

Are Mentoring and Coaching Missing Links in Public Administration Education?

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Overview

- **Missing Links**
- **Definitions**
- **My Experience**
- **Pilots**
- **Recommendations**



What are the missing links?

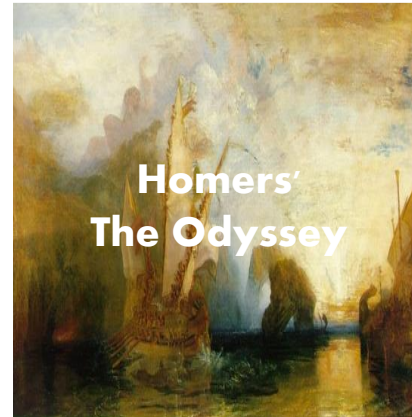
- Expectation of teaching skill
- Peer/student evaluation
- Judgmental context
- Low levels development



Mentoring and Coaching Definitions



Intense, dynamic interactive, supported trusting relationship between two people, one experienced and the other a newcomer (Hayes, 1998)



Less experienced person is nurtured trained or shown the ropes (Allen, Potect, Russell, 2000)

Transporting a person from one place to another

Helping a sports team win a competition (Edelson, 2006)

Partnership to help clients produce fulfilling results professionally and personally... (Hayes, Kakakis, 2007)

Key Differences

Coaching

- Set duration
- Structured
- Regular
- Short term
- Specific areas/ goals
- Focus on what person wants to achieve

Mentoring

- Ongoing
- Informal
- When needed
- Long term
- Broader view
- Holistic development
- Career development

Faculty Mentoring Role

Kram, 1985

- Career Functions
- Psychosocial Functions

Sands, Parsons,
Duane, 1991

- Friend
- Career Guide
- Information Source
- Intellectual Guide

Clutterbuck, Lane
2004; Luecke,
2004

- Sponsor
- Coach
- Role Model
- Counselor

In Government

- Integration coaching into mentoring programs
- Corporation for National and Community Service-
AmeriCorps/Vista
- Managers serve as mentors
- Two-day training workshop
- Learn coaching skills (conflict, emotional intelligence,
empathetic listening)
- Provide learning direction rather than just career
advice

My Journey

- **Public administration career**
- **Practitioner and educator**
- **Movement to teaching**
- **Teaching career**
- **Introduction to Purpose Centered Education**



Two Experiences

Mentoring

- Metropolitan College
- Constructive Action

Coaching

- External Advisor
- Technology of Participation Methods

Comparison of Concepts

Mentoring

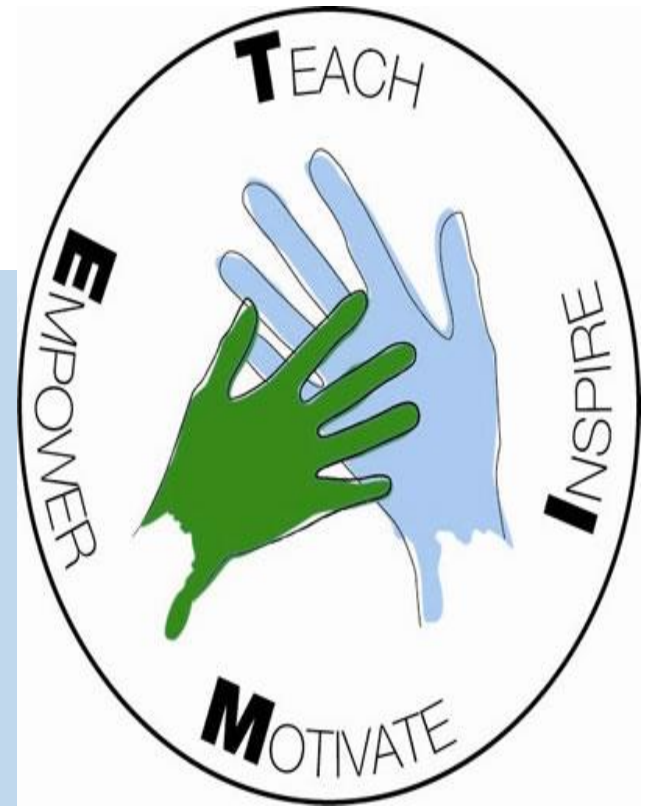
- Linkage by institution
- Weekly meetings
- Transmission of accumulated learning
- Methods
- Philosophy
- Practices

Coaching

- Identified by teacher
- Brainstorming
- Innovation
- Creative
- Specific strategies
- Skill oriented

Lessons Learned

- Focused inquiry
- Integrating mind and spirit
- Visuals as aides not crutches
- Plan for mood and feeling
- Check in regularly and often
- Good openings and closings



