Review Article

Reviewing Needs and Techniques of Mentors for Mentoring New Teachers

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Abstract

This paper aims to review the needs and techniques of mentors for mentoring new teachers. By employing the systematic review, the data collection involves specific items of the population studied, intervention used, and outcome measured. 42 articles gathered for this study are in the stream of mentoring covering two major aspects of needs and techniques in mentoring. The results of these 42 research articles related to the needs and techniques of mentors for mentoring new teachers were organized into themes and sub-themes. The data were interpreted to examine the accuracy of the theses and sub-themes compared to the subject matter stated as the research question. As a result, the findings reveal that the needs of mentors involve four major aspects such as (1) building relationships, (2) common grade level, (3) developmental components, and (4) education and training. In addition, techniques that mentors implement for mentoring new teachers consist of five major aspects such as (1) establishing relationships, (2) identifying mentees' needs, (3) conducting meaningful mentoring, (4) providing meaningful support, and (5) meaningful listening. A mentor facilitates personal and professional growth in an individual by sharing the knowledge and insights that have been learned through the years. The desirable achievement of sharing life experiences is also characterized as mentoring in which the mentor has a knack for making teachers (mentees) think positively about their classroom practices and their teaching profession. The benefits extend to mentees, mentors, and the school community as a whole. and best practices, determine assessment methods and evaluate participants' outcomes.

Keywords

Mentoring, New Teachers, Mentor

1. Introduction

1.1. A Brief History of Mentoring

To understand why mentoring is used extensively today; it can be useful to know about its history. The story was widely known as the concept of mentoring originated with the char-acter of Mentor in Homer's Odyssey. In this Ancient Greek epic poem, dating back around 3000 years, Odysseus entrusts his young son Telemachus to the care of Mentor, his trusted companion, when he went to fight in the Trojan War. Unexpectedly, he was away for decades and during that time mentor nurtured and supported the boy and this was the es-

tablishment of mentoring [10].

The concept of mentor was developed from one decade to another since the mentoring was known as the associated teaching during the 1970s as there were the associate teachers coming for help for their teammate teacher when the problem occurred and there was a need for help [27]. The role of associate teaching was then moved to collaborative teaching in the 1980s since worksheets, roles and responsibilities of teachers were increased. The collaborative teachers worked closely with the classroom teachers through providing feedback, teaching techniques, how to draw students' attentions, and training teachers [20]. In the 1990s, as the students' demand had increased, the teachers became busier than before and challenges regarding teaching practices had emerged. This was a time when collaborative teaching was updated to contribute teaching knowledge since many teachers' encountered problems in their teaching practices [21]. As many other teachers in different contexts also faced problems with their teaching techniques and how to engage the students, it was a time of success for those who received the service of contributing teaching knowledge [34]. Just so, the mentoring service emerged during the 2000s providing such support and encouragement to other teachers and educators through providing mentoring service programs for them to overcome their obstacles. The mentoring program was then developed as a consistent popular for other educators and this concept of mentoring was then supported by philosophers such as Vygotsky, Rogoff, and Bruner and the development of mentoring was becoming worldwide as its achievement of academic success was rapidly increased [27].
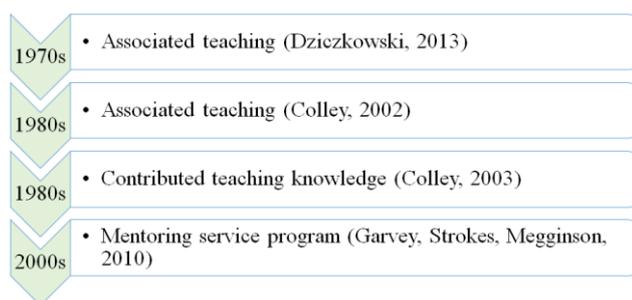
Figure 1. A brief history of mentoring.

As mentoring services become popular, the role of mentor is consistently increased towards professional development. Mentoring involves key components of reform in teaching for providing support for beginning teachers and a new professional responsibility to be the experienced teachers [3, 48]. A mentor facilitates personal and professional growth in an individual by sharing the knowledge and insights that have been learned through the years. The desirable achievement to share life experiences is also characterized as mentoring in which the mentor has a knack for making teachers (mentees) think positively about their classroom practices and their

teaching profession [67]. The role of mentor in mentoring program is characterized in to some aspects such as (1) encouraging reflection, (2) discussed matching-discipline strategies towards professional code of conducts, (3) providing continuous social and emotional support, (4) provide opportunities for teachers to learn and grow, (5) providing direct assistance for continuous professional development, and (6) being a role model for teachers (mentees) towards professional teaching career and independent teachers [2, 67].

