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**MENTORSHIP AS LEADERSHIP MODEL: AN EMPIRICAL  
ANALYSIS OF AUTHENTIC MENTOR-MENTEE**

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## MENTORSHIP AS LEADERSHIP MODEL: AN EMPIRICAL ANALYSIS OF AUTHENTIC MENTOR-MENTEE

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### Abstract

**Purpose:** The purpose of this study conveys the continuity of leadership in the organization. This is by ensuring that the outgoing leaders who are mentors ensure that upcoming leaders who are mentees would continue with the smooth running of the organization. Mentoring is a holistic concept related to corporate development, personal enhancement, and professional improvement.

**Methodology:** This study utilized a descriptive research design and reviewed available literature by reviewing two major types of mentoring, first the career coach and professional helper mentorship, Secondly, psychological mentoring gives personal and cognitive aspects.

**Findings:** The study found out that these types of mentorships aim at establishing an understanding of a company's operations such as political and cultural organizational aspects and individual support, improving confidence, seeking professional identity, and role modeling. This leads to a model that would help the mentor who is an all-around individual to instill various skills and knowledge on a mentee to improve their general performance.

**Unique Contribution to Theory, Practice and Policy:** This study recommends mentorship be used in any organization as a leadership model to keep the organizational momentum and maintain its status quo. The government and policymakers could document the use of mentorship as a policy for smooth running of institutions to avoid waste of resources and misuse of power to those in leadership as they will be responsible to mentor others. Researchers could deep deeper into this area to add knowledge and filled the gap of poor leadership.

**Keywords:** *Mentorship, Coaching, Leadership, Model*

## **INTRODUCTION**

The professional aspect of mentorship identifies its relevance by establishing an ideal point of view of mentors toward the organization (McDougall & Beattie, 1997). There are various similarities between parenting, mentoring, and falling in love since mentoring entails different phases (Kram, 1983). The holistic mentoring understanding reflects on the partnership approach and ensures that mentees effectively gain skills through the guidance of experienced personnel and a platform to address career enhancements. Clutterbuck and Megginson (1999) identify that mentoring is off-line assistance where a mentor helps a mentee decide on significant transitions. This implies that mentorship is a multi-functional duty consisting of different sub-roles such as coach, counselor, guardian and facilitator.

The new paradigm of organizations requires models and methods to have effective leadership. Such models include grooming organizational leaders and providing them with the right tools to deal with uncertainty, complexity, globalization, and change. Due to this global change, today's leaders have to change their leadership behavior concerning the occurred changes in the organizations. Models enable the imagination needed for leaders to reach others and create communication channels within the whole organization (Casse & Claudel, 2011).

## **LITERATURE REVIEW**

Leadership efforts to provide field-based practicum experiences do not consistently provide candidates with a sustained, hands-on experience with the real demands of leadership. To build the leadership capacity of such prospective instructional leaders, they need to be strategically placed with well-matched mentors and have an opportunity to experience a variety of leadership skills in the real world (Brown Ferrigno, 2007; Geer et al. 2014; Pounder & Crow, 2005; Schleicher, 2012).

According to Richardson (2015), leaders are more likely to succeed as future instructional leaders if they take the initiative and engage actively in their learning. These leaders tend to become critical thinkers and more contemplative about the causes and effects of decisions. Aspiring leaders should be encouraged to critically scrutinize, reflect upon, and contemplate the implications of their philosophies, values and beliefs about learning, teaching, and leading before completing. Leadership-focused coaches would assist beginners in establishing goals, questioning current practices, and improving leadership skills throughout the leadership process.

Mentorship goes hand in hand with coaching where it has been suggested as one induction strategy that supports principals in acquiring the skills, knowledge, and confidence they need to be successful as instructional leaders (Lochmiller, 2014). When cultivating a culture of change among adult learners, Mentors often face those hesitant to change and must overcome established norms in the form of time usage, scheduling, and protocols (West & Cameron, 2013).

This paper offers a model for leadership challenges for aspiring leaders. An integral factor of leadership-focused mentorship involves the development of knowledge and skills to lead. In the past, for instance, principals worked independently within the school setting, often lacking a connection to others in similar positions (Mitgang, 2008; Schleicher, 2012). Each educational leadership student would be strategically paired with an area principal or assistant principal



during the practicum semester. Matching of mentor leaders should be strategic and collaborative to promote successful mentoring relationships sustained over time.

According to Hilali *et al* (2020), The organizations arrange the Coaching programs according to different requirements such as the organization requirements and the employee's development requirements. These programs should be aligned with improved performance to reach the competencies required by the individual. They should also take into account leadership and the legacy that previous leaders have put in place. This would improve the performances and competencies of the upcoming leaders.

### **Mentors develop their leadership capability**

According to Blackler and Kennedy (2004), talk and reflection play a vital role in senior leaders' development. It is therefore highly regarded by mentees, mentors, and tutors since it improves critical thinking, thus making the theory practical. Besides, it was determined to be effective since it created an effective and professional bond that encouraged goal attainment. The model is effective in that it encourages mentees to be resourceful, and secondly, it encourages the mentors to instill resourcefulness. Therefore, the mentees rely on their mentors for guidance which is a vital mentorship aspect (figure 1). Mentorship enabled individuals to respond to arising issues effectively. Therefore, one of the needs for this model is that organizations would enhance their effectiveness.

