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## MENTORING AS AN EDUCATIONAL STRATEGY IN A RAPIDLY CHANGING SOCIETY

*Mia S. Gladstone, B. Comm., C. A.*

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IN A RAPIDLY CHANGING SOCIETY

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## ABSTRACT

A MENTOR is someone who helps another person to BECOME what that person aspires to BE. The term MENTOR may be taken to mean a "trusted counsellor or guide" or a more experienced person who takes a special interest in the development of another person.

Mentoring is based on the need for generativity as set out in Erikson's (1963) stages of development and his philosophy of interpersonal relations and their influence on affective development. The ecological context for mentors and the characteristics and behaviors they demonstrate in mentor/mentoree relationships are important. Although mentors in a learning context are agents of social change, their roles and the roles of their mentorees are also affected by rapid social change.

Therefore, a qualitative approach was used to examine the utility and significance of mentoring in learning situations. A comprehensive review of the literature spanning the inception of mentoring in Greek mythology and its resurgence within the last 10 years form the basis for this study. As well, the "personal documents" arose from in-depth, open-ended interviews, reports and transcripts of discussions from nine mentoring workshops, and responses and comments on over three hundred questionnaires.

In conclusion, students need instructors with mentor-like characteristics to create a challenging, exciting learning environment. Because of the pressure in higher education to cover the necessary curriculum, teachers do not have time to interact with students. Instructors must utilize present technology to free themselves from drill teaching, which consumes energy, in order to use their time with students to effectively motivate them to become active, enthusiastic learners.

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## FOREWORD

In this era of rapid social change, in directions which are largely unfamiliar and uncharted, the resulting stress on individuals in their own personal development is often very difficult to handle. For women, this process was often extremely challenging, because they had no clear role-models from the past, and thus no way to validate their priorities in face of the rhetoric about new opportunities to fulfill their potential. For men, particularly after the threshold of the 1980-1982 recession, the old ways no longer answered the needs of today. What educational strategies will serve best in the search for wisdom and in the dilemmas of decision-making?

Mia Gladstone has, in *MENTORING AS AN EDUCATIONAL STRATEGY IN A RAPIDLY CHANGING SOCIETY*, focussed on the need for wise guidance, and has produced a valuable updating of the ancient strategy of mentoring. She has a wealth of very pertinent references, and a convincing argument about the role of the mentor in learning, in personal adaptation to change, and in career development. She very clearly examines the linkages to leadership, and the relevance of the ancient concept of the mentor to the Information Age.

It appears to be essential to the development of the individual that he engage in self-directed creativity, with products and values that reflect his real essence. That self-expression is a key element in personal satisfaction and fulfilment. To the extent that these things come under



## NORMAN PEARSON

the control of others, they become alien. The world will not respond to a wholly exploitative approach, and yet a certain kind of harmony can arise out of genuine shared values, practices and beliefs. We need an identity which transcends the demands of conformity, and which transmits values over time. Mentoring is a way of bridging times of very rapid social change, and of re-inforcing individual worth. It gives us a degree of insight into our processes of decision-making, and into the unknown future we are helping to create.

Mentoring also helps us to mentor others, and it thus emerges as a key element in the role of education in carrying our culture forward in time. This study is a valuable reminder of these tasks, and a good basis for further research on these important matters. Mentoring thus becomes a kind of golden chain guiding us through the present, with good values from the past, into a better future for civilization: an ancient myth with new meaning. It is, therefore, very valuable to those with the courage to perceive change as a lifelong learning opportunity.

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The project Mentoring as an Educational Strategy in a Rapidly Changing Society which is both broad and deep would not have been initiated nor could it have been executed without the support of many individuals. From the inception of this report until its completion members of the faculty and staff of John Abbott College have been involved.

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## Preface

In this paper the proposition that mentoring activities are intrinsically rather than extrinsically motivated or motivating will be examined. The argument is based on the need for generativity posited in Erikson's (1963) stages of development and his philosophy of interpersonal relations and their influence on affective development. To begin, the ecological context for mentors and the characteristics and behaviors they demonstrate in mentor/mentoree relationships will be examined. Although mentors in a learning context are agents of social change, their roles and the roles of their mentorees are also affected by rapid social change. Because mentoring may be different for people in different learning situations, the situations where mentoring occurs will be examined. Similarities and differences in mentoring relationships and their cycles will be identified. This paper focuses on mentoring in an educational context. This includes career development, creative arts, other challenging pursuits and close interpersonal relationships where mentors encourage individuals beyond their horizons. Also, successful programs and research into mentoring will be described to provide guidance for future research in this area. Arguments against mentoring will be investigated in order to provide a balanced perspective of mentoring relationships.

A Qualitative Approach was used in this study. Qualitative methodologies refer to research procedures which produce descriptive data: people's own written or spoken words and observable behavior. The "personal documents" in which people have revealed aspects about mentoring relationships in their lives and which formed the basis of this study arose from in-depth, open-ended interviews, reports and transcripts of discussions from nine mentoring workshops, and responses and comments on over three hundred questionnaires. The researcher used a qualitative approach in order to develop a broad perspective of mentor relationships.

## CHAPTER ONE

### INTRODUCTION

In order to study the proposition that mentoring activities are intrinsically motivated, we must first examine what a mentor is and does. A MENTOR is someone who helps another person to BECOME what that person aspires to BE. The term MENTOR may be taken to mean a "trusted counsellor or guide" or a more experienced person who takes a special interest in the development of another person.

Mentors are trusted counsellors or guides who provide direction toward a line of thought or inclination. In many instances mentors develop personal concern and responsibility in assisting others. In Greek mythology, Mentor was the friend to whom Odysseus, when he was setting out for Troy, entrusted his house and the education of his son. In our society the mentor is a resource person with whom one might clear one's thinking or sound out the validity of an important decision. A mentor is a person whom you expect to have your best interests at heart. It is someone whose perspective you value and trust (Missirian, 1983). A mentor is a person with influence who goes out of his or her way to help you reach your goals (Phillips-Jones, 1986). Mentor relationships are described as warm, secure, and are similar to art in a society when social groups are created and nurtured through gift giving (Gehrke, 1986). Gehrke suggests that mentors



hand over a philosophy, world view or perspective on life and "belief in self", that is, they create a 'gift.' According to her, as mentorees become aware that someone values their abilities they are motivated to work in order to merit this gift. The cycle is completed when mentorees become mentors and therefore pass on the gift.

### Role of mentors in society

A MENTOR is the highest level educator (Bolles, 1972). Within the last few years there have been hundreds of books, articles and reports published on mentoring. Programs have been inaugurated over the globe. It has been difficult to define mentoring because it is as informal as pairing, as variable as the organizations in which mentors and proteges find themselves, and as idiosyncratic as the people involved. The role of mentor has never been clearly defined partly because the function is voluntary. For Colwill (1984), having a mentor is like having one's own personal career development officer. Sometimes a mentor happens to be a direct supervisor whose job is to train subordinates, but the role of mentor goes beyond official obligation into the realm of guardian angelship. A mentor presents a privileged view of what one "should be," not simply what one "should do."

The characteristics and behaviors of mentors and mentorees show some similarities and effects in spite of differences in the personalities and environments involved. Mentoring takes place

in formal and informal settings in education, business, government, and the military. Because MENTORS who encourage creativity, independence and initiative have been found in certain settings, social "ecologies" which encourage mentoring and learning can be identified.

## Where mentoring occurs

Mentoring often occurs informally and it is not a new or revolutionary strategy. Mentors and mentorees have been around since the dawn of civilization. Early examples of mentoring are early hunters or craftspersons and their apprentices, the Socratic method of discourse and argument, the method of instruction in the modern Yeshiva where Talmud is studied, the Middle-Age knight and squire, the Saxon archetype or model of Merlin with the young King Arthur. Mentors to the next generation can be found in Japanese culture as either the Seshei-Deshi or "middle man at the wedding," in Inuit culture as storytellers, and in North American Indian Culture or in the Presbyterian Church, for example, as Elders. In our society trusting relationships which help people fulfill their highest potential are found in the performance and conducting of music; and in creative arts, such as painting, sculpture, ceramics, etching and printing. Mentoring is found in university masters, doctoral and research programs. Consultants who are experienced in business provide "old-hands" mentoring for business executives. The enthusiasm and support from coaches remain as lifetime memories for sports' teams. The lawyers in one major corporation believe that senior/junior as well as peer mentoring is essential in winning their cases (Albin, 1987).

## Mentoring in education

Examples of mentoring in education occur in elementary and secondary education (New York City Board of Education, 1986); for talented and gifted high-school students (Calgary Public School Board, 1986; Winnipeg Board of Jewish Education, 1985); post-secondary education (Dawson College, 1985; Cain, 1981; Erkut and Mokros, 1984) and post-graduate and research studies (Tidball and Kistiaskowsky, 1976; Cameron, 1978; Blackburn, Chapman and Cameron, 1981).

Mentoring also occurs in life-long learning, retraining, and career change (Kanter, 1983; Daloz, 1986); professional training (ex. nursing, accounting, education) (Vance, 1986), (Gitterman, 1986; Hogan, 1987; Barlow, 1985); native and immigrant students (Murray, 1986); and students in transition (Cain, 1981).

Mentoring develops between learned scholars and their disciples: Freud and Einstein are examples of great mentors (Goleman, 1985; Progovine, 1980). Mentoring has been found in vocational training, career counselling, and human resource personnel (Training and Development Journal, May 1983; Training and Development Journal, March 1987). As well, parents have been described as mentors for their children (Payne, 1986).

Necessary requirements for the formation of mentoring relationships in an educational context are small lab classes,

extra-curricular activities (sports), and small groups. Seminar facilitators become trusted mentors when they help students to overcome individual difficulties and support students in crises, such as, needing to stand up to their parents who are bullies. (Gladstone, 1986c).

## Leadership

Mentors must behave in certain ways as leaders: when they shape values; act as an example; and define meanings. Good leadership is concerned with followers' needs and goals and rarely employs naked power.

"Leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological and other resources so as to arouse, engage and satisfy the motives of followers."

(Burns, 1978)

Leadership in successful American corporations is patient coalition building, seeding of tenets so that they will ferment in the organization, interpreting management systems, emphasizing priorities, being visible when things go wrong and inconspicuous when everything is working well. It also means building a united loyal team, listening carefully, encouraging, reinforcing this encouragement with action, and even being tough enough to use power when necessary.

Peter Drucker (1980) defines leadership as lifting another person's vision to higher sights, the raising up of an

individual's performance to a higher standard, and the building of a personality beyond its normal limitations. Leadership is close to mentorship from this perspective.

While mentors nourish their saplings (mentorees) they also receive rewards making them feel that their own lives are worthwhile. Mentoring helps them feel part of a greater whole and intertwined with all living things and is sometimes described as a deeply-moving, almost religious experience. Often mentors feel that the satisfactions and benefits exceed their investment of time and energy.



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**Soil Nurturant**

## CHAPTER TWO

### AN OVERVIEW OF MENTORING

#### Motivation for mentoring

"Self-actualizing people are, without one single exception, involved in a cause outside their own skin, in something outside themselves. They are devoted, working at something, something that is very precious to them - some calling or vocation in the old sense, the priestly sense. They are working at something which fate has called them to somehow and which they work at and which they love, so that the work-joy dichotomy in them disappears."

