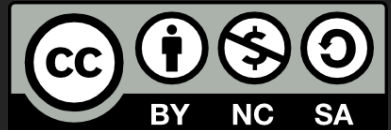


# What does authentic excellence in doctoral mentoring look like?

A/Prof Martin Andrew



# Trajectory

- The lexical ambush
- Semantics: excellence, mentor, authentic
- Insights from the oracle
- Project and methodology
- Let the voices sing!
- “Authentic excellence” themes



# The Lexical Ambush

## Neoliberal nominalisations

Rationalisation

Intensification

Privatisation

Marketisation

Metricisation

Responsibilisation

- (Barker, 2017)

## Lorenz (2012)

- “New public management ... parasitises the everyday meanings of (its) concepts ... and simultaneously perverts all their original meanings” (Lorenz, 2012, p. 600).
- The “bullshitter”, Lorenz (2012) tells us, “is only interested in effects and does not necessarily believe in what [they] states [themselves]” (p. 560).

Bingo Card ID 001

## Faculty Meeting BINGO

METRICS	AUDIT MEASUREMENT	RATINGS	ENGAGEMENT	TRANSPARENCY
BUSINESS MODEL	IMPACT FACTOR	RESILIENCE	EFFICIENCIES	MODERATION
FLEXIBILITY	INNOVATION	FREE SPACE	SUSTAINABILITY	BEST PRACTICE
OPERATIONAL PLAN	RESTRUCTURE	AGILITY	CHANCE MANAGEMENT	PBRF RATINGS
PERFORMANCE PLAN	COMPLIANCE	PRODUCTIVITY	PERFORMATIVITY	ACCOUNTABILITY

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Bingo Card ID 002

## Faculty Meeting BINGO

MODERATION	INNOVATION	EXCELLENCE	PRODUCTIVITY	METRICS
VIABILITY	COMPLIANCE	EFFICIENCIES	CHANCE MANAGEMENT	RESILIENCE
MERIT	BUSINESS MODEL	FREE SPACE	OPERATIONAL PLAN	PERFORMANCE PLAN
SUSTAINABILITY	RATINGS	RESTRUCTURE	BENCHMARKING	CONSULTATION PERIOD
BEST PRACTICE	AGILITY	AUDIT MEASUREMENT	EMPLOYEE SUPPORT PROGRAMMES	PBRF RATINGS

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# The Lexical Ambush

## **‘Excellence’ Colonised**

“The appeal to excellence by university CEOs now functions like a corporate logo, hyping efficiency while denuding critical thought and scholarship of any intellectual, civic, and political substance”(Giroux, 2009, p. 673)

## **How long is a piece of string?**

“Since excellence is a measure of a thing, and since everything in post-secondary education is committed to excellence, everything must be measured”  
(Saunders & Ramírez, 2017, p. 399)

# Performing 'Excellence'

The “performative worker” ... “a promiscuous self, an enterprising self, with a **passion for excellence**” (Ball, 2003, p. 16)

- Foucault's '*homo oeconomicus*' (1982) → “Excellence in Research” for Australia (ERA)
- “Academic star complex” → “narcissism, insecurity, envy...” (Fleming, 2021, p. 116)

“The ideal citizen... is a sophisticated, competitive, innovative and enthusiastic participant in the global economy, ever ready to apply what he or she knows (from research or other activities) to the goal of creating [what the 2002 PBRF Working Group called] a ‘prosperous and confident nation’” (Roberts, 2007, p. 363).



