and other commitments in and around the university. They will also be advised on developing networks and involvement with other professional bodies. It is my fervent hope that we will find this handbook useful and thus mentor young staff of the university.

Professor Haruna Yakubu
Vice Chancellor

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1.0 BACKGROUND

Institutions have already understood the importance of the human resources development through a well selected training method like mentoring in order to gain a competitive advantage in the long run or even survive. The University for Development Studies (UDS) having recognised this sought the views of her community members and experts in mentoring through a workshop to enable her prepare this mentoring manual. This manual has a dual objective of information provision and advice. At the end of the mentoring relations, less informed staff would be abreast with the university environment (its structure as regards teaching, research and administration). Secondly, staff will be advised about achieving a balance between teaching, research and other commitments in and around the university. They will also be advised on developing networks and involvement with other professional bodies. Tertiary institutions in Ghana are said to be facing numerous challenges one of which is the lack of conscious plans and guidelines to mentor young lecturers and administrators in how to develop their careers.

The global thinking is that universities must serve as high learning centres playing a more active role in addressing problems of the society. Thus, universities should be committed to growing into centres of excellence in order to provide quality teaching and learning services, produce graduates with enormous practical skills who can offer useful practical solutions to the problems of the poor and deprived communities in the country and beyond. It is equally important for tertiary institutions to consciously mentor young staff so that they can attain relevant work experience for purposes of continuity. Unfortunately, the UDS is one of the public universities that lack mentoring policies to achieve this objective. There is also the problem of lack of well-documented and well-embraced guiding principles spelling out mentor-mentee relationships. Recognizing the importance of mentoring, the Institute for Continuing Education and Interdisciplinary Research (ICEIR) of the University for Development Studies organized a two-day workshop on mentoring in tertiary institutions in Ghana. The objectives of the workshop are to build the capacities of young lecturers and senior staff in mentoring. Based on experts' presentations on mentoring, the participants were to brainstorm and prepare a mentoring policy and a handbook for UDS. This handbook is the outcome of the mentoring workshop.

An Overview of the University for Development Studies

The University for Development Studies (UDS) is one of the public universities in Ghana. The university was established in 1992 under the PNDC Law 279. The law mandates the university to blaze a new trail in higher education in Ghana by effectively combining academic studies with field practical training. Following this, the vision of the university has been to attain the home of world-class pro-poor scholarship. The UDS is multi-campus in nature with campuses in Tamale and Nyankpala in the Northern Region, Navrongo in the Upper East Region and Wa in the Upper West Region. There are eight Faculties and a School spread out in four campuses. The Faculty of Agriculture and Faculty of Renewable Natural Resources are located in the Nyankpala campus, whereas the Wa campus hosts the Faculty of Integrated Development Studies (FIDS), Faculty of Planning and Land Management (FPLM) and Faculty of Education, Law and Business Studies (FELBS). The Navrongo Campus hosts the Faculty of Applied Sciences (FAS) and the Faculty of Mathematical Sciences (FMS) while the School of Medicine and Health Sciences (SMHS) is located in the Tamale Campus. In addition to the eight Faculties and the School, UDS has a Graduate School and three Centres (The French Centre, the ICT Centre and the Institute for Continuing Education and Inter-Disciplinary Research (ICEIR). With only thirty-nine (39) students admitted into the Faculty of Agriculture, UDS commenced academic work in September 1993. As at the 2011/2012 academic year, the student population is estimated at 19,000 pursuing both undergraduate and post-graduate programmes. From less than 30 staff in 1993, the university has 1, 238 staff comprising of Senior Members (33%), Senior Staff (21.7%), Junior Staff (44.9%) and Pensioners (0.4%). Paradoxically, the university has a high proportion of young Senior Members. The growing number of young Senior Members is a response to the increasing population of students. Many of the young Senior Members did not equally have previous university work experience. This therefore necessitated the institutionalisation of a mentoring programme to groom young and less experienced staff in their profession and to take up future leadership.