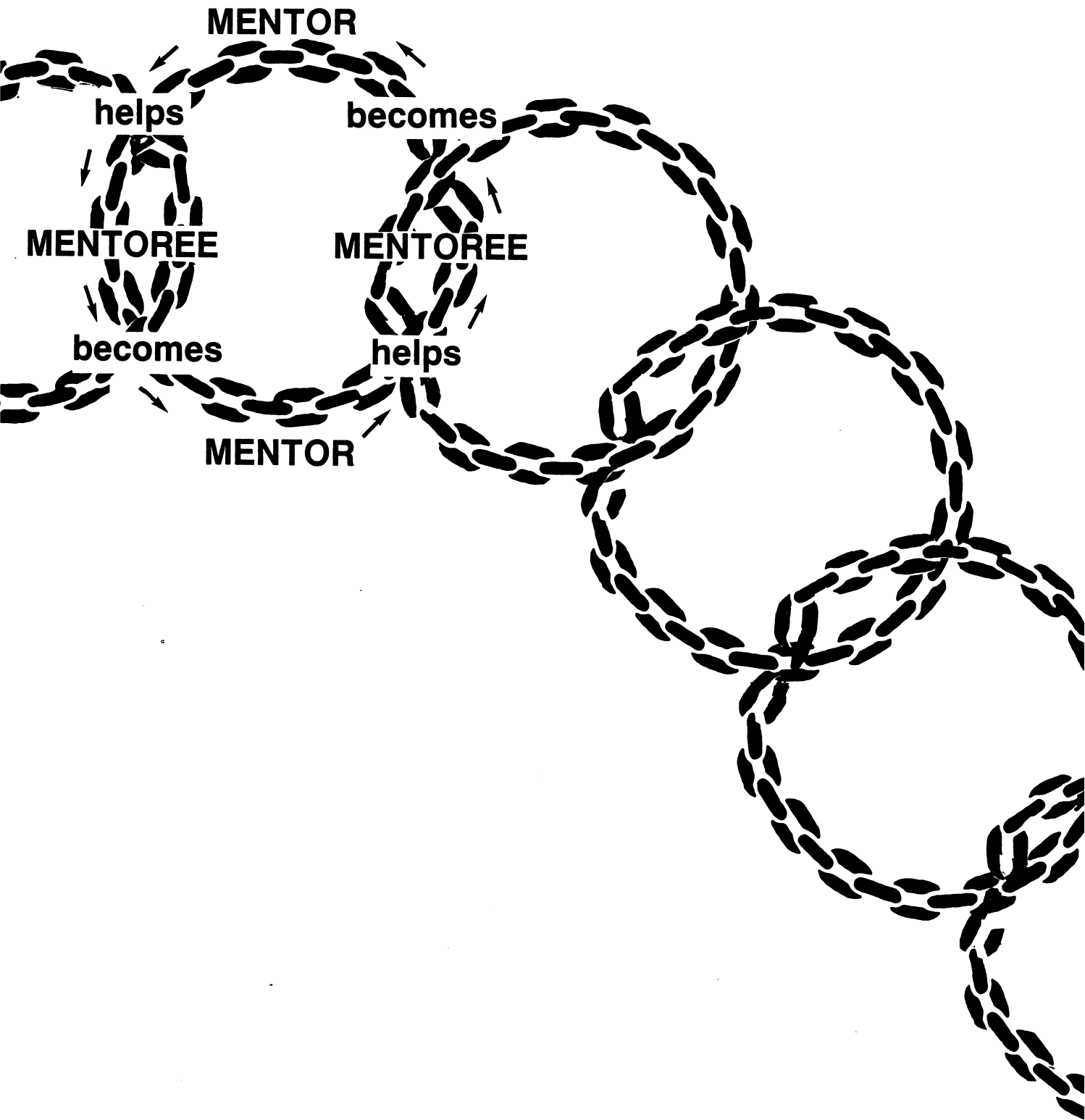
(Maslow, 1971)

Mentoring is concerned with learning and with human development. In one of the earliest books on a positive approach to learning, "Freedom to Learn," Rogers (1969) presents the following assumptions relevant to significant experiential learning. First, he believes that human beings have a natural potential for learning. This means that significant learning takes place when the subject matter is perceived by students as having relevance for their own purposes. Also, much significant learning is acquired through doing and learning is facilitated when the student participates responsibly in the learning process. Rogers states that self-initiated learning, involving the whole person of the learner - feelings as well as intellect - is the most pervasive and lasting. Educators have found that creativity in learning is best facilitated when self-criticism and self-evaluation are primary, and evaluation by others is of secondary

importance. Finally, the most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience, an incorporation into oneself of the process of change (Rogers,1969).

Mentor/mentoree relationships are an important aspect of personal development. Generativity is the concern for establishing and guiding the next generation and the driving power in human organizations (Erikson, 1968). For Erikson mature persons need to be needed because evolution has made human beings teaching, as well as learning, animals. Childhood and adulthood are stages of generation and regeneration which give continuity to society. An organized human community helps each generation to meet the needs of the next even though there are personal differences and changing conditions from one generation to the next. Therefore the ethical rule of adulthood is to do to others what will help them. At the same time mentors themselves develop and grow. The good of the family or group is governed by sane, rational adult qualities which are continuous, responsible, and wise. "Cycle" conveys for Erikson (1978) the double tendency of individual life to "round itself out" as a coherent experience and to form a link in the chain of generations from which it receives and to which it contributes both strength and fateful discord.





MENTORING CYCLE LINKED FROM ONE GENERATION OF MENTORS TO THE NEXT

## Characteristics of mentors

As a rule mentors have have open, inviting personalities and are approachable. As well, patience and sincere concern for others are essential characteristics. Mentors must respect students' opinions (Gladstone, 1986a). Because ideal mentors believe in their proteges' potentials, they provide guidance without smothering. Also, their sense of timing and common learning/working style with their proteges add to their shared excitement about the field they are researching. As a result, they provide direction which enables the average person to soar. (Edlind and Haensley, 1986).

A counsellor with the Federal Business and Development Bank says: To be a successful mentor ENJOY and LOVE what you're doing as well as BELIEVE in your protege. Don't hesitate to ask for help from another counsellor with special expertise. It is important to be friends and be able to have rapport between people. The enriching experiences of meeting interesting people and facing the challenges of solving difficult problems are similar to the rewards of being a mentor (A Case for CASE, 1985). A good mentor, therefore, brings enjoyment and strong belief to the mentoring situation.

## Listening Skills

Skill as a listener is discussed in almost every study on mentoring. Levinson (1978) described mentors as counsellors and support structures for proteges in times of stress and as facilitators for the "realization of the dream." Psychological-psychiatric mentors help balance mind and emotion so that their proteges will maintain a sense of coherence (Cumming, 1985). Mentors possess sincere generosity, compassion and concern when they listen in the Rogerian sense, show their feelings, share their ideas, and allow people to sort things out. First, they clear their minds of prejudice and then they listen with understanding so that people who are in pain, confused, or having problems with their work will no longer feel alone. They are made to feel more secure when they realize that it does make sense.

Another mentor has stated "listening carefully helped me to understand the meaning of what was communicated" (Heimler, 1985). From listening and then understanding, Heimler has developed the Heimler Scale of Social Functioning. The Heimler Institute in London, England helps people regain control of their lives when they feel confused and lost in the present environment of unprecedented social change.

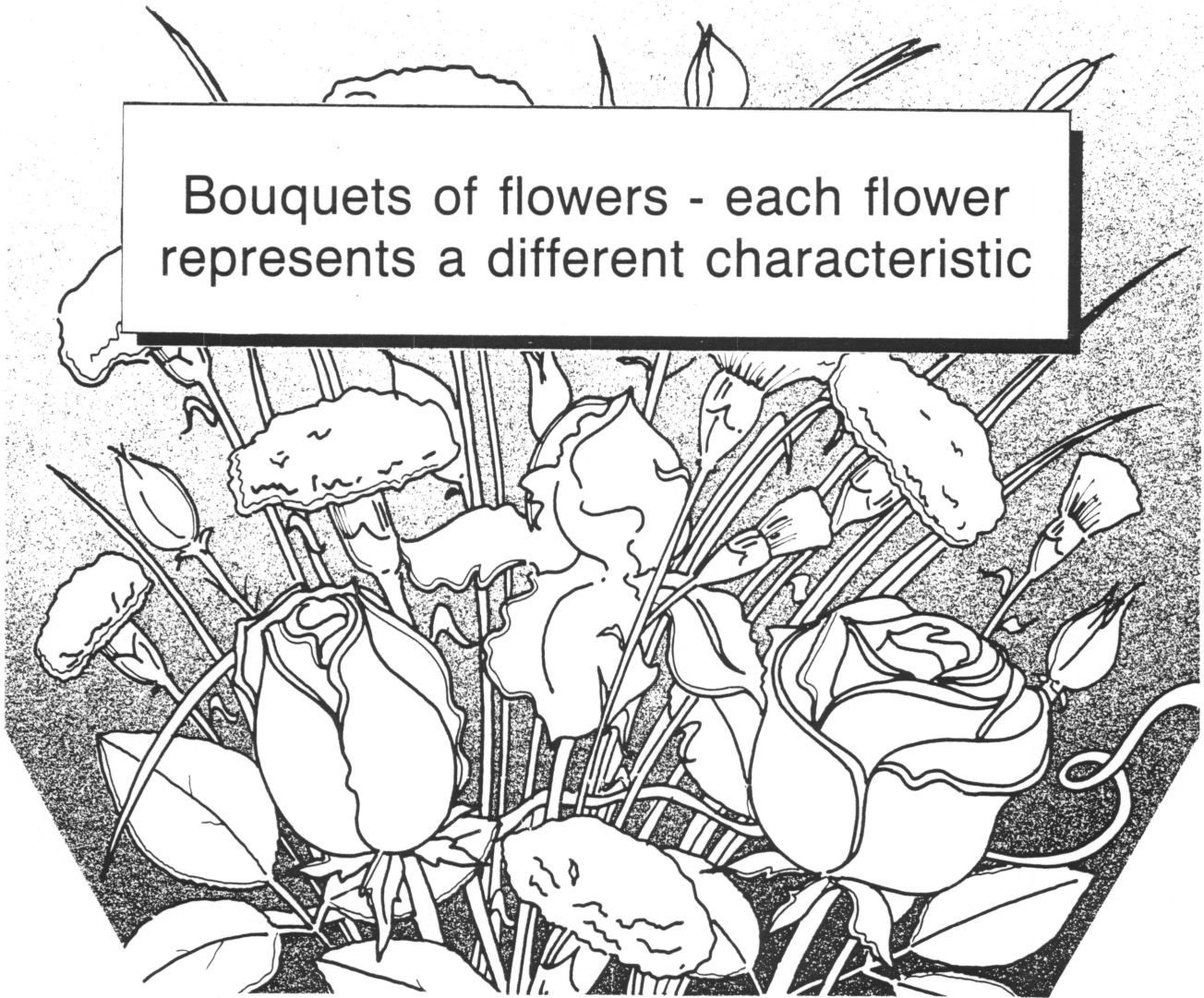
Thus, mentors must possess listening skills as well as rapport with their proteges.

## Characteristics of Mentorees

If mentors need to display certain characteristics, what is expected of mentorees? For people to be self-actualizing, they must have an adequate perception and comfortable relationship with reality. Successful mentorees accept change willingly because they are not rigid. Part of their success is due to an effective feedback system which keeps them on track, reinforces their positive views of themselves and does not permit them to be overwhelmed by failure. In positive mentoring situations, mentorees are encouraged to devote their talents and energies to attainable goals and as a result they develop self-confidence. Thus, people who have been successful as mentorees possess self-esteem and are open to new experiences. As well, they show a strong sense of identification with their fellows by their desire to contribute and to accept responsibility for their community. People's behavior tends to be consistent with their attitudes, values, and personal standards. All attempts to affect behavior must be based on an understanding of self-concepts in order to give direction for a spiral of self-fulfillment (Combs, Kelly, Maslow and Rogers, 1962)

In the mentoring relationship it is the quality or intensity of the relationship, not the quantity or extensiveness that makes mentoring a significant predictor of success in both learning and careers. As well, the effectiveness of the mentor lies in the

mentor's own achievement and concern for people. The following three chapters will discuss three places where mentoring can occur: in learning situations, in women's careers, and in close interpersonal relationships.



Bouquets of flowers - each flower represents a different characteristic

## CHAPTER THREE

### MENTORING IN LEARNING SITUATIONS

Significant formal mentoring relationships in educational situations will be examined in this chapter. They may occur between two students, two teachers, a teacher or advisor and a talented and gifted student, and a professor and students.

People need mentors to learn because "mentoring" can contribute essential encouragement and support at any age. Because of the speed of technological and social change, career mobility, and lifelong learning, traditional age barriers have eroded and no longer apply. Levinson (1978) states that men between the ages of 22 and 28 need a mentor to help them shape a dream, generate energy, and hope in order to prepare themselves for their lifework. With increasing numbers of non-traditional learners, people deciding to train for new careers, technological advances and other societal changes (youth are experts instead of their elders), the mentor (older)/mentoree (younger) traditional approach is out of date. Today, many parents state that their children provide mentor-like guidance.

Mentoring in academia, is seen as relationships (sometimes lifelong) which develop between undergraduate or graduate student and "special" professors. Professors shield their students but still allow opportunities for risk and even failure, help them to set goals and standards and to develop skills, and ease their entry into academic or professional environments.

In ideal relationships mentors pass on their work to former students. The mentoring relationship is spontaneous, exclusive, long-lasting, and intense. Often when the protegee becomes his or her own person or leaves a complete breach follows. This integral, natural aspect of the cycle of human development is anticipated in healthy relationships (Levinson, 1978), (Sheehy, 1974).

#### Professors' views of mentoring

Professors have articulated an array of benefits to their students as a result of mentoring relationships. In a workshop setting at the 1986 Conference of the Society for the Teaching and Learning in Higher Education (STLHE) professors talked in pairs and then as a group about professor/student relationships. They found that the support of a mentor helped failing students to succeed academically and even rallied some students to become well-adjusted when they were depressed and suicidal. Students overcame their long-standing fears, valued what they were doing and went on to win gold medals and other prizes when they felt encouraged by their mentors. One professor reported that one of his former students with whom he had a close relationship became a member of the British House of Lords. Mentors provide motivation for students to continue their studies as they become imbued with the love of learning. As students become mature and self-confident they need mentors to help them clearly plan their future lives. Mentors feel gratified when their students'

ability to think creatively is enhanced and when they learn to work as a team. Finally, some professor/student relationships lead to a lifelong interest in a mutual subject, good research and published theses. (Gladstone, 1986c)

### Mentoring talented and gifted students

Mentoring programs for talented and gifted students have been set up by school boards in North America as well as in other countries. The effects of a volunteer mentorship program for talented and gifted students was evaluated by Wizman (1987) in a report for the Protestant School Board of Greater Montreal. She found that mentors got assistance with their own work when their proteges undertook projects in order to acquire knowledge and skills. Idealism and youthful energy rejuvenated the mentors; as well, creativity and ideas were stimulated for both mentors and proteges. Mutual giving in these intense relationships encouraged natural long term friendships as well as the sharing of dreams. Mentors' professional satisfactions developed into personal joy when dormant talents are awakened, tested, explored, and exercised (Wizman, 1987).

