MENTORSHIP: A KEY INGREDIENT FOR CAPACITY BUILDING IN ACADEMIA

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The responsibilities of lecturer include:

- Curriculum development
- Teaching
- Administrative
- Community development
- Research
INTRODUCTION

- Curriculum development, teaching, administrative and community development are considered as the primary responsibilities.

- Research is fundamentally required for progress and promotion.

- Academia are respected by the number of successful research, number of postgraduate supervision and amount of external grant attract to the university through research funding.
INTRODUCTION

If you want to go fast, go alone.

If you want to go far, go together.
-african proverb
It doesn't matter how many resources you have.

If you don't know how to use them, it will never be enough.
Don’t forget that

“Past Challenges are almost forgotten; Now we are struggling with present Challenges; the future Challenges are going to be more complex...

We need to start/act NOW in order to Overcome the present and Future Challenges”
WHO IS YOUR MENTOR?
Mentoring is a relationship between two individuals based on a mutual desire for development towards career goals and objectives.

- The relationship is a non-reporting one.
- Replaces none of the organizational structure in place.
Role model is based on modification of one’s attitude and behaviours to those another admired or respected individual.

A manager is a task and outputs driven and ensure that employees perform accordingly.

Mentee will **NOT** be able to share:
- Shortcomings
- Dreams
- Aspiration

(Fear that performance might be affected)
A Mentor is usually an expert in a particular field and works with more junior practitioners in that field, helping them to gain:

- Knowledge
- Skills
- Experience
TYPES OF MENTORING

- Supervisory: Based on the needs observed by supervisor but due to time and work pressure it is infrequent and limited.

- Informal or Passive: Based on individual helping each other in specific situation but not always optimal service

- Spontaneous: Based on unplanned (Learning Moments) that can have profound benefit only if they are internalized.
TYPES OF MENTORING

- **Group:** Based on group learning acquired on special projects or assignments - not sustainable

- **Structured or Facilitated:** Based on a strategically aligned and documented approach with regular measurements of job or career specific competencies.
## MENTOR VS COACHING

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<thead>
<tr>
<th>Coaching</th>
<th>Mentoring</th>
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<tbody>
<tr>
<td>May be your manager, a colleague, or external coach.</td>
<td>Is a non-reporting relationship, normally with a leader from another division, site or J&amp;J company.</td>
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<td>Has expertise in the required area (e.g., oral presentations).</td>
<td>The individual typically has a broad range of knowledge and experience and may also have a strong network of contacts.</td>
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## MENTOR VS COACHING

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<td>Is concerned with task and normally focuses on explicit topics and behaviors that meet a short-term need.</td>
<td>Is concerned with long-term development and focuses on implicit, intuitive subjects and behaviors.</td>
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<td>Coaches set the direction for the interaction with the learner.</td>
<td>Mentees (the learners) set the direction and the agenda for interactions with their mentors.</td>
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<td>Coaches provide feedback to the employee.</td>
<td>Both mentors and mentees participate in mutual sharing and reflection.</td>
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INTRODUCTION

WHAT DO WE NEED FOR PERSONAL GROWTH?
MENTORING

THE BENEFITS OF MENTORING

- New Knowledge
- Increased Motivation
- Specific Needs
- Constructive Feedback
- Friendly Manner
- Fast-tracked Learning
- Improved Confidence
- New Perspectives
MENTORING

MENTOR → TEAM WORK → SUCCESS → COACH

INSPIRE → LEAD BY EXAMPLE

VISION → MOTIVATE

TEACH
MENTORING

THE MENTORING SKILLS MODEL

MENTEE-SPECIFIC SKILLS (6)
- Acquiring Mentors
  - Learning Quickly
  - Showing Initiative
  - Reflecting Self-Compassion
  - Following Through
  - Managing the Relationship

MENTOR-SPECIFIC SKILLS (7)
- Instructing/Developing Competencies and Character
  - Inspiring
  - Demonstrating Compassion
  - Providing Corrective Feedback
  - Managing Risks
  - Opening Doors
  - Sponsoring

SHARED CORE SKILLS (4)
FOCUS ON GROWTH

Mentoring process begins with the mentee examining their long term development objective

- What are my personal capabilities?
- What are my career aspiration?
- How do they align with the company objectives?
- What are the possibilities within my company?
PHASE OF MENTORING

- BUILDING RAPPORT

- Mentor and Mentee begin to get to know each other by sharing:
  - Career history
  - Interest outside work
  - Information about family
  - What you like/dislike about working in this company
  - Where you want to be in five year
  - Greatest achievement/failures
  - Picture of success
  - Areas in which to develop current role and future roles
  - Values
  - Life goals
PHASE OF MENTORING

 SETTING DIRECTION

 Agenda on the first meeting is a decision on meeting goals and expectation for the mentoring relationship.

✓ GOALS
• What are the goals for the relationship?
• How does vision of mentoring correspond to that of the mentor’s?

✓ SCOPE
• What areas do not require attention?
• Are there any limits to the scope of discussion
PHASE OF MENTORING

✓ TRUST

▪ How to deal with confidentiality?
▪ How will both agree that openness and trust are essential?

✓ FIT

○ When and how to check that the mentoring relationship is right for both the mentee and mentor.

