MENTOR AND MENTORSHIP: FACING THE CHALLENGES OF UNIVERSITY ADMINISTRATION IN THE 21ST CENTURY

PAPER DELIVERED

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ALL PROTOCOLS OBSERVED,

1.0 **<u>INTRODUCTION</u>**

It is indeed a great pleasure for me to be in this University. I appreciate the Vice Chancellor, the Registrar and other Principal Officers of the University for approving this training for my colleagues and other eminent University functionaries. Association of Nigerian University Professional Administrators (ANUPA) holds the Vice Chancellor in high esteem for believing in training and re-training of the University workforce.

Within a short period of time, Federal University, Dutsin-Ma has carved a niche for itself in the comity of Nigerian Universities that form bulk of ANUPA. This enviable and laudable development is equally played out today by the commitment of the University Management to the effectiveness and efficiency of Administrators. The Vice Chancellor sir, I say kudos to you for this giant stride!

Training, re-training and development of Administrators are very crucial to the realization of the goals, vision and mission of a University. It is no gainsaying that no organization can perform beyond the level of the competency of its leadership. Any successful organization, attaining its set objectives and goals, has in its stead, competent, effective and efficient workers. This is why administrators who are facilitators of academic processes in University should carve niche of excellence for their services. They need to equip themselves with up-to-date and modern tools and prove their mettles as professionals.

It is a fact that administrators exist in the University to shoulder academic processes so as to enable the academics focus their attention on their major responsibilities of researching, teaching and applying their knowledge to the society. In fulfillment of this specific assignment which is variedly embedded with other laydown and statue-enabled actions, there is a definite need for administrators to gain experience, perspective and managerial skills necessary for the attainment of goals and objectives of the University. Administrators cannot therefore afford not to be fully entrenched in their callings.

Training and re-training could be achieved through organized outlets such as workshops, seminars and symposia. The only inhibition to these outlets is that they have a short span and such trainings are usually not in-depth. The need is, therefore, identified that administrators, at a particular period, need to be equipped on daily basis. This brings us to the topic of today's presentation: *Mentor and Mentorship: Facing the Challenges of University Administration in the 21st Century.*

2.0 **Definition of Key Concepts**

There are five (5) major concepts in the topic of our discussion. These are: "Mentor", "Mentee", "Mentorship", "Challenges" and "University administration".

I intend, from there, to dig into mentoring processes, objectives, expectations and its advantages. Together, we would see how the advantages embedded in mentoring could address the Challenges of University Administration in the 21st Century.

Mentor:

A Mentor is a trusted counselor or a guide. A tutor, a coach, a pilot, a shepherd, a chaperon, an instructor, who inculcates, one who indoctrinates, one that fosters the norms, traditions and culture of a specific working environment. A Mentor is a superintendent, a supervisor, a trainer, an overseer, a teacher who is duty-bound to assist and facilitate the realization of the goals of an establishment through the "upbringing" of its workforce.

Summarily, Oxford Advanced Learner's Dictionary defines a mentor as "an experienced person who advises and helps somebody with less experience over a period of time".

Mentee:

Mentee as stated in the above quoted dictionary is "a person who is advised and helped by a more experienced person over a period of time".

Mentorship:

According to Wikipedia free encyclopedia,

> *Mentorship refers to "a personal developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person. The receiver of mentorship was traditionally referred to as protégé or apprentice but with the institutionalization of mentoring the more neutral word "mentee" was invented and is widely used today"*

Mentoring:

Because our attention is to the functionality of the word, through the course of this paper, we will be referring to mentoring and mentorship simultaneously.

Mentoring according to Susan and Catherine (2006) "is a professional activity, a trusted relationship and meaningful commitment". Mentoring involves communication and is relationship based. Many definitions of mentoring abound in the literature. A closer one to our immediate needs is "Mentoring is a process for the information transmission of knowledge; social, capital, and the psychosocial support perceived by the recipient as relevant to work, career or professional development; mentoring entails informal communication usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom or experience (the mentor) and a person who is perceived to have less (the protégé)." According to Ajayi (2010) "Mentoring is a tool that organizations can use to nurture and develop their people. It can be an informal practice or a formal programme. Protégé observes, questions and explores. Mentor demonstrates, explains and models".

