CCE 872 - MENTORING AND PROFESSIOANL DEVELOPMENT

1 - Course objectives

The course will help students to;

- Explore the broader role of mentoring in professional development.
- Understand theoretical approaches and methodological issues related to mentoring for professional development in various contexts.
- Review comprehensive mentoring plans as a tool for the professional development of relevant stakeholders (youth, students, employees, employers, etc.).

2 – Course Outline

Week	Topics	CHs
Week 1	Introduction to Course Introduction to Mentoring • The Roots of Mentoring • Definition of Mentoring	3
Week 2	Theoretical Approaches and Methodological Issues • Youth Mentoring • Student–Faculty Mentoring	3
Week 3	Theoretical Approaches and Methodological Issues • Workplace Mentoring • Reflections on the Theoretical Approaches and Methodological • Issues in Mentoring Relationships	3
Week 4	Naturally Occurring Mentoring Relationships • Naturally Occurring Mentoring Relationships g Youth • Student–Faculty • Workplace Employees • Reflections on Naturally Occurring Mentoring Relationships	3

Week 5	Best Practices for Formal Mentoring Programs • Best Practices for • Importance of Matching • Formal Mentoring Programs	3
Week 6	Best Practices for Formal Mentoring Programs • Best Practices for • Student–Faculty • Workplace Formal • Reflections on Best Practices for Formal Mentoring Programs	3
Week 7	Benefits of Mentoring • Youth Mentoring Relationships • Student–Faculty Mentorship • Workplace Mentoring Relationships • Reflections on the Benefits of Mentoring	3
Week 8	Diversity and Mentoring • Diversity and Youth Mentoring Relationships • Mentoring in Academia: Considerations for Diverse Populations • Diversity and Workplace Mentoring Relationships: A Review and Positive Social Capital Approach	3
Week 9	MIDS	
Week 10	Diversity and Mentoring • Formal Mentoring • The Impact of Race Reflections on Diversity • E-mentoring	3
Week 11	Professional Development & Role of Mentors • The Perspective of the Mentor • Mentor commitment	3
Week 12	Professional Development & Role of Mentees	3

2

	• Roles of Mentees	
	• Making the Most of Mentors	
	• Mentoring supports	
Week 13	Mentoring, Reflection & Practice	3
	• How to Encourage Reflection	
	• Strategies and Activities in mentoring	
Week 14	Mentoring Communication	3
	• Mentoring Conversation	
	• Novice teacher growth via communication	
	• Interactions and knowledge construction	
Week 15	Stages of Formal Mentoring Relationships	3
	• Phases of Mentor Relationship	
	Mentoring Guide	
Week 16	Professional Development & Mentoring	3
	• Individual Professional Development Plan	
	• Professional Development Pathways	
	• The Professional Development Portfolio	
	Mentoring beginning teacher	
Week 17	Revision and conclusion	3
Week 18	Final Exam	
	Total teaching hours	48

Practice under the course

Compulsory practice sessions will be organized at the end of each class session. Students will develop mentoring plans based on their understanding of the concepts, context and peer discussions. These sessions will be conducted as group or pair activity. The mentoring plans developed in practice session will be part of the final report, therefore, class participation will be mandatory.

3 - Learning outcomes

By the end of the course, students will be able to:

a. Critically analyze differences in mentoring types and mentoring relationships to ensure successful professional development.

b. Critically examine theoretical approaches and methodological issues to assess the quality of mentoring approach based on different types of mentoring for diverse audiences in academic and professional contexts.

c. Design mentoring strategy for professional development informed by roles of mentors and mentees, communication, diversity, refection & practice in mentoring.

4 - Readings

Books:

Ragins, B.R., & Kram, K. E. (2007). *A handbook of mentoring at work: Theory, research and practice.* Thousand Oaks, CA: SAGE

Allen, T. D., & Eby, L. T. (2007). *The Blackwell handbook of mentoring: A multiple perspectives approach.* Malden, MA: Blackwell Publishing.