1.2. Mentoring in Cambodian Context

As mentoring service was becoming worldwide due to its positive impacts towards educational development, the mentoring problem was then publicly established in Cambodia in 2019 under the cooperation of Ministry of Education, Youths, and Sports in Cambodia (MoEYS) with Kampuchea Action to Promote Education (KAPE), the largest local NGO in the education sector in Cambodia. The program of mentoring was celebrated by New Generation School Training Center (NGSTC) training experienced teachers to become mentors and NGSTC was then changed its name to New Generation Pedagogical Research Center (NGPRC) [45].

The New Generation Pedagogical Research Center is an autonomous unit within the National Institute of Education that has been empowered by the Ministry of Education, Youth, and Sport to confer a Master's Degree of Education in Professional Ethics, Teaching, and Mentoring upon graduates who successfully complete a one-year course of study. The course is 'intensive' and comprises 30 modules of 1 credit each plus a 2-month practicum of 15 credits that will be set at the New Generation School at Preah Sisovath High School, Prek Leap High School and other New Generation Schools as the partnership in Phnom Penh. The curriculum framework of the Center features 4 Modular Streams comprising a total of 30 modules and 89 subtopics. The trainees will study the modular program for 9 months followed by a 2-month practicum where they will practice Mentoring Techniques using the latest educational software. The Course is designed to be cutting edge and includes many high-tech features to bring Cambodia's education system into the 21st Century. The modular program comprises 4 Curricular Streams as follows [58].

1.2.1. Professional Ethics and Mentoring

These modules cover the basis for ethics in the teaching profession and use many interactive materials such as videos and software to frame provocative discussions. This is followed by modules on how to become a good mentor in any context including when working with younger or older teachers or any subject.

1.2.2. English for Research

These modules help to acquaint trainees with the nature of research and to read the many articles that they will encounter as part of their reading assignments. The module prepares

students to prepare a Mini-thesis that will count towards the degree requirements of the Center.

1.2.3. ICT in Education

These modules introduce trainees to the many educational software programs that are used in the New Generation School context and especially a new software called Observic that uses cutting edge techniques to support teachers in improving their own teaching practice.

1.2.4. General Methodological Systems and Principles

These modules help trainees to gain insight into how certain key methodologies such as Constructivist Learning, Cooperative Learning, and Project Work are effectively used in the New Generation School Setting. This knowledge will be critical to providing effective mentoring support to other teachers.

The purpose of mentoring is to tap into the existing knowledge, skills, and experience of senior or high performing employees and transfer these skills to newer or less experienced employees in order to advance their careers [58]. Mentoring is non-evaluative, meaning that unlike performance management, the mentor is typically not a direct manager or supervisor of the mentee [70]. In addition, a role as a mentor is a broad responsibility in assisting teachers to be professional for their classroom [49, 73]. The mentor provides emotional help to the mentees, specific activity to engage students, encouragement and professional development growth, opportunities to solve problems, training of functional networks, solutions and advices to cope the problems happening at their workplace [49, 80]. In other words, the mentor is considered a role model of the mentees in terms of both professional and moral developments [68].

However, the challenges of ongoing commitments in mentoring regularly emerge as mentors intentionally want some changes from the mentees [28, 68]. As they, mentors in the educational sector, fulfill a huge responsibility of teachers' professional development and school development in terms of students' education, the concerns of how mentees need to be developed, and how school developments need to be assisted may be posted. Additionally, the perceptions of mentoring development may also be assisted, resulting in an essential part to examine some more specific practice-based experiences in educational mentoring as means to satisfy new mentors' awareness [49, 62].

In terms of previous studies investigated in educational mentoring programs for new teachers, the role of teacher mentoring in educational is to reform the education [28-73]. In addition, peer mentoring engaging pre‐service teachers in mentoring one another studied mentoring and human resources development where we are and where we need to do [65-68]. The needs-driven approach to expatriate adjustment and career development a multiple mentoring perspective,

followed by studied mentoring a model for leadership development and examined learning to play the game and identified professional development [44, 49-80].