Models



Peer Coaching: High School (Slater, Simmons, 2001)

- Experimental Texas program
- **Step One: Orientation**
 - Introduction, role plays, inviting participation
- **Step Two: Training**
 - Observation, recording, giving feedback
 - Self surveys
- **Step Three: Implementation**
 - Four observations
 - Feedback sessions
 - Sharing strategies and innovations
 - Other meetings discuss specific skill areas

Sample Training Sessions

- **Session 1:** Overview peer coaching research
- **Session 2:** Overview observation instruments for peer coaching (interaction analysis, scripting, and checklists)
- **Session 3:** Factors influencing peer-coaching relationships (modality preferences, learning styles, and educational beliefs)
- **Session 4:** Advanced conferencing skills

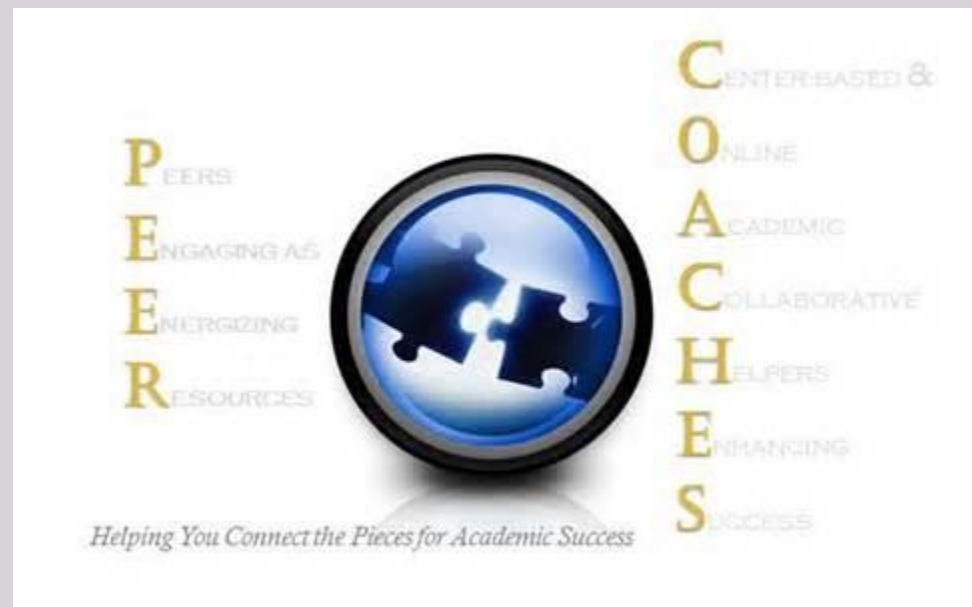
Reasons for Success



- Focus on improving not rating (Munro and Elliot, 1987).
- Building trust key
- Peer coaching models based on evaluation were not successful since no collaboration or teacher initiated change was exercised (Nolan, Hawkes, and Francis, 1993).

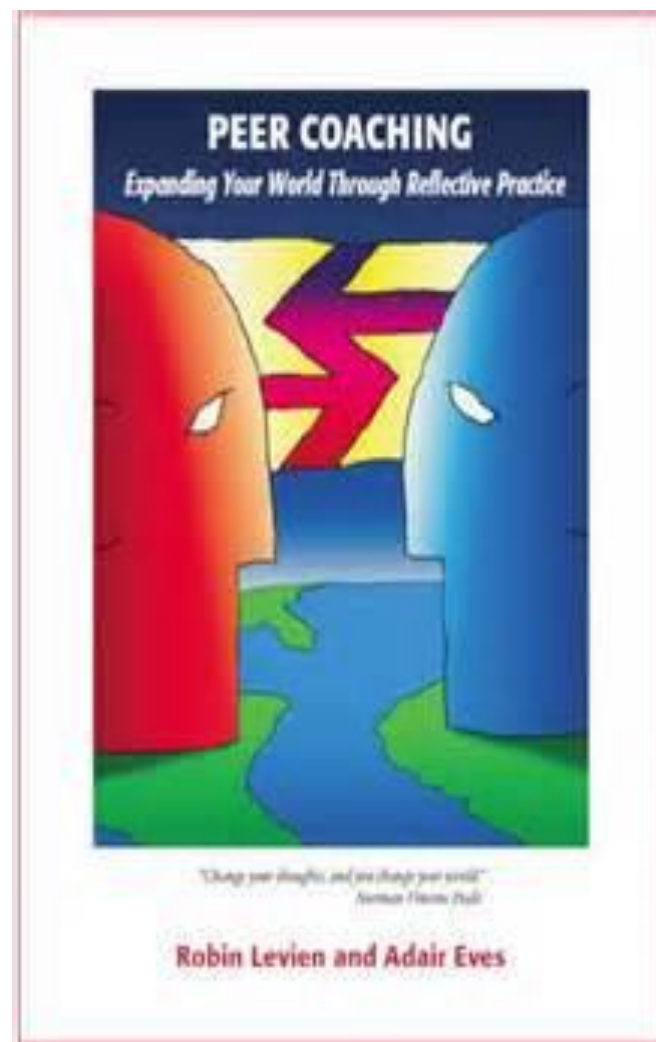
Peer Coaching/Mentoring Pilots: Higher Ed (Hurston Weaver, 2007)