1.1 What is Mentoring?

Various views have been expressed on mentoring. Mentoring is a developmental partnership through which one person (usually an experienced person called the

mentor) shares knowledge, skills, information, and perspective to foster the personal and professional growth of someone else (i.e the less experienced person called the mentee). Mentoring is a reciprocal learning relationship in which mentees engage actively in their own learning and critically reflect on their experiences (Zachary, 2009). Murray and Owen (1993) added that mentoring is a deliberate pairing of a more skilled or experienced person with a less skilled or experienced one, with the agreed-upon goal of having the less experienced person grow and develop specific competencies. Given that mentoring involves a relationship between a more experienced and a less experienced employee, it gives people the opportunity to share their professional and personal skills and experiences, and to grow and develop in the process. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement and problem solving. Mentoring is effective when it is offered to someone in the early stages of a new appointment, particularly during the probationary period.

Within the university, Mentoring is not simply for young staff; nor is it remedial. It should be available throughout a professional career and adapted to the individual's experience and expertise. For an early-career developers, mentoring is likely to be directed towards establishing the individual's career by reading and commenting on draft papers for publication and offering advice and guidance on suitable journals in which to publish. Mentoring may demystify the 'rules of the game' - what is worth doing and when, where and how to network, developing a career plan, understanding promotion criteria among others.

1.2 Types of Mentoring

Generally, mentoring can be categorized into Informal/Passive and Structured/Active.

Informal/Passive Mentoring: This is what most people think of when they think of mentoring: a spontaneous, casual relationship where a senior person takes a junior person "under his or her wing" and provides long-term guidance and counsel. Under passive mentoring, tasks are performed in relation to students and national servicemen. Mostly, we do not think of ourselves as mentors but as lecturers teaching and supervising students. So the mentoring relationships tend to be tenuous. Interestingly, many people who want mentors do not have them. The desire to give

everyone access to mentoring has led many organizations to start "formal" or structured mentoring programmes.

Structured/Active Mentoring: Structured mentoring programmes are designed to create a culture where people can proactively support the development of one another. In these programmes, mentors are generally matched with mentees to support specific goals such as leadership development, diversity or retention. In a formal mentoring relationship the objective is for a senior and experienced colleague to help support and build the career of the younger professional. The mentor and mentee are both conscious of developing a strong relationship to achieve a goal. The institution provides support in the mentoring process.

UDS will use a hybrid of the two types of mentoring. However, the focus will be on the structured type of mentoring for purpose monitoring and evaluation of the mentoring programme.

1.3 Core principles of mentoring relationships

Mentoring in the university is guided by the following principles;

i. Mentors and Mentees should take ownership of the mentoring process. However, mentees are responsible for their own development. Mentors are there to guide the mentees development process.
ii. The mentor should be someone other than the mentee's immediate manager, in order for the mentee to expand networks, and to avoid potentially conflicting roles.
iii. A mutual, collateral mentoring relationship is preferred for experienced staff, where each adopts the role of mentor for the other if they choose.
iv. Mentoring should be available to all staff on a voluntary basis. Early-career staff - University Research Fellows, Lecturers, Administrators, and staff on fixed-term contracts should be strongly encouraged to see the benefits of mentoring and to seek a mentor.
v. There should be no bureaucracy or heavy paperwork; the onus should be on mentor and mentee to meet regularly, rather than the university having to *'police'* the system. Therefore all parties (mentee, mentor, institutions) involved in the mentoring should be committed to the process

vi. Whereas the university can adopt one-to-one or one-to-many [Mentor-Mentee(s)] mapping, the university shall not assign one mentee to two or more mentors (many-to-one). However mentees are allowed to seek professional or social support from other persons either than their mentors.
vii. Mentors will be matched with a new employee outside their immediate work unit, but in their same job classification.
viii. A mentoring relationship should last for as long as it remains fresh, but mostly between 12-36 months in the first instance. For the mentoring programme to be effective, the mentoring relationship needs to run for a minimum of six months. However, research shows that more effective results are achieved with relationships of one year or more (Jean E Rhodes, 2001).
ix. The mentoring process in the university should not be to shape the mentee into your image neither should it offer an opportunity for the mentor to implement his/her agenda in the life of a mentee.
x. The relationship that is established by the parties should be kept focused. The mentor and the mentee reserve the right to define the extent to which the mentoring relationship should cover. This should be within the boundaries of the University ethics policy.
xi. Mentees ask for specific advice on ideas, plans and goals and mentors give specific advice when possible
xii. All parties (mentors, mentees and institutions) are required to give feedback whenever deemed appropriate.
xiii. No party is defensive when negative feedback is given. Where the negative feedback results in conflict that can jeopardize the relationship, the appropriate channels of conflict resolution should be used within the university environment to settle the conflict.
xiv. Where conflicts arise in the mentoring process, the existing channels of communication in the university should be used
xv. Where the relationship cannot continue and a termination is required, either the mentor or the mentee or both should formally communicate to the Quality Assurance Unit, stating the reasons why the relationship should be terminated.