Challenges

The Oxford Advanced Learner's Dictionary defines challenge as "something which tests a person's qualities or a calling out to a duel". Within the Nigerian context, Challenges of University administration include but not limited to the following:

- Poor funding;
- Dearth of facilities such as provision of conducive environment;
- Processes guiding the recruitment of University staff and admission of students;
- Relevance of products of the University to immediate needs of the society at large. The big question is: are University products marketable?

- Non-compliance with the dominating influence of Information and Communication Technology (ICT) in the service delivery of the University. Lack of capital outlay to procure appropriate ICT facilities;
- Leadership qualities of the University Management;
- Non-effectuation of the University's corporate objectives;
- Failure to imbibe the tradition, culture, and values of the University;
- Lack of stability and better organization where administrators can be adequately informed to keep pace with the changes;
- Non-availability of modern tools to aid the growth of the University to meet global standard;
- Inadequate teachers; student-teacher ratio;
- Incessant strike actions that are out rightly avoidable if the government would do what is appropriate; and
- Socio-economic problems, such as erratic electricity supply, poor transportation system and the present worst scenario – insecurity of lives and properties.

University Administration:

Two (2) words are combined above. The Dictionary.com defines University (ies) as "Institutions of learning of the highest level, having a college of liberal arts and a programme of graduate studies together with several professional schools as of theology, law, medicine and engineering and authorized to confer both undergraduate and graduate degrees". Ben-David, (1968) also defines Universities as "organizations engaged in the advancement of knowledge, they teach, train and examine students in a variety of scholarly, scientific and professional

fields. Intellectual pursuits define the highest prevailing levels of competence in these fields. The Universities confer degrees and provide opportunities both for members of their teaching staff and some of their students to do original research".

Ogunruku, (2012) states that "Administration is the management of the affairs of an organization and the judicious utilization of its resources, man, money and materials for the attainment of stipulated objectives. In a University environment, the objectives are those of knowledge generation through research, knowledge dissemination through teaching and knowledge utilization through community service. It is the process of the activities that are done in order to plan, organize and run business, school or other institutions".

According to Gullick and Urwick, (1937), it is a set of processes given an acronym – POSDCORB, that is, Planning, Organization, Staff, Directing, Coordinating, Reporting and Budgeting.

University administration is responsible for the maintenance and supervision of the institution. Its operators, as identified by Adegbite (1994), include the following:

The policy group: Governing Council, Senate, Principal Officers

The Career/Professional Administrators: Officers in the career path to Registrar-ship who keep day-to-day administration of the University in constant move.

Designated Administrators: Specialists in designated fields, such as, the Accountants, Doctors, Lawyers, Engineers, Physical Planning Unit staff, etc.

<u>Academics Administrators</u>: Academics performing dual or multifaceted function. They teach, conduct research, service the community and still administer, e.g. Provost, Deans, Heads of Departments, Directors, e. t. c

<u>Academics in Administration</u>: Academics appointed or selected to serve from time to time in administrative capacities such as Chairman of Panels and Members of decisions' making body.

Having dealt extensively with the broader definitions of keywords in the topic, it is pertinent to discuss origin of mentoring, and how mentor and mentorship address the Challenges of 21st Century University Administration.

3.0 **Origin of Mentoring**:

The origin of mentoring can be traced back to ancient Greece as a technique to impart to young men important social, spiritual and personal values. Mentor, according to the history, is the name of the person to whom 'Odysseus' entrusted the care of his son 'Telemachus' when he journeyed on his adventurous trip called 'Odyssey': part of the journeys he embarked on was the one that led to 'Trojan wars'.

Mentor, as recorded, was Odysseus wise and trusted counselor as well as tutor to his son 'Telemachus'. Legend have it recorded that 'Odysseus' instructed Mentor to "tell him (his son) all that you willingly know, setting the standard for aspiring mentors".