Moreover, mentoring needs assessment validating mentorship in nursing education and adjunct faculty using the cornerstones of effective communication and practice [43, 44]. Additionally, mentoring as professional development 'growth for both' mentor and mentee, and maximizing the potential of mentoring a framework for pre-service teacher education [60, 6]. The research topic of leadership development through mentoring in Higher Education a collaborative auto-ethnography of leaders of color and professional development and mentoring in support of teacher retention [38, 62]. It is essential that most research studies in mentoring below are conducted in other research topics and examine other research sites resulting in a valuable role in exploring mentors' needs and developments in mentoring at Sisowath and Prekleap New Generation School in Phnom Penh, Cambodia.

2. The Needs of Mentors Regarding Mentoring New Teachers

Four major themes were found covering aspects as following:

2.1. Building Relationship

Among 42 articles, 15 articles mentioned that building relationships is the prioritized need for mentors to start the journey of mentoring teachers. Each mentor emphasized the value of developing confidence in a mentoring relationship for both instructional support and teacher retention. Building a relationship with the new teacher increases the mentor's ability to work with, and support, the new teacher in a positive manner [70]. Moreover, the findings showed that there are 33 participants writing that mentors need the way to develop a professional relationship through which goals, visions, and clear parameters for mentees to engage in their work [41]. In addition, building relationships in the pre-mentoring phase such as expectations, goals, roles, and communicative processes are formal relationships. Fundamentals that are part of the pre-relationship process are often identified as the explanation for the relationship's failure in research studies that focus on failed or negative relationships [3]. Anyway, some mentors and mentees have problems in relationships. But both mentee and mentor should appreciate that as the relationship evolves, and mentees progress along their career paths, their needs may change in a direction that leads them away from their mentors. It should be regarded positively as evidence of the success of the mentoring relationship [67].

However, mentor and mentee have failure in relationship that impacts their career progress and productivity [75]. One mentee stated, "I don't know if I would perceive much mentoring during the time I have been on faculty." Other mentee "felt that I could have had more help than actually received."

And other mentees mentioned that "I had a mentor who really didn't discuss things with me, was not interested in spending time on actually discussing issues, and was far too different from me to actually approach them with problems." In particular female mentees reported difficulty in seeking mentors who could provide them with advice on work-life balance and maternity leave scheduling. Furthermore, being personable can be difficult when it comes to developing relationships. Other characteristics associated with being personable included being a good listener, communicator, socially optimistic, and possessing a sense of humor [40].

2.2. Common Grade Level

3 articles mentioned that establishing mentoring processes, similar fields (subjects of profession) as common grade level is essential for mentors. According to the research and interviews, having a similar grade level is critical for a good mentor-mentee relationship. Teachers may discuss common curriculum, data, and testing, which strengthens these bonds. When a standard grade level isn't accessible, new teachers must search for grade level-specific assistance elsewhere. This may or may not be a problem, depending on the new teacher's personality. Outgoing new teachers would have no trouble finding solutions to any problems they encounter. Without someone in their grade level to help them in their first year of teaching, shy or withdrawn teachers may feel bewildered and frustrated [56].

2.3. Developmental Components

5 articles stated that mentors need developmental components which means that they need to strengthen their professional development as a mentor. The developmental needs may include both professional and personal goals [3]. However, it is the functions and processes that the mentor and mentee employ within the relationship that will provide opportunities for the development of goals. As such the roles that the mentor and mentee undertake determine the opportunities that occur. Within a reciprocal mentoring relationship, the mentor and mentee would work together as a team in order to develop the needs of both the preservice teacher and the mentor. Thus, the roles of the mentor teacher include collaborator, facilitator, teacher and role model, and the pre-service teacher in return actively participates and collaborates.

