

GENDER & MENTORING: ADDRESSING THE GAP

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GENDER?

The focus of the gender session is on researchers and academia as women helping them to understand and appreciate who they are.

- (i). Forge meaningful and value-adding relationships with male and female colleagues.
- (ii). Develop a mutually beneficial relationship with their mentor
- (iii). Finally, become technically strong, visible and well networked.

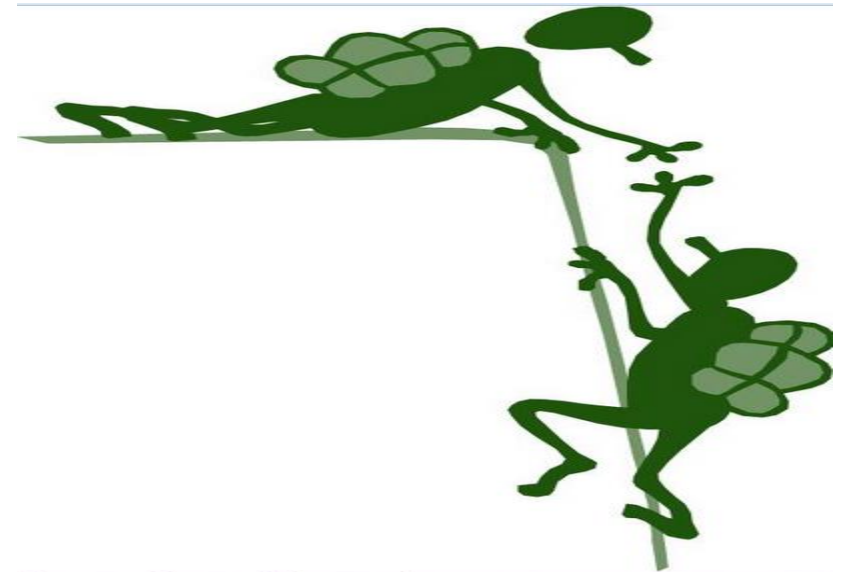
Needed help?

I NEEDED SOMEONE TO
HELP ME WITH THE
PROBLEMS AHEAD... I
WISHED IT COULD BE MY
FATHER.



What is Mentoring?

- an effective method of helping inexperienced individuals develop and progress in their profession.
- The Merriam-Webster dictionary defines mentor as a trusted counselor or guide. A mentor is an individual, usually older, always more experienced, who helps guide another individual's development.



What is Mentoring?





Objectives of a mentoring program

- **Retention, engagement, empower**
 - Support and reward high performance
- **Succession Planning**
 - Creation of talent pool
- **Development of professional relationships**
- **Create culture of continuous learning**
 - Individual development
 - Knowledge transfer
- **Career growth and development:**
 - Cultivate individual career planning ownership
- **Mentor to gain better perspective of individual / organizational issues**

Types of Mentoring

- Informal mentoring
 - This includes cultural and other social mechanisms for providing guidance on life choices
 - E.g social clubs

Types of Mentoring

- Formal mentoring

Is a relationship that gives a wise and trusted guide (the mentor) a structured opportunity to intentionally share his /her professional skills and experiences, and encourage the mentee to build confidence and appreciate excellence in performance.

It is a protected relationship in which learning and experimentation occur through analysis, examination, re-examination, and reflection on promising practices, situations, problems, mistakes, and lessons.

Types of Mentoring

TABLE 1. TYPES OF MENTORING RELATIONSHIPS

Formal	Includes a written agreement, formal meeting times, and involvement in daily or weekly activities.
Informal	A relationship without a written agreement or formal meeting schedule.
Virtual (distance, via e-mail)	Includes emails, chats, phone calls, and other interactions without being physically in the same place.
Face-to-face	Includes meeting in a physical location with both parties together.
Peer-to-peer	Colleagues at the same level sharing experiences and knowledge. Friends or co-workers can be informal mentors for personal growth.

