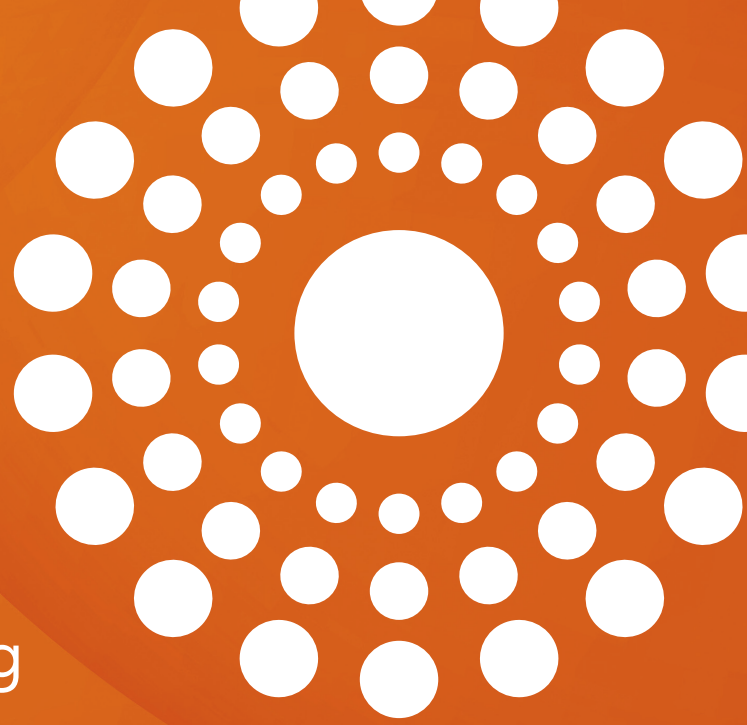


Carnegie African
Diaspora Fellowship
Program Alumni Convening

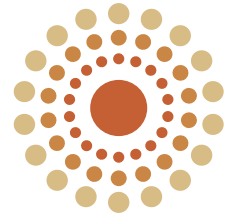


A Vision for the Future

Mentorship: The Next
Generation of Faculty,
Researchers, and Scientists



Table of Contents



- 2** *Mentoring Faculty and Doctoral Graduate Students for Capacity Development in Business Schools*
Dr. Moses Acquah
- 8** *Mentorship for Faculty, Researchers, and Scientists in Government Universities in Nigeria*
Dr. Robert Dibie
- 20** *Peer Mentoring: Challenges and Opportunities for African Diaspora and African University Scholars*
Dr. Amiso M. George
- 26** *Meaningful Mentoring: Strategies from Diasporic Academic Collaborations*
Dr. Ibipo Johnston-Anumonwo
Alabi Soneye
Vide Adedayo
- 38** *Mentorship: Bridging, Balancing, and Building Synergistic Scholarly Activities*
Dr. Penina Kamina
- 44** *Mentoring Graduate Students: Benefits and Challenges to Effective Mentorship*
Dr. Winnie Mucherah
- 50** *Developing and Sustaining Collaborative Mentorship Programs with African Academics and Students*
Dr. Faith-Michael Uzoka
Dr. Emmanuel Chidi Nwadiaro
Christie Akwaowo
- 58** *International Mentoring with Project Flourish: A Military Family Stress, Resilience, Trauma and Well-Being Project*
Dr. Grace Ukasoanya
Dr. Grace Legbeti
Dr. Hauwa Imogie
- 70** *The Virtual Mentor: Refashioning Mentorship in the Age of Pandemic (A Conceptual Framework for CADFP Collaboration with African Institutions)*
Dr. Pauline Ada Uwakweh
- 80** *Post-COVID-19 Pandemic Collaborative Faculty Training and Mentorship*
Dr. Wakiuru Wamwara
- 86** *Mentoring Graduate Students and Faculty in the Humanities*
Dr. Tanure Ojaide

Mentorship: The Next Generation
of Faculty, Researchers, and Scientists

Mentoring Faculty and Doctoral Graduate Students for Capacity Development in Business Schools in Africa

Dr. Moses Acquah

University of North Carolina, Greensboro
Greensboro, North Carolina

Diaspora Fellow at Kwame Nkrumah
University of Science and Technology,
Fall 2017 and Fall 2019

ABSTRACT

The objective of this paper is to describe an effective model of mentoring doctoral students and junior faculty in business schools in Africa by the Africa Academy of Management (AFAM). The model involves organizing a weeklong residential and intensive workshop with the aim of developing the research capacity and capabilities of doctoral students and junior faculty for the business schools. The paper describes the process of selecting the host and participants for the workshop, the facilitators, and the format and activities involved in the workshop. The paper further discusses the outcome from the workshops that have been organized by AFAM. The workshop outcomes show that doctoral students successfully complete their doctoral dissertations on time, and the quality and quantity of the junior faculty research productivity increased significantly, leading to the progression in their careers in the form of promotions.

Introduction

Developing the capacities of individual academics and institutions of higher learning in Africa to play their roles in training while enhancing their capabilities to support the development of their economies cannot be overemphasized. In fact, the involvement of most international agencies, such as the United Nations, International Monetary Fund (IMF), and World Bank (Bester, 2015); nonprofit organizations such as the Carnegie Foundation in Africa; and even the activities of the African Union (AU) are predicated in supporting capacity development on the continent. The AU established a specialized agency in 1991 called The African Capacity Building Foundation (ACBF) to “build strategic partnerships, offer technical support, and provide access to relevant knowledge related to capacity building in Africa” (<https://www.acbf-pact.org/who-we-are/vision-mission>). The United Nations Development Group (UNDG) defines capacity development as “the process whereby people, organizations and society as a whole unleash, strengthen, create, adapt, and maintain capacity over time” (2008, p. 3). Other UN agencies, such as the United Nations Development Programme (UNDP), build on this definition and view capacity development as “the ‘how’ of making development work better and is, in essence, about making institutions better able to deliver and promote human development” (2010, p. 2).

The UN sees capacity development as a systems approach and classifies capacity development into three levels—the enabling environment, organizational, and individual—which are considered as interlinked and mutually reinforcing (Bester, 2015). At the enabling environment level, capacity development emphasizes the overall policy framework in which individuals and organizations operate and interact with the external environment. It includes the economic, political, social, and environmental condition. At the organizational

level, it emphasizes the overall improvement of institutional performance and the functioning of capabilities, as well as an organization’s ability to adapt to change. Capacity development at the individual level focuses on developing and improving individual skills, experiences, knowledge, and performance. Thus, capacity development could be seen as the process by which individuals and institutions acquire, retain, strengthen, and enhance the skills, knowledge, capabilities, and other resources needed to undertake their activities effectively.

The capacity development challenges facing higher educational institutions in Africa are more salient at the individual and organizational levels. At the individual and institutional levels, higher educational institutions lack the capacity to effectively teach the required course in most of their programs. They also lack the capacity for high-quality research activities due to resource constraints, especially financial and human resources. These financial and human resource constraints have resulted in a very small proportion of published scientific papers written by Africans or lower-quality research from Africa compared to the rest of the world. An article in *The Economist* published in 2014, which is cited in Zoogah et al. (2015), estimated that Africa’s portion of the global production of knowledge accounts for only 2.4% of the world’s total scientific articles. In another study by Emerald Publishing Group on authorship of papers in Emerald journals by African authors, they found that only 2.16% of the authors on the Emerald database were based in Africa (Foster et al., 2008). They identified lack of resources, poor quality of manuscripts, lack of advice and guidance for African authors, and journal editors’ lack of willingness to accept research from Africa as the major challenges (Foster et al., 2008). These challenges are magnified when we discuss capacity development in the business and management fields. This is because the genesis of business and management as academic disciplines in Africa is very young.

Consequently, most faculty in business schools in Africa do not have terminal academic qualifications. This has affected the quality of research productivity by business school faculty in Africa (Nkomo, 2015).

The above challenges facing higher educational institutions, especially in the business and management fields, have led to the establishment of capacity development programs in Africa by several international and African institutions and organizations, including the UN multilateral organizations (e.g., the UNDP, World Bank, IMF), bilateral agencies (e.g., the United States Agency for International Development, Canadian International Development Agency, International Development Research Centre), and African regional organizations (e.g., the AU, African Development Bank, and ACBF). Recognizing the serious deficit in capacity and capabilities in business schools in Africa; the lack of high-quality research that has the potential to advance the economic development agenda of the continent; the lack of African-based theories in business education (Sigue, 2012); and the leveraging of context-specific theories (Zoogah, 2008), a group of African diaspora and Africa-centered academics teaching in business schools in Africa, the United States, Canada, and Europe started the Africa Academy of Management (AFAM) in 2011. The purpose of AFAM is “to function as an avenue for discourse on management research and practice in Africa. Fulfilment of this function involves facilitation of the development and improvement of members’ capabilities for research, teaching, and practice of management and organization in Africa.” (<https://www.africaacademyofmanagement.org/governance#quicktabs-committees%3D1=&quicktabs-committees=1>).

AFAM further has six objectives:

1. Foster the general advancement of knowledge and scholarship in the theory and practice of management among African scholars and/or academics interested in management and organization issues in Africa.
2. Perform educational activities that advance the field of management in Africa.
3. Perform and support educational activities that contribute to intellectual and operational leadership in the field of management within the African context.
4. Facilitate closer cooperation among those interested in the science and practice of management in Africa.
5. Promote the use of Africa management knowledge by educators, policymakers, and practitioners on the continent.
6. Provide opportunities for management researchers, educators, and practitioners to advance themselves through the publications of scholarly, pedagogical, and practitioner papers.

To implement these objectives by participating in the capacity development efforts for business schools in Africa, AFAM established the Africa Faculty Development (AFD) Workshop. The primary goal of the AFD Workshop is to mentor business school faculty and doctoral students in the field of management to develop excellent research skills and capabilities for conducting research relevant for and about the management of organizations and institutions in Africa, and to develop responsible academic leaders in business schools. Management is defined broadly to encompass subareas, including general management, human resource management, entrepreneurship and small business management, organization behavior, organization theory, strategic management, and international management.

This purpose of this paper is to describe an effective model of mentoring faculty and doctoral students for developing capacity for business schools in Africa so that they can produce quality and relevant research for Africa. The model is designed to accomplish four goals: (1) help doctoral students enhance the quality and relevance of their research to the African context and complete their PhD dissertations on time; (2) promote excellence and relevant context-specific research output by faculty in Africa; (3) advance research scholarship and the development of the next generation of Africa’s academic leaders in business schools; and (4) increase the generation, publication, and dissemination of management knowledge about Africa.

The Capacity Development Model Through Mentoring

The model involves an intensive weeklong residential workshop for 18 to 30 doctoral students and junior faculty, selected on a competitive basis from across Africa. AFAM starts the process by preparing a call for proposals (CFP) to host the workshop, which is sent to universities in Africa. The AFD Workshop is held every two years due to financial and logistical constraints. AFAM usually selects a region in Africa (e.g., East Africa, Southern Africa, North Africa, West Africa) to host the workshop. The CFPs indicate that the workshops are held using a cost-sharing model. Consequently, we require that proposals to host the workshop must explicitly indicate the university’s ability and commitment to fulfill the minimum requirements set by AFAM and how the university will achieve each of the requirements. The minimum requirements expected in any submitted proposal to host the workshop must include information about facilities in terms of room and space availability, quality and availability of catering services, audiovisual and information technology (IT) facilities, staffing resources, and availability of hotel/accommodation options for participants. The cost involved in providing these resources and services must be borne by the institution.

Moreover, the institution is required to arrange and pay for spaces for the opening and closing ceremonies, and arrange and pay for tea/coffee breaks, lunches, and water for the participants during the workshop. The proposal must also indicate who will be the designated contact person for the host institution and their affiliation. The CFPs further require that the institution provides information on the institutional processes required to finalize a formal memorandum of understanding (MOU).

The CFPs also provide information about the cost-sharing activities of AFAM, which include preparing and issuing a call for workshop participants; managing the selection and communicating with workshop participants; identifying faculty facilitators for the workshop; paying for accommodations for the facilitators and participants; and paying for the cost of dinners and opening and closing ceremonies. The facilitators for the workshop are highly recognized senior academics and researchers with expertise in various management fields who are African, African

diaspora, and international scholars teaching in universities in Africa, Europe, and North America. These senior academics and researchers usually volunteer their time and resources to facilitate the workshops and pay for their own travel to the workshop. It must be emphasized that the doctoral students and junior faculty participants do not incur any costs except the cost of their travel to the workshop venue.¹

Once the host is identified and an MOU is prepared for the workshop, AFAM prepares a call to doctoral students and junior faculty in business schools in Africa to participate in the workshop. The call is usually posted on the AFAM website (<https://www.africaacademyofmanagement.org/>), sent to AFAM members, and distributed to universities in Africa. There are usually about 40 to 60 applications for the workshop, but because of financial constraints, only 18 to 30 applicants have been selected for each of the workshops. Each application is reviewed by at least three faculty facilitators before a decision is made to accept an applicant for the workshop. Five spaces are reserved for

TABLE 1

AFD Workshops Held

YEAR	HOST INSTITUTION	OTHER SPONSORS
2011	Ghana Institute of Management and Public Administration (GIMPA) Accra, Ghana	The Academy of Management
2012	The University of Rwanda Kigali, Rwanda	The Academy of Management
2015	The University of Pretoria* Pretoria, South Africa	None
2017	Kwame Nkrumah University of Science and Technology (KNUST) Kumasi, Ghana	Ecowas Bank for Investment and Development (EBID)
2019	The American University in Cairo Cairo, Egypt	The Association to Advance Collegiate Schools of Business (AACSB)
2021	The University of Stellenbosch** Stellenbosch, South Africa	None

*There were no other sponsors in addition to the host institution and AFAM for these AFD Workshops.

**This workshop was held virtually because of the COVID-19 pandemic.

¹ AFAM paid for the travel cost of participants for the the workshops in Accra, Kigali, and Pretoria. Participants were asked to pay for their travel cots for the workshops in Kumasi and Cairo.

doctoral students and junior faculty applicants from the host institution for the workshop.

AFAM has held six AFD workshops since 2011. The workshop years, host institution, and sponsors in addition to AFAM and the host institution are shown in Table 1.

Workshop Format

The workshop is an intensive weeklong academic exercise to improve the conceptualization, theory, methodology, and presentation of the research projects of the doctoral students (usually their dissertations) and junior faculty participants. The selected participants are sent a research project by one of their peers one month before the workshop and are required to provide a written peer review of the project to the participant during the workshop. In addition, every facilitator is assigned to review one or two research projects of the participants and provide written comments to improve the quality of the project.

Sessions during the workshop include:

- (a) **Interactive paper development and presentation sessions.** These involve oral presentations of the research papers by the participants followed by oral review by another participant who is assigned that paper, a facilitator, and then all other participants (both doctoral students, junior faculty, and facilitators).
- (b) **Theory development sessions.** One or two of the facilitators will provide a presentation and workshop about theory and how to incorporate theoretical arguments when writing a research paper or dissertation.
- (c) **Methodology sessions.** One or two facilitators will discuss methodological issues in research, focusing on both quantitative and qualitative research methodologies.
- (d) **Networking opportunities.** These organized evening social events after the group dinners allow the doctoral students, junior faculty, and facilitators to mingle and network. We further organize excursions to places of interest in the city where the workshop is held to enable participants and facilitators to socialize and get to know one another.
- (e) **Mentorships.** The doctoral students and junior faculty are then assigned to the facilitators as mentors to work with them after the workshop. These mentee-mentor relationships between the participants and facilitators are supposed to last as long as the two parties are willing to work together.

Workshop Outcome

Since the first workshop in 2011, AFAM has mentored over 100 doctoral students and junior faculty from business schools in Africa. These participants have been trained and mentored on how to develop quality and relevant research about the management of organizations and institutions in Africa. The participants come from countries in Africa such as Botswana, Egypt, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Malawi, Namibia, Nigeria, Rwanda, South Africa, Tanzania, Uganda, and Zimbabwe. Several of the doctoral students completed their dissertations one year after participating in the workshop. Moreover, several junior faculty members have also increased the quality and quantity of their publications and have been promoted to senior lecturers and associate professors. The outcome indicates that the mentoring model used in the workshop to develop capacity for business schools in Africa is a successful one.

Conclusion

The objective of this paper was to describe an effective model of mentoring junior faculty and doctoral students to develop capacity for business schools in Africa. The aim is to enable the doctoral students and junior faculty to produce quality and relevant research for Africa. The model involves an intensive weeklong residential workshop for 18 to 30 doctoral students and faculty, selected on a competitive basis from across Africa, to improve the conceptualization of research ideas, theory development and application, methodological issues in the research process, and the presentation of their research projects. The workshop has led to the development and mentoring of several doctoral students who completed their dissertations in a timely fashion, and junior faculty who have been promoted because of the increase in the quality and quantity of their research productivity.

References

- Bester, A. (2015). *Capacity development. A report prepared for the United Nations Department of Economic and Social Affairs for the 2016 Quadrennial Comprehensive Policy Review*. United Nations. <https://www.un.org/en/ecosoc/qcpr/pdf/sgr2016-deskreview-capdev.pdf>
- Foster, K., Heppenstall, R., Lazarz, C., & Broug, E. (2008). *Emerald Academy 2008 authorship in Africa*. Emerald Publishing Group.
- Nkomo, S. M. (2015). Challenges for management and business education in a “developmental” state: The case of South Africa. *Academy of Management Learning & Education*, 14(2), 242–258.
- Sigue, S. P. (2012). The challenges of research in African business schools. *Journal of African Business*, 13(2), 83–86.
- United Nations Development Group (UNDG). (2008). *UNDG Capacity Assessment Methodology: User guide for national capacity development*.
- United Nations Development Programme (UNDP). (2010). *Capacity development: Measuring capacity*. https://www.undp.org/sites/g/files/zskgke326/files/publications/UNDP_Measuring_Capacity_July_2010.pdf
- Zoogah, D. B. (2008). African business research: A review of studies published in the *Journal of African Business* and a framework for enhancing future studies. *Journal of African Business*, 9(1), 219–255.
- Zoogah, D. B., Zoogah, R. B., & Dalaba-Roohi, F. (2015). Riding the tide: Management in Africa and the role of high-impact research. *Africa Journal of Management*, 1(1), 27–53.

Mentorship: The Next Generation
of Faculty, Researchers, and Scientists

Mentorship for Faculty, Researchers, and Scientists in Government Universities in Nigeria

Dr. Robert Dibie

Fort Valley State University
Fort Valley, Georgia

Diaspora Fellow at Caleb University,
Spring 2016
and Spring 2018

ABSTRACT

This paper examines the types of mentorship programs that are used by some universities in Nigeria and the major barriers they face while promoting success and career development. It argues that for Nigerian universities to accomplish higher levels of inquiries, discovery, and creativity in research and sciences, they must adopt pragmatic benchmarks in hiring highly qualified scholars who can serve as mentors to junior faculty. There is also an urgent need to establish a working environment that promotes the welfare and engagement of faculty and encourages professional advancement and development. The primary data for this study were derived from interviews and questionnaires. The conceptual frameworks are based on strategic and benchmark approaches and neoliberal principles. The data analysis shows that there is a strong positive relationship between lack of university-wide faculty mentorship programs and the ability of institutions to effectively address faculty research needs and concerns. The findings of this study also reveal strong positive correlations among lack of budget, corruption, politics, and tribalism. There is also the challenge associated with lack of institutional support for faculty development programs and other initiatives. There is significant but moderate positive relationship between inappropriate faculty assessment systems and lack of best practices for faculty development. The paper provides some benchmark strategic policy recommendations on how to reinvigorate new faculty mentorship and career development systems as well as enhance the effectiveness of existing ones.

Introduction

The current political instability in Nigeria has created many challenges in universities and higher education institutions in the country (Jeje et al., 2019; Okurame, 2008). In the past two decades, there has been academic staff strikes due to poor funding for universities infrastructure and irregular payment of faculty salary. In addition, insecurity has often made it difficult for administrators of university or polytechnic institutions to focus on spending their budget funds on developing successful mentoring programs. These precarious circumstances in Nigeria have also made it difficult for senior faculty to explore initiatives such as mentorships, research productivity, and providing high-quality educational standards.

Most Nigerian universities want to ensure that they have a strong pool of faculty and administrative leaders. Good leadership is paramount to efficiency, growth, higher performance, and the motivation to strive for excellence (Dibia & Dibia, 2017). However, developing and cultivating highly skilled faculty, high-quality curricula, and academic administrators in Nigeria is still inadequate (Afolabi et al., 2015; Sandi & Chubinskaya, 2020).

Mentoring as used in this paper refers to the act of leading a team of faculty through effective mentorship of junior faculty programs (James, 2019; Waddell et al., 2016). Mentorship is

also a trusted method for developing the best scholars, faculty educators, and university leaders (Afolabi et al., 2015; Okurame, 2008; Waddell et al., 2016). It has been argued that mentoring is not a new principle or approach to training junior faculty in many universities in Nigeria (Afolabi et al., 2015; Bonilha et al., 2019). There has also been call for Nigerian university faculty to reinvigorate the low academic standards in some universities. Despite the call to improve academic standards by the federal and state government in Nigeria, the officials of these governments have not been able to increase the salary of educators and budget to finance the mentoring initiatives. Hundey et al. (2020) and Sandi and Chubinskaya (2020) ask how university management teams can be put under pressure by the government to improve academic standards or create opportunities for professional guidance and development of their faculty and staff to elevate academic standards when government leaders cannot pay faculty members on time.

Mentoring could be regarded as a process for the informal transmission of knowledge to enhance the mentee's professional development, social capital, and psychological support (Ekechukwu & Horsfall, 2015). Although university can be regarded as a community of educators who work together to achieve goals and set higher standards, mentorship also facilitates face-to-face communication between faculty and staff

with greater relevant wisdom, knowledge, and experiences in the academic world.

Many pragmatic leadership roles, team initiatives and workshops designed to enhance faculty teaching qualities and skills could be derived through mentorship programs. According to Ekechukwu and Horsfall (2015) and Hundey et al. (2020), mentorship programs in universities are innovation initiatives that could empower and galvanize high-quality faculty and administrators. However, the massive low educational standards, social and economic dislocations, and high unemployment rate, occasioned by the pursuit of neoliberal policies by government, has created a new set of challenges in Nigeria. In the past two decades, the unrestrained and conspicuous amassing and displaying of wealth by the politicians and other public office holders during widespread abject poverty in the present dispensation has not helped matters (Jia, N., 2014; Nwonwu, 2010; Okafor, 2011; Sandi & Chubinskaya, 2020). These educational and ethical predicaments have serious implications for the stability of Nigeria's economy.

While Nigerian political leaders cannot appropriate enough budget for universities to use for the enhancement of mentorship programs, senior administrators and political leaders are unrestrained and conspicuously amass and display wealth as well as the attitude of self-aggrandizement (African Development Bank, 2020; Dibia & Dibia, 2017). The nation's economy is not doing well because there is no vibrant manufacturing sector that has the capacity to absorb unemployed university graduates. There have also been reports that 785 industries collapsed in the country and over 37 factories have closed shops in the past two decades (African Development Bank, 2020; Bonilha et al., 2019; United Nations Human Development Report, 2020).

There are many types of mentoring techniques in higher education. In some universities, efforts are made by the institutional leaders to hire mentor program coordinators, an advisory committee that could meet periodically to discuss mentorship initiative issues and develop policies, and consultants. Other universities that are dedicated to faculty success physically provide the budget for the recruitment of faculty mentees, mentors, and mentoring alumni. They also provide the resources for mentees to participate in grant writing courses and workshops on how to write research papers. Many types of professional development seminars and workshops are often offered to prepare junior faculty for academic promotion (Sandi & Chubinskaya, 2020). Other universities also organize annual receptions to recognize their faculty for their scholarly productivity and accomplishments. Many universities provide travel awards for both the senior and junior faculty to attend and present their coauthored research papers at national and international conferences. Institutions of higher education that are committed to mentorship also provide resources such as textbooks, laptop computers, and other modern technologies; information on how to write

grants; and many other professional development resources to their faculty mentors and mentees for free.

Mentoring in a university or organization can be done successfully by any experienced faculty or full tenured professor. It could be argued that mentors can also learn from their mentoring experience (Waddell et al., 2016). This is because there is so much to be learned from nurturing and interacting with team members of all ages and levels of experience (James, 2019). In addition, Cronin (2020) and Beane-Katner (2014) argued that mentoring is a two-way street, in which mentors also learn a lot from mentoring. This takes place in the process of mentoring; senior leaders develop communication skills, leadership skills, connection across teams and disciplines, and stronger institutional culture. Thus, mentors and mentees could create a safe space that could allow them to amicably communicate about their mistakes and motivate each other in the process of building trust, strength, collaborative vision, and other opportunities.

According to Prince (2021a) and Tjan (2017), investing money for mentorship or training is very important. However, money is not the only mechanism that can be used to achieve positive goals. After training, most faculty, or staff in a university regress to their old way of doing things. In addition, the nuances and politics of many universities make it difficult to apply the type of skills that junior faculty learn in the short term. Another negative outcome of training is that some mentorship trainings are completely different from the day-to-day environment where a junior faculty works. Dibia and Dibia (2017) contend that the pressure for a mentee to implement the skills they have just learned in a different environment could also backfire. Mentorship training can work better if the mentor and university where they work can develop a culture where skills learned could be applied to the day-to-day work (Chase et al., 2013; Prince, 2021b).

According to Sandi and Chubinskaya (2020) and Hundey et al. (2020), the mentoring of faculty could become the rock of any university's research and teaching success. This is because mentoring could increase faculty scholarly productivity in the areas of grant writing, teaching, publication, and giving keynote addresses at professional conferences. Sambunjak (2015) also contends that scholarly productivity due to mentorship programs not only enhances publications, but also decreases time for promotion and, engagements, increases faculty satisfaction, and motivates faculty to remain employed at their current university. Despite these benefits, it is mind-boggling to find that many universities in Nigeria do not directly engage or take the responsibility to foster faculty mentorship initiatives.

This paper examines the types of mentorship programs used by some universities in Nigeria and the major barriers they face while promoting success and career development. It argues that for Nigerian universities to accomplish higher levels of inquiries, discovery, and creativity in research and sciences, they must adopt pragmatic benchmarks in hiring highly qualified

scholars that can serve as mentors to junior faculty. There is also the urgent need to establish a working environment that promotes the welfare and engagement of faculty and encourages professional advancement and development. The conceptual frameworks are based on strategic and benchmark approaches and neoliberal principles. The data analysis shows that there is a strong positive relationship between lack of university-wide faculty mentorship programs and inability of institutions to effectively address faculty research needs and concerns. The findings of this study also reveal strong positive correlations among lack of budget, corruption, politics and tribalism, and the lack of institutional support for faculty development programs and other initiatives. There is a significant but moderate positive relationship between inappropriate faculty assessment systems and lack of best practices for faculty development.

What is missing in the faculty mentorship literature is that there are assumptions that political instability in Nigeria has made it increasingly difficult for faculty to find time to maintain scholarly productivity, teach, and balance work and family life. Faculty must work to harmonize the efforts of their citizens in the governance of their respective countries. Despite these challenges, faculty should be trying to be entrepreneurs by engaging in mentoring scholarly activities to improve on their teaching technics, maintain external funding, and write research grants to improve the quality of the education they produce. This paper contributes to the literature in faculty mentorship in Nigeria because it provides data and insights that could challenge senior and junior faculty as well as university administrators in Nigeria to change their mindset. The paper also contends that mentorship programs could help provide a new dimension of scholarly support culture and a sense of belonging. Mentees could learn about strategies from both mentors and new mentees as they adjust to their new positions as beginning scholars. Some benchmark strategic policy recommendations are provided on how to reinvigorate new faculty mentorship and career development systems as well as enhance the effectiveness of existing ones.

Conceptual Framework

Universities that have good leaders often will realize the importance of mentorship. Mentorship has been recognized as a powerful way of developing professional skills, learning from other people in the profession, and building confidence (Dibia & Dibia, 2017; Sambunjak, 2015). The art of influencing people to work freely toward the achievement of collective goals is the core premise of good mentorship and steward leadership (Lussier & Achua, 2016; Holzer & Schwester, 2016). In addition, servant leadership and mentoring go beyond the basic purpose of helping junior faculty succeed. Mentorship also gives faculty more potential and the opportunity to be advised by people who have been good scholars and done an excellent job educating other faculty using best practices

in the profession. Having positive experiences as a good mentor could also give existing senior faculty the chance to hone their skills and become better in the process.

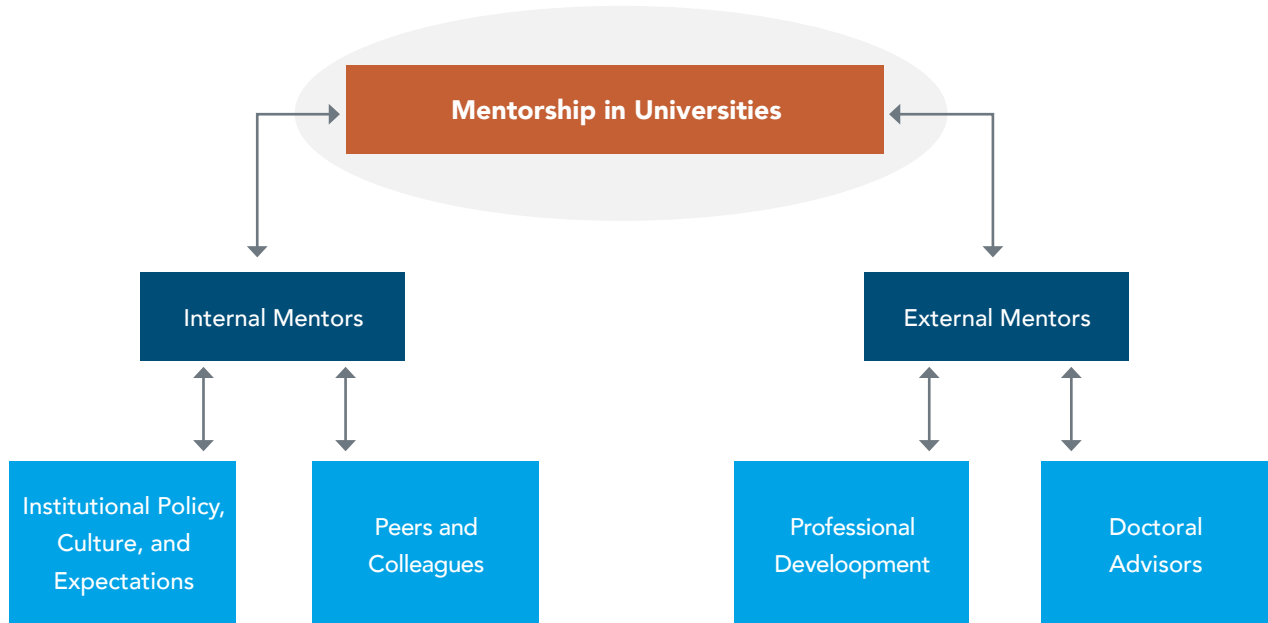
Transparency and accountability can be especially powerful in informing the activities of mentors, university administrators, and faculty leaders in the implementation of education policies and the delivery of goods and services to citizens in African countries. Dibia (2017) contends that if excellent leaders are to be constructed, they should rely on lessons of liberal and representative democracy as viewed through new lenses all over the world. As a result, the essence of mentorship leadership in Africa should be getting faculty to participate in a transparent sustainable development process and economic well-being of all students and staff. Mentees or general faculty members will be more inclined to follow leaders who exude confidence. Leaders having confidence in their abilities and conveying this confidence will ultimately make citizens feel that their leaders' decisions are correct and the right thing to do under such circumstances. In addition, new methods of mentorship and best practices point to the changing realities in which mentors and other senior university administrators hold a great deal of responsibility by working with junior faculty members in the interdisciplinary nature of the mentorship circle and for the benefit of the institution, mentors, and mentees. Figure 1 shows the framework of a mentorship program in higher education.

Figure 1 shows the standard operating process for a mentorship process in a university. In a university that practices collaborative governance principles, mentors are typically sought from internal and external sources. External mentors are those who could provide strategic guidance to a mentee on professional development as well as the processes of tenure and promotion. The external mentor's direct junior faculty members work on various research opportunities. Internal mentors are selected senior faculty members who know a lot about university policies and implementation processes. Mentoring in any university can be of great advantage to faculty and student success in adapting to a new academic environment in a positive and progressive manner.

Harrison (2016) argued that effective strategic planning depends on leaders' commitment to creating an organizational culture that supports change. Hoglund et al. (2018) and Chakrabarty and Kandpal (2020) argued that strategic management also entails the need to share authorities with all stakeholders in achieving organizational goals. As a result of the dismal performance of the government in many countries in the areas of the economic, health, political, and social well-being of citizens, there was a change in paradigm with the birth of a new framework called New Public Management in the late 1980s (Osborne & Gaebler, 1992; Hill & Lynn, 2016). According to Shafritz, Russell, and Borick (2011), this change in perspective

FIGURE 1

Mentorship Frameworks in Higher Education



warrants the enhancement of government to adopt business sector principles in providing high-quality services that could be beneficial to citizens, as well as increases the capacity of public managers and university scholars to autonomously galvanize their research abilities and creativity to ensure the achievement of policy goals. The objective of the new public management framework is also to reward public managers and scholars as well as stakeholders who work for their respective ministry, department, or university for meeting set goals. These virtues also require the government to provide public managers and scholars with the human and technological resources they need to perform like entrepreneurs (Chakrabarty and Kandpal 2020; Hill & Lynn, 2016). Thus, the mentorship problems in Nigeria identified in this paper require the federal government, state governments, and private sector in the country to adopt a new participatory governance and public management system that could enhance entrepreneurial skills through performance measurement and evaluation (Pardo et al., 2011). Nigeria needs a new public management system that would promote community-owned governance, mentorship culture, and an environment where citizens are valued as consumers and not perceived as recipients of low-quality

education programs and policies (Farazmand, 1999; Chakrabarty & Kandpal, 2020; Emerson & Murchie, 2011).