1.4 Values of Mentoring

i. The needs, rights and views of the mentee are the centre of the programme,
ii. Individuality, difference and diversity are valued and celebrated,

iii. Equality of opportunity and anti-discriminatory practice are actively promoted,
iv. S elf-esteem and resilience are recognised as essential in the mentoring programme,
v. Confidentiality and agreements about confidential information are respected as appropriate unless a mentee/mentor protection and well-being are at stake, and
vi. Professional knowledge, skills and values are shared appropriately in order to enrich the experience of mentees more widely.

1.5 Goal of Mentoring

The mentoring programme in the university has the following goals

i. To support the new staff member in understanding UDS mission, vision, values and goals.
ii. To share the skills and knowledge of successful professionals (Academia) with new employees,
iii. To foster open communication and dialogue (vertically and horizontally) among the staff.
iv. To create an avenue for job performance, creativity, and the acceptance of responsibility with confidence.
v. To bring employees together to establish a network of professionals within the university.

2.0 OVERVIEW OF MENTORING IN UDS

Almost all the public universities in Ghana had affiliations (Mentors) with other universities. However, UDS is the only public University in Ghana that was established without being affiliated to an existing university, that is, without going through mentoring. This situation has advantages and disadvantages. A great advantage of existing without a mentor is the development of a culture not tainted by preconceived biases. However a disadvantage is the possibility of developing several undesirable attitudes and cultures since there was little guidance from the beginning. Interestingly, both the advantages and disadvantages have occurred in the University. Another very unique situation of UDS is that many initial senior members of staff were recruited from either research institutes or directly after their graduate studies. This meant that, during the first three years of UDS existence,

majority of the members of staff were new to teaching at the University level. Some of them could boast of only teaching assistantships. This is still posing serious problems with the administration of Departments and Faculties. There was little opportunity for both informal and formal mentoring. A lecturer literally becomes a head of department straight from school. The lack of mentored lecturers and administrators created serious problem orderliness in the administration of Departments and Faculties. That is still a lingering problem in sense that erring staff members can hardly be corrected either because heads, are probably more guilty or do not want to hurt anybody. These attitudes are partially attributed to lack of mentoring. With respect to staff there were some attempts at mentoring young staff at the beginning of the University. The Professor/Senior Lecturer to Lecturer ratio was quite high and as such Lecturers who had no experience looked up to more experienced ones. But as time went on, the young Lecturers increased in numbers and the older ones decreased to retirements and consequently, mentoring seemed to disappear.

2.1 Qualities of a Mentor in UDS

A Mentor is any full-time staff member of the university who has a direct interest in helping new employees acclimatises to the University environment. To be a Mentor in UDS, one must have the following qualifications;

- A mentor must have at least two years of service in the university or similar institutions.
- A mentor must have at least five peer reviewed publications in recognised journals
- A mentor should be an employee in good standing with no disciplinary actions in the last two years.

Besides the above qualifications, a mentor should be;

- able to encourage and motivate others.
- respectful to others in the University community.
- committed to maintaining a positive attitude.
- willing to share knowledge and experiences.
- patient and a good listener.
- dedicated to participating in the Mentoring programme.

2.2 Process of Mentoring

Mentoring should be viewed and understood as a developmental process. Once it is a process, there are certain stages that it must go through. The main steps that mentoring in the university should go through are;

1. Identification of mentors

Experienced persons need to avail themselves for mentoring. Based on the qualities of a mentor, the university selects mentors.

2. Training of mentors

There is the need to meet all mentors and train them on their expected roles in the mentoring programme.

3. Identification of Mentees

Potential mentees need to be identified in the various categories of staff in the university. The identification will be done through the Heads of Departments and Assistance Registrars of the various Faculties, Schools and Centres.

4. Match mentor and mentees

Match mentors and mentees in consultation with the mentors and mentees. In fact mentors and mentees should agree to go into the relationship. However, where mentors and mentors have already established mentoring relationship without the university assigning them, such relationships should be formally communicated to the university.

