



Vlasta Zabukovec

IMPORTANCE OF THE MENTORING AND SUPERVISION OF EARLY CAREER PSYCHOLOGISTS

Definition of Mentoring, its Characteristics and Models of Mentoring

Despite their desire to define mentoring as uniformly as possible, Allen and Eby (2007) realized that there are many definitions and that each emphasizes particular characteristics of the process. They thus distinguished the following characteristics of mentoring: in the workplace the mentee cooperates with the mentor; the mentoring relationship is continual and is in constant development; the mentoring relationship is mutual, asymmetric, detailed, and harmonious.

Mentoring is defined as a relationship between two employees, a more experienced and less experienced one, where the former introduces the latter to the work and colleagues, acquaints him/her with the organization and helps to resolve the social and personal challenges which can occur in the workplace (Allen, Finkelstein, & Po-teet, 2009). There are strong tendencies towards the introduction of formal mentoring in organizations, because this enables a more attentive attitude towards the employees' careers, the development of their skills, and the retention of talented individuals, while also presenting a fundamental method for the establishment of corporate management in work settings.

Most definitions of mentoring emphasize two roles, namely, a more experienced employee and a less experienced employee. The definitions differ in whether they describe the development of the mentoring relationship, are oriented towards the

personal traits of the mentor and mentee, or focus on the relationship, roles, and goals from a theoretical point of view.

Lazowski and Shimoni (2007) studied the perception of the real mentor's role and expectations in relation to the ideal mentor's role. The research included 158 mentor counsellors (hereafter: mentors) and 171 mentor counselling interns (hereafter: interns). Both groups expressed their opinions on professional and personal traits, the mentoring relationship and the mentor's attitude towards his/her role. They emphasized the importance of a highly effective, experienced and recognized mentor in the training of mentors. It can be said that this emphasis on personal traits is compatible with the image of a counsellor who has to exhibit certain personal characteristics in order to perform well in their work. Both groups – mentors and interns – emphasised the importance of positive attitudes towards mentoring, which were expressed as openness, encouragement, care, and availability. The research results showed that for mentees the quality of the mentoring relationship is of the highest importance. In the mentoring relationship where the mentee is progressing from dependence to independence, and is developing professional trust and competence, his/her tendencies towards equality, respect, proactivity and support are legitimate and important. Moreover, the researchers asked the interns which one of the four roles they found the most important: mentor as teacher, mentor as counsellor, mentor as consultant, or mentor as sponsor. The interns identified the role of the mentor as teacher as the most important, because it fosters professional development through the application of suitable approaches and contents. There were differences between the mentors and interns with regard to their perceived roles, with the mentors generally evaluating themselves as having better performance than the interns did. Such differences were significant in the assessment of the following characteristics: education about short- and long-term goal specification in mentoring performance; information regarding structured and detailed guidelines for counselling interventions; and the fostering of self-understanding in practice.

Kram (1983) studied the role of mentors from a developmental relationship point of view, and acknowledged two functions, career-oriented and psychosocial. The former relates to the mentor enhancing the professional development of the mentee, and the latter is linked to the quality of the relationship between the two individuals. Her views provided a solid foundation for numerous studies and the formation of different mentoring models. Later in this chapter her views are quoted in relation to the achievements and benefits of mentoring. The *career function* is implemented through sponsorship, professional presentations and recognition, coaching, and the creation of a challenging workplace. The mentor *nominates* the mentee by recommending him/her for different tasks, projects, grants or awards. In the workplace, it is important that the mentor *introduces the mentee and contributes to his/her recognition*, i.e., that the mentor encourages professional bonding with experienced colleagues. In mentoring by means of *coaching*, the mentor leads the mentee through

various methods of work performance and at the same time offers protection in the workplace. Furthermore, the mentor is expected to create several opportunities or *challenges* which will enable the advancement of the mentee's knowledge and skills, and enhancement of his/her professional growth. The *psychosocial function* is implemented through role modelling, acceptance, counselling, and friendship. *Role modelling* intensifies the mentee's imitation of the mentor's conduct, attitudes and values. The mentor's *acceptance* includes supporting and encouraging the mentee, and creating a rich and safe workplace which stimulates safe exploration of the work environment. *Counselling* sets up an environment in which the mentee can safely examine the work environment, while *friendship* is based on and encouraged by positive communication following initial mutual attractiveness.

Research from the 1990s shows that mentoring has objective and subjective benefits for mentees, such as faster promotion, higher income levels, and greater career satisfaction (Chao, 1997). Burke and McKeen (1997) confirmed that mentoring also provides benefits to mentors, such as career revitalization, personal satisfaction and organizational power. The leadership structures of many organizations thus find the mentoring process important, and support its use (Singh, Bains, & Vinnicombe, 2002). Systematic meta-analytical studies (Allen, Eby, Pottet, Lentz, & Lima, 2004) have also emphasized the importance of fostering positive relationships between mentors and mentees, with the latter coming to value the counselling and advice given by their more experienced colleagues.

Ramaswami and Dreher (2007) argued that while theory-based models of mentoring are efficient in presenting the mentoring process and its results, the current lack of longitudinal research intended for verification and confirmation of the related cause-and-effect relationships contributes to an unclear perception of mentoring. Nevertheless, it seems reasonable to present two mentoring models which are theoretical and only partially empirically confirmed (Ramaswami and Dreher, 2007), but which can still enhance the process of empirical verification. One model is mentee-oriented, while the other is mentor-oriented. Both include specific causal mechanisms which connect mentoring with career, personal, or organizational outcomes, while emphasizing the cognitive, affective and behavioural responses of the mentee that have an indirect impact on these outcomes.

