

THE NATURE AND IMPACT OF EFFECTIVE MENTORING TRAINING, EDUCATION AND DEVELOPMENT (MTED)

**Report of research conducted by the University of Brighton
and Sheffield Hallam University
Commissioned by the Education and Training Foundation**

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EXECUTIVE SUMMARY

Research Context

The research presented in this report was commissioned by the Education and Training Foundation (ETF) to inform:

- The development of a framework for the mentoring of teachers and trainers in the Further Education and Training (FET) sector in England;
- Associated guidance for mentors, mentees and leaders in FET organisations;
- The design and delivery of national mentor training programmes for new and experienced mentors.

In this report, the term mentoring is used to encompass activities or programmes that others may refer to as coaching or mentoring.

Research Aims

The primary aims of the research are:

- To identify the impacts of effective mentoring training, education and development (MTED);¹
- To identify key features of effective MTED;
- To highlight examples of effective practice in MTED.

Whilst the focus of the research is on the nature and impact of effective MTED, the study also identifies a range of additional factors that enhance and impede the effectiveness and impact of mentoring programmes.

Research Design

The study comprised three components:

- 1) A systematic review of UK and international academic and grey literature on MTED: following literature searches and selection of the most relevant sources for which there was rigorous evidence of the impact of the MTED discussed, 21 sources (17 academic, 4 grey literature) were reviewed in detail;
- 2) A secondary analysis of data from eight recent or ongoing studies of mentoring and MTED conducted by members of the research team;
- 3) Semi-structured online interviews with five MTED experts who led MTED programmes for which the research team found good evidence of impact.

¹ Our use of the term *mentoring* training, education and development (MTED) encompasses the training, education and development of both mentors/coaches and mentees/coachees. That said, most research findings relate to MTED for mentors/coaches.

Research Findings

Impacts of Effective MTED

Participation in effective MTED has been found to have positive impacts on **mentors'**:

- *Knowledge and understanding*, including of mentoring roles and effective mentoring practices;
- *Confidence and self-efficacy* relating to undertaking mentoring in general, and different aspects of the mentoring role;
- *Skills*, including critical reflection on their mentoring and their own professional practice, specific mentoring skills, and inter-personal and communication skills;
- *Professional lives* more widely, including perceived improvements to their professional practice, enhanced status and influence, and increased satisfaction and pride associated with providing effective support to colleagues.

Effective MTED has also been found to positively impact **mentoring practice** by, for example:

- Bringing about behavioural change for mentors, such as more active listening, and more effectively tailoring mentoring to mentees' individual needs;
- Helping mentors to better align their mentoring practice with the espoused mentoring model, framework or approach, such as developmental approaches to mentoring and coaching.

In addition, effective MTED for mentors has been found to enhance **mentees'**:

- Knowledge and understanding relating to their professional practice or studies;
- Skills, including communication skills and workload management;
- Effectiveness or productivity as a professional, employee or student;
- Retention and career progression;
- Resilience, well-being and work-life balance.

Effective MTED has also been found to have a positive impact on **organisations** via the enhancement of:

- Professional learning cultures or communities; and
- Staff retention.

The Nature and Features of Effective MTED

Our research has found that effective MTED typically includes:

- 1) Opportunities to **practise** mentoring or particular approaches to mentoring, and explicit critical reflection on that practice;
- 2) Opportunities for mentor **networking**, during and/or following initial training or preparation, to enable sharing and mutual interrogation of, and reflection on, mentoring practice;

- 3) **Sustained** development activity, with initial training or preparation followed up by opportunities for further development and networking.

The following examples are typical of the content of effective MTED programmes:

- Communication skills for mentors;
- Building, nurturing, sustaining and closure of mentoring relationships;
- How to structure mentoring meetings and frame mentoring conversations;
- Balancing support and challenge and (where required) assessment roles of mentors;
- Dealing with challenges and dilemmas experienced by mentors and mentees;
- Supporting mentees' development of reflective practice;
- Empowering mentees and fostering independence;
- Establishing and sustaining confidentiality in the mentoring relationship;
- Tailoring mentoring to mentees' individual needs.

MTED programmes that were found to be effective employed a variety of (predominantly facilitative and interactive) pedagogical methods, including workshops, seminars, the use of video, role-play, action-learning sets and reflective journals. Some studies of MTED for teacher mentors emphasised the particular value to mentor participants of:

- Observing videos of their own or others' teaching, which enables them to critically reflect on such practice; and
- Opportunities to observe, practise and receive feedback on the enactment of the espoused mentoring model, framework or approach.

Factors Enhancing Positive Impacts of MTED

Evidence suggests that positive impacts of MTED are more likely to be realised where:

- Mentors are provided with sufficient time and space to attend and fully engage with MTED provision, including networking with other mentors; and
- MTED is provided for mentees as well as mentors, to help them to cultivate 'protégé mentoring mindsets' (Searby, 2014) and to take full advantage of the mentoring support available to them.

Factors other than Effective MTED that Enhance the Impact of Mentoring

Mentoring relationships and programmes tend to be more successful where:

- Mentoring relationships are separated from line-management relationships, and mentors have no involvement in the formal evaluation of their mentees' performance;
- An appropriate mentoring (or coaching) model, framework or approach is adopted, which the MTED supports and is aligned with;
- There is an organisational commitment to mentoring, and senior leadership support for and understanding of mentoring;

- Effective methods of mentor selection and mentor-mentee pairing are employed;
- There is a commitment to – and mechanisms to support and sustain – confidentiality in mentoring relationships;
- The mentoring programme is led, managed and overseen by an effective mentoring coordinator;
- There is regular monitoring of mentoring relationships and periodic evaluation of the mentoring programme, to inform their ongoing development and improvement.

Conclusions and Recommendations

The ETF's planned introduction of a national mentoring framework, mentoring guides for mentees, mentors and leaders, and a national mentor training programme – together with its commissioning of the current research to inform these initiatives – has significant potential for strengthening the impact of mentoring in the sector.

We recommend that the ETF looks to strengthen and build upon these important developments by:

- Evaluating the introduction of the mentoring framework, guides and mentor training programme, to inform their further development and maximise their impact;
- Commissioning research-informed training, education and development programmes for mentees and mentoring coordinators as well as mentors; and
- Working with different providers – perhaps through intermediaries – to help organisations to develop supportive organisational architectures for mentoring (Cunningham, 2007).

CHAPTER 1: INTRODUCTION

Introduction

In this brief opening chapter, we outline the research context and research aims of the study.

Research Context

The research presented in this report was commissioned by the Education and Training Foundation (ETF)² to inform:

- The development of a framework for the mentoring of teachers and trainers in the Further Education and Training (FET) sector in England;
- Associated guidance for mentors, mentees and leaders in FET organisations;
- The design and delivery of national mentor training programmes in England for new and experienced mentors.

ETF's overarching aim is to improve the reach and quality of mentoring for teachers and trainers across the FET sector, and, through this, to positively impact the quality of teaching, teacher retention and, in turn, outcomes for learners.

Research literature from studies of mentoring and coaching in schools tells us that mentoring and coaching have the potential to bring about significant benefits for professional learning, development and teacher retention (Hobson et al., 2009; Ingersoll & Strong, 2011; Wang & Odell, 2002). While there are few studies of mentoring or coaching in the English FET sector, a national study conducted by members of the current research team found that, when working well, mentoring and coaching brought:

“a range of benefits for the teachers being supported, including: enabling them to talk about a range of difficulties that they experience; supporting their emotional wellbeing; helping them develop general pedagogical techniques; and helping develop their subject pedagogy” (Hobson, Maxwell et al., 2015, p.47).

Some FET practitioners in the same study testified that *“without the support of their mentor or coach during difficult times, they might not have continued in the teaching profession”* (p.53). Yet the research also found that the potential benefits of mentoring and coaching were not always realised because the quality of mentoring and coaching across the sector was variable, hampered by a number of impediments including:

- A lack of appropriate mentor or coach training;
- Limited time available to mentors/coaches to meet with their mentees/coachees;

² The ETF is the workforce development body for the Further Education and Training sector in England. Its role is to commission and deliver professional learning and development for teachers, leaders and trainers to support government policy and meet sector needs. <https://www.et-foundation.co.uk/>

- The use of mentoring and coaching as remedial strategies to address the perceived under-performance of FET practitioners.

(Hobson, Maxwell et al., 2015)

For the purposes of this research, we define mentoring as “*a formal, one-to-one relationship, usually between a relatively inexperienced teacher (the mentee) and a relatively experienced one (the mentor), which is intended to support the mentee’s (though may also support the mentor’s) learning, development and well-being*” (Hobson & Maxwell, 2020, p.185).

Our definition of mentoring incorporates coaching, which we see as “*one of a range of developmental activities which mentors may adopt to empower mentees and support their professional learning, development and wellbeing*” (Hobson & Maxwell, 2020, p.194).

Henceforth, we thus use the term mentoring to refer to mentoring and/or coaching, and only use coaching where we discuss our research design (e.g. literature searches) or refer to specific coaching programmes, projects or literature.

Research Aims

The primary aims of the research are:

- To identify the impacts of effective mentoring training, education and development (MTED);³
- To identify key features of effective MTED;
- To highlight examples of effective practice in MTED.

Whilst the focus of the research is on the nature and impact of effective MTED, which has been found to be a key component of effective mentoring programmes, the research also identifies a range of additional factors that enhance and impede mentoring programmes and their potential positive impacts.

Conclusion

In this chapter we have outlined the research context and aims. In Chapter 2, we outline the research design. In the following three chapters we present the findings of the research, specifically:

- An account of the nature and impact of effective MTED (Chapter 3);
- Five vignettes of effective MTED programmes (Chapter 4); and
- Factors other than MTED that contribute to effective mentoring (Chapter 5).

In the final Chapter (6), we offer some conclusions and recommendations for both the ETF and MTED providers.

³ Our use of *mentoring* training, education and development encompasses the training, education and development of both mentors and mentees.

CHAPTER 2: RESEARCH DESIGN

Introduction

In this chapter, we present the study research design. We begin by providing an overview of the design, before discussing its component parts, and providing a brief comment on research ethics and data protection.

Overview

The study research design comprised three components, namely:

1. A systematic review of UK and international academic and grey literature on MTED;
2. A secondary analysis of data from recent or ongoing studies of mentoring and MTED conducted by members of the research team; followed by
3. Interviews with MTED experts who led effective MTED programmes.

We discuss each component, in turn.