The main features of neoliberalism include the rule of the market; cutting public expenditure for social services and education; deregulation; privatization; and eliminating the concept of the public goods. (Martinez & Gracia, 2000). Academic programs in several universities in Nigeria offer course content that is low-quality. In most cases, the course content offered lacks entrepreneurial principles that would have galvanized their graduates to become innovative job creators, business developers, and product manufacturers (Ekechukwu & Horsfall 2015; Sandi & Chubinskaya, 2020). Neoliberalism assumes that higher economic freedom has a strong correlation with higher living standards; higher economic freedom leads to increased investment, technology transfer, innovation, and responsiveness to consumer demand (Martinez & Gracia, 2000). Neoliberalism believes staunchly in the freedom of the individual.

The concept of strategic doing by Morrison (2013) provides a framework for how to build a strategy for a regional development. The concept helps to establish collaborations and builds innovation in any organizations or universities that are committed to accomplish their strategic goals (Black &

FIGURE 1

The Integration of Strategic Doing and New Public Management Principals



Jreisat, 2014; Harrison, 2016). Morrison (2013) contends that strategic doing requires constant mutual communication and attention to specific details of “where an organization or government want to go” and “how the members of the organization want to get to where they are going.” The bone of contention is about working with colleagues to put the right pieces and ideas in the right combination in order to accomplish set strategic goals. According to Morrison (2012; 2013), the concept encourages building a strategic network of people who are willing to invest in developing networks. Such people are very comfortable in jumping across boundaries easily whenever the needs arise for them to galvanize their attention on strengthening the opportunity to achieve set strategic goals (Cooerrider 1990; Morrison 2013). Figure 2 shows the link between strategic doing and a new public management model that could be adopted by universities.

Research Method

The goal of this paper is to examine the different types of mentorship initiatives adopted by universities in Nigeria and the challenges they face. The research was conducted between 2017 and 2020 in Nigeria. Questionnaires were administered to 1,500 respondents drawn from five

universities in Nigeria. Those who participated in completing the survey and interviews respectively included junior and senior faculty members. A total of 1,225 (74%) questionnaires were completed and returned by the respondents. Data collected were analyzed with the SPSS statistical tool and presented in correlations, frequency tables, and percentile.

Interviews were also conducted in the same five universities where questionnaires were administered. A total of 200 one-on-one interviews were conducted. The central research questions were: (1) What types of mentorship programs do you offer in at your university? (2) What type of challenges do mentors and mentees face in your university?

The limitation of the study is that only the faculty of five universities in Nigeria were covered by this research. Current vice chancellors and provosts of universities were not interviewed to avoid bias. The dependent variable is mentorship, and the independent variables are mentors’ challenges and types of mentorship programs.

Data Analysis and Discussion

The demography of the respondents for this research includes 1,225 faculty from five federal and state universities in Nigeria. The faculty members were derived from various

interdisciplinary backgrounds and fields of study. Six hundred and forty-three of the respondents were men, while the remaining 582 of the respondents were women. Seventy-nine percent had Ph.D. (doctorate) degrees, while 29% held master's degrees. In addition, 35% of the respondents were full tenured professors, while 55% were either associate professors or senior lecturers. The remaining 10% were lecturers or post-graduate fellows. Table 1 shows the response to the first research question.

Research Question 1: What types of mentorship programs do you offer in your university?

Questionnaire items 7 and 17 were used in the analysis of the questionnaire respondents' assessment of the types of mentoring programs that are currently in their respective universities. Table 1 reveals that 69% of the respondents indicated that some mentorship initiatives in their institution have provided the support and information new faculty needed in their transition processes toward belonging to their respective institutions' environment. Another 66% of the respondents also indicated that a mentorship circle, extended mentee network, or relationship advanced their sense of belonging. Seventy-one percent of the questionnaire respondents stated that their institution often organizes a few grants writing workshops for faculty each year. It is interesting to note that 74.4% of the respondents reported that mentors are appointed based on their ongoing research programs or projects, while 65.3% of the respondents indicated that the interdisciplinary nature of the mentorship circle has not facilitated faculty capacity to foster collegiality in their respective universities. Another 63.7% of the respondents indicated that mentorship has strategically helped new faculty manage their integration into the academic community.

Furthermore, 62.6% of the respondents indicated that workshops on how to prepare faculty for research, teaching, and services accomplishment in their respective institutions were effective. On one hand, 57.2% of the questionnaire's respondents reported that their university does not pay for faculty to present their research papers at national and international conferences. On the other hand, 58.8% of the respondents confirmed that their universities do a great job in providing an array of information that could help steer new faculty on their journey to promotion and tenure.

In addition, 46% of the questionnaire respondents indicated that their institution does not engage in any type of professional development programs for faculty. After a university hires a new faculty member, that member may have to figure out how to attain the mandated requirements for teaching, services, and research to be qualified for promotion to either a tenured associate professor or full professor.

According to the data analysis, 82% of the interview respondents indicated that their respective universities

are not doing enough to promote mentorship. Only 11% indicated that they have immensely benefited from the various mentorship initiatives that have been organized in their respective institutions. Most of the interview respondents (87%) stated that the promotion and tenure procedures in their university tend to be very political and a mentorship program is a waste of time. Forty-nine percent of the respondents indicated that having a "godfather" on campus who is a dean or chairperson is better than attending workshops and other professional development trainings. This is because most of the tenure and promotion process is micromanaged by the big people in the university. However, 49% of the interview respondents reported that the mentorship programs they have participated in have provided them with a culture of support, a safe place to discuss concerns, a sense of belonging, and an avenue to learn strategies from both mentors and fellow mentees. The same 49% of respondents indicated that the interdisciplinary nature of most of the mentorship programs has also allowed them, as new faculty members, to explore their roles around campus and foster collegial relationships in writing grants and collaborating to conduct research and co-author papers. Below are some of the statements made by some interview respondents:

"Mentorship programs [are] a good thing to introduce in our university. Such initiatives could help us to meet people from other departments"

"Our university leaders are very funny people because they often promise us that the university advisory boards are planning to introduce vibrant mentorship programs. However, [a] few weeks later they will turn around to say we do not [have] any budget for mentorship."

"It is mind-boggling to observe most of our senior professors only want to be mentors to young female new faculty. However, whenever we, the junior male faculty, approach them, they will tell us that they are very busy."

Research Question 2: What types of challenges do mentors and mentees face in your university?

Table 2 analyzes the response rate of the types of challenges that universities in Nigeria face regarding mentorship. The analysis reveals that 80% of the respondents indicated that the arrogance of the mentors is a major challenge. While 69% of the respondents indicated that the negative perception of the mentorship programs has made it difficult for the recruitment and retention of new faculty, another 68% of the questionnaire respondents reported that the overbearing attitude of mentors turns them off or discourages them to approach the mentors for help.

TABLE 1

Types of Mentorship Programs That Exist in Our University

QUESTIONS	AGREE	STRONGLY AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	AGREE %	DISAGREE %	TOTAL
Mentorship initiatives provided the support and information for new faculty transition	469	374	20	212	144	843 69%	356 29.1%	1,225
Mentorships strategically help faculty to manage their integration into the academic community	381	399	0	260	185	780 63.7%	445 36.3%	1,225
Workshop on how to prepare faculty in research teaching and services accomplishment is helpful	346	421	8	236	214	767 62.6%	450 36.7%	1,225
Great array of information could steer new faculty on their journey to promotion and tenure	437	283	28	163	314	728 58.8%	477 39%	1,225
Mentors are appointed based on their ongoing research program	145	152	17	488	423	297 24.2%	911 74.4%	1,225
My university pays for me to attend professional conferences as a mentee	388	136	0	327	374	524 42.8%	701 57.2%	1,225
My university organizes an annual research symposium	216	308	0	551	150	524 42.8%	701 57.2%	1,225
My institution organizes a couple of grant writing workshops for faculty each year	182	169	0	596	278	351 28.7%	874 71.3%	1,225
My institution does not engage in any type of professional development programs for faculty	278	385	0	328	234	663 54%	562 46%	1,225
The interdisciplinary nature of the mentorship circle has facilitated faculty capacity to foster collegiality	211	208	6	475	325	419 34.2%	800 65.3%	1,225
Mentorship circle extended mentee network or relationship and advanced their sense of belonging	445	363	11	219	187	808 66%	417 34%	1,225
Mean						49.5%	45.5%	

Source: Derived from field research in Nigeria in 2017 and 2020.

TABLE 2

Types of Challenges Mentors Face at Your University

QUESTIONS	AGREE	STRONGLY AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	AGREE %	DISAGREE %	TOTAL
Negative perception of the mentorship programs has made it difficult for the recruitment and retention of new faculty	513	329	7	268	108	842 69%	376 30.6%	1,225
Lack of material resources to help mentees	623	148	4	102	348	771 63%	450 36.7%	1,225
Arrogance of mentors	658	322	5	113	127	980 80%	240 19.6%	1,225
Overbearing attitude of mentors	589	247	0	148	241	836 68.2%	389 32%	1,225
Personalized disposition of mentors	367	434	13	54	357	801 65.4%	411 35.5%	1,225
Lack of formal structure to foster mentoring	439	256	0	254	227	695 57%	531 43.3%	1,225
Lack of trust and budget	344	271	13	260	337	615 50.2%	597 49%	1,225
Pressure of administrative duties	451	276	0	314	413	498 40.6%	727 59.3%	1,225
Self-withdrawal of junior faculty members	528	266	0	123	308	791 64.6%	431 35.1%	1,225
Laziness and irresponsible attitude of junior faculty that are mentees	382	169	21	2925	361	551 45%	653 53.3%	1,225
It is difficult to express how the mentorship program has benefited me as a junior faculty	339	264	9	225	388	603 49.2%	613 50%	1,225
Mean						59.3%	40.4%	

Source: Derived from field research in Nigeria in 2017 and 2020.

Further, the personalized disposition of senior faculty that are supposed to be mentors is another major challenge. Most senior professors who are chairs, directors, or deans and are top-notch scholars are reported by 59.3% of the respondents to claim to be under administrative pressure and so cannot spend any time to serve as mentor.

Furthermore, 50% of the questionnaire respondents reported that it is often very difficult to express how the mentorship program has benefited them because of some challenges discussed in this section of the paper. There is also the major challenge posed by self-withdrawal that was acknowledged by 64% of junior faculty members due to frustration. Another set of 57% of the respondents indicated that lack of formal structure to foster mentoring programs was also a major concern for them. While 50.2% of the respondents stated that lack of trust and funding or budget was a major challenge for them, 43.3% reported that the availability of funds for mentorship program was not their major problem.

There was a major consensus among the interview respondents that mentoring initiatives that were implemented in the university were not enough to address all the needs of the new faculty. As a result, 82% of the new faculty are not happy and sometimes do not feel they belong to their respective university community. Another 60% of the interview respondents indicated that the laziness and irresponsible attitude of junior faculty who are mentees has been discouraging. They contend that the new generation of junior faculty want everything to be done for them. This set of interview respondents argued that most of the junior faculty fail to realize that mentorship programs will help them learn new skills that will position them to become more successful in their academic career. Ninety-four percent of the tenured full professors who were interviewed contended that peer and mutual mentorship could occur in groups where faculty members with similar characteristics and experiences could establish networks that could galvanize them to build a sense of community and shared understanding of the faculty role in universities. Finally, there was a consensus among all the interview respondents that mentorship programs are important forms of institutional support for all faculty development and success with respect to rank or tenure. This is because mentorship initiatives could constitute a mechanism for changing the culture in a university by promoting and enhancing ongoing collegial support. Pragmatic mentoring programs could positively boost the reputation of the universities.

Conclusion

This paper has examined the significance and types of mentorship programs offered by some universities in Nigeria and the major challenges they face while promoting success and career development. The paper also argues that for Nigerian universities to accomplish higher levels of inquiries,

discovery, and creativity in research and sciences they must adopt pragmatic benchmarks in hiring highly qualified scholars who can serve as mentors to junior faculty. The analysis reveals that there is a strong positive relationship between lack of university-wide faculty mentorship programs and the inability of institutions to effectively address faculty research needs and concerns. The findings also show strong positive correlations among lack of budget, corruption, politics, and tribalism. There is also the challenge associated with low budget and funding of mentorship programs, as well as inadequate institutional support for faculty development programs and other initiatives.

The major contribution of the paper is that it provides a better understanding of the process of mentoring and how it guides socialization of new faculty members. Thus, some new faculty members gain role inductance in almost all the universities under study. There is no doubt that academic mentoring could play an interesting role in education in respect to bringing about high-quality educators or professors (Ekechukwu & Horsfall, 2015). This is because mentoring happens in faculty education in different settings and serving different purposes.

Although the understanding of the concept of mentorship is widespread among faculty and administrators in universities, there is a dearth of mentoring experiences among junior faculty in Nigeria due to the lack of formal mentoring schemes. Integrating formal mentoring programs into the postgraduate interdisciplinary curriculum may increase their prevalence. This gesture could facilitate the ability of junior faculty members to become independent researchers and establish grant research careers. Therefore, a good mentoring program should involve assessing junior faculty needs, the potential pool of mentors, resources allocation, program management, oversight, and frequent evaluation based on program evaluation feedback.

Finally, for university leaders to effectively help all their faculty from the day they were hired until the day they retire, mentorship programs must be adopted to help all ranks of faculty to better understand their changing academic culture, establish a collegial network, experience a sense of belonging and support, and develop a sense of confidence and commitment to both the university and the students (Waddell et al., 2016; Cronin, 2020). It is also paramount that faculty are given the resources to enhance their capacity to learn and adopt strategies that could galvanize their momentum to engage in the science of discovery, inquiry, and creativity or innovation. New laws should be enacted by the government of Nigeria mandating universities in the country to adopt best practices in providing mentorship programs that could help promote high-quality academic programs and skilled faculty all over the country.

References

- Afolabi, M., O., McGrath N., D'Alessandro, U., Kampmann, B., Imoukhuede, E., B, Ravinetto, R., M, Alexander, N., Larson, H., J, Chandramohan, D, Bojang K. A multimedia consent tool for research participants in the Gambia: a randomized controlled trial. *Bull World Health Organ.* 2015 May 1;93(5):320-328A.
- African Development Bank (2020). *Annual report: Building today, a better Africa tomorrow.* <https://www.afdb.org/en/documents/annual-report-2020>.
- Beane-Katner, L. (2014). Anchoring a mentoring network in a new faculty development program. *Mentoring & Tutoring: Partnership in Learning*, 22(2), 91–103.
- Bonilha, H., Hyer, M., Krug, E., Mauldin, M., Edlund, B., Martin-Harris, B., Halushka, P., McGuinty, J., Sullivan, J., Brady, K., Ranwala, D., Hermayer, K., Harvey, J., Paranal, R., Gough, J., Silvestri, G., & Chimowitz, M. (2019). An institution-wide faculty mentorship program at an academic health center with 6-years prospective outcome data. *Journal of Clinical and Transitional Science*, 3(1), 308–315.
- Chase, J., Topp, R., Smith, C., Chonen, M., Fahrenwald, N., Zerwic, J., & Conn, V. (2013). Time management strategies for research productivity. *Western Journal of Nursing Research*, 35(2), 155–176.
- Cronin, N. (2020, August 21). Leadership mentoring: Develop your leaders through mentorship. Guider. <https://guider-ai.com/blog/leadership-mentoring-develop-your-leaders-through-mentorship/>
- Chakrabarty, B., & Kandpal, P. C. (2020). *Public administration in a global world* (2nd ed.). Sage Press.
- Dibie, R., & Dibie, J. (2017). Analysis of the paralysis of government leadership in sub-Saharan Africa. *Africa's Public Service Delivery and Performance Review*, 5(1), 150–167.
- Ekechukwu, R. O., & Horsfall, M. N. (2015). Academic mentoring in higher education: A strategy to quality assurance in teacher education in Nigeria. *European Journal of Research and Reflection in Educational Sciences*, 3(2), 1–15.
- Emerson, K., & Murchie, P. (2011). Collaborative governance and climate change: Opportunities for public administration. In R. O'Leary, D. M. Van Slyke, and S. Kim (Eds.), *The future of public administration around the world: The Minnowbrook perspective*. Georgetown University Press.
- Farazmand, A. (1999). Globalization and public administration. *Public Administration Review*, 59(6), 509–522.
- Harrison, J. P. (2016). *Essentials of strategic planning in healthcare* (2nd ed.). Health Administration Press.
- Hill, C., & Lynn, C. (2016). *Public management: Thinking and acting in three dimensions* (2nd ed.). Sage Press.
- Hoglund, L., Caicedo, H. M., Martensson, M., & System, F. (2018). Strategic management in the public sector: How tools enable and constrain strategy making. *International Public Management Journal*, 21(5), 822–849.
- Hundey, B., Anstey, L., Cruishank, H., & Watson, P. L. (2020). Mentorship faculty online: A literature review and recommendations for web-based programs. *International Journal for Academic Development*, 25(3), 232–246.
- James, C. (2019, July 26). Mentor leadership: Why mentoring is essential to good leadership. *The Colin James Method*. <https://colinjamesmethod.com/mentor-leadership-essential-good-leadership/>
- Jeje, E. A., Elebute, O. A., Olawepo, A., Sule, S. S., & Atoyebi O. A. (2019). Evaluation of mentorship experience of doctors undergoing the postgraduate residency training program in Nigeria. *Nigerian Quarterly Journal of Hospital Medicine*, 29(1–2), 1–13.
- Jreisat, J. (2014). Governance in a globalizing world. *International Journal of Public Administration*, 27(13–14), 1003–1029.
- Lussier, R., & Achua, C. (2016). *Leadership: theory, application, and skill development* (6th ed.). Cengage Learning.
- Morrison, E. (2012). Strategic doing: for community development. In N. Walzer and G. F. Hamm (Eds.), *Community visioning programs* (pp. 156–177). Routledge Publishing Group.

- Morrison, E. (2013, December 3–6). *Strategic doing: A new discipline for developing and implementing strategy within loose regional networks* [Paper presentation]. Australian-New Zealand Regional Science Association International Annual Conference, Hervey Bay, Queensland, Australia.
- Okurame, D. E. (2008). Mentoring in the Nigerian academia: experiences and challenges. *International Journal of Evidence Based Coaching and Mentoring*, 6(2), 45–56.
- Osborne, D., & Garria, T. (1992). *Reinventing Government*. Aldine-Atherton.
- Pardo, T. A., Garcia R, J., & Luna-Reyes, F. (2011). Collaborative governance and cross-boundary information sharing: Envisioning a networked and IT-enabled public administration. In R. O’Leary, D. M. Van Slyke, & S. Kim (Eds.), *The future of public administration around the world: The Minnowbrook perspective*. Georgetown University Press.
- Prince, A. (2021a, August 17). How to create a mentoring culture in your workplace. *Guider*. <https://www.guider-ai.com/blog/how-to-create-a-mentoring-culture>
- Prince, A. (2021b, August 4). Top mentoring challenges and how to overcome them. *Guider*. <https://www.guider-ai.com/blog/top-mentoring-challenges>
- Prince, A. (2021c, July 28). How to maintain mentoring momentum. *Guider*. <https://www.guider-ai.com/blog/how-to-maintain-mentoring-momentum>
- Sambunnjak, D. (2015). Understanding wider environmental influence on mentorship: Towards an ecological model of mentoring in academic medicine. *Acta Medica Academia*, (44), 47–57.
- Sandi, G., & Chubinskaya, S. (2020). A faculty development model that promotes success of early career faculty in academic medicine. *Journal of Continuing Education in the Health Professions (JECHP)*, 40(1), 69–70.
- Shafritz, J. M., Russell, E. W., & Borick, C. P. (2011). *Introducing public administration* (7th ed.). Longman Press.
- Tjan, A. (2017). What the best mentors do. *Harvard Business Review*. <https://hbr.org/2017/02/what-the-best-mentors-do>
- United Nations Human Development Report (2020). *The next frontier: Human development and Anthropocene*. <http://hdr.undp.org/en/2020-report>
- Van der Weeden, I., Belder, R., van Arensbergen, P., & Van der Besselaar, P. (2014). How do young tenured professors benefit from a mentor? Effects on mismanagement, motivation, and performance. *Higher Education*, (69), 275–287.
- Waddell, J., Martin, J., Schwind, J., & Alum, J. (2016). A faculty-based mentorship circle: Positioning new faculty for success. *Canadian Journal of Higher Education*, 46(4), 60–75.

Mentorship: The Next Generation
of Faculty, Researchers, and Scientists

Peer Mentoring: Challenges and Opportunities for African Diaspora and African University Scholars

Dr. Amiso M. George
Texas Christian University
Fort Worth, Texas

Diaspora Fellow at
Pan Atlantic University,
Fall 2017

ABSTRACT

Different definitions of mentoring abound, but they share some commonalities—a long-term, deliberate, and mutually beneficial relationship that meets developmental or professional needs. Mentoring is formal or informal. An informal mentoring develops naturally; whereas, formal mentoring is one in which a mentor is paired with a prospective protégé in a professional setting. By sharing expertise and experience, the mentor assists with professional development of the mentee. Bell and Treleaven (2011) describe a mentor as someone who helps a protégé learn something that the person would not have learned sufficiently, learned more slowly, or not learned at all. The U.S. Department of Transportation Mentor-Protege Program aptly captures this relationship as one that not only “enhances the capability of disadvantaged and small business owners to compete for federal procurement opportunities,” but also allows mentors to gain “goodwill and corporate responsibility” and mentees to “develop strong business capabilities to compete and perform in federal government contracts.” This essay focuses on practices, challenges and opportunities related to mentoring practices in the university setting, with a proposal for peer mentoring among faculty, researchers and scientists in U.S. and African institutions.

“I am only one. But still, I am one. I cannot do everything, but still, I can do something. And because I cannot do everything, I will not refuse to do the something that I can do.” — EDWARD EVERETT HALE, UNITARIAN MINISTER AND AUTHOR

Mentoring Defined

Edward Everett Hale’s quote, above, suitably reinforces the assertion that one person can make a difference in another’s life, whether as a mentor, coach, or in any capacity. The word mentor, is derived from the character Mentor in Homer’s *Odyssey*, the ancient Greek epic poem dating back 3,000 years. As the story goes, Odysseus entrusted his young son, Telemachus, to the care of his teacher and faithful companion, Mentor, when Odysseus had to leave for the Trojan War. As Odysseus was gone for many years, Mentor provided the necessary support and care for Telemachus. Given the role of Mentor as a teacher who provided support and encouragement, his name has become synonymous with an experienced person who conveys or shares knowledge and wisdom with someone less knowledgeable (Homer’s *Odyssey*, *Britannica*).

The many definitions of mentoring share some commonalities—a long-term, deliberate, and mutually beneficial relationship that meets developmental or professional needs, and provides guidance, personal and professional support, or direction in an organizational or other setting. Mentoring “entails information

communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)” (Bozeman & Feeney, 2007). It is also a process “to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be.” (Parsloe et al., 2016)

Mentoring allows the mentor to share their vast experience and influence with the protégé, while the latter benefits from the personal insights and knowledge of and the relationship developed with the mentor. Mentoring can be formal or informal. An informal mentoring develops naturally; whereas formal mentoring is one in which a mentor is paired with a mentee in a professional setting. By sharing expertise and experience, the mentor assists with professional development of the mentee. Bell and Treleaven (2011) describe a mentor as someone who helps a protégé learn something that the person would not have learned sufficiently, learned more slowly, or not learned at all. The U.S. Department of Transportation’s

Mentor-Protégé Program aptly captures this relationship as one that “enhances the capability of disadvantaged and small business owners to compete for federal procurement opportunities.” Mentors gain “goodwill and corporate responsibility, and protégés “develop strong business capabilities to compete and perform in federal government contracts.” (U.S. Department of Transportation, Mentor-Protégé Program)

Types of Mentoring

Three of the best types of mentoring are traditional mentoring, virtual mentoring, and group mentoring (UC Davis Human Resources).

Traditional (one-on-one) mentoring: This entails the formal matching of a mentor and protégé through a program, or both parties may match up on their own, informally. Either way, the mentor and protégé could establish a structure and schedule that works well for them or have the organization impose the structure.

Virtual mentoring: This is a mentoring relationship whereby both parties, who may be in different geographic locations, establish a mentoring relationship, also called distance mentoring.

Group mentoring: This mentoring relationship occurs when a mentor is assigned to a group of protégés and encourages them to ask questions and share their stories. The mentor uses that information to structure the mentoring program in ways that benefit the protégés.

Choosing a type of mentoring program depends on the goals of the parties involved. As pertains to this essay, the focus is on a traditional (one-to-one) peer mentoring conducted in a virtual space—essentially, a hybrid of traditional and virtual mentoring.

Phases of Mentoring

Mentorship is a mutually beneficial learning relationship between two or more people in potentially a variety of settings. Mentoring usually occurs in four phases: preparation, negotiation, enabling growth, and closure, which all build on one another (Metros & Yang, 2006).

- **Preparation:** This is the discovery phase, where one finds out if they want to be a mentor. This includes doing a self-assessment to determine one’s personal motive for wanting to be a mentor. It also includes learning about the mentee to build rapport and then developing a framework for the mentoring program.
- **Negotiation:** This is the business phase, when the mentor helps the protégé set learning goals, a learning agreement, clearly defined and measurable expectations and responsibilities, tactics for achieving the expectations and managing limitations, as well as other agreed-upon rules.

- **Enabling growth:** This work phase entails executing the mentoring program. During this phase, both parties meet as agreed upon in the negotiation phase. This regular meeting allows the mentor to support the protégé’s work/learning and provide appropriate feedback as the work progresses.
- **Closure:** This is the assessment stage, where the mentor evaluates the effectiveness and value of the mentorship, identifies areas for improvement, celebrates success, and decides on the next step (Metros & Yang, 2006).

It is imperative to note that each of these phases has extensive strategies and tactics to ensure minimum mishaps and to correct course in the mentoring relationship. These phases clearly apply to peer mentoring, described below.

Peer Mentoring

Peer mentoring is an intentional one-on-one professional relationship between people in the same field and level within an organization, whereby one person is more experienced and has more skills and shares that experience and those skills and encouragement with the other person (Eby, 1997). The focus is on creating a supportive relationship between both parties, as they share knowledge, skills, and experience and create an atmosphere to enhance learning. (Burmester, 2002; McDonald et al., 2003)

Peer mentoring can be face-to-face, virtual, or conducted in groups. At the same time, peer mentoring can evolve, whereby at some point in the relationship, the protégé may have the knowledge and skills to share with the mentor. In such a situation, the relationship moves from linear (mentor to mentee) to a mutually beneficial learning and development opportunity. Key features of peer mentoring include developing a personal and reciprocal relationship based on trust and professional success, and providing emotional and psychological support (DuBois & Karcher, 2005; Jacobi, 1991). Studies have shown that the advantages of peer mentoring are profound. A study of peer mentoring in nursing education showed a mutually beneficial personal and professional growth for mentors and protégés (Glass & Walter, 2000). The study also noted that characteristics of the peer mentoring process such as shared learning, shared caring, reciprocity, commitment to each other’s personal and professional growth, and friendship, contribute to the success of peer mentoring.

Mentoring Practices

A *Harvard Business Review* article (Tjan, 2017) identified a traditional mentoring program’s best practices. Among them is “putting the relationship before the mentorship ... developing your mentee’s character and not just their job skills ... Investing in your mentee’s self-awareness, empathy, and capacity for respect. The next practice of good mentors is sharing their optimism much more than their cynicism ... and loyalty.”

However, for a peer mentoring program, experts generally agree on some common steps, including identifying the goal of the program, choosing the mentor/protégé carefully to ensure a good match, providing guidelines and agenda for each meeting, identifying an agreeable meeting schedule, having the ability to discuss goals, challenges and opportunities, providing feedback, and being able to measure the outcome of the program (Lee, 2021).

While these mentoring practices are ideal in a western setting, one must consider the challenges some of the suggestions may pose for protégés in non-western settings and find appropriate alternatives.

Mentoring Challenges

While mentoring has many advantages for all parties—mentor, protégés, and organizations—it also has some challenges that should be addressed. Those challenges include, but are not limited to: 1) mentoring across gender, race, and ethnicity, 2) virtual mentoring, 3) time commitment, 4) unclear or unrealistic goals, 5) personality clash, 6) meeting schedules/geographical challenges.

- 1) **Mentoring across gender, race, and ethnicity:** In most organizations, it is not unusual for women and people of color to be assigned or seek out mentors who are Caucasian men. In situations where there may be a power imbalance, it is imperative that the mentor makes an effort to understand the lived experience of the protégé. In an academic setting, where mentoring may be between a senior scholar and junior scholar/graduate student of a different race and/or gender, it should also include a relationship built on common scholarly commitment. In cross-gender mentoring, where the mentor is at an institution with vast resources and the mentee is at one with limited resources and opportunities, it is equally important to be empathetic.
- 2) **Virtual mentoring:** This refers to traditional mentoring done through digital means such as phone, email, or video calls via Zoom. While this form of mentorship may once not have been seen as authentic—because both parties are not in the same physical location and therefore not able to pick up on nuances in communication—virtual mentoring moved from a challenge to an opportunity during the COVID-19 pandemic. This form of mentoring is flexible and convenient because both parties can meet any time and anywhere as long as they have access to technology.
- 3) **Meeting schedules (international time zones):** This is a challenge when both parties are in different parts of the world, in different time zones. While email may work for some time, a virtual meeting on channels such as Zoom allows both parties to discuss issues in ways that an email may not allow. Even with Zoom, time differences must be considered in setting up meetings.

- 4) **Time commitment:** Sometimes, mentors may not be able to commit as much time as they had initially promised, due to a variety of circumstances. Unfortunately, if there is no adherence to the time committed to the mentoring relationship, it faces the potential of gradually fading and subsequently ending.
- 5) **Unclear or unrealistic goals:** Both parties may expect too much from each other. The mentor might expect the protégé to duplicate or emulate them in every way, and the mentee might expect the mentor to fulfil not just professional but also emotional needs. With peer mentoring in an academic setting, there is either the expectation of publication of academic work, in which case, the mentor does much of the work, because they have access to research materials; or in other cases, the protégé does much of the work but receives little or no credit. These situations may create tension between both parties.
- 6) **Personality clash:** The personalities of mentor and protégé may clash and efforts might not be made to rectify the conflict as quickly as possible. The personality clash may occur well into the mentorship if both parties face ideological issues in the course of the mentorship.

Peer Mentoring Opportunities

Peer mentors and protégés are more likely to share a common perspective on the mutually beneficial aspects of the relationship. Specifically, peer mentoring can help protégés to gain new or expanded skills, develop confidence, and—in the case of peer mentoring in an academic setting—provide a support structure that paves the way to tenure and promotion through producing academic papers for conferences and publication. Most of all, it is an opportunity to build networks and community—whether a community of two or more. Peer mentorship has many advantages for mentors, including helping them gain recognition for their knowledge, skills, and experience; improving communication and personal skills; developing leadership and management qualities; providing community service opportunities. All this is an important part of being an academic and offers personal fulfilment and growth. Peer mentorship also has advantages for protégés such as identifying their goals and establishing a sense of direction, developing communication and personal skills, gaining professional advice and support, and cultivating strategies to respond to personal and career issues.

Proposal for Establishing a Formal Virtual and Face-to-Face Mentoring Programs

While formal mentoring programs have achieved varying degrees of success, as indicated by the studies cited, studies of peer mentoring programs—especially in university settings—continue to show much success, as previously stated. However,

such peer mentoring is not common between mentors based at colleges and universities in the United States and protégés at African universities.

Given the lack of resources at most of the African universities, it is imperative to consider a strategic mentoring approach that would best serve this arrangement. Thus, I propose the following:

1. Identify individuals with shared research interests at African universities through programs such as the Carnegie African Diaspora Fellowship Program (CADFP).
2. When possible, involve institutional agents in establishing the peer mentoring program.
 - a. See challenges and opportunities for mentoring, above.
3. Formalize the peer mentoring agreement in writing, spelling out expectations that are agreed upon and signed by both parties.
4. Develop quantitative and qualitative means of evaluating the outcome of the mentorship program.
 - a. The quantifiable objectives and a timetable
 - b. The analytical tools should be acceptable to both parties.
5. Be flexible and willing to change course when the mentoring situation changes.
 - a. A mentor/protégé may experience life changes such as birth, death, career change, technology or electricity challenges (with protégés in Africa), and the person should be able to opt out for any period of time or end the mentoring agreement.
6. Encourage protégés to establish research groups at their institutions, so they can share with their peers the knowledge they have gained through activities centered around research, writing, and publishing. Such arrangements allow protégés to identify available resources that can enhance their professional development.
7. Encourage protégés to seek out, share information, and collaborate with like-minded individuals at area universities; in essence, to extend the research group beyond their institutions to include faculty at other universities with shared research and professional interests.
8. Work on projects of mutual interest. By so doing, the protégés at the African universities have the opportunity to co-present papers and publish internationally with their mentors.

Conclusion

Several studies have shown that peer mentoring has contributed to the academic success of faculty in institutions of higher education. Fleming et al.'s (2015) research supports this assertion. Their study, titled Peer Mentoring Program for Junior Faculty to Promote Professional Development and Peer Networking, found that "peer mentoring was effective in improving the knowledge, skills and attitudes (KSAs) necessary to promote early career advancement and peer networking, especially for women."

Other studies affirm that a good mentor-protégé relationship is one in which the mentor encourages, clarifies, provides structure and guidance, looks for growth opportunities, is empathetic, maintains confidentiality and empathy, and mentor and mentee share a mutual respect, among other things. To ensure a quantifiable outcome at the end of the program, a peer mentoring partnership agreement is suggested. Zachary's (2012) *The Mentor's Guide* provides an easy-to-use guide that could be adapted to fit the needs of the mentor and protégé.

- **Well-defined goals:** Identify achievable goals
- **Mutual responsibility:** Spell out each party's responsibility and expectations
- **Accountability:** Identify methods to ensure each party has fulfilled their obligations
- **Ground rules:** Identify and list rules that guide the relationship—from roles to communication to dealing with conflicts
- **Confidentiality:** Emphasizing discretion in the relationship
- **Boundaries:** Setting limits in the relationship
- **Overall plan:** A comprehensive look at the agreement to ensure that goals and objectives are SMART: Specific, Measurable, Action-Oriented, Realistic, and Timely (Zachary, 2012).

While challenges exist, the advantages and opportunities of peer mentoring far outweigh the challenges. It is even more so in light of the glaring disparities in resources between institutions of higher learning in the West and in the global South. Mentors can share their knowledge, skills, and expertise, and can also learn from their protégés.

Acknowledgements

Thanks to all the formal and in formal mentors in the United States, Australia, Malaysia, and Nigeria, who shared their practices with me.