Mentee Model

The mentee model includes the following mechanisms through which the cognitive, affective and behavioural responses of the mentee affect individual and organizational outcomes: (i) human capital; (ii) movement capital; (iii) socio-political capital; (iv) clarity of goal specification and goal attainment; and (v) a clear value system. The relationships among the elements of the mentee model are shown schematically in Figure 1, and explained in more detail below.

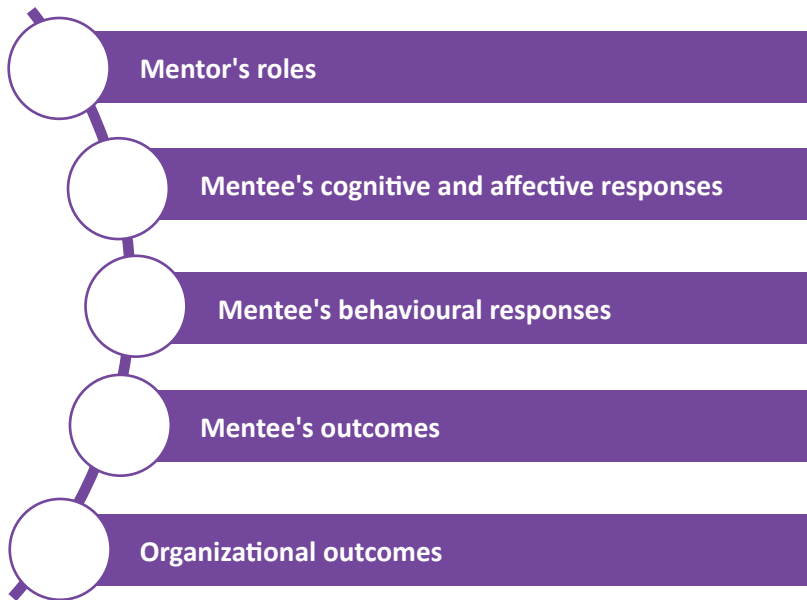


Figure 1. Scheme of the mentee model.

Human (mentee) capital relates to the acquisition of knowledge and skills, and the development of capacities which significantly improve the mentee's performance. The mentor is supposed to create a work environment that will increase the mentee's potential, by means of creating new challenges, coaching, and role modelling. The mentor can create challenging tasks to enhance new work and training experiences for the mentee. Such efforts should be followed up by constant feedback that enhances the development of specific competences and activates a feeling of being successful in the professional context. The mentor's application of coaching in mentoring helps direct the mentee's acquisition of knowledge and broader understanding of the related processes, and so builds up professionalism. Mentoring thus enables the acquisition of expertise and information which would not be possible otherwise. Schulz (1995) found that early career employees obtain more information from their mentors than those who learn solely from their co-workers. Additionally, the mentor is a role model for the appropriate values, attitudes and conduct in the workplace. All the tasks performed by the mentor enable the mentee to develop strategies and obtain the information needed for successful performance at work. Mentees will then follow their own expectations and strive to improve their work performance. Wanberg, Welsh and Hezlett (2003) empirically confirmed the connections among capabilities, conscientiousness, motivation, and performance effectiveness, while Tharenou (1997) confirmed the connections among capabilities, motivation, and objective indicators of career success. Day and Allen (2004) found that career motivation and self-efficacy have a significant impact on the relation between mentoring and self-evaluation.

Ramaswami and Dreher (2007) found that the opportunities for professional growth that mentoring can provide have a significant influence on increased income levels, desire for promotion, and career satisfaction. The organization itself benefits from all these activities, as the pool of talented and competent professionals it can draw from is developed, and thus greater productivity and achievements can be obtained. Overall, the three roles of the mentor (establishing a challenging environment, coaching, and role modelling) have been shown to have positive impacts on the mentee's cognitive, affective and behavioural responses.

Movement capital relates to the mentee's visibility, exposure and recognition, both within and outside the organization. The key tasks of the mentor in charge of movement capital are the *creation of opportunities for the mentee's work demonstration and recognition*, and *coaching*. The mentor's role is to create opportunities for meetings and conversations with key decision makers and experienced managers, i.e., with the key individuals who evaluate the mentee's potential and decide about his/her promotion, either in the organization or outside the current workplace. The mentor is the person who cares for the mentee's socialization, visibility and recognition in the workplace. After the opportunities that exist both within and outside the current organization have been well defined, the mentor directs the mentee towards the related employment possibilities. The mentee, as argued by Rouse (2001), then weighs the expected benefits of new employment against the costs of leaving the current job. A change in employment, as a rule, enhances the career satisfaction of the mentee, especially when his/her needs have been satisfied and expectations met. However, such changes may cause certain costs in an organization, especially when it has invested a great deal in its existing talent pool.

