Mentoring for the Professions: Orienting Toward the Future

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Aimee Howley and Mary Barbara Trube's edited volume, *Mentoring for the Professions: Orienting Toward the Future (2015)*, is a part of the *Mentoring Perspectives* series, edited by Frances Kochan and published by Information Age Press, which provides theoretical and empirical work from a variety of perspectives on mentoring. It provides organizations key information on providing mentoring to meet their future needs in promoting healthy and productive organizations.

As stated by the senior editor, Frances Kochan, "chapters within the book have a focus around theoretical perspectives on mentoring, the connections between change and mentoring, the character of the leadership that mentoring entails, the developmental processes that mentees experience, the transformation of the mentee as a result of mentoring, the value of matching mentor and mentee styles, and the role of mentoring in organizational team building."

The edited volume is divided into three parts – Part I – Conceptualizing Mentoring, Part II – Mentoring in Professional Fields and Through Professional Organizations, and Part III – Mentoring with Different Populations providing the reader with 20 chapters of grounded research to move their organization's mentoring practices from theory to practice. This book review presents highlights of some of the chapters in each section in order to give the reader a sense of the overall content**Part I – Conceptualizing Mentoring**

Authors of these four chapters provide great insight into the field and work of mentoring in organizations. Mentoring is seen as a collaborative process and reciprocal learning relationship for both the mentor and mentee. In Chapter 1, Mentoring: Its Nature and Practices Across the Professions, Trube (2015) reminds us that mentoring relationships that work well transcend across the organization, providing a multitude of benefits for all involved. She points out that best practice is needed in today's world and providing training to a protégé and including both informal and formal mentoring programs are keys to individual or organizational success. She shares that avariety of definitions have been given for mentoring, distinguishing it from coaching, but at the heart of the research is the notion of providing support for new employees or those employees in a new role.

Because of the wide variety of definitions used to describe mentoring, the author notes the equally diverse mentoring programs in place and theirvaried aims. She stresses the importantance of clear program goals and aims , whether organizations have a formal or informal mentoring process Trube also emphasizes that the development of strong leaders within the organization who can lead the mentoring process is imperative.Middleton in Chapter ?, describes the various leadership frameworks utilized within higher education including transformative, distributed, and transformational with a focus on the fact that a mentoring process must be in place to meet the needs of the future leaders and to cultivate strong leadership. The author goes on to describe various strategies utilized in mentoring such as coaching, job-shadowing, structured mentoring conversations, formal mentoring programs, and informal mentoring. Each of these strategies can be implemented across disciplines depending on the type of mentoring relationship that is being built..

As mentoring programs are being developed, it is important to note the roles of mentors as well as the characteristics, knowledge, skills, and dispositions of those that have been successful as mentors. In Chapter 3, Trube and Wan (2015) provide detailed information to guide leaders in understanding the foundational needs of a mentoring program and the research that grounds the practice in describing a mentor. These descriptors include someone with professional knowledge, experience, skilled in providing support and nurture to the less experienced individual.

Chapter 4, written by Howley, Dudek, Williams and Trube, concludes this part of the book providing insights on the development of an instrument for measuring the mentoring styles of cooperating teachers to improve the quality of mentoring provided to teacher interns. The concepts discussed from the research present a clear picture of the need to pair mentors and mentees in the most productive manner so that it supports the mentoring process, They also remind us how important it is that mentors understand their own style and approach to mentoringso that they can ensure that they are paired with someone that will benefit and grow through the mentoring process.

Part II – Mentoring in Professional Fields & Through Professional Organizations

Chapters 5 – 11 provide the reader with an awareness of mentoring across various professional field and organizations. The varied fields and disciplines provide research and best practices for a wide range of organizations including education, higher education, women in retail merchandising, mentoring female basketball coaches, mentoring adjunct faculty, and mentoring doctoral students.

Each chapter provides key takeaways that could easily be transferred into your organization to meet the needs of your mentoring program. The wide range of research provided is grounded in the mentoring field and is adapted to meet the growing needs of each organization. Although each is unique in the identified groups, they all provide a clear understanding of the need for mentoring and the need for a clear mentoring program within the organization to help support

the needs of the mentees. Throughout each success story shared, the organization is strengthened by its commitment to develop the next group of leaders within their organization.

Part III – Mentoring with Different Populations

Final chapters of the book build upon Parts I and II, but focus on a variety of mentoring relationships among specific populations throughout higher education. They also present the results of their efforts along with the importance of professional development in the mentoring process.

Chapter 15 written by Salzamn and Boch, describes the mentoring process through the development of a leadership team in a rural school district with an emphasis on the core definitions of the mentoring program to be a true partnership that provides support to teachers. The authors present the attributes necessary to create success in the mentoring process within the school district and universityas: trust and rapport; the need to have strong interpersonal skills; building skills though high-quality professional development that supports the growth of the leadership teams; and developing capacity for sustainability to ensure that the success of the organization continues through the years. The efforts of the program were implemented for one year, but the effects of the mentoring relationship were built so that the organizations continue beyond the initial year of implementation.

Chapters 19 and 20 go beyond the typical thoughts of mentoring to include professional supervision and mentoring as a set of educative experiences through service learning, respectively. Pillay, Fulton, and Robertson, (Chapter 19) use the work of Bernard in the mid-1970s and the development of Bernard's Discrimination Model (DM) focusing on the skill areas of supervision (intervention, conceptualization, and personalization) along with the role of the supervisor (teacher, counselor, and consultant) and the reconceptualized (DM-R) model adding the role of mentor to the area of supervision. By adding mentoring, they found that enhanced professional development e provided for the supervisee, reduced defensiveness in the supervisee and it enhanced the previous roles of the supervisor as a teacher, counselor, and consultant. Chapter 20 (Mather, Marvel, Nelson), includes the ideas of service learning and its impact on the mentoring and growth of young adults as they transition through higher education into the workplace. The authors stress that through service learning opportunities, young adults are able to make meaning of the world around them through formalized opportunities.

Conclusion

Howley and Trube's *Mentoring for the Professions: Orienting Toward the Future* is an important contribution to the growing body of literature in the mentoring field. Mentoring is a concept that crosses multiple disciplines and professions, and continues to provide support to all involved. This volume in *Mentoring Perspectives* provides the reader a wide-range of situations and experiences with regard to mentoring. Because of these varied roles, the reader is afforded an opportunity to expand on the current research of mentoring and through the literature, find

additional strategies that can be easily adapted to their organization or a way to build on their current mentoring practices.