Susan and Catherine, (2006) relating to the modern world, says "mentoring as we know it today is loosely modeled on the historical craftsman/apprentice relationship where young people learned a trade shadowing the master artisan".

In the mid-70s, Corporate America, as a typical example, redefined mentoring as a career development strategy. But, surprisingly, the concept of mentoring in University setting is relatively new. Now, it is strongly required so as to be able to build and retain efficient and effective workforce that can react quickly to change and can develop, adapt and regenerate itself over time.

Eric Parsloe, (1992) explained that "mentoring relationship is loosely defined, it could be formal or informal, but the goal of mentoring is to provide career advice, as well as both professional and personal enrichment. Mentoring relationship is therefore a mode or a process of helping and supporting people to manage their own learning in order to maximize their professional prowess, develop their skills, improve their performance and then become the persons they want to be".

4.0 <u>TYPES OF MENTORING</u>

(1) <u>New-hire Mentoring</u>

Newcomers to the organization are paired with some experienced people in order to obtain information, good examples and advice as they advance. In LAUTECH, my University, why it is quite clear that we subtly operate an informal mentoring training, it is established that when a new employee comes on board, he/she goes through what is termed internship programme which could span two (2) weeks or more. A timetable is drawn for the new-hire and he/she moves in and out of designated officers to garner information. At the end, a report is expected from the experience gathered.

(2) <u>High-potential Mentoring</u>

This mentoring is utilized to groom upcoming employee to move up to leadership roles. The employee is paired with a senior level leader for a series of career coaching interaction. My University as a case study does not spell out this model on paper, but we put it to practice. How? You might ask. We are able to have a semblance of the high-potential mentoring in our deployment exercises. The Registrar, noting the core areas of the Registry as:

- Council Affairs
- Personnel Affairs Unit
- Academic Affairs Unit
- Student Affairs Unit
- Registrar's Office
- General Administration
- Faculties services
- Postgraduate School, etc.

and with this understanding, deploy Senior Administrators such as, Deputy Registrars/Principal Assistant Registrars and Senior Registrars to Units. To assist these officers and understudy them, junior Administrators are equally posted to serve under them. This is classified as an informal, subtle and unspecified mentoring process. The junior administrators understudy the administrative tactics of the senior ones. Often a time, before they are deployed out of the main Registry, they are made to spend quality time in the Personnel Affairs Unit which is an enclave and a major rallying point of administration in the Registry.

Other structured forms of mentoring are:

- Induction mentoring process;
- Professional Qualification or Vocational Qualification mentoring process;
- Mainstream mentoring; and
- The Broad level or Executive mentoring process

To meet up with the Challenges of the 21st Century Administration, we need to move further than subtle, unwritten and assuming mentoring processes. A well-defined and formalized mentoring process needs to be adopted. To do this, the following questions are paramount in order to identify, define and articulate the common, individual and corporate goals.

- What function should the Mentor perform?

- What expectation does the Mentee has?

- Does the Mentor want to eventually delegate a portion of his/her job/responsibilities to the Mentee?

- Is the relationship in mentoring and the experience gathered for the progress of the Institution?

- Is the mentoring relationship a mode of giving back to the organization and make the work environment a better place for all?

- Is the mentoring a steppingstone to personal and professional growth?

5.0 **<u>GUIDING PRINCIPLES OF MENTORING</u>**

Having identified these important questions, priority shifts to the guiding principles of mentoring. Stoddard and Tamasy (2003) emphasized that "mentoring makes a difference when it focuses

on the needs of the person being mentored and a process of mutual growth". The two identified ten (10) principles that would guide effective mentoring relationship:

o Living is about giving (strive for mutual benefits);
o Perseverance is paramount;
o Open the door;
o Promote alignment between passion and work;
o Share the load, do not create it;
o Practise personal values;
o Explore your character;
o Affirm spirituality;
o Provide a legacy; and
o Take the risk

Susan and Catherine Tang (2006) captured the principle in another seven (7) ways:

▪ Strive for mutual benefits;
▪ Agree on confidentiality;
▪ Commit to honesty;
▪ Listen and Learn;
▪ Build a working partnership;
▪ Lead by example; and
▪ Be flexible

6.0 SELECTING OR CHOOSING A MENTOR

Another important feature of mentoring processes is selection of a mentor. To build a successful career in the 21st Century University administration, administrators need to select or

choose their mentors. How then do you choose your Mentor? For the choice is yours.