References

- Bell, A., & Treleaven L. (2011). Looking for professor right: Mentee selection of mentors in a formal mentoring program. *Higher Education*, 61(5): 545-561. Available at <http://dx.doi.org/10.1007/s10734-010-9348-0>
- Bozeman B., Feeney, M.K. (2007). Toward a useful theory of mentoring: A conceptual analysis and critique. *Administration & Society*, 39(6): 719-739. Available at doi:10.1177/0095399707304119
- Burmester, E. (2002). Youth to youth: A review of peer program theoretical underpinnings, forms, functions, and process- and outcome-related findings, 2001-02. A literature review. *Wisconsin Department of Public Instruction*.
- DuBois, D.L., & Karcher, M.J. (Eds.). (2005). *Handbook of youth mentoring*. Sage Publications Ltd.
- Eby, L.T. (1997). Alternative forms of mentoring in changing organizational environments: A conceptual extension of the mentoring literature, *Journal of Vocational Behavior*, 51(1): 125-144. Available at <https://doi.org/10.1006/jvbe.1997.1594>
- Fleming, G.M., Simmons, J.H., Xu, M., Gesell, S.B., Brown, R.F F., Cutrer, W.B., Gigante, J., & Cooper, W.O., (2015, June). A facilitated peer mentoring program for junior faculty to promote professional development and peer networking, *Academic Medicine*, (90)6: 819-826. Retrieved from doi: 10.1097/ACM.0000000000000705
- Glass, N., & Walter, R. (2000, April 01). An experience of peer mentoring with student nurses: Enhancement of personal and professional growth. *Journal of Nursing Education*, 39(4). Available at <https://doi.org/10.3928/0148-4834-20000401-05>
- Hale, E.E. (2022, January 24). Edward Everett Hale. Quotesia. Available at <https://quotesia.com/edward-everett-hale-quote/200239>
- Homer's *Odyssey*. *Britannica*. Available at <https://www.britannica.com/topic/Odyssey-epic-by-Homer>
- Jacobi, M. (1991). Mentoring and undergraduate academic success: A literature review. *Review of Educational Research*, 61(4): 505-532. Available at doi:10.3102/00346543061004505
- Lee, S. (2021, March 25). 8 mentoring program best practices. *Coaching and Mentoring*. Available at <https://torch.io/blog/8-mentoring-program-best-practices/>
- McDonald, J., Roche, A., Durbridge, M. & Skinner, N. (2003). *Peer education: From evidence to practice: An alcohol and other drugs primer*. National Centre for Education and Training on Addiction, Adelaide, Australia.
- Metros, S.E., & Yang, C. (2006). *The Importance of Mentors*. Columbus: The Ohio State University Press.
- Parsloe, E., Leedham, M., Parsloe, E. (2016). *Coaching and mentoring: Practical techniques for developing learning and performance*. Kogan Page Publishers
- Tjan, A.K. (2017, February 27). What the best mentors do. *Harvard Business Review*. Available at <https://hbr.org/2017/02/what-the-best-mentors-do>
- UC Davis Human Resources. Types of Mentoring. Available at <https://hr.ucdavis.edu/departments/learning-dev/toolkits/mentoring/types>
- U.S. Department of Transportation — Mentor-Protégé Program. <https://www.transportation.gov/osdbu/procurement-assistance/mentor-protege-pilot-program>
- Zachary, L. (2012). *The Mentor's Guide: Facilitating Effective Learning Relationships*. 2nd Edition. John Wiley & Sons.

Mentorship: The Next Generation
of Faculty, Researchers, and Scientists

Meaningful Mentoring: Strategies from Diasporic Academic Collaborations

Dr. Ibipo Johnston-Anumonwo

SUNY College at Cortland
Cortland, New York

Diaspora Fellow at the
University of Lagos, Spring 2018

Alabi Soneye

Department of Geography,
University of Lagos
Lagos, Nigeria

Vide Adedayo

Department of Geography,
University of Lagos
Lagos, Nigeria

ABSTRACT

Drawing on experiences from a Carnegie African Diaspora Fellowship Program (CADFP) visit at the University of Lagos in Nigeria, this paper provides examples of an African diaspora woman's experiences of collaborative mentoring. The paper details the forms of meaningful professional engagements, relationships, and accomplishments resulting from intentional multidimensional mentoring. The literature on academic mentoring shows that mentorship and gender inequity in academic careers are intertwined, so gendered dimensions of mentoring are considered. Mentoring strategies that contribute to success in academic geography careers are discussed while emphasizing challenges due to intersections of gender for women scholars. While eschewing mentoring practices that emphasize one-sided caring and collegiality, the paper draws on partnership experiences with University of Lagos (host institution) faculty, graduate students, university colleagues, and others to highlight and recommend feminist-inspired mentoring strategies that forge alliances across institutional, locational, generational, and gender differences as interventions for meaningful mentoring to lessen challenges facing many African-born female and male scholars in Nigeria, the United States, or other academics in institutions of higher education across Africa or the African diaspora.

Introduction

Drawing on experiences from a non-teaching Carnegie African Diaspora Fellowship Program (CADFP) visit at the University of Lagos, Nigeria, this paper provides examples of collaborative mentoring as an African diaspora woman. We adopt an ethnographic style for a qualitative approach that offers a more in-depth account to describe collaborative mentoring dynamics from a scholar–fellow perspective. Beyond describing the transnational African continent–diaspora collaborations, the paper addresses how the variety of approaches to mentoring are strategic and transformative. The literature shows that mentorship and gender inequity in academic careers are intertwined, so gendered dimensions of mentoring are included. The paper assesses the impacts and outcomes of collaborative activities on aspects of career advancement for early and mid-career male and female geographers with mutual benefits for the senior career diaspora fellow. It also outlines relevant strategies to address some of the challenges faced by African diaspora female faculty and adds value to discussions on mentoring. In this sense, the paper is relevant to central analytical perspectives on transformative learning and feminist praxis. Furthermore, it contributes to the literature on mentoring by integrating analytic and transformational approaches that shed light on diasporic collaborations.

Broadening Participation by Mentoring: The Context of Diasporic Collaboration

Over the past decade, I (the lead author) established academic mentoring relationships more readily outside the United States that developed most significantly from being a Carnegie African Diaspora Fellow. The fellowship increased co-mentoring opportunities with geographers and postgraduate students in Africa. The paper is framed along academic career stages, and illustrates specific aspects of meaningful mentoring that are crucial for success in an academic career. It includes early and mid-career stages as well as advanced faculty cum senior administrative level to appraise strategies for mentoring across demographic, institutional and locational contexts in a transnational academic geography career in general and for the African diaspora in particular. It concludes with a summary of the paper's significance for inclusive mentoring.

CADFP Collaborators: Host, Fellow, Mentor, and Mentee Experiences

Two central actors from the University of Lagos (Unilag) CADFP during the six weeks from December 2018 through January 2019 are also contributors in the paper. They are Alabi Soneye, Dean of Postgraduate Studies and Professor,

Department of Geography, University of Lagos, Nigeria; and Vide Adedayo, Senior Lecturer in the same department and university. The diaspora fellow had a previous teaching opportunity at the University of Lagos Geography Department in 1996 during a sabbatical leave. Over the course of our post-secondary lives in higher education, the Unilag colleagues in 2018–2019 join a robust list of mentors, colleagues, and professors (which includes Professor Akin Mabogunje) with extensive international educational backgrounds that ground the paper's rationale on perspectives of transnational geography educators and mentors. International collaborations in higher education offer robust opportunities for broadening pedagogical participation and envisioning transformative practices for interdisciplinary research. This paper therefore aims to demonstrate the multifaceted enrichment of learning, teaching, and mentoring that accrue from international education collaborations in general and from the CADFP in particular.

Mentoring as Multifaceted Roles in African-Diasporic Settings: The Transformative Learning Context

There are ten identified phases in the conceptual framework of transformative learning. These (illustrated in detail with specific examples of mentoring strategies from academic collaborations as a Carnegie Diaspora Fellow later in the paper—, in the section on mid-career mentorship) are listed as: (1) a disorienting dilemma; (2) self-examination with feelings of unease or anxiety; (3) critical assessment of assumptions; (4) recognition that anxiety/uncertainty and process of transformation are shared; (5) exploring options for new roles, relationships and actions; (6) planning a course of action; (7) acquiring knowledge and skills for implementing the proposed plans; (8) taking on new roles; (9) benefits such as building competence and self confidence in the new relationships and roles; and (10) technology integration based on conditions dictated by real-life circumstances. In order to synthesize key mentoring practices and challenges across demographic, institutional and locational settings that are germane in this paper, we categorize mentoring as multifaceted roles using collaborations with selected geographers at three different career stages during and after the CADFP—representing advanced-, mid-, and early-career colleagues.

Advanced-Career Influential Mentoring: Strategic and Collegial Mentorship

Prior to arrival for the fellowship visit, it had become very clear that the host, Professor Soneye, is a seasoned and pragmatic academic. He vetted the diaspora fellow as a prospective partner based on his experience with and recommendation from an alum (not a geographer) of

the CADFP who had spent his fellowship duration at the university. Professor Soneye agreed to work with the fellow and completed the host institution fellowship application with approval at topmost university administrative levels. The success of diaspora fellowship with the university rests squarely on his capabilities and experience. An industrious and high-achieving scholar, his stellar combination of strategic positioning of the geography department and supportive cultural humility for fostering democratic relationships with colleagues cannot be overstated. Within two days of arrival on campus, he had arranged meetings with influential personnel on campus including deans, the Deputy Vice Chancellor and the Vice Chancellor, in addition to staff members in the geography department.

The diaspora fellow enjoyed a hospitable esprit de corps in the geography department at Unilag during the 6-week stay and felt at home in the department and campus. Professor Soneye is the especial hallmark of leadership, trust, guidance and unhindered productivity, characteristics that resulted in a genuine and dependable working relationship with him. Professor Soneye was and remains the solid rock and linchpin for consolidating the entire scope of the Carnegie African Diaspora Fellowship. He went beyond the call of duty as host scholar in numerous ways such as ensuring lodging/board arrangements and on-and off-hours reliable use of his Wi-Fi services. He introduced the fellow to important campus personnel and encouraged other university staff members to spend time to show her around university facilities. He approved the services of the department's driver and janitorial staff to ensure hospitable travel and regular cleanliness at the University of Lagos Scholars Suites residential space.

The paper foregrounds this supportive ambience as a vital and indispensable dimension of mentoring, yet one that is underdiscussed and undervalued. Collegiality, care, and generosity typified and complemented the exemplary dedication experienced with Professor Soneye. There were many positive experiences and interactions with people within the department, computer center, and library; other academic and administrative staff; and with some fellow residents at the scholars' suite also. The seemingly simple or mundane yet impactful and consequential encounters, engagements, and efforts range from intellectual discussions to invited home visits (such as to a student's off-campus celebration), car rides, gifts or snacks are very important for an inclusive work climate in academia. The inviting and refreshingly welcome feeling does not compare with majority-white U.S. colleges, which like the U.S. home institution, are typified as spaces of black exclusion where the diaspora fellow is most students' first or only African-born female faculty.

Mid-Career Mentoring for Success in Geographic Scholarship and Pedagogy: Intentional and Inclusive Mentorship

During the first week at the university, host, Professor Soneye, showed the fellow an office space to use. It was Dr. Adedayo's office, which she had very graciously vacated and prepared as a comfortable and functional working space. To discuss mentoring experiences of the diaspora fellow (Dr. Ibipo Johnston-Anumonwo) with a mid-career faculty colleague (Dr. Vide Adedayo), the paper uses the framework of transformative learning (Kitchenham, 2008). To this end, our Carnegie African Diaspora Fellowship engagements exemplify the correspondence of collaboration and mentorship and the ten phases of transformative learning.

Illustrating Transformative Learning in Collaboration and Mentoring

First, starting with a disorienting dilemma, the university was closed, students had been sent home, and there were no classes because of a nation-wide strike by the Academic Staff Union of Universities (ASUU). This definitely was very disconcerting with respect to how the fellowship activities that one had committed to doing would be undertaken, especially as some of these included teaching short-term undergraduate course modules. It also meant stepping up to the second phase of transformative learning, self-examination, during which feelings of doubt, unease, and anxiety similar to imposter syndrome were definitely generated. Questions arose. How would one demonstrate legitimate engagement to colleagues and what would they consider as the purpose for being at the university and the department if there were no students around? With respect to the critical assessment that is central in the third phase, there was a formal meeting with geography department colleagues who were on campus on the first official day at the university campus to brainstorm together on a reassessment of the fellowship contributions. After the meeting, the fellow submitted a written account based on explicit tasks that department members had identified were needed and the modified contributions that the fellow could offer. The tasks outlined ranged from working with graduate students who are present on campus, providing evaluative commentaries on research studies, or reviews of manuscript submissions for edited volumes for journals for which two colleagues were editors. During this phase, the department members and diaspora fellow amicably worked towards a clear evaluation of the things that the fellow could do and how the fellow's competencies would best be utilized.

It is during the fourth phase, that is, recognition, that the uncertainty as well as anxiety during this initial phase and the process of renegotiating the terms of engagement with the

host institution that it became clear that those uncertainties were not specific only to the fellow as Dr. Johnston-Anumonwo started to work directly with Dr. Adedayo—both of whom have similar academic interests in gender and development, as well as women's roles in agriculture and geographic education. These common interests launched our collective move to phase 5 as we explored options for new roles, relationships, and actions. We discussed ideas, outlined themes for joint scholarship, and exchanged two rounds of revisions on a manuscript. We appraised Dr. Adedayo's empirical findings, some of which are based on field trips with students which were an integral component of the geography curriculum and her pedagogy (but that were significantly sparse in the fellow's own U.S. teaching). The fellow, in turn, shared how she developed and expanded many aspects of inclusive teaching pedagogy—specifically an explicit intersectionality analysis that, since she began teaching college-level geography, incorporates nationality, ethnicity, race, class, and gender. However, given that the fellowship visit was for only 40 days, with the end of the campus stay in January 2019, this phase basically ended with a tentative draft, extensive discussions of our proposed plans, and importantly forming a new relationship as professional collaborators. The formal on-site institutional visit ended with plans for a course of action and solid assurances to stay in touch with each other.

In phase 6, planning a course of action, the focus was on moving beyond the agreements that were laid out in Lagos so that the proposed activities could be brought to fruition. We chose to start small by submitting an abstract for a joint presentation at a regional conference of the New York African Studies Association in April 2019. Although incipient, this was the beginning of four subsequent substantial collaborations to date. Indicative of intentional mentoring and consistent with feminist mentoring praxis, Dr. Johnston-Anumonwo initiated the invitation for Dr. Adedayo to submit some necessary material so we could work on the abstract and formulate a joint presentation. After working together to submit an abstract, and present preliminary insights on women farmers' aspirations at the April 2019 New York African Studies Association Conference, notably the activities gained momentum in phase 7 as Dr. Johnston-Anumonwo acquired more knowledge about Dr. Adedayo's ongoing and previous research and familiarized herself intently with her colleague's published research. This preparation formed the basis for implementing the proposed plans and works in progress.

By phase 8, we were both taking on new roles as collaborators, such that by the following year, we were well situated for phase 8 in terms of full-fledged international presentations. One of our more substantive collaborations resulted in us recruiting other scholars for the April 2020 American Association of Geographers (AAG) Annual Meeting session on gender, agriculture, and food security in Africa

that we organized (and persevered not to cancel in spite of the realities of COVID-19 pandemic disruptions). The session brought together five sets of African agriculture research topics, while bearing in mind that the AAG conference is recognized as the largest annual gathering of professional geographers. The second, which was a co-authored paper presentation in the fall at the Association for the Advancement of Educational Research International (AAERI) conference in October 2020, developed from the diaspora fellow introducing Dr. Adedayo to a U.S.-based, African-born geography educator based in the U.S. during a conference where he had invited Dr. Johnston-Anumonwo as a guest speaker and Dr. Adedayo attended at her invitation. Subsequently, Dr. Adedayo established new membership in this international professional organization. Overall, we gave joint presentations at the two conferences, the content of which reflect our mutual areas of specialization in geography.

The ninth phase of transformative learning identifies benefits, in this case to both the host institution colleague and the African diaspora fellow. As our relationship matured, our self-confidence grew. In particular, while preparing for our presentations, we learned more, and our competencies and knowledge base expanded. The content of the conference papers was based on our research in the areas of women and agricultural livelihoods, as well as our common interest in geographic pedagogy and active student learning. At the international conference on educational research, the goal of our presentation was to broaden engagement in international education in the geography classroom by challenging bias, oppression, and myopia. We also integrated transnational research analyses, empirical findings, and fieldwork studies to show methods for effective teaching and meaningful comprehension of prevalent crises around food insecurity, gender inequities and other related forms of socio-spatial exclusion. We used local and global content to demonstrate a variety of pedagogic approaches and geographic perspectives that foster collaborative mentoring and engaged transformational learning. We illustrated inclusive learning approaches in geography as an interdisciplinary subject.

It is worth emphasizing that in undergraduate geography courses where we teach several non-geography majors, there is abundant opportunity to incorporate interdisciplinary Africana and international content, for example by using accessible African-inspired books, resources, activities and examples. One way is effective and inclusive pedagogy to broach critical dialogues among students who are insecure with staff members' female African identity or because of warped perceptions of professional women as space invaders including in academia (hooks, 1994; Puwar, 2004; Alberts et al., 2010; Griffin & Reddick, 2011). In addition to highlighting the power of geography for international education and collaboration, in our presentation, we underscored how the

judicious combination of inclusive teaching and mentoring enables a welcome direction beyond publish or perish in an academic career. Apart from conferences where we were co-presenters, Dr. Adedayo was invited to submit her research for publication consideration in a geography education journal and her active engagement also earned her an appointment to serve as an African-based international representative—a responsibility that could foster more exposure to a wide spectrum of international colleagues, knowledges, and practices.

The tenth and final phase in our transformative learning and collaborative mentoring is pertinent, fortuitously due to the COVID-19 pandemic which effectively required the majority of higher education staff to have enhanced technology capacities. The conditions dictated by real-life circumstances necessitated gaining more competences in instructional technology, remote presentations, and other professional online engagements. By integrating communication technology, we have stayed in close touch through other forms of electronic and technical platforms, using video chats and WhatsApp alongside standard emails in ways that enabled regular feedback and additional presentations. We are continuing with works in progress, while future presentations, projects, and partnerships are under consideration, enabled in no small measure through online and virtual communication possibilities even amidst pandemic woes. Looking back at the activities with Dr. Adedayo over the past three years since the commencement of the African diaspora fellowship at Unilag in December 2018, all ten phases of transformative learning are strikingly featured and illustrated in one way or another. Moreover, precisely because it is so integral to the collaboration and mentoring experiences with a mid-career female geographer, it is important to discuss gendered dimensions of mentoring that are evident in academic geography regardless of location in Africa or outside the continent. Thus, in the next section that features mentoring graduate students, women in academia, and emerging scholars, the paper examines ways to offset barriers in academic geography careers.

Easing Barriers and Challenges for Women Through African-Diasporic Mentoring in Academic Geography Careers

Just as other mentors had previously done, the diaspora fellow took the initiative to mentor the host institution colleague by nurturing their friendship. While at Unilag, she formally mentored six graduate students during repeated individual face-to-face meetings with each of them. She provided personalized and extensive written and verbal feedback on their written work and academic guidance for enhancing their research, refining academic writing/

presentation skills and taught techniques for finding scholarly research references and appropriate citations. Along with improved quality writing as a learning outcome, the mentorship challenged them to think critically about research topics and consider competing explanations and methodologies to their research questions. In working with graduate fellows who are staff candidates, she devoted and spent time learning from teaching and administrative staff members about department facilities, resources and research work being undertaken in the Geographic Information Systems (GIS) Lab. She purposefully and actively included female postgrads and faculty within her circle of formal and informal activities. Theses and dissertation (transportation geography) topics range from alternatives to port location analysis and road construction to alternative energy use and evaluating the socioeconomic impacts. Her informed input was very well-received and appreciated. It rejuvenated existing superior performances and jump-started stagnant efforts. She was able to expand the scope of her knowledge in some areas of transportation geography also; confirmed a willingness and openness to future requests from graduate student mentees via their grad student directors or directly from them; and shared contact information readily among the students.

With postgraduate students and staff, Dr. Johnston-Anumonwo deliberately sought and enhanced female participation. She met with three other advanced female postgrads and had productive discussions about their work and the climate of studying at the department/university. She also met with all female members of the department's academic staff and established a positive rapport with them regardless of their specialty in physical or human geography. The discussions centered on steps to bring existing work to fruition; additional steps for advancement; and the nature of duties including field trips, certification, and possibilities of collaborative writing. Lastly, she formed and strengthened connections with doctoral graduates and staff members by studying their published research and keeping abreast with their current work after the fellowship stay. For instance, along with colleagues across campus, Dr. Adedayo is active in community service programs for food security through establishing a campus organic farm—a trans-generational form of mentorship—and Dr. Johnston-Anumonwo made sure to showcase this in her professional geography presentations as much as possible.

Indeed, in the diaspora fellow's own career trajectory, as a mid-career academic, she enjoyed the supportive influence of an African female leader, especially through educational service activities that support community women and girls by tutoring or other ways (Wallace et al., 2014). And in the relatively short stay at Unilag, there were instances of informal mentoring with the grad students who

were present and working on campus. Informal mentoring of students falls disproportionately on female faculty members as students seek nurturing mentors (Griffin et al., 2013, Johnson-Bailey et al., 2015). Students frequently seek academic counselling, non-academic advocacy, emotional guidance, club advisement, invited speeches, financial assistance, event chaperoning, and attendance at extracurricular activities, or just an empathetic ear. These are mainly invisible labor obligations, but reflect intricate overlaps between informal and formal long-term multidimensional mentoring and care.

Not surprisingly, both in the Nigerian or in the U.S. context, some initiatives for collaboration with African diaspora or Africa-based colleagues cannot be sustained because of overwork. On predominantly white institution (PWI) campuses in the United States, formal and informal service duties related to internationalization and gender place an uneven and uncompensated mentoring burden on an underrepresented African-born faculty subpopulation. On the home campus in the United States, there are only two female African-born faculty. Overwork, extended work days/weeks, and time deficits due to university and community service demands, lead to burnout, thereby compromising the critical nurturing of networks that are central to sustained mentoring, even as publication plans are pushed to the back burner or fall to the wayside. Authors have written on issues of social exclusion and scholarly marginalization reported by many women in African institutions of higher education (e.g., Aina et al., 2015; Eboiyehi et al., 2016; Igiebor, 2020; Breetzke et al, 2020). In fact, the experiences are consistent with the several studies about women of color in U.S. institutions of higher education (Chesney-Lind et al., 2006; Holmes et al., 2007; Wallace et al., 2012; Lloyd-Jones, 2014; Grant & Ghee, 2015; Holman Jones, 2018), and the body of literature on black feminist thought and interlocking nature of oppression (Young, 1990; Crenshaw, 1991; Holmes et al., 2007; Wallace et al., 2012; Lloyd-Jones, 2014; Johnson-Bailey et al., 2015; Warren-Gordon & Mayes, 2017; Holman Jones, 2018; Eguchi & Collier, 2018). Hence, the successes discussed in this paper are noteworthy in light of the relative lack of mentoring and its adverse effects on the academic career of many African women especially. Moreover, there are interactions variously and mutually as mentor and mentee with faculty members, administrators, and students (across genders), often by writing recommendation letters or disseminating one another's research in professional platforms. A brief illustration of this is in the following section, from the standpoint of working with an emerging geographer based in Nigeria at a different university than the fellowship host institution and well after the site visit had ended.

Early-Career Mentoring for Success in Applied Geography Research: Affirmation and Reciprocal Mentorship

Dr. Tolu Osayomi, COVID-19 Mapping Lab, University of Ibadan

In 2021, the diaspora fellow, Dr. Johnston-Anumonwo, was a co-presenter with a medical geographer researching COVID-19 in Nigeria and West Africa that complemented her expertise in geography and gender with his expertise on GIS and disease mapping analysis. Collaborating with a junior colleague on a research presentation, and graciously (rather than selfishly) crediting his hard work as lead presenter, is the type of pivotal mentoring that is especially valuable for early-career academics (Vajoczki et al., 2011). Post the Unilag fellowship visit, she modeled this mentoring praxis by collaborating with Dr. Tolu Osayomi, Director of the COVID-19 Mapping Lab at the University of Ibadan Geography Department, an early-career African-born male researcher whose superior analytic and cartographic skill using GIS techniques improved the quality of their co-authored paper presentation at a graduate seminar lecture series. This opportunity augmented his academic credentials through her inviting him to be a guest speaker at an Ivy League university—Cornell University. The approach here is a tenet of mentoring in general (and also of feminist mentoring) (Moss et al., 1999; Costello, 2015). Additionally, incorporating feminist analyses to shape topics taught in geography (from high school through grad school) is an appropriate response to urgings of educators to teach by using approaches that appreciate difference (Lanegran & Zeigler, 2016). For the Cornell University presentation on COVID-19 delivered at the Institute of African Studies, we combined our respective expertise to explicate the medical geography and gendered geography aspects of sanitation in the context of the COVID-19 pandemic across West African countries and within Nigeria. Clearly, there are reciprocal and mutual benefits of mentoring by teaming with men—both African and not—through invitations to deliver guest lectures, review manuscripts, present at colloquia, and in transdisciplinary scholarship to co-edit books, co-author papers, and co-organize conferences and panels. Networking, as well, is central for success in academia (Hanson, 2000). In the collaboration with Dr. Osayomi, we pooled responsibilities and shared rewards

equitably. A lesson in the diaspora fellow's early career years from the initiative of a senior colleague about the significance of informal mentoring has motivated her to regularly develop friendships with junior or new faculty and staff (Chesney-Lind et al., 2006).

Solid mentorship helps to secure different forms of career advancement. Endorsements (after requisite vetting of supporting materials) and testimonials at early or mid-career stages are often decisive for success, especially through providing reference letters for institutional awards to reward outstanding research, scholarship, teaching, service, and efforts that promote geography in public engagement. Thus, yet another form of mentoring is advocacy such as nominating scholars for professional activities or recognition. In fact, nominating a colleague for an emerging scholar award with a supporting statement, demonstrates that encouragement, support, confirmation, verification are essential elements of mentoring.

Peer mentoring through service duties such as these spurs professional growth. Since these types of service to the discipline are not typical in a primarily undergraduate college in the United States, the CADFP enhances the diaspora fellow's post-graduate and early-scholar supervision repertoire and career portfolio. Experiences as co-editor of publication projects enable working with fellow senior geographers, while mentoring several African and non-African international female and male contributors preparing for tenure and promotion—for example, by accepting requests to review papers (usually a labor-intensive task, but one that uplifts scholarship). Invitations to serve as external examiner for master's theses or doctoral dissertations is also an example of affirming scholarly proficiency, familiarity with and experience in African research study areas. Revising one another's writings may mean spending extra time and effort supporting African-born scholars with varying levels of English-language fluency. But these are mentoring obligations that senior African and female scholars should undertake to counter underrepresentation of African women and men and promote broader participation in academia (Winkler, 2000).

Reflections on Sustaining Meaningful Mentoring Across Different Stages, Stakeholders, and Constituents

Relatedly, the importance of African women scholars' active presence across university campus spaces, especially beyond the early and mid-career levels, cannot be overstated at African institutions and outside the continent too. As an African-born, Black, female feminist geographer, many of the diaspora fellow's expanding leadership engagements involve role-model mentorship service in other non-geography academic settings outside of the United States or Nigeria as well. For instance, in summer of 2021 there was a special opportunity to contribute as a mentor by sharing one's expertise through virtual workshop series sponsored by the Carnegie African Diaspora Fellowship Program. This was a partnership with St. Paul's University faculty and faculty at the State University of New York-SUNY at Oneonta (a "sister" comprehensive college to the home-institution—SUNY Cortland). Accepting the invitation to be a presenter at the Carnegie sponsored U.S.-based SUNY and Kenya-based St. Paul's University (Limuru) writing, research, and grant writing workshop series for the peace and conflict studies program exemplifies multidimensional mentoring. It supported a Carnegie African Diaspora Fellow, Dr. Betty Wambui, the series organizer who had invited all the presenters; it involved focused mentoring of graduate students; and it displayed interdisciplinary linkages in academia to students, all participants, and the presenters. Women supporting women in academia, while growing at a very appreciable pace, is still much needed as a way to further boost the advancement of African scholars regardless of gender. Indeed, feminist mentoring often occurs by galvanizing international and especially interdisciplinary coalitions (Liu, 2006).

Undoubtedly, an ideal mentoring strategy is for collaborators to step up and validate colleagues. Recommendations for professional engagements and new appointments by colleagues and partners lead to added benefits including extensive mentorship, enhanced learning, increased leadership duties, and expanded professional or personal connections that can evolve to co-authorships or attending international conferences. Another example is how during a high-visibility international conference of the American Geographical Society in 2021, the diaspora fellow used an exclusive platform as a spotlight speaker to amplify the research of both of the early- and mid-career geographers discussed in this paper. Based on insights gleaned from this paper's discussion, we propose feminist-inspired mentoring strategies that forge alliances to mitigate challenges for many African-born and Africa-based academics. Interdisciplinary collaboration affords mutual benefits from mentoring and being mentored. As senior faculty members, interactions within the discipline enables mentorship of early-career geographers while collaborating with peers.

Off- and on-campus, as we mentor and guide others, we affirm one another's capabilities and expertise. We contend that peer-mentoring strategies energized by feminist activism can lead to progressive change as exemplified in conference organizing, presentations, and the respective outcomes for succeeding in higher education. We also show how practices that expand critical feminist perspectives in geography and endorse individuals' contributions are effective mentoring strategies for validating visibility in geography education.

Content from varied academic engagements of being a mentor and a mentee formed the springboard for a journal article titled "Mentoring across Difference: Success and Struggle in an Academic Geography Career" published in *Gender, Place and Culture: A Journal of Feminist Geography* as part of a special issue on mentoring in academic feminist geography (Johnston-Anumonwo, 2019). This is an important contribution in scholarship of practice because of its explicit emphasis on understudied diaspora academic realities. The article mentions the opportunity afforded by the CADFP Unilag visit to increase mentoring and other connections. Related, a published chapter on the theme of transnational migrant scholars in the book volume *African Scholars and Intellectuals in North American Academies* is of direct import to diasporic academic mentoring and inclusive excellence in higher education for African-born diasporic women scholars (see Johnston-Anumonwo, 2020).

Clearly, from advanced senior stage to earlier stages in the academic life course, key attributes for success in academia are inclusivity grounded in solidarity and generous supportive kinship, friendship, and mentorship behaviors. The focus on the value of practical and emotional support correspond with recent reflections in academia on lessons of evolving mentoring relationships as students, colleagues and friends (e.g., Tullis & Holman Jones, 2014; Parizeau et al., 2016; Adams-Hutcheson & Johnston, 2019; Duplan, 2019; and Oberhauser & Caretta, 2019). Yet, while participation and leadership in associations of African or Global South studies, or Africa specialty groups, broaden possibilities for mentorship across difference, and reduce some sense of alienation, these endeavors, simultaneously, expose persistent marginalization in academia, and mentoring multiple constituents is certainly taxing (Griffin et al., 2013).

Conclusion

From this account of mentoring in the over three years of partnership (and continued partnering) professionally as a CADFP representative with others, the assessment of impacts and outcomes of the collaborative activities on early-, mid- and senior-career geographers is that there are numerous mutual benefits of mentorship for female or male geographers regardless of status as a diaspora fellow, a host institution partner, or a non-CADFP-affiliated colleague. Specifically, the paper discusses how mentoring initiatives enable women and

men to enrich academic careers. It also highlights activities that build equitable and sustained relationships between scholars in the African host university and the United States-based fellow. A particular aspect of the paper is integrating mentoring across service, research, and teaching. These reflections on countering challenges through mentorship thus showcase approaches to reshape academic encounters in ways that benefit scholars and institutions. We frame the analysis as strategies of meaningful mentoring to demonstrate how the mentoring experiences illuminate successes and possibilities in spite of barriers and challenges in the lived experiences of many academic geographers on the continent or the diaspora.

Based on a transnational and transdisciplinary academic background and diasporic academic collaborations with geographers in Nigerian institutions, the paper details the forms of meaningful professional engagements, relationships and accomplishments resulting from intentional multidimensional mentoring. Writing about our academic and individual lives through practices of mentoring, outreach and care that can dismantle institutionalized systems of hegemony is essential feminist praxis. While the emphasis here is on diasporic collaborations, the paper offers mentorship and collaboration strategies for geographers and other academics to adopt at different career stages. We have benefitted from, and practice, the multidimensional mentoring that we advocate trans-continently. Discussions about mentoring beyond the graduate school and early career levels or from a gendered dimension are not usually represented in scholarly work. As a result, this paper with its cross-generational dimension fills a gap and it adds important conceptual and empirical material to a growing literature on countering the challenges of mentoring and gender equity in African universities. The examples and practices described lead to the conclusion that transnational mentoring comprises necessary struggle, which requires that the work of unity and collaboration must continue. Although this work is exhausting intellectually and emotionally, Africans in the diaspora cannot give up especially on the lifelong and reciprocal learning project of mentoring that supports, leads, and inspires. These reflections on experiences of how diasporic collaborative mentoring is and could be effected highlight lessons applicable to others with similar situations and for academics with a different identity or career stage. The practices complement strategies and lessons reviewed by renowned geographer and mentor, Hardwick (2005). They also show the value of mentoring where lemons or disorienting dilemmas can be transformed into lemonade or benefits based on the co-mentoring values inherent in learning with and from outsiders.

Acknowledgments

Parts of this paper are from past versions of single-authored or coauthored presentations with Dr. Vide Adedayo since the completion of Dr. Ibipo Johnston-Anumonwo's CADFP visit at the University of Lagos in January 2019 at the conferences of the American Association of Geographers, the New York African Studies Association, the Association of Global South Studies, and the Association for the Advancement of Educational Research International in 2019, 2020, and 2021; as well as a journal article published in 2019 (Johnston-Anumonwo, 2019). This paper was made possible in part by a grant from Carnegie Corporation of New York. The statements made and views expressed are solely the responsibility of the diaspora fellow author.