Reference List:

Ambrosetti, A., & Dekkers, J. (2010). The Interconnectedness of the Roles of Mentors and Mentees in Pre-service Teacher Education Mentoring Relationships. *Australian Journal of Teacher Education, 35*(6). doi:10.14221/ajte.2010v35n6.3

Allen, T. D., & Eby, L. T. (2004). Factors Related to Mentor Reports of Mentoring Functions Provided: Gender and Relational Characteristics. *Sex Roles, 50*(1/2), 129-139. doi:10.1023/b:Sers.0000011078.48570.25

Allen, T. D. (2003). Mentoring others: A dispositional and motivational approach. *Journal of Vocational Behavior, 62*(1), 134-154. doi:10.1016/S0001-8791(02)00046-5

Austin, A. E. (2002). Preparing the next generation of faculty. *The Journal of Higher Education*, 73(1), 94-122. doi: 10.1080/00221546.2002.11777132

Briscoea, K. L. & Freeman, S. Jr. (2019). The role of mentorship in the preparation and success of university presidents. Mentoring & Tutoring: Partnership in Learning, 27 (4), pp. 416–438. https://doi.org/10.1080/13611267.2019.1649920

Bullough, R. V. (2005). Being and becoming a mentor: school-based teacher educators and teacher educator identity. *Teaching and Teacher Education, 21*(2), 143-155. doi:10.1016/j.tate.2004.12.002

Chun, J. U., Sosik, J. J., & Yun, N. Y. (2012). A longitudinal study of mentor and protégé outcomes in formal mentoring relationships. *Journal of Organizational Behavior, 33*(8), 1071-1094. doi:10.1002/job.1781

Crasborn, F., Hennissen, P., Brouwer, N., Korthagen, F., & Bergen, T. (2011). Exploring a two-dimensional model of mentor teacher roles in mentoring dialogues. *Teaching and Teacher Education, 27*(2), 320-331. doi:10.1016/j.tate.2010.08.014

Crasborn, F., Hennissen, P., Brouwer, N., Korthagen, F., & Bergen, T. (2008). Promoting versatility in mentor teachers' use of supervisory skills. *Teaching and Teacher Education, 24*(3), 499-514. doi:10.1016/j.tate.2007.05.001

Carroll, D. (2005). Learning through interactive talk: A school-based mentor teacher study group as a context for professional learning. *Teaching and Teacher Education, 21*(5), 457-473. doi:10.1016/j.tate.2005.03.005

Chaliès, S., Ria, L., Bertone, S., Trohel, J., & Durand, M. (2004). Interactions between preservice and cooperating teachers and knowledge construction during post-lesson interviews. *Teaching and Teacher Education, 20*(8), 765-781. doi:10.1016/j.tate.2004.09.001

Dobrowolska, D., & Balslev, K. (2017). Discursive mentoring strategies and interactional dynamics in teacher education. *Linguistics and Education, 42*, 10-20. doi:10.1016/j.linged.2017.09.001

Devos, A. (2010). New teachers, mentoring and the discursive formation of professional identity. *Teaching and Teacher Education, 26*(5), 1219-1223. doi:10.1016/j.tate.2010.03.001

Dimbleby, R., & Burton, G. (1998). *More Than Words. An Introduction to Communication.* London: Routledge.

Ehrich, L. C., Hansford, B., & Tennent, L. (2004). Formal Mentoring Programs in Education and Other Professions: A Review of the Literature. *Educational Administration Quarterly, 40*(4), 518-540. doi:10.1177/0013161x04267118

Franke, A., & Dahlgren, L. O. (1996). Conceptions of mentoring: An empirical study of conceptions of mentoring during the school-based teacher education. *Teaching and Teacher Education, 12*(6), 627-641. doi:10.1016/s0742-051x(96)00004-2

5

Fish, D. (1995). *Quality Mentoring for Student Teachers*. London: David Fulton.

Gong, R., Chen, S.-Y., & Lee, S.-L. (2011). Does Mentoring Work? the Mediating Effect of Mentoring in China. *Social Behavior and Personality: an international journal, 39*(6), 807-824. doi:10.2224/sbp.2011.39.6.807

Gibson, S. K. (2005). Whose Best Interests Are Served? The Distinction Between Mentoring and Support. *Advances in Developing Human Resources, 7*(4), 470-488. doi:10.1177/1523422305279678

Gardiner, C. (1998). Mentoring: Towards a Professional Friendship. *Mentoring & Tutoring: Partnership in Learning, 6*(1-2), 77-84. doi:10.1080/0968465980060107

Hill, L. H., & Wheat, C. A. (2017). The influence of mentorship and role models on university women leaders' career paths to university presidency. *The Qualitative Report, 22*(8), 2090-2111.