Types of Mentoring

- Formal mentoring

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Types of Mentoring:

- *A. One-on-One Mentoring*



Types of mentoring programmes

- B. *E-Mentoring*

Communication through social media, e-mail or video chat.



Making Virtual Mentoring Work

- Make the appropriate investments in e-tools to facilitate connections.
- Clarify and formalize mutual expectations and exchange agreements
- Plan and respect telephone, skype and e-mail sessions
- Be flexible and proactive and ensure that nothing is left to chance.
- Send a summary of agreements by mail or email, with mentees taking the lead in summarizing and forwarding these agreements.

Types of mentoring programmes

- *C. Reverse Mentoring*

a younger mentor share knowledge with an older mentee.



Types of mentoring programmes

- *D. Group Mentoring*
- allows one mentor to provide advice to multiple mentees.



Types of mentoring programmes

- *E. Peer Mentoring Groups*
- can offer a supportive forum for individuals to discuss common issues and learn from one another.



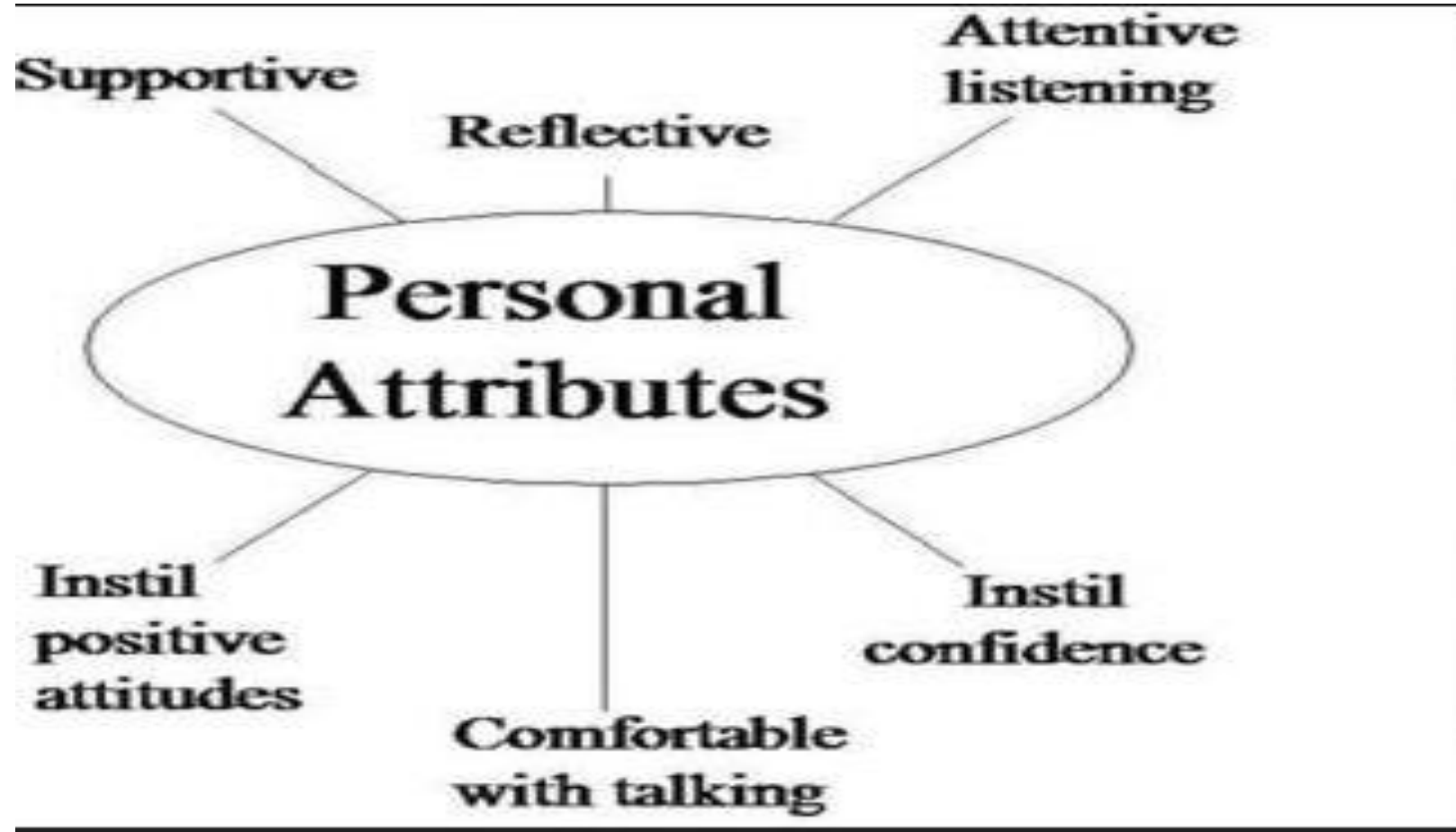
Mentors- what to look for?

