

THE MENTORING ACROSS PROFESSIONS (MaP) PROJECT:

WHAT CAN TEACHER MENTORING LEARN
FROM INTERNATIONAL GOOD PRACTICE IN
EMPLOYEE MENTORING AND COACHING?

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September 2016



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ACKNOWLEDGEMENTS

The authors are grateful to the Gatsby Charitable Foundation for funding this research, to Jenifer Burden and Jenni French for their support for the study from its inception to completion, and to Lorraine Harrison and Hannah Stanwix for their valuable comments on the draft report. Last but not least, we are grateful to all participants who gave up some of their valuable time to assist us with the research. Any remaining deficiencies are of our own making.

SECTION I

PROJECT AIMS, METHODS AND KEY OUTCOMES

CHAPTER I: INTRODUCTION

CONTEXT

International research evidence tells us that the potential gains of providing mentors to support the professional learning and development (PLD) of teachers are substantial. Mentoring has been found, for example, to help mentees improve their skills of classroom and behaviour management, self-reflection and problem-solving, and to increase their confidence and self-esteem (McIntyre & Hagger, 1996; Lindgren, 2005). Largely in consequence, teachers who are mentored (and early career teachers – ECTs – in particular) are less likely to leave the profession (Ingersoll & Kralik, 2004; Johnson *et al.*, 2005). Research evidence also shows that while the primary intended beneficiaries of mentorship are mentees, mentoring can also have a positive impact on the professional and personal development as well as the professional identity of the mentors themselves (Lopez-Real & Kwan, 2005; Simpson *et al.*, 2007). And if the various potential benefits of mentoring for mentees and mentors are realised, these are likely to bring about significant benefits for those teachers' students and institutions, and the broader educational and social systems within which they are situated (Hobson *et al.*, 2009).

Despite its potential benefits, recent research studies in England have identified significant variation in the quality of institution-based mentoring (the predominant form of mentoring deployed) in both the school and Further Education and Skills sectors (Hobson & Malderez, 2013; Hobson *et al.*, 2015)¹. This variation has been attributed to a number of considerations, including:

- schools and colleges not employing rigorous methods of mentor selection;
- mentors having insufficient time to supporting mentees;
- mentors not being provided with appropriate training and development opportunities;
- mentors undertaking conflicting roles of support on the one hand and formal evaluation and assessment on the other;
- the use of mentoring and (in particular) coaching as a remedial strategy to address the perceived under-performance of teachers.

RESEARCH AIMS

This research sought to establish what teacher mentoring stakeholders might learn from successful and effective practice in other sectors – in the UK and internationally. The research team thus set out to identify:

1. effective employee mentoring and coaching practice in private and public sector organisations (excluding teacher mentoring schemes);
2. the impact of those employee mentoring and coaching schemes identified;
3. the various factors contributing to the effectiveness and success of the selected mentoring and coaching schemes.

¹ On the other hand, research into the relatively rare phenomenon of 'external mentoring' for teachers in secondary schools found this to have significant benefits for the (predominantly early career) teachers supported (Hobson *et al.*, 2012; Hobson & McIntyre, 2013; McIntyre & Hobson, 2016).

We use the term teacher to refer to those formally tasked to facilitate learning in early years, primary, secondary and further education (FE)² settings. We use the term mentoring to describe *'the support given by one (usually more experienced) person for the growth and learning of another, and for their integration into and acceptance by a specific community'* (Malderez, 2001, p. 57). We take coaching to refer to one of a number of (potential) aspects of mentoring, and as having a narrower focus, notably relating to specific support for an individual's skill development (Finn, 1993; Malderez & Bodoczky, 1999; Hopkins-Thompson, 2000). Given this, we normally use the term mentoring, in this report, to encompass mentors' potential use of coaching. Nonetheless, we recognise that other scholars and practitioners use the terms mentoring and coaching differently. We thus use the term coaching, in this report, when it relates to a particular programme (notably the Sussex Police Leadership Coaching Programme – Chapter 9) or where it is used, by others, in a different way.

With respect to the scope and contextual boundaries of the study, we did *not* seek to explore (for example) cross-cultural mentoring, cross-national mentoring, or the concept of reverse mentoring (Marcinkus Murphy, 2012).

METHODS

The empirical research involved the following elements:

1. *Individual part-structured interviews* with colleagues who lead, coordinate or oversee successful and excellent employee mentoring schemes in ten organisations – five in England and five in other countries outside of the UK;
2. Additional part-structured interviews *with one mentor and one mentee* associated with each of those schemes;
3. The collection and analysis of *documentation relating to the mentoring schemes* of these organisations (e.g. *mentoring handbook; mentor training materials*);
4. The collection and analysis of *reports or other materials relating to evaluations of the same mentoring schemes*;
5. An additional one-off interview with an international mentoring expert and consultant³.

The data generated from Methods 1-4 above facilitated the development of ten case studies, which are presented in Sections II and III (Chapters 5-14) of this report. In most cases, three interviews were carried out for each case study (the mentoring lead or coordinator, one mentor and one mentee), with the exception of the Norwegian Police Leadership Mentoring Programme (Chapter 11), where interviews were conducted with both an internal and external mentoring lead in addition to a mentor and mentee. In total, 32 interviews were conducted, including the international mentoring expert/consultant. Most (26) interviews were carried out via Skype video-call, while three were carried out face-to-face and three by telephone.

² The FE sector in England, also known as the Post-Compulsory or Lifelong Learning sector; includes further education colleges, sixth form colleges, private and charitable training providers, adult and community learning providers, work-based learning providers, training departments of major employers, the armed services, the prison service, etc. (Lingfield, 2012).

³ This individual had sought to facilitate our access to three separate organisations which had successful employee mentoring programmes, which she supported, in two different Scandinavian countries. While none of those leads came to fruition it was felt that the consultant's perspective on exemplary employee mentoring programmes would be invaluable in its own right.

The conduct of the interviews and subsequent analysis were informed by an initial ('rapid evidence') review of literature, which is explained and reported in Chapter 2.

The research gained ethics approval from the University of Brighton's College of Social Science Research Ethics Committee, and was conducted in accordance with the ethical guidelines of the British Educational Research Association (BERA, 2011). This included a commitment to:

- gaining the fully informed consent of prospective participants in the research;
- ensuring that participants were aware of their right to withdraw from the research at any time should they wish to do so;
- the secure, password locked, storage of data to comply with Data Protection legislation;
- respecting participants' right to privacy, confidentiality and anonymity.

Following discussion and having seen and commented on an initial draft of their case study, each of the 10 organisations confirmed that they were happy for the name of their organisation to be associated with their case study in our report.

RATIONALE FOR THE SELECTION OF CASES

Potential case study organisations were identified through various networks of members of the research team. In particular, the national European Mentoring and Coaching Council (EMCC) leads in several countries were asked to identify exemplary employee mentoring programmes, and if possible to facilitate access to stakeholders. Recommendations were made on various grounds – for example, because members of our networks had personal knowledge of the programmes (e.g. having acted as consultant to the programmes or having previously evaluated them) or because the organisations had received some form of accreditation or won awards for their mentoring programmes. For example, the K&H Bank Mentoring Scheme (Chapter 14) had won a "Mentor Oscar" Award in Hungary in 2011, and one of the programme's mentors (who we interviewed for this study) received an award in an individual category of Mentor Oscar⁴.

Sixteen UK and 12 non-UK organisations were recommended and the research team made initial contact with all 28 of these with a view to establishing the suitability of their mentoring programmes for the research, and the willingness of key personnel to participate in the research. Eighteen of these were either ruled out by the research team or did not come to fruition for one or more of the following reasons:

1. They were ruled out because they were not in fact *employee* mentoring schemes but were designed (for example) to support the employability of students or graduates;
2. They were ruled out because the mentoring programmes did not have sufficient focus on employees' *learning and development* – e.g. some were focused mainly or solely on supporting career progression;
3. A small number of organisations declined participation on the basis that their mentoring programmes were under review or in transition;

⁴ Mentor Oscar scheme started in 2010, as an independent initiative of companies and organizations who wished to support the creation of employee-centred, supportive, and results-oriented workplaces. A Hungarian homepage of Mentor Oscar can be found at www.mentoroscar.hu.

4. A small number of organisations declined participation for the stated reason that they were concerned about the confidentiality of their mentoring relationships;
5. Other organisations declined participation for the stated reason that they were too busy and/or could not participate within our timeframe for the research;
6. Some organisations did not respond to our initial contact or, after initial contact had been made, did not follow-up or respond to subsequent attempt to pursue their participation.

In some cases the research team suspected that organisations were reluctant to participate because they were concerned that our research might identify and report limitations of their mentoring programmes – and thus that they did not have sufficient confidence in the excellence of their programmes, despite them being recommended by experts in the field.

On the other hand, the ten organisations who were willing to participate gave the impression that they were confident in their programmes. This provided some validation of the initial recommendations of each of these organisations to the research team. That their programmes were worthy of study was subsequently borne out by our fieldwork and analysis, as the case studies presented in Sections II and III show.

We now proceed, in Chapter 2, to a discussion of our review of literature.

CHAPTER 2: REVIEW OF LITERATURE

In order to learn more about mentoring across professions, and in a relatively short amount of time, the research team carried out a 'rapid evidence' review of literature. We began this process by sharing and reviewing potentially relevant literature with which we were familiar. We also included the 25 most relevant papers published in the *Journal of Vocational Behavior* as part of our initial scoping literature search. These outputs provided a valuable context for the research but were not reviewed in detail as they were not considered sufficiently closely related to the specific aims of the study. Next, we searched *ScienceDirect*⁵ using *mentoring*, *professional development* and *career development* as keywords, and obtained 16,519 hits. The search was refined using keywords *mentor*, *protégé*, *mentee*, *career development*, *professional learning and development* and also by eliminating journals in education and higher education and selecting references from 2010 onwards (with the exception of one report from 2007). This process left us with 49 references, many of which were in the field of mentoring in nursing and student nurses. The 49 outputs were all retrieved, scanned and coded according to their relevance to the research and perceived methodological rigour. The final corpus comprised 10 'best evidence' outputs on mentoring outside of the teaching profession (8 papers in peer-reviewed journals, 1 report and 1 presentation on the evaluation of a mentoring scheme for hospital staff). These are:

- 1 Durham, W.J., Kingston, P. & Sykes, C. (2012) Implementing a sign off mentor preparation workshop – a tripartite approach. *Nurse Education Today*, pp. 273-277.
- 2 Pohlhaus, J. R., Love, M.S., Rudick, J., Clayton, J. A., & Pinn, V.W. (2007) National Leadership Workshop on Mentoring Women in Biomedical Careers. Meeting Proceedings. Bethesda: Office of Research on Women's Health, National Institutes of Health.
- 3 Kashiwagi, D.T., Varkey, P. & Cook, D. A. (2013) Mentoring programs for physicians in academic medicine: a systematic review. *Academic Medicine*, 88, pp. 1029-1037 doi: 10.1097/ACM.0b013e318294f368
- 4 Chen-Mei Chen & Meei-Fang Lou (2014) The effectiveness and application of mentorship programmes for recently registered nurses: a systematic review. *Journal of Nursing Management*, 22, pp. 433-442
- 5 Lorenzetti, D., & Powelson, S. (2015) A scoping review of mentoring programs for academic librarians. *The Journal of Academic Librarianship*, 41, pp. 186-196.
- 6 Frei, E., Stamm M. & Buddeberg-Fischer, B. (2010). Mentoring programs for medical students – a review of the PubMed literature 2000-2008. *BMC Medical Education*, 10 (32).
- 7 Meinel, F., Dimitriadis, K., Von Der Borch, P., Stormann, S., Niedermaier, S., & Fischer, M. (2010) More mentoring needed? A cross-sectional study of mentoring programs for medical students in Germany. *BMC Medical Education*, 10(32).
- 8 Mutch, J.V. & Nelson, K. (2013) Paying it forward! The Ottawa Hospital Mentoring Program. Presented at *OCSWSSW Education Day 2013*, retrieved from <http://ocswssw.org/wp-content/uploads/2014/12/Karen-Nelson-Judy-Vokey.pdf>
- 9 Balmer, D., D'Alessandro, D., Risko, W., Gusic, M. (2010) How mentoring

⁵ ScienceDirect is described as "the world's leading source for scientific, technical and medical research" (www.sciencedirect.com)

relationships evolve: a longitudinal study of academic pediatricians in a Physician Educator Faculty Development Program. *Journal of Continuing Education in the Health Professions*, 31(2), pp. 81-86.

- 10 Harrington, M., & Marshall, E. (2014) Analyses of mentoring expectations, activities, and support in Canadian Academic Libraries. *College and Research Libraries*, retrieved from <http://crl.acrl.org/content/early/2013/08/13/crl13-515.full.pdf+html>

The 10 outputs were reviewed in detail against the aims of the research. The main themes to emerge from this detailed review, which informed the development of our interview guides and data analysis, as well as the conclusions and implications of our research, are summarised below.

A number of studies (e.g. studies 3, 6 and 8 above) identify barriers to successful mentoring that mentoring schemes need to overcome. These include:

- A lack of incentives for mentors
- Mentors and mentees not having allocated time to meet
- A lack of effective communication in mentoring relationships or the programme more generally
- A lack of trust in the mentoring relationship.

Common factors identified as helping to overcome these and other barriers – and contributing to the success of mentoring programmes more generally – include:

- The importance of a structured mentoring programme run by a committee/ commission or mentoring coordinator to:
 - oversee pairings of mentor and mentee
 - monitor the achievement of the proposed career development and professional learning and development of mentees; and
 - evaluate the overall programme in order to bring about improvements and sustainability (studies 3, 5, 6, 7, 8 and 10 above)
- Having mentors who are knowledgeable and experienced (1, 2, 3, 4, 6, 7, 8, 9)
- Developing effective matching mechanisms (2, 6, 7; mentees choosing mentors 3, 5, 7, 9)
- Effective provision for mentor training and development (2, 3, 4, 5, 6, 7, 8, 10)
- Establishing support systems for mentors (1, 3, 6, 10)
- Having training and development opportunities for mentees (3, 5, 6, 8, 10)
- Providing protected time for mentoring meetings (3, 4, 5, 6)
- Establishing mentoring contracts and/or mission statements (3, 4, 8)
- Ensuring frequent meetings between mentor and mentee over time (3, 7, 9)
- Having specific incentives for mentors (6, 7, 8)
- Having mechanisms to sustain confidentiality (6, 8, 10)
- Developing the conditions for a non-judgemental mentoring relationship (8, 10)
- Ensuring mentors and mentees who are paired together are from different organizations or from different sectors within the same organization (2)
- Ensuring rigorous evaluation of the mentoring programmes (3, 5, 6, 7, 8)

In the next chapter we set out key findings from our analyses of data generated for the empirical strand of our study.

CHAPTER 3: KEY FINDINGS – INGREDIENTS OF EFFECTIVE EMPLOYEE MENTORING SCHEMES

In this chapter we present key findings emerging from a cross-case analysis of the 10 case studies presented in Sections II-III and the earlier analysis of all of our interview data. We first outline some of the key reported benefits of mentoring across the programmes profiled (benefits which are elaborated in relation to each of the 10 case studies in Sections II and III), and then draw attention to some of the areas for development associated with the same programmes. We then focus on what our research tells us are the common ingredients for effective and successful employee mentoring schemes.

BENEFITS OF MENTORING

Further to previous research findings, the 10 case studies presented in Sections II-III demonstrate the powerful impact that employee mentoring schemes can have. The following benefits of mentoring for mentees have all been identified in our research:

- Enhanced skills, job performance and effectiveness in role;
- Enhanced communication skills in particular;
- Improved relationships with colleagues;
- Enhanced career progression;
- Enhanced networking opportunities and access to useful networks;
- Improved understanding of organisation;
- Learning new perspectives and overcoming inertia;
- Changed dispositions and new ways of thinking;
- Increased personal awareness;
- Increased confidence;
- Enhanced well-being;
- Increased resilience;
- Enhanced motivation.

The fact that mentees and perhaps mentors too were benefiting from the relationships is evident in the number of examples we came across where mentoring relationships continued on an informal basis beyond the end of the formal relationship. We have also identified in some of our case studies, a number of positive impacts of participation in mentorship on the mentors themselves, including:

- feelings of satisfaction associated with 'giving something back' and seeing mentees flourish;
- being kept up to date with new and different ways of thinking through (normally) mentoring colleagues from a younger generation.

Organisations also benefit from having an effective and successful mentoring scheme, mostly via the positive impacts on their employees / mentees. Amongst the specific benefits for organisations, the establishment of effective mentoring programmes (and non-judgemental and non-directive mentoring programmes in particular) contributes to the development of a community of professionals who trust each other. In other words, such mentoring programmes act as catalysts for the development of collegial learning environments. Other (related) benefits

for organisations include staff retention and enhanced succession planning (e.g. preparing future leaders).

AREAS FOR FURTHER DEVELOPMENT

We would add that none of the mentoring schemes profiled in our case studies were the finished article – indeed this can never be the case as mentoring schemes can always benefit from ongoing development, just as individual employees, mentees and mentors can. This was explicitly acknowledged by some of the mentoring leads/coordinators we interviewed, who talked about ways in which they planned to further develop and improve their mentoring schemes. Ways in which some of the mentoring schemes might have been strengthened include:

- Providing preparation activities for mentees designed to help them make the most of mentoring, and to have realistic expectations of mentoring;
- Providing mentors with feedback on their mentoring.

With regard to the second of the two points listed above, feedback from mentees (and sometimes from mentors too) was normally sought by mentoring leads on a regular basis, and the information provided often informed decisions about possible changes of pairings and about whether mentors should be used again in the future. Yet mentors were not always provided with information from mentoring leads about whether (or not) they were perceived to be undertaking the role effectively. In at least some cases, mentors thus had to assume that ‘no news was good news’, as the following quotation suggests:

{Are there any ways in which they hold you accountable for your work as a mentor?} Yeah, there's on-going reports that after each meeting with a mentee you fill out online and also so does the mentee. So that feeds back to [Mentoring lead] who can then sort of look at how things are going, but I've never had any feedback on that saying "You need to come in and talk about this," or "That's going good." There's not been any feedback on that, but I guess it may be that that is used just to monitor if there's any sort of major problems and then if there was, someone would [tell you about it] but I don't really know that. {Might it be useful at some point for them to feed something back to the mentors just to say the feedback's positive or whatever just to make you feel more confident that you're performing the role effectively?} Yeah. (Mentor)

While there may be issues with confidentiality of mentee feedback, it would be helpful to mentors if mentoring leads could at least provide anonymised feedback and inform or reassure them, in some way, where they are perceived to be doing a good job. On the other hand, on some programmes, such as the Norwegian Police Leadership Mentoring Programme (Chapter 11), mentees and mentors are encouraged to meet together to complete a feedback form that is then discussed among them and the mentoring leads. This is seen as a valuable opportunity for both mentor and mentee to learn and grow.

Other issues associated with a small number of the mentoring programmes profiled in Section II are:

- the absence of any allocated time for busy mentees to participate in mentoring;

- very little monitoring of specific mentoring relationships, which can make it difficult for the Mentoring Coordinator to know whether mentoring relationships are active or productive; and
- the lack of a rigorous evaluation of the wider scheme, and therefore restricted learning about the existing nature of the scheme to inform its future development and further improvement.

Despite these areas for development, it is clear that the mentoring schemes profiled in Section II are all effective and successful in their own way, and when we examine the factors identified as contributing to the success of each of the schemes, a number of common factors emerge. These are summarised below.

COMMON INGREDIENTS FOR EFFECTIVE MENTORING

Mentor characteristics

- 1 Mentors are committed to mentoring and supporting others' learning and development.
- 2 Mentors are committed to their own learning and development.
- 3 Mentors have experience and expertise relating to mentees' development needs.

Mentee characteristics

- 4 Mentees are committed to mentoring and to their learning and development.
- 5 Mentees are willing and able to seek help and share their perceived learning and development needs with their mentor.

The mentoring relationship

- 6 Mentors and mentees have opportunities for regular and sustained contact.
- 7 Mentors and mentees have opportunities for (some but not necessarily exclusive) face-to-face contact, which is facilitated by geographical proximity.
- 8 Mentoring is non-judgemental and non-evaluative.
- 9 Mentoring broadly developmental and non-directive, with mentees encouraged to take responsibility for their learning and development, and mentors seeking to empower mentees.
- 10 Mentoring is individualised and personalised, with mentors seeking to support mentees to achieve their individual goals in ways best suited to their individual learning styles.
- 11 Mentor and mentee construct a mutual understanding of needs, aims and expectations, and a shared sensitivity to each other's disposition.
- 12 There is a healthy evolving dynamic between mentor and mentee, related to the development of the relationship and changing relative levels of (e.g.) experience, expertise and confidence.
- 13 Mentees and mentors take joint responsibility for ensuring that mentoring takes place (e.g. ensuring that regular meetings are arranged).
- 14 Mentors provide mentees with appropriate degrees of challenge to enable them to develop their thinking and practice.

Institutional support for mentoring

- 15 There is strong institutional support for mentoring, including support from the organisation's senior leadership team, and various considerations listed below.
- 16 Mentors are provided with appropriate and effective preparation and development opportunities.
- 17 Mentees are provided with development opportunities and/or information to enable them to make the most of mentoring.
- 18 Programmes are overseen by a mentoring coordinator or lead who is responsible for key functions such as mentor selection, matching mentors with mentees, and the provision of development opportunities for mentors and mentees.

The structure of the programme

- 19 The mentoring programme has a clear structure and aims (e.g. professional learning, career advancement) which are set out (e.g.) in a Mentoring Handbook and/or mentoring contract which participants sign up to.
- 20 Programmes facilitate the existence of a 'safe space' within which mentees feel able to speak openly and honestly with mentors about their perceived weaknesses and learning and development needs.
- 21 There is a commitment in the programme structure to the importance of supporting the establishment of relational trust between mentors and mentees.
- 22 There is a commitment in programme structure and relationships to confidentiality.
- 23 Potentially conflicting roles and power relations are avoided: in particular, mentors do not line manage and are not involved in the assessment or appraisal of mentees.
- 24 Participation in mentoring is voluntary / not compulsory for both mentors and mentees.
- 25 Within a broadly developmental and non-directive approach to mentoring, programmes enable mentors to adapt their mentoring techniques according to both the needs of individual mentee and their own strengths.
- 26 Programmes have rigorous processes for mentor selection, to ensure that mentors possess (or possess the potential to develop) appropriate personal and professional attributes.
- 27 Programmes have rigorous processes for matching mentors with mentees, and mechanisms which allow mentors and mentees to dissolve the relationship and request an alternative match, without fear of blame being apportioned to either party.
- 28 In matching mentors and mentees, care is taken to avoid too substantial a gap in their relative seniority.