Similarly, eleven teachers from the cohort recognized themselves as lifelong learners and required mentees to have this desirable attribute, which further acknowledges that learning to teach does not cease after completing a university degree. Indeed, the participants were attending in the study highlighted the lifelong journey of learning as a way to grow and adapt to change, for instance: "to be lifelong learners – it's a journey of learning and to model it you have to do it" (Participant 10), "willingness to learn – learning does not stop, we never know everything" (Participant 12), and "willing to grow and learn – so they can make changes, (being an) adaptable, lifelong learner" (Participant 15) [40]. This lifelong learning is related to how teachers use their developing knowledge and skills to assist others, especially teaching school students: "A love of learning – can recognize and value self-learning and learning in others and have a service-orientated disposition – value opportunities to help others" (Participant 2). The claim was that teachers can only assist others if they are prepared to continue along the learning path themselves, necessitating a continual up-skilling in order to help others.

2.4. Education and Training

Among 10 studies reviewed in research synthesis [71], eight studies described mentors as experienced and trained. However, only some studies [16-24] provided specific information or special education about the training and continued professional development offered to mentors. Stanulis et al. (2012) reported one of the more rigorous studies in terms of education and training. Beginning teachers were not given prepared, fully released mentors to assist them in learning how to lead higher-order classroom discussion. Moreover, the beginning teachers who were given mentors with explicit training and guidance, the control group did not show significant differences in their ability to lead higher-order classroom discussions over the duration of the program [74-83].

In addition, mentor education and training appear to be an important component of effective mentoring for beginning teachers. Mentors require knowledge, skills and dispositions across several areas [8]. It is not enough to have expertise in teaching, they also need to be competent at mentoring [81]. It would seem that mentors who do not receive adequate formal training find it more difficult to provide direct feedback and instigate changes in the mentee's beliefs and teaching practices [63]. Other researchers support this finding, as mentor training is a key contributor to the success of mentoring programmers and recommended a systematic, long-term, research-informed approach to mentor education to develop mentors' capabilities [3-7]. In addition, it would be good to have extra training or at least every other year to provide some because things change [56]. Mentoring can be performed without formal training [84]. A mentor stated, "I had great support from them but I still think it would be great for mentor teachers to meet together and discuss what they experience." The binder and the training were much more helpful than the book that was provided for us.

3. The Mentors' Techniques Towards Mentoring New Teachers

Five major themes were found categorizing as following:

3.1. Establishing Relationship

Among 42 articles, 13 articles stated that mentors first have to establish such a positive relationship with their mentee. The relationship could help mentors to get to know their mentees as who they are, where they are from, what kind of people they are, what appreciation and ways to work they have, and who they are as the mentee. This getting to know process provides mentors such a fundamental information in which mentors could use it as a bridge to get into the mentoring processes. Establishing positive relationship makes mentees to open their mind sharing what they have inside regarding their problems, challenges, and concerns to their mentor and look for help, support, and encouragement [6, 11].

Similarly, as a first sign of relationship, the mentor may need to organize a meeting with the mentee for a small talk [47-61]. During the process of this small talk, the mentor first needs to inform the mentee about the actual time and the purpose of the meeting. The mentor could then ask the mentees about strengths on what they have done well regarding their teaching career. Doing this, the mentees may feel comfortable and start to be closer to the mentors to share their potential strengths as they both (mentor and mentee) understand each other within relationship and trustworthiness [23, 26-78]. By the way, the relationship between mentor and mentee could be implemented as the meaningful communication is established within the curiosity to get to know and triangulate the information to start a journey of mentoring [19, 67-70].

3.2. Identifying Mentees' Needs

9 articles stated that mentoring new teachers requires identifying their needs and demands. As new teachers begin their teaching profession, they face challenges since everything seems to be new for them. In this case, they need the one (mentor) they trust to consult what they need to do to fulfill their profession. In addition, identifying the mentees' need could help the mentor to examine and contextualize the right demands of the mentees towards solution finding [42-67]. The mentees' needs are recognized as the specific clues for the mentors to walk on the right track as a means to organize the mentoring cycles. That is why mentors need to have pre-observation conferences to identify classroom activities in which mentees prepare for the classroom operation and to continue with post-observation conferences to observe how mentees run and manage the class. Having been through these two observations, the basic demands of the mentees could be emerged so that it would be applicable for mentors to provide such reflective practices of the mentees' teaching as well as proposing respectful treatment known as suitable solutions for the mentees in order to have further improvement [52].