These are the clues you need to look out for in the selection:

❖ A person interested in developing your career and who you feel drawn to;

❖ Ready to impart knowledge;

❖ Match your emotional needs and who you could trust and take counsel from;

❖ Match with your professional needs;

❖ Ready to help with writing and methodological skills;

❖ Have a successful track record;

❖ Have a good communication skills;

❖ Expresses interest in you as a person and always impress you with insight and perceptiveness; and

❖ You could identify potential for reciprocity

The next step to the above is to:

- Approach the individual and ask if he/she would be willing to mentor you;

- Let the person know why you selected him/her;

- What you hope to gain from the relationship;

- Align your goal with your mentor's expertise and experience;

- Be clear about what you want out of the mentoring process; and

- Do not fear rejection.

7.0 **CHARACTERISTICS OF EFFECTIVE MENTORING**

Characteristics of effective mentoring are captured in the *three (3) C's,* simplified as follows:

❖ Competence

Professional knowledge and experience

Respect

Interpersonal skills and good judgment

❖ Confidence

Shares network of contacts and resources

Allows protégé to develop his/her own terms

Demonstrates initiative, takes risks

Shares credit

❖ Commitment

Invert time, energy and effort to mentoring

Shares personal experience

7.1 **Formalized and Structured Mentoring**:

In an organization where mentoring is formalized and structured, outcome of mentoring is rewarded. To achieve this, there are a mentoring partnership agreement, and Individual Development Plan (IDP). In a formalized mentoring process, credence is given to models that when utilized would yield positive results. The models, as classified and summarized by Lois Zachary, (2000) are identification, negotiation, facilitation and graduation.

Sequel to the prodding questions a mentee needs to ask to select a mentor, further identification is required to ensure that the mentor selected actually has a deep understanding of how the

institution works and the laydown objectives for managerial excellence within the organization.

Table I hereunder specify and identify responsibilities. Responsibilities of both the mentor and mentee in achieving the laydown objectives.

TABLE I

Mentor's Responsibilities	Mentee's Responsibilities
Have a clear understanding of your motivation for becoming a mentor.	Have a clear understanding of your motivation for wanting to be mentored.
Agree to mentor based on a realistic assessment of your skills and leadership experience.	Select a mentor based on pre-established criteria relevant to your career goals.
Be open to mentoring individuals from outside your discipline.	Broaden your search for a mentor to include non-traditional fields and organization.

Identifying Responsibilities

TABLE II

Mentor's Responsibilities	Mentee's Responsibilities
Have a clear understanding of your expectations for your mentee and the ensuing relationship.	Have a clear understanding of your expectations for your mentor and the ensuing relationship.
Clearly communicate your expectations.	Clearly communicate your expectations.
Be flexible – be willing to alter your expectations and change your plans.	Be flexible – be willing to alter your expectations and change your plans.
Have a plan (formal or informal) with milestone and defined deliverables.	Have a plan (formal or informal) with milestone and defined deliverables.
Co-develop an exit strategy.	Co-develop an exit strategy.
Try to adapt your feedback to your mentee's learning style.	Inform your mentor of your preferred learning style.
Be realistic about the time commitment to successfully oversee the relationship.	Be realistic about the time commitment to do homework and self-reflection.

Negotiating Responsibilities

This entails managing expectations, creating a shared understanding and building a foundation of trust.