Four other factors were identified by some participants as contributing to the success of mentoring programmes, but are for different reasons potentially problematic. These are:

- 1 *Having a simple, effective and non-time consuming means of (e.g. online platform for) recording the mentee's aims, the outcomes of specific mentoring meetings, etc.*

This is problematic because means of recording mentoring interactions are potentially burdensome and can have an opportunity cost of mentors and mentees having less time to commit to the mentoring interaction itself. We see merit in some minimal recording of mentoring interaction but feel this should necessarily be 'light touch'. In an unpublished study Clutterbuck and colleagues conducted in England's National Health Service in the 1990s, mentors were equipped with extensive manuals on how to conduct and monitor their relationships. They were given the option of ignoring these, using them as a back-up or following the guidelines closely. The study found no significant difference in relationship quality or outputs between those following different approaches. It was concluded, after discussion with participants, that mentors and mentees selected the level of bureaucracy they felt mutually comfortable with. The key appears to be to have support resources available, but not to insist that mentors or mentees use them.

2 Mentors are 'external' to the organisation or workplace within which mentees are employed.

The coachee interviewed from the Sussex Police Coaching Scheme echoed the sentiments of a number of other participants in this study in stating that:

I would feel probably safer if I wanted to really talk about, you know, things that I want to develop and what I might feel about things or difficult situations I'm managing with an external coach in terms of them not knowing the individuals. And sometimes I think within an organisation where you've got the same people, everyone might have their own agenda, so there's a kind of that worry that they might steer you or say something to somebody because they've suddenly got knowledge about you. So there's always that risk... if you were going to go to a coach outside... they don't know the organisation, they don't know the people in it, so you kind of don't have to worry that anyone's got a hidden agenda. (Coachee)

However, practicalities and potential resource implications may make it difficult for some organisations to employ external mentors, and it should be noted that external mentors may be less able than institution-based mentors to effectively support mentees with 'local' issues such as understanding and managing the internal politics of the organisation, or understanding the 'thinking patterns' of the organisation as a social system. In addition, there are ways of encouraging the existence of 'safe spaces' within which mentees can engage in open and frank dialogue with 'internal' or institution-based mentors, notably ensuring that mentoring is 'off-line' (i.e. separated from line management or supervision) and non-judgemental (Hobson, 2016).

3 Individual mentoring relationships are monitored in some way (e.g. through regular or occasional requests for feedback for mentors and mentees), and the mentoring scheme as a whole is subject to regular formative evaluation in order to inform subsequent improvement.

Relatively light-touch measurement (e.g. via telephone calls or a short survey) help mentors and mentees think about the relationship itself, and this can have a positive impact on the evolving quality of the relationship and help prevent 'relationship droop'⁶ (Clutterbuck et al., 2012). However, as suggested earlier,

⁶ Relationship droop involves mentors and mentees running out of things to meaningfully discuss to their mutual benefit. This can result from relationships which deal predominantly or wholly with relatively superficial or transactional issues, and where mentor and mentee are constrained from or reluctant to explore deeper and underlying issues (Clutterbuck et al., 2012).

anything more than a 'light touch' evaluation is potentially problematic insofar as it could detrimentally impact mentors' good will and take valuable time away from the activity which is being evaluated (mentoring).

4 Time-bound mentoring relationships.

Most mentoring schemes specified that it was important to restrict the duration of the formal mentoring relationships (e.g. to 6 months, one or two years), though in some cases it was considered to be an advantage if this wasn't the case and it was left to mentors and mentees to decide how long the relationship should continue, which effectively would be determined by whether they continued to regard it as beneficial.

In some cases, establishing a fixed duration for mentoring relationships appeared to be influenced by resource constraints and the available pool of mentors. In practice, as we see in Sections II-III, some mentoring relationships discussed in our case studies continued beyond their formally fixed duration in any case, which the mentoring literature suggests is relatively normal (Clutterbuck, 2004).

One question to which this research has produced no definitive answer relates to the subject of financial incentives for mentors. Some of the successful schemes profiled remunerated their mentors, while in others the mentors participated on an unpaid basis. In one scheme (the Romanian Next Generation HR Management Mentoring Programme – Chapter 13) mentors even paid out of their own pockets to participate. All this suggests that context is significant, and that in at least some cases, mentors' decisions to participate in mentoring schemes are not motivated by financial considerations.

In the following chapter we draw on key outcomes from both our review of literature and empirical research to summarise implications for policy and practice relating to teacher mentoring.

CHAPTER 4: CONCLUSIONS AND IMPLICATIONS FOR TEACHER MENTORING

The findings of this research, together with earlier studies of mentoring within the teaching profession, highlight a number of lessons that those responsible for teacher mentoring can learn from effective mentoring practice in other contexts.

In 2013, Hobson and Malderez identified a particular pathology of institution-based mentoring practice in the teaching profession, which was termed ‘judgementoring’ and defined as:

“a one to one relationship between a relatively inexperienced teacher (the mentee) and a relatively experienced one (the mentor) in which the latter, in revealing too readily and/or too often her/his own judgements on or evaluations of the mentee’s planning and teaching (e.g. through ‘comments’, ‘feedback’, advice, praise or criticism), compromises the mentoring relationship and its potential benefits.” (Hobson & Malderez, 2013, p. 90)

Judgementoring compromises the mentoring relationship by failing to provide a safe space within which mentees can speak openly and honestly about their perceived limitations as teachers and about their development needs. In short, judgementoring prevents mentees from seeking help from those (mentors) who are assigned to help them because they are concerned that this will reflect badly on them or represent a ‘black mark’ (Hobson & McIntyre, 2013). Judgementoring results from a variety of causes (Hobson, 2016), relating to what Malderez (2015) terms ‘anti-mentoring’ contexts, but key amongst these are the wider context of monitoring and accountability in the education sector, and – in particular – the fact that mentors are often tasked with formally evaluating and assessing the work of mentees as well as supporting their learning and development. In some cases, teacher mentors also line manage their mentees. Interestingly, studies of relatively rare programmes of external (non-institution-based) mentoring for teachers have shown that external mentors are much more able to establish trusting relationships which provide safe spaces for teachers to openly share and receive support for their learning and development needs (Hobson & McIntyre, 2013; McIntyre & Hobson, 2016).

What is absolutely clear from the ten case studies of successful employee mentoring schemes – in which we found no evidence of judgementoring – is that efforts are made to create what we might call ‘pro-mentoring contexts’. In the vast majority of cases, mentors are ‘external’ to the organisation or work environment in which the mentee is employed or based: i.e. they do not have regular and frequent working relations with each other. *In all cases*, the schemes strongly recommend or (in most cases) require that mentees are not mentored by their line managers, and all of the mentoring relationships we examined were off-line. We would argue that this issue goes to the very heart of mentoring. Indeed, Clutterbuck (2004) defines mentoring as:

“off-line help from one person to another in making significant transitions in knowledge, work or thinking.” (Clutterbuck, 2004, p.13)

In other words, according to this definition, if mentoring isn’t off-line, then it isn’t mentoring. A key issue here is one of power dynamics. In a relationship where one party has power over the other, there is less likely to be two-way challenge, and a greater likelihood of the more powerful person’s agenda predominating.

We suggest that the single most important and valuable lesson provided by the present study for the benefit of teacher mentoring stakeholders is that **mentoring must be off-line and mentors must not be tasked with formally evaluating, assessing or appraising the work of their mentees**. Policy-makers, school and college leaders, mentor trainers and others should ensure that this is the case, whilst also seeking to provide other key conditions for effective mentoring, which we have discussed to varying degrees in each chapter of this report from Chapter 2 onwards. We will not repeat all of these conditions here, and we recognise that key ingredients of specific mentoring schemes may apply to greater or lesser degrees in different contexts. Nonetheless, drawing on common ingredients of successful mentoring programmes identified by both previous literature and our own empirical findings, we can state with confidence that employee or workplace mentoring will tend to be more effective and have a greater positive impact on mentees, mentors and organisations where:

- The mentoring programme is well-structured and overseen by a mentoring coordinator;
- There are rigorous mechanisms for mentor selection and matching mentors and mentees;
- There is effective provision for initial mentor preparation/training and ongoing development;
- There are training and development opportunities for *mentees*;
- Opportunities are created to ensure that mentors and mentees have regular and frequent contact, including face-to-face meetings;
- Mechanisms are in place to sustain confidentiality and other conditions for non-judgemental mentoring relationships;
- There is (light touch) monitoring of mentoring relationships and evaluation of the programme, to inform their ongoing development and improvement.

These and the various other ‘*Common ingredients for effective mentoring*’ set out in Chapter 3 of this report are generally consistent with the following five Standards of *The International Standards for Mentoring Programmes in Employment* (ISMPE)⁷:

1. *Clarity of purpose* (e.g. intended outcomes and benefits of the programme are clearly defined);
2. *Stakeholder training and briefing* (e.g. participants and stakeholders understand the concept of mentoring and their respective roles, and participants have training and development opportunities relating to these);
3. *Processes for selection and matching* (e.g. mentors are selected to meet the specific needs of mentees);
4. *Effective processes for measurement and review* (e.g. to identify problems with individual relationships and enable timely adjustments to the programme);
5. *Support for participants throughout the process/systems of programme administration* (e.g. participants have adequate support throughout the formal programme).

⁷ There are six core ISMPE Standards overall, and these are presented in the Appendix. The sixth Standard is discussed below.

In addition, various studies of teacher mentoring itself show that, other things being equal, mentoring will be more effective where teachers are paired with mentors who teach (or taught) the same age-phase and/or subject or vocational specialism as themselves (e.g. Smith and Ingersoll, 2004; Hobson *et al.*, 2015), which also helps to ensure that the mentor has credibility with the mentee - another important factor in the establishment of a fruitful mentoring relationship (Kutsyuruba, 2012; Lejonberg *et al.*, 2015).

Three additional considerations are worthy of discussion. We noted above that our research was *generally* consistent with the ISMPE. There are two ways in which our findings or recommendations for teacher mentoring are not entirely consistent. Firstly, the sixth ISMPE standard relates to *maintaining high standards of ethics and pastoral care*, under which it is stated that:

- *All parties have access to and understand the Code of Conduct & Ethics*
- *Performance against the Code of Conduct is monitored, and there are procedures for dealing with breaches of it*
- *Participants understand clearly the hierarchy of interests (mentee, mentoring pair, organisation) and have discussed the implications for managing relationships and the programme (ISMPE).*

We would not disagree with any of this, and consider that the development of a code of conduct and ethics, as well as a means of ensuring that participants act within such a code, would be a valuable and worthy exercise and one which would help (for example) to establish conditions for non-judgemental mentoring relationships. However, while nothing in our analysis contradicted this, nor was this particular point strongly highlighted in this particular research study.

Secondly, under the third ISMPE Standard, it is stated that “*Both mentors and mentees have an influence on whether they participate and who they agree to pair with*”, and findings from both previous research and this particular study have suggested that mentoring tends to be more effective when participation is optional or voluntary for both mentors *and mentees*. We would certainly not wish to support the inclusion in any mentoring programme of mentors who did not choose to undertake this role. However, whilst in an ideal scenario all *mentees* would also have the right to choose whether or not to have a mentor as well as having some choice over which mentor they might work with, in the context of teacher mentoring this may not always be practical or even desirable (especially for student/trainee or newly qualified teachers). On the one hand, the number of potential mentors (same subject/vocational specialist teachers who have chosen to be mentors and are not their line managers) available to mentees may in some cases be severely limited. On the other hand, there is a sense in which giving beginning teachers the option of having a mentor, the potential benefits of which they may not fully understand, would be to potentially deny them one of the most powerful opportunities for learning and development available to them. It should also be noted that under current arrangements in England, student/trainee teachers are required to have mentors as part of initial teacher preparation programmes.

Finally, we stated in Chapter 2 that previous research had pointed to value of establishing effective support systems for mentors, and we noted in Chapter 3 (and will see in a number of the case studies of successful mentoring programmes showcased in Sections II-III) that mentors benefit from opportunities for further

development (following initial preparation/training) and networking with other mentors, all of which is consistent with ISMPE Standards 2 (*Stakeholder training and briefing*) and 5 (*Supports participants throughout the process*). One potential method of providing effective support and development opportunities for mentors, about which the current study tells us relatively little, is that of *professional supervision* for mentors. As Clutterbuck (2014) notes, professional coaching organisations across Europe and in other continents typically require coaches to have supervision, and a growing number of organisations (including Britain's National Health Service and the Danish trade union Djoef) are now employing supervision as integral features of their mentoring programmes. Whilst there is little research evidence on mentor supervision, we suggest that the roles and responsibilities of mentor supervisors would typically include:

- *“Being a mentor to the mentors,*
- *Being able to explore techniques and help with problems,*
- *[Providing] [a]n opportunity [for mentors] to reflect on [their] own practice,*
- *[Providing] support [to] a mentor who feels out of their depth...*
- *[Providing] support with ethical issues,*
- *[Being] available for the mentor as an emotional safety valve.”* (Merrick & Stokes, 2003, p. 2).

Our analyses suggest that some of these roles were undertaken to varying degrees, in our case study organisations, by some of the Mentoring Leads or Coordinators, and some by those leading mentor development sessions. Yet our impression is that mentoring supervision was not a regular feature of most of the mentoring programmes studied, and it is not clear what the added value of mentoring supervision was or might have been. We conclude that further research on the nature and impact of professional supervision for mentors is needed.

SECTION II – UK CASE STUDIES

In this section of the report we present case studies of:

- The English Football Association Referee Mentoring Scheme (Chapter 5)
- The Virgin StartUp Mentoring Scheme (Chapter 6)
- A Chartered Institute of Personnel and Development (CIPD) Branch Mentoring Scheme (Chapter 7)
- The Sussex Police Leadership Coaching Programme (Chapter 8); and
- The National Institute for Health Research (NIHR) Mentorship for Health Research Scheme (Chapter 9)

CHAPTER 5: THE ENGLISH FOOTBALL ASSOCIATION REFEREE MENTORING SCHEME

CONTEXT

The Football Association (FA) is the governing body of association football (also known as 'soccer') in England (incorporating the Crown dependencies of Guernsey, Jersey and the Isle of Man). Formed in 1863, the FA is the oldest football association in the world and is responsible for overseeing all aspects of the amateur and professional game within its territory, including refereeing and referee qualifications. Each football match is controlled by a referee who has the authority to enforce the Laws of the Game, working closely with two assistant referees (formerly called 'linesmen').

This case study is of The FA Mentoring Scheme for 'Level 3' referees, where Level 9 represents trainee referees and Level 1 represents Premier League (the highest tier of the professional game) and Football League (subsequent tier) referees. All referees promoted to Level 3 are offered a mentor in their first year, and approximately 90 per cent take this up. Level 3 referees who show strong potential for further progression are also offered a mentor in their second year and/or beyond.

The scheme was developed (in 2012) and is overseen by a part-time Referee Coaching and Mentoring Manager (RCMM), who is a Human Resources (HR) and training professional and an ex-referee. The RCMM summarises the aims of the mentoring scheme as follows:

The idea of mentoring is to help the referee with the quality of their thinking and their personal self-development... to support the referee basically to transition from lower level of semi-professional football to the next stage up the pyramid and then to continue to progress towards higher levels there onwards. (RCMM)

The scheme currently has 141 mentees and 21 mentors. With the exception of two active Football League referees, all other mentors are retired referees from the professional and semi-professional game, and include a number of ex-Premier League and FIFA referees. The mentors, who normally support between 6 or 7 referees/mentees in any one year, are paid an honorarium (of £1000) plus travel and telephone expenses.

THE MENTORING MODEL

The *Mentoring Scheme Induction Brochure* adopts Clutterbuck's (2004) definition of mentoring as 'off-line'⁸ *help by one person to another in making significant transitions in knowledge, work or thinking* (p.5), and refers to mentoring as 'developmental', and 'relatively non-directive and learner-centred' (p.5). In his interview, the RCMM reinforced the desire to foster such an approach to mentoring, stating that the scheme seeks to ensure that mentees "have responsibility" and "think for themselves" rather than be "spoon-fed" by mentors who "blow the whistle for you and tell you what to do".

The RCMM also elaborated on the off-line nature of the mentoring and the fact that the mentors were not involved in the formal assessment of the referees they were supporting. He explained that the FA arrange for their own technical assessment of referees at approximately one third of their games (in addition to the feedback assessments received from the two clubs on each match they referee), which informs an annual promotion, retention and relegation process to which all referees are subject. All such assessments are carried out by ex-referees who have operated at the same level or above and who have been trained to assess referees in accordance with the FA's Competency Framework. But while

90% of the mentors... are assessors... you're not allowed to assess at the same level that you're mentoring. It's a conflict of interest... It's poacher turned game keeper... Well it's a trust thing, isn't it? (RCMM)

MENTOR SELECTION AND PREPARATION

Twenty mentors were initially appointed following an advertisement and applications process in 2012-13, from approximately 60 applications. As mentors leave the scheme they tend to be replaced by others who are now invited on the basis that

we know what we're looking for a lot more now... [and] there aren't many technical experts who also have very strong interpersonal skills. (RCMM)

At a minimum, mentors must have refereed at least at the same level (Level 3) in which they will act as mentors and also have acted as Assistant Referees in the football league and/or the premier league. Mentors are assigned certain regions of the country and – given the expectation that mentors will observe their mentees' referee matches once or twice during the year, "because ultimately if you don't understand their style, their mannerisms etc. as a referee it's hard to then mentor around it" (RCMM) – mentees will be assigned the mentor in their region in the first instance. The RCMM has reservations about this means of allocating mentors on the grounds that mentor-mentee pairing is ideally "based on chemistry". Nonetheless, mentees are informed that "If they don't see eye-to-eye" with their mentor or for whatever reason "are not happy" then they should talk with their mentor in the first instance and if that does not resolve the issue then "come and talk to me" and alternative arrangements will be made.

Mentors meet with each other at least twice a year, during which they receive training by the RCMM and have opportunities to share experiences and discuss what is working well and not so well. There is also an annual conference where newly appointed Level 3 referees may take the opportunity to meet with their mentors both collectively and individually.

⁸ This refers to mentoring and mentors being separated from formal line management relationships.

When I got [promoted] to Level 3 we had our Level 3 conference... and within that is a session on mentoring on the mentor scheme, what's expected, what the roles are, who your mentor is and we actually got time to sit down with our mentors and basically just that social kind of talk." (Mentee)

HOW THE MENTORING WORKS IN PRACTICE

Following the Annual Conference referred to above, and prior to the start of the football season, the mentor and mentee will normally meet face-to-face to discuss the nature of the relationship and how the mentor's support can best be tailored to meet the needs of the individual mentee:

we adapted different bits for different people. I mean some ... said "I'd rather not talk to you on a Saturday morning. I've got other things to do. Can we talk Friday?" Yeah, fine. "Can I just send you a text to tell you how it went and then I'll talk to you Sunday?" Now that was fine by me because, as I said earlier, that gives the emotions time to come down. It was just adapting things to suit the various individuals, which of course is crucial. (Mentor)

In the case of the mentor and mentee interviewed for this study, the mentor supports the referee both in their planning for refereeing the game and in their post-match reflections on their performance – including how they worked as a team with the Assistant Referees. With respect to the former, the mentee stated:

I almost do like a pre-match plan and briefing to myself as to how I'm going to approach that game... Things like their league position and how I'm going to approach the day. I'll talk that over with [mentor]. He'll critique that and say "Have you thought about this? Good point there. Good point that." He'll challenge me on a few of the things that I might write. For example, with [name of club]... when I refereed them last year there was a caution very late in the game... the club weren't happy with it and it even got a phone call to the FA discipline department about they felt they could appeal the caution. They can't. They then called me and said all this... So you've always got that at the back of your mind and I felt it was only right for me to talk that over with [mentor] again and include it in my pre-match plan to say "This happened last time. Let's try and avoid conversation on that because it's not going to get off on the right foot." ... So that'll generally be what we do early in the week. Monday/Tuesday we'll talk about that.

Following a game, both referee and mentor are sent the assessor's report on the referee. The mentor and mentee interviewed for this study invariably have an 'in-depth' discussion about each such assessment, together with the referee's self-assessment of their performance (using a form provided by the mentor) and, on occasion (1-2 times a season) by the mentor's direct observation of the game. The mentor makes a point of avoiding discussion about the mentee's refereeing performance on the same day of the game so that

it gives them time for the emotions to come down a little bit if things haven't gone as well, and they can reflect on it... I will never do it when emotions are really high, either good emotions or bad. (Mentor).

Overall, during the course of the football season, mentors and mentees tend to talk to each other "at least once or twice a week, sometimes more depending if they have midweek games." While the mentee states that his mentor "tells it as it is" and while some of the examples of the support provided suggest a departure from

the non-directive approach to mentoring championed in the *Mentoring Scheme Induction Brochure*, the mentee also noted that

I've never recalled a time where [mentor] said "You should do it my way," or "You should referee like I did," or "Do this because I did it and it worked for me." He's never said that. What he's always worded it as is "Well, we've talked about it. It's not quite worked," or "We need to work on it a little bit. You might want to think about doing it this way, this way or this way. What do you think?"

THE IMPACT OF THE MENTORING

The RCMM was clear that the introduction of the mentoring scheme had had a positive impact on the performance of the referees who were mentored:

referees with mentors ... perform better in their first transitional year and into their second year than they did before, which is what we wanted... and if I compare now those with versus those without [mentors] you still find those with, on average, have a higher club and assessor mark average than those who don't.

When asked whether he felt the mentoring was having an impact, the mentor noted that assessors' rating of his mentees have increased more sharply and/or more quickly than would have been the case without his support, and that

They [mentees] are learning, they're being promoted, they're achieving the top games within the leagues that they're refereeing in...

