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Review of Becoming a High Performance Mentor: A Guide to Reflection and Action, by James B. Rowley.

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Becoming a High Performance Mentor: A Guide to Reflection and Action. By James B. Rowley. Thousand Oaks, Calif.: Corwin Press, 2006. xx + 180 pages. ISBN 1-4129-1767-0 (paperback). \$29.95.

This sequel to James Rowley's publication, *High-Performance Mentoring: A Multimedia Program for Training Mentor Teachers* (Rowley and Hart 2000, Corwin Press) is designed to articulate more fully the concepts presented there and in his earlier article, "The Good Mentor" (Rowley 1999, in *Educational Leadership* 56, No. 8:20–22). Divided into eight chapters, the book begins with an introduction to some of the challenges related to mentoring and posits a framework for reflection and self-assessment of one's mentoring efforts. Chapter 2 presents four vignettes illustrating various levels of mentoring. Each of the remaining chapters highlights components of Rowley's six key characteristics of good mentoring: committing, accepting, communicating, coaching, learning, and inspiring. Three tables augment the text: 1.1 "Qualities of the High-Performance Mentor Teacher"; 2.1 "Four Phases of a Mentoring Relationship"; and 6.1 "The Five States of Mind in Cognitive Coaching." In addition, chapters 2 through 8 conclude with a series of questions for reflection on the concepts and skills presented in the chapter. The context for Rowley's discussion is mentoring first-year K–12 teachers, but his discussion would be relevant for teachers in higher education contexts as well.

Rowley's basic understanding of mentoring includes good conversation, good teaching, and mentoring as a "pathway to personal growth" (22). A good mentoring relationship develops through three phases: introduction/orientation, exploration, and collaboration. Some progress to yet a fourth stage, which Rowley calls "consolidation," that denotes development of a professional and personal friendship. Various obstacles to high-performance mentoring are surveyed, including low-commitment factors for mentors and mentees, misidentification of a novice teacher's socialization strategy, and inappropriate communication patterns.

Rowley also discusses "coaching," drawing on the model of "cognitive apprenticeship" outlined by A. Collins, J. S. Brown, and S. E. Newman in their 1990 article ("Cognitive Apprenticeship: Teaching the Craft of Reading, Writing, and Mathematics", in L. B. Resnick, ed., *Knowing, Learning, and Instruction: Essays in Honor of Robert Glaser*, Hillsdale, N.J.: Erlbaum). For Rowley, coaching is concerned with "technical proficiency," whereas mentoring "is more concerned with the holistic needs of the beginning teacher – including his or her social and emotional needs and personal concerns" (109). Thus, Rowley uses the term "coaching" in an equivocal way. However, for Collins et al., "modeling" includes not only demonstrating skill or technique, but also unfolding for the observer the thought processes that underlay the demonstrated practice. In fact, to model "thinking about" the situation is in some ways more important than the technical demonstration itself, for one of the most essential skills of a teacher is the ability to engage specific, complex problems or situations with subtlety and creativity (121).

The book's how-to approach makes it very straight-forward, and Rowley uses appropriate examples to illustrate the various points being made or skills being presented. His distinction between "mentoring" and "coaching" reveals a more interpersonal emphasis in his understanding of mentoring, and coincides with Rowley's recurrent focus on the mentor as one who aims to become a personal friend as well as professional support to the mentee (e.g., in the description of "consolidation" as the final phase of "high-performance mentoring"). However, the book fails to distinguish between the mentor being friendly with the mentee and seeking to become friends with the mentee. This raises concerns with respect to professionalism and right-to-privacy for the mentee and – at least in the environment of higher education – potential conflict-of-interest concerns as well (since it is not unlikely that the mentor would have influence upon the mentee's evaluation for promotion or tenure). In that light, Rowley's chapter on coaching may be the most applicable, although it is also the least original, relying as it does on Collins, Brown, and Newman's discussion of "cognitive apprenticeship." The present guidebook may be more helpful for mentors of graduate students than for university professors who are mentoring junior colleagues, although it was not intended for either use. With modest adaptations, at least some of the reflection questions could be used for self-assessment of teaching and learning in higher education settings.

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