✓ MEETING LOGISTICS

➢ When, where and how long to meet?
PHASE OF MENTORING

✓ MOVING ON

- All good mentoring relationships must come to an end
- Once decision is taken to conclude the relationship, there is the need to discuss:

I. What results have been delivered, including any unexpected outcomes?
II. What has not been delivered and why not?
III. What are the future development needs of the mentee?
IV. Are there needs that may be met by other mentors?
A Mentor-Mentee relationship should be a trusted relationship where the mentee can:

- Openly share his career path aspirations
- The skills
- Knowledge and behaviours feels are lacking.
- Dreams (Professional or Personal)
A Mentor-Mentee relationship is therefore a relationship and sharing of:

- Passion
- Personality and Potential

Manager- Mentee relationship deals with:

- Performance
- Productivity
- Process
MENTEE REQUIREMENTS

- A Good/Positive attitude towards Mentoring.
- A Willingness to Learn
- A Desire to Grow
REASONS FOR MENTORING

- Mentoring is about:
  - Transferring of skills and knowledge
  - Strategic insights and organizational wisdom
  - Objective listening and being a change agent
  - Constructive observing and assessing
  - Opening doors to connections and networks
ATTRIBUTES OF A MENTEE

- The desire to learn and grow in their career
- The ambition to move ahead
- The ability to take risk
- Commitment and loyalty to organization
- A positive perception from colleagues
- A combination of intelligence and common sense
 ATTRIBUTES OF A MENTEE

- A strong commitment to goals and personal responsibility

- Willingness to listen and follow through with directions, while challenging where appropriate.
RESPONSIBILITIES OF MENTEE

- Being totally dedicated
- Actively participated in the mentoring relationship
- Being proactive in their own development
- Continually assessing individual needs and progress
- Constructing the mentoring action plan
- Taking initiative in skill development
- Taking full advantage of the training and assistance offered
RESPONSIBILITIES OF MENTEE

- Willingness to accept and follow through on the mentor's advice (not necessary without question)

- Employing the rules of confidentiality

- Demonstrating professionalism in all business settings

- Developing habits for life-long learning

- Keeping supervisor informed

- Taking responsibility in scheduling meeting with mentor initiative in skill development
ATTRIBUTES OF A MENTOR

- Expertise in his/her field of knowledge
- Desire to grow the mentee as well as organization
- Commitment of time and energy to the mentoring relationship
- The ability to influence and persuade others in positions of power
- Credibility with colleagues
- A higher position than mentee
ATTRIBUTES OF A MENTOR

- Respect of peers and executive
- Ability to listen actively to the Mentee’s goals
RESPONSIBILITIES OF A MENTOR

- Time, support and encouragement
- Vision and insight
- Advice and Counsel
- Constructive feedback and critical analysis
- A safer environment for taking risk
- Crisis or failure control plans
RESPONSIBILITIES OF A MENTOR

- Insight on the games of corporate culture
- A solid role model
- A safe and confidential environment to discuss:
  - Success
  - Challenges
  - Obstacles
How to manage my time mentoring and coaching, so it does not become a major time draw?

- Mentoring is often time consuming and complex to introduce and there is often an implementation gap between policy initiatives and the actuality of mentoring at face-to-face level.
Focus

How do I keep things focused on the "task at hand" so that irrelevant topics are not drawn into the sessions?

- Mentees can sometimes head off in irrelevant directions and lose focus on what purpose and task at hand. Clear direction is lost and more time is wasted.
Mentoring Challenges

Goals

How do you set mutual goals for mentoring when the mentee doesn't know where they are going?

• The mentee wants help but they don’t have an agenda or know where they are going or what they want to do! Hence, the mentor is faced with the responsibility to set and define parameters and goals for the mentoring journey.
Advice

How much advice should I give, as opposed to asking questions that guide the mentee to find the answers?

• It's a fine line between telling someone what to do and advising them how to figure it out. The mentor has to carefully decide his path and prevent crossing the line so as to be a great impact to the mentee.
GENERATION GAP

- Four generations are working side by side

  1. World Wars and Great Depression (70 years and above)

  2. Boomer - Post war prosperity and change (50 years and above)

  3. Generation Y attachment to technology and peers (33 years and above)

  4. Generation X (Present generation) - Questioning traditions and norms

  - Beware of the difference

  - Appreciate and focus on the strengths

  - Manage differences effectively
GENERATION GAP

- SILENT GENERATION – mostly retired
  - Honour the chain of command
  - Offer job and family security
  - Value their experiences and stories
  - Appreciate dedication
  - Explain why change is necessary
  - Hard work with little fun or expectation.
GENERATION GAP

- Baby boomer – senior management and retiring

  - Show respect
  - Face-to-face communications
  - Give them your full attention
  - Support their causes
  - Know the company history and politics
  - Career workaholics and family come second
GENERATION GAP

Y GENERATION- Just entering 1st line manager

- Challenge them – they will challenge you
- Ask their opinion and include them
- Find them a mentor
- Provide timely and constant feedback
- Give as much flexibility as possible
- Instant gratification and fun, fulfilling activities
GENERATION GAP

- X GENERATION – Dot comers and mid management

- Get to the point

- Use e-mail or sms

- Give them space

- Paying your dues is an outdated notion

- Lighten up and give balance

- Want direction without task lists
Conclusion

- With these numerous potential benefits to the society, there is no doubt that mentoring programme is a promising tool for capacity development.

- Need for organization to give priority to funding of mentoring programme.

- Need to include mentoring in performance evaluation.
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