Kinuva & Kariuki's 2018 Save Mentorship Model

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ABSTRACT

Background: Mentoring is vital because it makes it possible for mentees to gain knowledge and skills from mentors in order to enhance their psychosocial well-being. Self-esteem and connectedness are two important measures of psychosocial health. The SAVE mentorship model was developed for a quasi-experimental study. The study titled "Effectiveness of Adult Male Participation in Formal Mentorship on Male Youth Self-esteem and Connectedness" was conducted at Kiserian Town of Kajiado County in Kenya.

Method: Three mentorship models were analytically reviewed but none was found suitable for the study. Self-awareness was promoted throughout the mentoring process for both the mentors and mentees. Self-awareness is crucial for both the mentor and mentee as it fosters growth. Appropriate selection and matching helped to create a mentorshipThe mentors were assessed for their experience in mentorship and for coaching in readiness for the speed mentorship. Because their experiences wereinsufficient, they were coached.After this the process of mentorship commenced. Evaluation was conducted at the end of the process to determine whether the mentorship process was successful and if transference of learning had taken place.

Results: the study' findings were positive. The mentorship was successful. Coaching the mentors on self-awareness and on social skills was helpful for them and their mentees. The self-esteem and connectedness of the mentees increased significantly. The mentors and mentees agreed there was need for follow-up.

Conclusion: Formal mentorship works in enhancing psychosocial well-being. SAVE mentorship model helped in making the mentorship process have a flow and enable monitoring and evaluation.

KEYWORDS: Connectedness, Cooper and Wheeler's 2007 Five Phase Model, , John Whitmore's GROW Mentorship Model, Metajourn's Mentorship and Sponsorship Model, SAVE Mentorship Model, self-esteem.

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I. INTRODUCTION

Mentorship models are crucial to effective mentorship. Mentoring is vital because it makes it possible for mentees to gain knowledge and skills from mentors to build their self-esteem and connectedness. It also offersindividual support that enhances successin learning (Bellows and Perry, 2005). On the other hand, a mentorship model provides a road map for the mentorship process. It also provides an easier way of processing a mentee coupled withthe monitoring and evaluation of the process. It is a key factor to ensuring mentorship effectiveness.The study for which the SAVE mentorship model was developed was a quasi-experimental study. This being the case, the study required a research protocol. There are several mentorship models that have been developed globally however; none was suitable for the Study. In an effort to put together asuitableprotocol, three mentorship models were analytically reviewed. These methods include: Cooper and Wheeler's 2007 Five Phase Model; John Whitmore's GROW Mentorship Model and Metajourn's Mentorship and Sponsorship Model.

Review of Mentorship Models

The study reviewed three mentoring models included: Cooper and Wheeler's Five Phase Relationship Mentorship, Metajourn's Mentorship and Sponsorship Model and John Whitmore's GROW Mentorship Model. Though each of the models has its merits, they were inadequate in meeting the needs of the study.

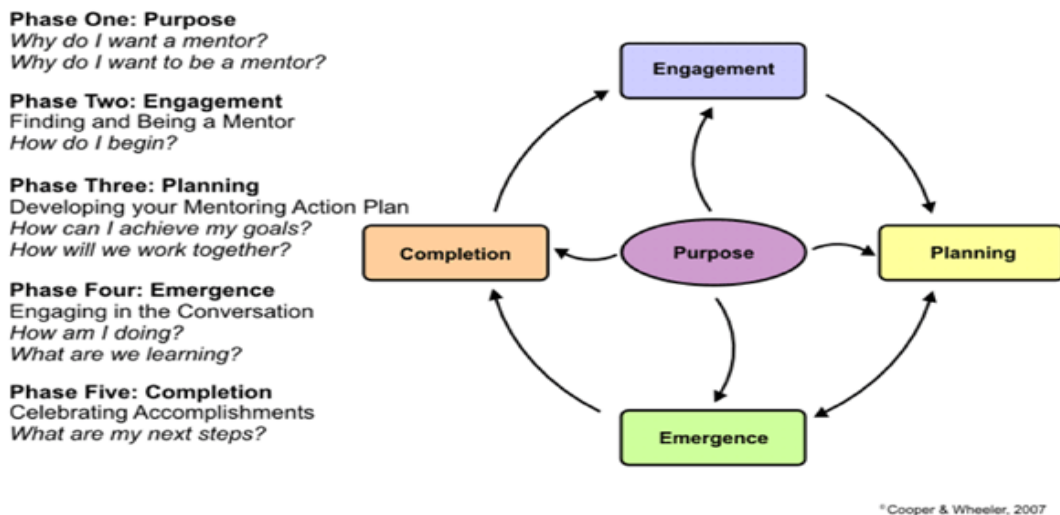**Cooper and Wheeler's 2007 Five Phase Model**