GENERAL QUALITIES

- Knowledge
- Reputation and recognition
- Proximity to the fellow
- Commitment

PERSONAL QUALITIES	PROFESSIONAL QUALITIES
Compassionate	<i>Experienced</i>
Ability to listen	<i>Receptive</i>
Credible	<i>Intellectual</i>
Respectful	<i>Visionary</i>
Mature	<i>Communicative</i>
Tolerant	<i>Skilled</i>
Honest	<i>Coaching</i>
Willing	<i>Leadership</i>
Selfless	
Wise	

Mentors Attributes



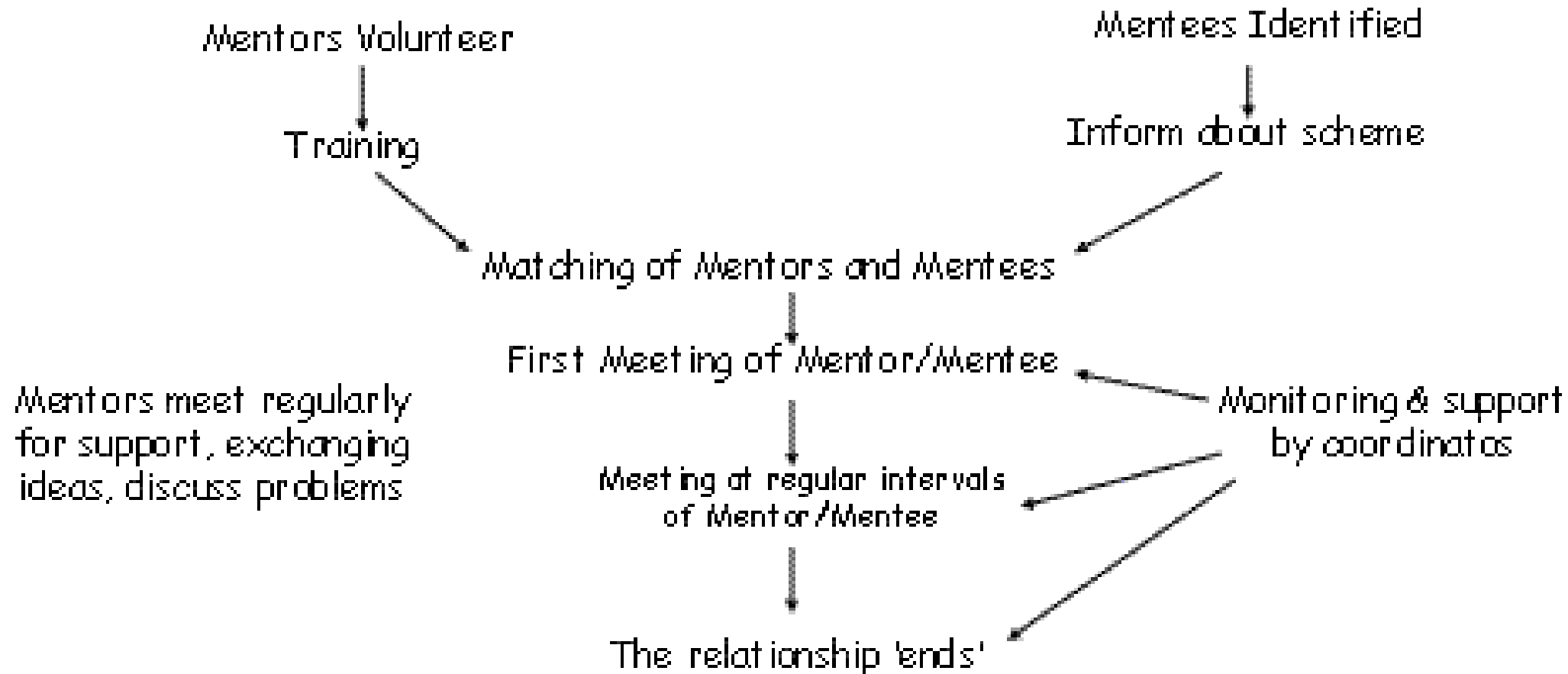
GETTING STARTED

The GROW Model

- **Goal**
 - What do you want?
- **Reality**
 - Current situation?
- **Options**
 - What could you do?
- **Will**
 - What will you do?
- Recycle to achieve your goal



The Mentoring Process



Mentoring tools

- Career timeline
- Purpose road map
- Development journal
- Diary for mentees/mentors