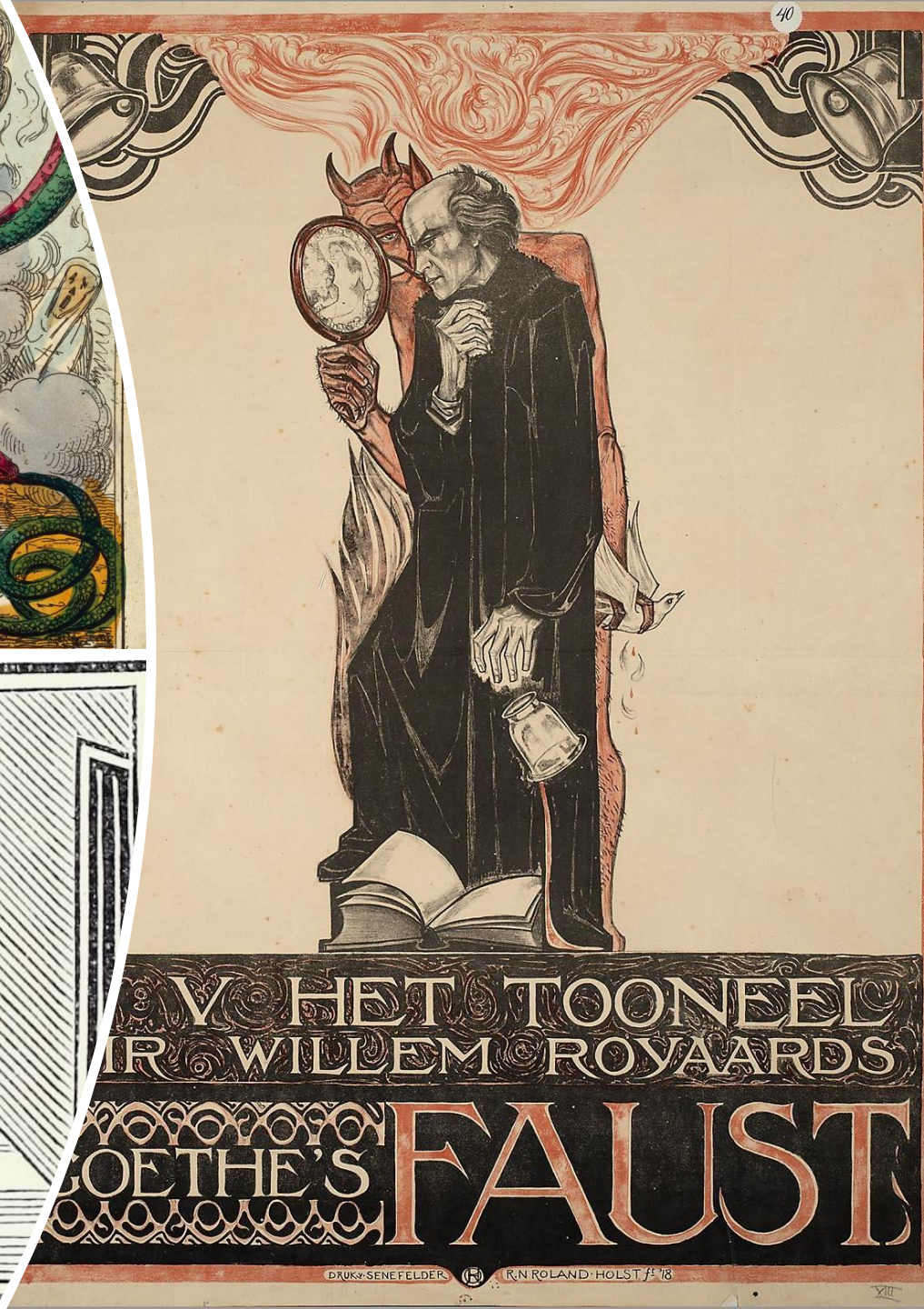
# Performing 'Excellence'

"Values that an academic might seek routinely to profess to uphold in one's work such as a commitment to reason, objectivity, public responsibility, and the pursuit of knowledge are routinely compromised, thwarted, trivialised, or dismissed by those above them" (Tregear et al., 2022, p. 45)





Ball, S. J. (2003). The teacher's soul and the terrors of performativity, *Journal of Education Policy*, 18(2), 215-228.