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?

Engagement

Completion   Purpose   Planning

Emergence

*Cooper & Wheeler, 2007

Figure 1: Cooper and Wheeler's 2007 Five Phase Model

The Cooper and Wheeler's 2007 five phase model in Figure 1 Ibarra (2014) was the first in consideration. Purpose informs all stages of the mentoring relationship. It is the premise upon which continuous assessment is carried out. At this stage, markedlyclear purpose or intention for the mentorship relationship that is intertwined with the mentees career vision, goals and plan is evaluated for both the mentor and the mentee. New career tasks or role or a desire for development opportunities may activate an interest for mentoring. Mentorship may happen as a mentee may seek out a more experienced person than themselves for support and encouragement for the new role (s). It may also occur because an executive has a desire to promote others' professional development

Engagement

The focus of this phase is on ways of either beginning to be a mentor or a mentee. The process can be formally or informally instigated. The informal process can start from a simple request or offer from a potential mentee or mentor respectively for goal attainment. Formally, it can be done by picking individuals from a pool of pre-selected candidates through a systematic method for matching pairs. Irrespective of the method used, the mentor and mentee make a final decision onthe fit of their common goals, learning desires and learning styles. Questions in the mentorship model are used to guide the conversations which help the pair to decide on whether they have a mentorship fit.

Planning Phase

At this stage the mentee and mentor develop an action plan for mentorship. The plan includes goals, action steps, resources, timelines coupled with ways of evaluating the mentoring relationship success. They also structure on the terms of their relationship and the expectations that each one of them has for the other. It is referred to as the 'mentoring relationship agreement.' The agreement in the model is a contract that focuses on the frequency and timing of meetings; and also a framework that guides meaningful discussion about how the mentor and mentee want to work together to create a climate of trust and respect. Establishing agreements at the start of the mentorship process, helps the partners to prevent breakdowns from occurring and gives strategies for addressing problems should they arise. Investment in the purpose, emergence and planning in the beginning, is meant to raise the chances of a satisfying mentoring relationship and positive outcomes for both participants.

Emergence Phase is where the mentorshipgraduallygrows. The goals are made and a plan is put in place, and the mentor facilitates the growth and development of the mentee by supporting, encouraging and challenging. In the diagram, the arrow between planning and emergence goes in two directions. This processis an interactive one where the pair engages in conversations that help to interrogate the process and evaluate the relationship.

The Completion Phase is a time when progress is celebrated and the mentorship relationship while pondering on the next steps. The relationship at this point becomes more reciprocal with each following the other's activities and achievements. They keep in touch and let the other person know how they made a difference.

Cooper and Wheeler's mentorship modelis a great model. It however places planning as a phase instead of it being a component in every phase of the process. Ordinarily, planning is best incorporated in the model even if implicitly for effectiveness. Also, the model does not include follow up. This too is an important component for mentoring to achieve its end.

John Whitmore's GROW Mentorship Model

Figure 2: *John Whitmore's GROW Mentorship Model*

Figure 2 illustrates John Whitmore's GROW model used for coaching (Whitmore, 2015). Although it is a model that is more appropriate for coaching which is a short term activity, it can be utilized for mentoring. The model has four stages as illustrated in Figure 2.

Establishing the Goal
In order to set a goal (s), a mentee first considers the behaviour he or she wants to change. The behaviour aimed at is the structured as a goal to be achieved. The mentor must help the mentee to set SMART goals. One way of ensuring the goals are SMART is to ask the following questions:
 i.   What indicators will show that the goal (s) has been achieved?
 ii. Does the goal (s) fit with the mentee's overall career goal (s).