A similar program, The Advocacy Program for Talented and Gifted Students was set up by the Calgary Public School Board. The major function of the volunteer mentors in this program is relating to gifted students and then encouraging and supporting their creativity. A parent commented that this is a productive,



helpful approach and essential for talented students whose classroom teachers sometimes cannot cope with a diverse student population in huge, factory-type schools (Gladstone, 1986b).

#### Students as mentors

Many mentor programs have been organized at Dawson College in Montreal. About ten years ago the Learning Centre set up a mentoring program for students to mentor their peers. This is more than tutoring because it helps new immigrants and other students with language and other difficulties adjust to the college environment. Many Dawson students come to Montreal as refugees - often without their families. The students who are mentors get credits by taking a one semester course to prepare themselves and the following semester they become mentors. Those who are outstanding mentors become assistants in the Learning Centre where they earn minimum wage salaries. This is one of the most successful mentoring programmes at Dawson which has been in the 'mentoring' vanguard in Quebec Education (Goldman, 1985; Heilig, 1985; Nemeroff, 1986; Shohet, 1985).

#### Teachers as mentors to teachers

Mount Royal College set up a Mentoring Program by pairing faculty members in order to orient new faculty and to rekindle enthusiasm of long-term faculty. Sixteen instructors who had been at Mount Royal College for more than ten years and who were deemed to possess mentor qualities were identified at "invitation only" breakfasts for faculty by using the following criteria: Would

they be willing to participate? Do they have a broad range of activities? Are they recognized for their teaching ability? Are they helpful, resource people? The Educational Development Department was wisely cautioned by the college administration to not rush the implementation of the mentoring program. They waited a year, researched mentoring and then set up workshops for mentors and proteges. As a result, several unstructured, same gender mentor relationships have developed during the last two years. The competitive situation between mentors and department chairmen has been identified as a potential problem. The number of identifiable faculty mentoring relationships has remained small - four successful pairs in 1985 - 1986 and two pairs in 1986 - 1987 but their sense of accomplishment is high. This mentoring experience reinforces Eble's statement that in interactive, experiential learning both younger and older faculty are changed by their closeness (Gladstone, 1986b), (Hogan, 1987).

#### Mentoring non-traditional students

Studies have shown that students are underprepared for the psychological distance maintained between most college and university faculty and their students, according to Walter (1982) director of advising at San Jose State University. He says that students should be given a sense of excitement and an opportunity to explore the bounds of observation and experience.

Disadvantaged and unprepared students must have excellent teachers and effective advisors to succeed. Instead, in many

colleges and universities, new faculty, possessing no knowledge of the special needs of the underprepared student have been assigned to teach remedial courses with the promise of working their way up to teach regular courses.

Mentoring has the potential for humanizing higher education for adults according to a study by Cain of Empire State College (1981). In order for mentoring to be successful, mentors need different attitudes to teaching and learning in nontraditional, individualized education. They must see the adult learner as unique and with a wealth and diversity of learning experiences, attitudes and behaviors. Also, students should have attitudes of mutual cooperation and respect and the college must respond to both mentor and student concerns. Some students need to build up their skills in learning how to learn independently as well as learning time management. Cain sets out emphatically some non-nonsense mentor behaviors when mentorees do not fulfill their commitments. He believes that mentors must convey dissatisfaction to students who are reluctant to meet their responsibilities. Also they must underscore educational needs of students and avoid personal confrontations. One method recommended by Cain is the use of learning contracts in order to reiterate college's expectations of students and to reinforce student and program objectives. Cain urges mentors to contact students. He emphasizes behaviors which are rarely considered when the role of mentor is discussed. In order for non-traditional students to succeed their mentors should provide

correct information about college and preliminary assessment of students' prior learning. These students must have their performances assessed and reassessed so that they can develop realistic perspectives of their educational needs and their options. It is also important for mentors to relate learning experiences to life while they demythologize the learning process as well as listen to student concerns and provide support. At the same time they should assert their authority by setting behavior limits. Sometimes, as a result of ideal mentor/mentoree relationships for non-traditional students, projects of mutual interest are developed. Although formal mentoring has worked successfully at Empire State College some situations require informal mentoring.

Trudy Murray, Psychologist with The Learning Centre, Mount Royal College, advises teachers of status Indians enrolled in college-level courses and programs in Alberta on how to become mentors. These students are socially disorganized and exhibit normlessness. Being low in socio-economic status, they lack self-esteem in our challenging Information society. Their values of TIME, READINESS, QUESTIONING, ORAL TRADITION are intertwined. Traditionally their ELDERS have had a profound, strong influence on their development but, unfortunately, as the native students have moved into Canadian society, the elders have lost their authority. Teachers should provide sensitive role models by responding to non-conscious ideology and they should raise issues relating to being native in Canada today. Their

students' sense of isolation will thus be reduced. The students need mentors to show them that someone is concerned about non-attendance and missed assignments. (Gladstone, 1986b).

## Mentoring traditional college and university students

Formal mentoring has also been established for individual guidance in teacher/student relationships as part of the Applied Arts Co-op Program at the University of Waterloo, Ontario. Students in co-op programs alternate study for one semester and then work the subsequent semester throughout their undergraduate program. One advantage of this general education program is that it allows students to move around and experience different careers. It also builds student self-confidence and self-esteem by strengthening personality traits central to hiring and promotion. As well, this program strengthens commitment to life-long learning by immediate demonstration of `utility` of education (Gladstone, 1986b).

In a study on informal mentoring based on the responses of 723 college students, Erkut and Mokros (1984) found that the majority of students (66%) had no difficulty identifying role models. Male professors are seen as having a national or international reputation, as publishing more than the rest of the faculty and as influencing decisions in the department as well as in the college to a greater degree than female professors. Male students usually attach importance to status and power in their choice of model and therefore they choose a powerful male professor who can help them in their education and career. Female students are more likely to look for a professional woman with an attractive lifestyle and interesting outside activities to show them that it is possible to combine a rewarding

professional career and family life. Erkut and Mokros also found that young men in college have higher expectations than women, that is, they judge their college performances more favorably and they expect to be at least as successful in the future. When young men undertake new tasks, they believe they are in control and are much more self-confident than young women in similar conditions.

### Symbiosis in mentoring

In another study called "Women in Academia: Faculty Sponsorship, Informal Social Structures and Career Success," Cameron (1978) examined one hundred and thirty-two faculty proteges at eight universities and asked them to both identify and describe their relationships with their mentors. This led to a subsequent study by Blackburn, Chapman, and Cameron (1981). They investigated the mentors of Cameron's previous subjects. These mentors described the mentor/mentoree relationship as largely symbiotic. The academic productivity and professional advancement of the protege are tied to the stature and accomplishments of the mentor. Also, proteges must follow career paths similar to their mentors in order that mentoring relationships will be able to achieve their highest potential. Therefore we see the formation of a tight, exclusive circle. As a rule, the proteges who do not obtain positions at prestigious universities do not continue their close, productive mentor/mentoree relationships. Long and Scott, (1980) asked why a productive scientist should spend time mentoring predoctoral students. They found that the mentoring

process is a dynamic system with feedback effects because mentors' positions are enhanced in proportion to the productivity of their students.

Although conventional thinking describes the mentor as a male, in reality, many situations encourage cross gender mentoring relationships. Levinson's analysis of mentoring from the point of view of the male as mentoree, "Seasons of a Man's Life" was published in 1979 after years of intensive research. In a speech to the Menninger Foundation in 1973, Levinson said that a loved woman may provide developmental guidance and encouragement similar to that of a mentor for a male. Together they can define and strive for his dream and to create a place for the dream in their lives. Mentoring relationships work in different ways. Each relationship, like a tender plant, must be cherished and nurtured according to its special needs. Mentors as well as mentorees develop, grow and flourish as a result of healthy interpersonal relationships.



## CHAPTER FOUR

### WOMEN AS MENTORS TO WOMEN IN CAREERS

Women as mentors do not follow the same paths or age cycles as male mentors because serving others is what most women have been doing all along, according to Sheehy (1976). Traditionally, the first half of women's life cycle consisted of nurturing children, serving husbands, and caring for others in volunteer work. Those women who had careers were in education or nursing. In order to replenish the second half of their life cycle and give it purpose women began to cultivate long dormant talents and aggressively express their inner convictions. Sheehy sees a new creativity being released when women know they will not have any more children. Women pour more of themselves into their concern for future generations by working for local political reform, national movements, international congresses, and protection of the species. Levinson (1979) describes other differences in life cycles for men and women which also influence generativity for women who are in the midst of raising families as well as committed to their careers while Sheehy sees a distinction between initiating and responsive behavior. Although neither characteristic is exclusive to men or women, our culture emphasizes initiating behavior for men and responsive behavior for women. Thus, generativity as a responsive, reflective action is spread throughout a woman's adult life cycle.

## Mentoring in the nursing profession

The nursing profession provides a striking example of women as mentors. Here there is a union of spirit - bonding, chemistry, emotion and even a feeling of deprivation - that against great odds many have made it! It is the dynamic of generations and results from a strong maternal influence. (Mentoring was Florence Nightingale's method of instruction for her women nursing students.) The influential people in nursing are an elite. They are the creme de la creme because 95% of them have Masters or Doctorates. They are linked in a continuum of support relationships and are proud of who they are: smart, energetic, competent, hard working and driven by their vision of how health care should be provided (Vance, 1986)

In the nursing profession the mentoring relationship is informal, as mentor and mentoree naturally select each other. Although the relationship can occur at any time in a nurse's life cycle, it is very effective when it can capture the idealism of the novice nurse. In university, graduate students and new undergraduates in nursing form mentoring relationships where the mentor as consultant identifies options for the mentoree to consider, sets standards and identifies what is worth fighting for. Peers also provide mentoring, therefore it is not automatically a superordinate/subordinate relationship. While providing informal consultation over a long period and so validating a mentoree's ideas and thoughts the mentor trusts in the ability and competence of the mentoree with 'no strings'

attached. One of the key features in the relationship may be sponsorship as the mentor may provide access to new career opportunities.

### Mentoring women in business

Women in business need mentors because humans learn through imitation and a lack of female role models in the past has created a shortage of female leaders at the present time when women are striving to advance in non-traditional as well as traditional careers.

"Boy wonders rise under certain power structures. They're recognized by a powerful person because they are very much like him. He sees himself, a younger version, in that person....

(Kanter, 1977, p. 184)

Sheehy (1974) refers to a coach or non-parental mentor who grooms the "wunderkind" very early in her career. These relationships are most noticeable for scientists, athletes and artists.

Fortunately, the problem of finding women mentors for women managers is being alleviated as women are moving into executive positions and leadership roles. Several years ago, a woman, Linda McKnight succeeded Jack McClelland as president of McClelland and Stewart Publishing Co. Ltd. McClelland, a true mentor, had transmitted the importance of an entrepreneurial imagination and a sense of the good gamble.

The need for a mentor was expressed by a woman executive with a Toronto advertising agency who said "With perfect 20/20 hindsight, I can now say that I would have gotten where I am a whole lot sooner and with a whole lot less pain if I'd had somebody to guide me. Life would have been a heluva lot simpler." What she needed was someone to instruct her on how to deal with upper management and to refine and package her natural inclination toward outspokenness (Gazette, 1985).

An ambitious woman appears to need a coach, a mentor, an advocate, someone in a more senior management position who can teach, support, advise, and critique her so that she will be able to take advantage of all the opportunities for advancement (Hennig and Jardim, 1977). Hennig and Jardim analyzed the lives of twenty-five executive women who advanced to the upper echelons of their companies in the eastern United States. In all cases these women were either the only child in the family or they had only one sibling who was much younger. Very close father/daughter bonds had been established when they were growing up. As a result, the fathers had taken their daughters under their wings and encouraged them in their careers. Later, when in their twenties, all twenty-five women in Hennig & Jardim's (1977) study of "The Managerial Woman" developed a deep attachment to their supervisors who took over their guidance when the father/daughter relationships had ended. Their study of these highly successful women illustrated that it was only in mid-life that they discovered they did not need to behave like men in

order to be successful. They relaxed the pace of their advancement in order to give themselves an opportunity to accept their femininity. Their lifestyles and outward appearance reflected their newly discovered femininity. Rapid career promotions followed the successful resolution of their mid-life crises.