Systematic Review of Literature

The review of academic and grey literature was undertaken in three stages:

- 1) Keyword searching and longlist production;
- 2) Further screening to create a shortlist and categorisation of the shortlist sources; and
- 3) Selection of the most relevant sources for which there was rigorous evidence of the impact of the MTED discussed, for full review and the production of critical summaries.

Stage 1

The aim of the first stage was to create a longlist of potential sources from both academic and grey literature that met the following inclusion criteria:

- **UK and international literature and materials published in English** only;
- **Relevance** to the research aims set out in Chapter 1 – which meant that sources were only included where there was some evidence that the MTED programme had led to positive impacts;
- **Recency** – published from 2010 onwards.

For the academic literature review, keyword searching to create an unfiltered list was initiated using the terms (mentor* OR mentee* OR coach* OR coachee*) AND (train* OR educat* OR develop* OR prepar*) in the British Education Index (BEI), the Education Resources Information Centre (ERIC), and Australian Education Index (AEI). After removal of duplicates, this produced an unfiltered list of 221 unique sources. To ensure

that relevant sources were not overlooked, searches using the same keywords were used in the Emerald Insights database, which includes the *International Journal of Mentoring and Coaching in Education*, as well as in the *Mentoring and Tutoring Journal*, and Google Scholar. Once duplicates were removed this produced the final unfiltered list of 278 sources. The titles and abstracts were scanned to apply the Stage 1 inclusion criteria, which produced an academic longlist of 152 sources.

To produce a longlist of grey literature, a targeted search was undertaken of the websites of organisations and professional bodies identified by the research team, the ETF, or the Department for Education (DfE) as significant providers of mentoring training programmes in the education sector. Searches were conducted within 18 websites through a combination of targeted Google site searches, and on-site, internal searches.

To ensure that sources not made publicly available through the targeted websites were not overlooked, email contact was made with 12 organisations to request any further documentary sources (grey or academic) that evidenced the impact of their MTED programme/s. Of these, 10 provided further information on their MTED programme(s) by email and/or informal telephone or video calls, and where appropriate shared documents that were not subject to commercial restriction.⁴ The 10 organisations that kindly provided further information are listed in Appendix 1. Appendix 1 also includes details of some current evaluations of MTED programmes for school teachers in England. Impact and effectiveness reports are due to be published on these programmes in late 2020 / early 2021.

Due to the nature of Google searching and the varied timescales over which key informants were able to provide information and documents, which continued into Stages 2 and 3 of the literature review, it is not possible to provide accurate figures on total unfiltered, nor total Stage1 longlist, grey literature sources.

Stage 2

The aim of Stage 2 was to produce a shortlist of relevant academic and grey literature sources that were based on rigorous research, and categorise key features of the sources in an Excel spreadsheet, in preparation for the selection of sources for critical summaries in Stage 3. During Stage 2, the full texts of academic and grey literature sources were read and the following inclusion criteria applied:

- **Relevance to the research aims** set out in Chapter 1. This was a reassessment of the Stage 1 relevance criterion based on the full text rather than the title and abstract.
- **MTED impact** – only studies that had sufficient and robust evidence of impact were included on the Stage 2 shortlist.
- **Research rigour** – this related to the rigour of the research underpinning the evidence of impact and effectiveness of the MTED programme. For academic sources this was rated on a 0-4 scale using the rating descriptors in the UK's Research Excellence Framework (REF 2021) rigour criterion, where rigour understood as:

⁴ Documents from two of the organisations were not provided until after the point of completing the critical summaries and analysis, so it was not possible to consider them within this study.

“The extent to which the work demonstrates intellectual coherence and integrity, and adopts robust and appropriate concepts, analyses, sources, theories and/or methodologies.” (REF, 2019, p.35)

For grey literature sources, assessments of rigour were guided, as appropriate to the source, by the REF criteria. In some instances, academic papers provided evidence of effectiveness and an associated grey literature source provided detail of the programme design.

For the academic literature, a two-phase filtering process was adopted. In the first phase all the 152 Stage 1 longlist full texts were skim read to check that there was sufficient rigorous evidence of impact. This reduced the number of academic sources to 73. These 73 sources were reduced to a Stage 2 shortlist of 39 through a process of closer reading of the full-text and application of all three Stage 2 criteria.

The Stage 2 shortlist of 5 grey literature sources was created through an iterative process of applying Stage 1 and 2 criteria as information and documents became available. The final Stage 2 shortlist comprised 44 sources (39 academic and 5 grey literature).

All shortlisted sources were entered into an Excel spreadsheet and categorised on a range of variables including the aim of the MTED programme, intended participants, type/model of mentoring the training is intended to support, design and rigour of the research, and extent of evidence of impact on mentors, mentees and/or their organisations.

Stage 3

The 44 sources in the Stage 2 shortlist were reviewed in a research team meeting to identify the 15-25 sources that had most relevance to this study. Decisions on inclusion and exclusion from the critical summary list were based on the following considerations:

- Inclusion of those MTED programmes that had the most rigorous evidence of impact. This was crucial to address not only the first research aim of identifying the impact of MTED, but also the second aim of identifying effective features of MTED programmes, as these must be drawn from programmes with evidence of impact, plus the third aim of highlighting effective MTED programmes.
- Inclusion of MTED programmes with sufficient detail on the key features of the programme.
- Variation across the sources – to include MTED programmes focused on teachers in the FET sector, teaching in other sectors, and contexts other than teaching.
- Inclusion of MTED programmes for mentees or coachees as well as MTED programmes for mentors and coaches. The scope to do this was very limited. Stage 1 searching did not retrieve any sources that included MTED for coaches, and only 7 that included MTED for mentees. Of these 7, only one met the criteria to be included on the Stage 2 shortlist.

Through discussion, 23 sources were identified. Where sources related to the same programme, they were grouped for the purpose of creating a critical summary, meaning that 16 critical summaries were planned. In-depth reading as part of the process of creating the critical summaries found that 3 sources, relating to 2 critical summaries, did not provide sufficient or robust enough data to contribute to the analysis. Since two of these sources related to the UK FE sector, a replacement source from the Stage 2

shortlist was then added to the critical summary list to ensure that evidence from the FET sector was included in the review. The list of critical summaries completed is presented in Table 1. In total, 15 critical summaries were produced from 21 sources (17 academic and 4 grey literature).

The critical summary template was populated with detail relating to:

- Study overview and research design
- Key features of the mentoring or coaching training programme/s
- Effectiveness and impact findings
- Findings on effective and ineffective features of MTED programmes
- Findings on other factors found to enhance or impede MTED
- Other potentially relevant findings
- Author interpretation, claims, implications & recommendations
- Researcher's summary of key points relevant to this study

The first summary produced by each researcher was reviewed by the Principal Investigator (Hobson) or Co-Investigator (Maxwell) to ensure that a consistent approach to their creation and completion was employed.

Table 1: Final list of critical summaries

Critical Summary	AL/ GL*	Source
1	AL	Aspfors, J., & Fransson, G. (2015). Research on mentor education for mentors of newly qualified teachers: A qualitative meta-synthesis. <i>Teaching and Teacher Education</i> , 48, pp.75–86. https://doi.org/10.1016/j.tate.2015.02.004
2	AL	Beutel, D., Crosswell, L., Willis, J., Spooner-Lane, R., Curtis, E., & Churchward, P. (2017). Preparing teachers to mentor beginning teachers: an Australian case study. <i>International Journal of Mentoring and Coaching in Education</i> , 6(3), pp.164–177. https://doi.org/10.1108/ijmce-04-2017-0030
	AL	Willis, J., Churchward, P., Beutel, D., Spooner-Lane, R., Crosswell, L., & Curtis, E. (2019). Mentors for beginning teachers as middle leaders: the messy work of recontextualising. <i>School Leadership & Management</i> , 39(3–4), pp.334–351. https://doi.org/10.1080/13632434.2018.1555701
3	AL	Brace, J. L., Baiduc, R. R., Drane, D. L., Flores, L. C., Beitel, G. J., & Lo, S. M. (2018). Design, implementation, and evaluation of a multi-disciplinary professional development program for research mentors. <i>Mentoring & Tutoring: Partnership in Learning</i> , 26(4), pp.377–399. https://doi.org/10.1080/13611267.2018.1530101
4	AL	Garvey, R., & Westlander, G. (2012). Training Mentors - Behaviors Which Bring Positive Outcomes in Mentoring. <i>The Wiley-Blackwell Handbook of the Psychology of Coaching and Mentoring</i> , pp.243–265. https://doi.org/10.1002/9781118326459.ch13
5	AL	House, S. C., Spencer, K. C., & Pfund, C. (2018). Understanding how diversity training impacts faculty mentors' awareness and behavior. <i>International Journal of Mentoring and Coaching in Education</i> , 7(1), pp.72–86. https://doi.org/10.1108/ijmce-03-2017-0020
	AL	Pfund, C., House, S., Spencer, K., Asquith, P., Carney, P., Masters, K. S., McGee, R., Shanedling, J., Vecchiarelli, S., & Fleming, M. (2013). A Research Mentor Training Curriculum for Clinical and Translational Researchers. <i>Clinical and Translational Science</i> , 6(1), pp.26–33. https://doi.org/10.1111/cts.12009
6	AL	Ingleby, E. (2014). Developing reflective practice or judging teaching performance? The implications for mentor training. <i>Research in Post-Compulsory Education</i> , 19(1), pp.18–32. https://doi.org/10.1080/13596748.2014.872917
7	AL	Kupersmidt, J. B., Stelter, R. L., Rhodes, J. E., & Stump, K. N. (2017). Enhancing Mentor Efficacy and Preparedness Through Web-Based Pre-Match Training. <i>Journal of Nonprofit Education and Leadership</i> , 7(3), pp.197–216. https://doi.org/10.18666/jnel-2017-v7-i3-7945
	GL	Garringer, M., Kupersmidt, J., Rhodes, J., Stelter, R., & Tai, T. (2015). <i>Elements of Effective Practice for Mentoring</i> (4th Edition). Boston, MA: MENTOR: The National Mentoring Partnership. https://www.mentoring.org/new-site/wp-content/uploads/2016/01/Final_Elements_Publication_Fourth.pdf
8**	AL	Lyons, M. D., Jones, S. J., Smith, B. H., McQuillin, S. D., Richardson, G., Reid, E., & McClellan, A. (2017). Motivation coaching training for instructional