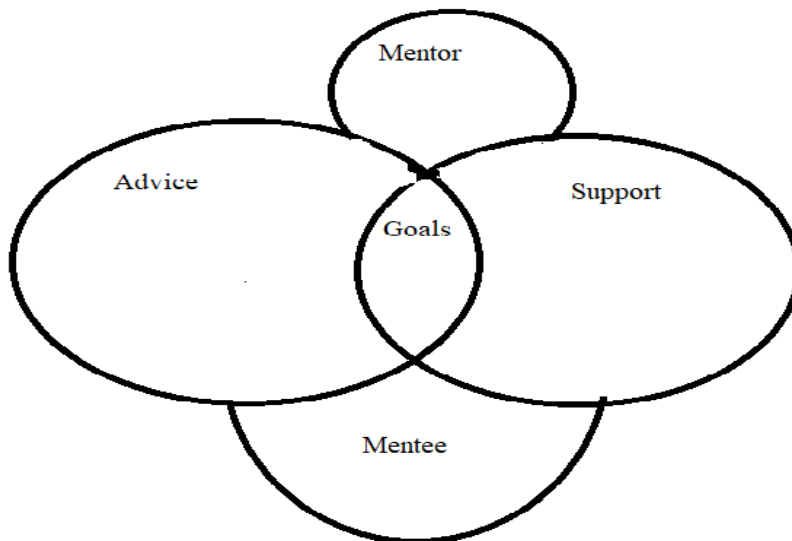


Figure 1: Mentorship Model  
source: Author 2022

## **METHODOLOGY**

This study utilized a descriptive research design by reviewing available literature on two major types of mentoring, first, the career coach provides professional helper mentorship, Secondly, psychological mentoring which gives personal and cognitive aspects.

## **FINDINGS**

The study found out that the benefit of using mentorship as a model is to combine feedback and leadership-focused coaching for beginner leaders. Benefits provided by mentoring support include reciprocal learning and growth for the mentee and mentor, and the mentor providing emotional security for the mentee. Motivation is crucial and considered a role of psychological empowerment which comes with mentorship. Motivation helps leaders and their followers become inner-directed, interested in the task, and fully focused on the task itself. Studies by Hobson & Sharp (2005) establish that mentoring new leaders may be less effective, however, leaders tend to benefit from mentoring by providing actual socialization, improving leadership skills, enhancing job satisfaction, and improving leadership capability building (Fagan & Walter 1982). Mentoring leaders as a relational learning model to establish a learning environment is key in engaging individuals' capacity. Mentoring is a vital aspect of leadership development (Belasco, 2000; Hobson & Sharp, 2005), and the increased practice of mentoring leaders is due to the holistic benefits.

The study found out that the mentor-mentee relationship plays a major role in the mentoring received and the development of the mentee's self-efficacy. Findings also show four important correlates to the mentor-mentee relationship: the mentor's self-efficacy about leadership and management and his/her motivation to transfer, his or her perception of supervisor support to others.

This study shows that, unlike the grassroots leadership models which involve past representation, experiments, and challenges to past educational leadership approaches. The model consists of two important variables emulated by the leader, it also advocates for leadership that upholds values and principles of social justice. The impact mentorship had on leadership by motivating them due to the aligned values and beliefs leading to social injustices as agreed with (Davidson & Hughes, 2019).

Coaching and mentoring can increase productivity and job satisfaction where one is more likely to be happy in his/her role and become more effective because one is supported and given advice. This study, therefore, agrees that an excellent mentoring model can be employed in any organization. Zachary's model comprised four phases when establishing a mentoring relationship: preparing, negotiating, enabling, and closing. Similar to the utilization of Whitmore's (2009) GROW model it emphasizes that mentoring model works as an overarching framework for utilizing various mentoring strategies

Large companies and public sector organizations need to invest in coaching and mentoring support to help develop their leadership teams. A major reason for this is that research has shown that people state other key individuals as key influencers in their careers. These individuals tended to be professional connections who made them feel special, inspired them, and allowed

them to reflect on their learning. Therefore making coaching a powerful way for people to undertake essential reflection activity, and inspire a potential leader.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

In conclusion, most authors and studies highlight that the most significant role of the mentor is to provide guidance and advice. These roles are substantial in terms of development, training, and mentoring. These skills can help this mentee to review and identify strengths, set goals, and study opportunities. Mentee should have a sincere interest in developing a personal and professional relationship that supports development towards carrier development or professionalism increase. The mentee must take the initiative to ask for feedback.

### **Recommendation**

This study recommends mentorship be used in any organization as a leadership model to keep the organizational momentum and maintain its status quo. The government and policymakers could document the use of mentorship as a policy for smooth running of institutions to avoid waste of resources and misuse of power to those in leadership as they will be responsible to mentor others. Researchers could deep deeper on this area to add knowledge and filled the gap of poor leadership.

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