Examining the Current Reality
        A description of a mentee's current reality is the next step of this model. Establishing the current reality is important because it helps in exposing crucial information without which it may be difficult for the mentee to reach their goal (s) and to evaluate their growth. Guiding questions will include:

 i.   What is going on and its effects?
 ii. What steps have been taken towards the goal (s)?
 iii. Are there conflicts the current goal and other goals in the mentee's life?

Exploring the Options
        This is the point at which brain storming is done and consideration is given for all the different options available to the mentee for the achievement of his or her goals. The mentor must be careful however not to take over the process at this point. He or she can make a few suggestions but only after the mentee has first made theirs. Useful questions would typical include:
 i.   What other options do you have?
 ii. If this limitation was removed, what would change?

iii. What are the merits and demerits of each choice?
iv. How will you weigh the options?
 v. What do you need to stop doing in order to achieve this goal?
vi. What hindrances stand in your way?

Establishing the Will

Examining the current reality and brainstorming on the current reality are very important steps. The mentee however, will not achieve their goal without committing the goal (s). It is important then to motivate them to establish their will and commit to the goals.

Valuable questions to ask here comprise:
- Where do you want start and when?
- What might be a hindrance and how will you overcome it?
- How will you motivate yourself?
- Will you review progress daily, weekly or monthly?

Due to the fact that this is a coaching model, the assumption is made that selection might not be important or that it has already done. The other reason that makes the model not sufficient for a mentoring relationship is because it focuses only on a single behaviour. Even though a great model, it would not suffice on its own for a mentorship relationship or process.

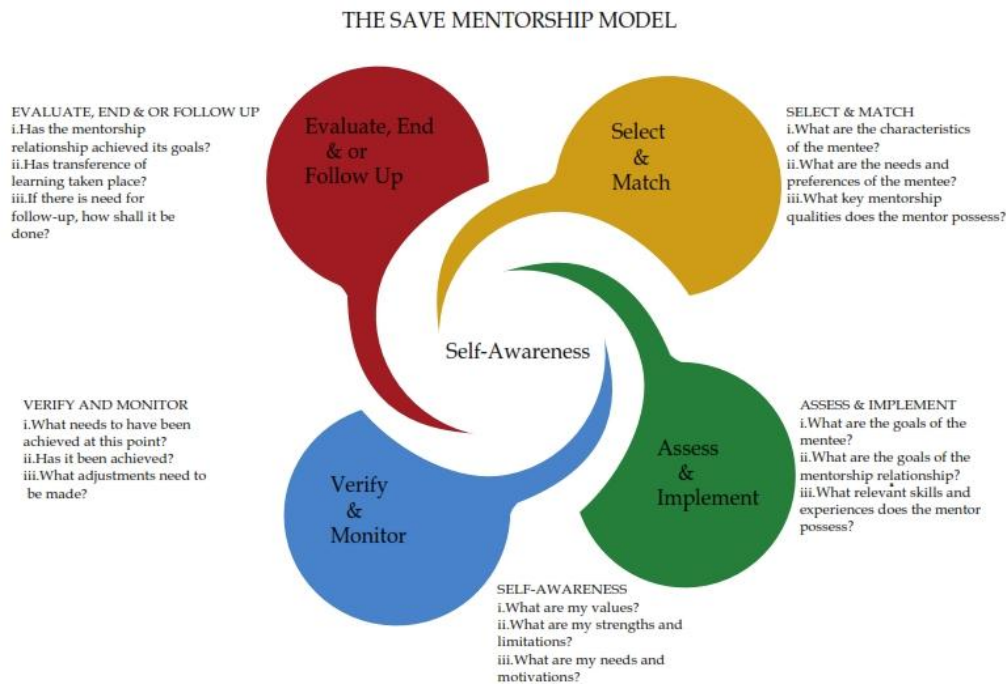### Metajourn's Mentorship and Sponsorship Model

Figure 3: Metajourn Mentorship and Sponsorship Model

The Metajourn's Mentorship and Sponsorship Model shown in Figure 3 comprises of three major phases namely: self-awareness, implementation and follow-up (Metajourn, 2013). The self- awareness phase is made up of exploration and packing.The implementation stage on the other hand consists of embarking, observing as well as discovering; while follow-up, is about mapping and surveying.