		coaches: a pilot study of motivational interviewing skills training. <i>Mentoring & Tutoring: Partnership in Learning</i> , 25(5), pp.548–565. https://doi.org/10.1080/13611267.2017.1415796
9	AL	Melton, J., Miller, M., & Brobst, J. (2019). Mentoring the mentors: Hybridizing professional development to support cooperating teachers' mentoring practice in science. <i>Contemporary Issues in Technology and Teacher Education</i> , 19(1). pp.23-44. https://www.learntechlib.org/primary/p/184630/
	AL	Miller, M., Hanley, D., & Brobst, J. (2019). The Impacts of a Research-Based Model for Mentoring Elementary Preservice Teachers in Science. <i>Journal of Science Teacher Education</i> , 30(4), pp.357–378. https://doi.org/10.1080/1046560x.2019.1573127
10	AL	Nearing, K. A., Nuechterlein, B. M., Tan, S., Zerzan, J. T., Libby, A. M., & Austin, G. L. (2020). Training Mentor–Mentee Pairs to Build a Robust Culture for Mentorship and a Pipeline of Clinical and Translational Researchers. <i>Academic Medicine</i> , 95(5), pp.730–736. https://doi.org/10.1097/acm.0000000000003152
11***	AL	Pfund, C., Spencer, K. C., Asquith, P., House, S. C., Miller, S., & Sorkness, C. A. (2015a). Building National Capacity for Research Mentor Training: An Evidence-Based Approach to Training the Trainers. <i>CBE—Life Sciences Education</i> , 14(2), ar24. https://doi.org/10.1187/cbe.14-10-0184
		Spencer, K. C., McDaniels, M., Utzerath, E., Rogers, J. G., Sorkness, C. A., Asquith, P., & Pfund, C. (2018). Building a Sustainable National Infrastructure to Expand Research Mentor Training. In <i>CBE - Life Sciences Education</i> , 17(3), ar48. https://www.lifescied.org/doi/10.1187/cbe.18-03-0034
12	AL	Sheri, K., Too, J. Y. J., Chuah, S. E. L., Toh, Y. P., Mason, S., & Radha Krishna, L. K. (2019). A scoping review of mentor training programs in medicine between 1990 and 2017. <i>Medical Education Online</i> , 24(1), pp. 1-16. https://doi.org/10.1080/10872981.2018.1555435
13	GL	Health Education England (2017). <i>Evaluation of the Health Education England Yorkshire and the Humber (HEE Y&H) PGMDE Coaching Scheme</i> . https://www.yorksandhumberdeanery.nhs.uk/sites/default/files/coaching_scheme_evaluation_report_2017.pdf
14	GL	Matthews, P. (2016). <i>Incremental coaching in schools. Small steps to professional mastery: An evaluation and guide for leaders</i> . Ambition School Leadership. https://s3.eu-west-2.amazonaws.com/ambition-institute/documents/Incremental_coaching_-_full_report.pdf
15	GL	Vincent, K. (2018). Researching the Impact of Changes to Mentoring Approaches within a Large Initial Teacher Education Partnership. <i>CollectivED Working Papers</i> , 4, pp.18-24. Leeds Beckett University. https://www.leedsbeckett.ac.uk/-/media/files/research/collectived/collectived-june-2018-issue-4.pdf

Notes:

*AL=Academic literature; GL = Grey literature

**CS8 found no impact of the MTED on which it focused but was retained as this was a rigorous study and can be reliably drawn upon to identify issues that need to be addressed in MTED design.

***Whilst CS11 is related to and part of the same overall project as CS5, they have different foci so separate critical summaries were constructed.

Secondary Analysis of Existing Datasets

For this strand of the research, we sought to undertake a secondary analysis of evidence from up to eight highly relevant, original studies of mentoring and MTED that members of the research team had conducted since 2014. The rationale for this time period was that the evidence was recent and relevant.

Following discussion within the research team and consultation with ETF, we identified 13 studies of mentoring (or coaching) and MTED which could potentially be reanalysed. One of the studies was ruled out because it was not absolutely clear that a secondary analysis of data was permitted by the original consent given by the research participants. The remaining 12 studies were screened to identify their coverage of the research aims of the current project, before the most relevant eight projects were selected and agreed with ETF. These are listed below, together with published and/or unpublished accounts of each project.

1) ***Mentoring and Coaching Teachers in the Further Education and Skills Sector (2014-15)***

- Hobson, A.J., Maxwell, B., Stevens, A., Doyle, K. & Malderez, A. (2015) [Mentoring and Coaching for Teachers in the Further Education and Skills Sector in England: Full Report](#). London: Gatsby Charitable Foundation.
- Hobson, A.J. & Maxwell, B. (2020) [Mentoring substructures and superstructures: an extension and reconceptualisation of the architecture for teacher mentoring](#). *Journal of Education for Teaching: International Research and Pedagogy*, 46(2), pp.184-206.

2) ***Judgemental and Developmental approaches to mentoring in Post-Compulsory Initial Teacher Training: An exploration into mentors' and mentees' perceptions of their relationship (2014-15)***

- Manning, C. (2015) *Judgemental and Developmental approaches to mentoring in Post-Compulsory Initial Teacher Training: An exploration into mentors' and mentees' perceptions of their relationship*. University of Brighton. MA Thesis.
- Manning, C. & Hobson, A.J. (2017) [Judgemental and developmental mentoring in Further Education Initial Teacher Education in England: Mentor and mentee perspectives](#). *Research in Post-compulsory Education*, 22(4), pp.574-595.

3) ***Teacher Mentoring in Further Education Initial Teacher Education in England: the availability, take up and impact of mentor accreditation (2016)***

- Robinson, C. & Hobson, A.J. (2017) *Mentor Education and Development in the Further Education sector in England*. (Research report for Gatsby Charitable Foundation.) University of Brighton: Education Research Centre.

4) ***Teacher Mentoring: What can the education system learn from mentoring practice in other sectors? (2015-16)***

- Hobson, A.J., Castanheira, P., Doyle, K., Csigás, Z. & Clutterbuck, D. (2016) [The Mentoring across Professions \(MaP\) Project: What can teacher mentoring learn from international good practice in employee mentoring and coaching?](#) London: Gatsby Charitable Foundation.

- 5) ***Introducing, Evaluating and Embedding ONSIDE Mentoring at Bede's School (2018-19)***
 - Hobson, A.J., Clements, K. & Káplár-Kodácsy, K. (2019a) *Introducing, Evaluating and Embedding ONSIDE Mentoring at Bede's School: A Research & Development Project*. School of Education, University of Brighton.
- 6) ***Introducing, Embedding and Evaluating ONSIDE Mentoring at Sharnbrook Academy Federation (2018-19)***
 - Hobson, A.J., Clements, K. & Káplár-Kodácsy, K. (2019b) *Sharnbrook Academy Federation Mentoring for Professional Growth: Research & Development Project. Final Report*. School of Education, University of Brighton.
- 7) ***Brighton & Hove Head Teacher ONSIDE Peer Mentoring Pilot (2018-19)***
 - Hobson, A.J., Clements, K. & Káplár-Kodácsy, K. (2019c) *Brighton & Hove City Council ONSIDE Head Teacher Peer Mentoring Pilot: Research & Development Project. Final Report*. School of Education, University of Brighton.
- 8) ***Further Forces (Troop resettlement to education and training careers) Mentoring Programme (2017-21)***
 - Hobson, A.J. & Clements, K. (2020) *Further Forces External Mentoring Programme. Interim Report*. School of Education, University of Brighton.

Most of the above studies involved mixed methods research designs that included: a survey of and/or interviews or focus groups with mentors and mentees; interviews with Mentoring Coordinators or Programme Leads. Studies 1-3 all relate to the UK FET sector; Study 4 comprises case study research on effective mentoring programmes across different professional contexts and six countries; Studies 5-8 relate to ONSIDE Mentoring programmes (Hobson 2016, 2017, 2020) introduced in different contexts.

For each study, the secondary analysis process sought to identify findings and data relevant to the research aims of the current project via:

- i. An initial review of the associated (published and/or unpublished) research outputs;
- ii. A subsequent review of the recorded results of earlier data analyses, for potentially relevant findings not included in the research outputs;
- iii. Free text searches of transcripts and survey responses for references to mentor education, training and development (using those terms and others, such as workshops and accreditation, to identify potentially relevant data).

The results of the secondary analysis were recorded using the same critical summary template that was used for the literature review.

Thematic Analysis of Critical Summaries

The critical summaries of literature and secondary datasets were analysed thematically and independently by members of the research team, who subsequently met to discuss and agree the main themes and emergent findings of the research relating to:

1. The impact of MTED programmes on mentoring practice, mentors, mentees, and their organisations;

2. Key features of effective MTED programmes;
3. Factors associated with MTED programmes that enhanced or impeded their effectiveness; and
4. Factors other than MTED that enhanced or impeded the effectiveness and positive impact of mentoring programmes in general.

Drawing on written individual analysis notes and the team discussion, an outline list of the main findings in relation to points 1-4 above was constructed. This list was reviewed by the research team to ensure that it aligned with individuals' in-depth knowledge of the academic and grey literature sources that they had reviewed. Finally, the key findings were checked through, cross-referencing to the evidence presented in the critical summaries. Where necessary, the original sources were accessed to confirm the accuracy or interpretation of specific information included in the critical summaries.

Interviews with MTED experts who led effective MTED programmes

To provide additional data on effective MTED programmes, semi-structured online interviews, with an average duration of 39 minutes (range 33-49 mins.), were conducted with five MTED experts who were leaders of effective MTED programmes. These programmes were selected by the research team during the critical summary analysis meeting. Two criteria were applied to aid selection:

1. MTED programmes identified in our critical summaries (of literature and secondary analysis) which had the strongest impacts, evidenced through rigorous research;
2. The inclusion of:
 - a. ONSIDE mentoring programmes, to align with ETF's interest in supporting the development of MTED related to this approach to mentoring; and
 - b. One or more programmes that included mentee/coachee MTED, given the very limited number of sources that reported any findings on this aspect of MTED.

The programmes selected were:

- Mentoring Beginner Teachers – Australia (Literature CS2);
- ONSIDE MTED programmes – England (Secondary Analysis Studies 5-8);
- Entering Mentoring programmes – United States (Literature CS5 and 11);
- CO-Mentor (Colorado Mentoring Training Program) – United States (Literature CS10);
- Preparing for Mentoring – United States (Literature CS7).

The interview conversation built on the evidence from the relevant critical summary, focusing on gaining deeper insights into:

- The MTED programme design; and
- The impacts of the key features and content of the MTED programme – including any further evidence not included in the sources reviewed.