Moreover, the need is understood as subject to be improved. As long as the mentors really understand their mentees' needs, this would be a key to unlock such challenges and difficulties of their mentees [40-75]. The needs of mentees can be variously involved with pedagogical techniques such as classroom management, problem-solving skills, student engagement techniques, critical thinking skills, questioning techniques, assessments and its procedures, teaching techniques, content knowledge in specific types of content, and student monitoring skills. As a mentor, these various needs of mentees have to be prioritized since the mentors could find it hard to handle more needs as one solution within a short period of time. The mentors could identify the prioritized need and try to solve it one by one. As the needs emerged, the solution could be proposed within appropriate time and context [2, 19-59].

3.3. Conducting Meaningful Mentoring

21 articles indicated that conducting meaningful mentoring is recognized as the convenient procedures in which mentors apply for establishing mentees' improvement. Meaningful mentoring cycle is categorized into three phases as pre-observation, observation, and post-observation. During the pre-observation conference, the mentor needs to work with mentees discussing the classroom procedures and its preparations within relevant materials, sources, and engagement techniques in alignment with target points to be improved (specific points that the mentee is willing to improve). As an observation phase, the mentor needs to visit the classroom observing how the mentee implement the techniques, classroom management, or how to engage as discussed in the pre-observation conference. At this phase, the mentor collects the information focusing on the target points to improve and prepares them as the evidence to talk after the observation phase. To collect the information, the mentor may need to use some essential tools to support the process of collecting the information such as observation field notes, students' setting map, lesson plan, relevant materials during the class, and voice and video records. The last phase of the mentoring cycle is known as post-observation conference which refers to the process of reflection and improvement. The mentor may not ask the mentee directly to change their procedures since some points to be improved occurred, but the mentor needs to use such prompt questions to ask the mentees in order to reflect what they have practiced in the class and to ask the mentees to find solutions of their own. At the phase of post-observation conference, the mentor could also provide some convenient solutions within extra sources related to target points to be improved for the mentees to study more for continuous development [1, 5].

In addition, mentoring involves three main components (see Table 1) [2]. First, the mentor needs to establish the relationship to produce such interpersonal understanding for a desirable improvement through encouragement, inclusion, collegiality, advocacy, and support. Second, operational development approaches through sharing information, reflective practices, conducting assessment, providing feedback, and giving opportunities to learn and grow are implemented to develop functional and practices processes of meaningful mentoring.

Table 1. Mentoring components in the pre-service teacher education context.

Mentoring Components	Description	Mentoring Actions
Relational	The interpersonal relationship that occurs between the mentor and the mentee	1. Support 2. Inclusion 3. Encouragement 4. Collegiality 5. Advocacy
Developmental	The functions and processes used to develop the personal and professional goals of the mentor and mentee	1. Reflection 2. Sharing 3. Guidance 4. Role modelling 5. Communicating 6. Provision of opportunities 7. Assessment and feedback 8. Reflecting
Contextual	The setting of the mentoring in which the mentee is immersed in	1. Work of a teacher 2. Behaviours of a teacher

Moreover, mentoring techniques can be implemented as the cycles covering fives main aspects (see Figure 1) of how to conduct the mentoring progress for the mentees in order to produce positive yields for the students and relevant people. In the same way, the mentors may begin with the pre-cycle called *pre-observation conference* in which trust, rapport, and relationship are logically built to create the opportunity for learning from each other and to make such collaborative works [13, 26-30]. During this pre-cycle, the mentor could learn about the mentees on both strengths and points to be improved to identify gaps so as to prepare such plans for the continuous help and support. The mentors could also take this time to examine specific areas that the mentees want to ask for some more help and support regarding their teaching practices. Two of the mentors and the mentee could work together to organize the lesson plan as well as any other procedures and materials for the class in case that it is the mentee's willingness. Additionally, the mentoring technique also involves a cycle of identifying the students' achievement and procedures used during teaching processes known as *classroom observation and data collection*. The mentors need to continue their coaching cycles within classroom observation to collect the information related to the target point to make improvement. Along the way of classroom observation and information collection, the video record could be pre-pared by asking a permission from the mentee so that this could be the evidence for their talk after the class to precisely examine the mentee's activity during teaching. Of course, various activities recognized as errors and mistakes could occur. In this case, the mentors could take one or two prioritized activities to be improved in alignment with the objectives having been targeted before with the mentee [31, 33-39].