5. Needs assessment

Establish the need for mentoring and thus prepare for your mentoring relationship. At this stage, the mentee identifies his shortfalls in the profession. Identify what you want to learn (your goals in the profession) and communicate your goals and your learning style to your mentor.

6. Establish trust and mutual agreements

Both the mentor and mentee need to identify realistic boundaries. That is, how often will you meet/communicate with each other and what mode of communication. Is it through telephone, email or in person? What should the mentoring cover? (Family, academic, general social issues, economic stand etc). Based on the above, they mutually establish ground rules. At this stage, it is important to discuss the importance of confidentiality especially where the mentoring extends to social issues. Both parties should also discuss how you may address stumbling blocks in your mentoring relationship.

7. Actively commit to the mentoring goals and the relationship

A key factor in mentoring is effective communicate. As much as possible, remain open to the new ideas and feedback, say what you mean and mean what you say. Listen actively (pay attention strive to understand others intentions and remember what your mentor has shared with you). Following through is important. That is do what you say you will and do it as promised

At a point in time, reflect on your learning. That is, step back and evaluate from time to time, make corrections and move forward. Finally this is the stage where the mentee takes initiatives. As a mentee, schedule meetings, make phone calls, reach out and ask for what you need in a respectful and appreciative manner.

8. Coming to closure

Reflect on learning after a formal mentoring process. You need to evaluate your partnership based on stage one. Both parties can celebrate their achievements together. However where there are shortfall, analyze the shortfall and agree on the way forward.

2.3 Responsibilities in UDS in the Mentoring Programme

Within the university environment, the responsibility for implementing mentoring lies at several levels. For the purpose of the UDS, generally, the responsibilities lie in the following:

- The University sets out the policy framework and makes available guidance for mentors and mentees. It is the responsibility of the University to promote a culture in which people are willing to help others to develop professionally.
- Faculties and schools should strongly encourage key staff including Deans, Vice Deans, Professors, Heads of Departments etc to volunteer to become

mentors. A register of mentors and mentees in each faculty will be kept by the faculty. Faculties will strongly encourage staff to see the benefits of having a mentor and to seek one or more mentors from the faculty register (or from another faculty). The dean will play a key role in the faculty in promoting and co-ordinating effective arrangements for mentoring and for acting as a mentor in many fields.

- Key researchers and staff with experience in other aspects of an academic career must be willing to become mentors if requested, but must be in charge of their own time.
- The overall implementation of the mentoring programme is the responsibility of the Quality Assurance Unit of the university.

2.4 Responsibilities of a Mentor

No matter what role the mentor is playing, it is important that he or she maintains the commitment and responsibility that is required including the following:

- Encourage growth and success of the mentee.
- Help the mentee develop confidence and motivation in the profession
- Support and actively listen to the mentee, providing guidance and referrals to campus resources when requested.
- Be available to the mentee to talk their successes and/or challenges.
- Help with work/life balance issues.
- Help the mentee set realistic goals
- Adopt a nurturing attitude
- Make time to address the grievances of the mentee
- Project the mentee to other members of staff and departments and professional associations
- Encourage independence and not dependence

2.5 Responsibilities of a Mentee

In maintaining a good mentor-mentee relationship, the mentee equally have responsibilities to perform. It is important for a mentee to recognise that the mentor is a support, not a supervisor. Therefore, a mentee needs to be receptive to what the mentor has to say and be clear in asking for assistance when it is needed. A mentee's responsibilities include the following:

- Assume personal responsibility for your professional growth.
- Listen and consider alternatives
- Maintain confidentiality
- Accept constructive feedback willingly
- Be willing to take risks, be open to new ideas
- Maintain a positive attitude
- Demonstrate initiative
- Respect your mentor's time
- Notify your mentor of problems, concerns or questions
- Remember, there is more than one way to reach a goal

2.6 Reward System within the University Mentoring Programme

In a mentoring programme, the benefits to mentors are just as great. They may gain satisfaction from the sharing of their knowledge and experience, and from having a trainee succeed and eventually become a colleague. Mentors also derive enhanced status and self-esteem, and benefit from joint projects leading to shared grants and authorship as well as to increased revenues. However formal mentoring is rarely rewarded and in fact incorporating reward systems into mentoring initiatives is typically overlooked. The management of the mentoring programme, Quality Assurance Unit of UDS, would monitor, evaluate, and reward staff for serving as mentors. Rewards that are tied to the mentoring function should be standardized across the university. It is important for the rewards to be consistent. Rewards for mentors who successfully completed their mentoring relationship may include, bonus pay, privileges (sponsorship for conferences/seminars both within and outside Ghana), status recognition (e.g award during congregation) and promotion. Implementation of the mentoring reward system is likely to be met with resistance by university members but should move forward with a focus on the goals of the reward system.