Career timeline

- A career timeline presents the key positive and negative events that have shaped one's career to date.
- All our career paths have a beginning, and have taken us through events- some of which we have had little control over.
- Some of the events we have been conscious of and made choices about.
- In order for us to do something about our future, there is need to understand our past.
- The concept of career timeline comes from historical timelines.
- The career timeline tool is used to explore key events in the life of an individual.
- It explains the present situation and may influence an individual's future.

Example of Career Timeline

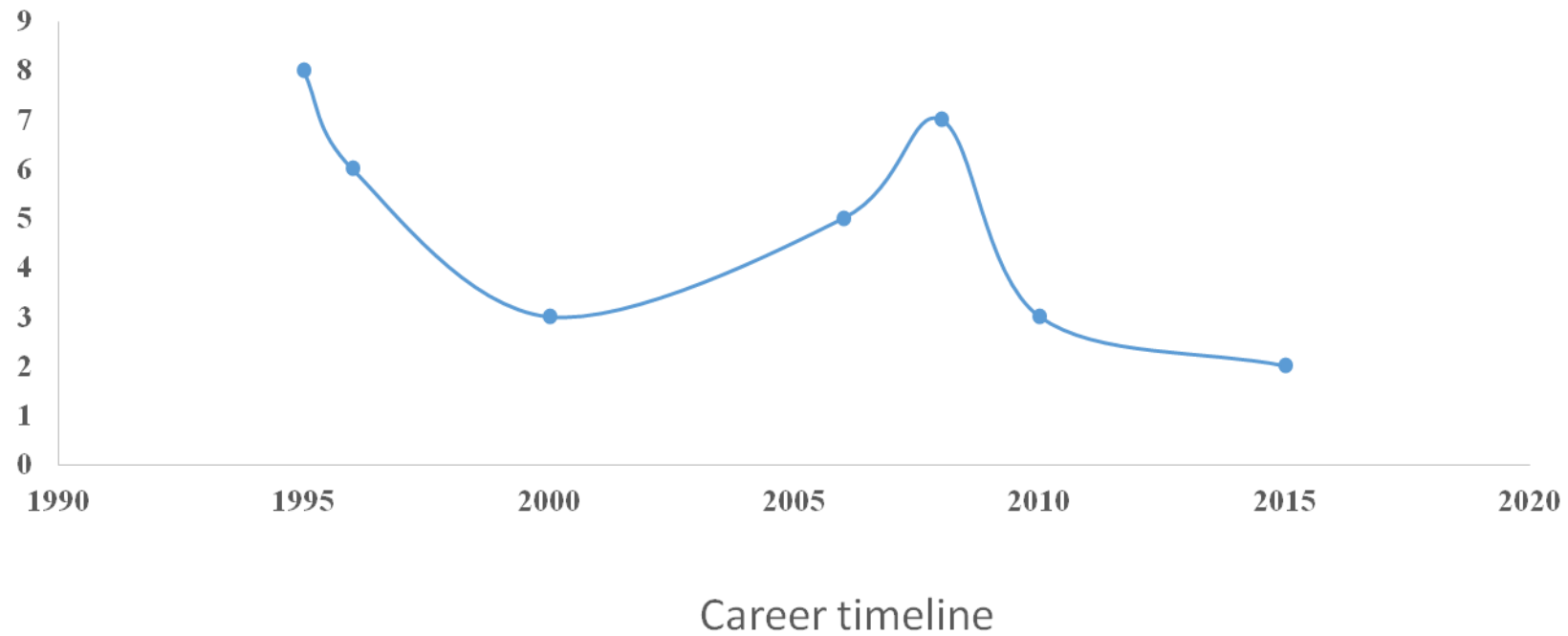
Steps in developing a career timeline- example