Moreover, the mentoring process is also called *analysis* in which the mentors could illustrate both strengths and pints to be improved based on the observation and information given in the notes taken as well as in the instruments used during the classroom operation [47-50]. The mentor, in addition, could analyze the mentee's activities to fill gaps to be improved and to prepare for the next cycle. As the next cycle of *post-observation conferences*, the mentor may need to organize a meeting based on time available from the mentee to talk about points to be improved. During this process, the mentor could ask the mentee to share their feelings after the class and provide respectful treatment as feedback for the mentee [53, 59-61]. As the last cycle of the mentoring processes, the mentor could use prompt questions to promote the teachers to find their own strengths and weaknesses and to reflect their teaching practices in order to make them find the solutions for the next teaching practices [3-48].
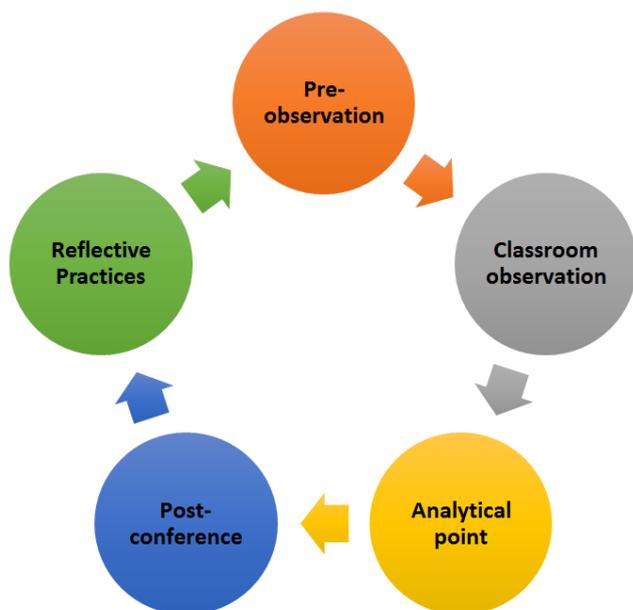
Figure 2. Coaching cycles of mentoring teachers.

Similarly, [3] stated that the mentoring process is catego-

rized into four phases such as (1) preparing for mentoring, (2) pre-mentoring, (3) mentoring, and (4) post-mentoring (see table 2). At the preparation stage, the mentor needs to provide such trainings for their mentees ensure that they are ready for the new context of school context and procedural works since new teachers need to be trained to get to know their roles and responsibilities for their socio-cultural working context. The second phase is pre-mentoring which means that the mentors need to work with their mentees in order to identify needs, expectations, goals, and schedule for their mentor-mentee conference. At this phase, the prioritized point for further improvement is to be identified as a means to look for practical strains for the classroom practices. The third phase is about providing opportunities to practice and reflect on their classroom teaching procedures in which the encouragement, communication, and development come together towards positive improvement. The last phase of the mentoring process is about the completion of relationships and practices in which the mentees are encouraged to reflect their own practices compared to the target goals having been aimed so as to have such assessments, reflection, and further improvement of their teaching performances [3].

Table 2. Phase focus and considerations.

Stage	Description	Focus Areas	Details
Preparation for mentoring	Training for mentors and mentees before the participants meet	Training that centre on:	1. The nature of mentoring 2. Processes of mentoring 3. Roles of the mentor and mentee 4. Conflict resolution
Pre-mentoring	Initial meeting before the professional placement begins	Key activities:	1. Defining expectations for the relationship 2. Outlining goals for each participant 3. Defining roles for the mentor and mentee 4. Mapping out a timeline 5. Setting up communication channels 6. Setting up meeting schedule 7. Induction (to the school) 8. Socialization
Mentoring	Development of the relationship and progression towards the achievement of goals	Key development opportunities:	1. Development of competencies and capabilities (skills, knowledge, and processes) through teaching and coaching, active participation, and collaboration 2. Feedback approaches 3. Reflective opportunities 4. Interactions that endorse reciprocity (sharing, modelling, facilitation)
Post-mentoring	Continuation or completion of the relationship	Continuation:	1. Progress review (formal tasks and duties) 2. Redefining needs/goals and mentoring roles
		Completion:	1. Assessment 2. Relationship evaluation

3.4. Providing Meaningful Support

8 articles indicated that meaningful support is one among other techniques that provide mentees such trust and relationship. Supporting teachers is understood as the process of encouragement, help, protection, collaboration, assessment, reflection, and facilitation. During the mentoring processes, providing support could help mentees to overcome such challenges and difficulties as they face them in their daily practices of teaching. [2] mentioned that one of the roles in meaningful support is to support teachers (mentees) in which the mentors need to cooperatively associate with their mentees within providing advice, suggestion and recommendation. In this sense, the mentors also provide such meaningful support through various roles such as supporter, role model, facilitator, assessor, collaborator, friend, trainer or teacher, protector, colleague, evaluator, and communicator (see Table 3).