Interviewees were also asked if they were able to provide any further documentation, such as a mentoring or mentor training handbook, further papers and/or evaluation reports. It

was not possible to subject these additional documents to a rigorous critical review within the scope of this study. They are, however, listed in Appendix 2, so that they might be retrieved to inform future research, as well as being a useful resource for anyone developing an MTED programme.

Two researchers took part in each interview to ensure that detailed notes could be taken. The notes were sent to interviewees to check for accuracy and for any additions that they wished to make. The notes, the related critical summary, and a brief review of additional documents supplied were used to create the programme vignettes presented in Chapter 4. Interviews were also recorded and transcribed. Given the short timescale of this project, transcripts were used to check the accuracy of the content of the vignettes rather than as the primary data source.

Research Ethics and Data Protection

This research was conducted in accordance with:

- The Ethical Guidelines of the British Educational Research Association (BERA, 2018);
- Data Protection legislation, where the legal basis for undertaking those aspects of the research that required us to hold personal data was 'Public Task' (GDPR, 2016, Article 6 [1a,e]).

The research was granted a favourable ethical opinion by the Research Ethics and Integrity Committee of the University of Brighton.

Conclusion

In this chapter we have outlined the study research design. In the following three chapters we present the findings of the research, beginning in Chapter 3 with a discussion of the nature and impact of effective MTED.

CHAPTER 3: THE NATURE AND IMPACT OF EFFECTIVE MTED

Introduction

In this chapter we draw on the results of our review of literature and secondary analyses to present our research findings relating to:

- The impacts of MTED;
- The nature and features of effective MTED; and
- Factors which enhance and impede the potential positive impacts of MTED provision from being realised.

Given the restricted literature and research evidence relating to the nature and impact of MTED for *mentees*, the focus of this chapter is on the nature and impact of MTED for *mentors*. (Some discussion and illustration of MTED for mentees is provided in Chapter 4 – Vignettes 2 and 4.)

In this chapter (and in Chapter 5), we only report research findings that have been identified in two or more separate studies, and where we consider the evidence to be sufficiently robust. Such triangulation provides greater confidence in the trustworthiness (credibility, confirmability, dependability and transferability) of the findings presented. Where research findings are supported by evidence from more than three studies, in the interests of readability we present a maximum of three illustrative citations, and where possible avoid presenting two citations relating to the same study or MTED programme.

Impacts of Effective MTED for Mentors

Our research shows that mentors' participation in effective MTED can have positive impacts on themselves, on mentoring practice, on mentees, and on mentors' and mentees' organisations. We address each of these areas of impact in turn.

POSITIVE IMPACTS ON MENTORS

Participation in effective MTED can bring positive impacts for mentors in the following four related areas.

- 1) **Enhanced knowledge and understanding**, including of:
 - *Mentoring roles and approaches* (Beutel et al., 2017; Kupersmidt et al., 2017; Pfund et al., 2013), and key factors associated with effective mentoring practice and working with mentees, such as structuring mentoring meetings, building trust and respect, being clear and realistic about mentees' and their own expectations of mentoring outcomes, striking a balance between guidance and independence, and providing a supportive environment and safe space within which mentees can make and learn from their mistakes (Brace et al., 2018; Kupersmidt et al., 2017; Robinson & Hobson, 2017);

- *Issues relating to diversity and diverse mentee groups* (Brace et al., 2018; House et al., 2018; Sheri et al., 2019);
- *The needs and factors influencing the well-being and job satisfaction of mentees and other colleagues* (Aspfors & Fransson, 2015; HEE Y&H, 2017; Robinson & Hobson, 2017).

In their qualitative meta-synthesis of research on mentor education for mentors of newly qualified teachers, Aspfors & Fransson (2015) state that:

"Mentor education contributes to feelings of empathy for new teachers and a greater understanding [of] their well-being and needs" (Aspfors & Fransson, 2015, p.82).

2) **Increased confidence and self-efficacy** relating to:

- *Undertaking mentoring in general* (Brace et al., 2018; Kupersmidt et al., 2017; Vincent, 2018);
- *Different aspects of the mentoring role*, including nurturing mentoring relationships, aligning expectations, helping mentees set realistic goals, building mentees' confidence and independence (Brace et al., 2018; Kupersmidt et al., 2017; Sheri et al., 2019).

"Mentor training boosts confidence in aligning expectations, working with diverse mentee groups and nurturing mentoring relationships... improved communication skills, providing negative feedback, and addressing 'difficult conversations'...." (Sheri et al., 2019, p.7)

"Trained volunteers were more self-efficacious, ready to mentor, and knowledgeable about the roles mentors should and should not play (particularly mentors with higher baseline scores), and had less unrealistically positive expectations than the control group" (Kupersmidt et al., 2017, p.197)

3) **Enhanced skills**, including:

- *Critical reflection on their mentoring and mentoring relationships* (Aspfors & Fransson, 2015; Beutel et al., 2017; Ingleby, 2014);
- *Critical reflection on their own professional practice* (Aspfors & Fransson, 2015; Beutel et al., 2017; Ingleby, 2014);
- *Specific mentoring skills* (Nearing et al., 2020), including goal-setting, building mentees' confidence, and providing effective feedback (Beutel et al., 2017; Sheri et al., 2019, p.7; Ingleby, 2014; Matthews, 2016);
- *Inter-personal and communication skills* including effective listening and questioning (Aspfors & Fransson, 2015; HEE Y&H, 2017; Nearing et al., 2020).

4) **Other impacts on mentors' professional lives**, including:

- *Perceived improvements to mentors' professional practice* (Sheri et al., 2019), such as management of their work environments (Nearing et al., 2020), adopting a more person-centred approach, contributing more effectively to meetings, and enhanced ability to train and support junior colleagues (HEE Y&H, 2017);

- *Enhanced status and influence within their organisations* (Beutel et al., 2017; Willis et al., 2019); and
- *Increased satisfaction and pride* associated with more effectively supporting colleagues (Beutel et al., 2017; HEE Y&H, 2017; Ingleby, 2014).

POSITIVE IMPACTS ON MENTORING PRACTICE

It might be expected that if MTED helps to enhance mentors' knowledge, understanding and skills, then this would have a positive impact on mentoring practice, and our research bears this out. Hence, several studies and a range of different kinds of evidence show that the effectiveness or impact of mentoring is enhanced where mentors have undertaken effective MTED (Hobson et al., 2016; Sheri et al. 2019; Willis et al., 2019). Specific studies have shown that:

- Effective MTED can bring about '**behavioral change**' for mentors, including more active listening, engaging in more open conversations about diversity, and more effectively tailoring their mentoring to mentees' individual needs (House et al., 2018; Pfund et al., 2013). For example, in their study of MTED for 'Effective Science Instruction' (ESI), Melton et al., (2019) and Miller et al. (2019) found that, following MTED, mentoring conversations changed both in terms of:
 - **Content**, with a shift from a focus on classroom management pre-MTED to a focus on elements of ESI and evidence of students' learning post-MTED; and
 - **Conversational structure**, with mentors largely dominating conversations pre-MTED but conversations much more balanced post-MTED.
- Effective MTED has helped mentors to enact mentoring practice that aligns more closely with the espoused model of mentoring. For example:
 - Trained mentors and coaches have been shown to have enhanced their ability to enact developmental mentoring and coaching (Matthews, 2016; Melton et al., 2019; Miller et al., 2019);
 - Similarly, studies of ONSIDE Mentoring programmes supported by the University of Brighton (Hobson et al., 2019a, Hobson et al., 2019b, Hobson et al., 2019c) show that the mentoring enacted was consistent with the principles of the ONSIDE framework – that is, Off-line, Non-judgemental, Supportive, Individualised, Developmental and Empowering (Hobson 2016, 2017, 2020).

Further illustration of these points can be found in the following excerpts from two other studies:

- Mentors who had undertaken formal mentor education "*listened much more actively, asked more questions and used probes...*" (Evertson & Smithey, 2000; cited in Aspfors & Fransson, 2015, p.82).
- Mentors (in the English FE sector) who undertook "*meaningful mentor education are more likely to practice developmental mentoring and less likely to enact judgemental mentoring*" (Manning & Hobson, 2017, p.583), while

those found to be employing predominantly judgemental mentoring had undertaken little or no meaningful MTED (Manning, 2015; Secondary analysis, Study 2).

POSITIVE IMPACTS OF MTED ON MENTEES

In turn, it might be assumed that enhanced enactment of mentoring helps bring about positive impacts for mentees, and such an assumption is also supported by research evidence, which suggests that effective MTED for mentors helps to bring about the following benefits for mentees:

- 1) **Enhanced knowledge and understanding** relating to their professional practice or studies, including, for mentees in different professional contexts, understanding of 'effective science instruction' (ESI) (Miller et al., 2019), and awareness of the patient experience (HEE Y&H, 2017);
- 2) **Enhanced skills**, including communication skills, workload management and prioritisation (HEE Y&H, 2017; Nearing et al., 2020);
- 3) **Enhanced effectiveness, competence or productivity** as a professional, employee or student (HEE Y&H, 2017; Sheri et al., 2019) – e.g.:
 - Improved questioning, differentiation, managing behaviour, and pupil engagement (Matthews, 2016);
 - Mentees of the educated mentors in Evertson & Smithey's (2000) study were found to be: "*better able to arrange the physical settings of the classrooms, manage instructions and [employ] more effective routines and procedures*" than mentees of mentors who not received any training (Aspfors & Fransson, 2015, p.82)
- 4) **Enhanced retention and career progression** (HEE Y&H, 2017; Matthews, 2016; Nearing et al., 2020; Sheri et al. 2019);
- 5) **Enhanced resilience, well-being and work-life balance** (HEE Y&H, 2017; Robinson & Hobson, 2017; Willis et al., 2019).

The research suggests that some of these positive impacts apply beyond mentees' (or coachees') professional lives, as illustrated by the following quotation:

"Both coaches and coachees often referred to the coaching experience as providing 'tools', 'strategies' or a set of 'skills' that were applicable to all aspects of life." (HEE Y&H, 2017, p.11).

POSITIVE IMPACTS ON ORGANISATIONS

Finally, one might expect that the enhanced enactment of mentoring that effective MTED helps to bring about, together with the associated positive impacts on mentors and mentees outlined above, would have a positive impact on their organisations. There is some evidence to suggest some such impacts, notably on:

- The development or enhancement of **professional learning cultures or communities** (Hobson et al., 2016; Hobson et al., 2019a; Matthews, 2016); and

- **Enhanced staff retention** (HEE Y&H, 2017; Hobson et al., 2016; Matthews, 2016).