TABLE III

Mentor's Responsibilities	Mentee's Responsibilities
Advise, don't dictate.	Actively listen and contribute to the conversation.
Advise on what you know; admit what you don't know or refer to others.	Understand your mentor will not have all of the answers – be willing to look them up.
Recognize your mentee's weaknesses but build on his or her strengths.	Acknowledge your weakness but build on your strengths
Give constructive criticism.	Accept and reflect on constructive criticism.
Don't shy away from difficult conversations.	Don't shy away from difficult conversations.
Periodically evaluate progress and re-assess the relationship.	Periodically evaluate progress and re-assess the relationship.
Celebrate successes.	Celebrate successes.
Be reliable.	Be reliable.

Facilitating Responsibilities

Patricia Battin (1997) reiterates that facilitation phase "means conscious tailoring of opportunities for individual that requires them to stretch and then helping them do it".

It is a phase, where the mentee recognizes his strengths ad weakness and addressing them through appropriate actions and opportunities. The phase is classified as follows:

TABLE IV

Mentor's Responsibilities	Mentee's Responsibilities
Be sensitive as to when the relationship should end.	Be sensitive as to when you have achieved your aims and needs to move on.
After the mentoring relationship has completed. Do a follow-up on the successes of your mentee.	Provide a summative evaluation of the experience by living what you have learnt. Let it be visibly seen in the delivery of your services.
Don't forget to appreciate and thank your mentee for believing in you. Choosing you among the lot and showing confidence in you that you can develop him/her professionally.	Don't forget to say thank you and give credits for the knowledge you have tapped from your mentor. Be appreciative of the time expended to train you discover, and develop the hidden potentials in you.
Celebrate a successful and rewarding mentoring relationship.	Celebrate the acquisition of knowledge and development to maturity in your career.
Be willing to do more of the mentoring processes for others too without discrimination and for the benefits of the organization. The more workers are trained and re-trained, the better for the establishment.	Be ready to give back to your profession. Be a mentor too and volunteer to mentor and develop others professionally just as you have equally benefitted.

<u>Graduating Responsibilities</u>

Graduating stage indicates the terminating stage of the mentoring processes. Once a mentoring relationship has been determined, the terminating period must be a consensus between the mentor and the mentee. Ending a mentoring relationship does not imply failure but rather an assertive phase that the goals of the mentoring processes have been achieved and it is time to graduate the mentee. Sometimes, during the relationship, it could be observed by the two (2) parties that things are not going well as planned. There might be problems of communication, keeping to time scheduled or acting as instructed. The mentor may appear bossy, uncompromising or noted for negative criticism. So far any differences observed cannot be mutually resolved; then agreement to terminate the relationship must be reached.

The Graduating phase refers to a beneficial and fruitful completion of the mentoring processes.

7.2   **Informal Mentoring**

We have been able to classify the phases that pre-dominate formal mentoring processes. It is worthy to note that successful mentoring could equally take place informally. Informal relationships develop on the mutual trust between two (2) parties. Informal mentoring relationship is basically built on trust and a cultivated relationship.

When there is trust between two (2) people, they both allow their real selves to emerge. They feel free to share concerns, insecurity and doubts. They develop listening ears for each other and, with time, build trust.

As I have earlier mentioned in this paper, a modified, structured and formalized mentoring programme has not been developed in Nigerian University as a means of developing

administrators professionally. This situation needs not to dissuade us from benefiting from mentoring processes in an informal way.

Informal mentoring processes can equally be developed on the _three (3) C's_ which are the characteristics of effective mentoring: <u>Competence</u>, <u>Confidence</u>, and <u>Commitment</u>.

Since in an informal setting, there are no specific guiding rules, but rather the vision, mission and goals of the organization serve as motivational forces, then the reliance should be on cultivating good relationship and building trust in ourselves. The need therefore arises to set side by side behavioural clues that build trust and those that destroy trust.