Hart, J. (2016). Dissecting a gendered organization: implications for career trajectories for mid-career faculty women in STEM. *The Journal of Higher Education*, 87(*5*), 605-634. doi: 10.1080/00221546.2016.11777416

Hu, C., Wang, S., Yang, C.-C., & Wu, T.-y. (2014). When mentors feel supported: Relationships with mentoring functions and protégés' perceived organizational support. *Journal of Organizational Behavior, 35*(1), 22-37. doi:10.1002/job.1851

Holloway, S. M., & Gouthro, P. A. (2011). Teaching resistant novice educators to be critically reflective. *Discourse: Studies in the Cultural Politics of Education, 32*(1), 29-41. doi:10.1080/01596306.2011.537069

Hudson, P., & Hudson, S. (2010). 'Mentor educators' understandings of mentoring preservice primary teachers. *International Journal of Learning, 17*(2), 157-170.

Hennissen, P., Crasborn, F., Brouwer, N., Korthagen, F., & Bergen, T. (2010). Uncovering contents of mentor teachers' interactive cognitions during mentoring dialogues. *Teaching and Teacher Education, 26*(2), 207-214. doi:10.1016/j.tate.2009.02.022

Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education, 25*(1), 207-216. doi:10.1016/j.tate.2008.09.001

Hawkey, K. (1998). Mentor pedagogy and student teacher professional development. *Teaching and Teacher Education, 14*(6), 657-670. doi:10.1016/s0742-051x(98)00015-8

Janssen, S., van Vuuren, M., & de Jong, M. D. T. (2014). Motives to mentor: Self-focused, protégé-focused, relationship-focused, organization-focused, and unfocused motives. *Journal of Vocational Behavior, 85*(3), 266-275. doi:10.1016/j.jvb.2014.08.002

Kemmis, S., Heikkinen, H. L. T., Fransson, G., Aspfors, J., & Edwards-Groves, C. (2014). Mentoring of new teachers as a contested practice: Supervision, support and collaborative self-development. *Teaching and Teacher Education, 43*, 154-164. doi:10.1016/j.tate.2014.07.001

Kutsyuruba, B. (2012). Teacher induction and mentorship policies: the pan-Canadian overview. *International Journal of Mentoring and Coaching in Education, 1*(3), 235-256. doi:10.1108/20466851211279484

Kram, K. E. (1985). *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scott Foresman.

Leitch, R. & Day, C. (2000). Action research and reflective practice: towards a holistic view. *Educational Action Research, 8*(1), 179-193. doi: 10.1080/09650790000200108

Mendez, S. L., Tygret, J.A., Conley, V.M., Keith, R., Haynes, C., & Gerhardt, R. (2019): Emeriti faculty as mentors: the benefits and rewards of mentoring the next generation. *Mentoring & Tutoring: Partnership in Learning*, 27(4), pp.439-457. DOI:10.1080/13611267.2019.1649921

Mena, J., Hennissen, P., & Loughran, J. (2017). Developing pre-service teachers' professional knowledge of teaching: The influence of mentoring. *Teaching and Teacher Education, 66*, 47-59. doi:10.1016/j.tate.2017.03.024

Montgomery, B. L., Dodson, J. E., & Johnson, S. M. (2014). Guiding the Way. *SAGE Open, 4*(4). doi:10.1177/2158244014558043

Mann, S., & Tang, E. H. H. (2012). The Role of Mentoring in Supporting Novice English Language Teachers in Hong Kong. *TESOL Quarterly, 46*(3), 472-495. doi:10.1002/tesq.38

Martinez, K. (2004). Mentoring New Teachers: Promise and Problems in Times of Teacher Shortage. *Australian Journal of Education, 48*(1), 95-108. doi:10.1177/000494410404800107

7

Maynard, T. (2000). Learning to Teach or Learning to Manage Mentors? Experiences of school-based teacher training. *Mentoring & Tutoring: Partnership in Learning, 8*(1), 17-30. doi:10.1080/713685510

Neary, M. (2000). Supporting students' learning and professional development through the process of continuous assessment and mentorship. *Nurse Educ Today, 20*(6), 463-474. doi:10.1054/nedt.2000.0458

