

Impact of Initial Motivations of Mentors on Characteristics and Dynamics of Mentoring Relationships over 12 Months of Duration

Tereza Brumovská
UNESCO Child and Family Research
Centre
National University of Ireland,
Galway

Intrinsic Motivation

the innate organismic need for self-determination and competence. It energizes a variety of behavior and psychological processes for which the **primary rewards** are experiences of **effectance and autonomy.**" (Ryan, Deci, 1985:32)

Initiated and experienced with **Interest, Enjoyment and Excitement.**

The experience of activity itself is satisfying for the experiences of autonomy and competence.

Regulated with autonomy and self-determination from **IPLOC (Internal Perceived Locus of Causality).**

In the peak performance: **Experience of Flow, High Concentration, Creativity, Positive Development**

Extrinsic Motivation: Autonomous Regulations with IPLOC

Extrinsic Motivation: “..a behavior where reason for doing it is something other than an interest in activity itself”

Autonomous Extrinsic Regulations: Activity is initiated and experienced with self-determination (from IPLOC) out of the freedom of choice:

Integration:

behaviors fully **assimilated with one's self**

formed **in congruence** with one's needs and attitudes.

Extrinsic motivation as they attain to **achieve the separable outcomes.**

However, experienced with many **qualities of intrinsic motivation.**

Identification:

initiated out of the **conscious valuing** of a goal or the process of the activity.

Extrinsic Motivation: Controlling Regulations

Controlling Extrinsic Motivations performed from EPLOC in regulation of behavior:

Projected regulations: motivated out of **self-control**, internal rewards such as **pride** or **contingent self-esteem**; and **avoid of punishments** such as avoid of **guilt** or **anxiety**.

Regulation of behavior with **ego-involvement**: people are motivated to **demonstrate ability**, **avoid failure** and so maintain the **feelings of self-worth** (Ryan, Deci, 2000: 72).

Internal regulations: activity performed out of the **pressure to perform**, feel or think **in a specific given way**. **Activity as an instrument** for achievements of other specific **goals** (Ryan, Deci, 1985).

External **rewards or punishments**: outcomes that control the performance of the activity itself.

Controlling Motivation with Introjected Regulations:Ego- Involvement

Weiss (1974): Theory on Functions of Social Relationships

- 1) **Re-Assurance of Worth:** In relationships with opportunity to attest once competence in some role
- 2) **Emotional Integration:** In relationships where emotions are expressed and reacted to in a way stabilizing for participants.
- 3) **Social Integration:** Sharing a concerns in similar situations or same goals achievement
- 4) **Opportunity for Nurturance:** An adult takes

Initial Motivation of Controlling Mentors

External Regulations:

An experience of mentoring as an instrument for the future studies:

„M: My first motivation was to **gain an experience in the NGO** because I wanted to study college with psychological subjects and you need **to have an experience to study this** so it was my first motivation...otherwise I would not think about anything like that at all (laugh).“ (Marta, December, 2011).

-A certificate of mentoring as a goal of mentoring engagement:

„...I would need...the paper from the BBBS that certifies that

Introjection with Ego-Involvement: Motivation in Re-Assurance of Worth

Motivation to attest competence in the mentoring role as a Role Model:

- „M: **People not even know what they can give** to the child when they start with it...if they have **the skills or a life perspective that they could interpret to that child**“ (Marta, January, 2011).
- „K: The idea that you **can inspire someone with your own example...so I thought that I´m not that bad** and that it could work out.“ (Květa, January, 2011).
- „L: (I expect) **to feel good to be able to show her (a mentee) new things, skills and that she will spend an enjoyable time because of me...otherwise she would only be sitting by her**

Introjected with Ego-Involvement: Opportunity for Nurturance

Motivated from EPLOC to feel responsible, useful, needed by the child. Feeling sorry for children:

M: I know I won't save the world but I hope I am able to help at least one child....if it was one child only it would still be better than no one." (Matylda, January, 2011).

„V: I thought I would spend my time meaningfully and that I would help someone...and that it will help myself at the same time...The feeling of someone's need; that someone knows that I am here for him and that I am doing something meaningful (for him)."
(Viki, January, 2011).

...I thought it would be interesting to try to be useful for someone, to feel helpful...as one can feel kind of useful with doing something."
(Luiza, December 2011)

Introjected Regulation: Social and Emotional Integration

The mentoring activity as an instrument for satisfaction of mentors' social needs:

- L: ...you are working but there is a **feeling of emptiness** because **you don't have anything else to do...** I just did not initiate some new activities at the time...and **suddenly I felt emptiness... didn't have any goal to fulfil..**" (Luisa, December, 2011).

- „L: I thought I would spend **more time with my boyfriend...**however it turned out that he **was not interested** in it that much so I was **looking for something else that would be meaningful...someone who would be interested** (in my time).“

Autonomous Extrinsic Regulation of Supportive Mentors: Identification

Identification with the Values of Mentoring Role:

- One wants to do something more to feel that except the work and obligations... they can **do something for someone else too, not only for one's own, because it's fulfilling.**
 - (Sára, January, 2011).

Identification with the values of volunteering:

I wanted to be a **volunteer** before already **because it is a meaningful activity and it makes one satisfied** that he can help.... And BBBS was interesting, I wanted to do **something that would be fulfilling** for me and I chose this.

(Nina, January, 2011).

Attitudes of a Mentor: To give Back Benefits to Society

- I volunteer since 2004 and the motivation is still the same...I receive **benefits from society and it is important to give it back** not to let it

Motivation of Autonomy Supportive Mentors: Intrinsic Motivation

Interest, Enjoyment, Excitement in Mentoring Activities:

I liked that you can do something which **you can feel good about and even enjoy it with fun** and **get know many new things** and I think it changes a person, for sure
(Nina, January, 2011).