References

- Adams-Hutcheson, G. & Johnston, L. (2019). Flourishing in Fragile Academic Work Spaces and Learning Environments: Feminist Geographies of Care and Mentoring. *Gender, Place and Culture*, 26(4), 451–467.
- Aina, O. I., Ogunlade, I., Ilesanmi, O.O. & Afolabi, C. (2015). Institutionalisation of Gender Mainstreaming in Nigeria's Tertiary [Special edition]. *European Scientific Journal*, November, 314–339.
- Alberts, H. C., Hazen, H. D., & Theobald, R. B. (2010). Classroom Incivilities: The Challenge of Interactions between College Students and Instructors in the U.S. *Journal of Geography in Higher Education*, 34(3), 439–462.
- Breetzke, G. D., Hedding, D. W., & Pijper, L. (2020) The Academic Staff Profile of Geographers at Higher Education Institutions (HEIs) in South Africa: The Challenges for Transformation, *Journal of Geography in Higher Education*, 46(2), 222–240. <https://doi.org/10.1080/03098265.2020.1856797>
- Chesney-Lind, M., Okamoto, S. K. & Irwin, K. (2006). Thoughts on Feminist Mentoring: Experiences of Faculty Members from Two Generations in the Academy. *Critical Criminology*, 14, 1-21.
- Costello, L. A. (2015). Standing Up and Standing Together: Feminist Teaching and Collaborative Mentoring. *Feminist Teacher*, 26(1), 1–28.
- Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43(6), 1241–1299.
- Duplan, K. (2019). A Feminist Geographer in a Strange Land: Building Bridges Through Informal Mentoring in Switzerland. *Gender, Place and Culture*, 26(7–9), 1271-1279. <https://doi.org/10.1080/0966369X.2018.1552249>
- Eboiyehi, C. O., Fayomi, I., & Eboiyehi, F. A. (2016). From Exclusion to Discrimination: Gender Inequality in the Senior Management of Nigerian Universities. *Issues in Educational Research*, 26(2), 182-205.
- Eguchi, S. & Collier, M. J. (2018). Critical Intercultural Mentoring and Allying: A Continuing Struggle for Change in the Academy. *Departures in Critical Qualitative Research*, 7(2), 49–71.
- Grant, C. M., & Ghee, S. (2015). Mentoring 101: Advancing African-American Women Faculty and Doctoral Student Success in Predominantly White Institutions. *International Journal of Qualitative Studies in Education*, 28(7), 759–785. doi:10.1080/09518398.2015.1036951.
- Griffin, K. A. & Reddick, R. J. (2011). Surveillance and Sacrifice: Gender Differences in the Mentoring Patterns of Black Professors at Predominantly White Research Universities. *American Educational Research Journal*, 48, 1032–1057.
- Griffin, K. A., Bennett, J. C., & Harris, J. (2013). Marginalizing Merit? Gender Differences in Black Faculty D/discourses on Tenure, Advancement, and Professional Success. *The Review of Higher Education*, 36(4), 489–512.
- Hanson, S. (2000). *Networking*. *Professional Geographer*, 52(4), 751–758.
- Hardwick, S. W. (2005). Mentoring Early Career Faculty in Geography: *Issues and Strategies*. *Professional Geographer*, 57(1), 21–27.
- Holman Jones, S. (2018). Making Our Stories Count: Racial, Gendered, and Sexualized Antagonisms in the Academy. *Departures in Critical Qualitative Research*, 7(2), 1–7.
- Holmes, S. L., Land, L. D., & Hinton-Hudson, V. D. (2007). Race Still Matters: Considerations for Mentoring Black Women in Academe. *The Negro Educational Review*, 58, 105–129.
- hooks, bell. (1994). *Teaching to Transgress*. Routledge.
- Igiebor, O. (2021). Women, Academic Leadership and the 'Constricting' Gender Equity Policies in Nigerian Universities: An Integrated Feminist Approach. *Journal of Higher Education Policy and Management*, 43(4), 338-352.
- Johnson-Bailey, J., Lasker-Scott, T. & Sealey-Ruiz, Y. (2015). *Mentoring While Black and Female: The Gendered Literacy Phenomenon of Black Women Mentors*. Adult Education Research Conference. Manhattan, Kansas. <http://newprairiepress.org/aerc/2015/papers/29/>
- Johnston-Anumonwo, I. (2019). Mentoring across Difference: Success and Struggle in an Academic Geography Career. *Gender, Place & Culture*, 26(12), 1683-1700.

- Johnston-Anumonwo, I. (2020). In Spite of the Odds: A Nigerian Woman's Experience of Navigating the US Academy. In Abidde, S. O. (ed.). (2020). *African Scholars and Intellectuals in North American Academies: Reflections on Exile and Migration*. Routledge. (pp. 83-98).
- Kitchenham, A. (2008). The Evolution of John Mezirow's Transformative Learning Theory. *Journal of Transformative Education*, 6(2), 104-123.
- Lanegran, D. A. & Zeigler, D. J. (2016). Advanced Placement Human Geography: Looking Back and Looking Ahead. *Journal of Geography*, 115, 90-94.
- Liu, L. Y. (2006). On Being 'Hen's Teeth': Interdisciplinary Practices for Women of Color in Geography. *Gender, Place and Culture*, 13(1), 39-48.
- Lloyd-Jones, B. (2014). African-American Women in the Professoriate: Addressing Social Exclusion and Scholarly Marginalization through Mentoring. *Mentoring and Tutoring: Partnership in Learning*, 22(4), 269-283.
- Moss, P., De Bres, K. J., Cravey, A., Hyndman, J., Hirschboek, K. K., & Masucci, M. (1999). Toward Mentoring as Feminist Praxis: Strategies for Ourselves and Others. *Journal of Geography in Higher Education* 23(3), 413-427.
- Oberhauser, A. & Caretta, M. A. (2019). Mentoring Early Career Women Geographers in the Neoliberal Academy: Dialogue, Reflexivity, and Ethics of Care. *Geografiska Annaler: Series B, Human Geography*, 101(1), 56-67.
- Parizeau, K., Shillington, L., Hawkins, R., Sultana, F., Mountz, A., Mullings, B., & Peake, L. (2016). Breaking the Silence: A Feminist Call to Action. *The Canadian Geographer*, 60(2), 192-204.
- Puwar, N. (2004). *Space Invaders: Race, Gender and Bodies Out of Place*. Berg Publishers.
- Tullis, J. A. & Holman Jones, S. (2014). What Would Nick T. Do? Lessons from a Mentor. *Storytelling, Self, Society*, 10(1), 59-77.
- Vajoczki, S., Biegas, T. C., Crenshaw, M., Healey, R. L., Osayomi, T., Bradford, M., & Monk, J. (2011). Professional development in teaching and learning for early career academic geographers: Contexts, practices and tensions. *Journal of Geography in Higher Education*, 35(3), 395-408.
- Wallace, S. L., Moore, S. E., Wilson, L. L., & Hart, B. G. (2012). African American Women in the Academy: Quelling the Myth of Presumed Incompetence. In Gutierrez y Muhs, G, Niemann, Y. F., Gonzalez, C. G. & Harris, A. P., (eds.). (2012). *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Logan UT: Utah State University Press. (pp. 421-438).
- Wallace, S. L., Moore, S. E., & Curtis, C. M. (2014). Black Women as Scholars and Social Agents: Standing in the Gap. *The Negro Educational Review*, 65, 44-62.
- Warren-Gordon, K. & Mayes, R. D. (2017). Navigating the Academy: An Autoethnographic Approach to Examining the Lived Experience of African American Women at Predominantly White Institutions of Higher Education. *The Qualitative Report*, 22(9), 2356-2366.
- Winkler, A. (2000). Faculty Reappointment, Tenure, and Promotion: Barriers for Women. *Professional Geographer*, 52(4), 737-750.
- Young, I. M. (1990). *Justice and the Politics of Difference*. Princeton University Press.

Mentorship: The Next Generation
of Faculty, Researchers, and Scientists

Mentorship: Bridging, Balancing, and Building Synergistic Scholarly Activities

Dr. Penina Kamina

State University of New York, Oneonta
Oneonta, New York

Diaspora Fellow at Kisii University,
Spring 2014, Fall 2017,
and Strathmore University, Fall 2019

Introduction

As a recipient of the Carnegie African Diaspora Fellowship Program (CADFP), I have been deeply invested in fulfilling the objectives that my host and I set out to do and in focusing our abilities to meet them. But now, this opportunity to discuss and write on select theme provides a platform for me as a fellow to look at the larger picture. Thus, the ideas and the discussion herein are my perspectives, based on certain experiences, observations, and reflections from select readings. From them, I believe that one of CADFP visions and purposes, although I am not conversant with all of them, of changing the narrative of brain drain to brain circulation is met based on CADFP foci—facilitating African-born scholars from two countries (USA, Canada) to work on three areas (teaching, research, curriculum development) in specific West African and Sub-Saharan African universities. In viewing the CADFP program as a pilot study, many aspects of higher education have emerged beyond brain circulation and giving back.

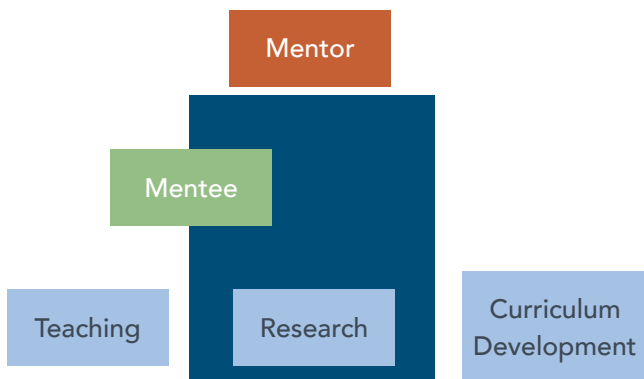
My selected theme to explore is the ways and means of creating new mentorship (virtual and face to face) systems and enhancing the effectiveness of existing ones. As such, I review broadly what mentorship entails using models, share an example and experiences, and propose a way forward.

Mentorship Overview

Generally, mentorship is a form of relationship between two bodies, namely the mentee and mentor, and the relationship can be formal or informal in nature. There are various models of the mentor–mentee relationship and they come with both opportunities and challenges. The first form of the relationship discussed herein is the waterfall model.

FIGURE 1

Waterfall Relationship Model



In the waterfall model (Bassil, 2012), often the mentor is advising or guiding the mentee, pointing out key steps, highlighting key issues, responding to questions and the like. There is a notion of expertise–novice, and a top-down approach. Closely related to waterfall model is the gradual release of responsibility (GRR) strategy usually employed in teaching and learning, where the mentor first models an idea, and then the mentor and mentee work the idea together, and then mentee can attempt the idea with peers before finally going solo. A shortened version of GRR in vernacular is an “I do”–“we do”–“you do” strategy. In my fellowship, this was commonly observed when teaching or advising postgraduates. For example, I recall in discussing the literature review process, I pointed out the importance of making annotations. As shown in Figure 2, this is the “I do” mentor part. So as an example, I shared the core aspects of annotating as including the following – citation, summary, and evaluation. Using different highlight colors, I pointed out important pieces when annotating.

FIGURE 2

Annotation Example 1

- Citation—referencing using APA or other styles
- Summary— problem, purpose, method, sample, instruments, analysis, findings, implications & recommendation
- Evaluation –strengths and weaknesses. Ask the “so what questions.” How can this study be improved?

Example

Dweck, C. S. (2010). Mind-sets and equitable education. *Principal Leadership, 10(5), 26-29.*

Dweck (2010) discusses the kind of impact the frame of mind of students and teachers has on academic progress. A quasi-experimental study conduct with hundreds of 7th–9th grade students found that students with a growth frame of mind attain more academic success than the students who have a fixed mind-set. Similarly with teachers who believe students had fixed intelligence were not able to make any changes to students who were underachievers in their class, and they remained underachievers at the end of the year as compared to teachers with a progressive mind-set where the students excelled in their classes.

This study highlights the importance of students’ teachers, and principals having a growth mindset. It would also be important to know issues that can hinder growth mindset from developing.

For the “we do” step, I gave mentees copies of the same journal article to read. After which, collectively we came up with APA citation and summary before letting them individually attempt the evaluation section based on the provided sentence frame of Figure 3.

FIGURE 3

Annotation Example 2

Wegs, C., Creanga, A. A., Galavotti, C. & Wamalwa, E. (2016). Community dialogue to shift social norms and enable family planning: An evaluation of the family planning results initiative in Kenya. *Plos One*, 11(4), e0153907. doi: 10.1371/journal.pone.015390

Wegs, Creanga, Galavotti and Wamalwa’s (2016) study employed both cross-sectional survey and in-depth interviews to investigate how dialogue intervention impacts usage of family planning in Siaya County, Kenya. Data were collected from approximately 650 women and 300 men and were analyzed using multivariate logistic regression and coding for themes. Findings show that the intervention significantly increased the use of family planning among women but not men.

The study points out ... (*strength*). The authors’ have also come up with ... (*strength*). But this ... seems like... (*weakness*)

Finally, for the “you do” step, they looked for an article aligned to their concept paper and independently annotated.

Thus, the waterfall model with GRR as a strategy has sequential steps to it, just like cascading water going downhill on rocks. The opportunities this model offers include handholding, show-me, modeling, demonstration, and guidance that aids mentee walking into a new territory, saves on time and unnecessary frustrations in addition to other benefits not listed here. On the other hand, the waterfall model has challenges, e.g., it may exacerbate the inferiority–superiority complexities that exist in the relationship, more so in some ideas than others. I have observed doctoral candidates (mentees) taking wholesale ideas proposed by their thesis advisors (mentors) even when they disagree with those ideas out of fear of jeopardizing their research. For example, citing the advisors’ publication in their literature even when not truly aligned with mentee’s research work or the mentor’s publication is outdated, given that newer versions of the idea or findings have emerged.

The second form of the mentorship relationship examined herein is apprenticeship. The apprenticeship model of mentorship (Kost, 2008) entails learning by doing where both mentor and mentee are immersed and engaged in the same task and where varied forms of discourse are used for participation. This is a master–apprentice and a side-by-side relationship as opposed to top-down, where if the mentee fails to succeed, the failure affects the mentor as well.

FIGURE 4

Apprentice Model



Mostly the mentor serves as the sounding board, helps in bridging gaps, gives feedback, holds coaching conversation, or responds to and asks questions. This model does help mentee in navigating institutional culture, knowing whose voice matter in an organization, knowing where to go when there is need to go, learning where the resources are and how to access the resources.

This model resonates well with the phrase of “standing on the shoulder of giants,” thus mentees of giants tend to be giants as well. Assuming this to be true, then the brain circulation idea may bear giant-like fruits. Notions of role modeling and shadowing similarly falls under this model.

From orature, the apprenticeship model is deeply rooted in ancestral Africa and even to- date is how folks learn i.e., art, dance, construction, medicinal herbs, cattle rearing and so on. From my fellowship experience, I have engaged with colleagues in my host institutions including CADFP fellows in planning and running doctoral research workshops, writing for publication, grant writing and conducting research— “I want to be involved so I know what to do if I have to face it alone,” says the mentee.

The apprenticeship model employs strength-based theory with a “glass is half-full” perspective instead of the deficit model with a “glass is half-empty” perspective.

The little available can go a long way. As a CADFP fellow, I wonder how many of such “glass is half-full” opportunities I failed to take advantage of since I focused on the deficit model. For instance, had I taken time to learn and engage fully with how my host colleagues and students

FIGURE 5

Illustration of Strength-Based Perspective



The glass is half full
e.g., 50% funding
opportunity.

used WhatsApp and Facebook as tools to engage with in academia, I would have been ready to face the COVID-19 pandemic productively as the educator. I would have been prepared and in a position to ease the anxiety that my students faced during spring 2020 (March–May 2020) using these mobile technologies instantaneously.

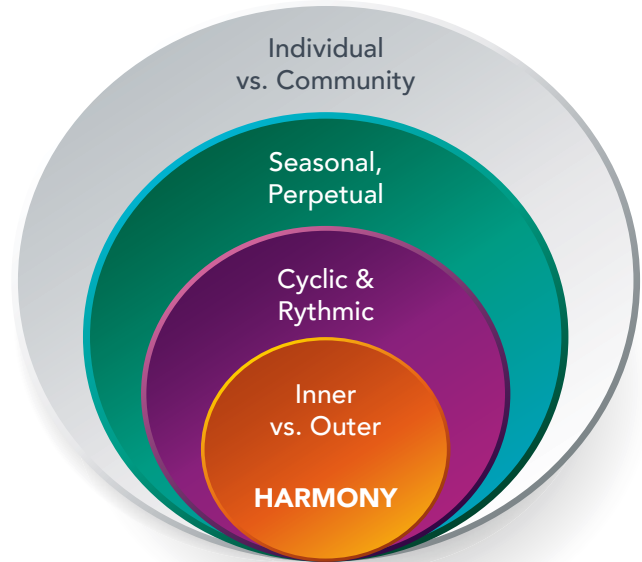
The final model I address herein is the “onion” model. Mugo (1984) notes that an “onion has layers upon layer with inner and outer curves which maintain perpetual contact with each other harmoniously, making one whole,” of which if you peel one away, it changes the onion— “the onion does not remain the same whole.” Examples of terms she points out about an onion are written on the following figure, where I find the terms “perpetual” and “harmony” significant.

So true, that the inner and outer peel are needed for the whole of the onion! Also, if an onion is cut once, either vertically or horizontally, the layers are maintained. An onion is linear, nested, round, spherical, and cyclic in nature. As such many different statements can be mentioned about an onion.

Hence the mentor–mentee relationship embedded in the onion model and philosophy, is one of a kind. The onion model mentorship is a complex multifaceted endeavor that encompasses intersectionalities of knowledge, skills and attitudes, which are critical for professional growth as well as professional development. It is a special relationship that is many-sided, rich in nature, and sustainable.

FIGURE 6

Illustration of Strength-Based Perspective



Way Forward

Mentoring comes in many forms depending on the task at hand and may involve advising, instructing, shadowing, apprenticeship, counseling, role modeling, etc. Formal or informal mentoring is central in all areas of any work in academia or non-academia, whether it is teaching, leadership, research, grant writing, curriculum development, managerial tasks, publication, or much more. As such, mentorship is complex as it rarely hinges on just one way of thinking.

Africa needs faculty that are well grounded in teaching, research, scholarship, and service and has a need to increase the numbers of high-profile faculty. One of the ways forward is to build and to sustain these capacities through well-coordinated quality mentorship program. For comprehensive and productive mentor–mentee relationship, I proposed a program that encompasses the onion model. The many layers of an onion represent the many complexities that behoove academia. Therefore, the effort to have qualified, stable, and established faculty in African institutions calls for multidimensional, concerted efforts. The new normal due to COVID-19 pandemic is a great illustration of the prevailing issues in higher education. Overnight, new modalities of instruction came into play with little to no preparation, e.g., sending examinations via email, web-conferencing for classroom instruction or committee meetings, mobile technologies for scheduling office hours or advisement, and so on. Other models of mentorship, e.g., waterfall and apprenticeship, are subsets of the onion model—they

are all integrated in it. For example, the onion's layered relationship can be analogous to the waterfall model. For instance, the majority of instructors in higher education did not graduate with a bachelor of education. As such with regards to teaching, a mentor with B.Ed. degree can support colleagues/mentees on, for instance, how to deal with student by applying knowledge gained in educational psychology course already undertaken or how to be an effective teacher using didactical skills.

The onion model is anchored overall on the community and collectivity of groups without losing one's individualism or staying true to personal values. Since both the onion's outer and inner layers must harmonize to be whole, so also the mentor and mentee must also be on the same page, encouraging and inspiring each other. This allows for intergroup dialogue pedagogies grounded in affirming and strength theory for mutual relationships, constructive conversations, and ongoing feedback. As a graduate student, one chore I had to do was to find articles for my advisor and for our grant project. But as a CADFP fellow and mentor, I had to do this menial task for my mentees because I had access and data to download the most up-to-date articles relevant to their concept paper. I was motivated by their interest, engagement, energy, and discipline, not dwelling on negativity and on their willingness to self-empower.

The concern, compassion, and care arising from a successful onion model not only enriches both mentor and mentee intellectually, but also in all aspects of life—giving great confidence, positive self-esteem, a sense of accomplishment, good self-care, and broad thriving in life.

Conclusion

In closing, mentorship is needed by everyone anywhere and everywhere. Sustainable, worthwhile mentorship models are those where both mentor and mentee have a symbiotic relationship, where a sense of community and mutual understanding are nurtured and the outcome calls for synergetic collaboration.

References

- Bassil, Y. (2012). A simulation model for the waterfall software development life cycle. *International Journal of Engineering & Technology*, 2(5), 1–7.
- Dweck, C. S. (2010). Mind-sets and equitable education. *Principal Leadership*, 10(5), 26–29.
- English Language Arts in Wisconsin. (n.d.) *Gradual Release of Responsibility (GRR) Instructional Framework*. Wisconsin Department of Public Instruction. <https://dpi.wi.gov/ela/instruction/framework>
- Kost, C. R. (2008). Innovations in teaching assistant development: An apprenticeship model. *Foreign language annals*, 41(1), 29–60.
- Mugo, M. (1984). The battle of the mind. *Ufahamu: A Journal of African Studies*, 13(2–3). <https://doi.org/10.5070/F7132-3017093>
- Wegs, C., Creanga, A. A., Galavotti, C., & Wamalwa, E. (2016). Community dialogue to shift social norms and enable family planning: An evaluation of the family planning results initiative in Kenya. *Plos One*, 11(4), e0153907. <https://doi.org/10.1371/journal.pone.0153907>

Mentorship: The Next Generation
of Faculty, Researchers, and Scientists

Mentoring Graduate Students: Benefits and Challenges to Effective Mentorship

Dr. Winnie Mucherah

Ball State University
Muncie, Indiana

Diaspora Fellow at Aga Khan University, Fall 2014,
Masinde Muliro University of Science
and Technology, Fall 2017, and
Daystar University, Spring 2020

ABSTRACT

This paper focuses on the mentoring of graduate students. Institutions with strong graduate programs attract strong students. Generally, graduate programs train scholars who will contribute to the understanding in domains of discipline central to their core areas. *This is accomplished through effective mentorship.* The future of higher institutions depends on successful graduates who eventually play a pivotal role in society. To prepare the next generation of faculty, researchers, and scientists, mentorship has to be at the core of academic programs. For effective mentorship, faculty and students work collaboratively. This collaboration has to be part of the institution's mission. Programs are to *engage students and experts in collaborative educational, research, and service experiences.* To fulfill this mission, graduate programs have expectations for faculty and students based on expertise and engagement: Faculty are to be involved with students to model engagement in professional organizations and collaborative interactions; provide and encourage students to become engaged in research opportunities and mentor their participation in these endeavors. Students are expected to demonstrate active participation in their coursework, assignments, and research experience; and to *actively* seek out research opportunities with faculty. To accomplish this, administrators have to *rethink faculty loading.* Meeting with students consistently and regularly is critical. Challenges to effective mentorship are discussed.

Introduction

Mentorship is an integral part of graduate education that plays an essential role in both professional and personal development (Johnson & Huwe, 2002). To effectively prepare the next generation of faculty, researchers, and scientists, mentorship has to be at the center of graduate programs. Institutions should strive to have a clear mission statement that includes student engagement with faculty in collaborative research and service experiences, student engagement in research opportunities, and encouragement of students' active participation in the program. When a graduate student is under the advisement of a mentor, they are able to learn from their mentor's vast experience, thereby better preparing them for future careers. Mentorship is a mutual relationship between a student and an expert in which the expert guides the student's personal and professional development (Kerssen-Griep et al., 2008). Others describe mentorship as a relationship in which an individual teaches, advises, and supports another, usually a less experienced person, into the social and academic world (Carpenter et al., 2015).

While some would assume mentors and supervisors are the same, they are vastly different despite their similarities. Supervisors, for example, focus more on transactions such as exchanging information or knowledge. Mentors, on the other hand, take the supervisory role and add the task of preparing

mentees for the future (Bravin et al., 2020; Remaker et al., 2021). Based on this difference, it may seem that mentors are a better fit for all students, whether graduate or undergraduate. While this may be the case for graduate students, Brown et al. (2009) suggest that supervisors are most appropriate for undergraduates.

As previously stated, mentorships are integral to graduate education. A large body of research demonstrates the benefits of having a mentor when one is a graduate student. Some suggest that when students have positive mentor-mentee relationships, mentees see improvement in self-esteem, confidence, and *career efficiency while promoting retention, dissertation completion, research productivity, and career advancement* (Carpenter et al., 2015). Mentorship also enhances career development and opportunities for both academically and professionally inclined graduate students. More specifically, it promotes rapid career development, higher rates of compensation, enhanced professional identity development, and greater career satisfaction (Johnson & Huwe, 2002).

Further research explains the disadvantages of pursuing graduate education without a mentor. For example, when Syeda et al. (2020) asked doctoral students about their publication experiences with and without mentors, what they found suggested that *completion of a dissertation alone did not guarantee proficiency in the publication process.* Those

without a mentor to teach and guide them through the process were ill-prepared to publish on their own. This in turn led to discouragement among graduates to publish in their career because they did not feel competent in the publication process. On the other hand, graduate students who did have a mentor demonstrated higher quality writing and were more engaged in the publication process in their careers. In other words, *without mentorship, graduate students are likely to be ill-prepared for their professional lives.*

While mentor-mentee relationships can be extremely beneficial to graduate students, not all mentorships provide positive outcomes. *A mentorship is said to be dysfunctional when the primary needs of either the mentor or mentee are not being met and the relationship is no longer beneficial to either party* (Johnson & Huwe, 2002). For those relationships that are not as successful, there are a variety of factors that lead to poor mentorship. *The most common include mentor unavailability, difficulty with termination of the relationship, feeling unable to meet the mentor's expectations, exploitation by the mentor, negative personality traits and behaviors, and relationship maintenance that requires the graduate student to engage in unpleasant or undesirable activities.* Poor mentors are often those possessing undesirable personality characteristics such as being critical, demanding, authoritarian, jealous or sabotaging (Johnson & Huwe, 2002).

To be a good mentor, Hoffman et al. (2008) suggest, one should be engaged in students' values, guide students through learning, and provide opportunities for development. Mentors should be supportive, clear, and non-threatening (Kerssen-Griep et al., 2008) as well as patient and open to discussion (Innocente & Baker, 2018). To create a more personal mentor-mentee relationship, a mentor could also provide appropriate self-disclosure and humorous messages (Kerssen-Griep et al., 2008). *A good mentor should also work toward strengthening professional development and maintaining a nurturing and supportive environment* (Baltrinic et al., 2018).

Successful Mentorship

Brown et al. (2009) provide six guidelines for being a successful mentor. The first guideline suggests that *the ultimate goal of mentorship is supporting the mentee's transition to independence.* Mentors should also educate, encourage, and inspire the mentee's work in research while fostering the development of skills and professional identity. Sensitivity to the needs of the mentee should be conveyed through empathy, positive regard, and genuineness. *Mentors are responsible for exposing mentees to a variety of research methods to guide their professional and academic understanding of the research process.* They should also provide opportunities to expand their professional development. Finally, Brown et al. (2009) suggest that *mentors promote scholarly values, scientific integrity, and ethical decision making to better prepare students for a successful career.*

Offering another perspective on what makes a good mentor, Kram (1985) outlines two areas of need essential for graduate students: *career and psychological.* **Career** refers to a mentor's assisting mentees in learning and skill development while also creating opportunities for development. **Psychological** needs focus more on interpersonal and relational aspects. This type of mentorship helps mentees develop a sense of confidence and effectiveness because mentors are counseling, encouraging, and supportive. Faculty should use a combination of both career and psychological mentoring to provide effective and successful mentorship.

Adding to Kram's approach, Carpenter et al. (2015) suggest two more areas of need for graduate students: *research and intellectual.* A mentor who is meeting a student's **research needs** provides additional support in the understanding of the research process as well as opportunities to engage in research practices, including publishing. **Intellectual needs** involve critiquing students' work and providing them with materials that will enhance their intellectual growth. Carpenter et al. (2015) suggest that adding these two dimensions can allow mentors to provide a broader spectrum of guidance and support to mentees.

Successful mentorship cannot occur without considering each individual student's identities. *A positive mentorship relationship should be individualized to each graduate student, to best meet their academic and sociocultural needs* (Brown et al., 2009; Remaker et al., 2021; Kerssen-Griep et al., 2008). For example, Remaker et al. (2021) describe the unique mentorship experiences of women of color (WOC) in graduate education. Women of color, belonging to two minority categories, experience complex challenges such as encounters with microaggressions, on top of the usual hardships of being a graduate student. Without a proper mentor, WOC are likely to be at a disadvantage and may become less successful in their graduate programs. Their experiences exemplify the *importance of mentors being able to provide culturally sensitive mentorship.*

Another example, provided by Brown et al. (2009), describes how each student is at a developmentally different level in their academic career. For example, students admitted to a doctoral program likely have different understandings of the research process. Some students may have received research experience in previous programs while others had no such experience. *Mentorships therefore should be individualized to meet mentees where they are and propel them forward academically and professionally.*

Other recommendations for successful mentorships involve open and frequent communication between mentors and mentees (Birkland et al., 2019). Mentors should be good listeners, patient, knowledgeable, and have effective communication skills (Allen & Poteet, 1999). A mentorship is most valuable when there is a sense of trust between the mentor and mentee (Broughton et al., 2019). This can

often be achieved through open communication and the development of clear and defined goals and expectations (Birkland et al., 2019). Along with trust, there should be an intentionality in the relationship (Broughton et al., 2019). Mentors should be aware of the time commitment needed for an effective mentorship.

Additionally, to promote successful and effective mentorship, Bravin et al. (2020) recommend ways in which graduate programs can help maintain positive mentoring relationships. They suggest that *graduate programs should devise systems that monitor mentor-mentee relationships*. Doing so could decrease the occurrence of dysfunctional mentorships and allow for a more professionally prepared cohort. *Training faculty in and providing guidelines for proper mentorship is also beneficial for maintaining positive mentor-mentee relationships*. Each of these recommendations, according to Bravin et al. (2020), strengthens mentoring relationships and can make a significant impact on preparing graduate students for future careers.

Benefits of Mentorship for Mentees

Graduate students with mentors are given the opportunity to experience personal, academic, and professional benefits. Mentorship allows students to develop self-esteem, competence, career efficacy, engagement, achievement, and receptivity to criticism (Carpenter et al., 2015; Innocente & Baker, 2018; Kerksen-Griep et al., 2008) while improving academic productivity, professional competence, and success in their given program (Bravin et al., 2020). Additionally, graduate mentees are able to develop their professional skills and identities, increase confidence and knowledge, become more involved in their academic departments, enhance networking with other researchers; in addition, they are more likely to succeed in dissertation completion and have increased self-confidence, independence, and comfort as future faculty members (Association for Talent Development, n.d.; Baltrinic et al., 2018; Brown et al., 2009).

Mentorships are an important factor in determining the quality of a student's academic experience. Brown et al. (2009) found that those who received mentoring reported greater satisfaction with their doctoral program compared to those who did not receive mentoring. Mentorships have the power to enhance career development and career opportunities. Effective mentor-mentee relationships have also been associated with more rapid career advancement, higher rates of compensation, enhanced professional identity development, and greater career satisfaction (Johnson & Huwe, 2002).

Graduate students with mentors are often better equipped for future careers as faculty members. Mentees are able to receive expert guidance as they explore their research interests, make choices that impact their future, and navigate the challenges of the research process and publication (Association for Talent Development, n.d.; Brown et al.,

2009). Syeda et al. (2020) found that when students engage in the publication process with mentors, they improve their academic and research writing skills. They also were more likely to describe themselves as competent and interested in research publication while being more prepared for academic careers and engagement with empirical-based practices.

In addition to intrinsic rewards such as higher self-esteem and confidence, a successful mentorship relationship allows for improved mental health and resiliency (Ferguson, 2018). Because an effective mentor-mentee relationship involves meeting a student's psychological needs, a mentor should be able to help reduce the stress of their mentees. A mentor can also help students feel that someone cares about them and will give them advice (Birkeland et al., 2019) which can lead to improved mental health.

Benefits of Mentorship for Underrepresented Students

Underrepresented students face additional challenges to their success in graduate school because of their minority status. Mentorship of underrepresented students allows for the alleviation of additional stressors caused by discrimination and microaggressions. Mentors can help bridge the divide when an environment is different from what the student is used to (Hagler, 2018). Graduate mentorship has also been shown to contribute to the success of underrepresented students, especially when mentors show concern about all aspects of a student's life and connect students to resources proactively when they express concerns (Bravin et al., 2020), as well as when *mentors help students navigate issues of imposter syndrome or stereotype threat* (Broughton et al., 2019).

One key demographic group of underrepresented students is women. Women in graduate programs face the usual challenges of coursework and publication in addition to gender discrimination and microaggressions. In these cases, mentorship allows female students to overcome barriers and obstacles that introduce additional challenges to their graduate education. Brown et al. (2009) found that *female graduate students with mentors were twice as likely as those without mentors to engage in research activities after their doctoral training*.

Women of color (WOC) face an even more complex set of challenges because of their intersectional identities as both a woman and a person of color. Therefore, it is important to have a mentor who explicitly assists a student in navigating their multiple identities to promote their professional identity and career endeavors. Mentorship would also provide guidance through academic and career milestones, model professional values, and facilitate technical skill development for WOC (Remaker et al., 2021).

Also common for WOC in graduate education are feelings of isolation, which can impact success in their graduate program. *A mentor-mentee relationship can prevent feelings of isolation by providing psychosocial and emotional*

support, respect, empowerment, guidance, and confidence to students (Remaker et al., 2021). Mentors have the ability to provide support as students attempt to navigate their programs and potential barriers while still holding onto their cultural values (Hagler, 2018).

Benefits of Mentorship for Mentors

Mentorship is not only beneficial for graduate students; it also presents numerous benefits to mentors themselves. *Mentors receive intrinsic or intangible rewards such as gratitude, approval, and purpose* (Ferguson, 2018), as well as experiencing personal satisfaction in their mentoring relationship, *enhanced career satisfaction, and a sense of generativity*. They can also experience extrinsic rewards including gaining collaborators for current and future projects, greater research productivity due to help from a mentee, demonstration of service and teaching to the university for tenure and promotion decisions, and *increased professional stature from developing the next generation of scholars in the field* (Brown et al., 2009). In other words, mentors can benefit from these relationships both personally and professionally.