Table 3. Mentor's roles for meaningful support.

Roles of mentor	Description of roles
Supporter	Assists in mentee's personal and professional development
	Inclusion and acceptance of the mentee
	Outlines expectations
	Gives honest, critical feedback
	Provides advice during task performance
	Provides protection from unpleasant situations
	Advocates for the mentee
Role model	Assists the mentee by example
	Demonstrates the behaviours of the profession
	Demonstrates tasks
	Sets and maintains standards
	Integrates theory and practice for mentee
Facilitator	Provides opportunities to perform the task/job
	Allows mentee to "develop their sense of self"
	Provides guidelines and offers support
Assessor	Provides criteria-based grades/marks on mentees performance
	Makes informed decision on progress
Collaborator	Uses a team like approach
	Provides a safe environment for the mentee
	Share and reflect with mentees
	Give assistance to mentees
	Identify needs with the mentee
Friend	Acts as a critical friend
	Provides companionship or camaraderie
	Encourages the mentee to try new tasks or challenges
	Provides advice about weaknesses in a constructive manner
Trainer or Teacher	Provides specific instructions about performing tasks
	Teach basic skills
	Provide resources
	Uses explicit teaching to pass on skills and knowledge
Protector	Looks after the mentee
	Raises mentees profile with others
	Shields the mentee from unpleasant situations
	Defends mentees actions

Roles of mentor	Description of roles
Colleague	Treats the mentee as one who is already part of the profession Advocates for the mentee in the organization
Evaluator	Appraises the mentees' progress Provides feedback Engages in mutual evaluation with mentee
Communicator	Sharing of professional knowledge and skills Providing a variety of communication methods Provide feedback on progress to further develop learning

In addition, the role of support is to provide such knowledge, skills, and attitudes in which the mentors could personally share their own experiences for their mentees which such meaningful practices having been practiced in their teaching periods [61-70]. Interpersonal skills and leadership can also be introduced through ways of work fulfilling as mentors perform their roles as a commitment of mentoring profession in alignment to the context of their sociocultural working. Providing such support is really important for new teachers since this could help them to develop their teaching profession as well as assessing them towards another level of achievement in their careers and skills. The new teachers could improve their strategies in engaging students through their instructional types as a means to upgrade the students' outcome.

Similarly, supporting new teachers also involves establishing the climate of relationship, professional development, social and emotional context, confidentiality, responsibilities, and their teaching duties as the teachers. At the sense, it does mean that the mentor is the one doing such things for mentees; instead, the mentor needs to make mentees to critically reflect on their own practices and to convince them to open mind learning new things as well as accepting positive changes [11, 47-50].

Importantly, providing such support for new teachers involves the consistency of mentor-mentee roles which means that both of them need to become aware of their roles and corresponding so that the support processes could come between their roles and commitments. As the meaningful supporter, the mentors need to establish their facilitation as the collaborator in order to promote their mentees to contribute their feeling, commitment, opportunity to learn and grow within on-going processes of development. As a supporter, mentees' reflection is really important that mentors need to create the opportunity for that (such reflection) since this could help mentees to look forwards and backwards within such comparisons of positive and negative impacts in order to generate the convenient solution of their own (mentees) as a means to overcome their problems and challenges for their continuous improvement and development regarding their teaching profession [3].
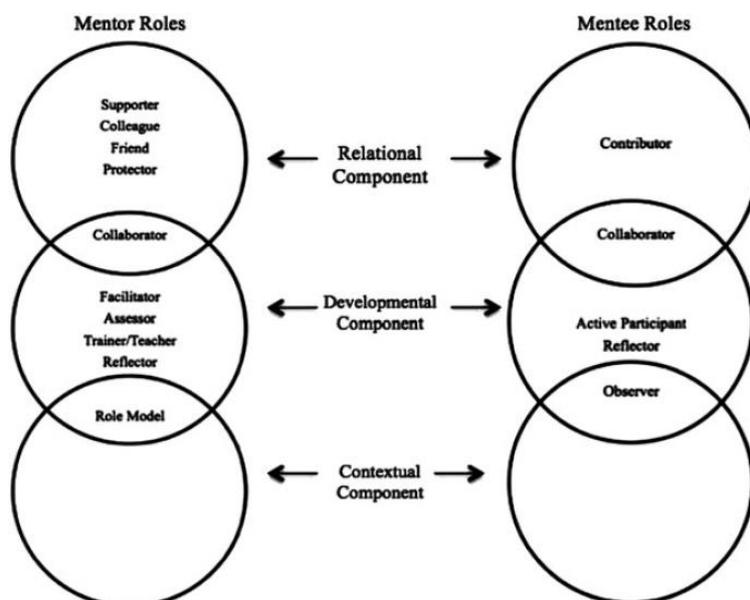

