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**Humanistic Professionals' perception on Workplace Mentoring to support professional and personal wellbeing: A Narrative Inquiry**

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# Main Objective, Research Question and Methodology

❖ This narrative study portrays a longitudinal study through the perspective of **four humanistic seasoned practitioners** in the management, education, health, social welfare and law fields, regarding the wellbeing experiences or lack of, within their own fields of practice, which in turn may permeate their personal lives.

❖ The **main objective of this study** is primarily: To evaluate in depth narratives and experiences of four seasoned humanistic professionals and in turn analyse if such accompaniment through mentoring, arising through understanding of compulsory supervision in therapeutic practices, can enhance the personal wellbeing and professional domain of professionals.

❖ Accordingly, my **main research question** is: *From the narratives and experiences encountered, how can mentoring impact the personal and professional wellbeing of practitioners within diverse humanistic fields?*

❖ **Narrative Inquiry** is the methodology of choice as it encompasses the voice of the respondents, together with the reflexivity of the researcher through the collated narratives and consequent analysis of narratives.

# Inception of the Study

❖The inception of this study, its research theme, rationale, and objectives stem from what Narrative Inquiry terminology refers to as justifications encompassing: personal, practical and social justifications (Clandinin, 2013).
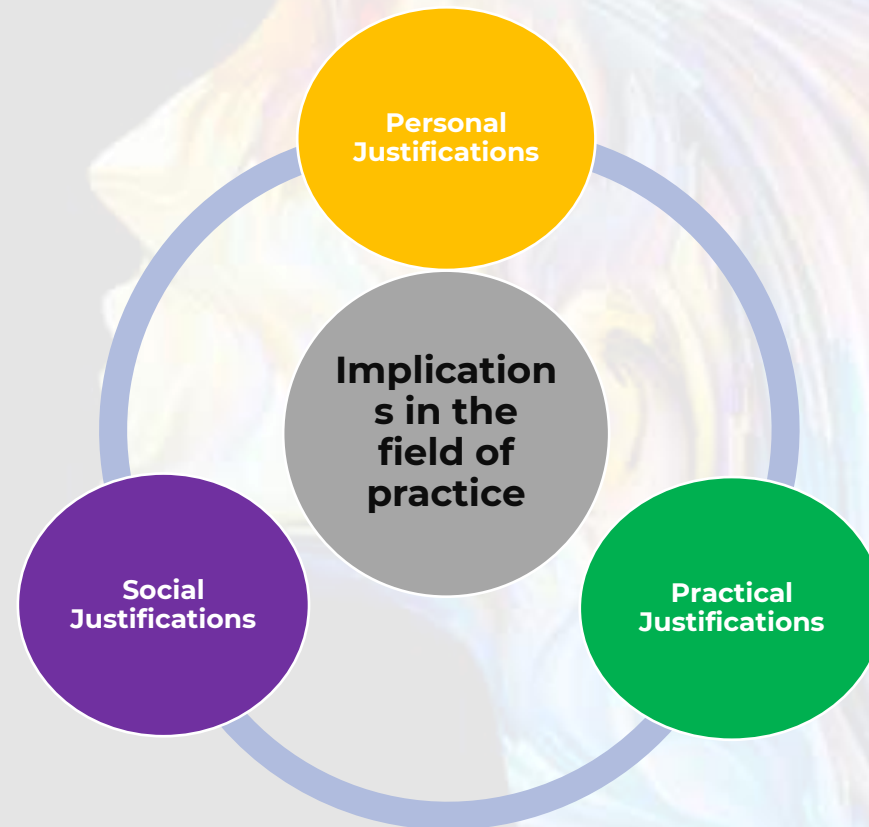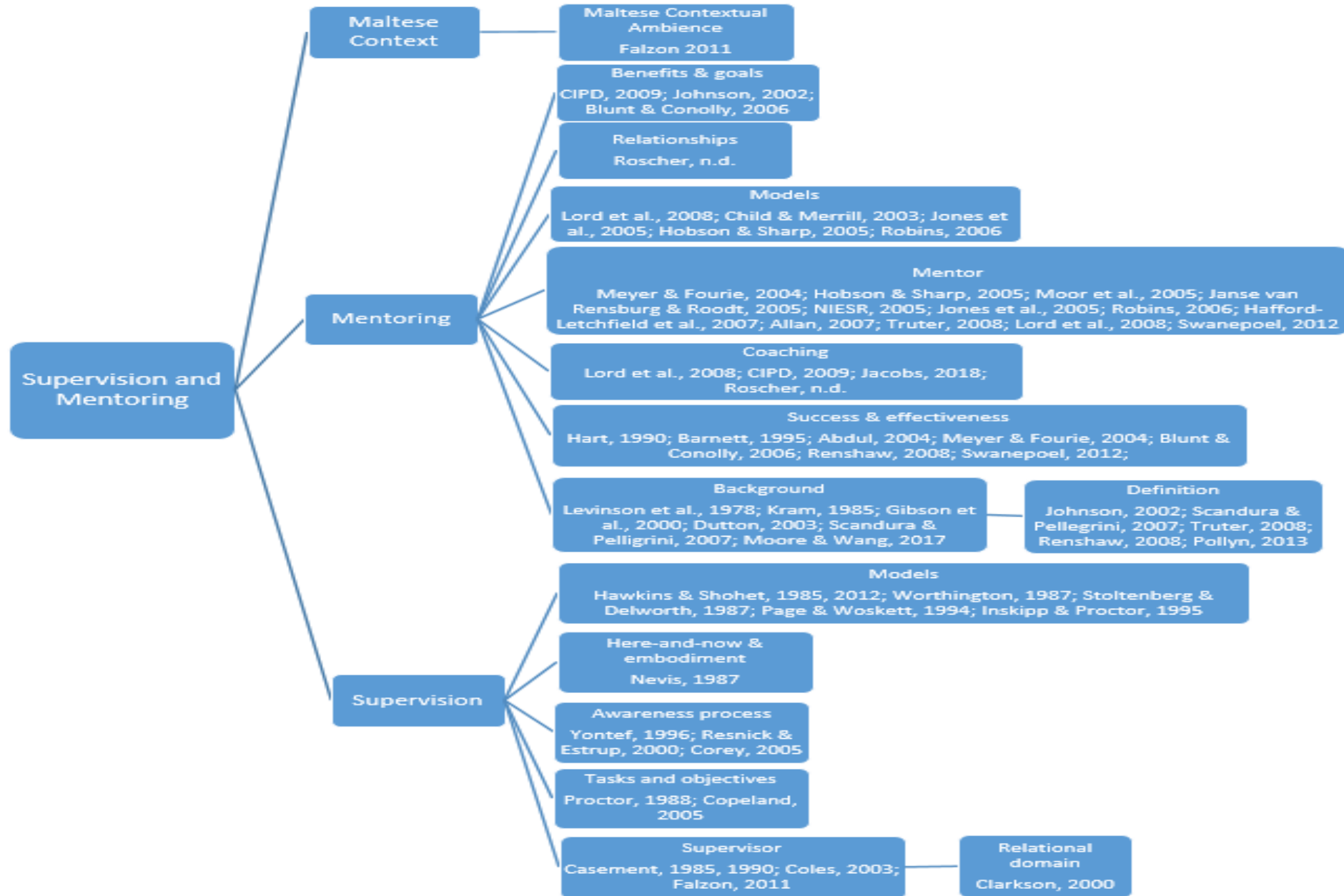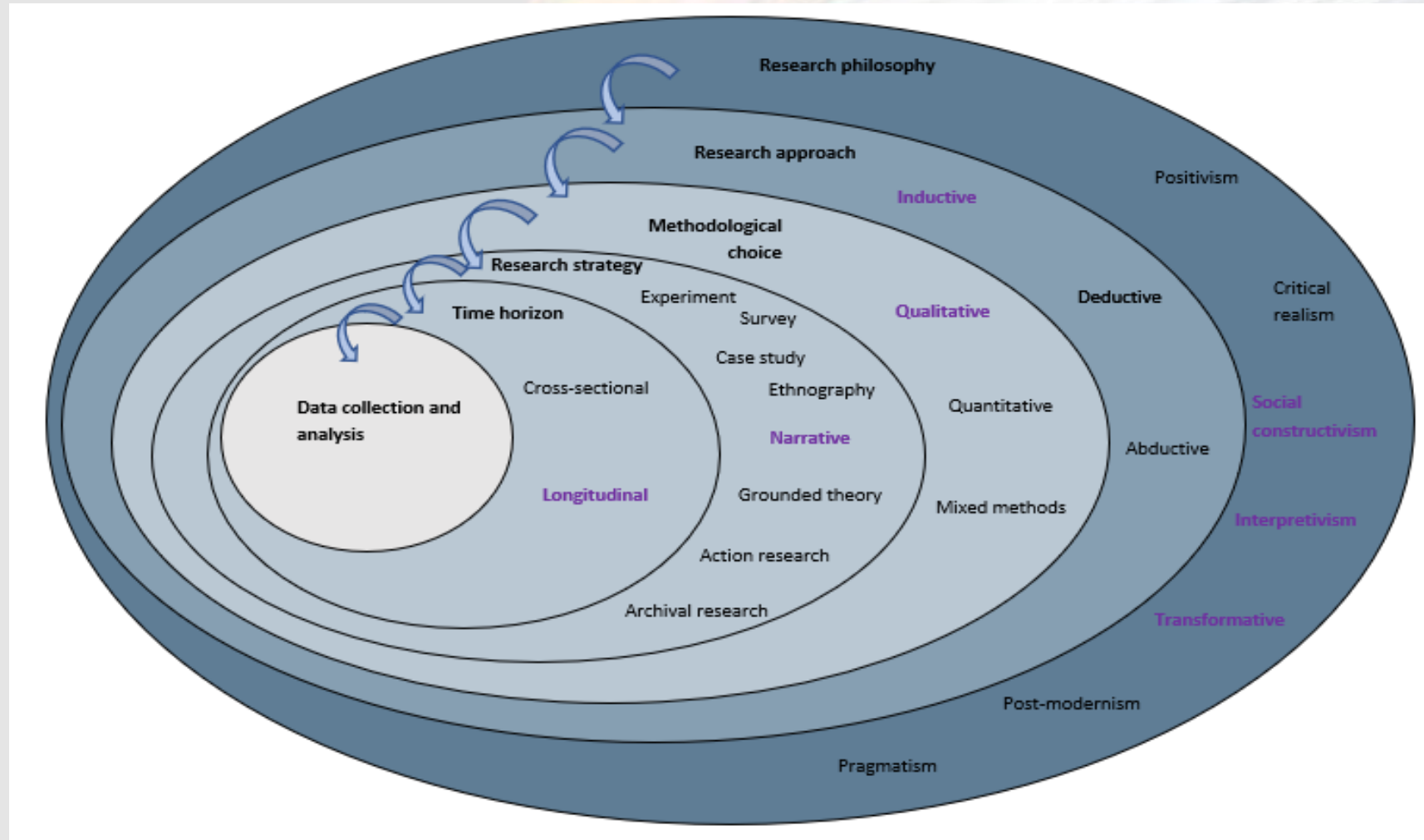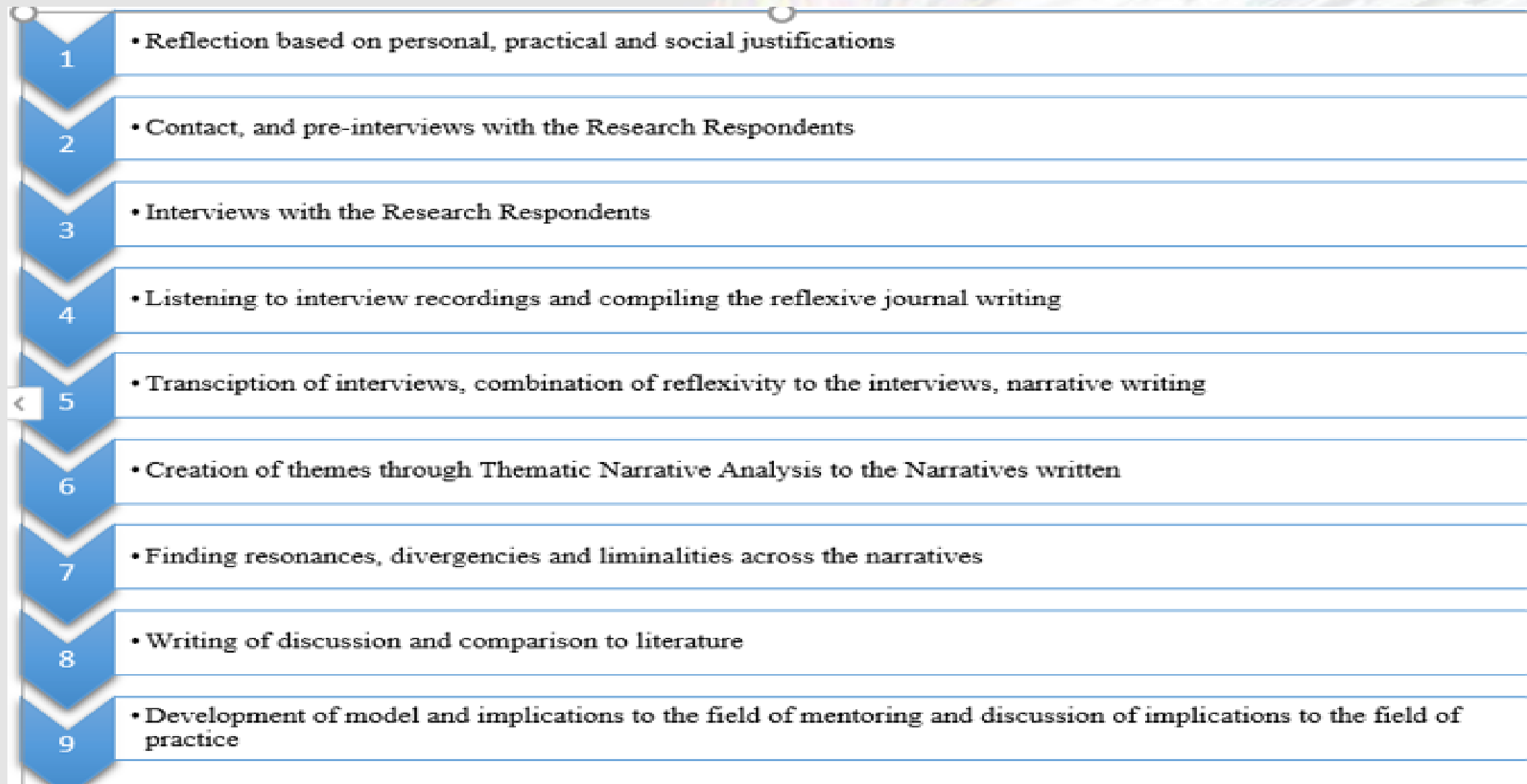
# Underpinned Mentoring Definition

