Mentoring and work-based learning

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Main questions

- What is mentoring?

- What does it mean in pedagogical terms?

- How to support the learning of the learner?

- How to measure the success of mentoring

(in the context of transnational mobilities)

➡️ How to be a good mentor?

What is mentoring?

- Culture-bound concept

- Mentor – tutor – sponsor

- Career mentoring vs psychosocial mentoring

- Three approaches/models (Maynard & Furlong)
  - Apprentice
  - Competency
  - Reflective practitioner

What does it mean in pedagogical terms?

- Different modes of mentoring
  - e.g. situational – informal – formal mentoring
- Different roles of mentoring
  - How does it relate to the roles of
    - Teacher
    - Tutor
    - Coach
    - Adviser

| (Clutterbuck 1992)	Teacher	Tutor	Coach	Mentor	Adviser
Nature of information exchange	Information, a little bit of knowledge	Knowledge	Competence, a little bit of knowledge	Wisdom	Self-awareness, vision
Direction of learning	Teacher –> learner	Tutor -> learner, can be reciprocal	Coach -> learner	Reciprocal	Adviser –> learner
Hierarchy	High	Rather high	Rather low	Low	Low
Nature of feedback	Impersonal	Personal	Personal	Personal	Avoiding direct feedback
Strength of communicational relationship	Usually low	Low or rather low	Rather low, but can develop	Varies from low to high	Very low personal commitment

What does it mean in pedagogical terms?

- Impact of pedagogical approach
  - Behavioural or social constructivist
- Impact of conception of man
- Impact of culture
- Impact of position
  - Sending or receiving teaching organisation, company or workplace
- Impact of the nature of learning
  - Self-motivated or externally regulated

Theory of scheme (Neisser)

- Pattern of thought

- Mental structure through which one perceives the world

- System of receiving and organizing new information

- Stereotypes are also schemes

- Impact on learning and on evaluation of learning

Zone of proximal development (Vygotsky)

Learner can do independently

Learner can do when supported

Learner cannot do (yet)
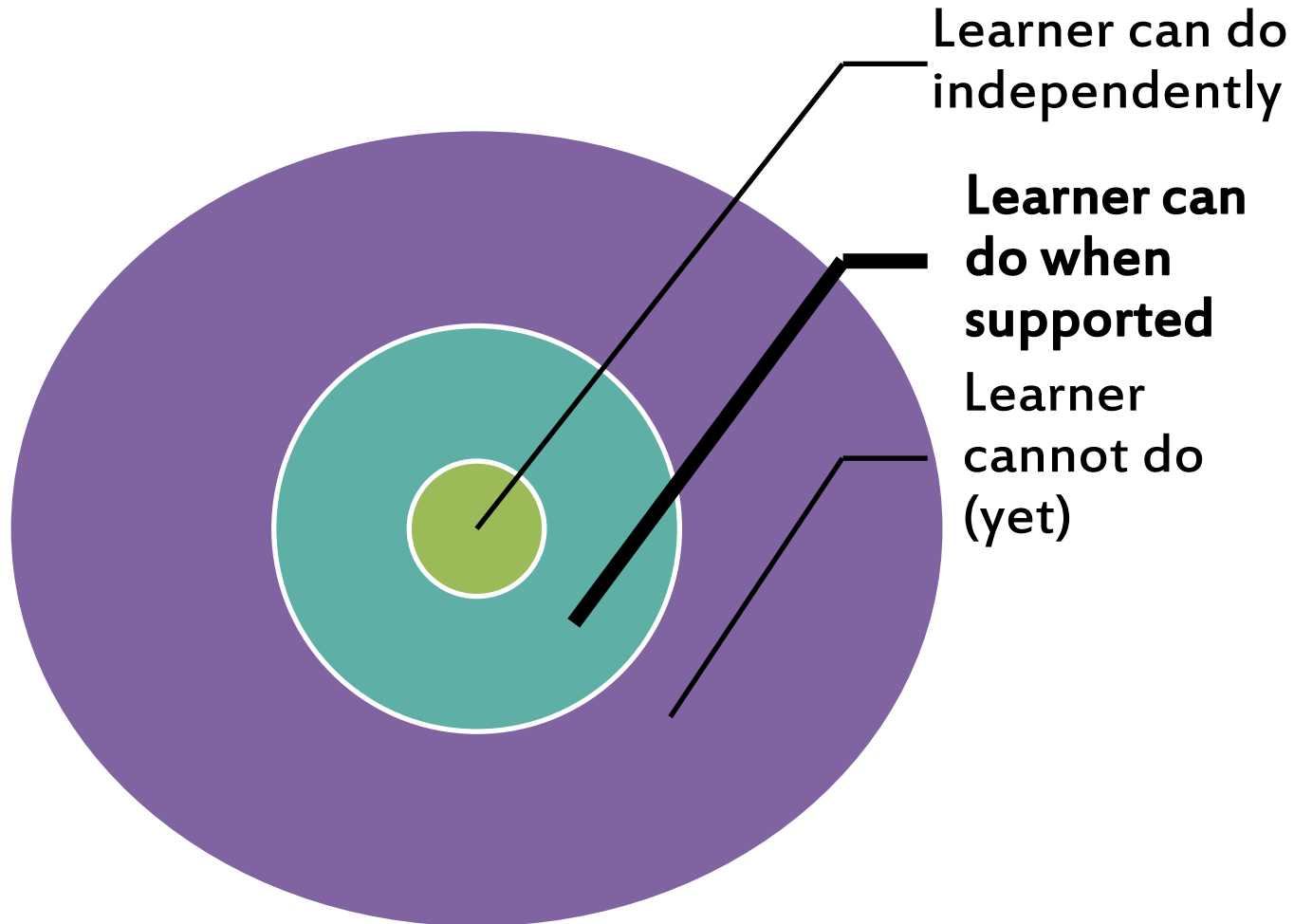
Aims for professional learning (Brockbank & McGill)