Year	Event	Score	Reasons
1995	Completed first degree	8	Graduated with distinction
	National Youth service	6	Searching for job.
	First job	3	Earned a salary. Met fiancée
	Got married	5	Felt loved and supported
	Started a family	7	Arrival of first baby. Demanded so much time leading to low work performance.
	Accommodation Problem	3	Distance of new abode far from work, low performance.
	Boss trouble	2	Threat from boss, resigned.

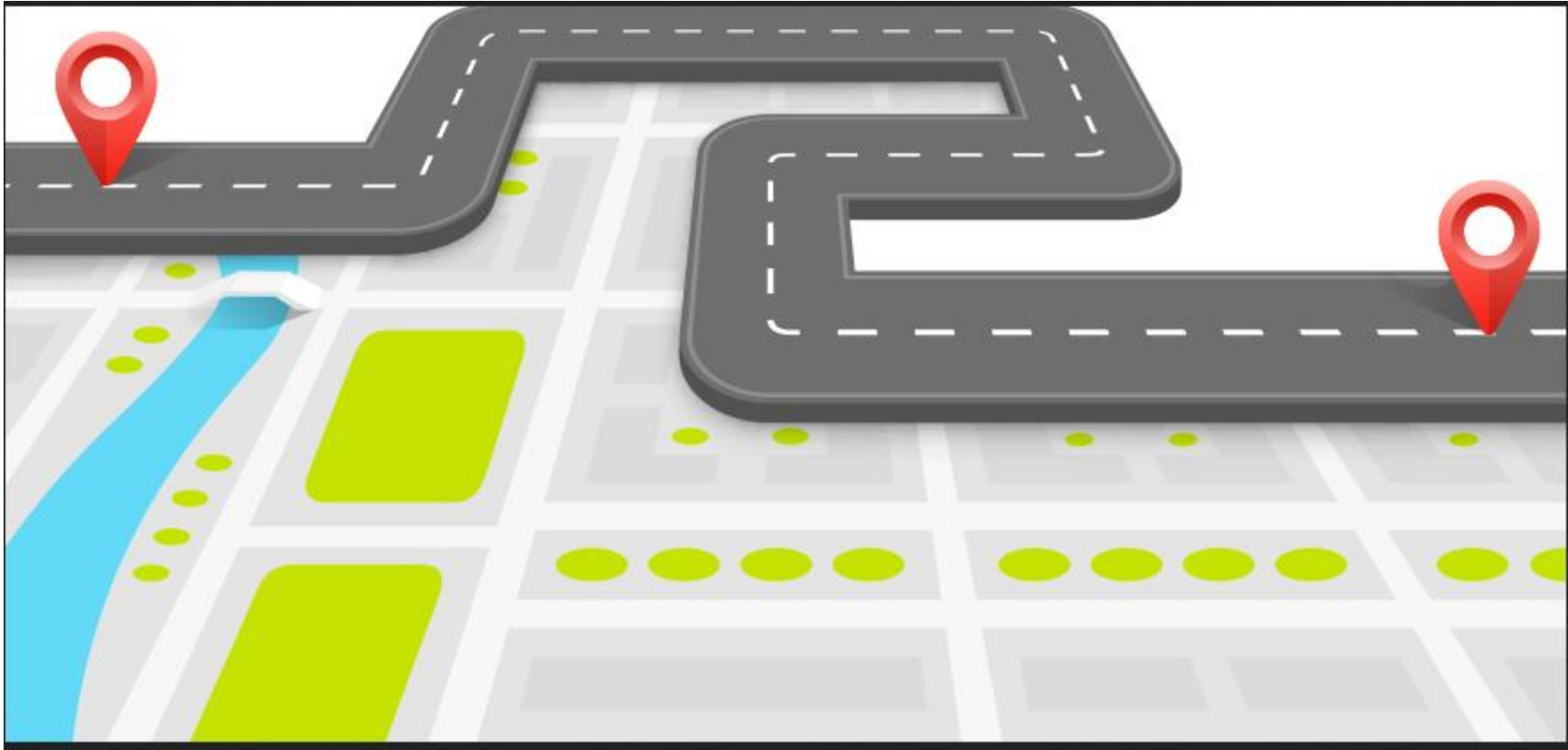
Career Timeline Guide

- When developing your career to date, identify key events that have brought you to your current position.
- Give each event either positive or negative, a score that captures the impact it had on your career.
- Your score on each event will be on a scale of 0-10, with 0 being challenging to your career path and 10 catalysing your career development positively.
- Your first event should be completion of university with subsequent events leading to now.
- Plot the event scores on a graph, year on X axis and event scores on Y axis.

Career timeline graph



Purpose road map



If you can't figure
out your purpose,
figure out your
passion. For your
passion will lead
you right into
your purpose.

T.D. Jakes

Purpose road map

- The purpose road map is designed to facilitate mentees to intentionally map out their future.
- Writing the developmental purpose involve:
 - ❖ Noun: Personal assets
 - ❖ Verb: Desired contribution to community/people
 - ❖ Desired community: The community you desire to create
 - ❖ The development purpose: Combination of all the above.

Noun: Personal characteristics & expertise

Technical expertise

- Computer skills
- Managerial skills
- Organizational development
- Aquaculture
- Forestry
- Poultry

Interpersonal qualities

- Creativity
- Enthusiasm