Hennig and Jardim also studied twenty-five women who remained frozen in middle management. These women avoided the mid-thirties crisis, kept up their frenetic executive pace and sought desperately to be "one of the boys." These same women became bitter when they were left behind by the boys as they nurtured self-concepts which denied that they were women. They tried to project corporate male norms in their mannerisms, behavior and clothes - an impossible feat. They created their own barriers by lacking both openness to experiences and adaptability to professional challenges.

When we examine the close interpersonal relationships of mentors and mentorees we discover some individuals who are on the fast track for career success: learners who provide mentoring, tall poppies who received mentoring and real believers who promote and encourage others (Wilbur, 1985).

## CHAPTER FIVE

### MENTORING IN CLOSE INTERPERSONAL RELATIONSHIPS

Close mentoring relationships occur in family and kinship groups, between friends and also among learned scholars and their disciples. As well, famous musicians, artists, and authors have given us vivid descriptions of how their talents were nurtured by their parents, peers and masters.

Our first example of a spiritual, kinship relationship is described by Dr. Beverley Hardcastle, a professor and researcher at Southwest Texas State University. She had the good fortune of being found by her mentor without needing to look for him.

"His confidence in me inspired and motivated me as he recognized talents that I was unaware of possessing. I developed new ways of being" (1986)

Thus, this relationship is similar to mateship where sometimes one cannot survive without the other.

The following quotation from the book "Between Ourselves; Letters Between Mothers and Daughters," delineates the stresses in mother/daughter relationships as daughters accept the challenges offered in our society.

" Currents of both fear and hope run through dialogues about changes in society and in women's aspirations... Within each mother-daughter relationship there is a unique conflict between wanting the richest possible

fulfillment for each other, longing to preserve security and needing to break the mutual dependence."

(Karen Payne, 1983)

Catherine Trail and her sister Suzanna Moodie, two early well-known Canadian authors provide another example of the need for strong family ties. They could not have survived and raised families in the Canadian wilderness of the mid 19th century without their close supportive sisterly relationship.

An inspiring peer mentor, Barbara Irwin, researches, writes and lectures on holistic medicine. Although she lost her left arm and leg in a boating accident she lives a doubly active life by splitting the year in two - six months in Calgary, Alberta and six months in Palm Springs, California. Several of her friends call her their 'mentor'. She envisions the role of mentor as simply a 'channel', the person who shines a light. Mentors utilize very little energy and do not suffer from 'burn-out'. Also, mentors must be able to hear their own inner voices and evaluate what they are articulating before they can truly listen in order to support and guide others (Irwin, 1987).

Literature presents many examples of famous people and their mentor-mentoree relationships. Most of them are described by mentorees. Outstanding examples were the relationships of Koussevitsky and Copland with the young Leonard Bernstein. Recalling his final Palm Springs, California meeting with Koussevitsky in 1950, Bernstein wrote to Olga Koussevitsky,

"He knew something was ending, because he was subtly and quietly assigning charges to me - dreams to be realized, responsibilities to be shouldered, standards to be guarded."  
(Bernstein, 1959)

and from Bernstein's autobiography

"Copland ... and Koussevitsky...- my two deepest teachers, neither of them primarily a teacher by profession, yet both great teachers by their natures, generously inspiring, communicating, sharing with love their love of music and of enlightenment."

(Bernstein, 1959)

The mentor of another famous person, Freud, is revealed in his letters to Fliess who was Freud's emotional confidant, professional mentor and intellectual model during the most difficult years of Freud's life. Fliess, flourishing in Berlin, and Freud, struggling in Vienna, formed an immediate friendship in which grand ideas flourished. Fliess provided the audience which was lacking in Vienna and when they met they talked for hours. On January 1, 1896 Freud wrote to Fliess that he had given him solace, understanding and a relief from loneliness and that Fliess' friendship helped Freud regain his health!

(Goleman, 1985)

Parents, supervisors, professors, have all been important to a 'HIGH' status mentor who was the leader of the first Canadian team to climb Mount Everest. Dr. Bill March is a Physical Education Professor and Head of Outdoor Pursuits at the University of Calgary. He named the following mentors as contributing to his success: his mother who stressed hard work,



loyalty, integrity, and honesty; his father who signified fun because he had a sense of humour and tremendous belief in his son; his supervisors with whom he developed close bonds of friendship and respect (supervisors can become peers and then role reversal can occur); peers with more experience who helped in his intense growth but with whom negative effects such as jealousy and betrayal also developed. According to March (1986) mentorees NEED mentors to provide emotional, physical and financial support; to help them to find themselves. He has experienced the transition of becoming a mentor and feels that it was not easy - especially in the physical field, where aging makes one less powerful and skilled. Nevertheless, he says "you mature as you mentor and you feel fulfilled. The relationship is enriching and makes you grow." The mentor's fears should be honestly addressed and openly communicated. Achieving certain goals, failing in certain objectives, overcoming those failures and being humbled are all important steps in becoming a mentor. Therefore, the development of this powerful educational strategy requires an educational environment where mentoring can flourish.

Other interviewees uncovered similar experiences when they delved into their mentoring experiences. One can always use good advice and friendship. Thus, when being a protege becomes difficult then one should become a mentor. Individuals tend to take on the responsibility of furthering the development of young adults if they have been the recipient of "good" mentoring. Because Levinson (1979) limited his study to men's career paths his

opinion is that when men pass into their forties, they become "senior" adults and there is the difference of a full generation between them and people in their twenties. As a result of their advancement, they achieve a position in the middle adult generation and they are thus able to establish relationships of mutual benefit. By remaining close to the Young and Old in others they remain youthful and enrich their ties with both younger and older generations.

Mentors see beyond what their proteges see! Proteges need to be aware that they are being observed in order to start seeing on their own. Life is approaching, distancing and trying to become independent from the moment of birth (Yamamoto, 1986). Argyris' (1978) writings also reflect this view of the kind of socialization we need to help us benefit from our associations. This function is described as catalytic because it is neither intentional nor planned. Sitting on the shoulders of GIANTS or mentors is a metaphor of human vision and explains why we have powerful, emotional ties to this other person. The perfect love situation is not a tight bear hug but lightly touching from time to time. In our changing culture we must grow by sharing, caring and taking risks.

## CHAPTER SIX

### CONCLUSION

#### Some arguments against mentoring

Sometimes, mentor/mentoree programs are set up without adequate preparation and as a result they fail and are quickly disbanded. Doubts include statements like, "Mentor/mentoree relationships only work in the upper echelons of business" or "Mentor/mentoree relationships can only work in the lower or middle echelons of business" or "Mentor relationships have historically only involved men." Other arguments are that mentorees are in danger of becoming clones of their mentors or that the mentor/mentoree relationship only occurs at the university among professors and their graduate students and that executives do not have the time to be mentors. How can a professor be a mentor to two hundred students? What happens when none of the senior executives is willing to be a mentor to a specifically difficult junior executive or employee?

One theory is that men in power like to encourage and take a special interest in selected junior personnel, partly because the junior employees are eager to learn and flatter the senior managers (Rogan, 1983). Because Rogan is aware of inherent dangers in mentor-mentoree relationships, she warns mentorees not to accept their mentor's advice as though it were the "Holy

Grail". They must be self-confident and independent. Sheehy (1974) provides details of one woman's experiences with a male mentor. She discovered her talents as a photographer when he put a camera in her hands. When he became abusive, she pulled free after realizing that her talents were greater than his. This relationship could not continue regardless of what strategy she used. When she was perceived as being independently successful, her mentor saw her as a viper rather than as a protegee. Because female mentors are scarce, women may often look for powerful men to become their mentors. It may also happen that when a man advises a younger woman, an erotic interest develops. In spite of this negative factor, most of the women who gained recognition were nourished at some point by a male mentor (Sheehy, 1974).

One negative view of some substance comes from a Canadian company executive. He feels that his senior position is not conducive to mentoring because there are four executives competing for his position and he doesn't want to show favoritism. He believes that this competition fosters their productivity. One possible answer is that he could individually mentor the four executives. In some situations competition should not be encouraged because it can waste employees' energies (Gladstone, 1986b).

The additional stress placed upon mentors who are worried that they may be giving bad advice is an additional negative repercussion from mentor/mentoree relationships. Because mentors

are human they may be biased, subjective, competitive, or jealous. As well studies of cross-gender mentoring have identified the problems of gossip, spouse jealousy and mutual attraction (Bowen, 1985; Kram, 1982). The trauma for both partners when a mentoring relationship breaks apart has been compared to divorce (Gladstone, 1986e).

Some professors are aware that their colleagues see them as wasting time mentoring students who may try to exploit these relationships. Also, professors must beware of students who try to exercise power. It is also frustrating for professors when dependent students do not develop or learn academically or socially. There is often insufficient time to guide particular students both cerebrally and viscerally. In some mentoring relationships students are uncomfortable and vulnerable. That is, they feel threatened with no place to hide. (Gladstone, 1986c).

#### Rapid social change and the need for mentoring

In a period of rapid social change interpersonal relationships tend to weaken (Toffler, 1970). Many wonder if there is hope for our society because they feel overwhelmed by the rapidity of social and technological changes which they see as threatening to corrode and even destroy our civilization (Boyer, 1977), (Gooler, 1986) (Ferguson, 1986). In 1977 Boyer stated that the future for human beings in a natural environment is in peril. During the

last ten years with the increasing pace of technology and its need for trained, literate workers the situation has become even more serious as our educational system is confronting the need to adapt to a different environment. The technology of the "Information Age" identifies a post-industrial society and also affects the education system. Our society is dependent on the codification of 'theoretical knowledge' which leads to greater intellectual coherence in decision making in a technocratically (a word which combines technology with bureaucracy) organized society. The educational system becomes more and more important as theoretical knowledge is codified, learning is advanced and skills are transmitted in universities and research institutes.

Although Gooler (1986) is aware that there is cynicism and fear concerning the use of technology in education, he believes that it is possible to create a learning society which will help citizens become educated by using the resources of what he calls an 'EDUCATIONAL UTILITY' which unites computers, data bases, and the most recent developments in electronic communication. The Education Utility will link technological advances and impose changes on our present system of education for the benefit of learners who will become actively involved in their own learning. In addition their instructors will be freed from lecturing to passive, unmotivated students. Ferguson, author of THE AQUARIAN CONSPIRACY urges that our era become the "Age of Intelligence". According to Ferguson (1986) 'THE EDUCATION UTILITY' is able to give talented educators and software

designers the opportunity to create individualized instruction and administrative support systems that will enable educators to draw out the uniqueness of each person. She bases her argument on the idea that the human brain is profoundly flexible and self-teaching.

We also know that boredom and fear destroy motivation to learn (Holt, 1964). As well, Ferguson states that THE EDUCATION UTILITY cannot succeed if we do not understand and empathize with learners' needs. Education in and for the Information Age means learning in an integrated manner. This implies bringing together communication skills, the ability to operate computers and other technological tools and a solid base of mathematics, social sciences and other subjects. No single technology can provide a pre-programmed, pre-digested approach to the integration of what is to be learned. The role of teacher must be that of 'mentor' in the learning process (Day, 1986). Mentoring which evolves naturally in courses such as social service and nursing is required when many learning tasks are automated because students require role models as well as motivation for learning (Day, 1986). In the INFORMATION AGE learners and their teachers will have to recognize that in a constantly changing world, knowledge is constantly IN FORMATION rather than available as static, packaged INFORMATION. When educators combine mentoring with modern technology this technology offers us the hope of overcoming the problems created by the information age.

In the context of the 1980's environment of change, Kanter (1983) states that living with change need not imply insecurity but that we need new forms of security, such as mentoring can provide. This security will come from flexibility, an awareness and identification with the whole institution or company and pride in individuals and their talent; mentoring can help develop this new security.

In conclusion, rapid social change and its impact on the future of our society create stresses which threaten to corrode and even to destroy our civilization. The learning needs of today's students are irrevocably linked to our constantly changing society. During the 1980's the concept of mentoring is being thoroughly explored, researched, and described. As well, formal and informal mentoring programs are being developed in education, industry, and government including the military. Unfortunately it can become a fad and can result in ineffective and sometimes potentially dangerous mentoring programs when research is superficial.

During the past two years information on mentoring has been gathered and assimilated for this paper. Although nearly all the literature and comments have been in favor of mentoring and few argue that it doesn't work, negative reactions to the idea of mentor/mentoree programs and related research have been noted.



## Significance of mentoring

These arguments must be honestly addressed so that known and even as yet unrecognized fears concerning interpersonal relationships may be overcome. The author's research and other programs and studies on mentoring confirm the significance and need for mentors in our lives. Students need instructors with mentor-like characteristics to create a challenging, exciting learning environment. Because of the pressure in higher education to cover the necessary curriculum, teachers do not have time to interact with students. Instructors must utilize present technology to free themselves from drill teaching, which consumes energy, in order to use their time with students to effectively motivate them to become active, enthusiastic learners.