Through mentor-mentee relationships, mentors are able to help others, share their perspectives and learn new ideas (Association for Talent Development, n.d.). Individuals who mentor students tend to have higher morale and greater career satisfaction (Broughton et al., 2019) and *decreased feelings of stagnation* (Birkeland et al., 2019). Additionally, mentorship provides an opportunity for mentors to reflect on their own experiences (Broughton et al., 2019). Doing so could improve their own professional development as well as the development of the mentor-mentee relationship for future students.

Challenges to Successful Mentorship

There are several challenges to successful mentorship, as outlined below:

Students or employees?

Institutions that view graduate students as employees struggle with providing successful mentorship because the students are so busy teaching/and or providing administrative services, that they hardly have time for mentorship.

Availability of university resources/funding

One way of addressing the above challenge is having funds to offer graduate students as financial aid through the form of assistantships. Providing financial assistance ensures that graduate students are full-time students. In addition, through the assistantships, the students are engaged in relevant collaborative professional activities that are beneficial for their future careers, such as research and publication (Brown et al., 2009). In addition, these opportunities have a set amount of time the graduate student is expected to provide, usually 20 hours a week. This is helpful because it leaves students with time for their own school work and/or research activities.

Faculty load

For faculty to be effective and successful mentors, their load has to be considered. Faculty with many classes to teach find little time for mentoring. Also, having many classes to teach leaves little time for faculty to engage in scholarly activities such as collaborative research, which is supposed to be a positive model for graduate students (Baltrinic et al., 2018).

The number of mentees per faculty

Having fewer students to mentor is more effective. However, this depends on the number of graduate students admitted and the number of faculty available.

Policy on length of program for MA/PhD

It is helpful to have a clear policy on the length of time within which a student is expected to complete their program. This should be clearly stated in the graduate handbook (could be at both the college and department level).

Selection of student advisors/supervisors/mentors

For mentorship to be effective, there has to be a shared research interest (Brown et al., 2009; Carpenter et al., 2015; Remaker et al., 2021). In some cases, students can develop the interest during the process of working with the advisor/supervisor/mentor. If there is a shared research interest, it promotes student engagement with faculty in collaborative research activities and service experiences (Baltrinic et al., 2018).

Coursework: when is it completed

Completion of coursework for graduate students should be given considerable attention. Students' completion of certain courses, such as research methods and statistics, should be paced alongside major milestones in the program, e.g., proposal writing and data collection and analysis. If these courses are completed early in the program, students struggle when they start working on their proposal, data collection, and analysis. In some cases, students start working on their data collection and analysis two to three years after they have completed their course work. The majority do not remember their statistics after two to three years, so they seek statistical analysis help from non-academic professionals. This is a problem because when they graduate, they do not have the skills needed to mentor the next generation of students in these areas (research methods and statistics).

Conclusion

In conclusion, successful mentors put the relationship before the mentorship, focus on character rather than competency, shout loudly with their optimism, and keep quiet with their cynicism. They are also loyal to their mentee. Overall, mentorship has benefits for both students and faculty. Therefore, investing in the mentorship of graduate students ensures a brighter future for the next generation of faculty, researchers, and scientists.

References

- Allen, T. D., & Poteet, M. L. (1999). Developing effective mentoring relationships: Strategies from the mentor's viewpoint. *The Career Development Quarterly*, 48(1), 59-73. <http://dx.doi.org.proxy.bsu.edu/10.1002/j.2161-0045.1999.tb00275.x>
- Association for Talent Development (n.d.) *What is mentoring?* <https://www.td.org/talent-development-glossary-terms/what-is-mentoring>
- Baltrinic, E. R., Moate, R. M., Gimenez-Hinkle, M., Jencius, M., & Taylor, J. Z. (2018). Counselor educators' teaching mentorship styles: A Q methodology study. *The Professional Counselor*, 8(1), 46-59. doi:10.15241/erb.8.1.46
- Birkeland, K. F., Davies, T. L., & Heard, C. A. (2019). College mentoring 101: Student preferences and needs. *College Student Journal*, 53(3), 315-326.
- Bravin, J., Carrasco, J., & Kalichman, M. (2020). Ethical foundations for graduate students in the psychological sciences. *Translation Issues in Psychological Science*, 6(3), 247-256. DOI: 10.1037/tps0000269
- Broughton, R. S., Plaisime, V., & Green Parker, M. C. (2019). Mentorship: The necessity of intentionality. *American Journal of Orthopsychiatry*, 89(3), 317-320. <http://dx.doi.org.proxy.bsu.edu/10.1037/ort0000412>
- Brown, R. T., Daly, B. P., & Leong, F. T. L. (2009). Mentoring in research: A developmental approach. *Professional Psychology: Research and Practice*, 40(3), 306-313. DOI: 10.1037/a0011996
- Carpenter, S., Makhadmeh, N., & Thornton, L. J. (2015). Mentorship on the doctoral level: An examination of communication faculty mentors' traits and functions. *Communication Education*, 64(3), 366-384. DOI: 10.1080/03634523.2015.1041997
- Ferguson, S. (2018). Ask not what your mentor can do for you...: The role of reciprocal exchange in maintaining student-teacher mentorships. *Sociological Forum*, 33(1), 211-233. <http://dx.doi.org.proxy.bsu.edu/10.1111/socf.12406>
- Hagler, M. (2018). Processes of natural mentoring that promote underrepresented students' educational attainment: A theoretical model. *American Journal of Community Psychology*, 62(1-2), 150-162. <http://dx.doi.org.proxy.bsu.edu/10.1002/ajcp.12251>
- Hoffman, S. J., Harris, A. & Rosenfield, D. (2008). Why mentorship matters: Students, staff and sustainability in interprofessional education. *Journal of Interprofessional Care*, 22(1), 103-105. DOI: 10.1080/1356182070177304
- Innocente, N. & Baker, J. (2018). The sociology teaching fellowship: A mentorship model for graduate student teacher training. *Teaching Sociology*, 46(4), 335-345. DOI: 10.1177/0092055X18791686
- Johnson, W. B. & Huwe, J. M. (2002). Toward a typology of mentorship dysfunction in graduate school. *Psychotherapy: Theory/Research/Practice/Training*, 39(1), 44-55. DOI 10.1037//0033-3204.39.1.44
- Kerssen-Griep, J., Trees, A. R., & Hess, J. A. (2008). Attentive facework during instructional feedback: Key to perceiving mentorship and an optimal learning environment. *Communication Education*, 57(3), 312-332. DOI: 10.1080/03634520802027347
- Kram, K. E. (1985). *Mentoring at work*. Glenview, IL: Scott, Foresman and Co.
- Remaker, D. N., Gonzalez, M. M., Houston-Armstrong, T., & Sprague-Connors, G. (2021). Women of color and mentorship in graduate training. *Training and Education in Professional Psychology*, 15(1), 70-75. DOI: 10.1037/tep0000297
- Syeda, M., Woodend, J., Liu, J., & Roy, S. (2020). Ready to leave the nest? Education graduate students' voices on publishing. *International Journal of Teaching and Learning in Higher Education*, 32(1), 107-116.

Mentorship: The Next Generation
of Faculty, Researchers, and Scientists

Developing and Sustaining Collaborative Mentorship Programs with African Academics and Students

Dr. Faith-Michael Uzoka

Mount Royal University
Calgary, Alberta, Canada

Diaspora Fellow at Mbarara University of Science
and Technology, Spring 2014
The University of Uyo, Spring 2021

Dr. Emmanuel Chidi Nwadiaro

Imo State University
Owerri, Nigeria

Christie Akwaowo

University of Uyo
Uyo, Nigeria

ABSTRACT

Mentorship programs seek ways to help mentees succeed in their overall academic endeavor—develop teaching, research, and service skills; better understand their academic roles and responsibilities; and facilitate development as future academic and societal leaders. International mentees face challenges such as communication platform access, time zone differences, and conflicting guidance from international mentors and home supervisors. There is need for structured mentoring programs that clearly address the following: purpose of establishing the mentorship program, target mentees, collaborative structures, institutional involvement, and reporting structures.

Mentoring programs that integrate the following themes will likely assist mentees to navigate the academic environment and facilitate positive self-transformation: appropriateness of mentor–mentee matches, clarity of mentorship purpose and goals, well-defined relational strategies and platforms, relationship solidification, mentee advocacy and integration into the academic culture, collaborative mentorship, and mobilization of institutional resources and structures. We explore issues relating to purpose, structure, challenges, and strategies for collaborative mentorship programs for African scholars/students.

Introduction

Academic mentorship programs provide bidirectional benefits to the mentors and mentees; however, most mentorship programs are aimed at providing the mentees with opportunities and guidance for academic growth in the areas of research, teaching, and service. Student mentees and early career researchers tend to benefit mostly in the area of scholarship growth, especially in internationally situated mentorship programs. Several formal multinational or cross-national mentorship programs have been established for collaborations with African scholars; examples include those sponsored by the CORE Africa Research Mentorship Scheme, the Carnegie African Diaspora Fellowship Program (CADFP), and the Canadian Bureau for International Education (CBIE). These formal international mentorship and scholarly collaboration programs have largely provided support to African early career scholars and graduate students. The CORE Africa program provides a platform for matching collaborators for the purpose of facilitating research support to African scholars from problem identification to research design to grant sourcing and writing. CADFP has successfully engaged African-born scholars in the United States and Canada in scholarship visits to African universities with the aim of fostering collaboration and mentorship between diaspora scholars and African scholars. These and similar programs have contributed to capacity building and personal development in the areas of scholarship, teaching, and service.

While recognizing that most international collaborations that are focused on African scholars can provide rewarding experiences, it is also important to note that some challenges impede the effectiveness and efficiency of these programs. There is a need to find innovative ways of facilitating collaboration and mentorship, as well as the transformation of the mentees' relational selves and professional identities and competencies as high-quality researchers and scholars. The objective of this paper is to identify some barriers to effective and efficient collaboration and proffer some experience-based practical strategies for facilitating international collaboration and mentorship with African scholars. We attempt to answer the following questions: What is the purpose of establishing the mentorship program? Should mentorship be collaborative? What are the roles and responsibilities of mentors and mentees? What are the key challenges in establishing and sustaining productive collaboration and mentorship programs with African scholars? What are the strategies for facilitating productive collaboration with African scholars?

Nature and Purpose of Collaboration and Mentorship

Mentoring is a learning relationship, which helps people to progress further in their current endeavors and chosen careers. According to Adenle (2014), it is a partnership between two people, the mentor and the mentee. Usually,

the two people work in similar fields or share similar experiences. It is a helpful relationship based upon mutual trust, respect, and understanding that is generally focused on long-term career development.

“Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be.”

— ERIC PARSLOE,

THE OXFORD SCHOOL OF COACHING AND MENTORING

The primary purpose is to drive personal growth and build skills, knowledge, and understanding. Mentors may use coaching skills in their conversations, but usually the mentor's role is wider than that of a coach and may include opening doors, making connections, and sharing experiences. Organizational mentoring is particularly appropriate for increasing employee retention, facilitating cultural shifts, and encouraging organizational diversity. It is often used to support talent programs, so that participants get the most they can from their involvement, using a mentor to help them embed learning. Mentoring can also encourage ethical behavior within an organization. By having someone who knows more than yourself share advice, offer guidance, and be a sounding board for your thoughts, you stand to benefit from experience beyond your own.

There are two kinds of mentorship programs, and both are important for collaboration: formal and informal. A formal mentorship program is structured, organized, and intentional. It requires a procedure in place for enrollment and a system for matching mentees with mentors. This type of mentorship takes a longer time frame (at least a few months). The formal mentorship programs build deeper relationships amongst mentors and mentees, and guarantees diversity and collaboration, which can result in more opportunities for innovation and free-flowing communication. Informal mentorship programs do not have set goals or systems in place and usually occur for a short period of time. According to Henderson (2021), this type of “flash mentoring” is good for collaboration as well because it can quickly widen an individual's circle of influence.

Mentoring programs that integrate the following themes will likely assist mentees to navigate the academic environment and facilitate positive self-transformation: appropriateness of mentor–mentee matches, clarity of mentorship purpose and goals, well-defined relational and operational strategies and platforms, relationship solidification, mentee advocacy and integration into the academic culture, collaborative mentorship, and mobilization of institutional resources and structures. In this paper, we hope to explore issues relating to purpose, structure, challenges, and strategies for collaborative mentorship programs between North American scholars and African scholars/students.

Mentoring and Collaboration

Collaboration between individuals or teams in an organization or across organizations promotes openness and exchange of ideas and improves productivity. In most cases, mentoring is an integral part of collaboration. Collaborative environments help reduce stress for the mentees and make them happier. A survey conducted by Sullivan (2018) found that over 50% of happy employees collaborate with at least five people every workday. According to the findings in the survey of 4,000 working adults in France,

Germany, the United Kingdom, and the United States, nearly 70% of those who described themselves as happy and satisfied with their jobs indicated that they collaborated with people outside of their office, such as clients or partners, at least once or twice a week. It provides new employees with guidance and input from more experienced workers. This helps fresh hires not only to learn the ins and outs of the job they've been hired for but also to assimilate into the work culture, gain confidence quickly, and have more job satisfaction. Mentoring benefits the mentors just as much; mentors will grow in confidence, solidify their skill set, and have a greater sense of purpose as they build deep relationships with their mentees. Mentorship helps individuals to build deeper relationships with one another, which in turn, facilitates collaboration.

Benefits of Mentoring and Collaboration

The benefits of collaboration are significant but do not “just happen”; a process must be put in place to ensure that collaboration/mentorship achieves the desired goals. Strategy and intentionality are necessary to cultivate a collaborative culture. An investment of time and resources is likely in the beginning, as well as a labor of love to direct team members to each other. Once the processes are established and the culture is there, however, the impact will be enormous. Morale, retention, job satisfaction, innovation, productiveness, and efficiency all improve in a collaborative culture. According to Cross et al. (2019), the following benefits can be derived from formal robust mentoring structures:

Career Development

Mentoring benefits career development by engendering valuable professional growth. Mentorship provides a structured process for career planning and professional development. Career development also facilitates opportunities for exposure and visibility.

Personal Development

Mentoring provides the mentee with access to successful role models and promotes psychological empowerment and assertiveness, self-efficacy, self-esteem, confidence, job-related well-being, and problem-solving.

Academic Craftsmanship

Mentoring generates academic craftsmanship, enabling the mentee to develop skills such as proficiency in academic teaching, research, and writing, including publication and grant writing.

Psychosocial Support

A mentor provides a mentee with some psychosocial support, which enhances assertiveness, motivation, a sense of caring, inspiration, and guidance. In addition, the mentor provides professional advocacy where the need arises, thereby facilitating social networking, inclusiveness, a supportive framework, and camaraderie.

Job Satisfaction

Mentoring promotes job satisfaction, tenure, and retention; however, this should be interpreted cautiously (Jeffers & Mariani, 2017).

Challenges to Productive Collaboration and Mentorship

Literature and anecdotal evidence suggest that collaboration and mentorship programs involving African academics are fraught with a myriad of challenges, some of which are caused by erroneous perception of the African academic system by non-African collaborators and mentors. Thus, the use of African-born diaspora mentors for African mentees would likely build trust and mitigate the perceptual challenges associated with cross-continental collaboration and mentorship involving African scholars.

The following challenges have the potential to negatively impact the ability of African scholars to engage in meaningful cross-continental collaborations and mentor-mentee relationships:

Personal and Relational Dynamics

Personal and relational dynamics could pose challenges to collaboration and mentorship arrangements involving scholars from different cultural backgrounds. This is especially so when female scholars are involved (Files et al., 2008). In addition, anecdotal evidence indicates that scholars from the global north tend to believe that collaborative and mentorship relationships with scholars from developing countries, especially Africa, only produce one-directional benefits, thus insinuating a beneficiary-benefactor relationship.

Time and Schedule Challenges

de Saxe et al. (2015) identified lack of time and schedule incompatibilities between collaborators and mentees as a possible cause of failure of academic collaborative relationships. This challenge is exacerbated by significant time zone differences.

Structural Challenges

Some structural challenges prevent the actualization of a productive collaborative relationship between African universities and other universities, especially in the Americas. Such structural challenges include:

- Low availability of funding for research-related activities, which could hamper the ability of the African collaborator/mentor/mentee to meet their side of the relational expectations. The scholars from Africa also have funding challenges with respect to conference attendance in countries outside Africa. This creates a perception challenge—that African scholars do not participate in international conferences.
- Curriculum and other academic differences between the African institution and diaspora partner institutions, which could affect the extent and level of participation of the partners in the collaboration/mentorship relationship.
- Lack of reciprocal attendance at conferences and events organized in Africa. Security concerns and unfounded stereotypes are some of the factors that discourage scholars from other continents, especially Europe and the Americas, from attending conferences in Africa, thus posing serious inhibitions for cross-continental knowledge mobilization.
- Collaboration platform, especially in the covid era, where most collaborative activities are undertaken via virtual platforms. This has cost and other implications for scholars in developing countries. Gender could have a moderating effect on this factor, considering the results of several studies summarized by Goswami and Dutta (2015).

Organizational Factors

Formal and, to an extent, informal collaboration will likely succeed if there is organizational backing for the relationship, especially through a memorandum of understanding and assignment of resources to facilitate the collaboration. African universities tend to lack the will/ability to muster and channel financial, human, and other resources to ensure the success of cross-continental collaboration/mentorship arrangements. Evidence points to the importance of institutional support to productive collaborations and mentorship programs (Charron et al., 2019). In addition, several system stressors could affect the ability of vulnerable faculty and graduate students to effectively participate in external collaboration/mentoring relationships with scholars outside of their university/country.

External Factors

Several external factors are beyond the control of the collaborating scholars, which could negatively impact the ability of African scholars to engage in sustained, productive collaboration and mentorship relationships with diaspora scholars. Such factors include:

- Incessant academic strikes and closure of universities in some African countries.
- Denial of visas to researchers from developing (especially African) countries to undertake research visits and attend global conferences (Akanle et al., 2013). This creates limitations in global knowledge mobility and reputation inequities (Wondimagegn et al., 2021).
- Government and institutional interference in the management of research funds, which often causes unnecessary bureaucratic delays and impediments to the successful completion of externally funded collaborative research activities.
- Conflicting guidance between internal mentors and local mentors/supervisors.

Based on these, we propose a model for further study, which could shed more empirical light on the factors that could affect the ability to engage in meaningful and productive collaboration/mentorship relationships with African scholars.

Strategies for Sustaining Collaborative Mentorship Programs with African Scholars

Several authors have suggested strategies for ensuring successful collaboration and mentorship relationships. In this section, we highlight some of the suggested strategies, and additional strategies based on experience in collaborating

with, and mentoring African scholars within and outside the egis of CADFP.

Build Teams Strategically

This ensures that only individuals who will be committed to the collaboration/mentorship efforts are invited to the team. Other strategic issues include job rotation and structured leadership and collaborative engagement. The parties involved in collaboration have to define upfront the type of relationship and the level of formalization required for effective sustenance of the relationship. Also, team leads should be mindful not to expand the team beyond a manageable and sustainable threshold. A study conducted by Gratton and Erickson (2007) indicated that collaboration tends to decrease over time with teams larger than 20 people.

Secure Organizational Support

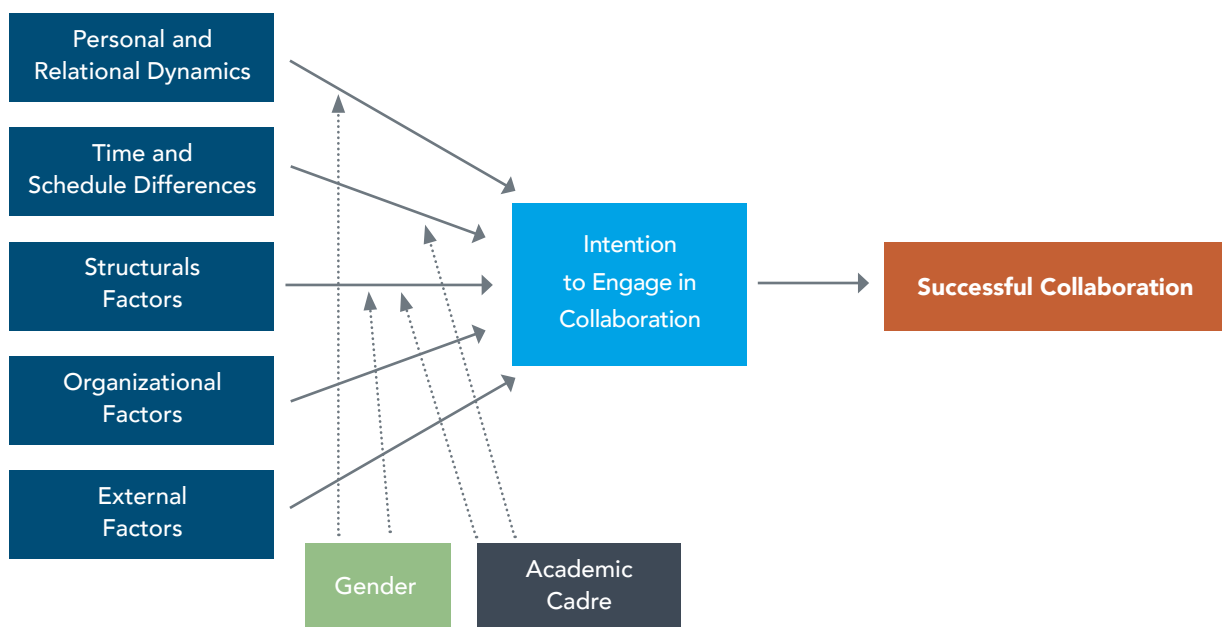
Shakhman et al. (2020) emphasized the need for institutional leaders (at departmental, faculty, and university levels) to provide support (including resources) for collaboration and mentorship programs. Such management support will facilitate formal collaborations among collaborating departments and universities.

Choose Communication Strategy/Platform Intentionally

Be intentional about the team’s communication strategy and platform. Explore the most effective mechanism/

FIGURE 1

Collaboration Success Factors



platform for communication among collaborating scholars (e.g., e-mentoring). The COVID pandemic has provided opportunities for the use of online tools for collaboration. In a study conducted by McCarthy (2012), online platforms and social media were found to provide viable mechanisms for effective multigroup international mentorship involving staff and associated professionals, local industry professionals, recent graduates, and local peers from the university.

Maintain Some Structure

It is important to maintain some structure, even in informal mentoring relationships. Such structures hold the collaborations (including mentors and mentees) accountable for the success of the program. Some aspects of structure to consider include creating and adhering to program guidelines from the onset and developing regular schedule for interaction among all parties—scheduled meetings and email communications.

Implement Journaling

According to Stevens et al. (2010), structured reflective journaling has the potential to reduce cultural challenges faced by mentees in internal collaboration, enabling better participation in scholarly activities like conference presentations and publishing.

Employ Mentoring Program Managers (MPMs)

This is especially useful in formal mentorship and collaborations arrangements, where resources are available to facilitate collaboration and mentorship relationships. The MPM could be appointed by the host institution or the collaboration funding agency, such as CADFP. MPMs must be good communicators with strong organization and project management skills and the ability to respond to multiple parties in a timely manner.

Set Up Layered Collaborations

This is a situation where a multinational team is set up, consisting of senior academics (e.g., professors and associate professors), mid-level academics (e.g., assistant professors and senior lecturers), early career researchers (e.g., lecturers and postdocs), and students. Information can flow within the sub-teams and across different sub-teams. Mentorship relationship flows in various directions in the sub-teams—between senior- and mid-level, mid- and low-level, and senior- and low-level team members. Some issues are resolved at the sub-team level, while others are resolved at the full team level. Scheduled meetings are split between sub-teams and the general group, with the frequency determined by the need, structure, team composition, schedule, and other contextual variables. This model of collaboration promotes efficient use of time and reverse mentoring, which generates symbiotic benefits to all participants.

Follow Other Tips

Detsky and Baerlocher (2007) provided the following tips for sustaining a reciprocally beneficial mentoring relationship:

- Recognize the convenience of the mentee in the mentorship relationship;
- Encourage a sense of honesty in the mentees—they should have the freedom to reject a mentor’s advice;
- be explicit in defining the credit that both mentor and mentee will get for work done
- provide timely support to mentees—prolonged delays could be frustrating; (v) distinguish between mentorship and friendship
- be willing to terminate the mentorship relationship if there is an evident mismatch;
- ensure that there is an end to mentorship—friendship can commence at the termination of the mentorship process.

Conclusion

“Many times, we miss the opportunity to achieve greater impact because of our reluctance to collaborate. The only barrier to collaboration is the unwillingness to collaborate. Innovative social change no longer comes from thinking outside the box, but rather getting rid of the box and collaborating with others.”

— PRECIOUS NEMUTENZI, EARTH UNIVERSITY

This statement underscores the need for collaboration in academia both at the local and international levels. In this paper, we have explored the needs, challenges, and strategies for effective collaboration and mentorship between African and diaspora scholars. Our research suggests that the following factors could prevent productive and symbiotically beneficial collaboration/mentorship relationship between African and international scholars: personal and relational dynamics, time and schedule differences, structural challenges, organizational factors, and external factors. We proposed a model that could form the basis of further research to provide deeper insights into factors that prevent productive collaborations involving African scholars. Additionally, we proffered strategies for successful collaboration and mentorship, including the layered collaboration strategy, which could foster efficiency and bidirectional benefits for all parties involved in the collaboration relationship. It is expected that this study will sensitize African scholars, their international collaborators, and institutional administrators on the need to better structure collaboration relationships to be more effective and efficient while taking cognizance of resource constraints.

References

- Adenle, C. (2014, November 24). *10 Concrete reasons why everyone needs a mentor at work* [Article]. LinkedIn. <https://www.linkedin.com/pulse/20141124121303-47571147-10-concrete-reasons-why-everyone-needs-a-mentor-at-work/>
- Akanle, O., Yusuff, O. S., Adebayo, Q. O., & Adegboyega, K. (2013). African scholarship and visa challenges for Nigerian academics. *International journal of sociology*, 43(1), 79–95.
- Charron, K., Kalbarczyk, A., Martin, N. A., Combs, E. A., Ward, M., & Leontsini, E. (2019). Building blocks of global health mentorship: Motivation, expectations, and institutional support. *Annals of global health*, 85(1).
- Cross, M., Lee, S., Bridgman, H., Thapa, D. K., Cleary, M., & Kornhaber R. (2019, April 18). Benefits, barriers and enablers of mentoring female health academics: An integrative review. *PLOS ONE* 14(4), 1-21. <https://pubmed.ncbi.nlm.nih.gov/30998791/>
- de Saxe Zerden, L., Ilinitch, T. L., Carlston, R., Knutson, D., Blesdoe, B. E., & Howard, M. O. (2015). Social work faculty development: An exploratory study of non-tenure-track women faculty. *Journal of Social Work Education*, 51(4), 738–753.
- Detsky, A. S., & Baerlocher, M. O. (2007, May). Academic mentoring—how to give it and how to get it. *JAMA*, 297(19), 2134–2136.
- Files, J. A., Blair, J. E., Mayer, A. P., and Ko, M. G. (2008). Facilitated peer mentorship: A pilot program for academic advancement of female medical faculty. *Journal of Women's Health*, 17(6), 1009–1015. <https://doi.org/10.1089/jwh.2007.0647>
- Goswami, A., & Dutta, S. (2015). Gender differences in technology usage—A literature review. *Open Journal of Business and Management*, 4(1), 51–59.
- Gratton, L., & Erickson, T. J. (2007, November). Eight ways to build collaborative teams. *Harvard Business Review*. <https://hbr.org/2007/11/eight-ways-to-build-collaborative-teams>
- Henderson, L. (2021, August 17). 7 Collaborative processes a leader must follow. *Nifty*. <https://niftypm.com/blog/collaborative-processes/>
- Jeffers, S., & Mariani, B. (2007). The effect of a formal mentoring program on career satisfaction and intent to stay in the faculty role for novice nurse faculty. *Nursing Education Perspectives* 38(1), 18–22. https://journals.lww.com/neponline/Abstract/2017/01000/The_Effect_of_a_Formal_Mentoring_Program_on_Career.5.aspx
- McCarthy, J. (2012). International design collaboration and mentoring for tertiary students through Facebook. *Australasian Journal of Educational Technology*, 28(5), 755–775.
- Shakhman, L. M., Al Omari, O., Arulappan, J., & Wynaden, D. (2020, July). Interprofessional education and collaboration: Strategies for implementation. *Oman Medical Journal*, 35(4), e160.
- Stevens, D. D., Emil, S., & Yamashita, M. (2010). Mentoring through reflective journal writing: A qualitative study by a mentor/professor and two international graduate students. *Reflective Practice*, 11(3), 347–367.
- Sullivan, M. (2018, December 4). *Survey finds that collaboration is the key to employee happiness*. WeWork Ideas. <https://www.wework.com/ideas/professional-development/survey-finds-that-collaboration-is-key-to-employee-happiness>
- Wondimagegn, D., Ragab, L., Yifter, H., Wassim, M., Rashid, M. A., Whitehead, C. R., Gill, D., & Soklaridis, S. (2022, January). Breaking borders: How barriers to global mobility hinder international partnerships in academic medicine. *Academic Medicine*, 97(1), 37–40. <https://doi.org/10.1097/ACM.0000000000004257>

Mentorship: The Next Generation
of Faculty, Researchers, and Scientists

International Mentoring with Project Flourish: A Military Family Stress, Resilience, Trauma and Well-Being Project

Dr. Grace Ukasoanya

University of Manitoba
Winnipeg, Manitoba, Canada

Diaspora Fellow at Nigerian Defense Academy,
Fall 2015 and Fall 2017, and
Covenant University, Fall 2019

Dr. Grace Legbeti

Nigerian Defense Academy
Kaduna, Nigeria

Dr. Hauwa Imogie

Nigerian Defense Academy
Kaduna, Nigeria

ABSTRACT

This study aimed to record mentees' perspectives and highlight the applicability of the career adaptability framework to international mentoring within the Carnegie African Diaspora Fellowship Program (CADFP). The objective was to use a collaborative autoethnographic qualitative design to explore the central research question: How do host institution scholars in an international mentoring relationship describe the processes and outcomes of mentoring? Data were processed iteratively and analyzed using the directed content analysis method. The significant results indicate that the mentees' experiences align with the four dimensions of the career adaptability model. The findings extend the literature on career adaptability by showing that working alliance and readiness for change underlie the effectiveness of the career adaptability framework in mentoring. We recommend further research investigating the career adaptability framework's relevant factors, specifically while working with complex goal dilemmas inherent in international mentoring.

The data presented in this paper are part of the findings from a collaborative autoethnography conducted by a military well-being research and outreach team (i.e., Project Flourish) consisting of two researchers from a host institution and a visiting scholar in the Carnegie African Diaspora Fellowship Program (CADFP). The central research question is: How did host institution scholars experience international mentoring? Specifically, this paper illustrates the applications of the various resources of career adaptability (i.e., concern, control, confidence, and curiosity) and personal adaptability (i.e., cognitive, affective, and behaviour) in an international mentoring relationship through the lens of two host institution mentees. The data illustrate how the fellow and mentees engaged the tenets of the adaptability model (Ukasoanya, 2021) within the mentoring program while promoting the needed supervisory working alliance. The results indicate that the mentees' self-expressed experiences reflect the four dimensions of the adaptability model (Savickas, 2019). Interestingly, the participants made meaning of the benefits and drawbacks of this program through the lens of concern, control, confidence, and curiosity. We recommend that career adaptability continue to be investigated as a mentoring model in complex contexts.

Background Information

The context of this study foregrounds mentoring, the project where the mentoring occurred, and the goal implementation dilemma that informed the choice of mentoring framework.

The role of mentoring in the professional development of early-career academics in higher education is established in the

literature. Tillman (2001) categorized faculty mentoring as:

a process within a contextual setting; a relationship between a more knowledgeable individual and a less experienced individual; a means for professional networking and sponsoring; a developmental mechanism (personal, professional, and psychological); socialization and reciprocal relationship; and the opportunity for identity transformation for both the mentor and the protégé. (p. 296)

This definition is relevant to both the intent and process of the CADFP mentoring experience. It was designed as a knowledge-sharing network between a fellow from Canada and two host institution scholars from an African university on a pilot military mental well-being research–outreach initiative platform. Much is known anecdotally about mentoring in this fellowship, primarily through fellows' perspectives. However, there is little or no empirical information about mentees' experiences. Understanding host scholars' perspectives may highlight the challenges and opportunities that could be harnessed by host institutions, visiting scholars, their institutions, and CADFP. One goal of this study is to fill this gap.

Project Flourish is the name given by the Nigerian Defence Academy, Nigeria, to a military family mental well-being research project funded by the CADFP (General M. I. Idris, Commandant, personal communication, June 2016). This name was assigned due to the initial community impact during the project's preliminary phase. This project operationalized mental well-being as a multi-dimensional construct encompassing all aspects of individuals' lives and

work in the military community, including their feelings, thoughts, and behaviours (Michaelson et al., 2012). This project aimed to garner data that will contribute to the identification, promotion, and maintenance of mental well-being using a participatory approach in the military academy in Nigeria. It also aimed to develop a training and service support system that responds to the pervasive traumatic stress and other emotional distress associated with military service. There was a need to adopt a preventive family-oriented approach to mental health promotion to recognize the connections between family mental health functioning and force readiness. Project Flourish was oriented on the premises that (a) there is currently little or no culturally responsive military community mental well-being intervention and (b) promoting military mental well-being at the family level. Family mental well-being readiness is an invaluable leadership and human resource investment for the military because of its association with combat readiness (Le Menestrel & Kizer, 2019). Fortunately, the Nigerian Defence Academy has adequate organizational frameworks and human resources that could be leveraged to develop a sustainable mental health and well-being program. To accomplish these, curriculum development, mental well-being, psychological training, and clinical and non-clinical outreaches that responded to community needs in real-time were conducted. The research team hoped to fill the knowledge and service gaps related to the lives and welfare of military personnel and their families.