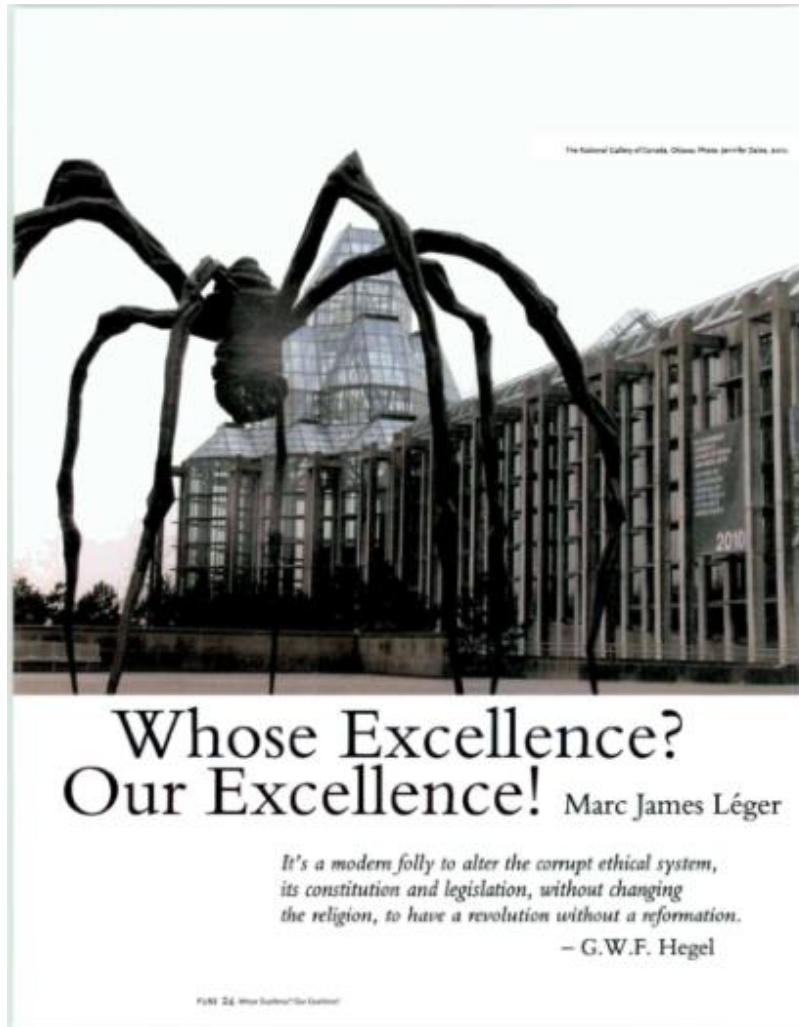


**Whose Excellence? Our Excellence!**

Léger, Marc James

*Fuse Magazine*, Summer 2010; 33, 3; ARTbibliographies Modern (ABM)

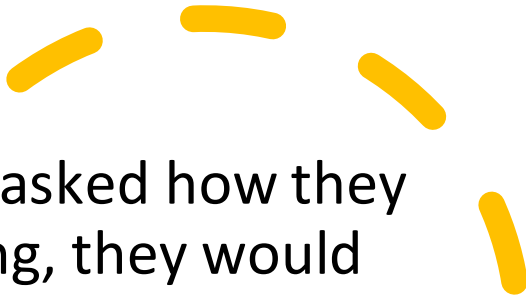
pg. 24



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## Whose 'Excellence'?



If organisational leaders were asked how they measure the impact of teaching, they would probably refer to key performance indicators, such as retention rates, completion levels, and destination surveys ...

However, I would argue that, while those measures are certainly important, if learners were asked the same question, these elements would not come into play (Goode, 2022, p. 1).

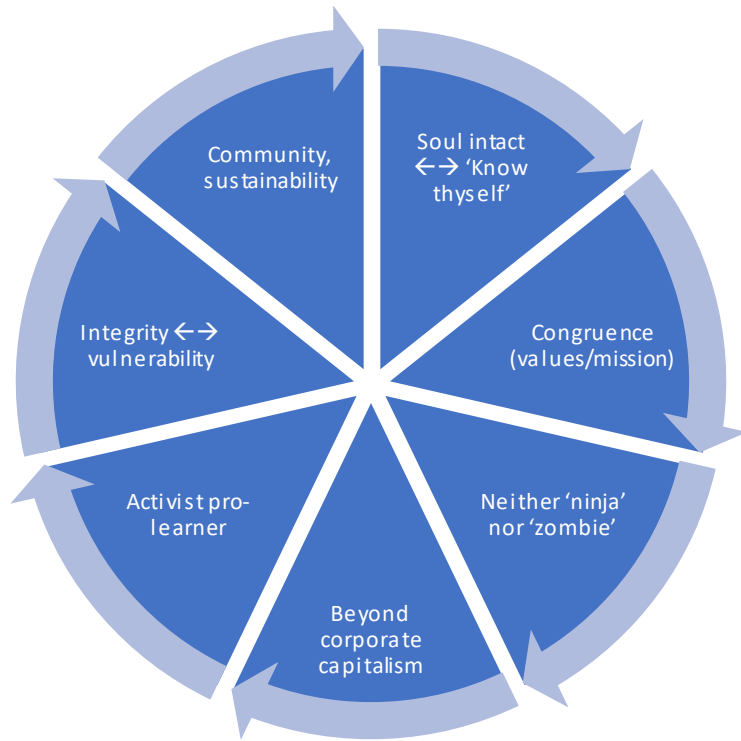
# Beyond Supervision and Advising

- Critically examining 'excellence' Grifoll (2016, p.96) understands excellence "as a link between innovation and the aim of moving up to better societies".
- This fits the view that excellence lies in what is fresh and distinctive about practice.
- It matches the transformative agenda to improve individuals, organisations and communities.