This mentorship model is great and includes the components of self -awareness and follow-up. It is however silent on selection and matching. Besides, it holds awareness as a phase rather than intertwining it into process of mentorship. It is important to note that Self-awareness is key for both the mentor and mentee. As it fosters growth for the pair, it is essential in enabling the mentor to create and maintain health mentorship boundaries. Besides, it ascertains that the mentor neither meets his or her needs through the mentee inordinately nor imposes his or her values unnecessarily.

Kinuva and Kariuki's 2018 Save Mentorship Model

The SAVE mentorship model was created by Wanjiru P. Kinuva and Priscilla W. Kariuki in 2018. The model was developed for formal mentorship and is applicable for individual or group settings in a variety of contexts. SAVE is an acronym representing the words: Select (S), Assess (A), Verify (V) and Evaluate (E). The model consists of five components. These are Self-awareness, Select & match; Assess & implement; Verify & monitor and Evaluate, conclude & follow-up.

THE SAVE MENTORSHIP MODEL

EVALUATE, END & OR FOLLOW UP
i.Has the mentorship relationship achieved its goals?
ii.Has transference of learning taken place?
iii.If there is need for follow-up, how shall it be done?

Evaluate, End & or Follow Up

Select & Match

SELECT & MATCH
i.What are the characteristics of the mentee?
ii.What are the needs and preferences of the mentee?
iii.What key mentorship qualities does the mentor possess?

Self-Awareness

VERIFY AND MONITOR
i.What needs to have been achieved at this point?
ii.Has it been achieved?
iii.What adjustments need to be made?

Verify & Monitor

Assess & Implement

ASSESS & IMPLEMENT
i.What are the goals of the mentee?
ii.What are the goals of the mentorship relationship?
iii.What relevant skills and experiences does the mentor possess?

SELF-AWARENESS
i.What are my values?
ii.What are my strengths and limitations?
iii.What are my needs and motivations?

SAVE Mentorship Model

Self-Awareness

The first and most prominent component of the SAVE model is self-awareness. Self-awareness is the main thrust of and central to the model and hence promoted throughout the mentoring process for both the mentors and mentees. Self-awareness is mutually crucial as it fosters growth for both of them. The mentor and mentee are expected to be aware of their strengths and limitations, values, personality traits as well as needs and motivations. This awareness serves several ends. Firstly, the mentor is able to create and maintain health mentorship boundaries and to avoid any unhealthy dual relationships. Secondly, it ascertains that the mentor neither meets his or her needs through the mentee inordinately nor imposes his or her values but rather, grows through the relationship and imparts the necessary values on the mentee. Further, through self-awareness, the mentor can continually work on his/her limitations. Besides, by being self-aware, the mentor can determine if they are fit for a particular mentee or specific areas in which the mentee needs help. This knowledge shall determine whether the mentor will require support or refer the mentee to a more experienced mentor. Lastly, the mentor is expected to promote self-awareness for the mentee.

Questions to ask:
  i. **What are my values?**
 ii. **What are my strengths and limitations?**
iii. **What are my needs and motivations?**

Select and Match

The second component is the selection of mentees and mentors; which is represented by letter 'S'. This is coupled with matching mentee to mentor. Both mentors and mentees possess different characteristics. Besides, mentees seek mentorship for various reasons; while the mentor holds unique experiences. Furthermore, the mentor and the mentee may have differing preferences. These are the very factors to be considered when selecting and matching the mentor to the mentee(s). Skipping this step could lead to a clash but when done appropriately can help create a 'mentorship fit'; which can be defined as the chemistry between a mentor and mentee. For effective mentorship to take place there must be a mentorship fit. It is an essential part of initiating and maintaining a mentorship relationship; enabling the mentor to be patient with the mentee and the mentee to open up to the mentor.