He also gave specific examples of how mentees he has supported have improved their technique, including the following:

[O]ne of [mentee's] things at the moment is... and he sees it all the time on television. He sees the referees going "Get up!" and his signal with his arm and the look on his face when he does it is aggressive and I've said to him "You've got to calm down. No matter what you're feeling inside you've got to give that calm exterior. And that does not show you're calm. It almost shows you're out of control." Now if he does it now he kicks himself virtually while he's out there because he knows and... he used to do it three, maybe four times a game. Now he very rarely does it... he's learning all the time... (Mentor)

In his own interview, the mentee referred to the same 'hand gesture' example and how his mentor "*helped to put a plan in place challenging me on that*" which led to a definite improvement in this aspect of his performance:

without that help and that push and guidance I'd still be doing it... over the space of three games I've gone from doing it out of habit to now not doing it. (Mentee)

More generally, the mentee considered that the excellent progress that he had made as a referee – his assessments over his first season as a Level 3 referee placed him in the top 25 per cent of all those operating at that level, despite most officials having done so for several years – were irrefutably due in no small measure to the expert support provided by his mentor:

I think I'd certainly not be in the position now to be considering promotion. Again the example for that is the expertise and clear guidance that comes from [mentor] on a weekly basis. (Mentee)

KEY INGREDIENTS IN THE SUCCESS OF THE MENTORING

Our analysis suggests that several factors were key to the success of the mentoring relationship showcased in this case study. The first **was the enthusiasm and unquestioned commitment of the mentor to supporting the mentee's development**, which suggests that in this case at least, the mentor appointment process had worked well:

I'd come to the stage where yes, I was assessing on the football league and the premier league and the FA and I thought I had plenty of people helping me when I came through that it's about time I gave something back and that was the main reason I applied, to be able to develop [up and coming referees], to give them a chance to achieve what I achieved... All I want them to do is to succeed and if at the end of the season or towards the end of the season they phone me up and tell me they've been appointed to a cup final or they've been promoted to such and such a league, then I feel a nice glow... it's very rewarding... and I thoroughly enjoy it. (Mentor)

A second factor in the success of the mentoring is the **mentee's commitment to his learning and development**, and willingness to seek and engage deeply with the support offered by his mentor, which was also encouraged by the mentor's credentials and credibility, as one of the game's leading and respected officials, as well as his own characteristics and ambition:

I need to prepare myself in the best possible way to be good at that level of refereeing... when I was given that opportunity I thought "I need this. The transition's not going to be easy. I need that mentor, that person at the end of the phone, end of the email, to come to my games, to come and help me make sure I can settle in at Level 3 quickly... This year, into the second year... the reasons are slightly different again to take up that option [of having a mentor] and it was, for me, I want to get to that next level and... I've got to be challenged. I feel like sometimes I come off games and it's not been a challenge at all... I want to come off it and then be challenged about it by [mentor]... I want to be pushed... [Mentor] has that experience and that expertise to get me to that next level... you can't get much more experience than what he's got... (Mentee)

A related factor is the **mentee's ability and willingness to be open and honest** with his mentor about perceived weaknesses in his performance:

I've built that relationship with [mentor] over a long period of time, so I'm happy to admit when I've made a mistake or when I've not done something right... It's because I know that if I admit a certain thing that I need to work on I always know that I'll get back that honest, expert opinion that [mentor] can offer because that'll help me get to that next level. (Mentee)

That the mentee is able to be open and honest in this way is the result of a number of considerations including (again) his own commitment to self-improvement and the fact that the mentor and mentee have established a good **relationship based on trust** and a developing friendship. In turn, the mentor and mentee's ability to develop such a relationship was facilitated by the fact that the mentoring and the assessment of referees' performance were carried out by different people. The *Mentoring Scheme Induction Brochure* explains that the rationale for the mentoring being off-line is that it

enables a more fully open relationship between mentor and referee and prevents the mentor from having a conflict of roles. (p.5)

Aware of the aims of this research project – the RCMM noted that:

my friend started yesterday as a maths teacher... where they learn on the job... Anyway, he's... got a teaching mentor which is fine and I said "So who does your appraisals?" It's exactly the same thing because if a teaching mentor's job is to appraise you how are you going to build that trust element? You're not. So no [for FA football referees], the assessors are independent. (RCMM)

Nonetheless, even in such a favourable context, the mentee stressed that it had still taken some time for a fully open, trusting relationship with his mentor to develop:

it takes a long time to build that relationship with a mentor. I can remember back to the first few months... you're still very polite on the phone and you're probably not opening up as much as you would because in reality we're both still strangers to each other, you know, and we're still only people at the end of the phone. As the months go by you then start to relax and you understand each other's approach and way of thinking. For me it takes six months to get to the stage where we are now. (Mentee)

We suggest that a final ingredient for the success of this scheme – or mentoring relationship at least – is that, despite the professed developmental and relatively non-directive nature of the mentoring scheme, which helped to ensure that mentees were responsible for their own development and did not become too dependent on their mentors, the **mentor(s) nonetheless felt able to deploy a relatively directive approach where they considered it appropriate**, for the mentee's benefit:

There was an incident that happened where in a game behind my back a player's thrown the ball at me. I sent him off, but I sent him off for something he's also said and I wanted to say that it was the throwing the ball at me. I knew it was him because it was on camera – I saw it on YouTube after – but [mentor said] "You can't because you haven't seen it officially." I said "Yeah, I get that." I think it's where I've had that lack of experience he's said "this is what you need to do." So that's another example where if I perhaps didn't have him on the end of a phone I could have got myself a bit of stick.

CHAPTER 6: THE VIRGIN STARTUP MENTORING SCHEME

CONTEXT

Virgin StartUp is a not-for-profit organisation within Sir Richard Branson's Virgin Group, which is committed to "support entrepreneurs and help them through the early stages of their business journey" (Mentoring lead). As a delivery partner of the government's start-up loan scheme for new entrepreneurs across all of England, Virgin StartUp offers:

three key things to entrepreneurs. One is advice and guidance to help them get their business started, the second is a loan to make it happen and the third is a mentor to help them through their first year. (Mentoring lead)

The aim of the mentoring scheme is to help:

create sustainable start-ups... we see mentoring as absolutely critical to that... it's absolutely about how do we better prepare that entrepreneur to make that business as successful as it possibly can be. That would be aim number one – success and sustainability. Aim number two is that they're upskilled themselves so even if the business fails they've learnt something from it. (Mentoring Lead)

All entrepreneurs who receive a start-up loan are offered and strongly encouraged to take advantage of the support of a mentor; though they are free to opt out. At the time of writing:

- all entrepreneurs given loans had been offered a mentor;
- 89 per cent had been matched with a mentor;
- the scheme had almost 700 mentors and just over 1000 mentees.

The mentoring scheme is led and coordinated by Virgin StartUp's Head of Strategic Development, who described this aspect of his role as:

to look at are we bringing the right people on board, are we giving them adequate training, are we doing the matching process right, how are we helping people to maintain those relationships, are we ending those relationships well – because they get twelve months support under the scheme. (Mentoring lead)

THE MODEL OF MENTORING ADOPTED

The Virgin StartUp model of mentoring is very much a developmental and non-directive model. The Mentor Handbook states that:

Your role as a Virgin StartUp Mentor is to inspire and empower our entrepreneurs to achieve their full potential... mentoring is about helping to empower your entrepreneur to do it for themselves... [Y]ou should... [e.g.] Encourage entrepreneurs to take responsibility for their own decisions, plans and actions... It is really important that at no stage do you start to impose your own ideas on your entrepreneur... He/she must feel in control of the relationship. You must also avoid taking on tasks for your entrepreneur... While this approach may save time, you will run the risk of creating an unhelpful dependency... Your role is to empower the entrepreneur to do things independently. (p.12)

The approach to mentoring set out in the Mentor Handbook is reinforced in: (i) a Mentoring Contract that Mentees and Mentors are asked to sign; (ii) additional information provided for mentees; and (iii) the Mentor Induction training sessions, which stress that:

Mentoring is... One-to-one, Confidential, Trusting and supportive, Developmental... A mutual learning experience [and] Building self-reliance; [and] "mentoring isn't... A conflict of interest [or] Doing it for the mentee/giving the answers. (Virgin StartUp Mentor Induction, December 2015)

The Mentoring Coordinator, mentor and mentee also spoke in their interviews about the non-directive and non-judgemental approach to mentoring associated with the programme, with the latter stating:

I suppose it's a little bit like having psychotherapy in that it gives you an opportunity to just share some of the challenges that are going on with your business without talking to someone who's going to judge you. I like the aspect of it where it's leading you to reach your own conclusions rather than telling you what you should be doing and what you shouldn't be doing. (Mentee)

MENTOR SELECTION AND MATCHING

Virgin StartUp mentors are unpaid. As the Mentoring Lead puts it: "*the strength of the brand... helps us to attract great mentors...*" The near-700 mentors were selected from over 1 500 applications, against strict criteria. The mentoring lead outlined the ideal characteristics of a Virgin StartUp mentor:

[W]e're looking for role models, people that are inspirational ... who've been successful ... genuinely focus on their own personal development ... have the credibility to carry the relationship off... we're looking for someone that has a good nature, so actually cares and is supportive... So it's very much looking for the signs that people genuinely care about what they're doing and why they're doing it ... they're very good at listening and then providing good advice based on the listening... they are committed and patient... that's what everybody that interviews is asked to look out for [in prospective mentors]. (Mentoring lead)

Following provisional selection, mentors are invited to attend an induction mentor training session, at which their suitability for the role is normally confirmed: "*maybe one in ten drops out after the induction session.*" (Mentoring lead)

The Virgin StartUp mentoring scheme employs mentoring software, designed by the Everwise Corporation in the United States⁹, which supports a number of functions. One of these is the production of a shortlist of mentors for each entrepreneur; on the basis of information provided about both mentors (e.g. their areas of expertise) and entrepreneurs (e.g. things they would like help with). Based on this shortlist:

one of us will go in and will look at the profiles and then use a bit of human nature, human instinct, just to formalise which one of the shortlist we think is most appropriate. I don't want it to be always picking the one off the top [of the list]. It needs to be a considered selection as part of that. (Mentoring Lead)

⁹ See <https://www.geteverwise.com/>

The mentor is then sent some information about the entrepreneur and asked whether they wish to potentially work with them, and if so, asked to have an initial telephone conversation in which both parties seek to establish whether they are able to work together. If agreement is reached, they set up an initial face-to-face meeting to set the parameters of the relationship. As noted above, mentors and mentees sign a contract which lays out the terms of the relationship including, importantly, the following 'confidentiality statement':

Anything said during the course of a mentoring meeting is confidential to the parties involved and should not be repeated without the express consent of those individuals. (Mentoring Contract)

MENTOR AND MENTEE PREPARATION

In addition to rigorous mentor selection and mentor-mentee pairing, other means of seeking to ensure that mentoring relationships are as productive as possible include the provision of mentor induction training and information for mentees. The mentor we interviewed provided some examples of how the mentor the induction training did this:

[It] helped define the role of the mentor and define what the relationship should be and gave a framework for setting goals and do's and don'ts... {Could you give me some examples of the do's and the don'ts?} Okay. Some mentors felt that they had to provide solutions to the mentees rather than helping the mentees explore the options for themselves and would be giving advice and would be saying "What I would do is this," or "I think you should do that," or "Don't do that," when they should be saying "Right, well what do you think the options are? Are there any other options?" and "What would be the ramifications if you were to do that?" ... Just really helping them explore the options. Just the mentor providing the solution is not the right answer and it's building dependence on the mentor and it also means that the mentee isn't driving it and making the decisions themselves. So that was one example. Another would be mentors leading the relationship which again is the wrong way round. It should be the mentee that is in charge of the relationship and steering where it goes. The mentor can bring it back on track, but it's not like a sort of parent and child relationship. (Mentor)

Following the induction training, mentors are invited to attend monthly networking sessions in which they have an opportunity to share experiences. With respect to the information provided to mentees, the mentoring lead explained that they receive:

...a series of emails full of information about how to make the most out of mentoring and what to do when [if] it goes wrong and all these sorts of things... So once they've been matched they get an email on the day they're matched and an email a week, two weeks, three weeks and four weeks after that with all kinds of advice and guidance and case studies and videos to help them make the most of it. (Mentoring lead)

The Everwise mentoring software also enables the Virgin StartUp team to:

monitor the relationship. So the mentor is supposed to report back to us after every time they've met, so they'll fill in a few questions, they'll give us actions from the meeting, a bit of a summary as to where they think the entrepreneur's at and that will get stored on the platform for us. So in theory, assuming that the mentor

actually does the reporting, we're able to see how often they're meeting and how well the relationship is developing... (Mentoring Lead)

Mentors and mentees are aware that they may request that the pairing be dissolved if they feel it is not working, and the mentoring lead notes that:

if we get reports of things not going so well we'll be the first people to step in and make a change and match them with somebody else... (Mentoring lead)

HOW THE MENTORING WORKS IN PRACTICE

As alluded to earlier, the Virgin StartUp mentoring relationships are established to last for one year in duration, but many relationships continue on an informal basis after the conclusion of the formal relationship:

...when the business first has the loan they have a mentor for a year and then after that that mentor/mentee relationship is supposed to be over. That's quite difficult because each of the people get to know each other quite well ... You know, you can't suddenly after a year say "Right, well thanks very much..." "Yeah, but what about...?" "No, no, sorry, the year's up. That's it now." So, you know, one might stay in touch although the formal mentor/mentee relationship, formal such as it is, is supposed to end after that year and the business should then be off [and running]. (Mentor)

Similarly, the scheme suggests that mentor and mentee meet around once a month for approximately an hour at a time, but in practice, meetings often take longer than this:

what it's supposed to be is meeting once a month thereafter for usually an hour... This is what's set out, but in my experience... when you meet up it's very rarely an hour because an hour is not really practical because you might have each travelled half an hour or more to get there, so just to do an hour and then say "Right, see you then," is not really enough. So normally it's a two, maybe three hour session to make it worthwhile with then phone calls in between. (Mentor)

It was clear from the mentor and mentee accounts that, in relation to their particular mentoring dyad: regular contact took place; the mentee was mainly responsible for arranging meetings and leading discussion; but the mentor was careful not allow things to drift. In the mentee's words:

when we started out we were in face to face contact quite a bit, I mean at one point like once a week or once every two weeks, because I had very specific requirements... I suppose I never went more than a month without seeing [mentor] and actually seeing [mentor] face to face... {Okay. And who tended to initiate the contact?} I'd say it was 50/50 really. Sometimes I would feel like "I really need to talk to you," and then sometimes [mentor] would say "Isn't it about time we had a chat?" {...And when you had the conversations did the mentor or did you lead it or was it sort of more balanced?} I would say overall [mentor] let me lead the discussion with some gentle guidance. (Mentee)

THE IMPACT OF THE MENTORING

According to the mentor, the most significant positive impacts of the mentoring on mentees relate to:

Helping them set goals and objectives for the business. Helping them know how to monitor how they're doing. Helping them explore problems. Helping... and this is probably the most important one of all I think, helping them define what they regard as success because if they want to be successful that's got to be on their terms. (Mentor)

According to the mentee, the two main positive impacts on her/him were:

- Increased confidence:
You come out [of mentoring meetings] feeling quite refreshed and energised and you're just like "Oh, that was great. I can do everything," and [mentor] really gives you a lot of internal confidence. (Mentee)
- Enhanced knowledge and expertise with respect to particular aspects of running the business, particularly with respect to financial modelling:
[Mentor] was probably the first person who actually gave me some practical tools to help me overcome what I suppose initially was my fear of just numbers and [mentor] did that in a really nice way that didn't scare the hell out of me. (Mentee)

The considerations outlined by the mentor and mentee above doubtless contribute to what the Mentoring lead sees as positive outcomes of the programme, which relate back to the programme aims, namely:

we make the business more sustainable and... we upskill the individual and prepare them for whatever comes next, be that in business or be that just personal development to help them if they were to go back into the workplace or whatever else it might be. (Mentoring lead)

The mentor also outlined what he/she personally benefitted from participation in the mentoring scheme:

People do talk about giving back and passing on and things like that. There's a bit of that, but that's not really what I get from it. What I get from it is two quite big things. One, it reminds me of what it was like when I started this business and how you were sort of positive and looking forward and everything else. And I'm not saying I'm negative and looking back now, but we're 12 years into this business and I'm always trying to find ways of keeping it interesting and fresh for myself and my colleagues and so sometimes listening to almost always essentially much younger people who have a different way of doing things, a different view on things, it's really good to be reminded of that. And then the other thing is it helps me understand how the next generation, if you like, of business people coming through view things because they do think in ways different big time than the current generation. You know, I plan my business for what we're doing this afternoon, what we're doing next week, next month and in three years' time, so I'm always thinking of different things and so it helps from that point of view. It's also good sometimes to sort of get away from what you're doing and do something that's completely way out of comfort zones. When I'm dealing in the finance world, the numbers and the figures and the dynamics of that, I really do understand it inside-out and am

very well known within the industry, I've been doing it a long time. That's good, but sometimes it's good to just be seeing things from a different view and be outside of that... so that's why I do it... That's why I like doing it. (Mentor)

KEY INGREDIENTS FOR SUCCESS

Based on the triangulated accounts of mentee, mentor and mentoring lead, the single most important ingredient for success in the Virgin StartUp mentoring scheme was the **development of mentoring relationships based upon trust**, which importantly facilitates **open and honest discussion**:

I think people when they first meet are reluctant to be truthful and then I think as the relationship wears on they actually become the exact opposite and literally just throw everything out there... {So what is it that gets them to change?} Trust. (Mentoring lead)

The mentee stressed that it was crucial they could speak openly and honestly with their mentor if they were to get the most out of the mentoring relationship, and also felt that their ability to trust the mentor was pivotal in this respect:

[Y]ou want to trust them and... you want to feel that you can say whatever you want and have to say in a safe environment... You go to a mentor because you don't know something and you need help... that's the whole point. (Mentee)

A number of features of the scheme appeared significant in contributing to the development of trusting relationships between mentors and mentees. For the mentor, the initial meeting between mentor and mentee to set the parameters of the relationship was crucial in this respect, especially since the confidentiality of the relationship and the importance of being open and honest were explicitly discussed:

It's important to talk about honesty and openness because otherwise each party is going to be kidding each other and just taking themselves through a process which is not going to be beneficial ultimately for the mentee... {So you actually have that conversation, do you?} Oh yeah, 100 per cent. The first meeting where you're setting the parameters, that's saying "Look, this is what gets fed back, but parts of it don't because it's just between us, so you can talk about anything. If you've got doubts it's okay to talk about them and they remain confidential." So yeah... I think as the meetings go on people become more open and by the nature of the way I conduct things I have found that people will build trust and they realise that they can trust and then they'll start to open up about some of the things... that are challenging... Some of them are pretty brutally honest. (Mentor)

The mentee suggested that the development of a trusting relationship was also facilitated by the fact that the mentoring is "non-judgemental; letting you form your own conclusion while gently guiding you in a very kind of straight direction." (Mentee)

With respect to their own mentoring relationship, the mentee also supported the mentor's and mentoring lead's accounts in stating that they were, in fact, able to speak openly and honestly with their mentor:

I think I always felt like I could be pretty honest... I definitely felt that I could say what I wanted to say. (Mentee)

Additional factors identified by the mentoring lead as crucial to the success of the mentoring scheme were the fact that they managed to **attract and select good mentors**, and **effectively match mentors and mentees**:

I think what makes it good is the quality of the mentors that we've got and that we're able to access people... [plus] the fact that we do a pretty good of matching people given the volume that we're working with and I think that software really helps with that. (Mentoring lead)

For the mentor, the **mentor induction training** workshops were considered to be:

really, really crucial so that mentors have greater confidence in what they're doing and that they're doing it within a framework and they feel they're part of... a team of mentors... (Mentor)

The mentee suggested that a number of additional factors also contributed to the effectiveness of the Virgin StartUp mentoring scheme, notably:

- The **mentor's credibility**
you do respect their abilities and what they've achieved. They've got a certain level of experience behind them and I suppose ... [the mentoring is] coming from a place of experience... [As a mentee] you want to feel that... you want to feel respect for them [mentors]. (Mentee)
- The **mentor's ability to develop the mentee's confidence**
I'd say from a personality point of view, [mentor] takes a very gentle approach to mentoring. He has a really lovely, calm disposition and so you don't come out of there feeling like you've been beaten over the head with a hammer... he really gives you a lot of internal confidence. (Mentee)
- The mentor's **willingness to make time for them**
[Mentor] was there for me, would answer the phone any time of day or night really if I was struggling with something. (Mentee)
- The fact that the mentor was **interested** in and enthusiastic about what the mentee was seeking to achieve
I think it was just generally having somebody who supported and believed in what I was doing... he [mentor] was very enthusiastic about the overall proposition [the mentee's business plan]. (Mentee)

CHAPTER 7: CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT (CIPD) BRANCH MENTORING SCHEME

CONTEXT

The Chartered Institute of Personnel and Development (CIPD) is a professional association for Human Resource management (HR) professionals. Its headquarters are in Wimbledon, London, and it has approximately 140,000 members worldwide. The CIPD is represented at local level through 52 branches across the UK, Republic of Ireland, Channel Islands, Isle of Man and Gibraltar. The branches provide a wide range of learning and networking opportunities, including mentoring for CIPD members and students. This case study focuses on the mentoring scheme of the Coventry and Warwickshire CIPD Branch.

The purpose of the mentoring scheme is described as:

- *“To run a mentoring service for branch members whatever stage they are at in their career*
- *To assist potential Mentors to develop the skills they need to be effective*
- *To provide a matching service and offer on-going support as necessary.” (CIPD, 2015)*

Although mentorship is available to and taken up by members of the profession at different career stages *“who want to progress their career within HR”* (Mentoring Coordinator), it is mostly provided to student, newly qualified and early career HR professionals.