Orland-Barak, L., & Klein, S. (2005). The expressed and the realized: Mentors' representations of a mentoring conversation and its realization in practice. *Teaching and Teacher Education, 21*(4), 379-402. doi:10.1016/j.tate.2004.05.003

Pfund, C., Byars-Winston, A., Branchaw, J., Hurtado, S., & Eagan, K. (2016). Defining Attributes and Metrics of Effective Research Mentoring Relationships. *AIDS Behav, 20 Suppl 2*, 238-248. doi:10.1007/s10461-016-1384-z

Raven, N. (2014). Learning from experience: reflective practices amongst higher education professionals. *Reflective Practice*, *15*(6), 766-779. doi: 10.1080/14623943.2014.944134

Richter, D., Kunter, M., Lüdtke, O., Klusmann, U., Anders, Y., & Baumert, J. (2013). How different mentoring approaches affect beginning teachers' development in the first years of practice. *Teaching and Teacher Education, 36*, 166-177. doi:10.1016/j.tate.2013.07.012

Stuckey, S. M., Collins, B. T., Grove, K. S. & Ward, E. (2019). Thriving vs surviving: benefits of formal mentoring program on faculty well-being. *Journal of Mentoring and Coaching in Education,* 8(4), pp. 378-396. DOI 10.1108/IJMCE-02-2019-0024

Snoeren, M. M. W. C., Raaijmakers, R., Niessen, T. J. H., & Abma, T. A. (2016). Mentoring with(in) care: A co-constructed auto-ethnography of mutual learning. *ournal of Organizational Behavior, 37*(1), 3-22. doi:doi: 10.1002/job.2011.

Sandoval-Lucero, E., Shanklin, N. L., Sobel, D. M., Townsend, S. S., Davis, A., & Kalisher, S. (2011). Voices of Beginning Teachers: Do Paths to Preparation Make a Difference? *Education, 132*(2), 336-350.

Strong, M., & Baron, W. (2004). An analysis of mentoring conversations with beginning teachers: suggestions and responses. *Teaching and Teacher Education, 20*(1), 47-57. doi:10.1016/j.tate.2003.09.005

8

Stanulis, R. N., & Russell, D. (2000). "Jumping in": trust and communication in mentoring student teachers. *Teaching and Teacher Education, 16*(1), 65-80. doi:10.1016/s0742-051x(99)00041-4

Tenenbaum, H. R., Crosby, F. J., & Gliner, M. D. (2001). Mentoring Relationships in Graduate School. *Journal of Vocational Behavior, 59*(3), 326-341. doi:10.1006/jvbe.2001.1804

Wang, S., Noe, R. A., Wang, Z.-M., & Greenberger, D. B. (2009). What affects willingness to mentor in the future? An investigation of attachment styles and mentoring experiences. *Journal of Vocational Behavior, 74*(3), 245-256. doi:10.1016/j.jvb.2008.12.002

Young, J. R., Bullough, J. R. V., Draper, R. J., Smith, L. K., & Erickson, L. B. (2005). Novice teacher growth and personal models of mentoring: choosing compassion over inquiry. *Mentoring & Tutoring: Partnership in Learning, 13*(2), 169-188. doi:10.1080/13611260500105477

Zerzan, J. T., Hess, R., Schur, E., Phillips, R. S., & Rigotti, N. (2009). Making the most of mentors: a guide for mentees. *Acad Med, 84*(1), 140-144. doi:10.1097/ACM.0b013e3181906e8f

Books and Journals articles will be updated periodically.

5 - Assessment

Assessment will be carried out as per NUST guidelines. It will include **Quizzes** (minimum 2), **Mid-term Exam, Assignment** based on analysis of case studies, **Report** based on practice sessions and interviews, and **Final exam**.

Suggested Assignments:

Case Studies:

Students will *critically evaluate* case studies based on their understanding of class readings, class discussions, and assigned reading articles.

Report:

Students will prepare a report focused on *planning* and *implementation* of a mentoring plan based on practice sessions in class and interviews. The interviews will be conducted with concerned participants (youth/students/mentors, mentees, etc.) to enhance mentoring plans. Faculty may allow students to choose their area of interest based on class reading and practice sessions. The report will provide mentoring as a professional development tool for concerned authority.