Questions to ask:
  i. **What are the characteristics of the mentee?**
 ii. **What are the needs and preferences of the mentee?**
iii. **What key mentorship qualities does the mentor possess?**

Assess and Implement

The third component of the model is assessment and is represented by letter 'A'. It is paired with implementation. The assessing begins with the goals or needs of the mentee. Helping the mentee set SMART goals is important as they inform the goals of the mentorship relationship or process. Next is the assessment of the mentor's skills and experiences. This helps in making a decision on whether there is need for the mentor to be coached or trained. If their experiences and skills are sufficient, the process of implementing the mentoring commences. If the mentor is self-aware, they may already know if they need any coaching or training. If they are not sufficiently self-aware, the implementation process begins with coaching a mentor on how to gain and maintain it. The mentor can also be trained on how to create an effective mentorship relationship, how to help the mentee to set SMART goals and other areas that may be needed for effective mentorship. No matter how experienced a mentor might be, there is always need for continuous growth and development for him or her to remain relevant. Empowerment should be an incessant process for mentors. At this point, the mentor and mentee shall also agree on a checklist to be used for monitoring and evaluating the mentorship process/relationship and the implementation continues,

Questions to ask:
  i. **What are the goals of the mentee?**
 ii. **What are the goals of the mentorship relationship?**
iii. **What relevant skills and experiences does the mentor possess?**

Verify and Monitor

The fourth element of the model is to verify through monitoring if the implementation is going on well. This step is represented by letter 'V'. The mentor and mentee shall conduct monitoring/appraisal at various points during the mentorship process using the checklist mutually agreed upon earlier. When they agree that the process is on course and that the mentees goals are being achieved, then the process progresses. If not, then the mentor and mentee shall agree on making the necessary adjustments.

Questions to ask:
  i. **What needs to have been achieved at this point?**
 ii. **Has it been achieved?**
iii. **What adjustments need to be made?**

Evaluate, Conclude and Follow-up

The last component of the model is evaluation which signified through the letter 'E'. Evaluation is coupled with conclude and follow-up is conducted at the end of the process. This is meant to determine whether the mentorship process has been successful. It will also determine if transference of learning has taken place. At this stage, the mentor must determine whether there is any need for follow-up and the modalities of carrying it out. If there is no need for follow-up, the process is concluded.

Questions to ask:
  i. **Has the mentorship relationship achieved its goals?**
 ii. **Has transference of learning taken place?**
iii. **If there is need for follow-up, and how shall it be done?**

N/B: The SAVE Mentorship Model is not a stage model but rather a process made of five components. Ideally, the process should progress from selection to follow-up. The process may however move back and forth as dictated upon by the needs of the mentorship process.

II. METHODOLOGY

The SAVE mentorship model was developed as protocol for a quasi-experimental study carried out in Kenya in a location known as Kiserian of Kajiado County. The study was titled "Effectiveness of Adult Male Participation in Formal Mentorship on Male Youth Self-esteem and Connectedness." The model was employed in Speed Mentoring which has demonstrated effectiveness. According to Cook, Bahn and Menaker (2010) Speed mentorship is a short-term affordable new technique employed in mentoring relationships which involves

brief connection between mentors and mentees. The study under discussion, espoused Speed Mentoring. This meant meeting with the treatment group for two meetings of approximately three hours each. The one hour was the time spent in the actual mentorship but there was about two hours of preparation before the mentor and two mentees were left on their own to have their session.

Self-awareness is the main thrust of the model and was promoted throughout the mentoring process for both the mentors and mentees. The second component is selection (S) of both mentees and mentors coupled with matching. The selection of the potential mentors was made using a list of twelve 12 qualities. These characteristics included good listening, success, trustworthiness, honesty, being non-judgmental, friendliness and humility. Besides, they also included wisdom, respect, flexibility, availability and involvement in youth issues. The potential mentors of 25 years of age and above were picked using these traits. For an adult male to qualify, he needed to have four or more of the stipulated qualities. Awareness was created on what the research was about; after which selection of the research respondents was done. The 13 study mentors were purposively sampled. On the other hand, the 52 out of school male youth selected through snowballing for the study were 15 to 23 years of age. In the first meeting, mentors filled their questionnaire. A Focus Group Discussion (FGD) was also held to collect their views on mentorship of male youth by adult males. The mentors were then each given a copy of the selection criteria for mentors and requested to choose the best four traits which in their view they possessed and to put their names on the list. The mentees too were asked to pick from the list the four characteristics which they desired most in a mentor and put them down on a piece of paper with their names on it. These lists were used to match a mentor to a pair of mentees.