# Beyond Supervision and Advising

## The authentic



## Instinctive or learned?

*Mindful leadership*

Adapting lived experience to the personalities, sensitivities, needs, and motivations of others to help them succeed

(Goleman et al., 2017)

# Beyond Supervision and Advising

## The mentor

- Guide, coach, co-traveller
- Learner-centred, relational
- Transformative agency
- Negotiated, two-way knowing
- Virtuous leadership
- Tikanga Māori
- Iwi-based potential
- *Tuakana-teina*

## “Mentor” literature unhelpful

Career and psychosocial (Kram, 1985)

Mentoring: “a nurturing process in which **a more skilled or more experienced person**, serving as a role model, teaches, sponsors, encourages, counsels and befriends **a less skilled or less experienced person** for the purpose of promoting the latter’s professional and/ or personal development” (Anderson & Shannon, 1988, p. 40)

# Sage, Muse, Mentor





# The Prodigè

Rose's (2003) 34-item Ideal Mentor Scale (IMS): Integrity, Guidance, Relationship

## Svengali



## Higgins



# Appendix (Rose, 2003)

## *Integrity*

Give proper credit to graduate students  
Prefer to cooperate with others than compete with them  
Respect the intellectual property rights of others  
Be a role model  
Be calm and collected in times of stress  
Treat me as an adult who has a right to be involved in decisions that affect me  
Inspire me by his or her example and words  
Accept me as a junior colleague  
Advocate for my needs and interests  
Generally try to be thoughtful and considerate  
Value me as a person  
Believe in me  
Recognize my potential  
Work hard to accomplish his/her goals

## *Guidance*

## *Guidance*

Show me how to employ relevant research techniques  
Give me specific assignments related to my research problem  
Help me to maintain a clear focus on my research objective  
Brainstorm solutions to a problem concerning my research project  
Help me plan the outline for a presentation of my research  
Help me investigate a problem I am having with research design  
Meet with me on a regular basis  
Help me plan a timetable for my research  
Provide information to help me understand the subject matter I am researching  
Be generous with time and other resources

## *Relationship*

Take me out for dinner and/or drinks after work  
Be interested in speculating on the nature of the universe or the human condition  
Rarely feel fearful or anxious  
Be seldom sad or depressed  
Talk to me about his or her personal problems  
Be a cheerful, high-spirited person  
Have coffee or lunch with me on occasion  
Keep his or her workspace neat and clean  
Relate to me as if he/she is a responsible, admirable older sibling  
Help me to realize my life vision

# Insights from the Oracle

Tuakana → Sage / Sensei

“... the mentor has significant knowledge about what the mentee is experiencing, because they **were once in that position and have lived experience** of what is being faced” (Megginsson & Clutterbuck, 2005)

Insights from Mataiti  
(2020, p. 20)

“Facilitators have many interrelated, paradoxical roles and the skill is in knowing when to be what and **remaining fluid and being able to move in any direction.**

They need to form a partnership of learning where there is **genuine and mutual respect.**

The manner in which they co-travel ... is a **dynamic goal-oriented process** in which **critical reflection** is the focus” (Ker, 2017).



# Whakahuihui katoa

Understanding	Understanding the mentor/tuakana: mentee/teina relationship
Nurturing	Nurturing āwhinatanga, the quality of caring critical friendship;
Cherishing	Cherishing manaakitanga and our learners' mana;
Building	Building whanaungatanga, and trust-based relationships;
Giving	Giving parameters for kotahitanga, the shared understanding of our journey together.

# Project and Methodology

- Needs of new mentors (2018-)
- Textual exchanges with mentors, learners  
→ I am data
- Qualitative, naturalistic, interpretative
- Thematic narratives, authentic voices
- One line of enquiry was on characteristics of a good mentor



Leadership in the Master of Teaching English to Speakers  
of Other Languages (MTEOL) in Vietnam Team

From the College of Business  
Dr Martin Andrew and  
Professor Terquam McKenna

From Student Academic Development  
Dr Fiona Henderson

VICTORIA  
UNIVERSITY

# Let the Voices Ring!

korero practice listener empathetic voices  
reflective solid-shoulders honest  
critical values-diversity sagacious network  
read eye-on flexible-approach extensive  
knowledgeable accepting non-judgmental  
kind sound-support the-timeline candid  
nerd commitment perspectives reader  
constructive-feedback open grounded  
logical facilitative effective-communication  
heeds-various skilful goal-oriented  
strong-support well-resourced hears-my  
walking-dictionary resource open-hearted