The mentoring scheme is overseen by a Mentoring Coordinator, whose role includes maintaining a Register of Mentors, providing development opportunities for mentors, matching mentors to mentees, and evaluating and updating the scheme. The Mentoring Coordinator is careful to point out that the scheme is deliberately ‘informal’ and ‘light touch’:

...it’s very light touch. I don’t police it. I try to do a quarterly newsletter to fit in with our branch newsletter specifically about mentoring so I can give them all a bit of an update in the newsletter and I’ll email them separately just to kind of keep that touch point really. (Mentoring Coordinator)

Partly in keeping with the informal approach described above, there is no specified duration of the mentoring relationship. In the mentor’s experience, this *“can vary quite significantly from a couple of sessions through to... a couple of years.”*

At the time of writing, the scheme had 25 mentors on its Register of Mentors, and approximately 12 active mentoring relationships. Mentors normally have one and no more than two mentees at any one time through this scheme. In the mentoring relationship profiled in this case study, the mentor had mentored approximately ten mentees as well as acted as mentor and coach in other programmes. The mentee was a student member of CIPD who worked in a different industry and was seeking to secure employment within HR. According to the mentor:

That’s probably one of the most challenging of mentees I’ve had I suppose because all the others have been established HR people of one type or another. (Mentor)

The mentor also made reference to two of her/his previous mentees on the scheme, who “struggled with their relationship with a line manager”.

THE MODEL OF MENTORING ADOPTED, AND MENTOR DEVELOPMENT

The mentoring scheme overview defines mentoring as:

an activity whereby a more experienced colleague uses their greater knowledge, experience and understanding of work or the workplace to provide guidance, support and practical help in the development of a more junior or inexperienced member of staff. (CIPD, 2015)

The scheme does not advance or require its mentors to adopt any particular model of or approach to mentoring (e.g. directive or non-directive, developmental). As the Mentoring Coordinator explained:

I leave it to them... Quite often when they've sent their form back to me they've already run their own in-house mentoring scheme or coaching scheme. They're already a coach, so they're experienced mentors... [although] they aren't all qualified [as mentors or coaches]. Many are just HR professionals who want to help their colleagues. (Mentoring Coordinator)

For the same reason, and in line with the relatively informal and no-bureaucratic nature of the scheme, mentors are not required to attend specific training and development events, though the mentoring coordinator noted that “we’ve put on events that target enhancing their skills” and, as an example, described a recent event which focused on:

...mentoring, some hints and tips, sharing experiences... The lady who came in and did it, she shared techniques and we all had a go [at mentoring role plays and] Havening techniques¹⁰ ... She did a session on listening, watching body language and listening to language... (Mentoring Coordinator)

MENTOR SELECTION AND MATCHING, AND HOW MENTORING WORKS IN PRACTICE

In order to join the Register of Mentors, with a view to supporting the development of other CIPD members within the Branch, ‘professional members’ of the Institute (i.e. Associate member, Chartered MCIPD or Chartered FCIPD) must:

- complete an application form and mentoring profile form;
- commit to participate in the scheme for a minimum of two years, and to attend related development events as required.

Mentors choose to participate on a purely voluntary basis and in the knowledge that no recompense is provided by the Branch for any expenses incurred.

¹⁰ Havening, the transitive verb of the word haven, means to put into a safe place. Further information about the Havening technique can be found at <http://www.havening.org/>.

CIPD members who would like to enlist the support of a Mentor are asked to complete the application and profile forms. The Mentoring Coordinator explains that:

the forms that I send out to them are asking things like "What's your experience? What can you bring? Where are you geographically located? What's your availability? Do you prefer evenings, mornings...? Do you want to do face to face?" So what I try to do is when I get those forms back I match them based upon the industry that they're looking for experience in... you know, people will say "I'm looking for someone who's worked in manufacturing"... and their geographic location. (Mentoring Coordinator)

When a request for a mentor is received, a mentor is provisionally identified by the Mentoring Coordinator, based on the information provided by both parties, on the calculated assumption that they possess the relevant skills and experience. The prospective mentor is then sent relevant information about the member and their development needs, and asked whether they agree they are a suitable match. If the mentor agrees, the Mentoring Coordinator informs the mentee and then 'hands over the relationship to the Mentor' (CIPD, 2015). There then follows an initial meeting where the mentee outlines their development needs and the mentor discusses how they may be able to help, with a sub-text of whether the mentor and mentee feel able to work together. In most cases the relationship develops from there but in some cases the Mentoring Coordinator is asked to arrange a new match. The mentor noted that:

There's been two that I felt just weren't right... I don't think there was any chemistry between us. I think in some cases people suck it and see and might have two or three [meetings] together and they may get all they want from it, but the two I can think of it was sort of "I don't think it's going to work," because we didn't hit it off. (Mentor)

With regard to the mentoring relationship profiled in this case study, the mentee explained that:

... basically I filled that [form] out and I said "this is what I'm looking for in terms of a person" and [Mentoring Coordinator]... looked at the pool of people who were mentors and said [mentor] might be a good match, and then what we did was [the Mentoring Coordinator] matched me with [mentor] and we just arranged to meet. We met over lunch and had a chat about certain things and what I was looking for, what [mentor's] background was, just a get to know you type of thing and it worked out from there. S/he was very open to asking me whether I felt like the fit was okay. So, you know, "Do you think this is going to work out? Do you think you can work with me?" That kind of scoping the situation out and leaving it open to me whether we want to continue that match or whether we want to refer it back to the CIPD... and I said it was fine and we just carried on from there. (Mentee)

Once mentoring relationships are established, the Mentoring Coordinator enquires periodically about their progress, and mentors and mentees are encouraged to email their own updates, especially when the relationship comes to an end.

In the mentoring relationship we identified, which was ongoing after approximately one year at the time of writing, the mentee noted that:

...we met face to face twice. We've had conversations over the phone two or three more times beyond that and then some minor email communication as well. (Mentee)

When asked who tended to initiate contact, the mentee stated:

It kind of went both ways. I mean one time I was so busy that I hadn't been in touch for a while and [s/he] touched base with me and I just said "Well, I'm a bit busy now so I can't really do anything," and then [s/he] just let me be and then a little but further on when I did have some time I contacted [her/him] and said "Can we meet?" and we met up. (Mentee)

THE IMPACT OF THE MENTORING

The Mentoring Coordinator stated that mentees frequently report positive experiences of mentoring which 'helped them to move on in some way':

I will see at events past mentees who've had a really successful relationship and they extol the virtues of having a mentor. So that works very well. {What virtues do they extol?} "I managed to do something different," or "I changed my job," or "I've moved on." That sort of thing. (Mentoring Coordinator)

The mentor noted that given the individualised nature of the mentoring, the specific impact on mentees:

... varies between different people depending on what it is that they're trying to achieve and you're providing a listening ear and guiding them towards whatever objective they happen to have. (Mentor)

The mentor we interviewed noted that the benefits of mentoring for mentees included access to the mentor's networks as well as support for undertaking specific aspects of their role, such as managing restructuring and redundancy exercises, which helped them "become more competent HR practitioners". In addition, our data suggest that CIPD mentoring is especially beneficial to mentees in terms of:

1. Overcoming isolation – especially for sole HR practitioners within organisations, which is often the case:

...if they're sometimes stand-alone HR practitioners then the networking aspect of it's good and they sometimes feel they've made a friend for life. (Mentoring Coordinator)

2. Career development:

What I'm using [mentor] most strongly for is probably trying to get into an industry, so it's more about the CV side of things. It's more about interview development and understanding of the industry side of things... Basically I have a great CV in terms of employment history and things like that in the [XXX] industry and if I wanted a [XXX] job it'd be a great, chronological CV, but unfortunately all of that experience actually means nothing to people in the HR industry ... we've kind of made a decision to move to skills based [CV] and I'm... still working on that at the minute ... [The mentoring] helps me to understand the different kinds of environment that I could be heading into in terms of the different kinds of companies. [Mentor has] shared with me the research you need to do behind the different companies that you're going into and understanding what the sector is like, what the particular company is like... [and] helped me to understand all of those nuances in terms of

checking out companies and doing proper research behind all of that stuff... having [mentor's] experience and knowledge of the recruitment side of the HR industry these days has undoubtedly put me in a better position. (Mentee)

Further to our own data, in a survey of 19 CIPD branch mentoring schemes, Lloyd Jones (2011) identified the following benefits for mentees:

- *“Gain experience from an HR Professional outside their organisation*
- *Develop their HR network*
- *Develop a partnership with local HR practitioners*
- *Enhance their employability*
- *Develop themselves and meet challenges*
- *Practice effective inter-personal skills” (p. 19)*

The same study also listed the following benefits for mentors:

- *“Develop themselves and others within the profession*
- *Pass on knowledge, experience and best practice*
- *Extend their CPD opportunities*
- *Develop their HR network*
- *Satisfaction of sharing knowledge/experience and helping a colleague to develop*
- *Nurturing talent and growing capabilities” (ibid).*

The mentor we interviewed also gave an indication of what was 'in it' (unpaid CIPD mentoring) for her/him:

I've had a 35 year career in HR and part of my own role as a manager of people has been to see people move onward and upward. I get off on watching my people develop and go on to greater things and a lot of them are holding down jobs of significance... it's putting something back in after having the benefit of all the development I've had over the years as well... So I get a lift from seeing the results of our discussions and deliberations and watching people grow and meet their objectives. (Mentor)

KEY INGREDIENTS FOR SUCCESS

The Mentoring Coordinator felt that **the informality of the scheme** is one of its strengths and the **absence of administrative burdens associated with the scheme** is one of the reasons why it works well, and why mentors are happy to give up their time to support colleagues and students on a voluntary and unpaid basis:

...the informality... the fact that [mentors] don't have to jump through hoops... [and] I don't chase them... it probably does make it attractive to people, so they're more likely to volunteer. Because of course they're giving up time, aren't they? They're giving up their own time. They think “Okay, well I'll give it a whirl,” and I think if they have a successful [mentoring relationship] then they come back [and mentor again]. (Mentoring Coordinator)

The mentor we spoke to clearly appreciated the 'light touch' nature of the monitoring of mentoring relationships which enabled her/him to put most energy into the relationships themselves:

... we're meant to sort of send a little update on how things are going, although that again is fairly informal... I don't think we go a bundle on long, long [reporting] about who did what to whom as it were... I think people don't want to be hidebound by lots of procedures and "you must do this, you must do that"... I think most people are comfortable with the fact that it's relatively informal, unthreatening. There's no what I call extensive feedback on the discussions that are held somewhere that could come back to haunt anybody. It just works. (Mentor)

The mentor also felt that key to the success of the scheme was that the **mentors and mentees were genuinely committed to mentoring** rather than feeling that it was something that was expected of them or they should undertake to put on their CV:

I think it's crucial that it's not something that is seen to be done... that it's the right thing to do... So I think there's got to be genuineness between both parties, that the mentor is genuinely concerned about the next crop of HR people coming through and that the mentee really feels they can benefit from the wisdom of a more experienced individual who can help them on their way... (Mentor)

The mentor considered that the commitment of the mentors and mentees on the CIPD scheme, and the success of the scheme more generally, was partly due to its **voluntary nature**:

I think it's important that it's done on a voluntary basis... [And it] could be threatening... [if] it's an enforced regime where everybody's expected to have a mentor and they go along reluctantly. I can say that wouldn't work. I think one of the keys to setting up any scheme is that it has to be voluntary and not forced on people. (Mentor)

The three interviewees were unanimous in stating that key ingredients for success were that the **mentors were external to the organisation** in which mentees were employed and not associated with mentees' line management:

I think one of the things that the mentees like is that they're external to their organisation, certainly when it's about "I'm stuck in a rut. I'm looking for career progression." And indeed I recently had one organisation where the director said "Can you help find a mentor for my manager? I think she needs some help." So I think the mentees certainly see an advantage in someone not working in their organisation... I don't think anybody would want and certainly I've not been asked for anybody in the same organisation... They've always wanted to have somebody external. (Mentoring Coordinator)

For the mentee, the **confidentiality and anonymity associated with the off-line and external nature of the mentoring** was pivotal to their ability to speak openly and honestly with their mentor about anything they might benefit from support with:

{On a scale of one to ten how open do you feel you were able to be with [mentor]?} I'd probably say ten. Because [mentor is] not attached in any way to anything that I'm doing I can be completely open with [them]. S/he is not connected to anybody that I know within the industry. S/he's completely separate... S/he doesn't know anybody I work with at my place of work, so I have

an anonymity blanket that I feel I'm comfortable with, so I don't have to worry about that... I mean this is from my experience of working with my own line manager... there are certain things that I just won't admit to in terms of, you know, not knowing what the hell I'm doing... you want to present to line management that you're competent in your job... It's a little bit easier to tell your mentor about things and questionable situations about behaviour because there's no consequence to it. When you're talking to a mentor you can speak freely, whereas when you're speaking with your line manager they're responsible for you and they may have to take action based on what you tell them and you have to be a little bit more guarded about that. (Mentee)

The mentor stated that while the extent to which employees could talk openly and honestly about their development needs with work-based colleagues and managers depended on **“the culture of the company”**, in their experience, mentees who had **‘external’ mentors** in the CIPD scheme were invariably able to engage in open and honest dialogue with mentors was common:

There's a question... about how open mentees are and some I'd score 12 out of 10 because they bring with them some of their personal relationship baggage as well. (Mentor)

Four other factors were identified by our interviewees as contributing to the success of the mentoring scheme:

1. the **role of the Mentoring Coordinator:**

So instead of it just being a scheme that we have on the website we try to make it human... They know that I'm quite approachable and very happy to talk to anybody about it in an email or phone call or something... It's not formal, but me keeping it going and keeping that continuity and that communication open makes it work. (Mentoring Coordinator)

2. the **mentor-mentee matching process:**

...it's not just a list of people and someone [a mentor] is just picked out of a hat. There's somebody who's actively looking at what you want and talking to a group of people and identifying individuals that might have the experience that you're looking for... and [the process is] open to the fact that you might have that first meeting and it may not work out. So it's just saying this is up to you... (Mentee)

3. the **experience and expertise of the mentors:**

I feel very lucky... I know not all mentors have as much experience as s/he does and s/he's also got a lot of experience of doing mentoring stuff because s/he's been doing that for years as well and because s/he's a professional HR coach and mentor s/he has a lot of experience along those lines, so it's helped. (Mentee)

4. the **geographical proximity of mentor to mentee**, and the face-to-face meetings this facilitates:

For me, face to face meetings I think were very, very beneficial... Talking on the phone is very helpful as well after that, but I think the initial meeting and another meeting in the middle of the summer was beneficial. I think you just get more. It's a lot easier to look at stuff and work with stuff. There's a certain amount of things you can do over the phone, but I think just having those... face to face meetings helped

me a lot, so I think geographical proximity is important. You know, if [mentor] was even closer that would have allowed us to meet face to face more often... (Mentee)

Finally, while none of our interviewees drew attention to the (relatively light touch) **mentor training, development or networking opportunities** as key ingredients in the success of this particular programme, these were identified as common features of effective CIPD branch mentoring schemes by Lloyd Jones' (2011) survey:

All the branches with successful schemes arranged regular get-togethers for their mentors (in addition to the initial training). The reasons for doing this were to provide a community of mentors and give an opportunity for mentors to network and share experiences, but most importantly branches noted the need to 'give something back' to the volunteer mentors and add to their CPD. (p. 33)

CHAPTER 8: THE SUSSEX POLICE LEADERSHIP COACHING PROGRAMME

CONTEXT

Sussex Police is the territorial police force responsible for policing the county of Sussex in southern England. The county has a resident population of 1.63 million people, while millions of visitors, holidaymakers, students and seasonal workers from the UK and overseas, including the 39 million passengers travelling through Gatwick Airport each year, place additional demands on the county's police force. The force currently comprises almost 2,700 police officers and 2,100 police staff, and has an annual budget of just over £237m.

The Sussex Police Leadership Coaching Programme was established between three and four years ago to provide (voluntary) support for those taking up or holding senior leadership positions, i.e. those of Police Chief Inspector, Inspector, Superintendent, Sergeant, and civilian police staff employees of equivalent rank. The programme is coordinated by the **Leadership Coaching Programme Manager** (LCPM), and at the time of writing there are seven active coaches (though there have been as many as 12) and 18 coachees.

THE MODEL OF COACHING ADOPTED

Although the broad aims of the programme being showcased in this case study are similar to those of the other nine, insofar as they are all concerned to support employees' learning and development, work-based knowledge and capabilities, and career progression, one of the things that marks this case study out from the others is that it is called a coaching rather than a mentoring programme. Related to this – and partly explaining why the programme was given this name – is the question of which personnel act as coaches and the relationship between the professional roles and expertise of the coaches and coachees, respectively. In short, all of the coaches are senior Human Resources (HR) professionals (mostly HR business partners) and thus 'civilian police staff', while some (and most) of the coachees are senior police officers. Initially at least, this proved to be an obstacle that the programme and some of its participants had to overcome, as suggested in the following excerpt from our interview with the LCPM, which also provides an insight into the 'model' of coaching promoted:

One of the issues that we experienced to start with... was that some of the coachees... the senior police officers, had an issue with the fact that the coaches were civilians and they said to us "Well, how can they possibly understand operational policing?" Even knowing that that coach had worked perhaps in a human resource unit out on division, they had a real problem with it and what we wanted to sort of persuade them on was the fact that it doesn't matter what their background is because the point is that they're coaches and they're qualified coaches, so in theory the coachee could have gone to them with any issue and they still would have been able to help them. So there was a real shift of attitude that we encouraged for probably a few months... As far as I'm concerned I never see it as an issue because, as I said, the coaches, all of them, I know have worked very, very closely with operational issues and matters, so they know their stuff, but also the point is that they're there to coach... they're not there to provide the answers... one of their primary roles is to really encourage the person to find their own answers... So, you know, we very much talk about facilitative coaching. (LCPM)

The coachee we interviewed understood and supported the model of coaching described above, which in practical terms appears very similar to the models of developmental and non-directive mentoring associated with some of the other case studies in this report:

I don't think you need to have operational competence to be a coach... if you're doing it right, you don't need to have any knowledge of what they're doing because you're getting the information from them and developing them with where they're going with things... My understanding of coaching is you're not telling the person what they should be doing and you're not trying to tell them how to do their job. You're trying to coach them with their skills. (Coachee)

COACH SELECTION AND PREPARATION, AND PAIRING

The coaches were selected from amongst a larger group of senior HR personnel and business partners by the former Head of Learning and Development:

[S]he knew the individuals and she knew they had the right experience for it... one of the reasons why they were pre-selected is because effectively a lot of them were already doing it as part of their job. You know, they were already coaching people, but they didn't have a qualification... (LCPM)

All the coaches selected were required to undertake an accredited qualification in coaching, namely an Institute of Leadership & Management (ILM) Level 7 Award, "designed for executive coaches and those practicing coaching at a senior level" (<https://www.i-l-m.com/learning-and-development/qualifications-explained/coaching-and-mentoring-qualifications>)

Those who are eligible, tend to request the support of a coach when they have a specific issue that they would like help with. Such issues often related to dealing with difficult situations in the workplace, especially problematic relationships (e.g. with their senior officers or line manager) or difficulties managing specific teams, dealing with disciplinary actions, or dealing with welfare issues. Some coachees also seek help with specific issues, such as a lack of confidence in undertaking certain aspects of their role, or to develop specific skills, such as time management and giving presentations at meetings.

The pairing of coaches and coachees is undertaken by the LCPM, informed by her knowledge what specific support the coachee is looking for and what the coaches:

...can bring to the table in terms of skills and experience... Sometimes I'll consult with the coachee and say to them "Have you got any preferences?" I'll make them aware of who the coaches are and then they might say "Oh, I'd really like to work with this person." So I'll try to give them at least a couple of options and say to them "These are the two that are available. Which one would you prefer?" (LCPM)

Sometimes coachees will ask to work with a coach who they know and have worked with before, while others prefer to work with a coach with whom they have had little or no prior experience. In making provisional pairings, the LCPM also takes account of their geographical proximity, primarily to make it easier for them to meet face-to-face:

Generally speaking, when I allocate a coachee to a coach I'll try and make it local to the coachee if possible, but yeah, they [coaches] are very flexible in terms of where they will go and meet their coachees. They haven't really got a base as such. (LCPM)

HOW THE COACHING WORKS IN PRACTICE

It is intended that the coaching relationship lasts between six and 12 months. At the start of the relationship the coachee and coach complete a coaching contract – which sets out the expectations of both parties, dealing with (for example) confidentiality, commitment to regular meetings, and meeting deadlines – and identify what it is that the coachee wishes to work towards. As the LCPM explains:

I'm really there at the beginning to explain the process to the coachee so they know what to expect and then I will send out all the relevant admin forms, so for example the coaching contract, and then at that stage I leave it down to the coach and the coachee. So they'll have their initial meeting where they fill out the coaching contract and then, generally speaking... it's down to them... From my experience they'll probably tend to meet up maybe once a month, once every six weeks or perhaps more often depending on what the needs are, but there will always be phone calls and emails in between meetings. (LCPM)

The participants interviewed for this study suggested that – consistent with the model of coaching promoted – the coaching relationship and specific coaching conversations tended to be led by the coachee:

I'd lead it. I'd normally say something like, "This is what I think have been the issues," or [the coach] might just say "How are you? How are things?" and then I'd say "Well, what I want to talk to you about is this." So I would lead it. I'd go there beforehand thinking "What do I want to actually work on? ... What do I think I need to develop?" (Coachee)

The programme is subject to relatively light touch monitoring and evaluation from the LCPM:

I do speak to the coaches. So I'm in touch with them and check that they're happy with the process... I will email all the coachees six months after the start of the relationship and at the end and ask for some feedback. (LCPM)

THE IMPACT OF THE COACHING

The evidence from our interviews suggests that the Sussex Police Leadership Coaching Programme has achieved a number of positive impacts on coachees, including the five benefits set out below.