WORKSHOPS FACILITATED:

MENTOR/MENTOREE RELATIONSHIPS (M/MRS) RESEARCH:

Project	JOHN ABBOTT COLLEGE	1985-87
Director	Published report "Mentoring: A Strategy for Learning in a Rapidly Changing Society."	

Mentor/Mentoree Relationships (M/MRs) Workshops:

Objectives of mentoring workshops are to develop an awareness of the broad scope of research and programs on mentoring. Majority of participants gain a deeper understanding of the complexity of mentor/mentoree relationships. Sessions last from 1/2 - 3 1/2 hours; audio-taped for report purposes; they focus on participants' interests and backgrounds.

Method	1. organized, structured approach to spell out objectives clearly and quickly for group. 2. focus on learners' needs and levels
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Result	All participants learn.
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Questionnaires filled in by conference participants and colleagues.

Cultural Differences in M/MRs	IMPROVING UNIVERSITY TEACHING (IUT) Thirteenth Annual Conference University of Maryland University of Haifa Haifa, Israel Definition of roles of professors and students in M/MRs.	1987
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Learning Experience	SOCIETY FOR TEACHING AND LEARNING IN HIGHER EDUCATION (STLHE) Queen's University Kingston, Ontario 1 hour: overview, introduction to mentoring.	1987
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Introduction To Mentoring	CANADIAN VOCATIONAL ASSOCIATION Holland College Charlottetown, Prince Edward Island, Canada	1987
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Human resources perspective on M/MRs.

- M/MRs:  
Strategy  
For Coping  
With Change
- CHANGE: IMPLICATIONS FOR ADULT LEARNING 1987  
University of Regina  
Saskatchewan Association  
of Lifelong Learning  
Regina, Saskatchewan  
A feeling of oneness developed because of  
participants' common concerns.
- Mutual  
Benefits  
of M/MRs
- HUMAN RESOURCES DEVELOPMENT 1987  
Canadian Institute of  
Chartered Accountants  
Toronto, Ontario  
Specific application of mentoring for CA firms.
- Establishing  
M/MRs
- QUEST FOR QUALITY CONFERENCE 1986  
First Annual International  
Conference on Excellence in  
Teaching and Learning  
Humber College  
Toronto, Ontario  
Mentoring as a Professional Development Strategy.
- In Depth  
Focus
- MENTORING: AID TO EXCELLENCE 1986  
First International Conference  
on Mentoring  
International Association  
of Mentoring  
University of British Columbia  
Vancouver, British Columbia  
3 1/2 hours analysis: strategies in setting  
up M/MRs in the field of education.
- Analysis  
Of M/MRs
- SOCIETY FOR TEACHING AND LEARNING 1986  
IN HIGHER EDUCATION (STLHE)  
University of Guelph  
Guelph, Ontario  
Academics in dyads brainstormed benefits  
and characteristics of M/MR s.
- Overview of  
Mentoring
- JOHN ABBOTT COLLEGE 1986  
Professional Development Department  
Ste. Anne de Bellevue, Quebec  
Faculty and staff formed dyads and discussed  
personal M/MR relationships and characteristics  
of mentors and mentorees for 1/2 hour.

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Le 9 octobre 1987

Madame Mia Gladstone  
John Abbott College  
C.P. 2000  
Ste-Anne-de-Bellevue  
Québec  
H9X 3L9

Chère Mia,

Nous avons été fort impressionnés par la dernière version de ton document. Le contenu en est dense, équilibré et exhaustif. C'est pour nous un modèle de professionnalisme et d'efficacité.

Il nous fait plaisir, à notre tour, de te faire parvenir le résultat d'une année de travail. Les conseils judicieux que tu nous as prodigués, nous ont permis d'avancer dans notre démarche. Nous amorçons maintenant la deuxième étape.

Nous apprécierions beaucoup tes commentaires et encore une fois, toutes nos félicitations pour ton document.

Andrée et Robert

# VANCOUVER COMMUNITY COLLEGE

## Central Administration

1155 East Broadway,  
Box No. 24700 Sta. 'C'  
Vancouver, B.C. V5T 4N4  
Telephone 875-1131

October 13, 1987

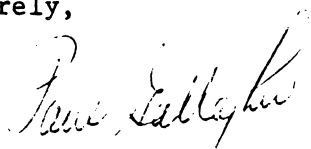
Ms. Mia Gladstone  
John Abbott College  
P.O. Box 2000  
Ste-Anne-de-Bellevue, Quebec  
H9X 3L9

Dear Mia,

Many thanks for the copy of your thesis on Mentoring On an Educational Strategy in a Rapidly Changing Society. Reading it gave me a much better understanding of the concept of mentoring and its many applications. While I enjoyed reading the whole thesis, I particularly liked Chapter Four on Women as Mentors to Women in Careers.

Great stuff!

Sincerely,



Paul Gallagher  
President

PG/sb

alberta  
vocational  
centre



calgary

332 - 6th AVENUE S.E.,  
CALGARY, ALBERTA  
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office of the *PRESIDENT*

1987 07 16

Ms. Mia Gladstone  
John Abbott College  
P.O. Box/C.P. 2000  
Ste. Anne De Bellevue, P.Q.  
H9X 3L9

Dear Mia

I am writing to thank you for making a presentation at the Canadian Vocational Association Conference in Charlottetown. Your active participation was very much appreciated. I hope you also found this involvement worthwhile.

It is through contributions such as yours that the Association will not only grow but will continue to make significant contributions to vocational education in Canada.

Thanks again. I look forward to seeing you at next year's conference in Edmonton.

Yours truly,

Fred J. Speckeen, Ph.D.  
President, AVC, Calgary and  
President, Canadian Vocational Association

rah



DEPARTMENT OF BIOCHEMISTRY

Queen's University  
Kingston, Canada  
K7L 3N6

July 6th, 1987

Ms. Mia s. Gladstone  
32 Stephenson Avenue  
DOLLARD DES ORMEAUX, PQ  
H9A 2V9

*Mia*  
Dear Ms. ~~Gladstone~~,

On behalf of the Society, Queen's University and the Organizing Committee I wish to thank you for your presentation in the session entitled "Mentor-Mentoree Relationships: Informal or Formal" to the Seventh Annual Conference of the Society for Teaching and Learning in Higher Education. The meeting was very successful due to the quality and range of contributions. We hope you will continue to participate in the activities of the Society.

If you require additional information concerning 'ERIC' please write to me or Dr. Christopher Knapper (TRACE Office, University of Waterloo, Waterloo, Ontario N2L 3G1).

Yours sincerely,

A handwritten signature in cursive script that reads "T. Spencer".

T. Spencer  
Co-chair STLHE Conference

TS:mdw

# Conference Bureau

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140 Weymouth Street, Charlottetown, P.E.I. Canada C1A 4Z1 (902) 566-9323 566-9345

June 30, 1987

Ms. Mia Gladstone  
John Abbott College  
P.O. Box/C.P. 2000  
Ste. Anne De Bellevue, Quebec  
H9X EL9

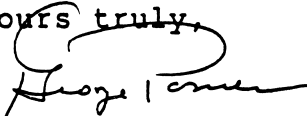
Dear Ms. Gladstone:

On behalf of the Ventures '87 Planning Committee, delegates and companions, I would like to thank you for your contribution to making Ventures '87 one of the most successful CVA conventions ever.

The many fine comments received prove that your contribution was very much appreciated by all who attended.

Thank you again.

Yours truly,



George Power  
Chairman - Program Committee

/emd

June 15, 1987

Mia S. Gladstone  
Project Director  
Mentor Relationships  
Commerce/Business Administration  
CEGEP John Abbott College  
P.O. Box/C.P. 2000  
Ste. Anne de Bellevue, Quebec H9X 3L9

Dear Mia:

I trust you received the materials I sent you from my session on change. I am writing now, since the conference didn't allow for in-depth discussion, to get some information on your mentor project. Do you have some printed information that you could send me?

I can apply this September for a sabbatical year from the University. It would take place July 1, 1988, to June 30, 1989. The year would give me time to travel and learn from the work of others in specific areas -- I'm interested in your work. We might be able to arrange for some joint benefit as well!

Please send me some information and try to give me some idea if there is a possibility to my doing some in-depth work and learning from you during my sabbatical. This is necessarily a preliminary request -- an exploration if you like! I hope all is well with you, Mia.

Sincerely,



Glenis Joyce

GJ/lac



THE UNIVERSITY OF MANITOBA

FACULTY OF MANAGEMENT  
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June 10, 1987

Ms. Mia S. Gladstone  
CEGEP John Abbott College  
P.O. Box 2000  
Ste. Anne de Bellevue, Quebec  
H9X 3L9

Dear Ms. Gladstone:

Thank you for your interest in our survey, the results of which will appear in the next issue of Business Quarterly. Although we have asked the Business Quarterly editor, Ms. Doreen Sanders to send you a copy of that issue, we are also enclosing the manuscript as submitted to BQ, so that you will have early access to this information.

This study is the first in our program of research on the mentor-protege relationship, and we would be interested in your feedback on this study or in any research on this topic that's being conducted in your organization.

Sincerely,

Marcy Pollock

Nina L. Colwill, Ph.D.

/hg

Enclosure



University of Regina

University Extension

Regina, Saskatchewan  
Canada, S4S 0A2

May 28, 1987

MIA S. GLADSTONE  
JOHN ABBOTT COLLEGE  
STE. ANNE DE BELLEVUE, QUEBEC  
H9X 3L9

Dear Ms. Gladstone: *Mia*

I would like to take this opportunity to thank you for your participation in our recent conference, Change: Implications for Adult Learning, held in Regina. We have been very encouraged by the number of favourable comments we have received. Certainly, the calibre of those attending and participating had a significant impact on the success of the conference.

The conference papers, including the keynote address, will be published in a special conference edition of S.A.L.L. VIEWS, the journal of the Saskatchewan Association for Lifelong Learning. Everyone registered at the conference will receive a copy--likely sometime in September.

The concept of drawing together those of us concerned with adult learning to share our ideas and meet others outside our own areas of work proved to be an enjoyable and rewarding experience. To help us in planning future conferences of this sort, we would appreciate any further recommendations or suggestions you may have regarding topics or keynote speakers. We would also welcome any comments that would help us to improve the program.

Thank you for helping to make this a successful and worthwhile event.

Sincerely,

S. D. Pearce,  
Conference Chair

SP/da





THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL

School of Education  
Dean's Office

The University of North Carolina at Chapel Hill  
Peabody Hall 037 A  
Chapel Hill, N.C. 27514

March 12, 1987

Dr. Mia S. Gladstone  
John Abbott College  
Ste Anne de Bellevue  
Quebec, CANADA H9X 3L9

Dear Dr. Gladstone:

Your name was given to me by my advisor, Dr. Gene Watson. He attended the 6th Annual Conference on Teaching and Learning in Higher Education, June 22-25, 1986, at the University of Guelph, and remembered your session titled, "Mutual Benefits of a Mentor-Mentoree Relationship in a College Environment."

I am a graduate student in the Adult and Higher Education program at U.N.C. and am beginning to gather information for my dissertation topic. I plan for my research to be in the area of mentor-mentoree relationships between faculty and undergraduate adult reentry students. While I am only in the very early stage of this process, I have begun reading on the subject and am eager to pursue it. My interest stems from my own educational experiences. I returned to school five years ago (at age 35) and completed a B.A. in psychology, will finish an M.Ed. in Adult and Higher Education this semester, and expect to finish my Ph.D. coursework by May, 1988. I also work half-time and am the parent of two boys. Returning to school five years ago proved to be an extremely rewarding (and exhausting!) experience. Reentry students at U.N.C. are often "lost" among the thousands of traditional age undergraduate students. Typical of many of these reentry students, I felt quite alone and, in retrospect, realize I could have benefited from a close relationship with a faculty member during that time. Since beginning graduate study, my concern for other adults who may be experiencing the same difficulties I did has grown. Through my coursework, I have begun developing an orientation program for returning students that I would like to see implemented here. One component of that program is identification of faculty members who are willing to serve as mentors for these students. However, some of my reading on the subject of mentors questions the worth of such a relationship and also whether this relationship must "develop on its own" rather than through assignment of students to faculty "mentors." I realize that these issues, along with others that are sure to surface, will have to be addressed in my research.

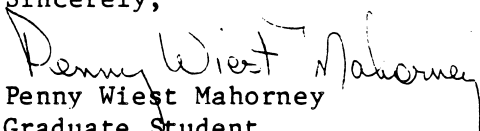
It is my understanding from Dr. Watson that you have developed a scale that has been used in your research on mentoring. He did not, however, have any further information on what the scale measured or how it was used. Would it be possible for you to send me a copy of the scale and any information on its use, along with indications of its reliability/validity? If you have any publications on your research, I would appreciate information on where I can find them in the literature. Additionally, I would really appreciate any information you could give me about your session at the conference last year. Do you have a copy of your presentation or would it be possible for me to write to the conference sponsors for a copy of your session in the Proceedings? Finally, I would appreciate your pointing me in the direction of any other information/research of which you are aware. While I have received some encouragement on pursuing this topic, it appears to be outside the field of interest of faculty members in my department. I will be pretty much "going it alone" and could benefit from outside sources of information.