# Let the Voices Ring! Chat GPT



- . Building a relationship
- . Focusing on goals
- . Providing feedback

Help mentees  
define their goals  
(but never decide  
goals for them)

Reduce  
uncomfortable  
power dynamics

Turn off  
notifications

Be consistent, not  
rigid

Have an agenda

Define what's on  
and off-limits  
(boundaries)

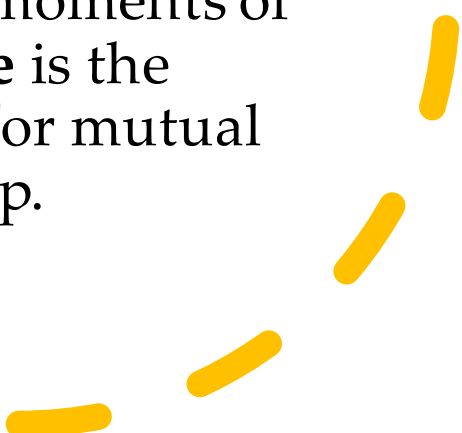
Mentors need  
their own sounding  
boards

Explore non-  
resume  
information



# Let the Voices Ring!

The components of excellence in mentoring are embodied in the dispositions of the individual facilitator and constitute a careful balance of **judgement, intuition, compassion** and **expertise**. **Judgement** refers to supporting the learner by careful guidance - meeting the milestones, signposting and referring the learner when they meet the roadblocks of over-reading, underwriting or misdirection. Intuition relies on the core skills of listening and observing and checking in on the learner in terms of how they are feeling about their learner experience and progress. **Compassion** is the demonstration of support and empathy for the learner at moments of challenge, overload and stress. **Expertise** is the deployment of subject matter expertise for mutual benefit within the facilitation relationship.



# Let the Voices Ring!

## ***What is mentoring?***

It's a recognition that the 'mentee' is developing in their critical analysis of a certain topic/area

The most important aspect is the whānaungatanga – the relationship between the mentor

The reciprocity of respect from both is also key

A good mentor/s shows empathy and keeps the space for whatever comes out

While it sounds a bit like therapy, the time in 'session' is like academic therapy

# Let the Voices Ring!

The mentor needs to understand the **psychology** of their student, and to **find a way of communicating** with the students that **motivates** them and **brings out the best** in them. **Build relations** based on **mutual respect** and **trust**. **Understand** the strengths and weaknesses of the students (and your own). **Enjoy** the process.

I'm conscious of **holding the space for the learner to make their own decisions** about the directions they take in their inquiry. At the same time consistently **reviewing the parameters of the requirements** for the artefact, **to provide guidance**. I've learned that **meeting progress deadlines** allows the learner, and me as a mentor, time to review the work done, and to make changes or additions if needed to **strengthen the work**.

# Let the Voices Ring! (Mentor)

- Having a wide skill set from experience and knowing which skills to draw on, to suit different scenarios
- Understanding different communication styles and learning styles and adapt to the students
- Being clear on timelines for the project and to also manage one's own time.
- Building a deep trust bond over time
- Staying in a learning space alongside the student
- Staying forwards-focused on what can be done now, in place of what might happen



efficiency  
communication



Con

vestment



# Let the Voices Ring!

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I have found that certain components contribute to excellence in mentoring.

1. **Empathy and understanding:** A mentor who demonstrates empathy and understanding is crucial for any chance of my success as a candidate, as it creates a supportive environment where I am comfortable discussing my challenges.
2. **Structure and organization:** Unique approaches are required for individuals to stay organized and manage time effectively. A mentor who advocates for me to design ways to manage my own structures and methods to manage these considerations significantly improved my productivity and overall experience.
3. **Effective communication:** Regular check-ins and open communication between mentor and mentee were essential for my success (Eby et al., 2013). These check-ins allowed for the identification of potential roadblocks and provided opportunities for ongoing feedback and support.