TABLE VI

Behaviour that builds Trust	Behaviour that destroys Trust
Being a proactive listener	Not paying attention to what is being said.
Cooperating with others.	Being competitive.
Openly sharing and being vulnerable.	With-holding and keeping people out.
Actions are parallel to words.	Actions contrary to words.
Accepting and non-judgmental	Criticizing and disapproving
Authentic and true-to-self	Acting with a hidden agenda
Freely admitting mistakes and errors	Blaming others for mistakes
Actively seeking out difference in perspectives	Keeping a closed mind to new ideas
Encouraging others to succeed	Discouraging others from taking risks
Honouring and respecting confidentiality	Projecting a negative perspective

In an informal mentoring setting, the probing questions of who to be one's mentor are internalized, that is, the mentee has an inward responsibility to determine what he/she is looking for, what he/she stands to gain and his/her contributive level to the achievements of the goals of the organization. What would a mentee do in an informal mentoring setting? A Mentee could do the following:

o Take initiative

- Look for opportunity to understudy your would-be mentor
- Be respectful to all your senior colleagues. By this you win their confidence to want to sow into your life
- Clarify your goals and expectations
- Be noted for punctuality
- Practice self-reflection. Ask yourself: Am I really cut for this job or I am just here because of circumstance(s)
- Be supportive to your peers
- Clarify your values
- Be willing to serve even in a very difficult situation

What should a Mentee not do?

- Do not be passive
- Don't wait to be told what you know you could use your initiative or discretion to address
- Don't be a perpetual latecomer to work, meetings or any other gathering
- Don't take the backseat when need arises for volunteers

Expectations from would-be Mentor in an informal setting

- Be supportive and a facilitator
- Be a good listener
- Express positive expectations. Encourage and motivate
- Makes the dream of a mentee comes alive and realistic
- Be a challenger for good course
- Set achievable and deliverable tasks
- Set high standards with your life and action. Live what you believe
- Be a worthy model. Teach by example

- Provide a mirror of good leadership

- Provide a vision for a fulfilling and successful career

- Promote independence

    - Celebrate success of your mentee

    - Do not speak ills of others and be truthful at all times

The Don'ts of a Mentor

❖ Do not fix the problem for your mentee. You destroy his/her sense of independency

❖ Do not gloat on the credit of your mentee

❖ Do not take over the life of your mentee and make him/her a slave out of his/her needs

❖ Do not threaten, coerce or use undue influence on your mentee

❖ Do not be judgmental

❖ Do not allow friendship to cloud your objectivity; and

❖ Do not be a negative critic that destroys morale

7.3 **Benefits of Mentorship**

The benefits and advantages of mentorship cannot be over-emphasized. In mentorship programme, either formal or informal, those mentored tend to do well in organizations. Mentorship gives room for networking and collaborative efforts.

Pompper and Adams (2006) state "joining a mentor's relationship provide much substance for career growth and benefits both the mentor and the mentee". While the mentee grows and professionally develops, the mentor gets to show leadership by means of feedback to the organization and through this process, he/she gets refreshed.

Pompper and Adams emphasize that a mentee becomes integrated more easily in an organization, experience and advise along the way of the actual organization's culture and operation because they have been under the mentorship of an experienced member".

Carter and Lewis (1994) while equally enumerating the benefits derivable from mentoring state, that it is "the manager that recruits a new employee and spends time with them, showing them the ropes about the organization and the job". They identified the under-listed as the benefits derivable from both formal and informal mentoring:

The Mentor:

- Assists in management tasks such as monitoring performance, communication, etc.
- Increase in job satisfaction and reward;
- Increase in both motivational and performance of staff under mentorship programme;
- Assist in developing self-awareness of the mentored staff

The Mentee

- Mentored to know the culture and political ropes of an organization
- Develop self-awareness;
- Develop skills to perform effectively and efficiently on the job;
- Receive feedback on his performance in terms of promotion and recognition of his worth to the organization;

- Through his mentor, he gains access to resources and records of the organization

- He also gains clarity and definition of goals;

- He will also gain professionalism and social relationship enhancement

For the Organization

- Improves succession plan. The old train the new to replace them. This makes succession smoother.