I applied for the programme through my **friend...she studies a special needs education and we talked about it...and I thought it was interesting...** I chose BBBS as the most interesting from the choice I had...
(Tina, February, 2011).

Opportunity for Nurturance Motivated from IPLOC with the Experience of the Relationship:

- S: It is a meaningful activity and I like children. **I like children, I enjoy the relationship with them, to have fun and play with them**, it is a different

Impact of Motivation:
Moderators of Satisfaction in
Controlling Relationships:
Feedback of Children and
Satisfaction of Mentors

Autonomous Feedback of Children in Relationships

satisfied with autonomous feedback of children expressed spontaneously in mentoring interactions:

K: well, I think that **it is visible on her that she is enjoying it and having fun and that's something satisfying for me too.**

- (Květa, December, 2011).

Autonomous Benefits Resourced from IPLOC of Mentoring Experience:

Kids are happy, they don't bother with problems of adults and the man than relieve from solving own even the personal problems... **I relieve the stress and can play silly with the child and forget my issues, kids don't perceive the issues....**

(Barbel, June, 2011).

When we go somewhere and we think up silly things, **I play this way and I like it** and would not have done it on my own and **wouldn't do such a silly things normally** but as I have a mentee for that one

Expected Shared RESPONSIBILITY for the Relationship

Responsibility and obedience:

I am realizing how lucky I am that I have such a nice child. **He's really obedient** ...everytime I agree upon anything, **he is reliable**. He's 11 and **he things about everything so I am happy he's responsible**.

(Viki, June, 2011).

Responsibility for organizing meetings and activities showing explicit interest:

M: I told him: "**If you want to go** to the view tower...there is a tower nearby here... **you only need to text me that you want to go there**. And we'll go.

(Matylda, May, 2011).

Concrete expectations on child's behaviour and responsibility that would make the mentor happy:

T: What would be the ideal relationship for you?

...to be **able to share our issues that makes us worried** etc...if this would change, she would **be more chatty and would come to me and asked me how am I doing or what I was**

...she doesn't have to come up with the question but when I ask her she could ask the

Explicit Children's Feedback as a mediator of Satisfaction and Involvement in the relationship:

M: ...I took her to the trip to Petřín and **she was excited**, she really liked it and **it was clear that she wasn't used to someone paying this kind of attention to her.**

- (Marta, December, 2011).

L: we went shopping together and **I bought her a hoodie and she permanently wears it now...**we met 3-4 times since then and she wore it everytime....**so it was a kind of experience – shopping with her...or at least it was an Experience for me**

Lack of Expected Feedback led to Mentor's Amotivation to continue Volunteering:

...she got used to things...and I felt like **she liked me, she enjoyed the time spent with me but on the other hand she didn't directly need me**...and I felt like **she doesn't have that much to give** her because, to be honest, I am not her peer that much...

- (Marta, December, 2011).

3:It just feels like **I am only giving her now, I am teaching her**....but **she can't give me anything** like that because she is a little kid...and you know, kids can give a lot but it's just not that much now...

- (Barbel, December, 2011).

Perceived Benefits of Mentoring in Controlling Motivations

- T:What is the best about it?

L: Well, **the best thing are the group events** and the contact with the **other volunteers**.

- (Luisa, December, 2011).

• M: I really enjoyed the supervision meetings and the meetings with the **other volunteers**, we had perfect relationships there, it was fun and the activity had a different character, it was **not only some kind of service but fun too**.

- (Marta, December, 2011).

Resulted Characteristics of Controlling Relationships

mentors had a **controlling cooperation style** in mentoring interactions (Ryan, Deci, 1985, Deci et al., 1983)

The **Relational Boundaries** of Relationships were very Tight with the **Control of Mentor over Choices** in Activities and Interactions; or the **Boundaries of Roles** between Mentors and Children in Relationships were **Blurred and Too Close**.

Mentors **doubted about Children's Autonomy and Competence** in interactions and Characteristics

Mentors Focused on and Fostering **Children's Needs** perceived in **background** outside Relationships.

Responsibility in Mentor's and Children's Role was found a Moderator of Dissatisfaction in the Mentoring Role led to **Overinvolvement**

Loss of Control in Relationships Resulted in Dissatisfaction of Children, Conflicts and **Withdrawal of Children**

out of 6 Relationships **Terminated Prematurely** before 10th Month of

Summary and Learning for Practice

awareness on **Autonomous and Controlling Motivations** of Volunteers and its Screening before and during their Commitment

continuing **Training of Volunteers** on their Mentoring Role towards Children

Supervision of Satisfaction in Relationships

Training on **Boundaries of the Mentoring Role** in Relationships.

Boundaries of **Responsibility** in Relationships

of Professional Diligence in Mentoring Relationships

Resulted Characteristics of Supportive Relationships 1

Mentors believed in Children's Autonomy and Competence

Provided Choices in Interactions and Allowed Children to Lead the Activities

Were Intrinsically Satisfied with Mutual Enjoyment of Activities

Emphasized Playfulness that was a moderator of Closeness and Trust in Relationships as well as a Moderator of their Satisfaction

Characteristics and Dynamics of Supportive Relationships 2

All Relationships had a patterns of regularity of meetings

The boundaries were reflected by mentors and negotiated with awareness with children

Mentors provided feedback when setting the boundaries

Mentors allowed Children's Leadership for Supporting their Competence

Durability and Regularity of Relationships

Evidence of Satisfaction, Closeness and Trust from Children

How To Plan for the Future of Relationships