❖According to Renshaw (2008), **mentoring** is: ...a **development process**, including **elements of coaching, facilitating and counselling**, aimed at **sharing knowledge** and encouraging **individual development**. It has a **longer-term focus** [than coaching] designed to foster **personal and professional growth** and to help an individual place their creative, personal and professional development in a **wider cultural, social and educational context**... (Renshaw, 2008, p. 11)

❖Throughout this research, I refer to mentoring as including the same aspects alluded to in the above quote, as well as the **normative, formative, organisational and contextual facets, and restorative and supportive** aspects of practitioner supervision.

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# Research Methodology, Methods and Ethical Considerations

Adapted from Research Methods for Business Students, by Saunders et al., 2019, p. 130. Pearson Education Limited.

# Research Process

| | |
|---|---|
| 1 | • Reflection based on personal, practical and social justifications |
| 2 | • Contact, and pre-interviews with the Research Respondents |
| 3 | • Interviews with the Research Respondents |
| 4 | • Listening to interview recordings and compiling the reflexive journal writing |
| 5 | • Transciption of interviews, combination of reflexivity to the interviews, narrative writing |
| 6 | • Creation of themes through Thematic Narrative Analysis to the Narratives written |
| 7 | • Finding resonances, divergencies and liminalities across the narratives |
| 8 | • Writing of discussion and comparison to literature |
| 9 | • Development of model and implications to the field of mentoring and discussion of implications to the field of practice |

# Research Design

❖**Purposive Sampling:** recruiting seasoned participants who can provide in-depth and detailed information about the phenomenon under investigation.