- Ensures more effective management development

- Provides means for new employees to get inducted fast into the organization

- Assist to reduce training cost via workshop, seminars/symposia, etc. it becomes cost effective for the organization

- Increase productivity

- Ensures that the goals, vision and mission of an establishment become achievable

- Mentoring becomes a proactive tool in diversity initiatives and means of retaining innovative workforce

- The organization becomes more fulfilled because it is blessed with committed, resourceful and motivated employees who will be willing to stay in the organization and positively contribute to its growth

8.0 **How could Mentor and Mentorship assist to face Challenges of 21st Century University Administration?**

(1) The first approach is that the University should develop a formalized and well-structured Mentoring programme;

(2) Newly recruited employees be exposed to the programme:

- In the first three (3) years of their employment, they should be placed in the core Registry and be under the supervision of the Heads of Units rather than immediately after their assumption of duty be deployed to sections where they would directly represent the Registrar;

- The new employees be made to spend six (6) months in each of the units of the core Registry;

- At the end of the stipulated period, the Head of the Unit should submit a comprehensive report on the performance of the staff to the Registry.

(3) Under the mentoring programme, the new employees should be exposed to the culture, values and traditions of the University so that they could get inducted quickly, build and increase their confidence, develop self-knowledge which would lead to improved performance, personal self-renewal, inter-personal skills, new perspectives, new insights, and professional point of view.

(4) To benefit from the mentorship programme, adequate information and training on mentorship should be provided for a would-be mentor. For the success of the programme, the trainer will first of all be trained. (Train the Trainer)

Exposure to mentoring skills, determination of time, commitment to the time to meet the mentee on a regular basis, keeping the content of conversation confidential, practicing active listening, learning to be honest, direct, open and respect the psychological being of the mentee are all very crucial.

(5)   Mentoring a workforce is beneficial and a mutual gain between the organization and the workforce. The mentored workforce gains new insights, learns in the best possible environment, and achieve inter-personal growth, while the organization develops an employee with more knowledge, enhance performance, dedication to the institution and commitment to the realization of its goals.

(6)   The University Management should embrace a structured mentoring programme to bring about innovations to the institution.

For administrators to meet up and face the Challenges of the 21st Century University Administration, the management needs to assist them through mentoring programme to move up into leadership roles and assist them to be relevant in the rapidly changing world.

(7)   For mentorship programme to aid and enhance productivity levels of administrators, henceforth, posting and redeployment should be schemed in such a way that a mentee is paired with a senior level officer for series of career coaching relationship and impartation of knowledge.

(8)   Administrators should be mandated to be computer-literate. They should equally have a virile email addresses where information could be received and equally be dispatched. Mentoring will assist administrators to have knowledge of 21st Century social media network. This will give way to traditional methods of record and information keeping, processing, tracking and dissemination.

(9)   With a versatile mentoring programme, our Registry will develop its own vision as a sectional vision within the framework of the vision of the institution. Being exposed to mentorship programme, definitely, complacency, absence of vision, business as usual will give way to strategic planning, renewed strategy and improved performance.

Mentoring processes, as I have earlier said during the course of this presentation, could even be outside the shore of the University, by this, administration would be exposed to new innovation, student friendliness relationship, decentralization and globally adopted and acceptable practices.

We, as administrators of the 21st century must prove our mettle and exude quality in all that we do. Our service delivery, packaging of our products such as minutes, reports, our dressing and comportment must radiate excellence. Our service delivery must match the global expectation of our customers; (students and other stakeholders) who are looking forward to speed, excellence, efficiency, effectiveness and adequate information as and when due.