I appreciate your taking the time and effort to answer my questions. If there is any cost involved in obtaining any of the information (e.g., photocopying, etc.), please let me know and I will send you a check. If you are still continuing this line of research and might be interested in collaborative work, I would enjoy pursuing the possibility with you. My address is:

Penny Wiest Mahorney  
School of Education  
121 Peabody Hall (037A)  
University of North Carolina  
Chapel Hill, North Carolina 27514 (U.S.A.)

Thank you for any help you can give me. I look forward to hearing from you.

Sincerely,

  
Penny Wiest Mahorney  
Graduate Student

Improving  
University  
Teaching



The University of Maryland University College  
University Boulevard at Adelphi Road  
College Park, MD 20742  
USA  
(301) 985-7077  
Telex: 440576 UMUC

March 6, 1987

Ms. Mia Gladstone  
32 Stephenson Ave.  
Dollard des Ormeaux  
Quebec  
H9A 2V9 Canada

Dear Ms. Gladstone:

We are pleased to invite you to present your workshop "Mentor/Mentoree Relationships: Strategies for Learning" at the Thirteenth International Conference on Improving University Teaching.

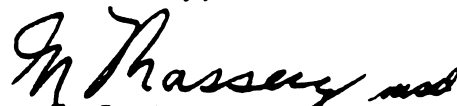
Your workshop will be scheduled for 2-1/2 hours. If you will require audio-visual equipment for your presentation, please let us know exactly what equipment is needed.

An announcement and description of your workshop will be printed in the Conference papers, copies of which are mailed in May to registrants. Accompanying the papers will be a tentative program indicating the day and time presentations are scheduled, and participants will have an opportunity to pre-register for workshops. If you are unable to present your workshop, please notify us immediately.

We are enclosing another copy of the Conference registration form. If you have not already forwarded your registration, please note that your completed form and fee payment must reach us no later than April 15, 1987.

Should you have questions concerning your workshop, please write Dr. Lin Foa at the above address. We're pleased that you will be participating in the conference.

Sincerely,

  
T. Benjamin Massey  
Chancellor

TBM:msd

Enclosure



# SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY

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1750 FINCH AVENUE EAST, NORTH YORK, ONTARIO M2J 2X5 • 491-5050

February 13, 1987

Ms Mia S. Gladstone  
John Abbott College  
P.O. Box 2000  
Ste. Anne deBellevue  
Quebec H9X 3L9

Dear Ms Gladstone:

We are in the process of setting up a mentoring system at Seneca College for our first semester students in September 1987.

I have read your paper from the Quest for Quality Workshop 'The Mutual Benefits of Mentor-Mentoree Relationships in a College Environment' and found it had some good ideas.

However, I was wondering if you had other resource material which may be of benefit to us. In particular, material on the administration aspects of a mentoring system would be most helpful.

Yours truly,

Wayne A. Campbell, CMA  
Program Co-ordinator  
Accounting and Finance  
WAC/bm



The Canadian Institute of Chartered Accountants  
L'Institut Canadien des Comptables Agréés

150 Bloor Street West/150, rue Bloor ouest  
Toronto, Canada M5S 2Y2  
Tel: (416) 962-1242 Telex: 06-22835  
Cable/Télégraphe: Canchart

Direct Line: (416) 927-2332

February 3, 1987

Mrs. Mia Gladstone, CA  
32 Stephenson Avenue  
Dollard-des-Ormeaux, Quebec  
H9A 2V9

Dear Mia:

Re: CICA HFD'87 Conference: January 11-13, 1987

On behalf of CICA Professional Development and the 1987 HFD Conference Committee, We would like to offer sincere thanks for your efforts at this year's HFD Conference.

Thank you for your notes of January 14 & 17, 1987. Our initial analysis of response to your session is very positive and it is evident that those attending the workshop benefitted greatly. A summary of the session evaluation is attached.

We are enclosing a copy of your hotel bill from the Inn on the Park. As discussed, the Conference is responsible for your Conference accommodations only on January 11 and 12, 1987. This comes to a total of \$172.20. We have asked the Inn on the Park to bill you directly for the nights not connected with our event. You will be invoiced at our corporate rate of \$82.00 per night and not the regular room rate of \$110.00 per night. A cheque will be mailed to you covering your incidentals as submitted in the amount of \$360.20. The Conference was given an excellent rating by attending participants. Thank you again for your efforts.

Yours very truly,

A handwritten signature in dark ink, appearing to read 'William J.L. Swirsky', is written over a large, light-colored scribble or stamp. The signature is written in a cursive style.

William J.L. Swirsky  
General Director - Professional Affairs

Enclosure

/mln



November 26, 1986

Mia Sivak Gladstone  
32 Stephenson  
Dollard Des Ormeaux  
Quebec, Canada  
H9A 2V9

Dear Mia,

It was a pleasure to meet you at Quest for Quality and have a chance to participate in your interesting session on Mentoring. I've completed the questionnaires you left with me, and am returning them, along with the overview of your professional activities.

I wish you the very best of good luck in the continuation of your research.

Sincerely,

A handwritten signature in cursive script that reads "Kathy Mezei".

Kathy Mezei  
Professional Development  
Consultant  
Humber College



September 29, 1986

Mia S. Gladstone  
John Abbott College  
P.O. Box 2000  
Ste. Anne de Bellevue, Quebec  
H9X 3L9

Dear Mia;

A few thoughts prompted by your letter on mentoring.

All questions of educational technique should be viewed in perspective with what the learning process is really meant to achieve. One of the recurrent problems of instructional innovations is that they generally do not acknowledge the implicit but undiscussable purposes that sustain most formal learning arrangements. For instance, competence is a lesser objective in most programs than compliance to form and affirmation of authority. (People tend to assume they are the same thing.) In this environment mentoring by "old hands" can be a useful way of helping the less experienced to find their way through the maze of discrepancies between the expressed purposes and the functional ones.

Mentoring can also be very useful to help people deal with the conflicting loyalties that inevitably arise in any established cooperative endeavour; loyalty to the task the group is supposed to address, loyalty to the group, and loyalty to self. These three loyalties are frequently divergent and sometimes completely incompatible. However, most group-sanctioned communications are designed to ignore or minimize the differences. The ability to help people sort through and manage these tensions explicitly is one of the hallmarks of a good mentor.

The best teaching is in fact a form of mentoring. The distinction is drawn on the basis of what the "learning structure" is and how the context is set. When the teacher uses a student's strivings in the real world (as opposed to the symbolic or representational world of most formal learning) as the learning structure, they are mentoring. The archetype was Merlin's relationship with the young King Arthur.

...2

2...

Because mentoring deals with the most basic issues of how individuals deploy their powers, how they interpret and act on their own experience, it is a highly personal relationship. It cannot be established in the same way that most teacher-student relationships can be established, and attempts to regulate or formalize the relationship are very likely to limit its potential. There must be a high level of earned trust and commitment on both sides.

Mentoring and tutoring occur naturally, without formalization, in most communities of purpose. My inclination would be to identify what kinds of social "ecologies" encouraged convivial learning to occur and design to that.

I could ramble on further, but perhaps it would be better to discuss these things in another way. If you are in Calgary at any time, please feel free to give me a call.

Cheers!

A handwritten signature in black ink, appearing to be 'Ken Low', with a long horizontal stroke extending to the right.

Ken Low, President  
Action Studies Institute

KL/dh





# ARCTIC COLLEGE

THEBACHA CAMPUS

10 September 1986

Mrs. Mia S. Gladstone  
John Abbott College  
P. O. Box 2000  
ST. ANNE DE BELLEVUE, PQ  
H9X 3L9

Dear Mia:

Thank you for the follow-up of A.C.C.C. Calgary. I really enjoyed your personal reaction/recollections and glean more each time I read them.

I must admit that the whole concept of the "mentor", while not completely foreign to myself, was not something I had thought much about or discussed with others. Since meeting you I have noted others who are using the term more frequently!

I had delayed responding to your letter as I had hoped to access more information from the study I mentioned to you - the Transport Canada training program at Cornwall, Ontario. I have been unsuccessful.

However, I would encourage you to contact: Helen Sadowski  
Special Programs  
Transport Canada  
Federal Building  
9820 - 107 Street  
EDMONTON, AB T5K 1G3

If you mention the study by the Arctic Institute of North America (University of Calgary) of the Transport Canada Pilot Project for F.S.S. Training for Native People I am sure she might help in identifying the "mentor" role and its successes/failures.

I wish you the best in your continuing project of the concept in a college environment and would look forward to receiving any further information.

Sincerely

*Ron Holtorf*  
Ron Holtorf  
Vice President

1e 18 août 1986

Madame Mia S. Gladstone  
Cegep John Abbott  
Case postale 2000  
Ste-Anne de Bellevue, Qc  
H9X 3L9

Chère Madame,

J'ai lu avec beaucoup d'intérêt votre lettre du  
13 juillet dernier. Je m'excuse du long retard à y répondre.

Je suis certes intéressé par le sujet de vos  
études et apprécierais, si possible, recevoir la documentation  
que vous voudriez bien me faire parvenir.

J'espère vous lire sous peu et vous prie d'agrèer,  
chère Madame, l'expression de mes sentiments les meilleurs.



Jean-Jacques Ferland, M.D.,  
Directeur  
Bureau de pédagogie médicale

JJF/lj



**The Graduate School and University Center**  
of the City University of New York

Ph.D. Program in Psychology: Social-Personality Psychology / Box 325  
Graduate Center: 33 West 42 Street, New York, N.Y. 10036-8099  
212 790-4324

August 4, 1986

Mia S. Gladstone, B. Comm., C. A.  
P.O.Box/C.P.2000  
Ste. Anne de Bellevue, Quebec H9X 319  
CANADA

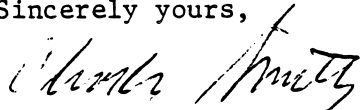
Dear Ms. Gladstone:

Thank you for your letter of July 13, 1986. I hope you find my paper useful, and once again I apologize for taking so long to send it to you.

As it turns out I may be asked to be on an advisory committee on mentoring in the New York city schools, so I may be getting back into this work.

I would very much appreciate having a copy of any of your papers on mentoring, and I would be interested in knowing to whom to write for information about the INTERNATIONAL CONFERENCE ON MENTORING.

Sincerely yours,



Charles P. Smith  
Professor of Psychology

# University of Waterloo



Waterloo, Ontario, Canada  
N2L 3G1

Faculty of Science  
Liberal Science Program  
519/885-1211, ext. 2064

13 July 1986

Mia S. Gladstone,  
John Abbott College,  
P.O.Box 2000  
Ste. Anne de Bellevue, Quebec  
H9X 3L9

Dear Mia,

I will limit myself to one item toward your collection on mentoring.  
A copy is enclosed (CHEMTECH 9 #3 March 1979 pp. 138-147).

The authors see mentoring as one of four major stages in a career.

Do you not find the absence of mentoring in the academic community  
rather a strange phenomenon?

I look forward to seeing the results of your work.

Sincerely,

A handwritten signature in cursive script, appearing to read "George F. Atkinson".

George F. Atkinson,  
Associate Professor, Chemistry  
Director, Liberal Science Program



EDUCATIONAL RESOURCES INFORMATION CENTER



*Clearinghouse on Higher Education*

THE GEORGE WASHINGTON UNIVERSITY

July 3, 1986

Ms. Mia S. Gladstone  
CEGEP John Abbott College  
P.O. Box/C.P. 2000  
Ste. Anne de Bellevue, Quebec  
H9X 3L9  
Canada

Dear Ms. Gladstone:

I apologize that the demands of time have prevented me from responding to your April 15, 1986 letter until now. Having done some research concerning mentoring the early 70s, I have a personal favorable bias towards your research. Regrettably, my work schedule prevents me from participating in the development of your project.

However, for your information I have enclosed a copy of our publication list and would like to call your attention to a report that we published approximately 10 years ago by Ann Bragg on The Socialization Process in Higher Education (Research Report No. 7--1976). I have also enclosed a Call for Proposals for the Higher Education Report Series that we jointly publish with the Association for the Study of Higher Education. After you have completed your research, if you would like to submit a proposal, I would be very willing to have our national advisory board consider it.

Sincerely,

Jonathan D. Fife  
Professor of Education and  
Director

Enclosures

# UNIVERSITY OF GUELPH

OFFICE FOR EDUCATIONAL PRACTICE

GUELPH, ONTARIO, CANADA · N1G 2W1  
Telephone (519) 824-4120

*Rerum  
Cognoscere  
Causas*



86 07 07

Professor Mia Gladstone  
John Abbott College  
Ste. Anne de Bellevue  
P. Que., H9X 3L9

Dear Professor Gladstone:

On behalf of the Society for Teaching and Learning in Higher Education, I wish to thank you for your presentation, "Mutual Benefits of Mentor-Mentoree Relationships in a College Environment," at the Sixth Annual Conference on Teaching and Learning in Higher Education. We appreciate your contribution and hope you will continue to participate in the Society's activities.