Unfortunately, it is difficult to establish the impact of MTED on organisations, partly because of the complexity of disentangling the impact of effective MTED from that of the wider mentoring schemes that it supports. Evidence on this aspect was therefore limited, and we did not find any convincing evidence, in the literature that we reviewed, on the impact of MTED for teacher mentors on learners and learning. (This does not mean, of course, that effective MTED does not have positive impacts on learners and learning.)

The Nature and Features of Effective MTED

In this section we outline what research tells us about the nature and content of effective MTED provision, beginning with a brief account of common research findings relating to key features of such provision, or what might be termed 'MTED non-negotiables'.

COMMON KEY FEATURES OF EFFECTIVE MTED

There is substantial research evidence that effective MTED includes the following three key features.

- 1) It provides opportunities to **practise mentoring** or particular approaches to mentoring, and explicit critical reflection on that practice (Beutal et al., 2017; Miller et al., 2019; Pfund et al., 2013):

“As with most learning experiences, learning to be an effective ... mentor is best accomplished when the training combines participation in a formal course/curriculum and engagement in the practice of mentoring itself.” (Pfund et al., 2013, p.30.)

- 2) It includes **opportunities for mentor networking**, during and/or (especially) following initial training or preparation, to enable sharing and mutual interrogation of and reflection on mentoring practice (Brace et al., 2018; Nearing et al., 2020; Sheri et al., 2019):

“Trusting, comfortable, supportive and stimulating relations among participants in the mentor education are reported as crucial for professional learning... When developing mentor education it is therefore essential to organise enough space for the mentors to meet, interact, share their new experiences as mentors and build a culture of openness and trust.” (Aspfors & Fransson, 2015, pp.82-84)

- 3) It is **sustained** rather than a 'one-stop-shop', with initial education, training or preparation activities followed up with subsequent training, development and networking opportunities (Miller et al., 2019; Nearing et al., 2020; Pfund et al., 2015a).

CONTENT OF EFFECTIVE MTED PROGRAMMES

Research also shows that the following content is typical of many effective MTED programmes:

- **Learning theories and principles of adult learning** and promoting professional learning and development (where mentees are adults) (Beutel et al., 2017; Garvey & Westlander, 2012; Sheri et al., 2019);
- **Communication skills for mentors** – including listening and questioning techniques (Aspfors & Fransson, 2015; Beutel et al., 2017; House et al., 2018);
- **Building, nurturing and sustaining mentoring relationships** (Beutel et al., 2017; Garringer et al., 2015; Sheri et al., 2019);
- **Establishing, aligning and managing mentors' and mentees' expectations** regarding the mentoring process (Brace et al., 2018; House et al., 2018; Sheri et al., 2019);
- How to structure mentoring meetings or coaching sessions, and **frame mentoring or coaching conversations** (Hobson et al., 2016; Matthews, 2016; Melton et al., 2019);
- **Balancing support and challenge** – and (where required) negotiating the challenges of simultaneously supporting and assessing / evaluating the work of mentees (Aspfors & Fransson, 2015; Beutel et al., 2017; Sheri et al., 2019);
- **Handling challenges, difficult conversations, ethical issues and dilemmas** experienced by mentors and mentees (Aspfors & Fransson, 2015; Brace et al., 2018; Sheri et al., 2019);
- **Developmental approaches to lesson observation** (Beutel et al., 2017; Ingleby, 2014);
- **Giving appropriate forms of feedback** (Beutel et al., 2017; Brace et al., 2018; Sheri et al., 2019);
- **Supporting mentors' critical reflection** on their professional practice and on mentoring (Aspfors & Fransson, 2015; House et al., 2018);
- **Supporting mentees' development of reflective practice** (Beutel et al., 2017; Ingleby, 2014);
- **Empowering mentees and fostering independence** (House et al., 2018; Nearing et al., 2020; Willis et al., 2019);
- **Establishing and sustaining confidentiality** in the mentoring relationship (Aspfors & Fransson, 2015; Beutel et al., 2017);
- **Understanding and addressing issues of diversity**, and working with diverse groups (Brace et al., 2018; Pfund et al., 2013; Sheri et al., 2019);
- **Tailoring mentoring to mentees' individual needs ('individuating')** and building on mentees' strengths (House et al., 2018; Manning, 2015; Matthews, 2016);
- **Effective closure of the mentoring relationship** (Garringer et al., 2015; Hobson et al., 2016).

Our research suggests that effective MTED also includes:

- A **specific focus on the content of the work mentees are undertaking** and mentors are supporting them to undertake – e.g. mentor training for the *Mentoring Elementary Preservice Teachers in Science Effective Science Instruction (ESI)* programme (Melton et al., 2019; Miller et al., 2019) sought to:

“Develop mentors’ understanding of the components of ESI..., develop mentors’ ability to use a palette of support strategies to guide novices in their instructional decision-making..., [and] emphasize the use of data and evidence of student learning when engaging in mentoring conversations versus an emphasis on the novice’s teaching practices” (Melton et al., 2019, p.25).

- A **specific focus on enacting the espoused mentoring approach** – e.g. how to manage developmental and non-judgemental mentoring conversations (Hobson et al., 2016); principles and techniques associated with ONSIDE Mentoring (Hobson & Clements, 2020; Hobson et al., 2019c), or techniques associated with incremental coaching, for example, Bambrick-Santoyo’s (2012) steps to effective feedback (Matthews, 2016).

Developing the latter points, and despite the generic elements outlined above, which have been found to be common features of effective MTED, research suggests that the nature and content of MTED should be tailored not only to the kind of mentoring (or coaching) being supported but also:

- Tailored to the specific context within which the mentoring (or coaching) takes place and the **specific training needs** of mentors, which might be identified by an initial needs assessment (Aspfors & Fransson, 2015; Garringer et al., 2015; Pfund et al., 2013).

In addition to the content of MTED curriculum, a common feature of effective MTED programmes, and one that mentors tended to value, is:

- The **availability of additional resources** to support trained mentors or mentoring relationships (Brace et al., 2018; Garringer et al., 2015; Spencer et al., 2018).

For example, the online version of the ESI MTED discussed by Melton et al. (2019) provided:

“downloadable tools and model conversations through a visually driven medium that includes animations, visuals, and accompanying audio narration is more dynamic than what is often possible in traditional face-to-face PD. The full online modules can be viewed at <http://bit.ly/mentormodules>.” (p.30)

‘MTED PEDAGOGY’: METHODS OF FACILITATING EFFECTIVE MTED

MTED programmes that were found to be effective employ a variety of (predominantly facilitative and interactive) pedagogical methods, including workshops, seminars, the use of video, role-play, action-learning sets and reflective journals (Ingleby, 2014; Sheri et al., 2019; Kupersmidt et al., 2017). Whilst different MTED pedagogies will suit the relative

strengths and learning needs of different mentor trainers and mentors, respectively, some research emphasises the particular value to mentor participants of:

- **Observing videos of their own or others' teaching**, which enables them to critically reflect on such practice – e.g. to examine the extent to which it was consistent with the espoused model (Aspfors & Fransson, 2015); and
- Opportunities to **observe, practice and receive feedback on the enactment of the espoused mentoring model**, framework or approach, through the medium of video and/or role-play (Hobson et al., 2019a, 2019b, 2019c).

Some studies have highlighted benefits of online provision. For example, Kupersmidt et al. (2017) found that MTED *participants reported benefits of “convenience, autonomy, and engagement”* (p.210), adding that mentors:

“can complete training in convenient locations and at times that suit their schedules. Furthermore, they can learn at their own pace and do not have to complete a whole training program in one sitting. Also, Web-based courses that are hosted in a learning management system typically include administrative functions that allow program staff members to monitor and track course progress, knowledge, and completion of each learning” (Kupersmidt et al., 2017, p.211).

In the related publication (Garringer et al., 2015), the use of online mentor training is said to be *“well-suited for delivering high-quality, engaging, standardized, easily accessible, and scalable education”* (Garringer et al., 2015, p.48).

Melton et al. (2019), on the other hand, identify a number of issues (for science teachers in particular) with purely online MTED. Their findings highlighted particular difficulties of enabling active sense-making and connections to teachers' practice in an online learning environment. Whilst online training was flexible and cost-effective, in-person training better facilitated a group environment and sense of community with peers, which was considered important. These researchers conclude that some face-to-face, in person support is desirable, if only within a blended or hybridised model.

THE DURATION AND INTENSITY OF EFFECTIVE MTED

Not all studies provide clear detail on the duration and intensity of MTED, though this appears to vary considerably, with 'contact time' (or equivalent online study) ranging from 2 hours to 14 days, with accredited or certificated programmes requiring greater time commitments and additional study and assignments. Importantly, whatever the time commitment required, the effectiveness of MTED is enhanced where initial training to inform practical engagement in mentoring activity is followed-up with opportunities to discuss and critically reflect on such activity, including with fellow mentors, and to receive additional expert input.

The current research is inconclusive on whether opportunities for accreditation or certification add significant value over and above the positive impacts of effective unaccredited MTED (Robinson & Hobson, 2017).

Factors Enhancing and Impeding Positive Impacts of MTED

The following factors were found to **enhance** prospects of realising the range of potential positive impacts of MTED for mentors:

- Supported by their organisational leadership teams, **mentors are provided with sufficient time and space to attend and fully engage with MTED opportunities**, including networking with other mentors (Hobson et al., 2016; House et al., 2018);
- MTED opportunities are provided for **mentees as well as mentors**, to help them to cultivate what Searby (2014) calls productive ‘protégé mentoring mindsets’ and to take advantage of the mentoring support available to them (Hobson et al., 2016; Nearing et al., 2020);⁵
- **Those providing training** for mentors and mentees **should be appropriately trained by expert ‘trainer trainers’** (Pfund et al., 2015a; Spencer et al., 2018; Robinson & Hobson, 2017), with some research suggesting that the use of external consultant coaches had proved especially beneficial (Matthews, 2016):
“The most recent adopters [of incremental coaching] were making extensive use of a consultant education coach both to train coaches and to coach them in coaching. Coaches spoke very positively about the value of this expertise, as did those coachees whose coaches had been coached by the consultant” (Matthews, 2016, p.19);
- The **use of previously trained mentors in MTED programme promotion** helps to recruit new mentoring participants and encourages them to attend MTED (HEE Y&H, 2017; Nearing et al., 2020).