- **Improved job-specific skills**, such as time management and giving presentations:

I've had really positive feedback... by the end of that coaching relationship a lot of coachees would say to me "Yeah, I actually feel different. I'm doing my job in a more effective way because of the coaching," which for me is brilliant because it means that it's working. (LCPM)

I think it [coaching] has definitely helped me with my concerns about

presentations... and... Thinking about how I operate – things like time management and always saying yes to things. Those were the kinds of areas where I felt I needed to develop and I think I've got better at them... (Coachee)

- **Increased resilience:**

I think people do say I'm definitely more confident and I think I am more resilient than I was... (Coachee)

- **Increased confidence:**

...some of the officers who had just been promoted were struggling with confidence going to meetings and speaking to senior officers and the coaching really, really helped them. (LCPM)

I think being more confident in what I do is definitely a benefit for the organisation. (Coachee)

- **Feeling more valued – increased well-being:**

from a personal perspective what [coachees] were saying to me is that they just felt more valued as individuals in the force... they felt that the force had invested in them, that the force had given them help and support which... because there's so many cuts to budgets... people don't always feel supported, they don't always feel valued... (LCPM)

- **Enhanced promotion prospects and career development:**

[T]he benefit that's materialised is actually they've achieved promotion. Now they haven't achieved promotion because of purely the coaching... but those that have engaged with coaching to develop themselves are the ones that actually when they then go into an interview process for promotion you find they're the stronger candidates. They're the ones that have that sort of better sense of self identity, so when they are asked some quite challenging questions about how would you manage with X, how would you manage with Y, they've had that time previously to reflect upon areas for development that they may have, they've addressed them through coaching and so they go into those sessions far stronger than perhaps people that haven't engaged with those processes... I think it has really, really had that extra benefit of giving us some people in senior positions that have succeeded as a result of going through the process. (Coach)

KEY INGREDIENTS FOR SUCCESS

The participants interviewed for this case study were unanimous in the belief that:

- a) key ingredient in its success is that the coaching relationship provided a safe space within which coachees could openly discuss and work out how to resolve issues which were of concern to them; and
- b) their ability and willingness to do so was facilitated by the off-line, confidential and non-judgemental basis of the relationship, which – crucially – encouraged the development of trust between coach and coachee.

The participants spoke about these issues at length, and extended excerpts from the interviews with the LCPM and coachee are provided below to illustrate their perceived importance:

the main benefit in general for a lot of them has been the ability to speak to somebody who's not their line manager, who's not directly involved in their day to day work, which means that they felt free to open up and talk about what was really going on. They didn't feel judged... They know that it [coaching] is all confidential. The only sort of disclaimer, if you like – and this goes for anything that we do in Sussex Police and I'm sure it's the same in any other organisation – is if the coachee was to disclose anything either of a criminal nature or something to do with self-harm or harming other people then they [coaches] would have to [pass it on]... so in most cases because at the first meeting there'll be that discussion around confidentiality to reassure them that anything that's discussed will remain confidential and again it's the fact that the coach can only work with what the coachee provides, so if... they're not being open or honest about what's going on, then there'll be very little to work with. So I think most coachees are okay with that, yeah. {Interviewer: ...can you give an example?} Well... I remember quite distinctly one of the coaches... They didn't disclose who this person was, but they said that one of their coachees was on the face of it very, very outgoing, very bubbly, a very confident person and in fact as part of their coaching sessions they'd completely literally crumbled and said "I'm really struggling..." They'd felt safe enough, I guess, to actually open up to their coach... (LCPM)

It was really good to have a sort of safe place where I could... take a step back and think "What am I doing?" It was good to get a kind of balanced, non-emotional response to situations. So a sounding board that was non-judgemental... I wouldn't want my line manager mentoring and coaching me because it might be them that I'm struggling with... There's no way I'd want to be mentored or coached by my line manager... because you're so vulnerable when you're in coaching in terms of, for example, I might know deep down that I've got a weakness that I'm hoping that I can sort out, but if I tell my line manager about that it's going to be in my next appraisal because they're suddenly aware of it... So, you know, it doesn't work and if something's happened with a colleague or someone's really annoyed you and you're telling your line manager, you're putting them in a position where they've almost got to act as well. So I just think it [your coach or mentor] shouldn't be your line manager... {Interviewer: ...So on a scale of one to ten how open and honest do you feel you were able to be with your coach?} Ten. {So there was nothing that you were concerned about that you felt "I don't want to share that"?} Actually say about nine. I suppose there were a few things that if I thought I might say something and [the coach] knew the person I was a bit more guarded around it. (Coachee)

The other main considerations highlighted by our interviewees as important to the success of the Sussex Police Leadership Coaching Programme were:

- Ensuring there is **not too great a 'seniority gap' between coachee and coach**
So an inspector could be [coached] by a superintendent, that's fine; maybe even a chief super[intendent]. You wouldn't have a PC [police constable] being mentored by the chief constable because the gulf there is... You know, the power that potentially this one individual at the top has, that's really very difficult I would say

for the PC to be completely open and honest and transparent or it would take a long time to build that relationship and trust to get to that point. (Coach)

- The **opt-in nature of the coaching offer**

I would be very nervous about saying "...You all have to be coached," because that kind of feels like you're having it done to you and it goes really against the ethos, as I said earlier, about realising development is your own piece... [and] people are going to resist that. (Coach)

- The **role of the LCPM and opportunity for coachees to change coach**

I think it [the LCPM role] is really important because I think one of the main aims of my role is to be the person that the coachee can come to if they feel unhappy with the coaching relationship. That's what I will always say to the coachees when I first talk to them about what to expect and I'll say to them "...if for whatever reason you find that it's just not working..." You know, it could be a personality clash, it could be you've got different styles. Whatever reason it may be I say to them "Just let me know. You don't even need to really tell me what it is if it's of a sensitive nature. I can find you another coach." So I think it's important that there is somebody there who they can go to to discuss any problems or issues... I've had a couple of coachees come to me and say "I don't think it's working. Nothing personal. I just think there's not chemistry or whatever. Could I possibly work with a different coach?" (LCPM)

- The **time-bound nature of the relationship**

And also I think for them it was the fact that they were working to a sort of deadline. So it's not an open ended relationship where you've got the next three years to work on this issue. Very often the coaches would be quite strict with time frames and say, you know, "We're going to look to resolve this in the next six months"... we were just very keen not to leave it too open because otherwise people will tend to procrastinate and then it defeats the object. (LCPM)

- The **support and involvement of senior leadership**

[O]ne of the successes we've had is that it has been for us driven from the top as well. So we've had some really strong advocates in our chief officer team. They've engaged, they've seen the benefit of it... and therefore they become quite strong advocates for it out in the workplace. (Coach)

- The **personality, knowledge and skill of the coach**, which in turn, emphasises the importance of coach selection and preparation

I mean [he/she] was really good because [he/she] kind of had compassion with it so, you know, [he/she] would always be quite kind in how [he/she] might steer me, so I felt very supported by it really; and... [he/she] was quite good on time management. (Coachee)

- The **importance of challenge**

It was clear, and considered important, that within the 'facilitative' model of coaching that was followed, coaches do not merely play a 'sounding board' role but also challenge coachees in various respects, such as in encouraging them to examine underlying issues behind those they had bring to the table:

[He/she] was challenging as well. You know, [he/she] would challenge where I was... I think I felt like [he/she] would go with the flow of whatever it was that I

brought up that I needed to work on, but [he/she] might then identify underlying things that I might not have seen... there were a few moments when [he/she] kind of pinned me down to thinking "Actually yeah, that's what's underneath all this." So yeah, it was very, very useful. (Coachee)

- **Joint responsibility for ensuring meetings take place**

Finally, while coachees are encouraged to take responsibility for their learning and development, and to lead the coaching relationship, the programme recognises that the demands of their day jobs may sometimes prevent coachees from contacting their coach as often as may be desirable, and so the coach is encouraged to take joint responsibility for ensuring that meetings and other forms of contact take place:

...it's a two way relationship. You know, you're both adults and... when you sign a coaching contract you're both committing yourselves to turning up for meetings and making contact... it's a two way thing absolutely because the coach can be the best coach in the world, but if the coachee's not engaging... then it's not going to work. (LCPM)

CHAPTER 9: THE NATIONAL INSTITUTE FOR HEALTH RESEARCH (NIHR) MENTORSHIP FOR HEALTH RESEARCH SCHEME

CONTEXT

This mentoring programme is funded by the Department of Health, the Chief Nursing Officer and the Chief Scientific Officer and is developed and implemented by a partnership of several different organisations coordinated by the University of Hertfordshire.

The main aim of this programme is “*the development of a world-class research environment and culture across the professions of nursing, midwifery, allied health and healthcare scientist professions*” (NIHR Mentoring programme booklet, p. 4). In order to do so, a *Mentorship for Health Research Training Fellows Programme* has been established to develop future clinic academic leaders and to “*role model the contribution research can make to enhancing quality evidence-based care and patient experience*” (NIHR Mentoring programme booklet, p.4).

This mentoring programme provides support for senior clinical lecturers, clinical lecturers, healthcare scientist and clinical doctoral research fellows who have been awarded NIHR funded fellowships for research (either at PhD or post-PhD level). The programme has approximately 54 mentors and 115 mentees.

THE MODEL OF MENTORING ADOPTED

This mentoring programme has a developmental focus as it is intended that both mentors and mentees gain from their participation in the programme. During the training received at the beginning of the mentor’s involvement with the programme, the mentors were given a training booklet which presents the GROW¹¹ Model of mentoring and coaching (Whitmore, 2009).

Both mentors and mentees volunteer to be part of the programme. Mentors are senior clinical researchers with proven research experience and leadership qualities. It is anticipated that mentors will help mentees develop their expertise in linking research and practice in order to become the clinical research leaders of the future. Discussing the selection of mentors and the aims of the programme more generally, the mentoring lead notes that

It has more to do with what that person can bring to the relationship that will enable the mentee to grow and develop and meet their potential as a research leader in their clinical field than the actual clinical or research specific attributes they have. (Mentoring lead)

HOW THE MENTORING PROGRAMME WORKS

The mentoring programme is run by a partnership of several organisations led by the University of Hertfordshire. There is a management team that oversees the running of the programme. Typically, this management team receives applications from senior clinical researchers who wish to join the programme as mentors. These applications are reviewed on an individual basis and the successful applicants will join a mentor pool from which the mentees can choose. There are, however, instances in which the management team invites senior clinical researchers to be part of the team of mentors.

¹¹ The GROW acronym stands for (G)goals, (R)eality, (O)ptions and (W)ill.

The mentees choose up to three mentors from the database taking into account what the mentor can bring to their career development. This effectively means that, in many instances, mentor and mentee are in completely different parts of the country and have completely different fields of expertise.

So we're more interested and encourage the mentees to be more interested in how can this person support me in my career, not necessarily in the specific details of my profession. (Mentoring Lead)

They [the mentees] have PhD supervisory teams and they're likely to have a clinical supervisor sort of mentor person, so this was to give them the opportunity of having a mentor who was outside of those relationships. (Mentor)

I picked [the mentor] because even though obviously [the mentor] is not in the same area of England and works actually in a different discipline, [the mentor] carries out research in a clinical area which I'm interested in and is similar to the work I do. (...) I see [the mentor] primarily as somebody who works in a similar field and knows how clinical academics work in that field and so [the mentor] can support me to plan a career into that area. (Mentee)

Mentors have no supervision or line management relationships with mentees.

We would generally discourage that [having line management relationships] and I'm not aware that we have anybody who's in that position. We think that can create some conflict of interest, so we generally don't encourage that. (Mentoring Lead)

it also gives them the opportunity to talk to someone else outside that immediate situation who is not involved in their clinical situation. So it's someone who's external to that so that they can bounce ideas off. They can perhaps talk about things that might be more difficult with their supervisors. (Mentor)

I also feel I can be more honest, I think, with my mentor because that is the nature of our relationship. We're not related in any other way, so I don't ... [the mentor] does not supervise my work, [the mentor] does not line manage me, so I can be very honest and I think [the mentor] is honest with me and I can be open about challenges that I experience locally that would potentially be difficult to take to local managers or supervisors. (Mentee)

Generally each mentor has two mentees. Mentors are free to refuse a mentee and there are mechanisms in place for the termination of unsuccessful mentoring relationships. The mentoring relationship usually lasts for the duration of the training programme the mentees are undertaking. However, the mentoring lead mentions that there are cases in which the mentoring relationship continued even without the formal support of the programme.

All new mentors are offered a day of training. At this training, the mentors are given a mentoring booklet and some materials to support their role. In addition, every year there is a 'winter school' for both mentors and mentees and there are webinars throughout the year.

we first of all offer all of the new mentors a day of mentorship training with us when the mentors will come on their own and be given the opportunity to work through what the mentorship programme is all about, what we would expect from them and then we give them hands-on training on how to approach the relationship and what sort of skills they need to develop to work with their mentee. (...) Then every year we offer what we call a winter school (...) which is when mentors and mentees come together for another whole day and during that day we have a number of different things. So we offer some updates on things like the mentorship conversation, but we also offer them external speakers who might come to talk about a particular aspect of mentorship. (Mentoring Lead)

They also ran a mentor training day which I did go to and yeah, I found it interesting. I think probably the most useful thing was meeting other academics who were mentors on this scheme because it is really useful to share your experiences. So I really enjoyed meeting the other mentors, but there were some good sessions as well. (...) They do also run a winter school and a summer school, I think, for the mentees. Mentees and mentors can go and the mentees can do presentations and there may be talks. So that's a sort of a mentor and mentee event. (Mentor)

Generally, mentors and mentees prefer face to face contact but, given time and location constraints, Skype, email and phone conversations are also frequent. According to the mentor, meetings are scheduled with respect to the needs of the mentees: sometimes they may be frequent; at other times there may be significant periods of time without any meetings or contact.

The mentoring lead states that the structure of the meetings may be based on the training materials mentors and mentees receive. Nevertheless, the mentee mentions “*the agenda is pretty much mine. I take to the meetings what I want to discuss*”, which was corroborated by the mentor. Typically it is the mentee who initiates contact. However, the mentor also notes that there have been times when the mentor reminded the mentee that they should meet.

Mentors currently receive a small stipend for their time, however after a retendering process this stipend is being cut. The mentor mentions that this stipend was something the mentor was not expecting to receive anyway as it was seen as part of the mentor's academic role to give support to other people.

There is a formal evaluation of the programme and this is seen by the mentoring lead as having a positive impacts on the programme.

We do undertake evaluation and we have that done independently by an independent evaluator and we use both surveys and telephone interviews to undertake that. So that's just going into its third round at the moment and that seems to be quite an effective way of capturing the views and experiences of participants, and so we're quite happy with that at the moment. (Mentoring Lead)

THE IMPACT OF THE MENTORING:

The mentoring programme aims to develop the research skills of clinical practitioners and the mentoring lead believes that it has been successful in its initial three-year period:

The mentoring programme is really there to enable them [the mentees] to make the very best of that opportunity and to become some of the world's greatest leaders in health and social care research. (Mentoring Lead)

it enables people to grow in their confidence and in their ability to work through some quite tricky aspects of their research career (...) It has enabled people to grow in their confidence to present themselves for grants and for publications and I think because this is really about this clinical academic role people are now saying that it has really helped them become more confident in their ability to become leaders in their field (...) So I think that ultimately that is a real benefit, but it is also about having someone else outside their immediate managerial or organisational field that they can discuss and talk freely with and feel supported. (Mentoring Lead)

The mentor believes that the greatest impact this mentoring programme has had on mentees is enabling them to gain access to networks and opening doors for career development. The mentor also mentions that the mentoring relationship has given courage to “*have conversations that perhaps [the mentee] wouldn't have done*”.

The mentor adds that the mentoring relationship has helped the mentee to develop the mentee's clinical expertise:

I think because [the mentee] has had some difficulties with [the mentee's] line manager, who is also [the mentee's] clinical supervisor and that relationship has been tricky and possibly a barrier to [the mentee's] development clinically, I think [the mentee] has been very honest and open about that we've tried to explore why and how [the mentee] can deal with that. (Mentor)

The mentee corroborates this view:

For me it's really helpful to have somebody who's experienced as a clinical academic, but who works in a different geographical area and in a different field I think because then [the mentor] has got a broader view. (Mentee)

KEY INGREDIENTS FOR SUCCESS

The mentoring lead identified the following factors as key ingredients for success:

- **the fact that the mentees can choose their mentors;**
- **training for both mentors and mentees;**
- **creating a community of researchers;**
- **having a good management team.**

The mentor believes that the fact that **mentors and mentees come from different professional backgrounds** and from different organisations is also key to the success of the programme:

So I think it allows for wider networks. I mean it's interesting because [the mentee] comes from a different profession from me, but I think in some ways... I mean you will have to see, but I think [the mentee] finds it helpful that I am. Because I am from another profession I bring in that perspective too. (Mentor)

The mentor agrees with the mentoring lead that the points for success mentioned above are key for the success of this program:

I do think it is well set up. It is well administrated. There's a certain amount of formality about it which I think is probably a good thing. I think it is good that they can look at the profiles and choose a mentor. I think it's good that you have that first contact and then you can both decide to go ahead or not to go ahead. I think that's good as well, the fact that that's actually built into it formally. I think it is really good that they run developmental opportunities. (...) I suppose as a mentor you feel valued and supported and appreciated, I suppose, and it seems really good that they try to put on things to help you develop as well, so I think that's really positive. (Mentor)

The mentee suggests that the fact that **mentors do not have line management responsibilities** for their mentees is important for success of the programme, notably because:

I think I would probably still hold a little bit back if I was concerned about looking... You know, saving face. I wouldn't want to totally expose any gaps in my knowledge or weaknesses in my knowledge and skills, but I think generally I'd be very open and honest because I'm not concerned really about what [the mentor] thinks of me too much. There won't be too many consequences if any, you know. (Mentee)

SECTION III – INTERNATIONAL CASE STUDIES

In this section we present case studies of:

- The NAESP National Principal Mentor Training and Certification Program – US (Chapter 10)
- District Police Mentoring Programme – Norway (Chapter 11)
- Arçelik Mentoring Programme – Turkey (Chapter 12)
- Next Generation HR Management Mentoring – Romania (Chapter 13)
- K&H Bank Mentoring Scheme – Hungary (Chapter 14)

CHAPTER 10: THE US NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS (NAESP) NATIONAL PRINCIPAL MENTOR TRAINING AND CERTIFICATION PROGRAM (NPMCP)

CONTEXT

The number of candidates applying for principal (head teacher) positions has declined in the last few years in the USA (*NPMCP Training Program Handbook*, p. 1). In addition, there are high turnover rates which hinder school quality by affecting principal retention, teaching quality and student achievement (Scott, L., 2012). New principals feel the pressures and demands of the job in an increased manner as they need to develop their leadership and their management skills while adjusting to the pressures of accountability (Fuller, Young and Baker, 2011; The Wallace Foundation, 2007). The Wallace Foundation conducted research (The Wallace Foundation, 2007) that has identified the need for the development of a peer principals mentoring programme. The NAESP National Principal Mentor Training and Certification Program aims to provide newly-hired, aspiring, and ‘turnaround’¹² principals ongoing, individualised professional growth opportunities to support them in developing their leadership skills. This program also aims to create a group of experienced principals who are able to effectively mentor newly-hired, aspiring and turnaround principals to meet the Standards defined in *Leading Learning Communities: What Principals Should Know and Be Able to Do* (NAESP, 2008). In the NAESP NPMCP training program handbook it is stated

NAESP recognizes that there is a significant linkage between school leadership and student outcomes and the mentor program reinforces the urgent need of providing early-career principals with leadership development and support. (p.7)

THE MODEL OF MENTORING ADOPTED

This mentoring program adopts a model to develop instructional and transformational leadership. The participants in this mentoring training program explore theories of adult development, adult learning and mentoring (NAESP *NPMCP Training Program Handbook*, p. 2).

¹² This term is used to describe head teachers who are hired to manage schools which are facing additional challenges (NPMCP mentoring lead).

HOW THE MENTORING PROGRAMME WORKS

The mentoring coordinator has been working on this program for 10 years (6 years as director). Her job responsibilities include to direct the national principal mentoring program.

Across the USA, different states have different rules on principal recruitment. The NPMCP has very diverse realities as the program is adjusted to each state and school district reality. In some states it is mandatory to have a mentor for newly-hired and turnaround principals. In other states the criteria for newly-hired and turnaround principals is much more loose (Shelton, 2009). Nevertheless, even in those states where it is mandatory for newly-appointed principals and turnaround principals to have a mentor, that mentor does not need to be trained by the NAESP as they can be trained by other entities.

Mentors have two and half to three days of intensive training (the Leadership Immersion Institute – LII). There are four training events throughout the year in four different locations across the USA. The training events are open to any principal or school administrator who wishes to enrol in them. There are also some tailor-made training events for specific school districts, state departments or state associations. At the LII “participants explore the theoretical foundations of adult development, adult learning, and mentoring” (*NPMCP Training Program Handbook*, p.2). Upon completion of the LII, the potential mentors begin the Mentors-In-Training (MIT) internship component of the program. This is a nine month process of mentor and mentee commitment. The mentor needs to complete 72 hours of contact time. These hours are logged and monitored. The NAESP monitors the issues that are critical between mentor and mentee, but confidentiality is kept. The mentors, as part of the MIT program, are also part of smaller cohorts which are assigned a coach. These cohorts undertake monthly reflections on the work they are developing and on the training they had during the 3 day LII. At the end of the nine month period the mentors and mentees have to complete a final project – for instance a paper or a presentation - and then they become nationally certified mentors. This certification is valid for a three-year period. At the end of this period the mentors must apply for a recertification through the NAESP Professional Developing Programming.

The NAESP does not oversee or control the pairing of mentors and mentees. The school districts that require the principals to have a mentor will approach the NAESP to give training to mentors and the pairing between mentors and mentees will be the responsibility of the school district. Some school districts allow the newly-hired and turnaround principals to choose their mentors. It is also possible for the school districts to nominate a principal, or a retired principal, to become a mentor. In these cases the district supervisor fills in a form reflecting on the candidate’s potential to become a mentor. The NAESP also has criteria for mentor selection in the districts that have a consultancy agreement with the organization. These criteria require that the mentor should be a principal or a retired principal and include excellent leadership and management skills. The potential mentors are interviewed and their path as principals is also reviewed. The NAESP has set protocols but is also flexible enough to develop criteria and adjust it to the needs of the districts. Typically each mentor only has one mentee. However there are cases of districts where a mentor has more than one mentee. In most cases the mentors and mentees belong to the same school district to facilitate with specific state rules and legislation. Mentors do not have line management relationships with

the mentees, nor do they have responsibility for formally evaluating or appraising their mentees, though in the instances where legal or health and safety issues arise, mentors are obligated to report this to the district supervisors.

In the cases where a mentoring relationship is not working both mentors and mentees are free to leave the relationship. As the mentoring lead states,

it is certainly something we advocate – that mentors are picked according to their skills and a protégé and a mentor relationship is either self-selected or the relationship is supported by both parties.

The mentoring relationship is typically one year for the national mentor certification process. However, in the majority of districts the mentoring services are provided for two years. The duration of the formal mentoring relationship depends on district budgeting.

The mentors usually initiate the discussions by posing questions that will enable the mentees to lead the discussions. Mentors and mentees develop a plan for the meetings with set agendas and schedules but if the mentees need to address some other issue there is flexibility to do so. In our case study, mentor and mentee met once per month even though there was flexibility to contact via email or telephone at any time.