If you wish a copy of the ERIC guidelines for including your paper in its data base, please let me know. Also, the Society would be interested in your comments about this year's Conference as well as suggestions for the one in June, 1987.

Again, thank you.

Yours sincerely,

Mei-fei Elrick  
STLHE Conference, 1986  
c/o Instructional Development  
Office for Educational Practice

RME/c



THE  
UNIVERSITY  
OF CALGARY

2500 University Drive N.W., Calgary, Alberta, Canada T2N 1N4

Faculty of  
PHYSICAL EDUCATION

Telephone (403) 220-5603

June 17, 1986

Mia S. Gladstone  
P.O. Box/C.P. 2000  
Ste Anne De Bellevue  
Quebec H9X 3L9

Dear Mia:

I really enjoyed your brief visit and discussion on the mentor - sadly just after you left I received word that my father had died and I had to fly to the U.K. I would be very pleased to receive an update of your work and would be happy to add my comments and input to your work.

Yours sincerely,

Bill March

BM:1mo



Olympic Village and Speedskating - 1988



Provincial Auditor Saskatchewan

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South Albert Plaza  
4211 Albert Street  
Regina, Canada  
S4P 3V7

(306) 565-6360

April 7, 1986

Ms. Mia S. Gladstone, B. Comm., C.A.,  
CEGEP John Abbott College,  
P.O. Box 2000,  
Ste. Anne de Bellevue, Quebec.  
H9X 3L9

Dear Ms. Gladstone:

Thank you for your recent letter in which you describe your research project and the progress you are making in this endeavour.

Thank you also for the extensive material you sent for me to peruse.

I must confess that much of what you express formally in your writing seems new to me as I have never had occasion to consider mentoring in the light in which you described it.

Reading your material, it strikes me that this would be a powerful tool in imparting knowledge. So then, tell me, can what you propose be applied to a classroom of mentorees or will it be limited to a one-on-one?

I am returning to you the material you sent, with comments spotted here and there throughout. In those cases where the comments appear to be redundant or self-defeating, please excuse my lack of knowledge. If any comments contribute to the welfare of your project, then I am pleased that I could help.

I note with interest that you have been asked to give presentations on your subject to what will probably be fairly critical audiences. Will you have your own mentor in attendance at these functions?

Lastly, I would be most pleased to receive copies of subsequent writings you do on this subject.

Yours truly,

W. G. Lutz, F.C.A.,  
Provincial Auditor.



Boston University

School of Management  
621 Commonwealth Avenue  
Boston, Massachusetts 02215

Faculty Offices



May 1, 1986

Mia Gladstone  
CEGEP/John Abbot College  
P.O. Box/C.P. 2000  
Ste. Anne de Bellevue, Quebec  
H9X3L9 CANADA

Dear Mia:

I would be very interested in reading your proposal, and to begin a dialogue about our mutual interests in the topic of Mentoring. As you suggested, I never received your previous letter, or I would have responded to it.

I will be out of town for the late half of May and the first part of June. After that time, I will review whatever materials you send to me if that would be useful.

The questions you are raising in your workshops are critical; and ones that I have considered a great deal in my own work. Most of them have yet to be empirically investigated.

I look forward to hearing from you.

Sincerely,

Dr. Kathy Kram  
Professor of Organizational  
Behavior

KK:11



CEGEP  
JOHN ABBOTT  
COLLEGE

P.O. BOX / C.P. 2000  
Ste Anne de Bellevue, Québec  
H9X 3L9  
Tel.: (514) 457-6610

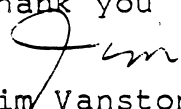
7 April, 1986

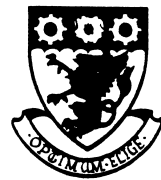
Dear Mia:

I know I thanked you at the luncheon for your participation in Faculty Professional Day, but my conscience won't leave me in peace until I record my thanks on paper.

Thank you for such a professional performance. You were well prepared and conducted the session superbly. We have moved away from the "Mentor-Mentoree" model but you reminded us that it would be a good to return to it.

Thank you

  
Jim Vanstone, Chair  
Faculty Professional  
Development Committee



Office of the President

1986 03 25

Ms. Mia S. Gladstone  
John Abbott College  
P.O. Box/C.P. 2000  
Ste. Anne de Bellevue, Quebec  
H9X 3L9

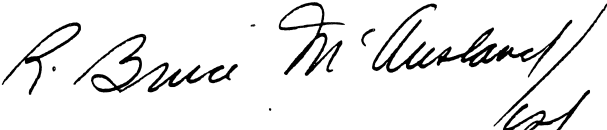
Dear Mia:

I read with interest your letter concerning the work you are doing on mentoring. It seems to me that mentoring has always existed to some degree or other, however, since the rise of affirmative action and the realization of the world of mentoring in institutes and industry, perhaps the time has come to analyze and codify the process. I take it that your project is in that vein.

I can claim no expertise in the matter at all, and I am not even totally sure of what the basic characteristics of mentoring are; however, if I can be of some help in critiquing some portion of your work, I would be happy to do so.

In conclusion, I wish you well in bringing your project to fruition and please pass my best wishes on to my former associates at John Abbott College.

Yours truly,

  
R. Bruce McAusland  
PRESIDENT

RBM:csf

February 14, 1986

Mia S. Gladstone, B. Comm., C.A.  
CEGEP  
John Abbott College  
P.O. Box CP 2000  
Ste. Anne de Bellevue, Quebec  
CANADA H9X 3L9

Dear Mia:

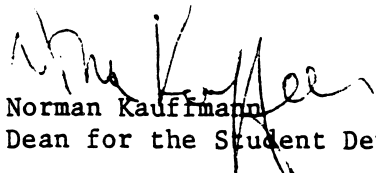
I was pleased to learn that you are interested in the whole area of mentoring. That sounds like a very exciting topic for a dissertation.

Enclosed are copies of the materials that we have developed here at Goshen College for our mentor program. James Lapp, our Director of Campus Ministries, has developed and supervised our mentor-mentee program. While we do not have a lot of students, those who have participated seem to sincerely appreciate the experience.

I have also been involved in the development of a mentor-mentee program for the Mennonite Church. The Director of that program is Lavon Welty, Youth Secretary for the Mennonite Church. A great quantity of materials have been developed for grades 9-12. If you would like to have a copy of those, you can write to him at Mennonite Board of Congregational Ministries, Greencroft Center, Elkhart, IN. You will perhaps need to pay a fee for those, but I assume it may be worth your while to do so.

If I can be of any further help, please feel free to be in touch with me.

Sincerely,

  
Norman Kauffmann  
Dean for the Student Development Division

NK:lm  
enclosures

Aggie Village, Apt. 15-1  
Logan, Utah 84321

April 23, 1986

Mia S. Gladstone  
CEGEP, John Abbot College  
P.O. Box/C.P. 2000  
Ste. Anne de Bellevue, Quebec H9X 3L9

Dear Ms. Gladstone,

Nick Eastmond, of Utah State University, Department of Instructional Technology, has shared your letter of April 15, 1986, with me; and has asked that I respond to your inquiry.

I am a graduate student in Instructional Technology and have been involved in preliminary research on the topic of mentor-protége relations. My specific area of interest is the role of mentoring (if there is such a word) as it applies to teacher education, the student-teaching experience, and the socialization of new teachers.

Your letter indicates you are preparing a proposal for a study on "The Mutual Benefits of Mentor-Mentoree Relationships in a College Environment." I would be pleased to provide some comments on the proposal; I am also eager to share other information on the broad topic of mentors and on specific elements within the broad topic.

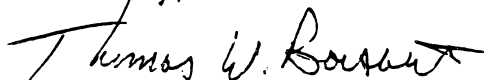
I have found the subject of mentors, as a distinct field of inquiry, to be a relatively new one in the professional literature: ERIC (RIE and CIJE) and Education Index added the topic to their lists of subject headings in 1980; Psychological Abstracts added the topic in 1985. References to the topic also abound in various business periodicals; I found Business Index and Business Periodicals Index to be helpful in locating these.

For your personal use, I am enclosing a copy of the bibliography I have developed on mentoring. The bibliography is by no means complete (most of the articles are dated 1979 and later), nor is it composed exclusively of research reports; but it may help you expand your search for relevant literature.

You mentioned, in your letter, a conference at UBC in Vancouver. Is this the International Conference on Mentoring, to be held July 21 - 25, of this year? I have only just found a brief notice about the conference, could you tell me more about it?

I look forward to hearing from you about your proposal and your research on mentoring.

Sincerely,

A handwritten signature in cursive script that reads "Thomas W. Boisvert".

Thomas W. Boisvert

P.S. I can't find Ste. Anne de Bellevue on my map; where, in Quebec, are you located?

cc: Nick Eastmond

UNIVERSITÉ D'OTTAWA



UNIVERSITY OF OTTAWA

February 1, 1986

Mia S. Gladstone, B.Comm. C.A.,  
Cejepe John Abbott College  
P.O. Box/C.P. 2000  
Ste Anne de Bellevue (Québec)  
H9X 3L9

Dear Mia Gladstone:

Thank you for your letter of December 18, 1985 in which you inquire about my knowledge of Mentors- Mentoree Relationships in a College environment -.

Since then, I tried to speak to people around me and I have come up with one article from the February 1984 Kiwanis Magazine on "How To Be A Mentor" and which I am pleased to send to you.

I must congratulate you over your doctoral program in Social Change with Walden University. I am sure that your work will be worth a lot and I would appreciate reading your piece of work when it is completed. I am sure that the programme is a lot of work in addition to your other responsibilities but as you say extremely gratifying. I am sure you are on the right path.

The little advice I can give you at this time is not much except that I promise to keep you informed of any topic I may read or I shall give your name to other individuals or organizations interested in mentoring.

Sincerely,


Lucette Paquette, Ph.D.

Conrad  
Grebel  
College

Affiliated with the  
University of Waterloo

Waterloo, Ontario  
Canada N2L 3G6  
519-885-0220

January 7, 1986



Mia S. Gladstone  
John Abbott College  
P. O. Box C. P. 2000  
St. Anne-de-Bellevue  
Quebec H9X 3L9

Dear Ms. Gladstone:

Thank you for your letter describing your doctoral programme at Walden University. The topic of "Mentor-Mentoree Relationships in a College Environment" sounds like a very interesting topic. I am not too much up on that topic, although I am sure much is being done in various places. It is my assumption that the student personnel departments of universities and colleges should have some material to share with you on this, and I presume that you are in touch with them.

I can give you the name of a person who I believe has done quite a bit in the promotion of learning environments for students and that is Dr. Norman Kauffman, Goshen College, Goshen, Indiana 46526. He may be able to give you further information on this topic from some of the church colleges in the United States.

There is another organization at the University of Alberta, Edmonton for school administrations, especially high schools, and you might write them for any information they might have. I will include the address with this letter.

I wish you success as you work on this project.

Sincerely yours,



Salvin Redekop

CWR:peb  
Enclosure



# University of Waterloo



Waterloo, Ontario, Canada  
N2L 3G1

Teaching Resource Person  
519/885-1211 Ext. 2579

Telex Number  
069-55259

December 23, 1985

Mia S. Gladstone  
John Abbott College  
P.O. Box 2000  
Ste. Anne de Bellevue  
Quebec  
H9X 3L9

Dear Mia:

Thank you for your letter of December 12th. I must admit that I have a very limited knowledge of mentoring. Although of course the underlying notion (an older, more experienced person taking a novice "under her wing") is familiar in many aspects of day-to-day life, the establishment of (semi-) formal programmes to encourage this type of activity in academia seems to be an American phenomenon. Most of the Canadian universities I am familiar with would probably be suspicious of any attempt to formalize a process that perhaps works best when it is spontaneous. But I may misjudge my colleagues and my views may be influenced too heavily by Waterloo, which prizes itself on its "hard-nosed" approach to such matters! I looked at our library holdings on the topic, and managed to come up with three articles - one of which is a bibliography and will give you further leads. I am enclosing copies of the material.

In fact we do have one modest activity at Waterloo that uses the term "mentor" but in a somewhat different context than the one I suspect you are interested in. This involves a training programme for teaching assistants in Engineering, which makes use of senior, more experienced T.A.s to help advise their more junior colleagues. In a way, I would guess that mentoring perhaps works best at a semi-formal level in the relationship between students and faculty supervisors - especially (but not exclusively) at the graduate level. This may be why it has taken root in the training programme for teaching assistants (who are all graduate students).

I hope this information is of some use to you, and I would be interested to know what you manage to uncover in your study. I wonder if you are aware of our embryonic Society for Teaching and Learning and Higher Education, which will be holding its next conference in Guelph next June (see the enclosed newsletter). I feel sure that the programme committee would welcome some type of presentation on the mentoring idea.