A multi-partnership goal negotiation dilemma (Dentoni et al., 2018) occurred at the mentoring project's onset. This necessitated using the career construction framework to guide the work (Orsato et al., 2013). During the fellowship application process, the host institution, CADFP fellow, and the host institution scholars agreed on the same goals for the project. However, the three parties (i.e., the fellow, the host institution scholars, and the host institution) involved in the project interpreted the goal implementation process according to their unique needs. For example, the host institution interpreted the project objectives through the lens of stringent daily military and non-military schedules. The fellow interpreted the objectives through the lens of milestones that needed to be attained within 90 days. The host institution scholars focused on deriving immediate pedagogical research and professional positioning benefits from the CADFP. Consequently, there were repeated collaboration ruptures that negatively impacted trust, communication, and project progress (Muran & Eubanks, 2020). In situations with partnership goal negotiation dilemmas, Orsato and colleagues (2013) asserted that various stakeholders could approach project negotiation with similar goals while holding different interests and motivations relating to implementation. To accomplish project goals, the parties would adopt a "win-win approach ... [where each

party would] put their priorities on the table, explain the motivation to do so, share their intention to collaborate, then invite the counterparty to reciprocate the dynamics of the negotiation" (Orsato et al., 2013, p. 448). In a win-win adaptability approach, the parties would intentionally build value and work collaboratively to attain a set project goal. Therefore, the Project Flourish mentor and mentees purposefully trained and adopted the specific win-win approaches of (a) seeking interdependence through clear communication, (b) proactive learning, (c) transparency in sharing project objectives, (d) emotional translucency in institutional-level communication, and (e) positive and hope-filled communication. The team believed that the project would mitigate unique barriers and challenges relating to the military context by purposefully adopting the attitudes of concern, control, curiosity, and confidence in every activity (Savickas & Porfeli, 2012), which are essential dimensions of the career adaptability framework (Maree, 2020; Maree & Morgan, 2013).

Theoretical Framework

The career adaptability framework guided the process of the mentoring project. This framework is justified because the team determined to (a) proactively cope with unanticipated events, (b) engage in continuing problem-solving and creation of 'other options' when planned work processes are thwarted, and (c) work for the successful delivery of the project goals irrespective of challenges. Career adaptability is a higher-order career construct that is composed of four dimensions: concern (i.e., preparing for future career tasks), control (i.e., taking responsibility for development), curiosity (i.e., exploring possible future selves and opportunities), and confidence (i.e., believing in one's ability to solve problems and to succeed; (Savickas & Porfeli, 2012). The four dimensions of career adaptability have been associated with the readiness to attain work goals and thrive, especially when faced with unpredictable work realities (Inkson et al., 2015; Perera & McIlveen, 2017; Rudolph et al., 2017). This framework has become more relevant in the changing world of work, where individuals need to make dynamic adjustments to cope with unpredictable realities (Peetz, 2019). Also, the four dimensions of career adaptability guided the investigation of the mentees' mentoring experiences. Consistent with collaborative autoethnography (Chang et al., 2013), the mentor and mentees collaboratively determined that the following research questions would guide daily, weekly, and final individual reflections:

1. How would you describe your experience working together in a mentor-mentee relationship in the task today?
2. How did you experience concern in working together?
3. How did you experience control in working together?

4. How did you experience confidence in working together?
5. How did you experience courage in working together?
6. What aspects of the project were valuable to you?
7. What factors accounted for your unique experiences?

Literature Review

This section addresses the basic concept of supervisory mentoring. This is a concise review of why and how supervisory mentoring works, rather than an exhaustive literature review. There is no consensus about how mentoring is defined. However, an agreement is that it consists of a relationship between an advanced professional and an advancing professional in which the advanced professional offers intentional professional development (Haggard et al., 2011), skill development opportunities for growth and visibility, with relevant socio-emotional support to the advancing professional, leading to more straightforward career advancement (Rockquemore, 2013). Vocational researchers have noted that mentoring works primarily because of its psychological (e.g., friendship, acceptance, and counselling) and career (e.g., coaching, challenging, and protecting) functions (Baranik et al., 2010). These researchers operationalized mentoring that has these functions as supervisory. Supervisory mentoring is a model where mentors are like “co-travellers” with the mentees but with the skill and disposition to support them to gain targeted career insight and grow into their best professional selves (Yalom & Leszcz, 2005). Supervisory mentors offer mentees autonomy-promotive environments where they can experiment with new responsibilities and roles, test and validate their career identities, and develop the confidence to influence outcomes at work (McAllister & Bigley, 2002). As a person-centred relationship, mentees are expected to draw promotive career benefits and psychosocial well-being from this relationship (Fargo, 2018).

Supervisory mentoring is more effective when the mentor has “political stature” in the organization (Sun et al., 2014). Politically skilled mentors would position mentees for success by offering them tasks, support, and responsibilities that would earn them visibility and recognition in the organization. These mentors aim to empower mentees psychologically (Zhang & Bartol, 2010) and create a climate that allows them to get embedded in the organization (Chen & Wen, 2016). These opportunities help mentees to grow in concern, control, confidence, and curiosity, which can lead to courage without inhibition as they strive to meet the expectations associated with supervisory mentorship.

Supervisory mentoring is intentional. The mentors plan the process with the desired end goal (Montgomery, 2017). An effective mentoring relationship requires a mutual understanding of the goals and needs of the mentee

(Montgomery et al., 2014). The mentor needs to understand the mentee’s career goals, emotional needs, cognitive orientations towards career-related decision-making, strengths, and weaknesses. Based on this understanding, mentors communicate evaluations of worth to the mentees and help them to create positive self-definitions from these affirming evaluations. Ragins (2012) conceptualized this as “relational mentoring” and noted that the processes motivate individuals to invest more in their work roles and perform beyond expectations. From a counselling perspective, supervisory mentoring entails “drawing out” and conveying career-related dignity to mentees. Jacelon and Choi (2014) categorized dignity as individuals’ respect for themselves, the respect others have for them, and their empowered positioning to enact behaviours worthy of respect in their environment. Galvin and Todres (2014) asserted that individuals gain “temporal eloquence” characterized by the attitude of “I can” and confidence in how they act or conduct themselves when significant people affirm them within their work environments. Therefore, we argue that individuals who experience supervisory mentoring may be more likely to demonstrate temporal eloquence and dignity than their peers who do not.

Mentoring that will be successful demands that the mentor supports the mentee to work toward change in the cognitive, affective, and behavioural spheres. This serves strategic purposes. It helps the mentor target opportunities at the mentee’s strengths while providing guidance and learning to boost specific areas of weakness in specific spheres (Montgomery et al., 2014; Ramirez, 2012). As such, the mentoring process becomes an avenue for learning and continuing development. This mentoring model is adequate because the mentor and mentee maintain reciprocal social exchange (Rutti et al., 2012). While the mentor offers targeted opportunities, skills, and expectations, the mentee must reciprocate by demonstrating commensurate competence, autonomy, relatedness, intrinsic motivation, and professional growth (Dell et al., 2021).

Materials and Methods

Research Design

We chose autoethnography to voice our individual and collective experiences using self-reflexivity (Ellis & Adams, 2014) and multi-subjectivity approaches (Duffy et al., 2018). Collaborative autoethnography (CAE) enables researchers to collect their narratives and reflections about their narratives through various sources (Chang et al., 2013). They submit these for collective review, questioning, and reflexivity to gain a rich insight into their co-experienced phenomena. In our case, the phenomena are the processes and outcomes of a CADFP-funded mentor–mentee relationship conducted in a military university in Africa.

Participants

The fellow and two host institution scholars were researchers and research participants. However, only the data about the two mentees are included in this paper. When this project was implemented, the two host institution scholars were doctoral students and lecturers. However, they have graduated with their PhDs and continue to work in their institution.

Ethics

We inquired with our institutional boards and confirmed that human ethics approval was not required for this CAE. However, to protect all third parties whose data could incidentally be reported in our study, we ensured that narratives that would identify other persons or parties in any way were deleted and not included in the analyses. Therefore, the final narrative highlighted meta-reflections of our experiences.

Data Collection

Many data sources were utilized, including personal reflective journals, individual memos that each person brought to project meetings, self-observational data, and a survey. Consistent with Chang et al. (2013), the team agreed on the data sources and selected memories that would be utilized as data from the onset. They also agreed on the questions that would guide daily and weekly individual reflections (see theoretical framework section).

Data Processing

Data processing consisted of three iterative processes. First, all team members engaged in an uninterrupted process of individually examining, evaluating, and analyzing all data sources. Each developed personal written narratives guided by the following questions:

1. Why did you choose the memory(-ies)?
2. What does the memory(-ies) mean to you?
3. How does the memory(-ies) explain the essential experiences of working with each other and the context?

Secondly, the team collaboratively discussed personal narratives for comments, insights, and questions. The guideline was that each person would highlight similarities and differences in the others' narratives. Also, there was an expectation that the team would expand on one another's narratives by reflecting on what was missing or present in the memories. Memo writing continued throughout this process as a supportive data source. The team agreed to conduct a second round of personal narrative writing that included the reflections and insights from this group's first data analysis meeting to represent individuals' meanings.

Thirdly, the team met again during the last week of the second CADFP to discuss the narratives and elaborate on the data. This continued until no substantial new data emerged, and the team was confident that data had been rigorously processed.

Data Analysis

The team adopted a data analysis method that offered the most structure to the complex data. A directed content analysis was justified because the mentorship was grounded in the theory of career adaptability from the onset. Also, we aimed to build on the theory of career adaptability.

We organized the data into coding categories derived from the four underlying career adaptability dimensions: concern, control, confidence, and curiosity. We grouped the data segments according to each category by identifying persistent words and phrases related to the concept (Morse & Field, 1995). We individually identified themes within and across categories using inductive and deductive approaches. The mentor organized the data, developed the interpretation and discussion in each category, and then passed it to the mentees to review, modify, or add insights independently. We reflected on these themes repeatedly using the WhatsApp messaging system.

The two mentees allowed their quotes to stand as part of their career development reflection. Our initial goal was to keep aside prior knowledge from literature and look for novel themes within the career adaptability categories. This goal was impossible because the mentees had become immersed in the new body of knowledge and found it challenging to keep these aside. Most of their quotes reflected existing literature, while their codes retained much of the desired inductive nature of data analysis. Considering that everyone in the military university knew the two mentees, we decided to protect their identities by labeling each quote as Mentee 1 and Mentee 2.

Results

The findings indicate that:

- (a) the relationship catalyzed the mentees' growth;
- (b) implicit coaching and explicit learning sustained mentees' engagement (i.e., curiosity and control);
- (c) mentoring supported professional reinvention at the personal, professional, control, and organizational levels (i.e., confidence and control); and
- (d) benefits of mentoring are expressed through mentees' agency and self-determination (a combination of the dimensions of career adaptability).

We present these results under four themes: (a) relationship-catalyzed personal and professional growth; (b) implicit coaching and explicit learning sustained adaptability; (c) professional reinvention at a personal, professional, and organizational level; and (d) looking further.

Theme 1: Relationship-Catalyzed Personal and Professional Growth

This theme is defined as the atmosphere of relationship-instigated learning. Task engagement depended on the relationship, whether the relationship fostered the acquisition of valued professional skills and whether the relationship enhanced the sense of self-importance and pride.

Relationships fostered most of the valued outcomes from the project. The mentees placed a high value on specific aspects of the relationship. They emphasized how the relationship atmosphere instigated learning, the relationship enhanced their engagement in the tasks and goals of the project, and the relationship created enough space for them to attain their personal and professional goals. Overall, they conceptualized the mentor–mentee relationship in two interrelated but separate ways. The mentees described one type of valued relationship as person-centred, emphasizing the power of empathy, genuineness, and unconditional positive regard in promoting their sense of autonomy, competence, and motivation (Murdock, 2017). Also, they viewed valuable mentor–mentee relationships as a tool that facilitated engagement in the tasks and goals of the project. The host institution scholars operationalized the relationship as follows. Both Mentees 1 and 2 said that they valued “openness to share experiences and knowledge, non-toxic work relationship, team members being carried along and a nonjudgmental approach of the process was a boost to learning and engagement at all times.” They further said, “The work relationship with the visiting scholar was very cordial and beneficial. Team members were able to express themselves freely, ask questions and receive clear guidance, share opinions and ideas, and generally be part of the team process.”

Atmosphere of the Mentoring Relationship

This subtheme emphasizes how the mentoring atmosphere of relationships could mitigate difficulties associated with logistic and systemic barriers and support them to focus on their professional growth. They appreciated that the workspace was a “judgment-free zone” that encouraged freedom of expression and professional interaction. Despite the freedom of communication, the mentees expressed satisfaction with meetings that had articulated goals and expected outcomes. Respect and appreciation for their input mattered to them. Both Mentees 1 and 2 said, “The relationship gave me a sense of belonging and the feeling that my opinions counted. My views on how the research applied in the context were always sought and used in the planning and executing tasks.” Mentees 1 and 2 continued, “The atmosphere was always respectful and cordial. Team members could engage in the process without fear of being disregarded. This allowed for ease of learning and brainstorming among members.”

Relationship-Promoted Attitude to Task Engagement

This subtheme emphasizes how the mentor–mentee relationship relates to willingness to learn and engage in tasks:

Working as a team in developing and executing workshops for different specific groups was huge on the learning curve and brought out my skills and a drive I didn’t know existed. Short timelines that we were able to meet the achievement of given set goals have made me better able to handle tasks at short notice. (Mentees 1 and 2)

We held work meetings weekly to plan, deliberate, and brainstorm on tasks to be executed daily, weekly, and for the period of the project. In a nonjudgmental atmosphere at such meetings, team members were able to freely air their views, make suggestions, clear doubts, if any, and generally ask questions that brought clarity to tasks and the entire process. (Mentees 1 and 2)

Relationship Fostered the Acquisition of Valued Professional Skills

This subtheme emphasizes the specific aspects of the collaborative relationship they identified as meaningful and valuable. They purposefully evaluated how the relationship engendered adaptability resources such as curiosity, positive attitudes, and motivation.

Working alliance did it. It led to my increased curiosity in the area and created a new research path for me. This made working on the project exciting and worth the while. Team members were motivated to participate in every part of the process and learned skills all along the way. (Mentees 1 and 2)

Mentees 1 and 2 also said, “Yes, indeed, the working alliance established has sparked positive attitudes and continued interest in the military well-being [of] military families, researching ways to better support this population with my professional knowledge and service.”

Relationship Enhances Self-Value

This subtheme highlights how the supervisory mentor–mentee relationship promoted the development of pride, self-importance, and self-worth. It also emphasizes how professionals could be supported to implement their adaptability resources such as confidence, concern for the task, and desire to make upward changes.

The visiting scholar was always open to conversation about work and even personal life matters, which were still a big learning experience. The level of transparency and dedication to work, coupled with the respect accorded to all staff working with her, left none in doubt that they were valued and respected members of a high-functioning team. This left us proud and willing to put in our best to ensure the success of the project. This built my self-esteem and developed in me a belief that I had much to offer. (Mentees 1 and 2)

Being allowed to contribute to the work made me feel valued and trusted. It also gave the feeling of responsibility

and ownership, which was previously rare to come across in the work sphere attainable here, in Nigeria. It was refreshing, encouraging, and deeply inspiring to be allowed to participate in a supportive team effort. Even mistakes were taken as a learning experience, and there was never any condescension for not knowing anything; instead, it was turned into a learning experience for personal improvement. (Mentees 1 and 2)

I discovered confidence in myself as a female, an academic, and a researcher who is worth the space she occupies. (Mentees 1 and 2)

Theme 2: Implicit Coaching and Explicit Learning Sustained Adaptability

This theme represents how the participants identified their adaptability processes and the various learning factors supporting them. Adaptive individuals can purposefully pursue project tasks as social actors while acknowledging challenging institutional demands (Savickas, 2019). The participants found implicit and explicit learning opportunities to adapt “new” work tasks to fit their institutional context. This theme also highlights how they perceived themselves as motivated agents who purposefully used learning to construct their personal and professional selves. We identified the following subthemes within this theme: (a) professional inspiration came by watching, (b) attuned task-planning motivated learning, (c) a curiosity-inspired space of learning, and (d) growth through concrete teaching of new concepts.

Professional Inspiration through Watching

The participants expressed how they aspired to transfer the learning they acquired in the project to their work at the military institution and planned to recreate the work culture in their jobs. They viewed each task as an opportunity to improve their service to their institution.

Watching the project evolve from within, I learnt a lot about working in teams and the responsibilities of a team leader. I watched the research fellow drive research endeavours with passion, professionalism, and skill, which inspired me to do better. (Mentees 1 and 2)

Working in this research team taught me new leadership models that could be even more successful for generating positive results. It gave me confidence in research, confidence in reasoning and my abilities as a worthy professional. It also developed a positive work culture that has reinforced the acquired confidence by continued successes. (Mentees 1 and 2)

Attuned Task-Planning Motivated Learning

The mentees observed that the host scholar approached the mentor–mentee relationship with intentionality. This subtheme emphasizes how they continuously evaluated the work process and determined how those learning would be transferred to the professional life they desired to create for

themselves. The participants recognized the project tasks as tools to prepare them for the future of their careers (i.e., concern), and they took personal responsibility for learning the project activities and evaluating the process (i.e., control).

One thing that really resounded with me during the course of our Project Flourish engagements was the level of planning and care that had been put into even the most minute detail. I had participated in several collaborative research efforts, but none had goals so clearly articulated, communicated, and even adjusted in practice to better suit collaborators’ needs and better fit into the context. (Mentees 1 and 2)

The process was clear, and every ambiguity was removed. Acquisition of skills was made easier and curiosity encouraged. The project planning and delivery inspired me to be more diligent in my work endeavours and work harder to achieve my goals as a woman and a professional. (Mentees 1 and 2)

A Curiosity-Inspired Space of Learning

This subtheme highlights the interrelationships between adaptability resources such as curiosity and mentees’ confidence in their growth.

We approached every task with curiosity, and I was safe to try new things or opinions. We were encouraged to make contributions to even key parts of the research, which encouraged engagement and both individual and collective project ownership. The transparency, clarity, and guidance this provided made task execution almost seamless. It seemed that all project tasks were designed to meet our learning needs, but every project goal was accomplished, and we grew personally and gained recognition within the institution. I still appreciate that positive bond grounded in mutual respect, trust, and belief in individual and collective abilities. (Mentees 1 and 2)

Growth Through Concrete Teaching of New Concepts

This subtheme highlights how the host institution scholars approached the mentoring relationship as a space to construct skills and professional outlooks that will enable them to lead their institutional mental well-being agenda.

Learning more about the project, the specific variables being explored, and strategies for effective execution birthed further professional interest in these variables and my chosen career: Academic Lecturer and Researcher. The techniques acquired made work more interesting and productive. This further fostered an interest in the profession. (Mentee 2)

Mentee 1 added, “The literature in the area was no more new to me, and I found the narrative quite interesting. As a result of this, my interest grew in well-being research, especially in the military context.”

Theme 3: Professional Reinvention at a Personal, Professional, and Organizational Level

The mentees attributed their processes of self-reinvention

and the proactive drive to attain higher social positioning in their institution to the mentor–mentee relationship. Their expression aligns with recent studies (van Dam & Meulders, 2021) that have recognized the personal characteristic of self-reinvention as adaptability. The mentees in this study clearly articulated the difference between their desires for personal growth (e.g., re-positioning themselves for their professional journeys and political growth by earning institutional recognition and academic leadership). In this study, the host scholars drew from their adaptability-focused thinking, feeling, and behaviours to implement self-re-invention during and even after the end of Project Flourish.

Self-Reinvention at the Personal and Professional Level

This subtheme emphasizes how the scholars were self-evaluative. They closely monitored their goals for participating in the project. They developed various new adaptability skills in the project.

Being allowed to learn and grow as a respected team member and professional gave me feelings of ownership and dedication to the project's success. I was able to pull on my mental resources, personal network, and physical resources to ensure goals were accomplished. (Mentees 1 and 2)

I was lucky to be engaged in this project at the earlier parts of my career as an academic, and I was able to learn various skills and strategies through observation, modelling, and even full-scale in-house training efforts. Among others, I learnt new teaching and communication skills (such as liberating structures which have been such a joy!), statistical analyses, classroom and workshop management skills, writing skills, research skills, a meta-analysis of the literature, improved presentation skills. (Mentees 1 and 2)

Professional Reinvention at the Organizational Level

This subtheme also emphasizes how the scholars were self-evaluative about their larger professional goals. Their voices show “ownership” of their learning, growth, and motivation to continue to grow. They recognized how the mentoring relationship enhanced their professional visibility in their institution. Interestingly, they are continuing with the project.

Working as a team in Project Flourish brought me to the fore and showcased my abilities I didn't realize existed. The skills I picked up during this process helped a lot with my PhD program. At the level of my institution, I am better able to sell an idea and pursue personal goals within the institution, even against the odds.

Experience gained from the research efforts (literature review, data collections, and workshops) and interactions has provided a solid base from which I am able to work with the military population, a place of knowledge and understanding. It has informed the creation of lecture content, including several workshops I created and delivered focused on themes such as retirement and retirement planning for the military

population, resilience building for young officers, stress management for mid-level officers, leadership, and emotional intelligence programs for young officers. After being given the basics, curiosity drove me to study and learn further. With guidance and concern from the visiting scholar, I was able to achieve and surpass set goals and tasks. (Mentees 1 and 2)

Political Self-Reinvention

The mentees described the logistic challenges encountered in the project as opportunities for growth.

Several challenges were met in the course of the project. Learning to navigate political, systemic, and even logistic challenges were part of the benefits of this research effort. Learning to face challenges head-on with hard work, a solution-focused mindset, and also being open to adjusting plans in order to fit into evolving situations was also beneficial. (Mentees 1 and 2)

I learned that our collective adaptability was the key ingredient that gave us success in this project. Several times, the team was forced to improvise to make things work even when problems were encountered. When timings were suddenly changed, logistical support withdrawn, and mix-ups regarding venues or participants were encountered, the team bravely adjusted to ensure goals were met and tasks completed as successfully as possible. (Mentees 1 and 2)

Theme 4: Looking Forward

The participants highlighted the relationship between personal agency and self-determination repeatedly.

Mentees 1 and 2 said, “My passion for well-being was acquired and fanned by further research engagements. Literature review and subsequent practice-built passion and interest into the field, especially when we began to see the relevance and results acquired (going further than the project).” They continued:

This project helped me see what I could be if I worked a little harder; it also showed me the nexus between research to real life in ways I had not previously considered and helped me learn new models of teaching and learning, which have been invaluable for my career development. Participating in this project changed my perspective and introduced me to a world of possibilities. (Mentees 1 and 2)

Discussion

I (the CADFP fellow and mentor) decided to write the discussion. The goal was to focus on the results and ensure that the mentees did not continue to add further data about other exciting memories we did not include in the data processing phase of this study. A few themes that stood out from the findings include practical considerations about supervisory mentoring, delivery of political power as the incentive for social exchange, and working alliance as a mechanism for enacting and evaluating effective supervisory mentoring.

Supervisory mentoring is effective when communicated through the tasks, goals, and relationships relating to the project. The working alliance was an essential resource for this project. Working alliance is the collaboration between an expert and a client that consists of three interdependent dimensions (i.e., goals, tasks, and bonds) and yields positive outcomes when working together (Amparibeng & Pillay, 2021; Bordin, 1979; Callahan & Watkins, 2018; Morrison & Lent, 2018). In this project, the working alliance provided supported the delivery of the psychological (i.e., friendship, acceptance, and counselling) and career (i.e., coaching, challenging, and protecting) empowerment aspects of supervisory mentoring (Baranik et al., 2010). Although team members occasionally experienced strains in the emotional bond, the relationship built around the project's tasks and goals helped resolve the issues quickly. The rupture of the emotional bond often happened when institutional logistics hindered the implementation of critical project goals, disrupting the mentees' learning goals. By the middle of the project, the mentees became skilled at managing the working alliance. They began to view ruptures as critical incidents yielding insights and promoting systems management growth (Yalom & Leszcz, 2005). This was a practical demonstration of the application of Rutti and colleagues' (2012) observation that a reciprocity paradigm in mentoring often guarantees stronger relationships and the attainment of desired outcomes, despite challenges.

For practical purposes, supervisory mentoring entails the mentor putting in many hours of intentional preparation and reflecting on how each day's task would support the mentee's professional growth. In this project, the mentees were motivated by the project tasks' clarity, rigour, and transparency. This boosted their sense of worth. This finding aligns with Montgomery's (2017) observation that successful mentoring is intentional. This present work extended Montgomery's work by providing a platform for demonstrating how mentees perceive and describe intentionality in mentoring. Also, the findings introduce readiness for change as an essential aspect of intentional steps to successful mentoring (Boyatzis et al., 2019). For example, the mentor intentionally taught the career adaptability framework and its applications in two three-hour workshop sessions at the project's onset to promote mentee readiness. The team did a crash course on seven steps to data analysis (Bannon, 2013) for one week as a tool for developing a shared language for the research and evaluation of Project Flourish. To further promote readiness to lead, the mentor hosted workshops on liberating structures and appreciative inquiry methods for the mentees. These experiences helped the mentees to move from pre-contemplation to active participation (Prochaska & Velicer, 1997).

Self-reinvention was a consistent theme in the results. While the mentor, a civilian, did not have political power in this prestigious military institution as suggested by Sun et al. (2014), the demonstrable feasibility and desirability of Project Flourish created its power. Process evaluation data indicate that this project was well received. Military personnel appreciated the workshops because presented data aligned with military medicine and psychology research. The contents of the workshops on military mental well-being were respectful of the command structure and the ideals of the military context. Military leaders brought their rich leadership ideas into discussions about military-responsive mental well-being interventions and how these could be scaled to non-military communities who suffer from the challenges related to war and deployment. The findings of this study indicate that the mentees perceived that the visibility of the project positioned them for professional and academic recognition in the institution. They expressed pride and confidence in how the new skills acquired would better serve their institution. This is consistent with Zhang and Bartol's (2010) observation that effective mentoring leads to the empowerment of mentees. Perhaps a contribution of this work to these researchers is that adaptability-driven mentoring should be considered when the mentor is an outsider without political power in the institution. Adaptability as a framework for mentoring enabled the mentees to "unleash" their resources of concern, control, confidence, and curiosity across all project activities and to re-invent themselves into a place of "political" and professional relevance in their organization. Also, the mentor's approach to leadership allowed the mentees to experiment with their "political" power within the team.

Implications for Practice

Career adaptability (Savickas, 2013) is a self-construction framework that could guide various collaborative works. It provides a conceptual platform for preparing individuals to access their residual coping skills while acquiring new ones in response to unpredictable work situations. The findings from this study indicate that schools, counsellor training programs, and higher education that invest in mentoring may continue to explore how the various dimensions of this theory may become helpful in furthering their mentoring goals.

Mentors and mentees may harness the opportunities presented in challenging situations by intentionally applying adaptability approaches. Mentors in complex contexts may consider activities that promote readiness for change as logical initial mentoring activities. This study's findings highlight how some valued counselling paradigms, such as readiness for change (Prochaska & Velicer, 1997) and working alliance (Muran & Eubanks, 2020), contribute to effective mentoring. Perhaps research that explores the efficacy of mentoring could further explore the applications of these

constructs to understand the underlying processes by which they contribute to mentoring in complex situations.

Finally, this study highlights the power of mutual emotional and behavioural engagement between mentors and mentees, especially when clearly defined tasks, goals, and relational boundaries exist.

Limitations and Strengths

While the findings demonstrate the effectiveness of the intentional application of adaptive mentoring, they should be applied with caution due to its limitations. First, the sample size is minimal. Second, this study is limited by informed bias. All the team members looked forward to the time they would unpack their experiences. The interest in the success of Project Flourish could affect the narratives of the mentees because they were researchers and participants. However, we sought to improve trustworthiness and replicability by conducting rigorous data analysis.

Conclusion

Career adaptability is a valuable framework for conducting international mentoring, especially in a context with stringent boundaries. The fellow and mentees found this model adaptive for negotiating goal dilemmas. The model provided rich opportunities for mentees to learn about themselves, their growth, and their desired future work in their institution.

Acknowledgments

The Project Flourish research and outreach team acknowledges the following national leaders with gratitude: Nigerian Defence Academy Commandants, Major General M.I. Idris (who initiated the military mental health and well-being collaborative project), Major General Mohammed Tasiu Ibrahim, and Major General Adeniyi Oyebade; Nigerian Defence Academy Registrars, Major General Manu Yusuf, Major General Jallo, Mohammed; the Academy Provost, Professor S. Nwankwo; and the Department of Psychology. (The ranks of these leaders might have changed. I offer apologies in advance).

The Project Flourish research and outreach team acknowledges the Carnegie African Diaspora Fellowship Program (CADFP) with gratitude for funding the fellowships that produced Project Flourish.

References

- Amparbeng, D. B. & Pillay, Y. A. (2021). Conceptual framework for incorporating mentoring in the clinical supervision of international counseling students. *International Journal for the Advancement of Counselling*, 43, 553–568. <https://doi.org/10.1007/s10447-021-09448-8>
- Bannon W. M., Jr. (2013). *The 7 steps of data analysis: A handbook for practice and research* (1st ed.). StatsWhisperer Press.
- Baranik, L., Roling, E. A., & Eby, L. T. (2010). Why does mentoring work? The role of perceived organizational support. *Journal of Vocational Behavior*, 76(3), 366–373. <https://doi.org/10.1016/j.jvb.2009.07.004>
- Bordin, E. S. (1979). The generalizability of the psychoanalytic concept of the working alliance. *Psychotherapy: Theory, Research, & Practice*, 16(3), 252–260. <https://doi.org/10.1037/h0085885>
- Boyatzis, R. E., Smith, M., & Van Oosten, E. (2019). *Helping people change: Coaching with compassion for lifelong learning and change*. Harvard Business Review Press.
- Callahan, J. L., & Watkins Jr., C. E. (2018). The Science of Training III: Supervision, competency, and internship training. *Training and Education in Professional Psychology*, 12(4), 245–261. <https://doi.org/10.1037/tep0000208>
- Chang, H., Ngunjiri, F. W., & Hernandez, K. C. (2013). *Collaborative autoethnography*. Left Coast Press.
- Chen, C., & Wen, P. (2016). The effect of mentoring on protégés' organizational deviance. *Psychological Reports*, 119(1), 200–220. <https://doi.org/10.1177/0033294116659456>
- Dell, E., Christman, J., & O'Neil, J. A. (2021, July 26). *Using self-determination theory to guide mentoring Activities for underrepresented students in engineering technology programs*. American Society for Engineering Education Conference, Virtual. <https://peer.asee.org/38000>
- Dentoni, D., Bitzer, V. & Schouten, G. (2018). Harnessing wicked problems in multi-stakeholder partnerships. *Journal of Business Ethics*, 150, 333–356. <https://doi.org/10.1007/s10551-018-3858-6>

- Duffy, J. O., Wickersham-Fish, L., Radermaker, L., & Wetzler, E. (2018). Using collaborative autoethnography to explore online doctoral mentoring: Finding empathy in mentor/ protégé relationships. *American Journal of Qualitative Research, 2*(1) 57–76. <https://doi.org/10.29333/ajqr/5794>
- Ellis, C., & Adams, T. E. (2014). The purposes, practices, and principles of autoethnographic research. In P. Leavy (Ed.), *The Oxford handbook of qualitative research* (pp. 254–276). Oxford University Press.
- Farago, P. (2018). Caring for caregivers: Mentoring and its effects on affective and behavioral outcomes (Doctoral dissertation, Clemson University). *All Dissertations, 2223*. https://tigerprints.clemson.edu/all_dissertations/2223
- Galvin, K., & Todres, L. (2014). Dignity as honour-wound: An experiential and relational view. *Journal of Evaluation in Clinical Practice, 21*(3), 410–418. <https://doi.org/10.1111/jep.12278>
- Haggard, D., Dougherty, T., Turban, D., & Wilbanks, J. (2011). Who is a mentor? A review of evolving definitions and implications for research. *Journal of Management, 37*, 280–304. <https://doi.org/10.1177/0149206310386227>
- Inkson, K., Dries, N., & Arnold, J. (2015). *Understanding careers*. Sage Publications.
- Jacelon, C. S., & Choi, J. (2014). Evaluating the psychometric properties of the Jacelon Attributed Dignity Scale. *Journal of Advanced Nursing, 70*(9), 2149–2161.
- Le Menestrel, S., & Kizer, K. E. (Eds.). (2019). *Strengthening the military family readiness system for a changing American society*. National Academies Press (US). <https://www.ncbi.nlm.nih.gov/books/NBK547597/>
- Maree, J. G. (2020). Integrative career counselling for early career individuals. *South African Journal of Psychology, 50*(2), 228–238. <https://doi.org/10.1177/0081246319899592>
- Maree, J. G., & Morgan, B. (2013). The effect of changes in the world of work on theoretical and conceptual frameworks for career counselling. In J. G. Maree (Ed.), *Counseling for career construction: Connecting life themes to construct life portraits* (pp. 15–27). Brill.
- McAllister, D. J., & Bigley, G. A. (2002). Work context and the definition of self: How organizational care influences organization-based self-esteem. *Academy of Management Journal, 45*(5), 894–904. <https://doi.org/10.2307/3069320>
- Michaelson, J., Mahony, S., & Schifferes, J. (2012). *Measuring well-being: A guide for practitioners*. New Economic Foundation.
- Montgomery, B. L. (2017). Mapping a mentoring roadmap and developing a supportive network for strategic career advancement. *SAGE Open, 7*(2). <https://doi.org/10.1177/2158244017710288>
- Montgomery, B. L., Dodson, J. E., & Johnson, S. M. (2014). Guiding the Way: Mentoring Graduate Students and Junior Faculty for Sustainable Academic Careers. *SAGE Open, 4*(4). <https://doi.org/10.1177/2158244014558043>
- Morrison, M. A., & Lent, R. W. (2018). The working alliance, beliefs about the supervisor, and counseling self-efficacy: Applying the relational efficacy model to counselor supervision. *Journal of Counseling Psychology, 65*(4), 512–522. <https://doi.org/10.1037/cou0000267>
- Morse, J. M., & Field, P. A. (1995). *Qualitative research methods for health professionals*. Sage Publications.
- Muran, J. C., & Eubanks, C. F. (2020). *Therapist performance under pressure: Negotiating emotion, difference, and rupture*. American Psychological Association. <https://doi.org/10.1037/0000182-000>
- Murdock, N. (2017). *Theories of counseling and psychotherapy: A case approach* (4th ed.). Pearson.
- Orsato, R. J., Clegg, S. R., & Falcão, H. (2013). The political ecology of palm oil production. *Journal of Change Management, 13*(4), 444–459. <https://doi.org/10.1080/14697017.2013.851916>
- Peetz, D. (2019). *The realities and futures of work*. ANU Press. <http://www.jstor.org/stable/j.ctvq4c16w>
- Perera, H. N., & McIlveen, P. (2017). Profiles of career adaptivity and their relations with adaptability, adapting, and adaptation. *Journal of Vocational Behavior, 98*, 70–84. <https://doi.org/10.1016/j.jvb.2016.10.001>

- Prochaska, J. O., & Velicer, W. F. (1997). The transtheoretical model of health behavior change. *American Journal of Health Promotion, 12*, 38–48.
- Ragins, B. R. (2012). Relational mentoring: A positive approach to mentoring at work. In K. Cameron & G. Spreitzer (Eds.), *The Oxford handbook of positive organizational scholarship* (pp. 519–536). Oxford University Press.
- Ramirez, J. J. (2012). The intentional mentor: Effective mentorship of undergraduate science students. *Journal of Undergraduate Neuroscience Education, 11*(1), A55–A63.
- Rockquomore, K. A. (2013). Be a coach, not a guru. *Inside Higher Ed*. <https://www.insidehighered.com/advice/2013/07/29/essay-coaching-style-mentoring>
- Rudolph, C. W., Katz, I. M., Lavigne, K. N., & Zacher, H. (2017). Job crafting: A meta-analysis of relationships with individual differences, job characteristics, and work outcomes. *Journal of Vocational Behavior, 102*, 112–138. <https://doi.org/10.1016/j.jvb.2017.05.008>
- Rutti, R. M., Helms, M. M., & Rose, L. C. (2012). Changing the lens: Viewing the mentoring relationship as relational structures in a social exchange framework. *Leadership & Organization Development Journal, 34*(5), 446–468.
- Savickas, M. L. (2013). The 2012 Leona Tyler Award Address: Constructing careers—Actors, agents, and authors. *The Counseling Psychologist, 41*(4), 648–662. <https://doi.org/10.1177/0011000012468339>
- Savickas, M. L. (2019). *Career counseling* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000105-000>
- Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability and measurement equivalence across 13 countries. *Journal of Vocational Behavior, 80*(3), 661–673. <https://doi.org/10.1016/j.jvb.2012.01.011>
- Sun, L. Y., Pan, W., & Chow I. H. S. (2014). The role of supervisor political skill in mentoring: Dual motivational perspectives. *Journal of Organizational Behavior, 35*(2), 213–233.
- Tillman, L. C. (2001). Mentoring African American faculty in predominantly white institutions. *Research in Higher Education, 42*(3), 295–325.
- Ukasoanya, G. (2021). A dialogic synthesis of the career development: Journey of the international doctoral student. In J. Keengwe & K. Kungu (Eds.), *Examining the career development practices and experiences of immigrants* (pp. 197–210). IGI Global. <https://doi.org/10.4018/978-1-7998-5811-9.ch009>
- van Dam, K., & Meulders, M. (2021). The Adaptability Scale: Development, internal consistency, and initial validity evidence. *European Journal of Psychological Assessment, 37*(2), 123–134. <https://doi.org/10.1027/1015-5759/a000591>
- Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). Basic Books.
- Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal, 53*, 107–128. <http://dx.doi.org/10.5465/AMJ.2010.48037118>

Mentorship: The Next Generation
of Faculty, Researchers, and Scientists

The Virtual Mentor: Refashioning Mentorship in the Age of Pandemic (A Conceptual Framework for CADFP Collaboration with African Institutions)

Dr. Pauline Ada Uwakweh

North Carolina A&T State University
Greensboro, North Carolina

Diaspora Fellow at Redeemer's University, Fall 2016

ABSTRACT

This paper proposes a Virtual Mentorship Program (VMP) that will serve as a networking platform for Carnegie African Diaspora Fellowship Program (CADFP) mentorship projects in Africa. Arguing that COVID-19 has hampered mentorship projects due to the global restrictions on proximity to local sites, the paper posits a Virtual mentorship option as a pathway for navigating project collaborations between CADFP scholars and African institutions. If the physical presence of both mentee and mentor is a sine qua non for successful mentorship, then the restrictions to proximity (e.g., lockdown, travel restrictions) greatly hamper this critical aspect of professional and career development. Mentorship between African diaspora scholars, African faculty, and students in host institutions could be enhanced via virtual mentoring to achieve maximum mutual benefits for all parties. This paper establishes that creating an intentional database of virtual mentors and making the database available to African scholars and graduate students will offer a valuable alternative for the “new normal” pandemic times. Considerations are given to mentoring models and relevant technology. The case is made that refashioning mentorship systems and delivery, matching mentee discipline to mentor expertise, beating digital divides, and eliminating spatial and temporal constraints will make for sustainable project collaborative ventures. Affiliate African institutions can benefit from a VMP by working toward robust technological infrastructures with the capacity to support networked mentorship projects with their CADFP guest Scholars.