Some mentors are paid a stipend, the value of which varies across the districts that are employing them and according to their role (e.g. whether they are active principals undertaking a part-time mentoring role or retired principals undertaking mentoring as a principal form of income). In some districts mentors are not paid as it is seen as an experienced principal's duty to support other colleagues.

Mentors are accountable to the NAESP during their nine month training towards certification. They complete logs, monthly reflections and monthly chats that occur in the professional learning communities that the NAESP creates for the mentors. All of these are used as accountability instruments. There are protocols for mentors' self-evaluation, for mentees' evaluation of their mentors and, in the cases of the districts that work directly with the NAESP, for district supervisors' evaluation of the mentors.

THE IMPACT OF THE MENTORING

This mentoring program is seen by all participants in this case study as having a very positive impact on both mentors and mentees. The mentoring lead refers to the specific challenges of a newly-appointed principal or of a turnaround principal, and states that the demands are too

difficult to manoeuvre if you don't have someone who can support you and help you develop as a leader. (Mentoring lead)

She goes on to state that

We know that it takes three to five years for a school culture to change, so if you have a consistent principal who's doing well, and we know that a lot of our new principals are hired in some of the lowest performing schools, ensuring through mentoring and coaching that they're doing well and have every opportunity to succeed for that three to five year period which is necessary for change to take place, you know, it's just so relevant to how we're developing school leaders and

how we're supporting them. (Mentoring Lead)

The mentee considered that the support provided by their mentor was invaluable:

For me it was creating a safe outlet and learning how to lead. At times she [the mentor] was my sanity, and still is for that matter. It was important for me to have somebody who had probably been through everything that I could possibly go through, and she has... it [mentoring] was a lifeline for me. (Mentee)

For the mentor too, their participation in the mentoring programme was felt to be highly beneficial:

It was huge. The NAESP training course was huge. The emergent workshop was packed with two and a half days of absolutely not a second lost or not wonderful in terms of adding to my body of knowledge. (...) you become nationally certified and that is powerful. (Mentor)

KEY INGREDIENTS FOR SUCCESS

The mentoring lead comments that the **mentors' specific, adaptive, support** to newly-hired and turnaround principals is crucial for success:

We move from the survival skills on the continuum of self-actualisation as a leader and there are steps in between. We see that more direct mentoring in the first year or two years and then moving someone along that continuum to where they truly understand the job and feel confident in the work is not an easy process as things change.

The mentor adds:

we're guiding our protégé towards self-discovery, thinking about their problems and practice, reflecting on their work, thinking about what is their vision, what kinds of interaction are they having with people on a daily basis etc., how to maximise those interactions and how to grow their capacity by their own self-discovery which is key to how they function in their role as a new leader.

The mentee concurs:

she helped me gain my perspective on things...the program is set up for me to come to my own conclusions about how I want to handle a situation and obviously just to provide emotional support and some knowledge.

The fact that the **training framework is formalised and based on research** is also presented as a key ingredient for success. Also, the materials given at the training course and throughout the nine-month period were presented by the mentor as being a key ingredient for success as she is constantly "*resourcing and relooking*" at them. The mentee also highlighted the importance of the materials provided by the NAESP as resources to provide support for and enable her to structure her own development as a school leader:

The mentor believes that the **enthusiasm and knowledge shared by NAESP coaches during the training** helps mentors be more effective: "*I'm constantly being educated and growing. NAESP is a strong driver of all that*". The **knowledge, experience and credibility of mentors** were also identified as important factors for the success of the program:

It was important for me to somebody who had probably been through everything that I could possibly go through. (Mentee)

Trust and openness, however, were highlighted as the over-riding ingredients for the success of this program. The fact that **confidentiality** is ensured was seen as extremely important for the discussions between mentor and mentee, and the fact that the mentor did not have a supervisory relationship with the mentee was regarded as crucial for the success of the relationship. As the mentee states:

definitely [the basis of the successful relationship] was trust... it was a phenomenal experience for me because I didn't have to filter anything ... I was brutally honest about what was happening in my life." (Mentee)

CHAPTER 11: POLICE MENTORING LEADERSHIP PROGRAMME (NORWAY)

CONTEXT

This mentoring programme was established in 2008 with the objective of training women for leadership responsibilities within three police districts in Norway. The aims of the mentoring programme are:

- “To train women for leadership responsibilities,
- To make newly hired female and male managers more skilful,
- To increase the opportunities for personal growth and professional development,
- To clarify and enhance the understanding of a woman’s competence in general, and women’s managerial skills in particular” (PowerPoint presentation made available by the Programme Coordinator)

This programme aims at developing leadership capabilities for both male and female newly hired managers.

It started as a programme for women, to get more women into leadership, but it soon changed to be more than that. It was also for new, young managers to help support them in their leadership. (External Mentoring Lead)

The mentors are all high profile managers in the organization and were selected by the chief of police according to set criteria. Mentees in this programme are: (1) women who wish to become leaders; and (2) newly hired leaders of both sexes.

The mentoring programme was established with consultancy from an external organization linked with mentoring training in Norway.

THE MODEL OF MENTORING ADOPTED

This programme adopts a developmental model in which mentors and mentees help one another develop their potential as leaders.

The main thing is that we have had girls now applying for leadership or management positions and planning their career towards leadership; and the mentors have developed or been more aware of their own leadership because they say “I had to think my own leadership, how I am as a leader and am I a model for good leadership”. (Mentoring Coordinator)

They want mentors to solve their problems, but we don’t solve anything. We try to make them solve their problems. (Mentor)

I was very new I my position and he gave me the support I needed when I was unsure with issues, but he never gave me advice... so he coached me in a way and made me find the answer myself. He made me find the target. (Mentee)

Mentees initiate contact and establish the areas that need to be addressed. This is seen as part of their training in leadership – to be able to initiate contact and self-manage their time and development needs.

HOW THE MENTORING PROGRAMME WORKS

The mentoring coordinator has been involved with the programme ever since its inception. She has contacted the external mentoring lead for the programme and both of them have developed the programme to meet the specific needs of the three police districts involved in this programme.

Newly hired leaders can apply for the programme. There is a selection process that includes interviews with both the mentoring coordinator and the external mentoring lead. Since there were many candidates for this mentoring programme the selection process had to be carefully executed.

They applied and had to write an application and then [the mentoring coordinator] picked them out together with top management and after that [the mentoring coordinator] and I interviewed them. (External mentoring lead)

It was through their nearest leaders and [the external mentoring lead] and I interviewed the candidates for about an hour, every candidate, and some we took a chance in some ways because you cannot be sure. (Mentoring coordinator)

Mentors were selected on invitation based on the knowledge their top management had of their skills as leaders.

They were selected by top management, by the chief commissioner together with [the mentoring coordinator]. They selected the mentors. They had to write a small application on why they wanted to be a mentor and of course [the mentoring coordinator] and the chief commissioner knows them and they were selected. (External mentoring lead)

Well it was decided that some of the leaders in [xxx] in each police district had to be a mentor and we were asked. The police boss asked some of his leaders if they wanted to become mentors. I had some education and training so it was easy for me to say yes. (Mentor)

Pairing mentors and mentees was presented as a key factor for success in this programme.

Pairing is a main issue. We have done a lot of work with pairing. We know the mentors, we know what their skills are, we know what they think and I have an advantage because I've known most of the mentors and then we had to ... We interviewed mentees and we find someone who can match the mentee in what skills they have to develop or what is their issue or what are their problems as a leader. The chemistry is very important because they're going to talk to each other and you have to be comfortable with your mentor. You have to trust him and you have to trust each other if you want a good relationship and if you want to achieve what we want. So the confidence between the pair in the relationship is very important. (Mentoring coordinator)

We had to answer some questions from the project leader or project manager. We had to answer some questions and then they had an interview with the mentees and they paired us... It was up to them to pair the mentors and mentees and during the programmes I think they've succeeded quite well because there's been good relationships. (Mentor)

They interviewed me and from that interview, they matched us... and they always told us that if it wasn't a good match we had to be very honest about that and

then they would give us another mentor. And the opposite way – if the mentor thought it wasn't a good mentee. We should work in the relationship first, but then if it wasn't a good match then we should get another one and try to switch or swap. (Mentee)

When we had the interviews we also asked the mentees. We showed them pictures of all the mentors and told them a little about them, who they were and what position they had, and we asked them "Is there anyone here you can't have because you know them and have worked together with them?" and "Is there anyone you'd like to have?" We asked those questions and they were important questions because Norway is a little country and they've always heard something about other people, good or bad. So that was important. (External mentoring lead)

Mentors and mentees are not from the same police districts. This is a purposeful characteristic of this programme. The mentoring coordinator and the external mentoring lead both emphasise that there is a need for the mentees to feel safe to discuss issues with the mentor that would not have been discussed if the mentor worked in the same police district.

And it's also important that we have mentors and mentees from different police districts. (...) That's important because you are free to speak when you don't have any... What do you call it? If you're a mentee and get a chief in your own police district you... may think "Oh, I can't talk about that because he knows who I'm talking about. I'm criticising the leaders and criticising the organisation and how it works." So you're not free to speak. We assume that you won't feel free to speak openly. (Mentoring coordinator).

Oh, I think that's a question of power in an organisation. If they had had a mentor from their own district I think it would have been very difficult for them to talk about their own manager and their relationship with other people in the organisation. I think that it would have been difficult to be open about the real challenges. (External mentoring lead)

I already saw challenges before I started and saw the benefit of discuss this matter with a mentor who is not close in my organisation but know how our organization is working in practice. (Mentee)

No. No, that was very important. The mentees and the mentors are from different police districts, so we aren't their line manager and that was one of the success things I think. (Mentor)

Mentors and mentees then have an opportunity to meet one another and get a sense of what their relationship might be. This is a one-to-one relationship that has the formal duration of one year. During this year, mentors and mentees meet once a month.

What we do is we have the first meeting where it's two days with a night between. So we're together almost two days and that's when we're paired and it's the first meeting also and then we made a plan for a meeting and then we often have dates during the programme. For me there's not been many changes. We followed the plan we had when we started, but the mentees had to take the initiative for the meetings. (Mentor)

Well, in the beginning when we first met we talked about it was very important for us to make a good relationship so we could trust each other and we had to be very honest about the relationship. We wrote a contract how we wanted to meet, what we should talk about and what issues I wanted to bring up and then we decided how to meet, but during this year I could also contact him if I needed that between our meetings, and the opposite way, and we could just send an SMS text via phone or an email or I could just call him. So it was a very open and good relationship. (Mentee)

Mentors and mentees are involved in training in this programme. There is a two day start up seminar that helps mentors and mentees establish a relationship and set the ground for the mentoring relationship. Throughout the programme there are also other training opportunities. Mentors and mentees were given training and support materials.

I ran it and then we had a two day start-up seminar so they could network and get to know each other, all the mentors and mentees, and start work in their mentor/mentee relationship. And also there was training during the two days... We had this master class, then we had the start-up, then one to three [gatherings] afterwards we had a one day seminar for the mentees to share their experience about how they worked with their mentor and also about leadership development. One day. And then we had for the mentors and mentees two days... We had two seminars of one day – one, five months after the start and one about eight months after the start – and then at the end of the year we had two days winding up and ending of the programme. (External mentoring lead)

At the end of the mentoring programme, which lasts a year, mentors and mentees are asked to write a reflection on their participation in the programme.

It was to look at what they had learnt and their experiences. We put a lot of effort into that and talking about what they had learnt about themselves, about their own police districts and other police districts, about the police force, the culture and so on. So we spent a lot of time winding up. I think that is very important, how we end the programme, and we [closed] also the relationship between the mentors and mentees. (External mentoring lead)

However, throughout the programme mentors and mentees are also asked to reflect on their experiences. Mentors and mentees evaluate one another in a seminar. This is seen as an opportunity to reflect upon their relationship and to change any aspect that may not be working towards a positive mentoring relationship. The external mentoring lead points out that mentors and mentees do not feel constrained to give their honest opinion as this is discussed and used for their own advantage.

Well, for the programme they have some forms where we answer questions and discuss those questions and the same between the mentor and mentees. We have questions to the mentor and questions to the mentees where we answer and then we meet together and discuss them and decide how we are going to work [on]. (Mentor)

Yes. In one of the seminars I have an evaluation. The mentor evaluates the mentee and the mentee evaluates the mentor. And also we're seeing experiences and I think during a seminar I get a very clear picture of who they're working together with and which relationships are very successful and which we have to follow up.

So the seminars are also important. We have leadership development and we have discussions, but we follow them up. (External mentoring lead)

Mentors and mentees are not given allocated time or rewards for participating in this programme. Instead, involvement in the programme is seen as part of the job for a leader.

Yes because each programme some of the leaders in the police districts are asked to be a mentor and I've answered yes four times, so I do it alongside or included in my job. During those years it has been a part of my job actually. Because we have also leaders from the different police districts who are co-operating in this programme we meet and we inform and we learn things from each other, so it's also part of the job actually. (Mentor)

It's on top of their normal job. This is an opportunity. It's an opportunity. They had to use it and I think that also is an important part of the interview that Gina and I had with each mentee. It's to make the commitment to spend time on the programme, to have meetings with a mentor. That was an important part of the interview, their commitment to the process. (External mentoring lead)

THE IMPACT OF THE MENTORING

From the ongoing evaluation of the programme, the mentoring coordinator and the external mentoring lead believe the programme has a very positive impact. The impact has been felt not only at a personal level, but also at an organizational level as the police districts developed collaboration networks as result of the mentoring programme.

The main thing is that we have had more girls now applying for leadership or management positions and planning their career towards leadership; and the mentors have developed or been more aware of their own leadership. (Mentoring coordinator)

Oh, that has been so interesting because there were a lot of benefits, and benefits that we weren't quite aware of in the beginning, plus there was a lot of personal development. The mentees were very satisfied with their learning process and what they had learnt and the same for the mentors.... They thought this was the best kind of leadership development for top management. Very satisfied, but then we saw – and this was very interesting – because they'd learnt a lot about the other districts and they had shared a lot of experiences and had learnt a lot about the culture in the police districts and in the police force they built a lot of powerful networks and the powerful networks started projects together, these three police districts, which they may not have done if they hadn't been part of the programme. (External mentoring lead)

The mentoring coordinator highlights a specific case of a mentee who developed a very substantial change in her attitude towards leadership.

We had one leader... a leader by name, but when she came into a room she was shy, she looked down, she didn't smile and if you as an employee asked her a critical question she would take it as negative feedback. She didn't like that. She didn't like it, so she wasn't comfortable in her role as a leader. There you have to be forward, you have to lean forward, you have to smile, you have to be open, you have to be a good communicator. They have to communicate in a good way. So she

learnt all that. It was strange to see from gathering to gathering. She'd walk into the room and was higher, smiled... She changed during the programme. It's true, she changed. She smiled, she ... talked, she joined groups and it was amazing.
(Mentoring coordinator)

Both mentor and mentee also point out that the mentoring programme had a very positive impact on their development and for the organization itself.

I think for the police districts there's the possibility to give those who would like to be leaders a training area and we can also find talent, leadership talent, and also the result is that we have more female leaders and that is very good. Also the government want us to be at least 40% female leaders. We haven't made that, but we're on our way. I think there's about 30%, maybe a little bit more. And for the mentors? I think we have time for our own development. We have reflections. We have time to discuss leading issues and get experience from each other. It's also leader training for me as a mentor and I get to know the other, neighbouring police districts quite well, so... And then [because] we meet that open during this programme is also the reason why we do a lot of other things together which other police districts don't do. So we co-operate on several areas and that is a very good benefit from the programme. We're three police districts and it's very good to co-operate and make things together and we know each other quite well. So that is very good then. And for the mentees? The main thing is to develop the mentees. I think they get training in safe surroundings. They have a mentor with much time and they have a mentor not in line and so they can bring any problems actually. A lot of things are difficult to take to their own, nearest leader, so I think it's a safe area where they can grow and they can develop themselves. (Mentor)

It was very good for me because I was new in my job. I think this programme is very good, yes, but I think this programme is best for people who are new or have been working just a short while in their job. (Mentee)

The mentoring coordinator provided a PowerPoint presentation which suggests the mentoring programme has contributed to the attainment of leadership positions by the majority of participating mentees, while other mentees have achieved alternative positions within the police districts that involve greater responsibilities and challenges.

The mentoring coordinator indicated, that given the success of the four iterations of this mentoring programme, there are now talks in place to extend this programme nationwide after the restructuring of the police districts in Norway.

KEY INGREDIENTS FOR SUCCESS

The **design of the mentoring programme** is seen as the key ingredient for success. The **pairing of mentors and mentees** and the establishment of the **two initial days of meetings and training** contribute to the creation of strong relationships that form the base of the mentoring programme. **Confidentiality and trust** are seen as key aspects for the success of the mentoring relationship and this is seen to be linked with the fact that there are **no line-management relationships between mentor and mentee**, as well as the fact (mentioned earlier) that **mentors and mentees did not work in the same police district**.

We had to trust each other otherwise it wouldn't work... Chemistry. I think that you just feel if you can trust somebody. We also talked about not only the job. Most of

the time the job, but we also spoke of [private] things and we found out that this is a very good relationship and we can be honest. (Mentee)

I think its trust between the mentor and the mentee. I think we use two or three, maybe four to get to know each other. I think I had about three or four meetings before I challenged them on different areas, so we used a lot of time to know one another. (Mentor)

Another key aspect is the fact that this programme is “**anchored in leadership, top leadership**” (Mentoring coordinator). As the external mentoring lead says:

Absolutely the top management, the chief executive and chief commissioners, they were very important. They showed up at the seminars. They had a talk during the programme with each of their mentees. They had a talk with them about their expectations. So they spent an hour with each of the mentees and that was also an important part of it.

Yes, I've done a lot of mentoring programmes and I see the success factor is the commitment and the engagement from top management. I think that is very important. If the top management don't want to do that, don't want to engage in the process and things like that I don't do it, I will not do it.

The **design of the mentoring programme therefore is strategic** and aimed at dealing with specific issues of the three districts where it has been implemented. As the external mentoring lead puts it:

In an external programme with participants from different organisations then there will be more personal development and general leadership development, but in an internal programme this mentoring is strategic. We will work with some of the challenges in the organisation. It can be the culture, it can be sharing of experience to go in a direction to be a learning organisation. It's difficult for me to explain in English, but it's strategic.

The mentee concurs that the way the mentoring programme was designed helped her develop as a leader – thus achieving the aim of the mentoring programme.

One other element of success was that during the year I was a little bit irritated because I wanted him to give me the answers, but during the year I understood that that was the reason why – he was just coaching me so I should find the answers myself and that took me a while before I understood that, but when I understood that I started to reflect more and that was one of the success criteria. (Mentee)

The mentoring coordinator also refers to the fact that this mentoring programme has got a **budget** to help deal with the expenses from the training and consultancy.

CHAPTER 12: ARÇELİK MENTORING PROGRAMME (TURKEY)

CONTEXT

Arçelik is a household appliances manufacturer founded in 1955 and based in Istanbul, Turkey and with international subsidiaries and business interests in 25 countries including China and the United States. It employs more than 25,000 people. The company is engaged with production, marketing and after sales services. It offers products under 10 brand names including Arçelik, Beko and Grundig.

The company offers a mentoring scheme to employees who seek support for their career and professional development. The mentees tend to be less experienced executives but individuals who seek leading roles that will support the global aspirations of the company.

The mentoring programme has clearly stated aims with reference to the potential benefits to the company, to the mentor and to the mentee:

For the company these are:

- Development of leadership capacity
- Support for the deployment of corporate strategies, culture and other practices
- Strengthening intra-departmental communication
- Development of stronger managerial skills within executive team
- Support for a coaching culture
- Increased loyalty

For the mentor the potential benefits are:

- Developing competencies in relationship development
- Strengthening listening and coaching skills
- Gaining new awareness while working on issues faced by the mentee
- Making a difference in other people's lives

For the mentee they are:

- Recognising new perspectives beyond the existing patterns
- Increasing personal awareness
- Learning from experiences of someone else
- Supporting different developmental activities undertaken
- A better understanding of corporate culture and ways of doing business

(Source: Mentoring Guidelines. Arçelik n.d.)

THE MENTORING PROCESS

The mentoring programme might be described as fixed-term (up to one year), executive mentoring using one-to-one settings. The company's own guidelines state that 'mentoring means that a more experienced employee provides support to a less experienced employee for a certain time'. Mentees are selected because they are new executives undertaking the role for the first time, new employees joining the company as executives from outside or expatriate workers. All are chosen as being deemed worthy of investment.

In practice the process of mentoring, based around one-to-one meetings between mentor and mentee, seeks to address goals both identified by the mentee and related to the outcomes of performance assessments. Expectations are that the mentee is active for 80 per cent of the meeting time and solely responsible for their own professional development.

HOW THE MENTORING PROGRAMME WORKS

The mentoring coordinator explained that about five years ago Arçelik recognised that its results-focused orientation was overshadowing the professional development of its employees. This triggered a cultural shift within the company that concentrated on developing their managers' mentoring skills so that their employees could benefit.

MENTOR SELECTION AND PREPARATION

The Human Resource Programme Committee manages the mentoring programme and provides training. It also devised a set of criteria to help identify suitable mentors. These criteria state that potential mentors should:

- Have at least one year of experience at Arçelik
- Have at least three years of managerial experience.
- Have preferably undertaken different duties within Arçelik.
- Have strong communication skills.
- Be good at providing feedback.
- Be flexible.
- Have strong managerial skills, can work with different people.
- Be able to spare time.
- Give emphasis to personal development.
- Want to improve themselves in coaching.
- Volunteer to be mentors.

The team leader for training and development in the Human Resources (HR) department explained that employees who considered that they met the criteria voluntarily joined a mentor pool, and that checks were undertaken to confirm that mentors meet the criteria. There are currently about 100 mentors, comprising experienced executives who are considered to have the capacity to cultivate and retain skills and knowledge throughout the organisation. As the mentoring lead explained:

Talent management is really important to us. We're a growing company and we're trying to build up our future, so we're trying to develop our future leaders.

Those employees identified as being potential mentees are offered a mentor from the aforementioned pool. Although no figures were cited as regards the percentage of employees taking up the offer about 50-60 new mentees actively join the programme each year as the mentor interviewed explained:

People are happy being mentees because it's a kind of investment and they think that they feel more able because the company wants to support that.