Socio-political capital encompasses the social and political processes which are related to mentoring, and these accompany the mentee's goals of assuring legitimacy and recognition in the workplace. The mentor's tasks within this scope are *sponsoring*, *introducing and making recognized*, *protecting*, and *coaching*. Sponsoring includes providing support to the mentee during meetings and conversations with experienced managers, colleagues, coordinators, or those who can significantly influence his/her promotion in the organization. By introducing the mentee and increasing his/her visibility and recognition, the mentor creates opportunities for the mentee to meet those people in the organization who can influence his/her career progress. In this way, the mentee's feeling of power and trust is increased. Protecting the mentee includes activating successful socialization in the workplace, so that he/she can wisely judge when, where, and with who to communicate within and outside the organization, and thus establish good communication networks. By means of coaching the mentor helps the mentee build up appropriate work relationships, which can support his/her career development and lead to good career results and/or a higher income.

Clarity of goal specification and goal attainment includes the mentor's introduction of the mentee's career goals and efforts to enhance the mentee's motivation

and effectiveness. The mentor's role here is that of a *role model*, he/she *offers acceptance and acknowledgment, advice and friendship*. The mentor, knowingly or not, affects the mentee and the formation of his/her value system, attitudes and behaviour. At the same time, the mentor is modelling the appropriate conduct in group work, and showing how to communicate with experienced employees. The mentor is thus a role model for balancing work and private responsibilities, and for accepting new responsibilities when needed. When accepted and acknowledged by the mentor, the mentee feels safe enough to explore new behaviours in the workplace, and learns how to face and deal with the risks involved in the decision-making process. The mentor gives advice and empowers the mentee to express the worries, insecurities and fears which can arise during work-related conflicts or in everyday assignments. While friendship may be a surprising dimension of the mentoring relationship, in this context it presents a broader inclusion of interactions, from simple ones to mutual connections in the workplace, and partially outside the organization. Wanberg et al. (2003) claimed that the conversations between the mentor and mentee about topics such as improving the perception of their roles in the organization, methods of goal attainment, and strategies for maintaining a work-family balance, can significantly affect the employment, career and life satisfaction of the mentee. The various roles of a mentor are reflected in the increased self-efficacy of the mentee in relation to his/her attainment of career goals. The mentee perceives increased expectations in relation to his/her achievements, and thus it is essential that the mentor encourages the mentee to be persistent in order to achieve his/her goals and improve work performance. Clarity with regard to setting and accomplishing goals can be motivational if the mentor directs, encourages and rewards the mentee for his/her effectiveness, and in this way encourages greater engagement and persistence in the performance of daily tasks. If this can be achieved, then the organization will become more successful and more productive.

Values clarity is a process of clarifying the mentee's status in a particular workplace, as well as the suitability of his/her chosen career and related decisions, and this arises in relation to the evaluation of the mentee's fulfilment of his/her needs, achievements, and expectations. The mentor's role here includes various functions which contribute to the mentee's personal development rather than to his/her professionalism, but are nevertheless important. Besides the professionalism that is essential for their work, mentees can deepen their understanding and validation of their own professional identities, further develop these, and acquire a better sense of the roles they will have in the workplace. Clarification of values is carried out by the mentor's application of *role modelling, acceptance and acknowledgment, counselling and friendship*. This can then benefit the mentee's career and life satisfaction, as the mentor empowers the mentee to be performance focused and concentrate on building their personal and professional values. The mentee should then evaluate the fit between the workplace and his/her values and career goals, and it is possible that a mentee who perceives disharmony, dissatisfaction or the meaninglessness of

his/her work will choose to leave the organization. Better career and life planning can assist the mentee in his/her career changes, provided that this process leads towards greater satisfaction at work and home. Moreover, career and life planning can help the mentee become more aware of the scope of his/her professional identity. However, it should be noted that such changes may be unpleasant for the organization, because they may cause expenses due to changes in the mentee's employment.

Mentor Model

Noe, Greenberger and Wang (2002), and Wanberg et al. (2003) noted that there is a gap in existing studies on mentoring with regard to its effects on or consequences for the mentor. While it is generally assumed that the contributions of mentoring are most felt in the psychosocial field, it would be useful to study its impacts on the mentor's career, his/her achievements and the effects these have on the organization. Ramaswami and Dreher (2007) stated that although the mentor model is similar to the mentee model, it is difficult to empirically confirm all the assumed connections among the variables, due to the fact that mentoring and its effects have been, from both theoretical and empirical points of view, studied more in relation to the mentee than the mentor. The mentor model includes the following functions: human (mentor) capital, movement capital, optimal utilization of resources, socio-political capital, identity validation and relational gains (Ramaswami & Dreher, 2007). Figure 2 shows the relationships among the elements in the mentor model, and these will be discussed in more detail below.

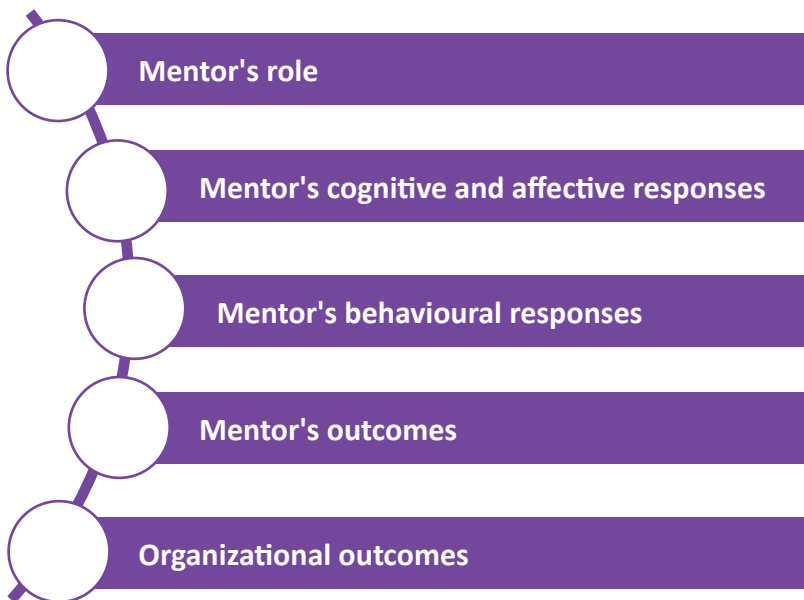


Figure 2. Scheme of the mentor model.