The following factors were found to **impede** the realisation of the range of potential positive impacts of MTED.

- In their scoping review of mentor training programmes in medical education, Sheri et al. (2019) noted that:
*“The main obstacles to mentor training programs are a **shortage of trained mentors**, a **lack of appreciation of mentor training** and a **lack of time, funding and accountability** in designing and coordinating the mentor-training program.”* (p.7; emphasis added)

These authors’ reference to ‘*a lack of appreciation of mentor training*’, which we take to mean – or to include – a lack of appreciation of the potential value of mentor training (or MTED), partly explains the following additional impediment:

- **Poor mentor attendance at and engagement with MTED** (Aspfors & Fransson, 2015; Hobson et al., 2015; Robinson & Hobson, 2017).

In their 2017 study, and drawing on different sources of evidence, Robinson and Hobson estimated that only around a half of teacher mentors in FE colleges had undertaken any kind of meaningful mentor development work, with a very small minority (under 5%) having formal mentoring qualifications or accreditation. They noted that:

⁵ Beyond this, there is limited evidence on the details of the nature and impact of MTED for mentees, though some discussion and illustration is provided in Chapter 4 (Vignettes 2 and 4).

“The single, most prominent obstacle to mentors in partner colleges undertaking mentor training, education or CPD was that of time: in some case mentors do not attend such development opportunities because they do not feel they can find or afford the time; in other cases they cannot get permission to take the time.”
(Robinson & Hobson, 2017, p.12.)

An interviewee in the earlier *Mentoring in FE* research (Hobson et al., 2015) stated that:

“Mentor training – access to it for mentors can be a problem... [It] will never have 100 per cent mentor engagement unless it becomes a requirement. Mentors must have access to training.” (Senior FE sector contact; Secondary analysis, Study 1)⁶

Conclusion

In this chapter, we have presented research findings relating to the impacts of effective mentoring training, education and development (MTED), the nature and features of effective MTED, and factors that enhance and impede MTED provision. In the following chapter, we provide additional detail on effective MTED through the presentation of five vignettes that draw on interviews with MTED experts who lead effective MTED programmes.

⁶ Coded segment from interview. Quotation not used in 2015 research report so no page number is provided.

CHAPTER 4: VIGNETTES OF EFFECTIVE MTED PROGRAMMES

Introduction

In this chapter we present five short vignettes of effective MTED programmes identified from our critical summaries:

1. Mentoring Beginner Teachers (Queensland University of Technology – Australia)
2. ONSIDE Mentoring programmes (University of Brighton – UK)
3. Entering Mentoring programmes (Center for the Improvement of Mentored Experiences in Research, University of Wisconsin-Madison – United States)
4. The CO-Mentor programme (University of Colorado – United States)
5. Preparing for mentoring (innovation, Research and Training (iRT) – United States)

The first MTED programme vignette focuses on beginner school teacher mentoring, and the second encompasses mentoring for teachers and head-teachers. The third and fourth vignettes focus on mentoring researchers in higher education, while the final vignette focuses on youth mentoring. All five vignettes deal with MTED for mentors, while vignettes 2 and 4 also include MTED for mentees. The rationale for the selection of the MTED programmes was set out in Chapter 2. Three of the programmes with the most rigorous evidence of impact in our critical summaries, and therefore included in our interviews, were from the United States.

The purpose of the vignettes is to provide additional detail on the designs of the five effective MTED programmes, that goes beyond the features outlined in Chapter 3. In particular, the vignettes draw out the MTED experts' perspectives on the specific features and content of their MTED programme that led to positive impact. The vignettes were primarily composed from a semi-structured interview with a key expert connected to the programme, and supplemented with information from the relevant critical summary, any further documentation provided by the interviewee, and (where available) information on the programme's website.

Vignette 1: Mentoring Beginner Teachers MTED programme

Context

The Mentoring Beginner Teachers (MBT) programme was part of a wider multi-million investment by the Queensland Department of Education, Australia, designed to support teachers in their first year of professional practice in schools across the state. In addition to funding the MBT programme, schools received up to 72 hours of release time per beginning teacher, with principals given the flexibility to choose how the funding would be used to support the beginning teacher. The MBT programme was co-developed by staff from Queensland University of Technology (QUT) and state policy officers in response to state and national policy for supporting beginning teachers. Following the initial two day training, mentors were expected to develop and implement a school mentoring plan, in addition to undertaking a mentor role themselves.

The state funded programme ran from 2014-19, during which time over 4,000 experienced teachers, nominated by their school principal, across the geographically diverse state, were trained as mentors. An online programme based on the MBT programme that schools can buy into is being launched by QUT in October 2020.

Model of mentoring supported by the MBT programme

The overarching approach to mentoring advocated in the MBT programme was developmental. The involvement of policy officers in the design of the programme, and during programme sessions to answer procedural questions, was intended to align the programme with the Australian Professional Standards for Teachers.

Programme content and skills development

Initial training programme

Day 1

- Different mentoring styles
- Interpersonal communication skills including:
 - Active listening
 - Questioning strategies using the ORID framework for focused conversations (Objective, Reflective, Interpretive, Decisional – see Stanfield 2020 for detail)
 - Handling difficult situations
- Mentoring scenarios role play

Day 2

- Observation of teaching strategies
 - Pre-observation, observation, and post-observation conversation (using a frame of reflection, dialogue and feedback)
- Acknowledging the knowledge and skills of the mentee
- Giving developmental feedback
- Goal-setting – SMART (Specific, Measurable, Achievable, Realistic, Time-bound) conversations, guided by the Australian Professional Standards for Teachers
- Negotiating a focus for improvement with the mentee
- Developing a school mentoring plan ('What are you going to do post-programme?')

In addition to preparing the mentors to support beginner teachers, the MBT programme also explored how being a mentor can advance the mentor's own skills to become a highly accomplished / lead teacher.

A detailed participant handbook was provided.

Further training/support

- Post-programme webinars were offered by QUT three to six months after the initial training but uptake by mentors was very low.
- Although a website was set up by Queensland Department of Education for use after the initial training to share resources such as observation tools and mentoring plans, mentors made very limited use of the facility.

Factors considered to be important in enhancing the impact of the MBT programme

The interviewee pointed to a range of factors that appeared to be central in leading to impact, some related to the MBT programme, others from beyond the programme.

The approach to MTB facilitation was perceived to be crucial. More specifically, the approaches considered to be effective were:

- Face-to-face training, as mentoring is based on personal interactions, and it provides the opportunity to practice the skills
- An interactive, workshop-based approach, including practising mentoring conversations and skills, during which mentors have the opportunity to experience taking the mentee role as well as the mentor role
- Working with scenarios and cases
- Applying a dialogical approach to mentoring – that is, based on conversation

Predicating the MBT programme design and content on preparing mentors to adopt a non-judgemental developmental approach – “we don’t want the mentors to be supervisors or assessors” – was perceived as essential to effectiveness. This required paying attention to forming the roles of the mentor to facilitate the development of the mentee, and focusing in the training on:

- Forming a productive mentor/mentee relationship, including recognising that there is a reciprocal relationship where “the mentee brings a lot to the table” and “at some stages you swap roles”
- Applying a critical friend approach
- Creating shared understanding with the mentee
- Being available for the mentee
- Supporting and challenging the mentee
- Understanding mentoring as a 4-phase relationship – building trust and expectations; negotiating the roles of the mentor and mentee; meeting mentees’ needs and goal setting conversations; and redefining the relationship at the end of the mentee’s first year of teaching
- Preparing beginning teachers to meet the professional standards by helping them to understand what they need to be become proficient in (and for which mentors need to understand the transitions from beginner to proficient teacher)

Opportunities to interact and start to build networks in groups of participants from different phases of education was also perceived to be beneficial.

Securing positive impacts from mentoring in the longer term, depended on **the school principals understanding the purposes and nature of mentoring, and supporting the programme participants to implement what they had learned from the MBT programme in their schools:**

“Where we found it was most powerful, and it’s not rocket science, is where the [school] leadership team really engage with the participants. [In these cases mentors] developed a mentoring programme based on what they had learnt from our two-day programme... Without the support of school leadership the impact certainly wasn’t as great.”

Vignette 2: ONSIDE Mentoring MTED programmes

Context

ONSIDE MTED has been developed and facilitated in several educational contexts by the University of Brighton, including to support: teacher mentoring in Bede's School and Sharnbrook Academy Federation; peer-to-peer head teacher mentoring in the Brighton & Hove local authority area; and mentoring for beginner teachers entering the FET sector from the Armed Forces in the ETF's 'Further Forces' programme.⁷

Model of mentoring supported by the ONSIDE MTED programme

The mentoring scheme is centred upon – and the MTED supports the enactment of – ONSIDE Mentoring (Hobson 2016, 2017, 2020), the key imperatives of which are that mentoring is:

- Off-line (separated from line management and supervision) and non-hierarchical;
- Non-judgemental and non-evaluative;
- Supportive of mentees' psycho-social needs and well-being;
- Individualised – tailored to the specific and changing needs (emotional and developmental) of the mentee;
- Developmental and growth-oriented – seeking to promote mentees' learnacy⁸ and provide them with appropriate degrees of challenge; and
- Empowering – progressively non-directive to support mentees to become more autonomous and agentic.

Programme content and skills development

The ONSIDE MTED programme is typically staged over approximately the first five months of a mentoring programme. Although the ONSIDE MTED programmes were set up to achieve differing aims, in differing contexts, a set of features is evident:

Common features

- **ONSIDE mentoring principles are integrated throughout the MTED programme and embedded within all resources.**
- **Initial three-hour workshop for mentors** where the content spans: introducing the ONSIDE mentoring principles; mentoring skills, such as listening and giving feedback; and practice in triads where participants take, in turn, the role of mentor, mentee and observer.
- **Two to four practice mentoring meetings.** Following the initial workshop mentors are paired with a fellow mentor to practise ONSIDE Mentoring, in the role of both mentor and mentee, over 2-4 practice mentoring meetings.
- **Second mentor workshop.** In this workshop mentors critically reflect on their experience of the practice mentoring meetings and develop their knowledge and skills further. The content is tailored to the issues that participants have encountered and may include discussion of scenarios and videos of mentoring,

⁷ These programmes are also included in our secondary analysis (Projects 5-8 inclusive in Chapter 1).

⁸ That is, mentees' ability to manage their ongoing learning and development (Claxton, 2004).

evaluating mentoring tools, stages in the mentoring relationship and preparing for mentoring their assigned mentee. Following this workshop mentors are allocated a mentee proper.