This was also confirmed by the mentee interviewed:

They offered me a mentor and I definitely jumped at it because I think everyone would like to have a mentor in Arçelik because they're very senior managers and you learn a lot from them.

The mentoring lead explained the commitment to the programme on the part of mentees. He hadn't come across any examples of employees refusing to be mentored. He added that it was only busy schedules and heavy workloads that prevented some from participating.

THE PROGRAMME IN PRACTICE

Once the mentees are identified, and following a collection of data as regards their expectations and needs, the HR team begins a matching process by comparing the needs of the mentee with the strengths of the mentors from the pool. Some guidelines (including those listed below) are also used to help ensure that the match is appropriate:

- The mentor is at least one level up in the organization compared to mentee
- An overlap between the mentee's development needs and the mentor's strengths
- The mentors are not in the reporting line of the mentee
- Mentors and mentees should not have worked in a manager-subordinate relationship within the last three years

No financial reward or incentive is offered to mentors.

Training of the mentors follows the selection process, beginning with a one-day event prior to the programme. This includes a discussion of what mentoring is, the roles adopted and the purpose of the mentor-mentee meetings. The training is designed to clarify key mentoring skills such as facilitation and active listening in order to ensure that the relationship with the mentee is productive and maintained. The mentoring lead explained that follow-up meetings are organised between the HR training and development team and mentors to review progress and share experiences and good practice. The mentor interviewed described the follow-up meetings, which were conducted without reference to the names of mentees, as a valuable opportunity to talk through issues faced in mentoring relationships, and possible solutions to these.

Mentees also attend a day's training which introduces them to the mentoring programme, explores the characteristics of a good mentor and mentee, describes the mentoring process and the expected roles. It also focuses on the identification of mentee goals, the essentials of the first meeting and the purpose of the subsequent meetings. The mentee interviewed added that the mentee discusses their needs

with their immediate manager in relation to upskilling and responsibilities before attending the one-day training event. She also explained that the training provides an opportunity to ask questions about the programme and their mentor. Supervision meetings with the training and development team and meetings with other mentees were identified as effective monitoring practices. The HR training and development team also used the company intranet for this purpose.

The mentors are all employees of Arçelik working at executive levels. However they are not line managers and are not expected to have worked in a manager-subordinate relationship with the mentee in the last three years, although they may work in the same department at a senior level. It was evident from all the interviews that the mentors are not involved in the mentee's appraisal or assessment of their work. It was apparent that the mentor does not communicate with the mentee's manager or the HR training and development team as regards the content of the mentoring meetings, thereby adhering to the key principle of confidentiality.

It was also stated by the mentee interviewed that a mentee is free to request a change of mentor:

Yes, we know that they [HR] offer a change if it's not working. We can talk directly to the HR development and training manager and we can change if it's not working.

The mentoring programme begins with an initial meeting designed to establish the relationship and discuss mutual expectations. The Mentee Profile Form and the Recommended Topic Titles documents are also intended to be used to support this first encounter. The mentee interviewed added that a mentoring agreement form was also used to help achieve mutual understanding of the process. A suggested framework for the first meeting recommends:

- Building trust, getting to know each other and determining the basic rules of the relationship;
- Identifying differences and similarities;
- Clarifying responsibilities of both mentor and mentee;
- Deciding on matters such as how official the meetings will be and who will take the notes;
- Clarifying which subjects can be talked about during the meetings and which would be outside the scope of mentoring;
- Clarifying how often the relationship will be reviewed and in which way;
- Clarifying the confidentiality issue and the exceptions, and when the confidentiality may be violated;
- Discussing how to act in difficult situations, the expectations and how to manage these.

(Mentoring Guidelines Arçelik 2015)

Once the relationship has been established the subjects or topics to be covered are solely determined by the mentee, although supported by the recommended list of focus areas which include developing a successful team, conflict management, giving feedback, and adapting and leading change. A three-step clarification process is then applied to the topic ensuring that the current status of the mentee as regards the topic, the desired status to be reached and the focal point needed to achieve that status.

Those interviewed confirmed that subsequent meetings take place every 3-4 weeks, either on a face-to-face basis or online (e.g. using Skype), and that mentees tend to initiate the meetings because the programme is about their development. Discussions are a shared exploration of expectations and development needs as opposed to a fixed format. The mentor may initiate with prompt questions but the mentee is encouraged to come to the meeting prepared with their priorities. Suggested structures for these meetings are outlined in the Mentoring Guidelines document and include a delineated structure:

- 10% - to determine what the subject is
- 65% - to deepen the selected subject
- 20% - to determine actions to be taken on this subject, next steps
- 5% - closing.

(Mentoring Guidelines Arçelik 2015)

During the mentoring programme it was made clear that there are opportunities for the mentee to meet with the HR Training and Development team for supervision purposes and to meet with other mentees to share experiences of the programme. There is also an online mentoring review platform that provides both interim and final evaluation points and an opportunity to record the learning which is then followed up by the HR team if not used.

The mentoring relationship is brought to a mutual close once the agreed period of time is over (normally not more than eight months). At this point the relationship is evaluated along with the programme objectives. An evaluation form for each participant is then completed. The mentee interviewed added that contact with the mentor continued on an informal basis, providing a continuing source of support and guidance.

The HR Programme Committee analyses the aforementioned documents to identify specific strengths and areas for improvement. Three methods are used to monitor the programme: systemic monitoring using the Intranet which provides a tracking process into which the mentee submits key details about goals, meetings, etc.; HR monitoring, in the form of one-to-one meetings, which comes into effect if meeting dates are not entered into the tracking system or a meeting is terminated; and supervision meetings which, as previously indicated, enable a sharing of experiences and best practice, opportunities to reflect on learning points and a forum to raise any issues from the programme.

The HR team also use a Mentoring Program Evaluation Questionnaire that employs a rating scale across a range of questions designed to monitor the success of the mentoring relationship. The HR director stated that:

we receive their feedback every year and check if the process met their needs or not. Our average score is 92 per cent.

He added that:

Also matching success is another success indicator. During the process if we don't receive complaints about matching and if we don't receive any request on mentor/mentee change, it means the matching is going well. (Success rate averages between 90-94%)

THE IMPACT OF THE MENTORING

A clear development of the mentees' understanding of the company's organisational structure, culture, and aims were identified by the mentee:

For me a better understanding of corporate culture and ways of doing business, learning the company organization, vision, strategic thinking, decision makers, etc.

However she was realistic about the immediacy of the impact, recognising that it has a longer-term benefit,

However it is not easy to see its return on investment in a short period. It is like an investment which you can see its effect in the future.

The mentor agreed about the impact on a developed understanding of the corporate machinery and values but saw beyond this as well, considering the company's international status

That's why a global mind set is very important for us and working with multinational workers is very important to us. That's why this process supports this.

The mentoring lead echoed this:

Also they're meeting different mentors from different functions maybe and different countries, so they understand better about a global company, corporate culture and ways of doing business.

A second impact focuses on the changed disposition of the mentee. The mentoring lead describes it thus:

So they're also really understanding about the different dynamics, so we're a little bit opening let's say their way of thinking and way of looking at different issues.

He added that the mentors are granted a high degree of flexibility as regards their approach to the mentoring relationship if it supports professional development and an openness of thinking. He cited the example of,

I have seen one mentor from let's say 'sales' who was the director of, let's say, 'domestic sales' who decided that his mentee should understand different functions and different working dynamics...so he designed a programme for his mentee to visit some different sales branches...we don't say 'you can't do that'...so they're trying to open much more of the mentee...they can do that. We don't really put them in a schedule.

The mentee interviewed confirms this impact in response to a question about the benefits for her from being mentored:

In general, personal development by learning from other's experiences, recognition of new perspectives beyond the existing patterns, networking, increased personal awareness, development of a relationship where I could receive support when faced with an unexpected situation.

The mentoring lead agreed that personal development and increased awareness were clear benefits but provided a more cautious assessment because of the lack of specific data:

We really have a high satisfaction from our mentees and mentors so we feel it's really successful but of course we don't have any tool at the moment for assessing the return on investment.

However he added that, although exact measurements were not currently possible, feedback was regularly taken from the mentees' managers about how the mentoring had impacted on their work.

The mentee identified another and more specific impact. She was able to explore her ideas about team leadership and management skills, using the experience of her mentor to test her assumptions and plans. She cited examples of discussing how best to manage her team and to plan for future team activities.

From the mentor's perspective one of the key benefits for the mentee was to have someone other than their manager to talk to and share ideas. He explained 'because we know that sometimes it's not easy to communicate with your manager clearly. You need a brother or sister or these kinds of people'. More specifically, he cited an example of sharing ideas about projects and how best to plan for these. Experience was used to offer advice.

KEY INGREDIENTS FOR SUCCESS

Much of the evidence gathered referred to the **transparent structure of the mentoring programme** with all participants being **clear about their roles and the process involved**. This accurately reflects the basic principles set out in the company's mentoring guidelines booklet.

Several factors were identified by interviewees as contributing to the success of the mentoring programme.

- **Trust and confidentiality**

The mentor explained that although to begin with the mentees fell slightly cautious about talking, once the mentee understands that the information will not be shared with their manager or HR, then,

They feel there is no need to eliminate anything and that's why they feel free talking about their problems and they speak honestly.

The mentee's responses support this perspective,

I was encouraged to be open and honest when the first data was collected about my weak points and about my need for improved competencies and I was given some recommendations on my development areas. So I did not feel uncomfortable actually about sharing my weaknesses. And also in our mentee training it was highlighted the importance of confidentiality for both sides so we have trust in each other.

The mentoring lead also raised the point about confidentiality,

This is a really confidential programme, so we don't ask or learn anything about the details of the meetings and what the mentor and mentee talk together about and what they work on.

- **The personality and experience of the mentor**

The mentee explained that her mentor was,

Very energetic, very outgoing and very much interested in helping me. We're still in contact actually. Today we had a small discussion about what I am doing right now with one of my projects...he knows a lot about the organisation and I ask him lots of questions about this and the decision makers.

- **Effective structure and clarity of programme**

The mentee reported that her experience of this scheme compared favourably with another programme she had been part of because it was effectively structured,

In my past experience the mentoring programme I had attended before was not so constructed as it is here...it is just like an investment. I think here the mentoring programme is so structured that you know what you should expect and with the supervision meetings you can see what you have done through this process.

She added that the other programme lacked clarity as regards the process involved,

Yes, they collected data about my needs but we didn't have a meeting to say how it was going to be, the relationship between the mentor and the mentee but in this programme I can see the structure and I know what I should expect and what's at the end of this programme when it's going to end and how I should end the process. The information is all given, so I know really what I should expect during this process.

- **Volunteer mentors**

The voluntary nature of the mentor selection process can be regarded as contributing to the success of the programme and this is supported by those interviewed:

The mentoring lead explained that,

It's voluntary for the mentors...we ask if they don't prefer to take up mentoring. We don't push them.

The mentor recalled his decision to become a mentor and how he wanted share his experience,

I'm happy because [mentoring] provided me with good communication skills and at the end of three years I applied to be a mentor. And at the same time I've been working for a very long time in this company and I had struggles at the beginning of my management career and that's why I wanted to mentor.

The mentee described how she is still in touch with her mentor,

We're still actually in contact and we have just small chats from time to time. So he's very eager to help actually.

CHAPTER 13: NEXT GENERATION HR MANAGEMENT MENTORING (ROMANIA)

CONTEXT

Next Generation HR-M is a mentoring programme based in Romania designed to support and develop people who have been working in Human Resources (HR) for a few years or who want to become an HR practitioner. They are generally under the age of 30.

This was the first mentoring programme for HR specialists in the country and was started as a pilot (running from September 2014 through to the following June) within a *Chartered Institute of Personnel and Development (CIPD)* and *Institute of Training and Occupational Learning (ITOL)* community and now operates across Romania. Initially 16 pairs of mentors and mentees were selected for the pilot. The mentoring lead explained how she was a central part of the early stages of development:

And I was involved in the design of the programme too because I was trained by David Clutterbuck. We're only five Romanians trained in his partnership. So ITOL is the Romanian representative for David Clutterbuck Partnership in Romania and everything I'm doing related to the development of mentoring I'm doing through the umbrella of ITOL and David Clutterbuck Partnership and we're respecting his international standards for mentoring in employment programmes.

The pilot was originally planned to run for an eight-month period but at the request of both the mentors and the mentees it was extended, and, because of the success of the programme, those relationships have in fact moved into an informal post-pilot phase, requiring the selection of new mentors and mentees for the second phase of the programme.

The mentoring lead indicated that about 30 new pairs of mentors and mentees would be the target for the next phase of the programme. It is interesting to note that both mentors and mentees pay to participate in this programme, although different amounts. The mentoring lead argued that this would increase their commitment and responsibility. She added that the mentees and the mentors were happy to pay.

AIMS OF PROGRAMME

The mentoring lead outlines the objectives of the mentoring programme as follows:

- To accelerate development as HR business partner for young HR professionals
- To contribute to HR profession development for senior HR professionals
- To develop coaching and mentoring competencies for senior HR professionals

The mentoring lead elaborated on these objectives as follows:

The aim or scope is we're trying to make a bridge between practitioner generations and to make a transfer of HR knowledge and values. The transition is what we call the bridge between generations and we have specific objectives for young people and for seniors. We want to accelerate the development of young people; and for mentors, we want them to contribute to the development of the HR profession and of course to develop their coaching and mentoring competency in a safe environment.

This approach is underpinned by some mentoring principles expressed by Clutterbuck (2004) and shared by the organisation:

“Gratitude”, “learning” and “privilege” are three terms we hear frequently when people talk about their experiences as mentor and mentee. The need to learn and the need to help others to learn are deep-seated emotional drives within most people. These drives were a part of human evolution.

The mentor described the aims of the programme as making

a transfer of both theoretical and practical skills between HR generations. For me, this program develop new competences of coaching and mentoring. In practice, was a great opportunity for me to discover myself very comfortable in this position of mentor. I had a big satisfaction when I felt that I can contribute to mentee develop.

The mentor added that she saw the process as collaborative and an opportunity to learn from her mentee:

I want to share with my mentee my perception and my opinion and I was very careful at her opinion and perception and I tried to learn my mentee from my experience and at the same time to learn from her experience a lot.

This would suggest characteristics of a peer-mentoring scheme but the mentor confirmed that her role was based on a deeper level of experience which she believed the mentee was keen to learn from:

It was very useful for my mentee my experience, my previous experience.

The mentee interviewed saw the main aim of the programme as enabling development for both mentor and mentee and an opportunity to build a trusting relationship.

MENTOR SELECTION AND THE MENTORING PROCESS

As previously mentioned, the mentoring programme began with a pilot that invited people from within the HR community to become mentors or mentees. There was no pre-existing relationship between them, they didn't work for the same organisation and came from different parts of the country. Mentors were then selected (fifteen from forty who applied) using a range of criteria as described by the mentoring lead:

We request them to be in this moment in a managerial HR position. That was for last year. We request them to have some brief knowledge on coaching and mentoring skills... Here everybody in HR said they know this kind of thing. In detail they don't, but they have the approach “We know about this.” Another condition was to have some international project exposure – so high level exposure in HR, not just a small company... The application form had different questions including their values and some matching information like their Belbin profile and their Mumford learning style profile if they had it and an explanation of what they can offer as a mentor and we took all this kind of information from the application form and transferred it into a mentor profile that we shared with mentees in order to help them prepare for the matching session. The matching session was a kind of speed matching. We invited them after the selection to an evening at our office and every mentee just moved from one table to another.

The mentor explained that she applied online, completed a questionnaire and attached some further evidence. Following the success of her application, she was invited to a meeting with the mentees. Here she was chosen by a mentee with whom she was happy. She explained that

I had a short discussion with every mentee and I clarified the experience and plans regarding this project. We just talked with each other...and after that the mentees chose the mentor.

The mentee described the process as 'very subjective' and added that 'there wasn't too much time to discuss everything'. However she explained that her mentor was 'her first choice and was very happy' with this.

The mentee joined the programme because her employer wanted her to develop in to an HR manager or coordinator and, although she had been working in HR for five years, her experience was largely in recruitment and she added that

I didn't have the necessary experience to be a manager, so I needed someone to, let's say, ask if I had any doubts that my job was ok, if I'm doing the right thing and so on.

The mentoring lead added that the mentees were provided with the mentor profiles beforehand to help them prepare along with some notes and an evaluation system. This was designed to support their choice:

I prepared for them a kind of scorecard in order to make an evaluation immediately after the discussion and that scorecard evaluation was to help them to make a list of who is my favourite mentor, who is the second, who is the third.

The mentoring lead also described how this matching process was extremely successful with most mentees getting their first choice of mentor, although mentors had the right to reject potential mentees if they felt the match was not right. The matching event was described as displaying 'an extraordinary, positive energy.'

The mentors are not paid for taking on the role. It is voluntary and time has to be found within their normal working hours. However a one-day training event followed the selection process with the mentors and mentees being trained separately, and this was informed by the 'principles of developmental mentoring' and 'a power-free relationship'. The mentoring lead explained how she:

...presented in parallel the differences between developmental mentoring and sponsorship mentoring and the differences with coaching. I spoke about the mentor profile, about mentor competencies and about programme phases and I took every phase in detail, pushing more the building relationship phase with some logistics arrangements and gave them some general information about every phase they will see in the relationship; and there were some practical elements beside every phase and at the end I had a moment about the CoachingCloud, teaching them how to use it.

The mentoring lead added that the training needed to have a differentiated focus. For the mentors practical tasks were given to assess competence and to develop any underdeveloped skills that were identified. During this first training event the mentoring lead identified listening skills as particularly weak:

People who join the role of mentor see themselves more like an expert and they don't listen enough and their questions are not coaching/mentoring questions. If they did not invest in this part of their development they're not prepared for the role. They just want to speak themselves, to give solutions, and we push it's not their role to give because their solutions are not always working for the mentee, but they like to speak about their solutions.

The mentor interviewed confirmed the approach taken to the training describing it as follows:

We talked about the information. We clarified what was not clear for all. We discussed about every step in this project and we learned to manage the online platform, the mentoring platform.

She added that the training also involved discussions about the difference between coaching and mentoring and what a good mentor should do, namely,

A mentor not only transfers their professional knowledge but values, the real values in his life.

For the mentees the training focused more on enabling them to identify suitable objectives for the relationship with the mentor and how they wanted to develop. The mentee interviewed confirmed this and added that the coordinator explained

What are the roles of the mentee and mentor, how the discussion should be scheduled, what topics that are let's say off limit.

HOW THE MENTORING PROGRAMME WORKS IN PRACTICE

The mentoring programme is based on regular meetings. The mentoring lead explained that a monthly session was requested but many pairs met twice a month. These meetings were initiated by the mentee and discussions led by the mentee. If a mentee failed to get in touch the mentor was instructed to contact the mentor programme manager as she explained

Both called me when they had difficulties to meet or to answer... they were instructed to call me or write to me and to ask for support and I intervened between them.

The mentee confirmed this approach and offered a specific example:

There was a case, for example, for me when I didn't know "Can I ask (my mentor) this? Can I trust her?" because there were some confidential things that I wanted to be sure that it's ok to ask her, so (the coordinator) helped me a lot to understand that everything you talk about with your mentor stays there, so you don't have to worry about anything.

The mentor described her meetings as being mostly face-to-face, although online or Skype contact was possible. She and her mentee lived in different parts of the city so met in a coffee shop. She stated that her approach to mentoring was flexible enabling both directive and non-directive strategies:

For example, when my mentee told me that it's not possible to succeed with this project because a lot of things were happening in her company, because I had this experience three years ago I tried to... I asked her to give me some alternatives to this project, some alternatives to succeed and I asked her to give me another possibility and I think at that moment I was like a coach. But, for example, when I had the objective to prepare the evaluation sheet I asked her to prepare the evaluation sheet and I asked her directly and I gave her some advice, direct advice, and I checked with her after every step in this project objective.

The mentee recalled a similar approach to the meetings:

We didn't follow a specific direction...because it was a short term relationship we discussed some of my goals and she told me "okay, because we have only six months let's focus on this and we will see. If you manage to do this and this, we'll get to the others." So this is how our relationship evolved.

She added that there were about thirty discussions (face-to-face, email and telephone calls). She described the process as very 'natural', although she did add that the mentor led most of the discussions.

At first my mentor was the one to reach out more but after a few weeks I was initiating contact as frequently as her...I used to send her some of my projects and ideas and she would give me some feedback and tips based on her previous experience on those matters.

The programme was monitored throughout with supervision meetings arranged to ensure progress was being made, as the mentoring lead explained:

I invited them quarterly for a sharing meeting, separate mentors and separate mentees, just to share their experience and questions, but it was not enough.

These meetings were also used to address any development issues such as effective facilitation skills to enable the mentees to provide their own solutions.

THE IMPACT OF THE MENTORING

- **Shared knowledge and experience; and increased confidence**

The mentoring lead emphasised the benefit of this collaborative outcome:

We bring people together who really want to share experience and want to support the HR profession to be more professional...we build a community of HR professionals who really trust each other.

The mentor concurred regarding the experience as beneficial to her own development as well as the mentee's:

My self-confidence increased and I realised that I can contribute to another person's success. The opportunity to share information with other people interested in this area...I had feedback from my mentee regarding this project and she realised a lot of things during the project.

The mentor also believed that her advice supported her mentee in terms of appreciating how such a mentoring project could be challenging to implement in their respective companies but that by sharing ideas and experiences they could identify some of the barriers.

The mentee agreed that this aspect of the relationship was crucial for her own development:

My mentor helped me to build my self-confidence. She was always there when I needed some confirmation of my work. In my company I report to the CFO and the CEO and they don't have the experience in HR, so I really needed a person who could tell me "Okay, I did this and the results were this and this and this. Maybe in your case you can try it."

- **Career development**

The mentoring lead reported that some of the mentees achieved progression or promotion in their work and cited specific evidence that indicated working with the mentor had supported this:

Some of them changed their job, for example, during the programme. So they had real speed in their career... and they're glad with their new jobs...they spoke with their mentor about the new challenge, the new job. They applied and some of them really prepared for the interview with their mentor.