❖Semi-Structured **Narrative Interviewing**: Discursive and collaborative in-depth practice, giving space to conversation and narrative accounts.

❖**3 Dimensional Commonplaces in Narrative:**  Temporality, Sociality and Place

❖**Ethics:** Procedural ethics, Situational ethics, and Relational ethics (Tracy, 2010)

❖The Final Narrative is a process of  field, interim and final texts and researcher reflexivity

❖**Use of Thematic Narrative Analysis**

❖In order to be rigorous and thorough in compiling the resonances and divergences, **MAXQDA,** *a software program designed for computer-assisted qualitative and mixed methods data, text and multimedia analysis*,  was used.
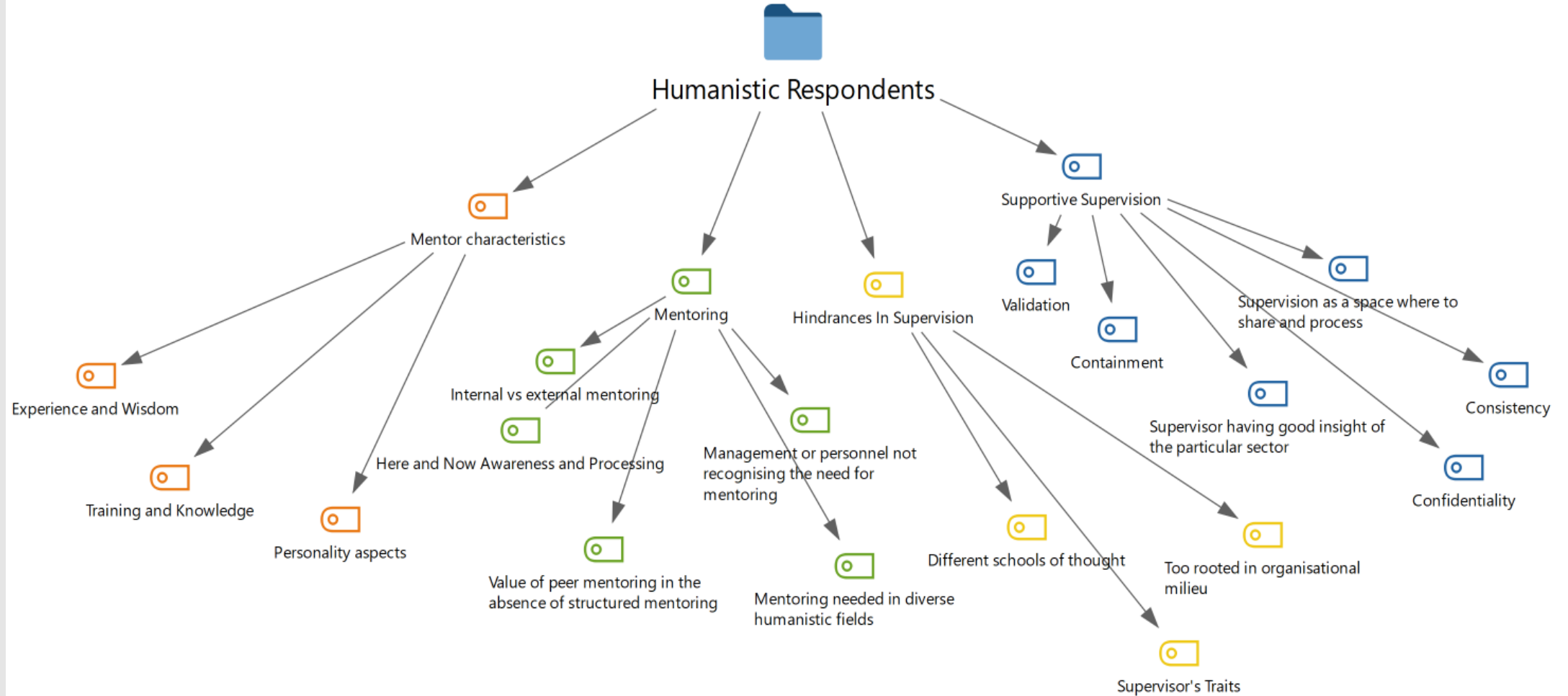
# Model using MAXQDA