- Respectful
- Energetic
- Leadership

Select two or three nouns or add your own that best describe your personal attributes necessary for your career development.

Example: I am energetic, hardwork and have poultry expertise

Verbs: Contribution to the community

- These are 'doing' words that describe your action toward your development population;

- | | | | |
|--------------|---------|-----------|-----------|
| • Facilitate | Train | Encourage | Stimulate |
| • Inspire | Lead | Help | Provide |
| • Motivate | Operate | Sell | Coach |
| • Counsel | Lead | | |

Select two/three verbs that best describe your actions toward the target communities/population.

Example: I counsel, inspire and encourage people.

Vision of the intended community: Ideal community

Think of a perfect community that has a target group and location.

Development purpose

- This is written by combining the noun, verb and desired community in a single statement.
- Example: My development purpose is to use my energetic, hardwork and poultry expertise to teach, inspire and encourage people in the western parts of Nigeria to value their poultry business for food security.
- Share your development purpose with your mentor.

Writing your development purpose entails

Key question	Description	Example
WHAT	What you would love to see yourself doing in the future	Helping poultry farmers improve on the qualities of their products.
WHO	Target beneficiaries	Poultry farmers
WHY	Original contribution to development	Food security
HOW	Drawing on your skills, competencies and resources	Training/ advance technology
WHERE	Location	Nigeria
Your development purpose	Helping poultry farmers improve on the qualities of their products to enhance food security through training in new technology in Nigeria.	