- **Initial workshop for mentees.** This is held before mentoring begins and is designed to help them make the most of their ONSIDE Mentoring experience. The content spans: the ONSIDE mentoring principles – how it works and how to make the most of it, what mentees can bring to the mentoring relationship, for example commitment and being punctual, and the characteristics of a professional learner.
- **Final workshop for both mentors and mentees.** This is held approximately four months after the establishment of the (post-initial training phase) mentoring relationships, is designed to address any issues that are preventing the mentoring relationships from achieving optimal impact, and is tailored in response to participants' needs. The content may include reverse mentoring (mentees mentoring mentors) and preparation for the ending of the mentoring relationship.
- **Formative research and on-going gathering of feedback,** which is used to adjust the ONSIDE MTED programme to best meet the participants' needs.

All workshops are facilitated face-to-face, with the exception of the Further Forces ONSIDE MTED programme, which was provided online as participants were geographically dispersed.

Factors considered to be important in enhancing the impact of ONSIDE MTED

Pre-programme negotiation with the organisations where the mentoring is to take place or sponsor for a cross-organisation ONSIDE MTED programme to inform programme design:

[asking] *“what’s the impact you want to make? To whom? by when? that then decided how some of the content was adapted.”*

Training mentees as well as mentors so that they understand the ONSIDE framework and are prepared to engage constructively in the mentoring relationship.

Using the ONSIDE mentoring framework to underpin the ONSIDE MTED programme design and as a reference point during training:

“I share with them the ‘Ingredients for efficacious mentoring’ [Hobson, 2017, pp.338-341], because out of that research, I was able then to communicate how it might be different to other things”

“If something comes up [from mentors or mentees], it’s a quick thing to say, ‘well how does that fit in with ONSIDE?’”

A clear structure for the ONSIDE MTED programme, and setting expectations, including:

“The clear structure and expectations, which I tried to do with the timeline, and with the ONSIDE framework, with the structure of the session, with what’s expected for how many times you meet, paperwork expectations [etc.]... I think that’s essential”.

Overall, all the content was considered important. While at a minimum the initial training was considered essential, the on-going training was also perceived to be important

“I think it’s the added bit, that you come back in the middle for the reboot, for the sustaining it and for responding to them of what they need as well”

The space to be listened to and develop mentoring skills was perceived to be crucial:

“What comes out, repeatedly, is the opportunity to have space to be listened to. Becoming skilled listeners is also something that they feed back to me, and that impacts not just on this relationship, but on other relationships.”

Practising of mentoring skills in triads, including the opportunity for mentors to experience the mentee role.

Face-to-face group facilitation was considered to be more effective:

“Because of interaction... There is something about what you build in that room, that you collaborate in, that you can’t get in doing it individually online.”

Research was conducted independently from the ONSIDE MTED facilitation team that provided formative feedback from the participants on their MTED and mentoring experiences.

Other programme features considered important were **light touch paperwork, a mentor/mentee agreement, and a review at the end the programme.**

The impact of the ONSIDE MTED programme was also perceived to have strongest potential where:

- **An effective mentoring coordinator oversees the mentoring programme, is involved in the matching of mentors and mentees, and maintains contact with the MTED lead**
- **The mentoring co-ordinator, mentors and mentees are provided with dedicated time** by their participating organisations.

Vignette 3: The Entering Mentoring Programme

Context

The University of Wisconsin-Madison, Center for the Improvement of Mentored Experiences in Research (CIMER), hosts a suite of ‘Entering Mentoring’ programmes for mentors who support research faculty and staff, and undergraduate and post-graduate students, primarily in the science disciplines. CIMER also hosts:

- Mentee training programmes for undergraduates, post-graduates, post-doctoral fellows and junior faculty (Entering Research and Mentoring Up);
- A training programme for facilitators of Entering Mentoring and Entering Research programmes.

Full details of programmes for mentors, mentees and facilitators can be found at <https://cimerproject.org/training/>.

Entering Mentoring programmes have been facilitated in more than 200 universities and laboratories across the United States.

In this vignette, we focus on the Entering Mentoring programme which provides training for mentors of research staff, who are typically in post-doctoral or junior faculty roles.

Model of mentoring supported by the Entering Mentoring programme Developmental

Programme content and skills development

The Entering Mentoring programme aims to raise mentors' awareness of the competencies and issues that mentors should be paying attention to in research career mentoring relationships and the tools and resources that they can draw upon.

Detailed mentor training curricula for each discipline set out the topics to be covered, their associated learning objectives, and guidance for facilitators. Supporting materials including case studies, discussion questions and readings are also provided. See: <https://www.cimerprojectportal.org/#/completeCurricula/mentor>.

Over the course of the training programme, participants take part in six to eight hours of face-to-face or synchronous online learning. This may be facilitated within one workshop, or across up to eight individual workshops. There is usually one to two weeks between each workshop.

The curricula are based on the curriculum in *Entering Mentoring* (Pfund, Branchaw, & Handelsman, 2015b) and *Entering Research* (Branchaw, Butz, & Smith, 2019). While all of the case studies and some of the discussion questions focus on the circumstances and challenges related to mentoring researchers working in the particular discipline, the topics are generalizable. These are:

1. **Introduction to mentor training** – including beginning to build a learning community.
2. **Maintaining effective communication** – active listening, providing constructive feedback and different communication styles and strategies.
3. **Aligning expectations** – communicating and aligning expectations for the mentoring relationship, and considering how personal and professional differences may influence expectations.
4. **Assessing understanding** – assessing and strategies to enhance mentees' understanding, and identifying reasons for a lack of understanding, including expert-novice differences.
5. **Addressing equity and inclusion** – how diversity influences mentor-mentee interactions, the potential impact of assumptions, preconceptions, biases, and prejudices on the mentoring relationship and how to manage them, and

engaging mentees in conversations about diversity to foster a sense of belonging.

6. **Fostering independence** – how independence changes over the duration of the mentoring-relationship, and strategies to build mentees' confidence, establish trust, and foster independence.
7. **Promoting professional development** – including mentoring conversations related to the mentee's professional and career development, and the competing personal and professional needs and interests of mentors and mentees.
8. **Articulating a mentoring philosophy and plan** – identifying behavioural or philosophical changes mentors intend to make, and articulating an approach for working with future mentees.

Factors considered to be important in enhancing the impact of the Entering Mentoring programme

The combination of raising mentors' awareness of:

- ***What they have to do*** in relation to mentoring competencies and to address the factors known to influence early career researchers' commitment to and persistence in a scientific career path; *and*
- ***Where to find tools and resources to help them do that effectively.***

Providing 'concrete' tools:

"We are finding that some things stick with people a long time. And tools [such as a mentoring compact] that they can incorporate into their practice very concretely ... stay in their practice."

Presenting the Entering Mentoring programmes as context- and discipline-specific by using contextualised cases, discussion and language, while maintaining the same core competencies across programmes:

"Disciplines see themselves as very different from one another, and so it's very hard to convince a physicist that something for a biologist will work for them... For example ... it can be as simple as if we're talking about how 'are you working with somebody on a biology experiment?' versus using a telescope..., even though when you step out of it they're the same. We're talking about communication. It transcends discipline."

The Entering Mentoring programme has most impact where ***there is a culture where mentoring is valued at department, school and institutional level, and mentoring is an integral part of broader institutional change.***

The Entering Mentoring facilitator training programme has played an important part in supporting longer term sustainable change in organisations' culture for mentoring:

"[We talk about] what's your implementation plan? Who will you facilitate for? How will you recruit them?" and ... [participants] would say "How will I convince my department? How will I get the resources on campus? How will I get buy-in from my colleagues?" And so you can see in the nature of just thinking about an implementation plan they had to pivot to thinking about longer-term sustainable change."

Vignette 4: The CO-Mentor MTED Training Programme

Context

The CO-Mentor programme, developed and facilitated by the University of Colorado, is a joint programme for paired mentors and mentees who are, primarily, Clinical and Translational Sciences researchers. The programme has been completed by approximately 500 researchers over the course of the last ten years. Mentees are typically early career researchers, and the mentors their senior colleagues. Mentees often introduce their mentor to the programme:

“Will you do this programme with me?’ And they’re like ‘Oh, sure, you know I’ve never been taught anything about mentoring but I mentor all the time. I wonder if I’m doing it right.”

Model of mentoring supported by the CO-Mentor programme

Developmental.

Programme content and skills development

The programme aims to develop the competence, relatedness and autonomy of participants, the three key constructs of self-determination theory (Ryan & Deci, 2000), an empirically supported theory of human motivation and well-being.

Mentors and mentees attend the same training days and for the majority of the time participate in the same activities to enable the mentor-mentee relationship to develop.

The programme spans one academic year and has, to date, comprised 4 whole days of face-to-face activity. At the time of the interview, the training was being adapted for online facilitation, to enable access during the COVID-19 pandemic. Each of the four days is structured as follows:

1. An introductory session on day 1, or a debriefing session on days 2-4 in which participants discuss their experiences of trying out skills that were introduced during the previous workshop.
2. Two active learning workshops.
3. A concluding 30 minutes of dedicated “mentor–mentee time”, which is guided by an exercise that is designed to stimulate conversation based on the day’s training.

Further detail of each training session can be found in Nearing et al. (2020) p.732.

Participatory adult learning principles underpin programme facilitation: “*we really emphasise that everybody has so much wisdom in the room*”.

Core aspects of the programme content which both mentors and mentees engage with are:

- Career mapping and creating a career development plan;
- Setting goals;
- CV building;

- Understanding your personality and communication style; and
- Establishing the mentor/mentee relationship.

In addition, mentors participate in one discrete half-day workshop on giving feedback, while mentees participate in a workshop on self-advocacy skills, including “managing up” and “building your own personal board of directors”.

Factors considered to be important in enhancing the impact of the CO-Mentor programme

Training mentees as well as mentors is considered the most important contributor to positive impacts:

“I’m totally convinced that [training mentees] is the secret of good mentoring. It’s actually a somewhat wasted effort to work on mentors, because all the magic comes from an individual knowing what they want to do and what they need... I believe the problem with 99% of mentoring relationships is that the mentee doesn’t know what they want to do, or they’re not honest with themselves about what they’re willing to do to reach this goal.”

Joining and attending training in mentor-mentee pairs, which creates a sense of accountability, increases commitment:

“There’s always something better ... more important ... or more pressing to do. You need people to commit to this thing and many times their best commitment is to another person they care about, like their mentee.”