2.7 Responsibilities of UDS in the Mentoring Programme

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- Key researchers and staff with experience in other aspects of an academic career must be willing to become mentors if requested, but must be in charge of their own time.

2.8 Mentor-Mentee Relationship

A successful mentoring relationship includes the following elements:

- Reciprocity: Equal engagement (both mentors and mentees can learn something from the relationship).
- Learning: Engaging in active learning results in deepened perspectives, deepened self-knowledge, and deepened self understanding.
- Relationship: It is important to establish and maintain trust, follow through on commitments, and engage in authentic and honest conversations.
- Partnership: Both the mentor and mentee must be equally involved in the partnership by initially establishing agreements and consistently trying to understand each other's needs.
- Collaboration: Share knowledge, build consensus, and practice open communication and openness to new ideas and perspectives.
- Mutually Defined Goals: Mentees will benefit by clarifying and articulating their learning goals with their mentor.

2.9 Challenges of Mentor-Mentee Relationship

There are challenges in being a mentor or a mentee and for that matter mentor-

mentee relationship. In mentoring, mentors can be effective if they understand the mentees' leadership, communication, learning and decision-making styles. These attributes take time to be understood. This implies that mentor-mentee relationship can suffer at the beginning as they learn one another. For the mentoring process to grow, both mentor and mentee must take equal responsibility for making the relationship work. However, the challenge is that out of respect for experience, age or authority, some mentees may defer to the mentor and wait for the mentor to take the lead. In a case where the mentoring relationship does not work successfully and a termination is required, the rest of the mentor and mentee university work life can be sour. This can occur if the termination process is not well managed. This can adversely affect the professional growth of the mentee.

2.10 Avoid these pitfalls:

Based on the responsibilities of both the mentor and the mentee, there are some pitfalls for them to avoid to enable them progress in the mentor-mentee relationship and therefore their professional development.

- Do not rely on your mentor as your only source of information.
- A mentor must not demand that the mentee follows in his or her footsteps but also accept the mentor's values, beliefs and norms.
- Do not expect your mentor to give you all of the answers - think of your mentor as suggesting alternatives.
- Do not ask your mentor to do your work for you.
- Do not cancel meetings at the last minute
- Do not have a pre-conceived plan for the final outcome of your relationship and
- Do not give up right away if your mentee resists your help at first.

2.11 The Role of Communication in Mentoring

Though each mentor-mentee relationship is unique, the common thread that runs through all of the partnerships is communication. Good communication requires effort and practice and this is particularly important in mentoring. It is the basis for building good relationships. An important part of communication is the ability to listen. The less experienced ones (mentees) and the more experienced ones (mentors) need to listen to one another with good active listening. As we all work to become

better lecturers, research fellow, administrators, we need to be open to creating great mentor and mentee relationships.

Successful mentoring relationships exist when there is a good open communication developed between mentor and mentee in the long run. The type of communication method used (verbal or written) should meet the needs of both the mentor and mentee because choosing the right type of communication channel will enhance the chances of successful interactions in the mentoring relationship. However, in human society, when one mood changes, then communication tends to be dwindling. In mentoring, when the mood especially of a mentee changes, the communication approach need to change to bring back the relationship to normalcy. Table 1 shows some of the communication approaches required to support a mentee in a particular mood.

Table 1: Ways to communicate support to mentee

Mood of Mentee	Mentor's Communication Approach
Sad, hopeless, cautious, risk averse	• Build credibility in yourself and your ideas • Focus on results
Sad, mistrust, shame, need to trust someone	• Be prepared for silence • Make arguments as concrete as possible, using specific examples • Present proven testimonials
Shame, sad, inferiority, need to trust someone	• Use case studies • Do not push too hard
Sad, inferiority, need to trust someone	• Carefully structure your argument • Present options

3.0 THE GENDER DIMENSION OF MENTORING

Gender is a serious factor that influences the success of a mentoring programme. Traditionally, mentoring was thought to be a male-dominated phenomenon, but more recently an aspect of cross gender mentoring differentiates and emerges as a new status of mentor-mentee relationship (Valkanos, Filos and Giossi, 2009).