“The delicate balance of mentoring someone is not creating them in your own image but giving them the opportunity to create themselves.” — STEVEN SPIELBERG

The Carnegie African Diaspora Scholars Program (CADFP) has instituted enduring commitment to higher education in Africa through capacity building such as research collaboration, graduate student teaching, mentoring, and curriculum co-development. According to the CADFP website, “A total of 527 African Diaspora Fellowships have been awarded for scholars to travel to Africa since the program’s inception in 2013.”¹ When the COVID-19 pandemic emerged in 2020, travel restrictions disrupted the established yearly flow of African diaspora scholars to African institutions. The pandemic disrupted the proximity to sites and direct engagements with host institutions on which CADFP projects have usually thrived. Incidentally, the sustainability of CADFP projects depends on the quality, scope, and extent of mentorships available to host institutions, even in times of crises. Thus, this paper

argues that, despite its successful collaborative ventures, an alternative mentoring model supported by technology is necessary in our “new normal” pandemic age. Based on the challenges that COVID-19 posed to academia, and to CADFP projects specifically, as a result of the global restrictions on proximity and travel, the paper asserts that the pandemic has created an impediment to *on-site* collaboration with African faculty peers and graduate students on the continent. It has also sharpened Africa’s technology and infrastructural limitations while heightening the need for alternative ways of mentoring to complement existing forms of mentorships in the host institutions.

Traditional mentoring, as a critical aspect of academic, professional, and career development demands the physical presence of both mentor and mentee. However, in times of

¹ See “Carnegie African Diaspora Fellowship Program,” <https://www.iie.org/programs/carnegie-african-diaspora-fellowship-program>. The 2021 Alumni Convening event, where this paper was presented, embodies the essence of collaboration with African institutions. It showcases cohorts of African diaspora Scholars who have traveled to Africa and worked in close proximity with African host institutions on-site.

crisis, such as those the pandemic has created, it has become vital to refashion existing mentorship formats to achieve similar goals inherent in traditional mentoring relationships. Mentorship between African diaspora scholars, faculty, and students in African host institutions should be transformed to achieve maximum mutual benefits for all parties. To ensure the continuity of CADFP mentorship projects without the physical presence of both mentor and mentee, a virtual mentorship model may be the solution to creating the next generation of faculty, researchers, and scientists. Virtual mentorship has the potential to alleviate limitations to proximity induced by the pandemic. Significantly, virtual mentorship promises continuity in mentoring relationships with prospects of enhancing the effectiveness of existing traditional mentoring and CADFP collaborative capacity building in African institutions. Based on these observations, I propose a Virtual Mentorship Program (VMP) as a pathway to effective and sustainable mentoring relationship between African peer faculty, students, and diaspora scholars. Virtual mentoring offers a sustainable alternative to traditional face-to-face format without the demands of physical and on-site presence of mentors and mentees.

Mentors, Mentoring, and Mentorship: Impact of Globalization

With its origins in Greek mythology, the word “mentor” alludes to the role of a character named Mentor who served as guide to the young Telemachus, son of Odysseus. This well-known story provides an important context for underscoring mentoring as an existential life experience. It also demonstrates that humans prosper best by learning and modeling others. Mentorship has its first model and root in families. At the most basic level, it works through modeling, such as when children rely on parents for advice, wise counsel, guidance on life skills, and decision-making. Its universal and dyadic practice has survived centuries across cultures and national boundaries. Mentoring establishes a lifelong relationship between mentor and mentee. Also, the success of mentees depends on the relationship they share with their mentors.

In contemporary academic and corporate institutions, mentors play diverse roles and serve in different capacities. They are defined by their responsibilities; they “... provide guidance, advice, feedback, and support to the mentee, serving variously as role model, teacher, counselor, advisor, sponsor, advocate, and ally, depending on the specific goals and objectives negotiated with the mentee.” (“Mentor roles & responsibilities.”) Orsini et al. (2009) emphasize the critical role of mentorship to the career success of both faculty and students in higher education. They identify three key features of mentorship: emotional and psychological support, assistance with career development,

and role modeling. As the authors observe in their conclusion, “Mentoring relationships foster professional, psychological, and social benefits for those involved” (para 7). Furthermore, mentoring provides mentors and mentees the advantage of career development through networking.

Traditionally, mentorship can be formal or informal and has been proven to offer both mentors and their protégés comparable potential value in the mentoring relationship.² As technology continues to reshape social life, it has also impacted mentoring formats and relationships among stakeholders. As a result, there is increasing demand for alternatives to traditional mentoring that accommodate the shifts facilitated by globalization, and more currently, by the COVID-19 pandemic. Pender (2015) envisions new pathways for 21st-century mentoring relationships in the corporate setting in her book, *Creative Mentorship and Career-Building Strategies: How to Build Your Virtual Personal Board of Directors*. In the chapter titled “Mentorship, Yesterday, Today, and Tomorrow,” Pender articulates the organic nature of mentoring relationships and qualities of a mentor as “a resourceful, well-connected supporter, an expert source of coveted information, and a wise advisor” (p. 1). The author clearly asserts:

The institution of mentorship is a continuous cycle that carries information, experiences, and resources down through the generations. Every mentor is likely a mentee; and every mentee will, it is hoped, be a future mentor. ... The need for a mentor never ends; even after 30 years in a profession, we all need that cheerleader and trusted person we can ask for advice, the expert who seems to have all the answers. Even when mentors don't have the answers, they know someone who does. (p. 3)

Pender explains that corporate mentoring today has been greatly impacted by changes in all spheres of social life, including instability of the job market, remote work, and emergencies. These shifts make the case for alternative mentoring. She further observes that a “new professional landscape has made traditional, one-on-one mentoring nearly obsolete” (p. 8). Pender calls for responsive action to address the limitations of traditional, face-to-face mentoring. Thus, the author’s argument for a Virtual Personal Board of Directors (VPBOD) expresses the need to eliminate what she sees as the risk of traditional dyadic mentoring that ties the future of the mentee to the success or failure of the mentor. Having multiple mentors rather than one offers what she calls “a lateral view” that enriches the mentee’s perspectives on issues (p. 7). Thus, for effectiveness in professional development, she advocates for a group mentoring model and format for corporate businesses.

² “Reverse” mentoring is acknowledged by experts as a positive model. See Mary G. Pender (2015), *Creative mentorship and career-building strategies: How to build your virtual personal board of directors*. Pender notes: “Seasoned professionals appreciate a mentee’s assistance with projects and show that appreciation by taking special interest in the mentee’s career. ... Mentees should always be looking for ways to help mentors, such as with research, social media, or administrative tasks. Even small contributions can make a big difference” (p. 10).

The true “superstars” don’t have just one mentor; they have a Virtual Personal Board of Directors. A VPBOD is a “must-have” for navigating all the stages of a successful career in any profession. As a matter of fact, we need a VPBOD even more as we advance in our careers. Pursuing professional growth by building and maintaining a VPBOD is a safer, and smarter, career strategy. A VPBOD enables you to draw on the strengths of many different people whom you admire and then synthesize the diverse input into your individual decisions. And as your career grows, so will your board, and you will be able to move the members around to different positions to suit your needs. (p. 8)

Additionally, Pender advocates for “reverse” mentoring devoid of hierarchy and indicates the need for simultaneous mentoring relationships between mentors and protégés (p. 15). Although Pender’s focus prioritizes mentoring structure and relationships in the corporate world, her ideas and strategies for dealing with corporate needs offer an interesting sounding board for a VMP for CADFP’s projects with affiliate African institutions. These ideas factor into the conceptual model developed in this paper.

The Pandemic Crises: Issues and Challenges

The pandemic situation has heightened the critical issue of technology infrastructure in African institutions. While infrastructure and technology challenges are prevalent in many African countries, some institutions managed a “smooth transition” to remote learning in the heat of the pandemic lockdown. A senior program manager from Carnegie Mellon University Africa (CMU-Africa), based in Kigali, Rwanda, explains how their institution navigated its technology concerns to ensure virtual learning: “The staff moved rapidly to ensure that all students had the equipment and data packages required for them to continue their coursework and stay connected to CMU-Africa” (Stokes). The CMU-Africa example provides important information on how an African university handled COVID-19 response by switching to remote learning with “... faculty mentor and staff advisor office hours, career/internship advising, professional development sessions, counseling and psychosocial services, and IT support.”³ While CMU-Africa in Rwanda had the advantage of a small student population, there is, however, little or no documentation on how many other African institutions with large populations transitioned to online education during the lockdown and what their challenges were. It is assumed that the technology challenges for larger universities would

be similar to that of Rwanda’s CMU-Africa; in other words, students’ lack of adequate internet access and connectivity outside the university premises would also be major concerns for sizable institutions. The big question, then, is how can virtual mentoring be sustained with technology constraints and digital divides? Technology and infrastructural challenges in Africa notwithstanding, it seems that successful virtual mentoring in global corporate organizations and educational institutions elsewhere showcase relevant evidence to support a VMP initiative for sustaining CADFP collaborations with African institutions. Interestingly, educational institutions, much like corporate organizations, have devised various mentoring formats to cope with the constraints imposed by COVID-19 and are adopting responsive mentoring models to navigate the “new normal” challenges.⁴

Findings from Bapat et al.’s (2021) study of graduate students in India emphasize the importance of the mentor’s role. The study underlines the distinctions between the mentor’s roles and the roles of academic guides or supervisors. The authors reveal that graduate student researchers faced concerns related to finances, security, and health; these problems were also magnified by the COVID-19 crises. Further, because the lockdown impacted students’ ability to do lab research or be physically present in labs, the COVID-19 pandemic revealed the fact that academic guides are less prepared to handle students’ psychosocial needs. As the authors explain, “... the academic guide is rarely explicitly charged with the student’s wellbeing, emotional and mental health, motivation, and personal development. In this most challenging of professional pursuits, the subtle needs of the graduate student largely go unseen and consequently have long-lasting effects on the individual” (p. 321).

Their analysis highlights the qualities that a mentor brings to the mentoring relationship beyond that of the academic supervisor or guide, suggesting that mentors and mentees share a level of relationship that is more personal rather than hierarchized. Notably, the authors also demonstrate how the special role of mentor is usually conflated with other roles served by academic advisors, guides, and supervisors. Therefore, they contest this conflation, demonstrating how the pandemic makes the mentor’s role distinct, unique, and relevant in time of crisis. They emphasize the fact that mentors fulfill psychosocial needs for mentees in ways that are different from roles performed by academic advisors. Most importantly, their study brings a global perspective on mentoring in times of crisis and sharpens the need for institutions to map out special roles for mentors that go beyond that of the academic advisor.

³Sherry Stokes, “CMU-Africa mobilizes to continue classes during COVID-19.” <https://engineering.cmu.edu/news-events/news/2020/04/03-cmu-africa-remote-instruction.html>

⁴For example, Mentor Collective, founded in 2014, offers a “Structured Mentorship Platform” complete with program design, recruiting, mentor training, mentor and mentee matching, program assessment, and program support. <https://www.mentorcollective.org/>

Mentorship transforms careers. Yet, a lack of awareness of the need for a mentor is ironically, a pandemic. The pandemic has brought a host of challenges for the academic re-searcher. As bench work has come to a standstill, there is not just reduced productivity, but a significant increase in fear, anxiety, and depression amongst students. Our survey of 150 graduate students of Life Sciences courses confirmed the anecdotal observation that > 75% did not have a mentor other than their academic guide. Over the past six months, we have been exploring the requirements of mentee-mentor relationships during both normal times and during the COVID-19 pandemic (p. 320).

The global context of this study, certainly, provides a way to perceive similarities in the challenges that graduate students in other countries were confronted with during the pandemic crisis. It has taken a global pandemic to make these mentoring challenges evident.

The Case for Virtual Mentorship: Considerations and Challenges

The pandemic has, indeed, created mentoring gaps that need to be filled using technology. With the uncertainties of variants surrounding COVID-19, what is the future of CADFP collaborative mentoring projects? To negotiate these uncertainties and enhance existing mentoring, I propose a VMP to bridge the mentoring need for the 21st century. Although the challenge of technology is a reality in Africa, a VMP using both synchronous and asynchronous formats has the capacity to bridge distances while maintaining continuity in mentoring relationships. Although distinct from traditional face-to-face mentoring, virtual mentoring has the potential to complement the dyadic quality of the traditional mentoring format and fill in psychosocial needs of mentees by offering enhanced levels of personalization as well as intimacy between mentors and mentees.

Virtual mentoring has been facilitated by the expansion of technology and exacerbated by the pandemic. Nonetheless, it is becoming the future of global societies. Virtual mentoring may be activated on platforms such as email, video, Zoom, or messaging for single, group, or multiple mentoring with less constraints on time and space. It has been indicated to enhance diversity and inclusivity of mentees and interactivity with their mentors (Reeves, “5 mentoring models”).⁵ Furthermore, as Khan (2010) explained, virtual mentoring, also known as “(a) e-mentoring, (b)

computer mediated mentoring, (c) email mentoring, and (d) online mentoring,” may be activated via email or internet conferencing systems “to facilitate a mentoring relationship when a face-to-face mentoring option is not economical or available” (p.41). Additionally, Yaw (2007) describes virtual mentoring as the “merging of traditional one-on-one mentoring with the digital age and is rapidly becoming a mentoring method of choice, especially in virtual education” (para. 5). She explains that e-mentoring takes place in various formats to make up for lack of time and offers the benefit of choice of mentors to protégés.

Virtual mentoring is critical for sustaining collaborative projects in African institutions. A study by Lasater et al. (2021) shows that virtual mentoring provides utility in times of crises and unexpected changes. The authors reaffirm its significance in sustaining mentor and mentee relationships during crisis and calls for empathetic response to “the complexities of mentees’ lived experiences” and a “genuine ethic of care.”

E-mentoring can provide students with transformational learning experiences by facilitating reflective dialogue between mentors and mentees and allowing mentees to learn from a diverse group of geographically dispersed mentors (Butler et al., 2013). E-mentoring could be particularly advantageous during crises. When mentees experience abrupt life changes, such as those spurred by COVID-19, e-mentoring provides an expedient way for mentors to offer support (Fletcher, 2012) (p. 160).

Virtual mentoring also offers a useful alternative to traveling at a time when proximity is restricted. A VMP will serve as a collaborative networking platform to facilitate and sustain mentoring between African diaspora and African scholars, as well as graduate students. Collaboration with host institutions during crisis, such as was created by the pandemic, could be effectively navigated through a networked virtual mentoring alternative. To examine how a VMP might be modeled to achieve mutually beneficial goals for host institutions in Africa and their diaspora counterparts, it is important to assess existing mentorships and institutional infrastructural challenges in Africa during the COVID-19 crisis.

Incidentally, there is a dearth of current studies and data related to the impacts of the COVID-19 pandemic on education in African institutions and on mentoring specifically. Due to this scarcity, I have included feedback from personal inquiries to colleagues in Nigerian universities about existing mentorships in their universities and the effect of COVID-19 crises on its operational dynamics.⁶ My questions to peer faculty focused on the nature of existing mentorship on campuses prior to the pandemic, the format

⁵ See also, Ryan Carruthers, “How to start a mentoring group,” August 24, 2021. <https://www.togetherplatform.com/blog/starting-a-group-mentoring-program>

⁶ Thanks to Dr. Ayodeji Shittu (Redeemer’s University) and Professor Chioma Opara (Rivers State University, Port Harcourt) for the feedback.

of mentoring, and challenges experienced by faculty mentors and mentees during the pandemic following the lockdowns. The peer faculty responses provided me some indications for institutional position on mentoring of students, the handling of COVID-19 crises, and their impact on mentoring. My assessment of the peer feedback, based on three questions about format, mentors, and technology, revealed the following information:

1. **On format:** Mentoring in the university is conducted in both formal and informal modes.
2. **On mentors:** Advisors, research supervisors, professors, and counselors, serve as mentors. This shows evidence for conflation of the mentor's role with the roles of academic advisors and research guides.
3. **On technology:** The availability of basic communication technology tools (e.g., phones, email, and social media platforms) enable "distant mentoring." There is indication that virtual mentoring could be successfully carried out with enhanced technology tools, such as Zoom and Skype.

A significant need persists for an in-depth study of the impact of COVID-19 on mentoring relationships, the utility of technology-assisted mentoring in times of crisis, and assessment of the impact of virtual mentoring on relationships between faculty mentors and student mentees during the pandemic. Some critical questions and considerations linger, however: How can virtual mentoring be made mutually beneficial barring the temporal and spatial challenges? What is lost in a virtual mentoring relationship where both mentors and mentees are miles apart? Can trust be built in virtual mentoring space? Can virtual mentoring lay claim to the levels of intimacy that has traditionally defined face-to-face mentoring? How might the psychosocial benefit of traditional mentoring be achieved in the virtual environment? Furthermore, what role should institutions play in facilitating virtual mentor and mentee relationships? Can the benefits of virtual mentorship be realized in mentor/mentee relationships among African diaspora scholars, faculty, and students in African institutions? Lerman (2020) explains that, while both virtual and face-to-face mentoring share challenges, virtual mentoring may pose additional challenges related to temporal and technological limitations as well as "... a lack of real-time interaction, current technology limitations, and low energy due to two-dimensional technology" (p. 19). Khan (2010) affirms Lerman's views, adding that while virtual mentoring brings the flexibility of its asynchronous format to enhance value in

the mentor/mentee relationship, its promise of proximity via technology is not without caveats: "One of the drawbacks of virtual mentoring is that it may lack nonverbal communication and is lower in social presence" (p. 42).

Despite its perceived drawbacks, virtual mentoring has become a permanent feature of our globalized and technological world. Businesses continue to invest in VMPs that are mediated by technology infrastructures and facilitated by the need to bridge distances and offset travel costs. Mentoring via technology continues to provide premium advantages for career growth and success of mentees. It is also changing traditional mentoring relationships and formats by creating new forms of mentor/mentee relationships. Broitman (2000), for example, underlines the benefits of flexibility that the asynchronous virtual format brings to virtual mentoring. The author states:

Virtual communication systems facilitate communication and information exchange using synchronous or asynchronous methods (Hightower et al., 1998). Synchronous methods of communication occur in real-time, meaning they occur at the same time. Asynchronous communication does not have to be in real-time and participants can communicate at their discretion. The availability of an asynchronous communication medium for individuals geographically dispersed and faced with dramatic time zone differences is essential for communication to occur on a regular basis. (pp. 44–45).⁷

Considering these insights, I assert that creating an intentional VMP, refashioning mentorship systems and delivery, matching mentee discipline to mentor expertise, and beating the digital divide as along with spatial and temporal constraints have become crucial goals for higher education in the 21st century. For African institutions of learning, linking faculty and graduate students in African host institutions with virtual mentors may be the pathway to creating successful mentorship for the next generation of Africa's faculty and students. To alleviate persisting challenges of the pandemic, the VMP can serve as a collaborative networking platform for the African diaspora, African scholars, and students.

The Virtual Mentorship Program: A Conceptual Model

Virtual mentoring has been identified as an essential method for limiting the constraints to proximity. Thus, creating an intentional database of virtual disciplinary or interdisciplinary mentors, and making the database available for African and diaspora scholars, faculty, and graduate

⁷ S. L. Broitman. "Exploring virtual mentoring: Developing a global virtual mentoring program and a theoretical framework for future research." Broitman notes that virtual technology that allows for effective asynchronous communication includes e-mail, electronic document management, bulletin board systems, and internet newsgroups (as cited in Warkentin, Sayeed, & Hightower, 1997. Broitman, pp. 44–45). Also, see author's conceptual framework, "Recommendations for implementation: A theoretical framework for mentoring in a virtual environment." Over the years, new and emerging technologies have continued to sustain and enrich virtual mentoring and learning.

students, presents a valuable option during crisis. Reasons for the proposed conceptual framework are:

- The promise of virtual mentoring as an enabler for capacity-building relationships between African diaspora scholars and African host institutions
- The value of a virtual mentoring database of Carnegie-affiliated scholars with expertise in various fields, disciplines, and professional and industrial experience as a strategy for expanding collaboration with African institutions and sustaining academic mentoring in host institutions' ecosystem.
- The potential of a VMP to enhance mutually beneficial CADFP goals.

In framing a conceptual VMP model, critical questions have also been taken into consideration:

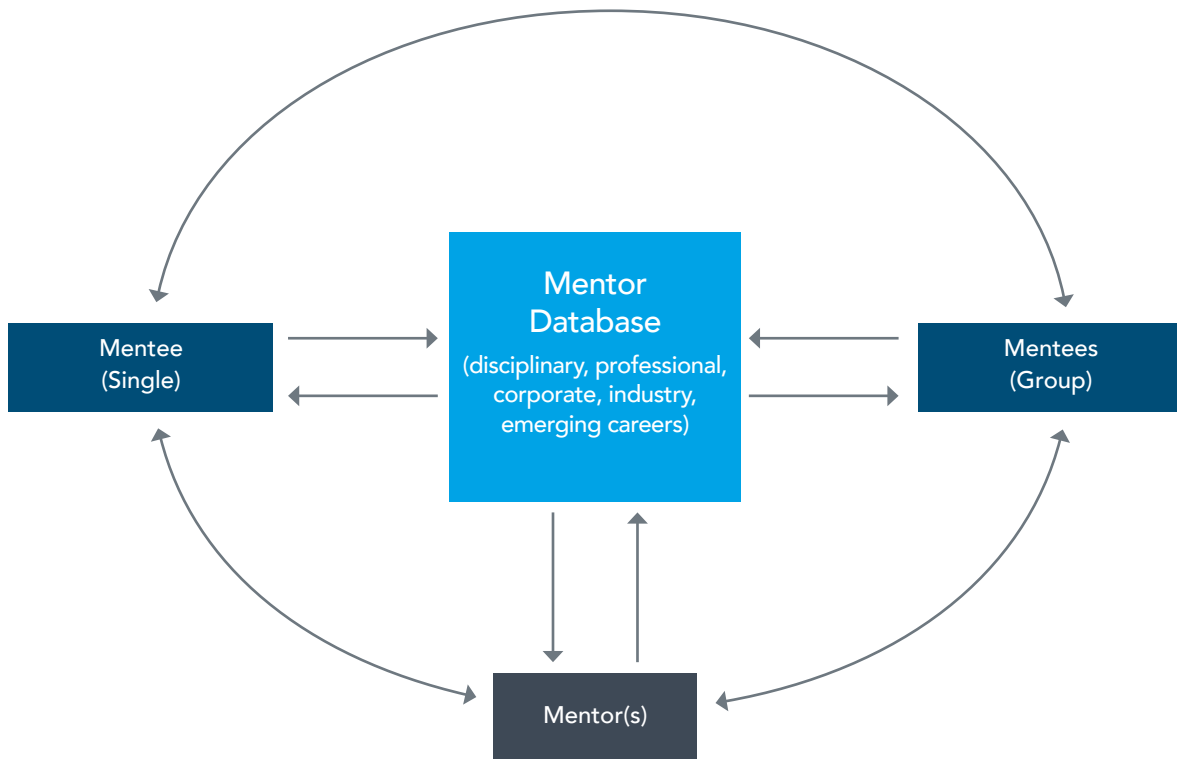
- What models or mentoring platforms or formats might best suit African scholars and students?
- What assumptions and challenges regarding technology and infrastructure can be made? In other words, what must be in place for virtual mentoring to be successful?

- What assessment systems should be considered for tracking VMP growth?
- What kinds of mentoring models already exist in African universities that the VMP could enrich?
- What benefits can virtual mentoring bring to the collaborative projects of African diaspora scholars and host institutions in Africa?

The conceptual VMP model illustrated below combines virtual single mentoring and group mentoring models that could be possible through a range of technology mediation tools or software. The long-term goal for the VMP is to enhance capacity building in African institutions. A virtual mentorship system that combines the values of the traditional, single, dyadic format with the group or multiple mentoring formats into an intentional program presents high potential for positive impacts. A virtual platform may offer benefits of sustaining collaborative and mentoring relationships between CADFP scholars and host institutions within the African continent, considering the persisting COVID-19 variants.

FIGURE 1

Collaboration Success Factors



Conceptual Framework for a Virtual Mentorship Program

Virtual Mentoring Technology: Considerations for Software

In “The Technology in Practice,” Hussain (2010) shares how different types of technology platforms, such as web, email, telephone, and videoconferencing, lend themselves adequately to virtual mentoring. Hussain lists the following considerations as critical for establishing a VMP: technology and infrastructure; choice of format or platform options; and security, financial, and value considerations.⁸ Virtual mentoring also requires software. In considering a mentoring software, functionality is of utmost importance. According to Cronin (2019), companies use mentoring software to track, manage, and measure the effectiveness and time-saving value of mentoring programs. Cronin informs that the benefits of using mentoring software far outweigh the cons, including the following: “Manage the sign-up process, match mentors and mentees, enable e-communication, book sessions, measure progress, report success.” Mentoring software, such as Together, Chronus, Guider, and Launchpad, is already in the market and has shown proven success. For example, Guider a corporate mentoring software developed for Fortune 500 companies, is valuable for inputting user profiles, matching mentor and mentee, following up on areas of mentee needs, providing introductory sessions that enable mentor and mentee relationships, and offering the ability to assess, track, and measuring outcomes (<https://www.guider-ai.com>). This example of virtual mentoring software illustrates how a mentoring database can work for collaborative mentoring relationships between African diaspora scholars, their African counterparts, and students.

Mentor and Mentee Pairing: Considerations for Models

In the traditional mentoring model, mentor and mentee are matched based on a set of program-defined criteria. Schnieders (n.d) outlines several matching techniques in *4 Steps to Matching the Right Mentors and Mentees*. In one format, mentees are given an opportunity to find mentors, and in another format, program owners perform the task of matching for the mentees. Schnieders outlines varieties of matching techniques as follows:

Self-Matching enables mentees to find their own mentors; Admin Matching empowers program owners to create matches on behalf of the participants; Bulk Matching permits program owners to match a large pool of program participants at the same time; Hybrid Matching is a combination of the previously mentioned matching types.

Reeves (2022) shares five models of mentoring that include traditional one-on-one mentoring as well as group mentoring, peer mentoring, reverse mentoring, and flash mentoring. These models offer flexibility, unique insights, and mutually beneficial value to the mentoring format and relationships. To establish a VMP, therefore, consideration should be given to matching techniques and, most importantly, to creating an integrated virtual mentor database in which matching and pairing are flexible and made available to mentees. Also, single mentees could be matched with single mentors; group mentees could be paired with a single mentor or with multiple mentors. Creating a virtual mentoring database of experts, coupled with a diversified mentor/mentee pairing relationship, could potentially enrich existing traditional models already available in African host institutions. Establishing a mentoring database is very important for virtual networking and makes multiple mentoring formats possible. Mentees can access the database and choose a mentor based on discipline and expertise for specific interests or career goals. Mentors can also be assigned to mentees based on expressed interest or request.

Benefits of the Virtual Mentorship Program

As stated at the outset, it is assumed that humans at every life stage need mentoring in one form or another. The VMP concept recognizes the organic nature of a mentoring relationship that includes academic mentors and professional mentors to ensure success and sustainability of the mentoring relationship. The VMP database offers opportunities to mentees to engage disciplinary and interdisciplinary experts from various fields, including corporate organizations, industries, and institutions of higher learning. To be truly mutually beneficial, the VMP database should also include African disciplinary and professional experts as mentors for diaspora scholars. The VMP database should be available to mentees (faculty and students) in host institutions; it should provide flexibility in matching mentor and mentees, and ensure mentees’ flexibility in choosing mentors or groups of mentors. Mentees have the opportunity to choose a single mentor or a group of mentors, and mentors can work with a single protégé or a group of protégés. Also, African host institutions may choose what electronic-based model or combination of models works best, considering the capacity of technology available to mentees and their institutions.

Creating an interdisciplinary database of mentors opens more opportunities for lifetime relationships and more opportunities for more African scholars in the diaspora to

⁸Z. Hussain. (2010). “The technology in practice” examines several e-based models. See *Virtual Coach, Virtual Mentor*. Information Age Publishing, pp. 53–76.

engage with educational challenges in Africa. Considering that not every CADFP applicant is accepted, virtual mentoring offers opportunities for service to academics or corporate/industry professionals who wish to offer their services as mentors. The VMP database could also be opened to other African institutions that do not have a CADFP guest scholar on-site. Such institutions can buy into the database as affiliates through a Memorandum of Understanding (MOU) with CADFP.

The VMP promises immediacy of linking with host faculty and students; it offers timeliness and availability as well as options of platforms for mentoring sessions. Using the promptness of virtual mentoring, faculty peers and students will have the benefit of a wide array of mentors with expertise in different areas. Unlike the traditional mentoring format, mentor and mentee relationships within the virtual mentoring format do not stop when CADFP scholars go away at the end of the project cycle. The VMP database ensures continuity in mentoring among CADFP scholars, host faculty, and graduate students.

A VMP ensures the monitoring of mentees' progress. Mentoring software tracks progress, which heightens the potential for mentees to develop a deeper interest in professional and personal growth. As a result, the psychosocial function of traditional mentoring can be enhanced via virtual mentoring. Mentors can also volunteer on a rotational basis with defined duration of service and possibility of renewal with CADFP.

Virtual mentorship shows high potential for enhancing the effectiveness of existing mentorships in host institutions. Ercan et al. (2021) strongly attests to the value of virtual mentoring based on an e-mentoring program organized by the Turkish Association for Child and Adolescent Psychiatry during the COVID-19 pandemic. The program was intended to facilitate networking among "residents and junior specialists from different Child and Adolescent Psychiatry departments in Turkey."(p.174) Remarkably, it provided other more significant objectives:

Those programs allow participants to overcome geographical distances, and ease access of mentees to mentors, allow flexibility in programming, and may be more cost-effective and egalitarian. However, it may lead to a loss of non-verbal communication cues, may affect rapport, and it is dependent on quality of internet connection. Privacy, confidentiality, and measurement of effects of the program may also be important issues to consider [7–10]. Regardless of limitations, e-mentoring programs may have the potential to ameliorate the effects of the Covid19 pandemic on academic education [5, 6] (p. 174).