FROM Experiental learning (Kolb)

- – Situation-bound

TO Mediated learning (Ponte)

- – Seeks to construct new, transferable knowledge

Learning about learning (meta-learning)

Transformative learning (through critical assessment of existing realities)

Components of effective professional learning (Burley & Pomphrey)

- Reflection
- Dialogue
- Criticality

Mentoring or coaching (or tutoring) can provide a metaphorical space where these 3 processes can take place

Concept of platform (Ponte & Smith): "a meeting place where others can learn from each other and engage in debate"

Tacit knowledge (Polanyi)

- We can know more than we can tell

- Often based on personal experiences

- Tacit knowledge vs skills

- Both a process and a product

Espoused theory & theory-in-use (Argyris & Schön)

- **Espoused theory**
  - The world view and values people believe their behaviour is based on

- **Theory-in-use**
  - The world view and values implied by one's behaviour

What is important in mentoring/tutoring (Onnismaa)

- Time
  - Chronos - kairos
- Attention
  - Active listening
- Respect
  - Empathy and self-reflection

Staged Self-Directed Learning Model SSDL (Grow)
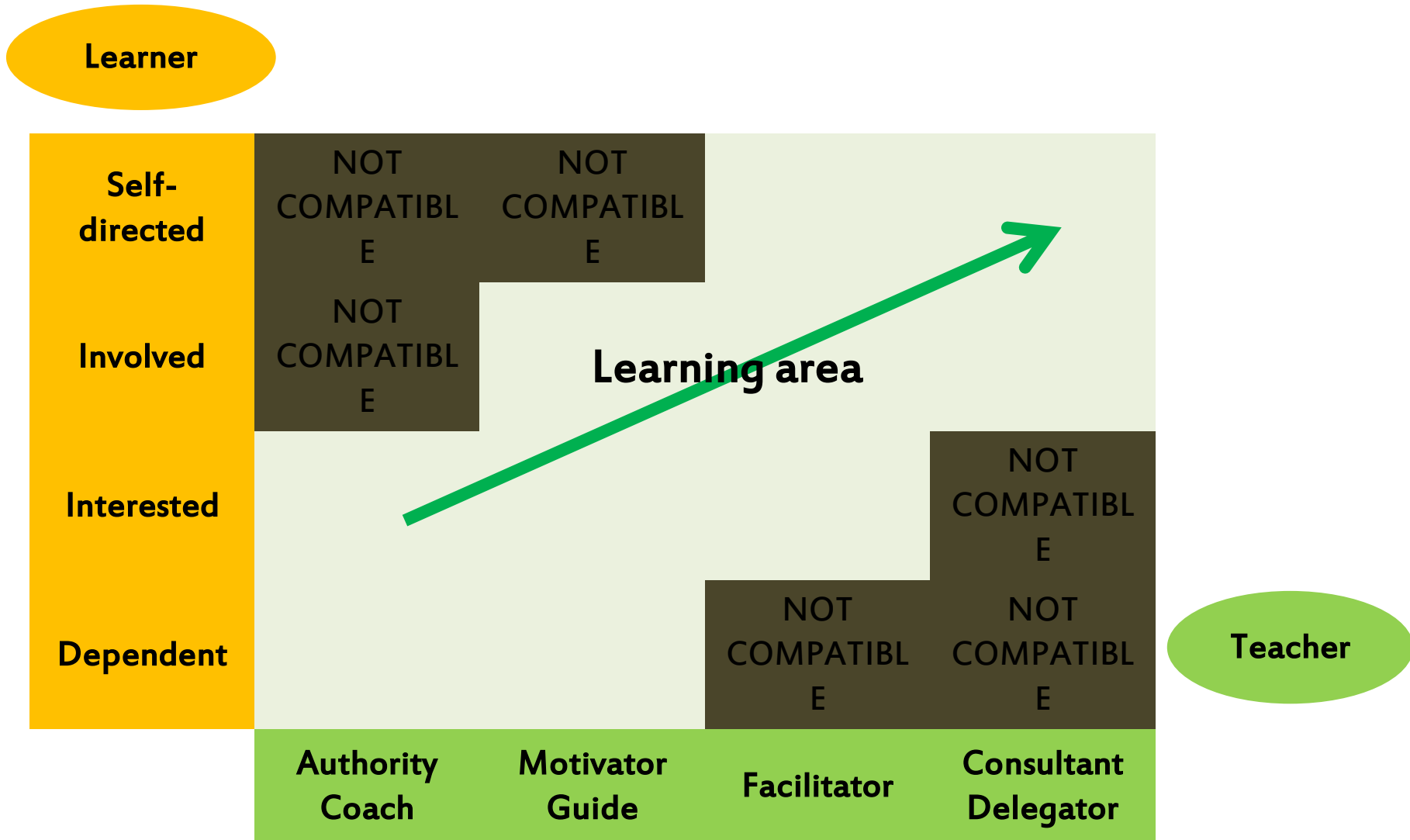
Some common misunderstandings about mentoring (Kram)

- Only the person receiving mentoring benefits from it

- Mentoring is always a positive experience

- Mentoring relationship is static in all situations