Figure 3. Roles and corresponding components of mentoring support.

3.5. Meaningful Listening

9 articles stated that meaningful listening is one of mentoring strategies to develop the effectiveness of understanding the mentees' contextual practices as well as learning how they face problems, challenges, and successes in order to collect the information and contextualize problem-based situations towards convenient solutions. Similarly, the mentor as the active listener within a power of information receiving may need to pay a deep attention to what the mentee is speaking about [77-82]. In this case, the mentors may take a deep thought about what is happening on the mentees as a means to get a complete understanding so as to find appropriate solutions for them. In addition, the mentors could express their facial expressions through their body languages and gestures to show that they are listening to the mentees. In this sense, the mentees may feel comfortable as they have people listening to their problems and try to be a part of solutions [13, 22].

Moreover, the mentors as the active listener could reveal their personal feelings towards the particular case of the speaker (mentee) to show that you (mentor) are the one staying with them to solve the problem. The mentors, anyway, could summarize, paraphrase, or conclude what they listen from the mentee within asking some questions to clarify some particular points [29-42]. In the same way, the mentors need to patiently listen to the speaker without any interruption in which the speakers are allowed to finish the talk by themselves. In this case, the mentors need to learn and find the foundation of the problem within reasonable judgment that could manage overall cases of the situation in order to make the right decision to produce the sensitive help for the mentees. As the last category of the powerful listening, the mentors (active listener) need to ethically respond to the speaker in an appropriate way even if the story really touches the mentors (listeners' heart). The mentor may need to turn the situation to become normally and make sure that the mentees' impression is going down so that the mentors could find suitable manners and ways to provide a short and meaningful feedback as a part of solutions for the mentees to show that we (mentor) are with them (mentees) [30-33] It is essential that powerful listening could be helpful for both mentors and mentees to establish their valuable relationship towards such positive changes and improvement [15, 32].

4. Conclusion

In conclusion, this current paper aims to review mentors' needs and techniques for mentoring new teachers demonstrating two objectives as to review needs of mentors and techniques that mentors implement for mentoring new teachers. The findings reveal that the needs of mentors involve four major aspects such as (1) building relationships, (2) common grade level, (3) developmental components, and (4) education and training. In addition, techniques that mentors implement for mentoring new teachers consist of five major aspects such as (1) establishing relationships, (2) identifying mentees' needs, (3) conducting meaningful mentoring, (4) providing meaningful support, and (5) meaningful listening. From the point of views of the researchers, the needs and techniques of mentors for mentoring new teachers can be various based on the contextual practices of mentees, students, and socio-cultural workplace.

5. Limitations of the Study

Reviewing needs and techniques of mentors is the coverage for only particular practices of mentors. This study would be even more useful if it also illustrates practical aspects for mentees. In addition, employing the systematic review for this current study, the data is less saturated to figure out a big picture of mentors' needs and techniques. The further research would be allocated effectiveness of mentoring teachers within data saturation of reviewing.

Abbreviations

MoEYS	Ministry of Education, Youths, and Sports
NGPRC	New Generation Pedagogical Research Center
NGO	New Generation School
KAPE	Kampuchea Action to Promote Education
NGSTC	New Generation School Training Center

Conflicts of Interest

The author declares no conflicts of interest.

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