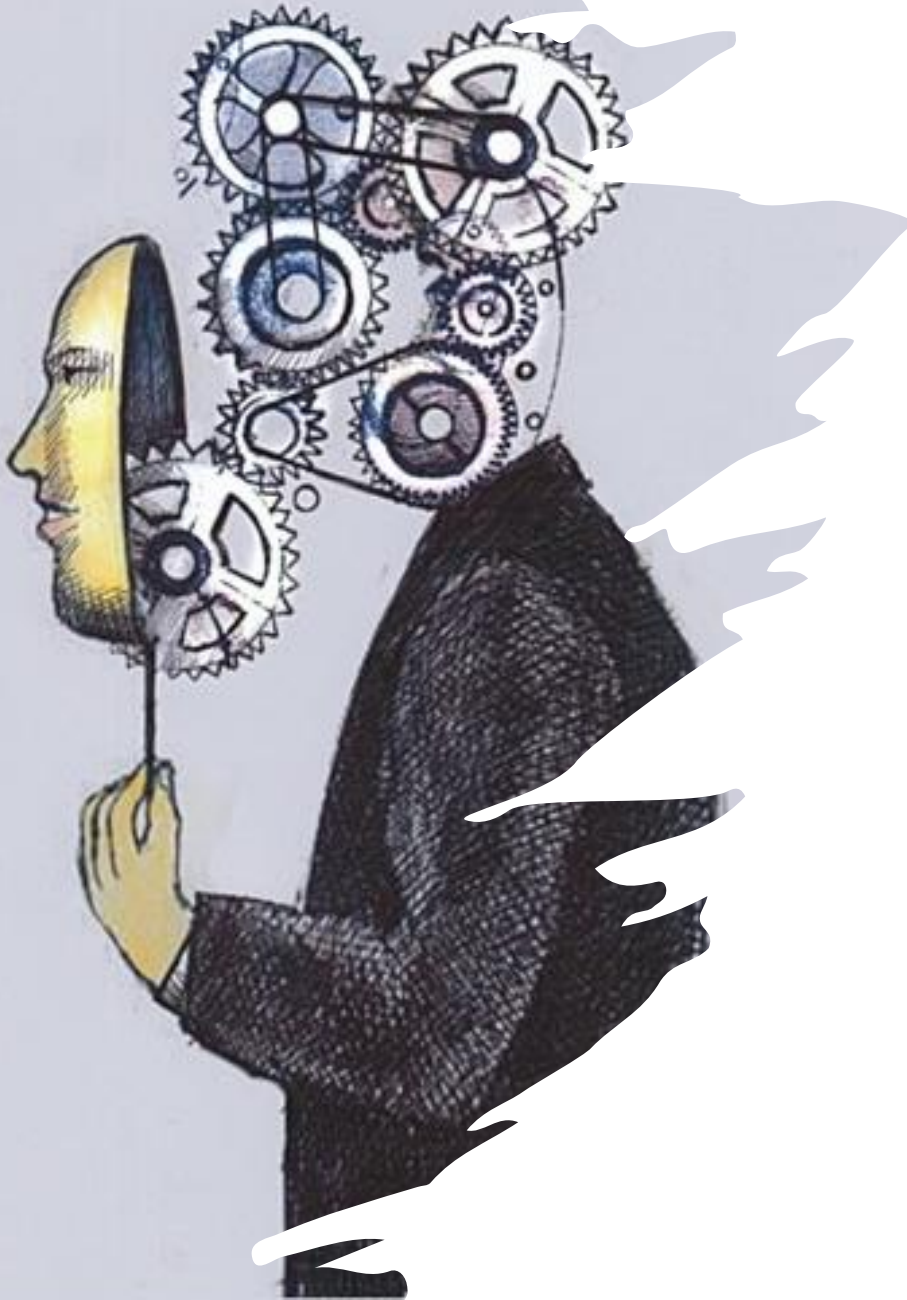
# Let the Voices Ring!

**4. Goal-setting and accountability:** A mentor who helps me set realistic goals and holds me accountable for my progress improved my motivation and increased the chances of my success (Tinto, 2017).

**5. Tailored support:** Mentors who are knowledgeable about [learners' conditions] and can provide specific strategies or accommodations tailored to the mentee's needs are particularly effective.

**6. Networking and professional development:** A mentor who actively helps their mentee to build a professional network and develop relevant skills can significantly improve the mentee's career trajectory (De Janasz & Sullivan, 2004).

- “Mentoring of any note develops over time, it's a relationship”.



# “Authentic Excellence” themes

- Empathy,
- Understanding,
- Structure,
- Organisation,
- Effective communication,
- Goal-setting,
- Accountability,
- Tailored support,
- Assistance with networking and professional development.

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