The mentor can develop *their own capital* in the mentoring relationship. To achieve this, however, it is important that the mentor is aware of the intergenerational differences that exist with regard to the mentee, and that he/she is willing to acquire the new knowledge offered by the latter. While the mentor is offering various challenges to the mentee in the workplace, he/she can also pay attention to and follow new trends, and so create a climate for mutual learning, thus enriching the mentor's experience. A greater diversity of mentees also enables the mentor to develop his/her multicultural competences, and adapt mentoring to a varied group of individuals. The mentor can thus improve his/her performance, increase his/her career achievements, and so make promotion and a higher income more likely. On the organizational level this leads to further development of the mentor pool, thus helping to enhance organizational productivity and achievement.

In *movement capital* it is important to establish positive relationships between the mentor and mentees, because these can then continue after the latter have left the work organization. The mentor's activities, such as sponsoring, introducing and making recognized, as well as the time and energy invested in the mentoring relationship, can trigger a sense of obligation within the mentee, and thus he/she will inform the mentor about the labour market outside the organization. The mentor can therefore also seek new opportunities, consider a change in employment, and perhaps establish a new career path. However, while this can improve the mentor's career, income, and overall satisfaction, the organization would suffer the additional costs incurred by any such changes in employment.

Overall, the mentoring relationship has a positive impact on the mentor, as it enables him/her to delegate assignments and challenges to the mentee, and in this way use the available resources in a more optimal manner. While the mentee is offered new opportunities for experience in a safe climate, the mentor is partially disburdened and can devote more time to their professional and personal goals. The mentor's performance in different tasks and his/her delegation of assignments to the mentee can increase the likelihood of success for the mentor's work, and so increase the chances of promotion and a higher income. Moreover, the organization benefits when its employees are successful and satisfied, as its productivity and outcomes are improved.

It is important for the mentor to be aware of the political and organizational climate in relation to mentoring. The mentors who monitor their own work, and seek information regarding their performance from the mentees, can use this information to enhance their effectiveness. Some mentors accept several new mentees at the same time, while others create a mentor network, but in both cases such efforts can contribute to the formation of a larger pool of talent for the organization to draw from. Moreover, the mentee's success contributes to the power of their mentors, in terms of visibility, credibility and recognition. A successful mentor will gradually become more recognized and gain more support from the organization's leadership

with regard to mentoring projects. For example, when the mentor is recognized as competent and successful, he/she will be assigned more mentees by managers, so enabling further improvements to their achievements, as well as a higher income and greater career satisfaction. At the same time, the organization obtains a broader pool of high-potential employees, pointing the way to greater productivity and success.

Mentoring thus contributes to professional and personal growth, as the mentor can gain more insights into and a better awareness of his/her competences and *validation of his/her identity*. This leads to personal and professional satisfaction, enhances motivation and refreshes interest in work (Schulz, 1995). Role modelling, acceptance, acknowledgment and friendship, which are the basis of the mentor's tasks, enable the mentor to satisfy his/her need for development, maintain his/her career purpose, experience fulfilment at work and evaluate his/her own performance and effectiveness. The mentor thus becomes more aware of his/her profile, and strengthens his/her professional identity. This stronger identity and increased desire to assist the mentees in their development empowers the mentor's career obligations, and desire to participate in developmental activities, as reflected in greater career and life satisfaction, as well as more career achievements. As noted above, however, while the organization can widen and deepen its talent pool with the use of mentoring, it may also face additional costs due to changes in employment and retirement.

The mentor experiences both *professional and relational* benefits for helping the mentee. When the mentor creates opportunities for the mentee to feel accepted and acknowledged, engages in counselling and friendship, he/she emotionally connects with the mentee and this can contribute to their emotional health and general well-being. In this state the mentor seeks more such activities and new mentees in order to maintain better relationships, to the benefit of all concerned. The mentor becomes more satisfied with his/her career and life, while the organization benefits from having more effective employees.

Factors Influencing the Mentoring Relationship

The factors influencing the mentoring relationship are: the mentor's knowledge, training, skill development, motivation, and search for opportunities (Ramaswami & Dreher, 2007). Key knowledge here is that about the organization and related career paths. Poorly informed mentors, and those who are not present in the networks of important decision makers, will experience difficulties in providing key information to the mentee regarding the organization and the possibilities for career development. The mentor thus has to exhibit good skills in encouraging the mentee's development, directing the training, and providing guidance by means of coaching. Effective communication, listening skills and knowledge of the learning process that exists in the organization provide the foundations which will enable adequate

development of the mentee. Good mentors will have the energy and willingness to seek opportunities to spend quality time with mentees, and will work to develop agreements on how often they will meet, for how long and in what manner or form. More information regarding such mentoring relationships is presented in another chapter of this book, *Development of the Mentoring Relationship*.