**Humanistic Practitioners Emergent Themes Model**

Humanistic Respondents

- Mentor characteristics
  - Experience and Wisdom
  - Training and Knowledge
  - Personality aspects
- Mentoring
  - Internal vs external mentoring
  - Here and Now Awareness and Processing
  - Value of peer mentoring in the absence of structured mentoring
  - Management or personnel not recognising the need for mentoring
  - Mentoring needed in diverse humanistic fields
- Hindrances In Supervision
  - Different schools of thought
  - Too rooted in organisational milieu
  - Supervisor's Traits
- Supportive Supervision
  - Validation
  - Containment
  - Supervisor having good insight of the particular sector
  - Supervision as a space where to share and process
  - Consistency
  - Confidentiality

# Succinct Main Findings

**1a. Supportive and Hindering** aspects in mentoring

**1b. The need** for beneficial and professional mentoring in diverse **humanistic fields**

**1c. Mentor characteristics** needed for constructive mentoring

**2. Recommendations** for the application of workplace mentoring

**3. Model** emerging from the collaborative and reflexive voice in the narratives and consequent analysis

# Supportive and Hindering aspects in mentoring

**Diverse supportive and hindering aspects were mentioned by all respondents which also concurred with literature, amongst which are for mentoring to act as a:**

- *Supportive and positive time*
- *Positive accompaniment*
- *Containing, validating, safe and genuine space*
- Space for a *reflective process* to aid the practitioner become an *agent of continuous professional growth and formation*

# The need for beneficial and professional mentoring in diverse humanistic fields

❖All respondents focused on the effects of the **spill over of their professional fields in their personal life.**

❖Beneficial consequences of mentoring for the organisation mentioned were; **employee retainment, better service provision, and improved collegial relational dynamics**.

❖*The option to choose/accept/reject an internal mentor*

❖*The possible combination of individual and group mentoring*, *formal and informal mentoring, and peer mentoring* in fields where direct contact with clients may subject the service provider to secondary trauma.

# Mentor characteristics needed for constructive mentoring

The **relationship with the mentor** was one of the strongest elements discussed by research respondents.

Some of the mentioned **mentor characteristics** needed for positive mentoring were:

- The ability to create healthy ethical boundaries but at the same time a positive and genuine professional relationship

- Relational mindfulness

- Open dialogue

- Positive personality

- The need for the mentor to have experience and wisdom, being knowledgeable, and be well-trained.

- In this regard, this study gives a strong indication to humanistic therapies that **well-designed training, including aspects of personal and professional formation, is needed in mentoring**, rather than merely attending a short course, or solely having experience in the field of practice.

# Mentoring Implementation Process Model

Obtain autonomous and anonymous feedback from staff for the mentoring support needed

Set the objectives based on the feedback given

Plan the envisaged mentoring process according to the mentoring objectives and organisational context

Get leadership feedback and consensus and in turn, that of the employees who are identified as potentially benefiting from the mentoring programme

Promote the programme

Plan a small scale programme to test efficacy with the identified participants

Match mentors and mentees

Implement the mentoring programme with clear boundaries and regular feedback

Collect follow-up feedback on the programme's consistency and relational matching between mentor and mentee

Implement any changes emerging from the feedback reflexivity

Test efficacy of the programme in context

Execute any changes needed or enhancements to be implemented for wider implementation

Launch a wider programme to reach more employees

Test efficacy

Training in in-house mentoring for internal support systems

# Final Conclusion

- This research **strongly attests** to the **applicability of mentoring** implemented in diverse humanistic fields supporting the professional and personal experiences of practitioners.

- The **implementation of mentoring practices,** though understandably laborious, is worth serious consideration.

THANK YOU FOR YOUR ATTENTION

QUESTIONS AND CLARIFICATIONS ARE WELCOME