The assessment of mentors coaching needs was done after they filled their questionnaire in the first meeting. Empowerment was however conducted in the second meeting as mentees were being pretested. After this, mentorship session kicked off. Through coaching, the mentors were helped on how to create self-awareness, increase the mentees' self-esteem and help them to understand the importance of connectedness. After the mentors had conducted mentorship, they were debriefed through a final Focus Group Discussion as the mentees were being post tested.

III. RESULTS

Self-esteem is a measure which can indicate the scope in which one feels fruitful and acknowledged by significant others; and thus high esteem is a pointer to success (Holt et al., 2012). Rosenberg's Self-Esteem Scale was used for measuring mentees' self-esteem. The scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem. The analysis was carried out using ANCOVA.

Table: Male Youth Self-esteem Enhancement through SAVE Mentorship Model

Tests of Between-Subjects Effects

Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	748.281[a]	2	374.140	47.712	.000	.661
Intercept	939.611	1	939.611	119.824	.000	.710
PRETEST	1.954	1	1.954	.249	.620	.005
Group	743.786	1	743.786	94.851	.001	.659
Error	384.239	49	7.842			
Total	23855.000	52				
Corrected Total	1132.519	51				

a. R Squared = .661 (Adjusted R Squared = .647)

The study findings on Table 1 show a significant ($F(1,49)94.851, p=.001$) difference between the pretest and posttest self-esteem of mentees. The hypothesis which asserted that the use of SAVE mentorship Model is significantly effective in enhancing male youth self-esteem was accepted at α=0.05.

Connectedness denoted male youth understanding of the concept of friendship and the important aspects that form healthy relationships with peers. The scale used in measuring male youth connectedness contained nine (9) items. Eight (8) of these items aimed at determining male youth understanding of the friendship concept coupled with the ability to engage in healthy relationship with peers. The highest mark was 40 while the lowest was 8 points. The score ranges were as follows:

33 – 40: High Connectedness
25 – 32: Moderate Connectedness
17- 24: Fair Connectedness
 8- 16: Low Connectedness

Table 2: Male Youth Connectedness Enhancement through Formal Mentorship

Tests of Between-Subjects Effects

Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1498.411[a]	2	749.205	114.135	.000	.823
Intercept	302.425	1	302.425	46.072	.000	.485
PRETEST	65.161	1	65.161	9.927	.003	.168
Group	1193.891	1	1193.891	181.878	.001	.788
Error	321.647	49	6.564			
Total	57987.000	52				
Corrected Total	1820.058	51				

a. R Squared = .823 (Adjusted R Squared = .816)

After the mentorship intervention, mentees' connectedness improved from 29.31 to 38.12 (8.81 points). The ANOVA analysis is depicted on Table 2 and point to a significant (*F(1,49)=181.878, p=*.001) difference between the pretest and posttest of mentees' connectedness. The hypothesis which asserted that the use of SAVE mentorship Model is significantly effective in enhancing male youth connectedness was accepted at α=0.05.

IV. DISCUSSIONS

The study in part aimed to establish the effectiveness of SAVE mentorship by adult males in enhancing male youth self-esteem and connectedness. SAVE mentorship was found to be effective in increasing male youth self-esteem and connectedness. The self-esteem mean rose by 7.89 points from 16.81 to 24.70 while the connectedness mean also increased with 8.81 points from 29.31 to 38.12 after mentorship. Inferential statistics from the data analyzed propose that these changes were significant at α =0.05. The means on connectedness indicate marked improvement on the understanding of what friendship entails and the knowledge of how to make friends. With the new understanding of what friendship entails, the number of friends the mentees indicated as having fell across the age groups, from 7 friends and above to 4-5 friends.

V. CONCLUSIONS

Formal mentorship works in heightening male youth self-esteem and connectedness. The use of SAVE mentorship model made the mentorship easier to implement and monitor by offering clear and elaborate steps to follow.

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