Types of Mentoring

Scandura and Pelegrini (2007) distinguish several types of mentoring, among which three forms are considered as new and will be discussed in this chapter: multiple mentoring, team mentoring and e-mentoring. These forms of mentoring can also be traced in Slovenian practice, and are a result of altered requirements and opportunities in organizations. Major changes have been happening in the area of employment in recent years. Due to increased pressure and the search for solutions in a competitive environment, organizations have been forced to change their employment agreements. There are thus almost no safe, permanent employment positions any more, and both work organizations and job seekers have had to adjust to the new circumstances, with one consequence being a greater diversity of types of employment. A significant contribution to these changes has been advances in information and communications technology. Individuals with specific skills in the domain of such technology have become more important, causing changes to organizational structures, and the need for new methods of professional support to be offered in the workplace. Organizations have thus become multi-level and multi-national workplaces, with an outward orientation. Collaboration has increased, as well as the offering of specific services (i.e. in the form of joint ventures, outsourcing, licensing, and so on). In this way, organizations have become very diverse with regard to gender, nationality, and culture, and this has had a significant influence on their needs and available resources. This has also led to the encouragement of diverse professional relations which provide opportunities for the development of individuals. Higgins and Kram (2001) explain the differences between traditional and modern mentoring. The modern perspective on mentoring refers to mentoring as a developmental network. In contrast, the traditional perspective saw mentoring as an organizational, hierarchical, dyadic relationship, one focused on mentee learning and that occurs via a sequence of relationships throughout a person's career. The developmental network perspective, on the other hand, sees mentoring relationships as intra- and extra-organizational, multilevel and multiple dyadic/networked relationships, characterised by mutuality and reciprocity, and being provided simultaneously by multiple relationships at any given time in a person's career. Traditionally, mentoring had an organizational or job-related function, whereas current approaches see this function as career- or person-related. Only dyads were analysed under the traditional mentoring perspective, whereas the developmental network perspective analyses mentoring both at the network and dyad levels.

The understanding of the concept of *multiple mentoring* has changed as mentoring theory has developed. In the beginning it was mentee-oriented – the mentee could develop several mentoring relationships during his/her career, and this is to be understood in a traditional mentoring context. Higgins and Kram (2001) define multiple mentoring as the mentee's network of mentoring relationships which can compete with each other and contribute to the mentee's better achievements. Scandura and Pelegrini (2007) assume that multiple mentoring can increase the loyalty of the mentee towards his/her organization, enhance job satisfaction, change career expectations and increase the perception of alternative opportunities for employment, while at the same time reducing doubts with regard to the mentee's current employment situation.

In *team mentoring* the leader operates as a mentor and trains the team by means of coaching, psychosocial support and role modelling (Williams, 2000, as cited in Scandura & Pelegrini, 2007), and thus serves as a professional available to a greater number of mentees (Ambrose, 2003). Ambrose (2003) emphasizes several benefits of team mentoring, such as reciprocal development of the mentees' skills and competences, expansion of professional knowledge among the team members, and team building. Williams (2000, as cited in Scandura & Pelegrini, 2007) confirms that each member of the team in team mentoring is accountable, and that such mentoring encourages peer learning. Team mentoring is both dyadic and team-related; the mentor relates to each member of the team, and each member of the team relates to other members. Knouse (2001) affirms that team mentoring is very suitable for giving corrective feedback, forming expectations and achieving effective comprehension.

E-mentoring is different from traditional face-to-face mentoring, in that it includes the use of electronic media, e-mail, chat rooms and internet. Ensher, Huen, and Blanchard (2003) support the idea that e-mentoring offers professional support by means of coaching, friendship, and support for the learning process. However, electronic media can cause difficulties in communication, more time is needed for relationship development, and there is a possibility of technical issues, although it can be effective in improving technical and writing skills. Still, overall the disadvantages of e-mentoring are outweighed by its benefits: wider access to mentors, lower costs, status equality, interaction recording, and minimization of the effects of demographic characteristics.

Mentoring and Coaching

In the chapters of the current work covering mentoring relationships, mentoring models and mentor functions, coaching is presented as an important function performed by the mentor, one that is essential in learning about the social and organizational environment and the mentee's movement capital. At this point it

is therefore sensible to explain the differences between mentoring and coaching, as although they have a lot in common, there are several differences between the two (Allen et al., 2009). Coaching is applied in the development of specific skills for a more effective work performance, is based on specific knowledge and usually performed by an external professional who is skilled in a particular domain, elicits professional trust and is more objective when it comes to introducing changes. A good diagnosis of the situation is needed when introducing interventions into the work organization, where methods such as conversations, monitoring and evaluation of performance skills are applied. Mentoring, as has already been noted, is a broader and more complex process which encompasses work tasks and assignments, meeting new co-workers and learning about the organization. Mentoring includes career planning and professional development. Modern teaching methods are used in the mentoring process, including training for the acquisition of specific skills, and it is in this activity that mentoring and coaching are interwoven. In my opinion, coaching can be applied by the mentor in the mentoring process as it develops very specific skills which are closely related to mentoring. Mentoring relates to specific contexts in the workplace, such as networking in work settings, and assistance in learning about organizational policy and promoting the mentee's activities, and can therefore be performed explicitly by an experienced person in the organization. The distinctions between mentoring and coaching are shown in Table 1.