9.0   **<u>CONCLUSION</u>**

The benefits of mentorship for a global-driven and 21st Century University Administration which basically in this light concerns us as administrators and facilitators of academic processes could be aptly summarized in the following characteristic attributes required from Mentors and Mentees:

<u>Mentors</u>

- ❖ Honesty/personal integrity
- ❖ Vision carrier
- ❖ Innovation capacity carrier
- ❖ Willingness to grow, to change and to help the young to do better
- ❖ Ability to inspire/motivate staff
- ❖ Ability to function as a team builder and player
- ❖ Positive/tenacious/decisive/goal oriented personality
- ❖ Ability to communicate persuasively

<u>Mentees</u>

- Integrity and good character to be exhibited
- A positive attitude to learn
- The courage to manage self
- The courage to manage organizational change
- Moral fortitude
- Compassion (compassionate for the job)
- Desire for continuous learning and self-improvement
- Willingness to lead

Introduction of a formal and well-structured mentorship programme in the University system is beneficial. It will enhance ethics formation

and reinforcement in our University administration. Through this, we would be able to demonstrate highest standard of professional and personal conduct; and continuously promote the image of our University and move it to the world-rated standard. I will end this paper by saying that one of the greatest challenges facing leaders is ability to replace themselves, training others to become leaders. To be a leader, it is important to have a good attitude to life. To attract anybody, one must have charisma, be able to influence and impact into lives and be of good character.

Good character, charisma will definitely draw people and make them believe in you. The relevance of administrators in University administration depends on the investment the present crops of administrators are ready to make. It is essential that you contribute your quota today before you become history, because you will be remembered for what you have done.

As you are seated, ask yourself this question; 'what will I be remembered for?' Take a clue from the Chinese adage that says: "If you want to sit under a shade at old age, the time to plant a tree is now."

Thank you for listening and God bless.

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REPORT OF THE MEETING WITH THE BUREAU OF PUBLIC SERVICE PENSION ON ACTUARIAL VALUATION OF STATE OF OSUN EMLOYEES' OLD PENSION AND GRATUITY BENEFITS AS AT 30TH APRIL, 2010 HELD ON FRIDAY, 20TH SEPTEMBER, 2013 IN THE MINISTRY OF FINANCE, OSUN STATE SECRETARIAT AT 10.00A.M

BACKGROUND INFORMATION

On Thursday, September 19, 2013 a staff of the Bursary in person of Mr. Abolade called to inform me that the Ag Vice Chancellor directed that I represent the Ag Registrar in the above mentioned meeting while the Assistant Chief Executive Officer, College Bursary and Chief Executive Officer, Audit Unit represented their Supervisory Officers too.

REPORT OF THE MEETING

The meeting, as mentioned, was held on Friday, September 20, 2013 at 10.00a.m. in the Conference Room of the Ministry of Finance. The meeting was anchored by the Bureau of Public Service Pension of the State of Osun. The Bureau invited a Consultant Firm called Giant Consultants to address the attendees on the objectives and aims of scheduling the meeting.

The Giant Consultants representative in person of Mr. Paul Odofin explained that the objectives of the meeting were to:

- Discuss employees' population to be covered for the actuarial valuation;

- The employees' data required for the exercise and other related information;

- Explain the procedure of benefits calculations;

- Create awareness as regard the scale of benefits (gratuity and pension percentages) as applicable;

- Explain actuarial assumptions; and

- Educate on the calculation of the benefits accruable to employees in the State of Osun.

He further explained that the actuarial valuation becomes imperative to assist the employees in the State to calculate the benefits accruable to them for the services they have already rendered in terms of gratuity and pension before the introduction of the new pension scheme. He explained that the State of Osun implemented the scheme in May 2010 having adopted it in January of the same Year.
In order to calculate the benefits accruable to the State's employees before the new scheme was introduced, the actuarial valuation becomes essential.

He explained what the Consultant Firm required to be able to carry out the assignment. Each of the agencies, institutions and parastatals were directed to submit their nominal rolls as at April 2010 and August 2013.

RELEVANCE TO LAUTECH

There is need to identify the relevance of the exercise to the University. This is because the University has not commenced the new pension scheme and moreover, directive(s) on pension as it concerns the University should be the concordant of the two Universities' Government.

Attached hereto are a copy of the letter of invitation to the meeting and the briefing material circulated at the floor of the meeting.

Oguntunde A. A. (Mrs.)
Deputy Registrar/College Secretary
September 20, 2013