- **Professional Development**

The mentor regarded the experience as having had a positive impact on her own work interactions:

I think it's a new way for me, a new way to think of the relationship with my colleagues from my department that I coordinate...I realised in practice that it's very good for me to help someone. I think there was a period for me when I felt that I needed this feeling to contribute on something and this project helped me to have this feeling and the return for me was to motivate me, to encourage.

- **Perpetuation of programme**

The mentoring lead described how some of the participants became mentoring ambassadors and took the ideas into their workplaces resulting in new recruits to the second phase of the project:

They spoke with other friends from HR roles about this Next Generation programme and they convinced them to be part of it as a mentor in the second programme.

Evaluation of the mentoring programme

Next Generation HR carried out a detailed evaluation of the programme and this evidence strongly supports its success and the responses provided by the interviewees. A number of questions about the programme were posed:

Question	Response rates
<i>How would you describe the quality of your experience participating at this program?</i>	More than 84% (27 out of 32 responses) stated that the experience was excellent or very good
<i>How would you describe your relationship with your mentee/mentor?</i>	More than 78% (25 out of 32 responses) stated that the experience was excellent or very good
<i>At which % did you achieved the mentoring relationship objective?</i>	All respondents stated that they achieved at least 81% of the objective
<i>Did you gain your personal learning objective for which you chose mentoring program?</i>	50% (16 out of 32 responses) stated that they had; almost 41% said 'somewhat'
<i>Would you be interested to continue a mentoring experience for your future development?</i>	More than 84% (27 out of 32 responses) stated that they would
<i>Would you recommend this program to other HR people?</i>	More than 87% (28 out of 32 responses) stated that they 'definitely would'
<i>Are you interested in mentoring for your further development?</i>	More than 90% (28 out of 31 responses) stated that they are
<i>Have you already transferred to practice from your mentoring experience?</i>	75% (24 out of 32 responses) stated that they had

The evaluation also measured the extent to which the KPIs were met with an 80% target:

1. Alive pair until end of programme 14 out of 16 (target reached)
2. Successful relationship >80% (target reached)
3. Reached objectives of relationship 50% (target partially reached)
4. Reached personal learning objectives >80% (target reached).

KEY INGREDIENTS FOR SUCCESS

Several factors contributed to the success of the mentoring programme according to those interviewed.

• Matching

The mentoring lead identified this as a critical success factor and added that her own role of mentoring programme manager was vital. She explained that,

If the mentoring programme manager is related to the design of the programme, I think it's important how the selection is done, how the matching is done and of course the training.

The mentor interviewed agreed that the selection and matching process was important. She also referred to the personality of the mentoring lead and how her enthusiasm and positive outlook really influenced her thinking:

She underlined the development part of this programme for us and for the mentee and I was very excited to be involved in this programme. Even though I knew I hadn't enough time I really wanted to be involved in this programme because of her approach.

The mentee also recognised the value of the training and the effectiveness of the mentoring programme manager in response to a question about supporting resources:

I mean the only living resource was the mentoring programme manager and it was more than enough for me...she gave us some Power Points at first, but to be honest I never read them after the training because everything was very clear for me.

• Use of a 'Coaching Cloud' system

This is an online platform that enables mentors and mentees to record their outcomes. The mentoring lead describes this as having two key benefits and therefore contributing to the success of the programme:

I requested every mentee to write on that platform the relationship objective agreed with the mentor and to share the objective with the mentor and with me as the programme manager, so I was able through the platform to see and monitor all the objectives and I could intervene if I considered the objectives were not measurable on SMART principles... and at the same time I could see the evolution or fulfilment of the objectives because the platform gave them the possibility to say month by month what percentage of the objective was fulfilled.

She added that although not all participants were technically adept, the platform did have a positive impact on scheduling and recording of objectives:

And regarding meetings, every mentor was able to schedule the meeting through the platform... It was just between themselves. I could not see this, but the platform helped each of them to make a small agenda and for the mentor to reflect on what happened in every relationship. So that was my request. I can tell you they were not very high tech people, so they reacted a little at this kind of platform, but it was quite straight for objectives, not so straight for the reflection in writing, but the mentors who really understood the benefit of the platform really used it.

The mentor also identified the platform as a useful tool:

it was very useful ... It was an online platform and the mentee put there their objective and step by step the progress she made she put there and we can see in real time the progress in this project and it was very, very useful.

• Openness, honesty and skills of mentors supported by independence and confidentiality agreements

The mentoring lead provided an example from a sharing meeting with mentors on the programme of a mentor openly requesting help to solve an issue with her mentee:

I really liked how open the mentor was to recognise in front of the mentee she has needs on that issue. Second, I was glad she came to me and to other mentors to

request support and I was glad to see another mentor who really supported and offered her time to support that mentee.

The mentoring lead agreed that confidentiality agreements and the fact that the mentor was not part of the mentee's own organisation supported this openness. However she identified a strong sense of confidence in the mentees to use the programme to assert their ideas:

The mentees are very challenging to their mentors. They entered the programme because they already had the courage to confront a mentor... I didn't face the issue that they did not dare to speak with their mentor and be open.

The mentor also highlighted the significance of the mentor-mentee relationship being based on trust and honesty:

I think a connection happened between me and the mentee. At the beginning we were very reserved... there was a distance between us and that's normal. In the end my mentee talked to me a lot about personal things that influenced her job and her performance in the job... we were very close in the end and it was very good for use because in a way her problem in the same time was my past problem.

This collaborative interaction enabled the mentee to explore some of the barriers she faced in her own organisation and remarkably to overcome an impulse to leave her job during the course of the programme as the mentor explained:

It was because she felt that she was not supported by the management. She felt that the management didn't need her in this role... she didn't understand okay about "What is my role? I want to do more in this company" But she's okay now. The project works, this project with the evaluation of the personnel, and I think it's a new step for her... I feel she has learned something in this period.

The mentee described a similar experience as regards the development of the relationship and how the growing sense of trust and honesty helped sustain the process:

To be honest, at first, I was very suspicious or I was afraid that she would judge me and she will think I know nothing because when I first started my discussions with her I was intimidated by her experience... so I was afraid she would say "Your idea is bad" but I think after the first discussion with her I was completely honest with her. I told her how I felt, what are my main problems or questions... and she was very open and helped me to realise that I can trust her.

The mentee also identified some personal qualities and skills displayed by the mentor that she believed enabled an effective mentoring relationship to develop:

Whenever I talk to her I feel like she can look inside me and she can point me in the right direction. She's a very good professional... She was always there for me. She was always available, by email most of the time, by phone. Whenever she felt that I needed more information she called me the next minute to explain to me everything.

The mentee contrasted this with knowledge she had of other mentoring relationships that had not been successful because it comprised a much more directive approach with the mentor saying "Ok, let's do this. Let's get over this."

However she added that the attributes of the mentee were equally important as regards ensuring that the relationship worked:

Yeah because you have to understand that the mentor is usually very busy because of their role and if you want to get something from this relationship you should always try to be the one chasing the mentor asking questions all the time because you'll get nothing if you're not interested and you just wait for the mentor to call you. I don't think this is how the relationship works and after the first month I realised that and completely changed my view on how I discussed with my mentor.

CHAPTER 14: K&H BANK MENTORING SCHEME (HUNGARY)

CONTEXT

K&H Group Hungary is a leading financial service provider in Hungary. It offers both banking and insurance solutions to serve the financial needs of customers, enabling them to select smart solutions best suited to their specific requirements. K&H Group's product range includes conventional retail and corporate banking products (account management, investments, savings, credits, bank guarantees, bank card services, custody management, treasury, project finance, etc.), as well as premium banking services, investment fund management, leasing, life, property and liability insurance, health and pension fund management, and securities trading. K&H Bank – whose name stands for the Hungarian abbreviation of Commercial & Credit Bank – is a commercial bank in Hungary which currently has more than 4000 employees. The K&H Group is considered to be a significant player in the Hungarian financial market, and K&H Bank itself controls over 9.5 per cent of the Hungarian market (www.bankmonitor.hu). K&H Bank has received a number of banking awards, for example, the Bank of the Year 2014, awarded by The Banker; The Best Bank in Hungary awarded by Euromoney (2014), and the CSR Best Practice Award by the Hungarian PR association (2014) among others.

A mentoring system has been in place within the K&H Group since 2005, with an ever increasing number of mentors and mentees. The main aim of the mentoring system is *“to support the professional and personal development of the talents”* (Mentoring Handbook, p.5).

The Group offers mentoring through two distinct programs within the organization. The first is the *Network Leadership Program*, which offers a comprehensive development package for talented individuals who might be candidates for leadership positions within the branch network of the retail business. It provides a structured developmental approach, with training, classroom work and mentoring being compulsory elements of the fixed two-year long process. The second option for participating in mentoring is the *International Career Program*, which aims at the early identification and nurturing of talented employees who could successfully transition to become members of the senior leadership.

In this case study we focus mainly on the second program, though we also highlight certain elements from the first one in order to illustrate the developmental approach to professional development followed by K&H Group. Our interviews and analysis of program documentation gave the impression that mentoring is considered as a very important part of K&H's development approach, and that through its positive effects mentoring plays a crucial role in shaping the company's culture and operational procedures. Our mentor interviewee openly expressed his wish to *“expand the current mentoring practice and create an overall mentoring culture within the company.”*

The program runs with 12-20 mentees every year, with usually different mentors for every mentee.

THE MODEL OF MENTORING ADOPTED

The program's mentoring approach is based on practical principles, as set out in the mentor's handbook. However if we take a look at these overall guidelines, we can confirm that the approach is closely related to the concept of developmental mentoring / developmental coaching as it is defined by Hay (2007).

Mentoring develops self-awareness, organization-awareness, attitude and leadership approach. The outline of the mentoring relationship is the specific development plan defined in the mentoring contract where there are no specific performance expectations, evaluations, punishment or recognition, good or bad notes. The frames of mentoring are official, the Mentor and the Mentee are committed to the frames, expectations, needs and goals and it is the responsibility of both parties to keep the agreement. These laid down rules create the environment in which the relationship of the two people becomes a real trustful partnership, in which there is space for honest questioning, feedback, professional/ personal dilemmas. (...) The topics of the mentoring are not theoretical, they are based on specific personal experiences. It has a structure which defines the possible topics and the focus. (Mentor handbook, p.3; original emphasis)

The quotation above illustrates the main approach for the mentoring process: an open partnership between partners, in which learning emerges through conversations reflecting on specific personal experiences. The idea of contracting is highlighted in the mentoring process. It reflects the mutual agreement of mentor and mentee regarding the details of their cooperation and the issues on which they will focus. This contract is most often a verbal, informal contract, created with an awareness regarding the formal, written mentoring frameworks that are laid out in the mentor and mentee handbooks and the formal HR policies governing the execution of the program.

HOW THE MENTORING PROGRAMME WORKS

The whole mentoring program runs under the coordination of a specific HR function called "Leadership Capabilities Development team". Overall, the team is responsible for the development and maintenance of the leadership pool of the company, with a strong focus on senior management capabilities. The mentoring program showcased here is one of their continuous projects. The team oversees the selection of mentors, the pairing of mentors and mentees, the initial and ongoing education of the mentors and the feedback processes as well. During the mentoring process they are available to support the participants if such a need arises, however their focus is more on maintaining the overall process of the program.

Mentees are part of the so called Talent Bank program, and as a part of this they are offered the opportunity of mentoring. Having a mentor is thus optional; however there are no records of participants refusing the mentoring. Becoming a Talent Bank member is a complex process, involving a recommendation, usually a promotion to leadership position and participation in a Development Centre.

I was offered to form a new group (...) I didn't have any management skills. For me, an expert who has only hard skills I had all of them, but I had some obstacles in soft skills ... when I joined the K&H programme which is called the Talent Bank. (Mentee)

Mentors are volunteers from within the organization. They either volunteer by themselves, or may be invited by provisional mentees to act as their mentors. The HR team has developed a set of selection criteria for mentors, with those relating to seniority, openness and cultural embeddedness (i.e. demonstrating the values of K&H) being the most important ones. Applications for being a mentor are evaluated by the HR team. It is important to emphasize that this program involves top level leaders (even board members) as mentors, showing the organisational acceptance of the mentoring acceptance.

So somebody who happily works with others on their own development, who can listen and ask open questions, who is willing to put extra effort into the process, who is proud of being a leader and a people manager and who already has organisational experience, so not necessarily very fresh in the organisation.
(Mentoring lead)

As personal chemistry is a crucial point in a good mentoring relationship, every mentoring cycle starts with a kick-off event that provides opportunity for both groups to meet each other. Facilitated exercises support the formation of impressions regarding potential mentors and mentees. Following the meetings all involved mentors and mentees compile a list regarding their ranked preferences for mentors / mentees. The HR team then creates the pairs by comparing all needs and possibilities, striving for the highest fit ratio, but focusing mostly on the needs of the mentees. Mentees are encouraged to find mentors from other business units or areas to gain inspiration from other professional areas as well. HR places a strong emphasis on creating mentor-mentee pairs where there are no formal management relationships between the participants, thus power and hierarchy may not compromise the effectiveness of the process.

There is a selection event, where we could talk and introduce each other to the would-be mentees. We and they had to rank each other: whom we would like to work with together. Then HR pairs us. (Mentor)

It was a one full day event (...) when we as the potential mentees and mentors met each other personally and HR did a kind of programme (...) something like a speed dating event. So we were rotating around the table and we were talking with each other for five minutes about a given topic. There was some game that we played and we got some tasks that we had to do. So the meaning of it was that you really personally got into interaction. (Mentee)

Before the actual work would begin, mentors receive a basic education in mentoring perspectives and related skills. The training program – that lasts for a day or two, depending on group size and specific content – teaches listening and relationship building skills (e.g. active listening) and guidelines on structuring a conversation (e.g. using the GROW model – Whitmore, 2009). The training is open to both new and experienced mentors.

Mentees also participate in a short orientation session – provided by HR – to shape their expectations regarding mentoring, and to empower them to take their own share of responsibility within the mentoring relationship. A handbook for mentees is also available.

The idea of continuous education is present within the program: mentors are offered the opportunity to participate in a series of “Mentor clubs”. These events

– frequently facilitated by external consultants – provide an opportunity for networking, sharing of best practices, supervision, learning new skills, and so on. The program of the clubs reflects on the needs of the mentors.

It's a full day every half year, (...) because we also realised that once we bring them together, besides the supervision (...) it's good to also develop skills that they mostly say they need or we believe they need or it's a novelty to them as well. (Mentoring lead)

There is a mentor club as well, where mentors can discuss important, mentoring related questions and we do receive additional insights through presentations and discussions as well. The new insight is an overall development for me as well. For example the last occasion: resilience was the topic that I could utilize in my daily job as a leader. (Mentor)

Besides the personal recognition and the growth of their own network, mentors receive the intangible rewards of personal development (e.g. through the mentor clubs), and personal satisfaction for their mentoring activities:

(...) they [mentors] don't receive a financial incentive for it and it's because they learn from each relationship because they also receive such questions that they would otherwise not ask or that their people would not ask them, so it helps them to change perspective too. And it's refreshing for them they also say. And also I think it's a kind of prestige as well to belong to this club of mentors and to be visible sometimes extra to the CEO too, but it's also a pleasure to them because they're all motivated to share their knowledge with others around them. (Mentoring lead)

Mentoring meetings take place at a frequency agreed by the participants – usually on a monthly basis. They are initiated by the mentees, who bring their own topics and needs to the conversation and build insights and new learning from the relationship. Besides the meetings themselves, the relationships provide an opportunity for mentees to shadow their mentors (or vice versa), so that observation-based learning and direct feedback regarding certain behaviours are also on the palette for learning.

The participants of the mentoring are two equal parties, hence the mutual acceptance is crucial. The topics and the direction are defined by both parties initiated by the Mentee. The ideas, thoughts of both sides can be discussed, both give and get feedback from each other and from both parties the successful operation requires serious work and lot of commitment. (Mentor's handbook)

The mentor's handbook offers guidelines on structuring the whole process. It suggests that pairs start their (normally) one year long journey by clarifying expectations and setting overall goals for the process. This is usually the focus of the first conversation. The following sessions are then structured by the emerging needs of the mentees.

And then from the second session on it's already about what they agreed on and what the mentee brings for discussion. Whether it is the same topic that they're dealing with throughout the year or whether it is smaller ones each time we don't care, so we leave it completely up to them. (Mentoring lead)

To ensure that the conversations are effective, and that the mentoring relationships are working, the HR team collects feedback from the pairs – mostly informally. The opportunity to terminate a mentoring process – by either participant – is a formal possibility. This way the organization can seek out better mentor-mentee combinations, and use the scarce resource of mentoring even better. The processes are also evaluated at the end of the year-long cycle, also through the involvement of HR.

What we do during the annual cycle is that we meet both the mentees and the mentors during that period. (Mentoring lead)

We also provide a discussion check list to evaluate the relationship at the end of the year, so they give feedback to each other about what worked well, what I liked, what I would have liked even if that was not provided, how I evaluate my contribution to the co-operation and there is the possibility to continue the co-operation formally or informally. (Mentoring lead)

THE IMPACT OF THE MENTORING

The participants in our case study mentioned a number of different advantages: **enhancement of selected skills** (e.g. soft skill, leadership and communication skills), **insight into management perspectives** and **different thinking approaches**, **socialisation** and **network building**

It provides an overview on the organization: people get the big picture. Mentees can oversee the organization, and with the network of the talents and this insight they can “tear down” the silo thinking and operations. A leadership network is built. This affects daily leadership work. (Mentor)

Being inspired and motivated is again an impact at the individual level, which translates to **better retention** and **overall motivation of the staff**. The mentor and the mentoring lead highlighted company-level results: better understanding of the talents and their needs (through this the ‘Y generation’ workforce); the motivated talents have an overall positive impact on the operations of the company.

(...) it also fosters some sort of a coaching culture in the organisation. (Mentoring lead)

As an additional insight, the mentor mentioned that the mentoring relationships at the “Branch management program” also contribute to the company’s desire to combat silo thinking:

the relationships of the first program’s participants remained strong. Informally, and they still have formalized alumni program. This cohesion remains (...) within the team. They find ways to each other quickly, they do have quicker problem solving processes etc... just because as they share the personal relationship. (Mentor)

Our data suggest that such effects occur in the career mentoring program as well – both on the level of mentees (through the Talent Bank activities), and on the level of mentors (through the mentor clubs).

A clear result of the mentoring program is the secured leadership pipeline, that has an obvious high business importance for the company:

(...) each year of course it's an important KPI to see how many are promoted to those top positions. (...) the successors are not only the talent (...) So 40% of the vacancies are filled with the talent programme participants and what we monitor is the trend. So where we started from it's definitely an increasing trend. And also what is important is that even in the top layer of the top one hundred we now see three colleagues who started the first talent programme ten years ago. (Mentoring lead)

KEY INGREDIENTS FOR SUCCESS

The participants highlighted different ingredients of success. From the mentee's perspective it is the **voluntary nature of the mentoring** – and stemming from this the **honesty of the relationship** – that contributes the most. The **option to quit** – that also serves the security of the relationship – also plays a role here. All of our interviews reinforced the idea that **mentoring conversations are built on honesty and openness within the company**. On a scale of one to ten, mentor and mentee interviewees gave an average rating of 9 to the openness they experienced or perceived in these relationships.

So we had conversations and we talked about problems and she tried to help me to solve them, but we were very different kind of people and that's the reason why really after one year it stopped (...) and then came a second one [note: second mentor] with whom I really had a much better relationship. I felt like it was being a much less formal relationship. (Mentee)

The mentor emphasized the network and leadership capacity that is being created within the program and the honesty of the relationships. **All participants stressed the quality of participants**, that they are **committed to contribute**, and that they have a **good understanding of the organization**.

I think everything that was said so far contributes to the programme being successful. So without mentors who are dedicated to this role we couldn't do anything. Without support for those mentors probably the programme would be less successful. The talents themselves also have a share in it because if they didn't use the relationship or the opportunity well then it would have faded away. So I think it's also the selection of the talent to the programme that is a key success factor. (Mentoring lead)

I think the first thing is it's really voluntary both for the mentors and the mentees. No one is obliged to be a mentor and no one is obliged to be a mentee. So HR clearly says to anyone 'Okay, you can be a mentor if you would like to, but if you say that you would like to be a mentor you really need to be aware that it needs time from you. There will be regular meetings that you have to go to with your partner and you really have to give your best to it. (Mentee)

The **separation of mentoring relationships from line management responsibilities** also seems to be a defining point for the success, as it supports the authenticity and honesty of the mentoring relationship.

Finally, although not highlighted by our interviewed partners, the authors of this study would consider the structured learning, and continuous inspiration provided by the mentor clubs to be a key ingredient for success, through their positive impact on mentoring practices.

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APPENDIX: THE INTERNATIONAL STANDARDS FOR MENTORING PROGRAMMES IN EMPLOYMENT (ISMPE)

The Six Core ISMPE Standards (available at <http://www.ismpe.com/>) are:

1. Clarity of purpose

- The intended outcomes and benefits of the programme are clearly defined and understood by all the stakeholder audiences
- The outcomes are translated into viable and well understood objectives for each mentoring relationship

2. Stakeholder training and briefing

- Participants and stakeholders understand the concept of mentoring and their respective roles
- Participants are aware of the skills and behaviours they need to apply in their roles as mentors and mentees; and have an opportunity to identify skills gaps
- Learning support is available throughout the first 12 months of their involvement in the programme

3. Processes for selection and matching

- Mentors are selected to meet the specific needs of mentees
- Both mentors and mentees have an influence on whether they participate and who they agree to pair with
- The experience gap permits significant learning by the mentee
- There is a process for recognising and unwinding matches that do not work; and for reassigning the participants, if they wish

4. Effective processes for measurement and review

The programme is measured sufficiently frequently and appropriately to:

- Identify problems with individual relationships
- Make timely adjustments to programme
- Provide a meaningful cost-benefit analysis and impact analysis

5. Maintains high standard of ethics and pastoral care

- All parties have access to and understand code of conduct & Ethics
- Performance against the Code of Conduct is monitored, and there are procedures for dealing with breaches of it
- Participants understand clearly the hierarchy of interests (mentee, mentoring pair, organisation) and have discussed the implications for managing relationships and the programme

6. Supports participants throughout the process/systems of programme administration

- Participants have adequate support throughout the formal programme and, where appropriate beyond
- The programme is managed professionally

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Registered Charity number 251988

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September 2016