Table 1. *Distinctions between mentoring and coaching*

Coaching	Mentoring
<ul style="list-style-type: none"> • Oriented towards specific assignments and specific skills 	<ul style="list-style-type: none"> • Broader orientation towards career and professional development
<ul style="list-style-type: none"> • Diagnostics relates to specific needs of a coachee 	<ul style="list-style-type: none"> • Modern adult teaching methods prevail
<ul style="list-style-type: none"> • Performed by a professional from a particular domain (usually external specialists) 	<ul style="list-style-type: none"> • Performed by experienced employees in the work organization (mentors)

Mentoring and Supervision

Another concept which relates to mentoring and needs to be clarified is supervision. Two explanations of supervision are presented: (i) Johnson's (2014) model of mentoring relationship and (ii) the explanation of supervision in a sense of professional and personal development. This chapter then concludes with introduction of the supervisor competences which have been defined in a European project named *ECVision. Supervision & Coaching in Europe: Concepts & Competences*.

Mentoring Relationship Model

Johnson (2014) points to an interesting relation between mentoring and supervision (Mentoring Relationship Continuum – MRC). He does not conceptualize mentoring as a specific activity of assigning tasks, but as a specific relation within the framework of supervision and counselling. In this chapter, a relationship continuum of supervision and mentoring is presented. Johnson, Skinner and Kaslow (2014) believe that supervision with a mentoring dimension is transformational with regard to the supervisory relationship, which means that it offers more benefits in both professional and personal domains.

Johnson (2014) presents the relation between mentoring and supervision on a relationship continuum, in which mentoring is defined more from the perspective of the quality of the relationship than from the perspective of delegating tasks to the mentee. Similar to other functions (e.g. counselling, teaching), supervision is placed on a continuum and defined by the level of inclusion, reciprocal relationship, emotional connection and genuine collaboration. With the development of supervision, the relationship becomes more inclusive (Johnson, 2007). Basically, the supervisory relationship is transactional, which means that it is structured and formalized so as to establish and maintain a hierarchy. Clear structure and a formal framework are essential for the development of a safe relationship, and are desired in early phases of this process. Supervisees then gradually outgrow this strict hierarchical relationship, become more competent, more trusting and wish to collaborate more and strive for collegiality. If the supervisor remains at the level of strict formality, he/she is perceived by supervisees as rigid and distant. If the relationship between the supervisor and the supervisee starts evolving towards mentoring, then it becomes transformational. A transformational relationship is characterized by self-efficacy, self-trust and a favourable climate saturated with positive emotions. In the context of supervision this means that (Johnson, 2007):

- i. The supervisor is a partner who safely guides the supervisee through the training process and helps overcome any obstacles which can appear;
- ii. The supervisor understands supervision as helping the professional and broader development of an individual;
- iii. Transformational supervisors need to be competent and mature professionals in order to effectively play their roles (support, evaluation, advocacy);
- iv. Supervisors exhibit a high level of collegiality and reciprocity in the supervisory relationship.

It can be concluded that the use of a supervisory relationship with a mentoring dimension is gaining in popularity. On the mentor's side of the continuum the supervisor offers a high level of support, empowerment, authenticity and reciprocity, so that the supervision process becomes more equal, reciprocal and collaborative, and the line between teaching and learning has been erased (Schlosser, Lyons, Talleryand, Kim, & Johnson, 2011).

As noted above, Johnson (2014) presents the mentoring relationship by means of a continuum, which describes the level of mentoring that occurs using the dimensions of transactional-transformational relation, low or high level of social support, and low or high level of emotional support. The model was primarily set in the context of clinical supervision, but can also be applied in the research or study domains. Indeed, it can be applied in all professional relationships with developmental features as it explains career- and competence-based development, support in evaluation and monitoring of training programme requirements, and various methods of encouragement. Johnson explains that advising and supervision can develop in the direction of a more active and reciprocal relation when the supervisor or advisor offers the full spectrum of career, emotional or psychosocial support, and when the supervisor or advisor strengthens professional development and success in a more goal-oriented manner. The relationship becomes more mentoring-oriented and thus obtains the following qualities: (i) reciprocity, collegiality, authenticity and mutuality; (ii) career-related and psychosocial functions; (iii) intentional role-modelling; (iv) a safe environment for self-exploration; (v) the transformation of professional identity; and (vi) a relationship which exceeds the described functions and is maintained in other contexts as well. While advising and supervision are transactional relationships with a tendency for clear structure and formality, where the advisor and supervisor offer services of advising, knowledge transfer, giving feedback, or evaluation, and are adequately paid for these, developmental relations are closer to mentoring, and become progressively transformational. The transformational mentor enhances the mentees' evolution by demonstrating a sincere relationship, timely guidance, encouragement and clear vision. Such a mentor cares for the mentee's professional and personal growth, and in this context it is important that short- and long-term goals are being followed (Johnson, 2014).

Developmental relationships, which exhibit a strong mentoring dimension, are emotionally supportive and recognize the value of individuals, and thus include giving feedback and appreciating the achievements of the participants. The mentor offers information and is available for consulting or advising, and provides caring support based on the available time and resources. The emotional dimensions of the relationship are reflected in a stronger connection, warmth, and desire for the well-being of the other parties. This final point is defined by Johnson (2014) as high emotional commitment, or "companionate love," which includes a sense of both intimacy and alliance, and causes an ongoing bonding friendship.