- “Collegial process whereby two faculty members voluntarily work together to improve or expand their approaches to teaching” (Hurston, Weaver, 2007)
 - Reciprocal
 - One way
- Experienced faculty
- Three year program
 - Planning
 - Reciprocal
 - One way
- Interdisciplinary



Lessons Learned

- Goal setting by colleagues
- Voluntary
- Confidentiality
- Assessment
- Institutional Support



Narcissist Pedagogy (Hess, 2003)

- Myth of Narcissus
- Love of self image
- Unhealthy pedagogy
- Students not centers of own activity
- Part of teachers self
- **Alternative:**
- Conversational education
- Sensitivity to student “voice”
- Encourages spontaneity, conflict, diversity



Five Phase Mentoring Relationship Model[©]

Phase One: Purpose

Why do I want a mentor?

Why do I want to be a mentor?

Phase Two: Engagement

Finding and Being a Mentor

How do I begin?

Phase Three: Planning

Developing your Mentoring Action Plan

How can I achieve my goals?

How will we work together?

Phase Four: Emergence

Engaging in the Conversation

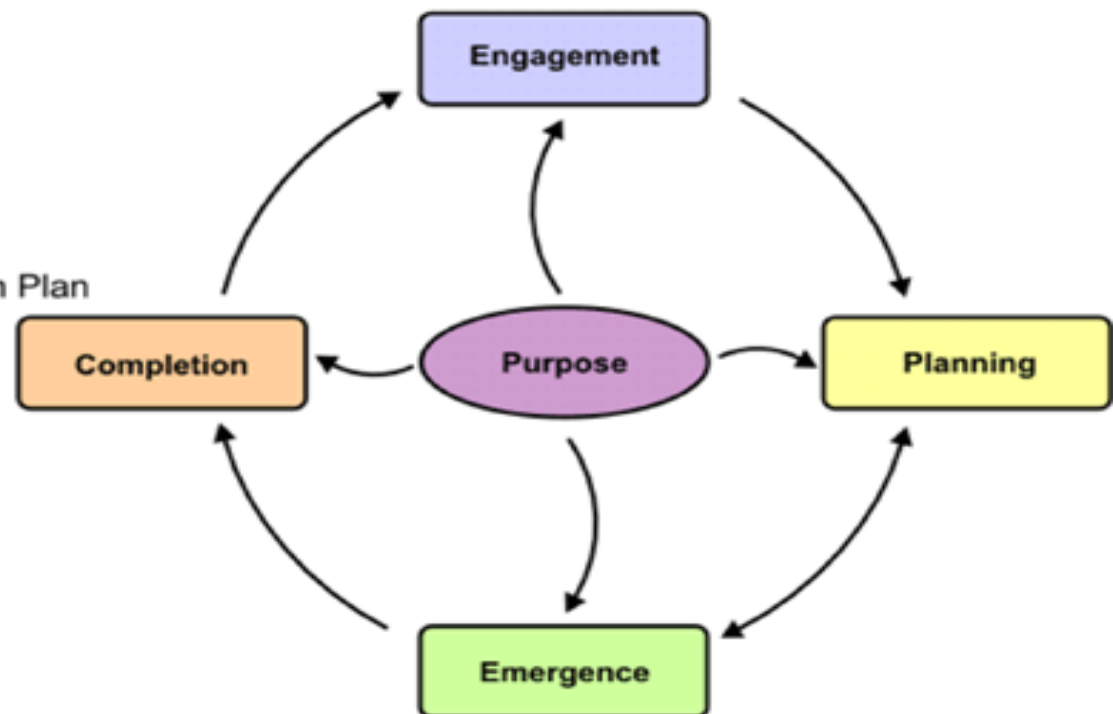
How am I doing?

What are we learning?

Phase Five: Completion

Celebrating Accomplishments

What are my next steps?



Core Challenges

- **Time**
- **Attitudes/Openness**
- **Supportive culture**
- **Mismatched matches**
- **Domains of knowledge**

Recommendations

- Structure Support
- Ongoing process
- Measure growth
- Encourage experimentation



- **What kinds of mentoring or coaching experiences have helped you become the teacher that you are today?**





*With help from a friend,
you can reach the stars!*

AB