Building up your career pillar

- Your current job to the highest possible job that would enable you achieve your development purpose.
- The position that would give you the most power to implement your purpose, e.g. Permanent Secretary, Head of NGO.
- Know where you are at the moment.
- Discuss the next position that would lead you closer to the topmost position you indicated.
- Probe the subsequent positions until you arrive at the top position.
- Continue this process of looking at the preceding job till you come to the top position.
- Work out the number of years it will take you to reach the position that would give you most power to implement your purpose.

Requirement to advance the pillar

- Determine the types of technical skills, qualifications and publications required to advance.
- Discuss with your mentor, who has a lot of experience on requirements and how to attain them.
- There is also need for the mentee to have skills pillar, which is specific education and interpersonal skills that are necessary for career advancement.

Development journal

- This is a tool designed to assist fellows in turning their purpose road map into an achievable plan and actions.

Mentoring diary

- This is dependent on the journal.
- It assists mentee in keeping track of key issues, events, appointment and achievements.
- The mentee keeps a record of meetings using this tool, which helps keeps development journal in mind, capturing thoughts and ideas.
- It is important that the mentee set aside 10 minutes at the end of each meeting to discuss the next agenda, meeting dates, time,...
- The mentee keeps this information in her diary.
- Over time mentee can track progress and plan better for subsequent steps.

Keys to successful mentoring relationships

- **Key #1: Develop a Relationship of Trust**

- Relationships.
- An environment of trust and mutuality must be established. (Kutilek & Earnest, 2001; Mincemoyer & Thomson, 1998).
- Begin each relationship with a getting-to-know-you session.
- The mentor should learn about the mentee's educational background and experience, and share information about his or her own background and experience.

Key #2: Define Roles and Responsibilities

- Typically, a mentee is more receptive to feedback if he or she feels like an active participant in the relationship (Mincemoyer & Thomson, 1998).
- Questions to consider include:
 - What will the role of the mentor be?
 - What types of mentoring will be most effective?
 - What are the responsibilities of the mentee and mentor? For example, the mentee may be required to attend specific training given by the mentor or complete a certain number of mutually determined goals during the mentoring period.

Key #3: Establish Short and Long Term Goals

- Mentors and mentees should work together to develop mutually agreed upon goals (Podsén & Denmark, 2000). These goals become the basis for the mentoring activities.
- The mentor would then support the mentee in reaching these goals.

Key #3: Establish Short and Long Term Goals

- Mentors need to provide constructive feedback to mentees on goal progression.
- The mentor can note their observations in a positive, constructive manner and describe any actions taken by the mentee in connection to the established goals.
- Open, respectful, and supportive communication is essential to this process and should include the following:

Key #3: Establish Short and Long Term Goals

- Active listening. Mentors must be skilled at actively listening to concerns. Feelings are important, and greater trust is established when a mentee feels he or she can safely share thoughts and feelings with the mentor.
- Timing is everything. Mentors must be sensitive to the timing of feedback. If emotions are high or a mentee seems defensive, mentors need to back off and reschedule another time for giving feedback or address the perceived barriers.
- Value each other's feedback. Even experienced teachers can learn new ways of thinking and doing things. Mentors and mentees must value and be responsive to each other's feedback.

Key #4: Collaborate to Solve Problems

- Be collaborative in solving problems. Mentors need to allow mentees the opportunity to identify concerns and potential solutions. Mentors should encourage mentees to take risks and do things differently by implementing creative solutions (Podsen & Denmark, 2000). Mentors can improve the outcome of their mentoring by doing the following together:
 - Identify the specific concern.
 - Brainstorm possible solutions. The mentor can offer ideas, but the mentee should be allowed to choose which plan to put into action.

Key #4: Collaborate to Solve Problems

- Select a plan to try, and discuss desired outcomes.
- Implement the plan. The mentor should be supportive and encouraging, and reinforce successful completion of the plan.
- Assess the outcome together. The mentor and mentee should be reflective and discuss the effectiveness of the activity and make adjustments as needed.
- Try another solution, if needed. It is important for mentors to remember that there are many different ways to address an issue and that the mentor's way may not be the most effective solution for the mentee.
- Celebrate successful results.

Conclusion



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