There is another element within the mentoring relationship continuum model that needs to be clarified, namely relational mentoring, which is a highly-developed mentoring relationship. When an evolving relationship reaches such a level, it exhibits several important characteristics: reciprocity, flexibility in transition from one role to another, and, at the same time, increasing vulnerability, expansion of the spectrum of achievements and the use of a holistic approach. The relationship thus

encompasses reciprocal influence, development and learning. The mentor and the mentee are capable of transitioning from role to role and allowing complementarity of knowledge, skills and attitudes. In such an intense relationship both weak and strong features emerge, and this requires the mentor to be highly sensitive and warm. It is of paramount importance that the relationship remains conscious, appreciative and supportive, as this encourages a strong sense of professional identity, is competence-development oriented, and enhances the establishment of the mentee's equilibrium and vitality. Although the mentoring process is skill- and professionalism-oriented, the mentor should not disregard the holistic notion of development, which is socio-motivational-emotional. Therefore, the mentor needs to build up his/her self-efficacy, emotional intelligence and balance between work and other activities (Johnson, 2014).

Johnson's mentoring relationship continuum model is interesting, because it regards mentoring as the highest level of a relationship which starts with advising and continues with supervision. Two aspects of this need to be emphasized, the transactional and transformational ones which present two types of relationship in the mentoring continuum; the former is indicative of advising and supervision, the latter is a distinctive feature of mentoring. None of the relationship levels can be evaluated as worse or better, they can only be viewed as developmental levels with characteristics, objectives and the vision of further development. The model re-conceptualizes considerations such as "What is mentoring?" and "What is supervision?" and deftly connects the two treatments. The purpose of supervision and mentoring is to be found by each individual, who can frame them in accordance with their own experiences.

Supervision as a Method of Professional Development

Next, we will take a look at supervision as a method of professional development. Žorga (2002a) claims that supervision is a process of specific learning and development, as well as a method of providing support in professional reflectivity that enables professionals to obtain professional and personal insights into their own experience. Supervision helps the professional integrate practice and theoretical knowledge, and thus successfully deal with work performance challenges. Supervision helps in stress management and in professional identity building, by supporting professional and personal education and development.

Ajduković and Cajvert (2004) further expand the definition, and argue that supervision is the process of developing the professional as a practitioner who reflects on his/her performance and learns from the experience. The supervisor finds out about the supervisee's situation and resources, follows his/her own thoughts, emotions and resources, and simultaneously monitors the relationship from different perspectives. By integrating all of these features and processes, the supervisor creates opportunities for ever more competent professional performance to occur.

Professional supervision has evolved into the provision of mentoring and directive assistance, and in its first phase of development included supervisory tasks. Over the years, the focus has shifted towards professional development. In the 1970s such efforts addressed individual employee's professional growth, but today it encompasses the entire process of institutional development, its components, teams and innovative projects. Not only is this method applied in the helping professions, but it is also used in the monitoring of top management teams in many large and successful enterprises (Kobolt & Žorga, 2006a). Workplaces change very fast, and individuals have to be flexible and motivated to learn in order to accept these changes as challenges, as the development and quality of the organization depend to a large degree on the education and development of its employees. Kobolt and Žorga (2006a) support the empirical findings by Singh and Shifflette that professional development requires a flexible approach, highly active learning, and persistence. In this, problem-solving and self-reflection are supposed to be carried out in collaboration with colleagues. Such an approach can lead to personal changes when the employees are supported with trust and encouragement. Clear and timely feedback regarding performance, and support for improvements, enable employees to develop a feeling of being in charge of their own professional development. Supervision is thus a method that creates the conditions for encouragement and the realization of career and personal development. Professionals can advance in their work if they can self-reflect in a safe environment with the group of colleagues and a supportive supervisor. Mutual problem-solving, reflectivity and discussions of practical experiences, as supported by evidence-based professional findings, can offer valuable feedback regarding employee performance (Kobolt & Žorga, 2006a), and can underlie the continuing process of professional development that is essential in many careers and organizations.

Supervision Goals

Kobolt and Žorga (2006b) point to the diversification of aims of supervision. They note that the supervisee is in a constant process of learning, and that by reflecting on his/her professional performance, the supervisee can better understand what and how he/she performs at work, and what are needed. Another goal of supervision is the construction of a new reality, an awareness of one's own perceptions, and of the reality of one's career. Another aim of the supervision process is global. Individuals always operate in a particular work context, which is both an independent system and connected with others. During the supervision process the professional is expected to recognize and improve the operation of individual systems, his/her determination and ability to change his/her performance, as well as the operation of individual sub-systems. In relation to supervision it is important to understand the circular causality of phenomena, as there is no linearity among the participants' relationships, but instead a circular multi-fold system of co-dependence. It is important

to realize the significance of feedback, internalized norms and rules in this context, as these significantly determine people's behaviour. The creative resolution of career challenges is also important in supervision. This means that the supervisee, by means of reflection, gains insights into his/her professional conduct and seeks new paths and solutions, thus moving away from their old forms of behaviour. Finally, the supervisee has to examine his/her part in the overall operations of the organization, follow the activities their work is related to, and consider when and in which situations it is reasonable to change his/her performance. The supervisee must thus have critical view of the challenges and changes that will arise as this occurs.