Several other global mentorship initiatives have shown proven successes, for instance, the 1000 Girls 1000 Futures mentorship program for female STEM students.⁹ Virtual mentoring creates opportunities for navigating the "new normal" times. There is need for in-depth study on the impact of COVID-19 on mentoring relationships, the utility and value of technology-assisted mentoring in crisis, and the effect of virtual mentoring on faculty and student protégés during the pandemic. The proposed VMP, coupled with a database of experts, offers continuity and sustainability in the pandemic context barring the limitations of technology and infrastructure in African countries. Bringing enhanced ways of achieving career and academic goals to diaspora and African faculty and students is an example of how mentees can be remade in their own images rather than in the image of the mentor. "Standing upon the shoulders of giants," as Isaac Newton observed, mentees and mentors can glory in their human capacity and persistence toward success.

⁹1000 Girls, 1000 Futures. This advertisement on the program's website captures the objective of the STEM mentoring program for girls: "1000 Girls, 1000 Futures connects STEM-focused high school girls to dynamic, motivated female mentors during a year-long virtual science education program. Participants gain access to innovative programming focused on developing essential 21st-century skills and become part of a strong network of female STEM leaders from around the world! Accepted students and mentors receive free membership to the New York Academy of Sciences!" <https://www.nyas.org/mentorship-opportunities/>

STEM is an acronym for Science, Technology, Engineering and Math education.

References

- Bapat, P., Bhat, S., Chakraborty, C., Chirmule, N., Kadam, R., Kashyap, S., Masurkar, S., Paul, R., Rao, D., Reddy, R., & Togar, T. (2021). Mentoring during the COVID-19 pandemic: A perspective from graduate students in biomedical science studies in India. *Proceedings of the Indian National Science Academy*, 87, 320–323. <https://doi.org/10.1007/s43538-021-00002-z>
- Broitman, S. L. (2000). *Exploring virtual mentoring: Developing a global virtual mentoring program and a theoretical framework for future research*. ProQuest Dissertations Publishing, 9984816.
- Carruthers, R. (2021, August 24). How to start a mentoring group. *Together*. <https://www.togetherplatform.com/blog/starting-a-group-mentoring-program>
- Cronin, N. (2019, March 12). What is mentoring software? *Guider*. <https://www.guider-ai.com/blog/what-is-mentoring-software>
- Ercan, E. S., Tufan, A. E., Kütük, Ö. M., & Perçinel Yazıcı, İ. E-mentoring program organized by the Turkish Association for Child and Adolescent Psychiatry during the COVID-19 pandemic. *European Child & Adolescent Psychiatry*, 30, 173–175. <https://doi.org/10.1007/s00787-020-01671-9>
- Guider. (n.d.). <https://www.guider-ai.com>
- Hussain, Z. (2010). The technology in practice. In D. Clutterbuck & Z. Hussain (Eds.), *Virtual coach, virtual mentor* (pp. 53–76). Information Age Publishing.
- Institute of International Education. (n.d.) *Carnegie African Diaspora Fellowship Program*. <https://www.iie.org/programs/carnegie-african-diaspora-fellowship-program>
- Khan, A. (2010). *Virtual mentoring: A quantitative study to measure the effectiveness of virtual mentoring versus face-to-face mentoring*. ProQuest Dissertations Publishing, 3404631.
- Lasater, K., Smith, C., Pijanowski, J., & Brady, K. P. (2021). Redefining mentorship in an era of crisis: Responding to COVID-19 through compassionate relationships. *International Journal of Mentoring and Coaching in Education*, 10(2), 158–172. <https://doi.org/10.1108/IJMCE-11-2020-0078>
- Lerman, J. M. (2020). Examining the impacts of virtual mentoring on college students' leadership efficacy: A quantitative study of C.A.M.P Osprey. *UNF Graduate Theses and Dissertations*, 995. <https://digitalcommons.unf.edu/etd/995>
- Mentor Collective. <https://www.mentorcollective.org/>
- Mentor roles & responsibilities*. (n.d.). Librarians Association of the University of California-San Diego. https://library.ucsd.edu/about/lauc-sd/5_committees/mentoring/3_mentors/1_roles.html
- Orsini, J., Bengel, M. P., & Carter, H. S. (2019, April 9). *Developing a mentorship program in higher education institutions*. IFAS Extension University of Florida. <https://edis.ifas.ufl.edu/wc328>
- Pender, M. G. (2015). *Creative mentorship and career-building strategies: How to build your virtual personal board of directors*. Oxford University.
- Reeves, M. (2022, July 4). 5 mentoring models [and which is best]. *Together*. <https://www.togetherplatform.com/blog/7-mentoring-models-every-mentorship-program-should-know-about>
- Schnieders, A. (n.d.). 4 Steps to Matching Mentors and Mentees. *Chronus*. <https://chronus.com/blog/four-steps-matching-mentors-mentees>
- Stokes, S. (n.d.). *CMU-Africa mobilizes to continue classes during COVID-19*. Carnegie Mellon University College of Engineering. <https://engineering.cmu.edu/news-events/news/2020/04/03-cmu-africa-remote-instruction.html>
- Yaw, D. C. (2007). E-mentoring in virtual education. *ERIC*. <https://files.eric.ed.gov/fulltext/ED504764.pdf>.
- The New York Academy of Sciences. (n.d.). *1000 Girls 1000 Futures*. <https://www.nyas.org/mentorship-opportunities/>

Mentorship: The Next Generation
of Faculty, Researchers, and Scientists

Post-COVID-19 Pandemic Collaborative Faculty Training and Mentorship

Dr. Wakiuru Wamwara

Wright State University
Dayton, Ohio

Diaspora Fellow at Africa Nazarene University
and KCA University, Fall 2017

ABSTRACT

This paper highlights lessons learned and mentorship activities that I engaged in during my Carnegie African Diaspora Fellowship Program (CADFP) fellowship at two universities in Kenya. The CADFP enabled the universities to work collaboratively in the training and mentorship of their faculty. I developed and facilitated four workshops: one on qualitative research methods, one on grant writing, and two on post-graduate student supervision. Each university hosted two workshops, and faculty from each institution attended the sessions. Supervision and mentorship were identified as critical areas for additional training and support. For this project, I used the appreciative inquiry model developed by Cooperrider (1986). Appreciative inquiry calls for discovering, dreaming, designing, and creating a destiny together. Therefore, faculty were divided into cross-institutional, cross-disciplinary teams, and they collectively co-created key components of the supervision training. Coopting of faculty is more likely to result in better supervision outcomes for students and faculty. I believe that in our post-COVID-19 future CADFP will have opportunities to use its fellows to develop such workshops virtually with attendance by faculty from several institutions and countries in order to “dream and envision” a way forward.

Introduction

This paper is in the response to the call by the Carnegie African Diaspora Fellowship Program (CADFP) for exploration of ways to mitigate the effects of the COVID-19 pandemic, which precluded travel by CADFP fellows to Africa. As I begin this paper, I would like to note that there is no substitute to having a CADFP fellow in-country. Many networking and human connection opportunities cannot be replicated virtually. The benefit of having a fellow on the ground far outweighs anything that I can describe on these pages. Therefore, this paper should not be construed as a call for virtualization of the CADFP program. Instead, I offer some food for thought on a way forward when CADFP fellows face restricted travel in the event of global events such as the COVID-19 pandemic. In this paper, I provide highlights of the activities that I engaged in while in Kenya in 2017. I also provide some outcomes of these activities and end with some recommendations. I primarily focus on ways to achieve some of the desired outcomes, such as capacity development and training through online options. Therefore, I carefully note areas where the activities can be replicated virtually.

In 2017, I was invited by the CADFP to apply for the fellowship in order to work with KCA University (KCAU) and Africa Nazarene University (ANU) in Kenya. These two universities had jointly identified institutional challenges that were impeding the work of their faculty, especially with their post-graduate students. Consequently, I embarked on

the CADFP with a clear mandate of what ANU and KCAU required of me for this experience to be mutually beneficial. Therefore, during a pre-CADFP visit to Kenya, I met with the deans of KCAU and ANU—Dr. Renson Muchiri and Dr. Rose Karimi, respectively—to clearly define my responsibilities and to have a meeting of minds with regard to the project that we were going to collaborate on during the CADFP.

Early Days of the Project

When I arrived in Kenya in June 2017, I immediately scheduled a meeting between KCAU and ANU administrators to develop a calendar of project events and to agree on project deliverables. I met with institutional leaders at both universities to ensure that we had complete buy-in for the project.

Once we had institutional buy-in and support from high-level administrators, we began our work. During the initial planning meeting, we decided that due to the upcoming Kenyan presidential elections (in August 2017), any workshops and training needed to be conducted before the elections began. There were some concerns that universities would close during the election cycle due to probable election violence, which would make it difficult for faculty members and post-graduate students to participate in the workshops. Consequently, we scheduled the workshops for early in my fellowship. ANU hosted the first two workshops, and KCAU hosted the third and fourth workshops.

Introduction to Activities

I engaged in eight activities for my CADFP fellowship:

- 1) conducted a qualitative research workshop
- 2) conducted a grant writing workshop
- 3) attended post-graduate thesis defenses as an observer
- 4) conducted the first post-graduate student supervision workshop
- 5) conducted the second post-graduate student supervision workshop
- 6) reviewed the Proficiency Certificate in Research Design, Methodology, Data Analysis and Report Writing that was being proposed by the Institute of Research Development and Policy at ANU
- 7) shared my international marketing/business expertise as a guest speaker
- 8) developed a training manual for post-graduate student supervisors after CADFP

ACTIVITY 1:

Conducted a Qualitative Research Workshop

The first workshop was collaborative. Faculty were invited to share their individual experiences with conducting qualitative research. The faculty shared both their positive experiences and any challenges they faced as they conducted qualitative research. This experience of collective sharing was designed as a catharsis, encouraging open dialogue about the pros and cons of conducting qualitative research. As a facilitator, I also shared my experiences of conducting qualitative research in Kenya, the United States, and other countries. The first workshop was attended by participants from both universities and was held at ANU:

- ANU secured the meeting facilities, promoted the workshop, and hosted the KCAU team.
- KCAU recruited, advertised, and transported their faculty to ANU for the workshop.
- I facilitated the workshop and provided additional resources for those in attendance.

Outcomes. After the workshop, a KCAU faculty member started using qualitative research methods, and he sought additional training by attending a course in South Africa. He subsequently used some of the tools that he learned during the qualitative research methods workshop and conducted research that he presented at an international conference in the United States.

Recommendations for Activity #1:

- Develop some qualitative research methods workshops that can be easily shared online.
- Encourage faculty in countries where CADFP has a presence to take a basic qualitative research methods course on MOOC, Coursera, or other such platforms that offer free introductory courses on many subjects.

ACTIVITY 2:

Conducted a Grant Writing Workshop

The second workshop on grant writing was conducted at ANU with participants from both universities. The workshop focused on the different types of grants that researchers can apply for. Workshop participants shared their experiences of applying for internal, external, national, and international grants. Faculty shared successes and challenges in the application process, and participants shared best practices. The workshop underscored the need for institutions to work together because most funding agencies value cross-disciplinary, cross-institutional, and cross-national applicants. Participants repeatedly emphasized that donors were usually more likely to fund projects that spanned multiple disciplines, universities, and, in some cases, nations. Therefore, by the end of the workshop, participants sorted themselves into cross-disciplinary and cross-institutional groups that planned to identify areas of mutual interest in order to apply for national and international grants. I shared with the group that I was there as a CADFP fellow because the two universities had collaborated on a winning CADFP application that resulted in net benefits to both universities. Hence, my presence in Kenya as a CADFP fellow underscored the need for institutional collaboration. Moreover, the grant writing workshop was done jointly with ANU Director of Institute of Research, Development and Policy, Professor Linda Ethangata, who shared many experiences with the participants. Once again, the responsibilities of each party were clearly defined:

- ANU secured the meeting facilities, promoted the workshop, and hosted the KCAU team.
- KCAU recruited, advertised, and transported their faculty to ANU for the workshop.
- The fellow facilitated the workshop together with Professor Linda Ethangata.

Outcomes:

- Faculty at both institutions began to explore ways to collaborate on securing grants.
- Participants learned the importance of understanding issues such as:
- funding agencies' priorities

- selling your idea to the funding agency
- the review process, including peer review
- developing a workable and defensible project budget
- knowing and meeting submission deadlines
- post-grant administration issues, including budget conciliation

Recommendations from Activity #2

- Develop some webinars/workshops that can provide basic grant writing training for faculty.
- Share examples of winning proposals with institutions that are applying for grants from agencies in the United States and other Western countries.

ACTIVITY 3:

Attended Post-graduate Thesis Defenses as an Observer

I attended post-graduate thesis defenses at both ANU and KCAU as an observer, not as a panelist. I learned a lot about how post-graduate students were mentored and supervised at each university. After each thesis defense, I interviewed students and faculty to get their perspectives. I identified areas of improvement and shared them with each institution.

Outcomes. Supervision manuals were developed, and a report was submitted to both universities.

Recommendations from Activity #3

For post-graduate thesis defenses, the CADFP can recruit a few discipline experts who can serve on post-graduate thesis defense panels to provide feedback and mentor the students. With technology, this is easily achievable, particularly for areas such as statistics, where the expertise is cross-disciplinary.

ACTIVITY 4:

Conducted the First Post-graduate Student Supervision Workshop

After attending the thesis defenses, I was ready to work on the post-graduate student supervision workshops because I had first-hand knowledge of the process at each university. I identified post-graduate student supervision as one of the areas with the greatest need. Therefore, I conducted two workshops focused on post-graduate student supervision which were hosted by KCAU. The first workshop happened on August 1, 2017, with participants from both universities.

I designed a workshop that used David Cooperrider's (1986) model of organizational change. The model is comprised of four steps that guide an organization through change: discover, dream, design, and destiny. Cooperrider's work has been widely cited in academic literature and adopted by many

organizations worldwide, such as the United Nations. Using this model, faculty were asked to reimagine and/or re-envision a new way of supervising their post-graduate students.

During the first workshop, faculty were divided into cross-institutional, cross-disciplinary teams to discuss the supervision issues they faced at their respective universities. Together, these faculty dreamed of a new reality and identified the characteristics of a good mentor. They grouped those characteristics into eight of the most important traits of a great mentor, using the acronym SSH RICCH, which stands for supportive, secure, honest, role model/visionary, inspiring, committed, competent, and humane.

Outcomes. Faculty participated in the workshop and recognized the importance of figuring out what kind of a mentor they were and would like to become.

Recommendations from Activity #4

CADFP can develop introduction to post-graduate student supervision modules that enable faculty to learn best practices and identify their strengths.

ACTIVITY 5:

Conducted the Second Post-graduate Student Supervision Workshop

The second workshop on post-graduate student supervision occurred at KCAU on August 21, 2017, with faculty in attendance from both universities. It started with a recap of the first supervision workshop. After that, faculty members were led through the design and destiny components of Cooperrider's model, with an interrogation of its applicability to the design and implementation of new supervision standards. Faculty recognized the intertwined destiny of successful post-graduate students, their own careers, and institutional legacy.

Outcomes. Faculty participated in the workshop and recognized the importance of designing a supervision legacy that would withstand the test of time.

Recommendations from Activity #5

CADFP can develop supervision modules that enable faculty to design and reflect on current and future supervision models. Moreover, if post-graduate students are professionally supervised and mentored, then the old adage of "each one teach one" will be achieved. The development and implementation of a sound post-graduate supervision system will make an immediate and impactful difference in the quality of post-graduates. Post-graduates who have been sufficiently mentored during their programs will undoubtedly make excellent mentors themselves, resulting in a paradigm shift.

**ACTIVITY 6:
Reviewed the Proficiency Certificate**

I reviewed the *Proficiency Certificate in Research Design, Methodology, Data Analysis and Report Writing* that was being proposed by the Institute of Research Development and Policy at ANU:

- ANU was proposing to develop a 40–48-hour certificate program that would be offered in several modules to students who had an undergraduate degree (post-graduate students).
- I provided feedback to Professor Linda Ethingata on ways to improve the certificate.

Outcomes. The certificate program was developed and has started admitting students.

Recommendations from Activity #6

Professors in the United States can easily review certificates and curriculum without needing to travel.

**ACTIVITY 7:
Shared My International Marketing/Business Expertise as a Guest Speaker**

I was a guest speaker for Mr. Kiarie Kaira’s International Marketing Course on July 13, 2017, and Mr. Githii Kagwathi’s Multicultural Communication Course on July 10, 2017, at ANU.

Outcomes. I served as a guest speaker in two courses at ANU.

Recommendations from Activity #7

Guests can easily speak and share expertise in an online environment, especially now after the COVID-19 pandemic, when all students are familiar with online learning.

**ACTIVITY 8:
Developed a Training Manual for Post-graduate Student Supervisors After CADFP**

To develop the key components of the short-term training, I consolidated all of the materials that had been developed and pointed to KCAU and ANU additional resources that could further aid in the development of a long-term training program. During the first and second supervision

FIGURE 1

Appreciative Inquiry Model

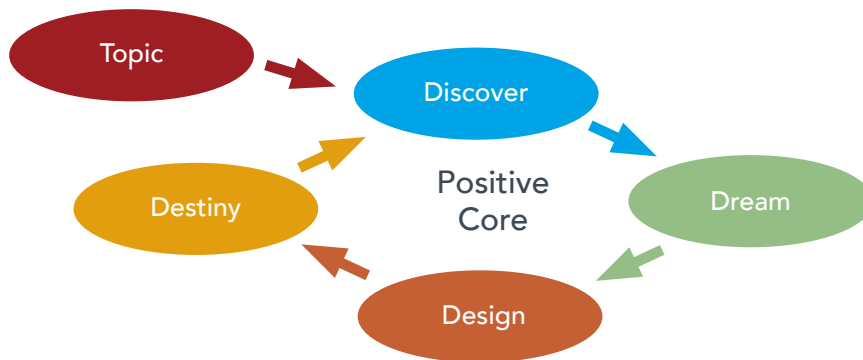
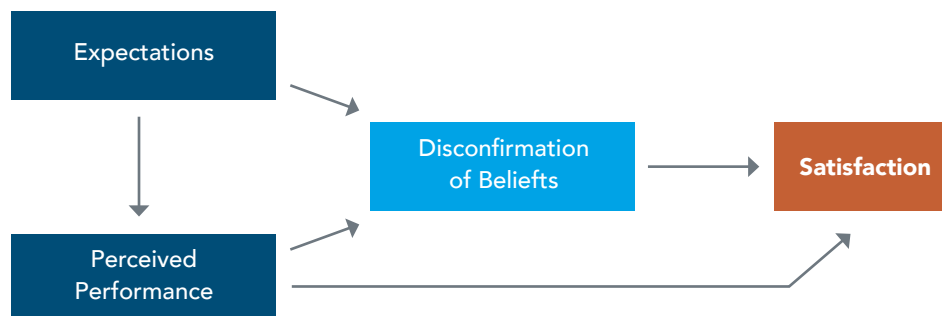


FIGURE 2

Expectancy Disconfirmation Model



workshops, I used the appreciative inquiry model developed by Cooperrider and Srivastva (1987) to develop the key components of the supervision training, shown in Figure 1.

I also used Richard Oliver's (1980) expectancy disconfirmation model, shown in Figure 2.

Post-Implementation Outcomes and Highlights of the CADFP

- 1) KCAU and ANU faculty have informed me that they now use some of qualitative research tools that they learned during the workshop.
- 2) I developed a post-graduate supervision manual that was delivered to KCAU and ANU in November 2017.
- 3) In 2019 and 2020, I visited KCAU and discussed applying for the CADFP Alumni Fellowship with KCAU.
- 4) In 2019, together with KCAU, I applied for the CADFP Alumni Fellowship. Although the application was not successful, a strong desire to continue the collaboration remains.
- 5) There have been numerous conversations with ANU faculty on joint research projects.
- 6) The supervision manual has been implemented.
- 7) *The Proficiency Certificate in Research Design, Methodology, Data Analysis and Report Writing* was implemented.

Recommendations for Virtualization/Online Replication of my CADFP activities

- 1) Workshops can be run online through a webinar using Zoom or another online platform. In 2017, online learning was not as widely accepted as it is today. A positive externality of the pandemic has been that many higher education institutions in Africa have had to develop online capabilities. Kenya is no exception and ranks highly on internet access to the general population. Therefore, university students can easily and cost-effectively access webinars and other online learning tools.
- 2) Using online learning management systems, participants can be assigned to breakout rooms where they can learn from faculty from other disciplines, institutions, or even countries. Access to this diversity of thought will undoubtedly expand and improve faculty's knowledge of student supervision practices.
- 3) Develop an appreciative inquiry workshop that will guide participants through Cooperrider's four Ds of organizational change.
- 4) Faculty can use Cooperrider's ideas to better understand their own supervision styles and look for areas of improvement in their current environment.

- 5) CADFP can hire consultants to run these sessions for many different institutions.

Final Thoughts: Online Benefits for CADFP

- 1) CADFP can hire alumni fellows to conduct these remote workshops from their countries of residence, which would represent cost savings for the Institute of International Education.
- 2) CADFP can easily scale these workshops to enable teams from around the world or from different institutions within a country to learn best practices from one another. Scaling the workshops to include many countries will result in faster change than conducting one workshop at a time in one country.
- 3) Through mentorship, CADFP can let post-graduate student supervisors know that they are not alone in their struggle to educate and mentor the next set of post-graduate students. Often, knowing that one is not alone can go a long way in ensuring that change happens. Over time, proper mentorship and supervision will eliminate the need to conduct online supervision workshops because of the resultant paradigm shift.
- 4) CADFP can invite university administrators to participate in these online training sessions so that they can garner first-hand knowledge of the challenges that their faculty face in post-graduate student supervision. University administration buy-in is crucial because administrators have the resources that can bring about change in their respective institutions. Further, with institutional engagement, future training can be supported and funded by the universities rather than by the CADFP.

References

- Cooperrider, D. L. (1986). *Appreciative Inquiry: Toward A Methodology for Understanding and Enhancing Organizational Innovation* (Theory, Social Participation) [Doctoral dissertation, Case Western Reserve University]. ProQuest. <https://www.proquest.com/openview/b3ea224c6add08e0400088f67d8f9f40/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Cooperrider, D. L., & Srivastva, S. (1987). Appreciative inquiry in organizational life. In R. W. Woodman & W.A. Pasmore (Eds.), *Research in organizational change and development: Vol. 1.* (pp. 129–169). JAI Press.
- Oliver R. L. (1980). A cognitive model of the antecedents and consequences of satisfaction decisions. *Journal of Marketing Research*, 17(4), 460–469.

Mentorship: The Next Generation
of Faculty, Researchers, and Scientists

Mentoring Graduate Students and Faculty in the Humanities

Dr. Tanure Ojaide

University of North Carolina, Charlotte
Charlotte, North Carolina

Diaspora Fellow at Kwara State University,
Fall 2015

Introduction

While the Carnegie African Diaspora Fellowship Program (CADFP) program would want its fellows to gear their teaching, pedagogical, or mentoring expertise to graduate students alone, there are compelling reasons to include junior-level to middle-level faculty members in their consideration. This is more in many Nigerian universities, especially the private universities, where quite a number of master's graduates and doctoral students teach senior students. Thus, to focus only on master's and doctoral students and leave out inexperienced lecturers will not help to fill the gap in the efforts to raise standards across the board in the humanities.

My experience at Kwara State University (KWASU), Maleté, Nigeria, has brought me this experience.

Many of the lecturers in what is now the Department of English (Language and Literature sections) up to the senior lecturer level need as much mentoring as do the graduate students who should be our primary focus. Many of them are still unable to write publishable peer-reviewed articles or successful proposals for grants. It will thus be a godsend to them to have someone experienced in those areas to also mentor them, during the rather short period of fellowship and thereafter. If one therefore wants to assist in improving the study of the humanities in a place or system where neither the students nor junior-rank to middle-rank university teachers understand their stuff, it will be necessary to go beyond the CADFP mandate to include faculty members in the mentoring process.

The weak grasp of the humanities among many graduates and junior lecturers has been exacerbated by the private universities that have profit in mind and not high academic standards. Others are not appropriately exposed and might be the products of in-breeding, such as having all degrees from the same university that might not be enforcing high standards. And disturbingly, from my inquiries, it seems that many of the junior faculty members were not employed on the basis of qualifications alone but, as is common in Nigeria and many Third World or corrupt countries, on "who know man," a term for employment for a specific job that requires certain standards but is done outside due process.

Expected Results

A university's quality ranking criteria have to do with the quality of the students produced and the superior publications or grants the faculty members receive. Here were my objectives in mentoring the graduate students and faculty at Kwara State University (KWASU), Maleté, Nigeria:

- Employment of faculty members educated in high-standard universities;
- Presence of experienced teachers, especially at the senior lecturer, reader, and full professor ranks;

- Teachers who insist on moral and ethical imperatives;
- Teachers who are current and are driven by professional initiatives to work hard;
- Teachers who do not exploit education for personal gratification, in the sense of seeking monetary rewards because of poor salaries.

Understanding the Nigerian Education System

I did not leave UNC Charlotte to foist onto Nigerian students my American experience of 30 years of dealing with students, especially graduate students. Transplanting does not always work well in many foreign soils, and so I did not want the American experience to be the fix-all in mentoring my Nigerian students. I wanted to be selective because there are factors beyond the control of the students and teachers. There are socio-cultural issues to be borne in mind, as I wanted to contribute my little bit to raising the standard of university education in the humanities; in my case, language and literature.

These are some of the issues that must be addressed to help improve the standard of the humanities:

- There are large classes and not enough classrooms, which could disrupt having regular class meetings;
- Many students do not have confidence in themselves and so do not only cheat on exams but also outsource essay writing. Many graduate students in Nigeria shop for thesis/dissertation content from already submitted ones at distant universities and copy from these. It is common knowledge that some hungry university teachers, in their efforts to make quick money, write theses/dissertations for MA and PhD students. The system ends up graduating many who are not qualified to have the very degrees they would use in seeking jobs;
- Professors/lecturers keep their turf and do not want a new expert, Carnegie African Diaspora fellow or any other person, to teach a course they call theirs. This is to the detriment of the students. Many lecturers have the feeling that once somebody else teaches a course they have been teaching, they would lose respect. Their ego would be hurt if somebody else carried the students along the way they are unable to. Or they are reluctant to be reassigned to teach new courses that they might not be willing to do the research on;
- The National University Commission's interference with the university curriculum in departments of English and Literary Studies is controversial. If its role is advisory and oversight, it could be more productive for university senates to approve courses that would lead to needed jobs and national development;

- The higher education is geared toward neither national development nor market forces, and that leads to graduates of higher learning being inadequate in their jobs and not capable of self-employment.

Understanding the Socio-Cultural Background

It is important to understand where the students are coming from, for the mentoring process to succeed. Thus, the relationship between the student and the teacher should facilitate easy communication in mentoring. Nigerian students generally respect their teachers, as they respect their elders, and could swallow hook, line and sinker what they are told. This puts a responsibility on the Carnegie African Diaspora fellow/professor doing the mentoring to research and know their stuff so as to keep the student on the right path.

The Existing Gap

There is a scarcity of experienced, sharp, up-to-date, and productive scholars in the Nigerian academy. This situation arises from many factors, the most important of which is the lack of a post-tenure/post-professor review process—and the common notion that once one becomes a full professor, there is nothing more to achieve in the academy except to lobby for government appointment into boards of parastatals or political office. Many senior faculty members are thus deadwoods and not current in their fields and are not productive, either. From the university culture, many have been promoted to professor on the basis of publications secured from suspicious sources such as non-peer-reviewed journals or vanity presses. As the saying goes, “If gold rusts, what will iron do?” I am saying that there are many weak senior faculty members supervising graduate students, and that practice would not help at all in creating the next generation of faculty, researchers, and students.

Contribution

The foregoing discussion points put the Carnegie African Diaspora fellow in a strong position to contribute toward uplifting and sharpening the intelligence and knowledge of faculty and graduate students to become self-reliant and purposeful through mentoring by one grounded in research from an American institution.

My Kwasu experience and practice guide me to propose and work toward the following:

- Running a weekly open workshop for all graduate students in language and literature and history;
- Teaching the following:
 - o Research methods;
 - o MLA and APA citation methods;
 - o Theory and theorizing in literary studies;
- o Writing a journal article and book chapter;
- o Mastering the jargon of the discipline and writing for all disciplines to understand;
- o Literature review;
- o Writing and rewriting—the importance of expression in writing;
- o Organization and other properties of a good essay or thesis;
- Supervising the thesis/dissertation: chapters and their content.

Best Practices

This section may look simple or even simplistic, but it helps in the mentoring process to mold academic discipline and character of the graduate student or junior faculty; they can imbibe this from the dutiful and responsible Carnegie African Diaspora fellow. I made sure that I set a new professor culture of being punctual to class—by my arriving at least five minutes before the class began and before most students came in. The punctual teacher makes the students punctual, too. I was prompt in grading papers and submitting results within several days. This was in contrast with some professors grading papers over months or withholding results for no reason. When one behaves professionally with the students and in the classroom, one leaves a positive impression that the graduate students can imbibe.

Long-term Implication

Although my Carnegie African Diaspora fellowship lasted only three months, it could have long-lasting implications for the department and an impact on the students for a long time. After all, the students I influenced would carry the knowledge they derived from their exposure to my efforts, into their teaching career. My service delivery in mentoring, teaching, coaching, and other activities will assist in molding (if not remolding) the students and junior faculty into more professional university teachers in the humanities. My contribution at the Postgraduate Board meetings helped to revise the academic curriculum of the department for a long time. My contribution, which is a CADFP initiative, helps to create the capacity for academic development.

After: Post-Fellowship Relationship

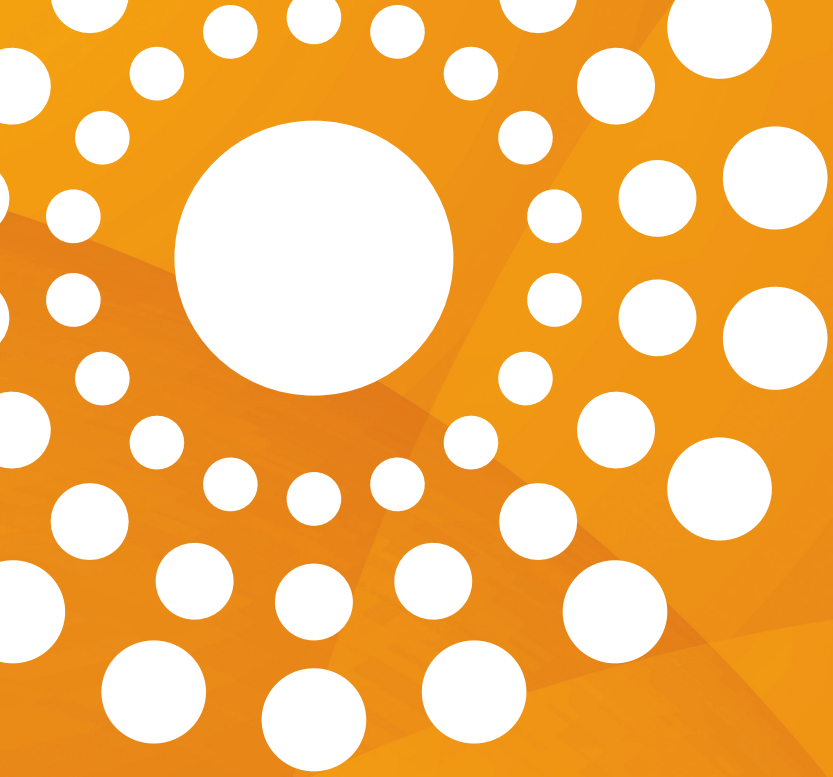
- Mentoring can be carried out consistently by social media methods and email, even when face-to-face meetings are not possible;
- One can channel knowledge from either side without institutional or bureaucratic encumbrances through personal connections with identifiable students or faculty members;
- One can still remain active in the academic activities

of the department and in touch with the students and academic staff, but this relationship has to be two-way traffic for it to be sustainable;

- Mentors should forward to former mentees relevant notifications of academic opportunities, especially publications, conferences, and grants;
- Mentors can recruit mentees and others of the host institution into their publication and research agenda, as I have done in my last two Routledge books—both Dr. Saeedat Aliyu and Dr. Reuben Kehinde Akano contributed a chapter each to the *Routledge Handbook of Minority Discourses in Africana Literature* (edited by Tanure Ojaide and Joyce Ashuntantang, London & New York, 2020) and *The Literature and Arts of the Niger Delta* (edited by Tanure Ojaide and Enajite Eseoghene Ojaruega, London & New York, 2021). It gives the mentor a sense of achieving something from one's tenure as a Carnegie African Diaspora fellow.

Summary Recommendations to the CADFP

- Mentoring should not be limited to graduate students alone but should include junior-rank to middle-rank lecturers, many of whom are from private universities or employment anomalies.
- The fellow should understand the Nigerian higher education system and university culture before assuming the fellowship.
- The fellow should study the Nigerian socio-cultural background to understand student-faculty relationships.
- The host university supervisors need to be current and productive and should undergo a post-professorship review every five years.
- The CADFP makes tangible contributions to the departments/institutions that fellows go to by bringing fresh approaches to issues of dealing with graduate students and diversifying an existing monoculture.
- Exposure is very important in a university setting, and CADFP helps to bring exposure to graduate students because the more global things are with the involvement of foreign fellows and local teachers and students, the more rounded the education received.
- KWASU did not have to spend much more money in receiving CADFP fellows than they would on sending their junior faculty or students to Europe or the U.S.
- If the financial and administrative resources are there, CADFP should be extended to continue to have as many fellows to spend their assignment in their respective institutions for about the same maximum of 90 days.



Carnegie
CORPORATION
OF NEW YORK

The Carnegie African Diaspora Fellowship Program (CADFP) is funded by a grant from Carnegie Corporation of New York (CCNY).



The Power
of International
Education



@carnegie/adf

iie.org/AfricanDiaspora