Much has been said and written about male/female pairs. In general, the attributes of the potential mentor are more important than her/his gender. The effectiveness of the

mentoring relationship is the crucial issue. However, some mentees will feel more comfortable with/want to be matched with a mentor of a certain gender, and it may be wise to include scope for this. Nevertheless, women perceive more barriers in acquiring a mentor. These barriers include restricted access to potential mentors the perception that mentors were unwilling to enter into a relationship with them, and the feeling that other people would disapprove of the relationship, or misconstrue it as being sexual rather than professional (Ragins & Cotton, 1991 cited in William and Locke, 1999).

Another line of research investigating gender differences in management takes the position that men and women can learn from each other's unique leadership qualities, and the most desirable type of management is one which is androgynous (Maier, 1992 cited in William and Locke, 1999). The most effective management style is the one that captures the best of both. According to this approach, men can learn from women, and women can learn from men.

Therefore the university needs to mainstream gender into her mentoring programme. In order to achieve this, gender needs assessment should be carried out. Gender needs are categorised into practical needs and strategic needs. Practical gender needs relates to women's roles as mothers, homemakers and providers of basic needs. It is important to note that these needs affect mentoring process in various ways. Strategic needs assessment relates to needs identified to overcome the subordinate position of one sex to another. Within the university environment, strategic needs assessment concern equality issues of rights to scholarship and other packages, prevention of sexual harassment at work (during mentoring process), violence against the opposite sex. When these have been established and the rights mentors identified, it is necessary to assign the right mentors to the mentees.

4.0 MONITORING AND EVALUATION OF THE MENTORING PROCESS

Every mentoring programme (formal or informal) should be monitored, recorded and finally evaluated. As part of the monitoring process of mentoring, the mentor needs to record each meeting, what it involved and the main objectives of the activity. The mentor should also record a summary of discussion and action points. This will

help in evaluating the mentoring relationship after sometime. It is also important that all mentors be taken through the basic requirements of the mentoring relationship and the details of the relationship be left to the mentor and the mentee. This will ensure uniformity in the evaluation process. For effective monitoring and evaluation of the mentoring relationship, it is good practice to measure the relationship:

- at the beginning to establish expectations
- after six months to assess how well the relationship is working
- after 12 months to measure outcomes

To evaluate the programme, you could ask both parties to give feedback on the effectiveness of the mentoring relationship. The formats for the feedback could include:

- a simple questionnaire where the mentor and the mentee answer specific questions about the programme
- a written report from both the mentor and the mentee
- an interview of both parties.

5.0 CONCLUSION

Mentoring is very useful and relevant exercise to be carried out. Performance standards should be instituted to bring good outputs. It is good that the university is formalizing the programme especially at the time that a greater majority of the staff especially lecturers and research fellows are new on the job. The caveat is that mentoring must be done correctly and with the right attitudes to achieve desired goals else it can cause more problems in staff development. Mentors and mentees must be ready to "endure" the mentor-mentee relationship. Greatest among all is that, mentoring requires sacrifices from all parties (the mentor, the mentee and the institution). The mentoring programme must also be gender sensitive. Mainstreaming gender into the programme adds value to it. Mentoring men and women tests a leader's emotional intelligence. Gender-sensitive mentors must see themselves as dedicated educators, loyal friends, guides, advisors, coaches, motivators, facilitators, role models, and colleagues. Finally, the university has in place an ethics policy. Therefore it is important for all employees (mentors and mentees) to know the ethical code of the university to which they belong and make strife to work within the ethical framework of the university.

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APPENDIX

Suggested format for Evaluating the Mentoring Programme

Name: _____ **Date:** _____

Position: Mentor: _____ **Mentee:** _____

Your evaluation of the Mentoring Programme will be kept confidential. Your responses will be used solely for the purpose of improving the programme.

1. Briefly describe your mentor/mentor experience and the effectiveness of the relationship.
2. What was most helpful in developing the mentor/mentor relationship?
3. What did you perceive as barriers to the development of a successful mentor/mentor relationship?
4. In what ways did the mentoring relationship help you to succeed in your position?
5. How would you improve the university Mentoring Program?
6. Was your mentor/mentor committed to the mentoring relationship? *Explain*