Functions of Supervision

Kobolt and Žorga (2006b) emphasize that professionals hold different views of supervision and perform it differently. The supervisor's qualifications and orientation are key points when making decisions on how to implement supervision and what to focus on. Supervisors play an important role in the organization, but role conflicts are also likely to occur, and this can make the performance of supervision difficult or impossible. In general, three roles of supervision can be distinguished, educative, supportive and managerial, as explained below.

The *educative* or formative function of supervision encompasses the development of skills, understanding of and insight into the professional practice of the supervisee. This includes regular self-reflection on performance, development of understanding one's career procedures, and acquisition of new skills, self-recognition and awareness of one's own weaknesses and strengths, harmonization of work team, and establishment of a communication style. Knowledge of the system, circular, and interactive views of professional space is also incorporated. It can be concluded that the educative function of supervision is an ongoing form of professional development.

The *supportive* function of supervision encompasses an awareness of emotional experience at work. When individuals do not recognize emotions and emotional states, they cannot respond adequately, which can trigger emotional burnout. To be able to become more aware of and reflect on one's emotional states, the feeling of a safe climate has to be developed and maintained in the supervisory relationship.

The *managerial* or control function of supervision ensures the monitoring of the quality of people-related work. Kobolt and Žorga (2006b) claim that this function is needed because individuals do not have enough knowledge and experience, and because they have blind spots, vulnerable areas, or prejudices which can significantly affect their behaviour and conduct. In order to manage these weaknesses a process of monitoring, directing and evaluating performance is needed. Within any organization the various roles of employees are defined, their responsibilities are assigned and any related agreements have to be carried out. This is the domain of the managerial function of supervision.

The three functions of supervision, as set out above, have been presented so that they can be recognized and followed. However, it should be noted that the educative, supportive and managerial functions of supervision are usually interlinked, and which one is dominant in any particular instance depends on the supervision context and the issue of concern.

Supervisor Competences

Supervision is a method which can enhance the individual's professional conduct and contribute to his/her personal growth. The details of what can be offered to a professional by supervision may be found in the goals of the second-cycle study programme "Supervision, personal and organizational counselling" (Supervision, personal and organizational counselling, n. d.; presented on the website <https://www.pef.uni-lj.si/173.html>), a programme for educating supervisors. The objectives of this are for students to develop (i) an understanding of and research into the organizational structure, dynamics and culture of various workplaces, and inclusion of supervision, personal and career counselling, into a wider organizational framework with the purpose of assuring higher quality of professional performance, encouraging career and personal development of professionals, and enabling the advancement and change of the organization; (ii) the ability to organize, perform, monitor, and analyse different forms of supervision process, personal and organizational counselling (individual, group, team supervision/coaching, supervision/coaching in the organizational setting, change management etc.), and to introduce it into new fields of practice in the organization, and to participate in the creation of new theoretical and practical models; (iii) the ability to find alternative solutions which enable all participants to develop new perspectives and improve their lives, relationships and organizational climate, and to direct new conduct strategies; (iv) the ability to perform and reflect on counselling processes in different organizational and professional contexts, confront attitudes, stereotypes and prejudices, and recognize and understand processes of inclusion/exclusion at the levels of culture, policies and practices in organizations.

From a European perspective, issues related to supervisor competences can be explored through the findings of the project *ECVision. Supervision & Coaching in Europe: Concepts & Competences* (Ajdukovic et al., 2015). The aim of this project, which covered the domains of supervision and coaching, was to present different models of supervision and prepare a competence model for supervisors. The work group formulated two groups of competences, as follows:

- i. *Professional identity*, where the supervisor integrates his/her personal traits and professional requirements into his/her professional identity. The development of professional identity is the aim of training programmes for supervisors, and this can aid their ongoing professional development and personal growth;

- ii. *Professional conduct*, for which the supervisors need a rich repertoire of feasible interventions and broad professionalism and skills. Continual evaluation of one's own activities and processes is essential here.

These competences are shown in Table 2, and detailed explanations can be found on the ANSE (Association for National Organizations for Supervision in Europe) website (<http://www.anse.eu/ecvision/start.html>).

Table 2. *Competences of supervisors and coaches (see also: <http://www.anse.eu/ecvision/start.html>)*

Professional identity	Professional conduct
Professional attitude <ul style="list-style-type: none"> • Reflectivity • Integration of theory in practice • Tolerance of ambiguity 	Building a professional relationship <ul style="list-style-type: none"> • Contracting • Structuring the process • Evaluation
Ethics <ul style="list-style-type: none"> • Ethical conduct 	Facilitation of outcomes <ul style="list-style-type: none"> • Facilitation of professional development • Facilitation of change • Facilitation of learning
Quality development <ul style="list-style-type: none"> • Continuing professional development • Continuous personal development • Contributing to professional standards and development 	Advanced communication <ul style="list-style-type: none"> • Professional use of one's own communication style • Managing the communication process • Managing tension and conflicts
Perspective on person, work, and organization <ul style="list-style-type: none"> • Recognition of different personal, professional and organizational values and cultures • Recognition of status, function and roles within the organization • Focus on leadership-related contents 	Handling diversity <ul style="list-style-type: none"> • Awareness of diversity • Managing power, hierarchy and discrimination
	Mastering methods and techniques <ul style="list-style-type: none"> • Performing in different settings • Application of methods and techniques