Yours sincerely,



Christopher K. Knapper, Ph.D.  
Director  
Teaching Resources and  
Continuing Education

/mb  
Encl.



The Canadian Institute of Chartered Accountants  
L'Institut Canadien des Comptables Agréés

150 Bloor Street West/150, rue Bloor ouest  
Toronto, Canada M5S 2Y2  
Tel: (416) 962-1242 Telex: 06-22835  
Cable/Télégraphe: Canchart

Direct Line:

February 17, 1986.

Mia S. Gladstone, CA  
P.O. Box 2000  
Ste. Anne de Bellevue, Quebec.  
H9X 3L9

Dear Ms. Gladstone:

Thank you for your letter concerning a bibliography dealing with changes in the accounting profession.

As part of its background research on the future of the CA profession, the Long Range Strategic Planning Committee undertook a literature search and prepared a document entitled "Extracts" from reports, articles and addresses relating to the future of the accounting profession. I am enclosing a copy of this material and trust that it will satisfy your need for this kind of information.

If I can be of further assistance please do not hesitate to write.

Yours very truly,

A handwritten signature in cursive script that reads "Gloria Lindsay Luby". The signature is written in dark ink and is positioned above the typed name and title.

Gloria Lindsay Luby  
Manager, Planning

GLL:ms

Encl.

# SOCIETY FOR VALUES IN HIGHER EDUCATION

409 PROSPECT STREET NEW HAVEN, CONNECTICUT 06510 (203) 865-8839

February 11, 1986

Ms. Mia S. Gladstone  
CEGEP John Abbott College  
P.O. Box/C.P. 2000  
Ste. Anne de Bellevue, Quebec  
H9X 3L9 CANADA

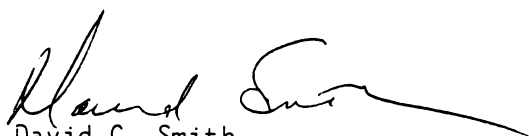
Dear Ms. Gladstone:

In response to your inquiry regarding research on the mentoring relationship, I believe that the paper you have in mind was presented by Charles P. Smith, Professor of Psychology, City University Graduate Center, at the 1979 meeting of the Fellows at Dickinson College. I do not have that paper conveniently at hand, but perhaps Professor Smith would be willing to share a copy with you. His work address is: 33 West 42nd Street, New York, NY 10036.

Dr. Smith's work does point to the difference between male and female students in achieving successful mentoring relationships with senior academics. I assume that this would be quite important to your topic. Beyond that, I can only note that in some of our informal discussion some scholars have challenged the relationship as inherently paternalistic and adverse to women. Another member of the Society who has done some work on this area and whom you might wish to contact is: R. Eugene Rice, Department of Social Science, University of the Pacific, Stockton, CA 95204.

I hope that you will inform me of your conclusions at the appropriate time. With best wishes for your work.

Sincerely,



David C. Smith  
Executive Director

DCS/rn



February 7, 1986

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*Founder and President*

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*Past President, University of Alabama,  
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*Chairman, Physical Education  
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Diego; Former Acting Vice Chancellor of  
Student Affairs, University of California,  
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*Director, Center for Research on Women  
in Developing Societies and Professor,  
Quigley Center of International Studies,  
University of Minnesota, Minneapolis,  
Minnesota*

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*Former Research Director at Harvard and  
MIT; Co-founder, National Training  
Laboratories, Center for Research on  
Group Dynamics, Harvard; Center for  
Research and Utilization of Scientific  
Knowledge, University of Michigan,  
Ann Arbor; Professor Emeritus of  
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*Former Director, Educational  
Components, National Tribal Chairmen's  
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*Dean, Walden Summer Session;  
Professor, Department of Sociology,  
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*Dean, Walden University, Western  
Region; Professor of Educational  
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*National President, Association for  
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Principal of the Clarence B. Sabbath  
Elementary School, River Rouge,  
Michigan*

WALTER L. WALKER, Ph.D.  
*President, LeMoyne-Owen College,  
Memphis, Tennessee*

Ms. Mia S. Gladstone  
CEGEP John Abbott College  
P. O. Box C. P. 2000  
Ste. Anne de Bellevue, Quebec, Canada H9X 3L9

Dear Mia:

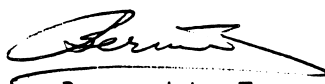
It was a pleasure to receive your letter of January 27, 1986.

I am delighted that your work is progressing smoothly and was equally impressed with the attention being given to you relative to your growing stature in the field of mentoring. The possibility of initiating workshops leading to the expansion of interest in mentoring is thrilling, indeed. I can remember reading the dialogues of Plato and also relish the memories of the Socratic method. I am certain that there are other analogies, and I am sure that the many perspectives offered will lead to an exciting growth in the development of the mentoring concept.

By all means, please send me your proposal. I would enjoy reading it and will offer you my thoughts.

It was good to hear from you.

Sincerely,



Bernard L. Turner  
President

BLT:eb

INSTITUTE FOR ADVANCED STUDIES

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Western Office 1710 West Cameron Avenue, Suite 206 West Covina, California 91790 (818) 960-9600



February 5, 1986

Ms. Mia S. Gladstone  
C.E.G.E.P. John Abbott College  
P.O. Box 2000  
Ste Anne de Bellevue, Quebec  
H9X 3L9

Dear Ms. Gladstone:

Coby Herrington forwarded your letter to me for follow-up purposes. I was very encouraged to find out about your research project and to know that there are other persons interested in this topic.

As you may be aware, the British Columbia Mentorship Program concluded on January 31, 1986 and discussions concerning its future direction are currently underway. I have discussed the concept of mentoring in detail with another woman who is involved in research on the topic of Mentoring and Women in Educational Administration. You may wish to write to Ms. Judy Dodgson at:

34 Ashgrove Crescent  
Nepean, Ontario  
K2G 0S3

In addition, there is a conference being held in Vancouver, July 23-25, 1986 entitled First International Conference on Mentoring: Aid to Excellence. I have enclosed the registration brochure for your information. Coby and I plan to make two presentations: one on the B.C. Mentorship Program and the other on our college course called Mentorship: Tool for Success in the 80's. I believe you will find the workshop topics very interesting.

I am enclosing other materials on our program for your information. I hope that you will find them useful in your research endeavours.

.... /2

I would appreciate receiving any relevant research information which you discover that may be of value and interest to Coby and I in the pursuit of our mentorship endeavours.

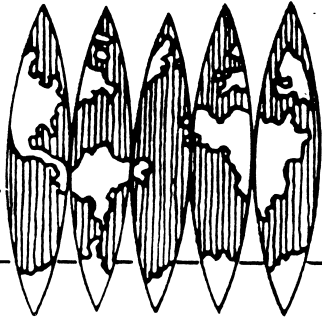
Sincerely yours,

A handwritten signature in cursive script, appearing to read "Lisa Harney".

Lisa Harney  
Program Co-ordinator  
Women's Programs

LH:be

Enclosures



# COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY

Secretariat: Comparative and International Education Society, College of Education  
The University of Akron, Akron, Ohio 44325

A. Al-Rubaiy  
Secretary

November 21, 1985

Mia S. Gladstone  
B. Bomm., C.A.  
CEGEP John Abbott College  
P.O. Box CP 2000  
Ste Anne de Bellevue  
QUEBEC

Dear Mia,

Thank you for your letter requesting advice. I am glad to be of some help to you. I have a name of a woman who is interested and has done her doctoral dissertation on the same subject as you.

Her name and address is: Ms. Anka Skrtic  
590 E. Buchtel Ave.  
Akron, Ohio 44304

I hope she will be of some help to you and I also wish you the best in your future studies.

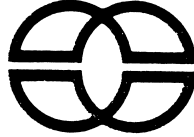
Sincerely,

A. Al-Rubaiy, Ph.D.  
Professor and General Secretary

AA/rp



George Brown



The City College

**November 20, 1985**

**Ms. Mia S. Gladstone  
John Abbott College  
P.O. Box 2000  
Ste. Anne de Bellevue  
Quebec H9H 3L9**

**Dear Mia,**

**I was delighted to hear that you have started your doctorate. I hope you have as much fun as I had. I would go back to school tomorrow if I could afford it!**

**I would suggest that you contact Match International in Ottawa, the Canadian Congress for Learning Opportunities for Women, and the <sup>Country</sup> National Advisory Committee on the Status of Women. They might be able to put you in touch with people or programs that have formalized the mentoring relationship.**

**Best of luck in your studies.**

**Cordially,**

**M. Karen O'Kain, Ph.D.  
International Outreach Coordinator**

# University of Waterloo



Waterloo, Ontario, Canada  
N2L 3G1

Faculty of Science  
School of Optometry  
519/885-1211

Telex 069-55259

July 15, 1985

Mrs. M.S. Gladstone  
CEGEP  
John Abbott College  
P.O. Box 2000  
St. Anne de Bellevue  
Quebec H9X 3L9

Dear Mrs. Gladstone:

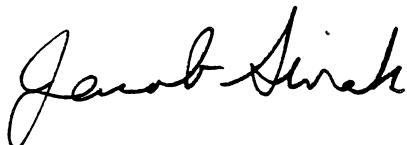
Thank you for soliciting my views in regard to your research project on the "role of mentor in motivation to learn". Indeed the primary experience I have had is in the mentor-student relationship encountered in scientific research.

My experience and observations regarding this relationship is strongly influenced by the conviction that scientific research is mainly a creative function largely guided by serendipitous events that cannot be planned in advance. I know that this view may not be in accord with commonly found descriptions of active research laboratories in which numerous students (Ph.D. students, Post-Docs) are involved in sub projects of various kinds; all of which are supervised by a guiding leader - the professor. The professor's (ie. the mentor's) job is primarily related to planning complex series of projects, obtaining the necessary funding from a variety of research agencies, and seeing that his research objectives are carried out according to schedule by the individuals working under him. In this situation the mentor-student relationship is well defined and consists of schedules, progress reports and clearly stated objectives.

Returning to the more creative view expressed earlier, it is apparent that the mentor-student relationship becomes much more difficult to define. The mentor's role becomes much more altruistic because the mentor's progress and achievements are not directly related to his or her student's success. The relationship is much more closer to that which may be encountered between an artist and his student. Clearly, the relationship will be much more variable and will depend considerably on the personalities of the individuals involved. The lack of definition in the relationship can be very stressful to mentor and student but it is the type of situation which produces the most significant scientific advances.

I hope these few comments are helpful and I wish you every success in your work.

Sincerely yours,

A handwritten signature in cursive script that reads "Jacob Sivak". The signature is written in black ink and is positioned above the typed name.

Jacob Sivak, Professor  
Associate Dean of Science

JS:jm



association of canadian community colleges  
association des collèges communautaires du canada

110 Eglinton Ave. West  
Second Floor  
Toronto, Ontario M4R 1A3  
Telephone (416) 489-5925  
Telex: 06-217566

8 July 1985.

Mrs. Mia Gladstone,  
Commerce and Accounting,  
John Abbott College,  
P.O. Box 2000,  
Ste Anne de Bellevue, Quebec,  
H9X 3L9.

Dear Mrs. Gladstone,

Thank you for your letter regarding your research project entitled "The role of mentor in motivation to improved learning performance."

Will you be examining the role of mentor in the relationships of student-teacher, [foreign] student-counsellor, teacher-teacher, administrator-faculty or do you have other types of paradigms in mind?

How do you define mentor and what exactly are the parameters of your research?

I'm not sure I could be of much practical assistance to you. Perhaps, after some clarification of your objectives, it might be of better value to contact faculty and administrators in a random selection of colleges throughout Canada and present them with a questionnaire. This might offer you both a good qualitative and quantitative opportunity.

Your topic is intriguing and I'm sure it will offer you a suitable challenge.

With best wishes in your endeavours,

Gerry Oliver,  
International Bureau.

**King Edward  
Campus**

1155 East Broadway,  
Box No. 24620 Sta. 'C'  
Vancouver, B.C. V5T 4N3  
Telephone 875-6111

July 5, 1985

Greetings Mia

And thanks for your letter of June 10. Obviously, it has taken me time to respond.

Firstly, I concur with your remarks about conference presenters. They really ought to see themselves as others do and prepare accordingly. If we are granted a pre-Conference day at Calgary, and if I am involved, you can be sure we will do more to prepare the presenters than we did this year. It was my expectation that the people who did present this year at St. John's would be more professional like Roy Giroux and Alan Gordon were. Surprised I was.

As for research topics, yours sounds interesting. I am by no means an expert nor can I advise you about the role of the mentor. In my own case, I have a mentor at the University of Texas who has persuaded me in positive ways to return to my doctoral program at his university and complete the PhD.

With some reservations, I decided to "go for it" and will be starting this fall. I'll be away from the college scene for a year... in which time I hope to be close to the elusive Big D.

I hope to be in Calgary at the end of May, but I will also have a NISOD national conference to guide in Texas just before. May this year be a positive and productive one for you too. Is your research topic for your dissertation too? All the best.

Cheers,

*Grant Kelly*