Facilitation based on adult leaning principles focused on active participation.

The emphasis on mentors asking questions about, and mentees focusing, on “charting their own course”, “self-knowledge” and “communication”. This enables mentees who have experienced years of prescriptive clinical training to adapt to academia:

“We’re dealing with physicians, for example, ... they’ve come out of many, many years of training where they’ve been told... learn this, do this procedure, talk this way.... They get into academia, [and] their boss says “Well, what’s your research study?” “Well it’s your grant.” “What’s your paper?” “What are you trying to do?” ... “What collaborator should you work with?” ... For many of these people they’re in complete stun and they can’t remember what it means to really like chart their own course, and for some of them it really is a real challenge.”

The longevity of the CO-Mentor programme: many previous participants of the CO-Mentor programme and its earlier iterations now hold senior leadership and professorial positions. By applying the learning from their MTED training they have made a significant contribution to changing the university culture:

“I was at the university for multiple years before that [the original mentoring] programme came up and it materially changed this university. It significantly turned it into a mentoring culture, a collaborative culture, real emphasis on thinking about the impact of your work on people outside of your area.”

Vignette 5: Preparing for Mentoring MTED programme

Context

The *Preparing for Mentoring* (PFM) programme includes three self-paced, interactive, multimedia online courses hosted on the Mentoring Central website <http://mentoringcentral.net/>. The PFM programme is used by youth mentoring programmes to train adult volunteer mentors to support young people in a wide range of organisations across the world. Most mentoring programmes assign the online courses to mentors before they meet their mentees (pre-match); although, some mentoring programmes require the first course pre-match and the other courses during the early post-match period.

The Elements of Effective Practice for Mentoring (EPM) (Garringer et al. 2015) is a comprehensive set of principles and guidelines for guiding the policies, procedures, and practices of youth mentoring programmes. EPM includes the minimum content that should be covered in all mentor training programmes and benchmark practices in youth mentoring. The PFM programme covers the minimum content and more, and together with the 2-hour, in-person, instructor-led, *Building Your Mentoring Skills* workshop provided directly by the mentoring organisation, includes most of the recommended benchmark mentoring practices. Many mentoring organisations provide further on-going training and/or support for their volunteers beyond the PFM programme and Building Your Mentoring Skills workshop.

Model of mentoring supported by the PFM programme

Developmental

Programme content and skills development

The programme content and pedagogy has been developed based on extensive research into mentoring between adults and young people, mentor training, learning science, developmental and clinical psychology, instructional design and the experiences of practitioners. The PFM programme is designed so that participants can engage at their own pace and at times that suit them. Typically it takes six hours of online learning to complete the course. Learning is organised into micro-lessons of around one hour, each micro-lesson is broken down into smaller topics, of no more than 20 minutes duration each:

“The way we designed our training was so you could pick it up and put it down whenever you want, and you could return to where you left off when you stop.”

The PFM programme aims to increase the readiness of the mentor and create a sense of self-efficacy to be a mentor, as well as preparing mentors with training in the safety, ethics, and risk management policies of the mentoring programme. The content matches the following EPM (2015) benchmarks for training content:

- Mentors' goals
- Mentors' expectations of the mentees and the mentee's parent or guardian, and the mentoring relationship
- Mentors' obligations and appropriate roles
- Initiating the mentoring relationship

- Relationship development and maintenance
- Ethical and safety issues that may arise related to the mentoring relationship
- Effective closure of the mentoring relationship
- Sources of assistance available to support mentors
- Developing an effective, positive relationship with mentee's family

Factors considered to be important in enhancing the impact of the PFM programme

Ensuring that the PFM programme design is evidence-based, carefully crafted and subject to rigorous testing. The PFM programme drew on evidence from a long-term programme of mentoring and mentor training research and funding from two National Institutes of Health grant awards, totalling over one million US\$. This included funding for development, expertise to create online training and resources, and funds to conduct a randomized controlled effectiveness trial:

“Methodologically, ... we would script out a lesson, do like a storyboard, I vetted it with 2-5 practitioners, we had consultants that worked with us. ... Then we'd work with an instructional designer and our in-house multi-media designers to create interactive activities, like animations, videos, testimonials. Then we had multiple groups take each lesson and give us feedback on it and so it was very, it was iteratively developed. By the time we got to the randomized trial, each lesson had been vetted by scientists and practitioners repeatedly. It was a big multi-year process.”

Using pedagogical strategies and methods to create content and learning that is “sticky”:

“‘Sticky’, in the sense that it would carry with a person, so that potentially they might have some general principles that they could keep with them in the moment while they were doing mentoring.”

This was done by drawing on learning science and instructional design research, including the use of acronyms, mnemonics, synonyms, and visualisations, and distilling the underlying theories and concepts to over-arching themes that could be woven throughout the training. In addition, many vignettes were developed so that the learner would have multiple opportunities to apply general principles to examples from real-world mentoring relationship dilemmas or situations.

Understanding the purpose of training for different cohorts and tailoring the training to the context of the mentoring programme:

“You have to really know your audience; you have to really understand what the goals are.”

“Because people approach mentoring from different settings, with different goals, different locations, we have 6-10 versions of our training ... One thing we've learned is that our general principles never change, but we keep swapping our examples.”

Ensuring that the PFM programme helps mentors to understand what is expected of them in the mentor role and how they will know when they have been successful. The interviewee explained that mentors need to be patient in expecting positive impact on their mentees, so the training needs to train mentors to be prepared for this

“If they don’t understand their impact and expectations, then they may not want to continue [with mentoring]”

The interviewee also noted the importance of **on-going support for mentors:**

“If you launch a mentor programme, and you provide pre-match training, if you don’t provide the mentor with on-going support, it’s highly likely that the programme won’t be effective.”

Conclusion

In this chapter we have illustrated and extended the findings reported in Chapter 3 by presenting five vignettes of effective MTED programmes. The vignettes draw on the perspectives of those who lead the programmes to provide additional detail on the design of effective MTED programmes and the specific features and content of the programmes that lead to positive impact.

In the following and final Findings chapter, we outline factors other than MTED programmes that enhance and impede the effectiveness and impact of mentoring programmes in general.

CHAPTER 5: FACTORS OTHER THAN MTED THAT CONTRIBUTE TO EFFECTIVE MENTORING

Introduction

In this third and final Findings chapter we outline, in turn:

- Factors other than effective MTED that enhance the effectiveness and impact of mentoring; and
- Other factors that impede the realisation of the potential positive impacts of mentoring.

We acknowledge that these considerations extend beyond the original brief of this (commissioned) research study, which was primarily concerned with the nature and impact of effective MTED. Nonetheless, we considered it important to address them because, as important as effective MTED is to help maximise the potential benefits of mentoring, it is but one (though an extremely significant one) of a wider number of components of and conditions for effective and successful mentoring relationships and programmes (Hobson et al., 2016; Hobson & Maxwell, 2020; Searby & Brondyk, 2016).

Factors other than effective MTED that enhance the impact of mentoring

Other things being equal, mentoring relationships and programmes will be more successful where:

- 1) **Mentoring relationships are separated from line management relationships**, and mentors have no involvement in the formal evaluation of their mentees' performance (Hobson et al., 2016; HEE Y&H, 2017; Matthews, 2016).

The 10 exemplary mentoring schemes featured in the *Mentoring across Professions* study (Secondary analysis, Study 4) were all **off-line** insofar as they “*strongly recommend or (in most cases) require that mentees are not mentored by their line managers*” (Hobson et al., 2016, p.13). The *Mentoring Scheme Induction Brochure* of one of the 10 schemes – the English Football Association (FA) Referee Mentoring Scheme – provides a rationale for this stipulation in stating that off-line mentoring:

“Enables a more fully open relationship between mentor and referee and prevents the mentor from having a conflict of roles.” (Hobson et al., 2016, p.22)

Similar conclusions were drawn from other studies, as the following quotations illustrate:

“One of the biggest tensions arising in the case study schools is that which can arise when the coach is also the line manager. When linked (in reality or perception) to performance management, coaching is unpopular.” (Matthews, 2016, p.51)

“A common theme of all interviews was the suggestion that the coaching environment was important because it provided a ‘safe’ and

‘confidential’ space where trainees could share personal information without fear of ramifications.” (HEE Y&H, 2017, p.12)

- 2) **An appropriate mentoring (or coaching) model, framework or approach** is adopted (Hobson & Maxwell, 2020; Matthews, 2016; Melton et al., 2019), which the MTED supports.

For example:

- Matthews (2016) found that the **developmental and non-judgemental focus** of the incremental coaching programmes he examined enabled schools to overcome the suspicion teachers have about coaching, mentoring and teaching observations, and their association with accountability.
- Similarly, a common feature of the 10 exemplary mentoring schemes featured in the *Mentoring across Professions* study was that they too supported **developmental, non-judgemental and empowering** approaches to mentoring and coaching.
 - Drawing again on the English FA Referee Mentoring Scheme, the Coaching and Mentoring Manager discussed an approach which 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.*” (Hobson et al., 2016, p.17)
- Again, participants in the ONSIDE Mentoring programmes included in our secondary analyses felt that the Off-line, Non-judgemental, Supportive, Individualised, Developmental and Empowering features of ONSIDE all **contributed to the establishment of relational trust** between mentors and mentees, and provided a ‘safe space’ within which mentees could openly share insecurities, concerns and PLD needs that might otherwise have remained unshared and unaddressed (Hobson et al., 2019a; Hobson et al., 2019b; Hobson et al., 2019c).
 - Some participants also valued and attributed positive impact to the ‘*progressively non-directive*’ feature of ONSIDE Mentoring (Hobson, 2016, pp.100-101), as the following excerpts from participants in the BHCC ONSIDE Head Teacher Mentoring scheme illustrate:

“I actually quite like this [ONISIDE] approach because it does allow for advice and guidance ... especially when you’re essentially coaching somebody who is in a certain situation where they just want an answer... Your solution focused coaching precludes you from giving them that answer, so you’re at a standstill. This, I think, is much more flexible to enable people who are peers to challenge, but also offer advice and to listen and to do solution focus and to do all of it, which I think is far better. (Focus Group, Mentor 6)” (Hobson et al., 2019c, p.8)

“Yeah, I think [mentoring] would be a very frustrating process without that balance actually because sometimes it’s gone around in your head for so long that actually you want somebody to go “Actually, have you tried this?” So it’s kind of a combination of both and the fact that [mentors] are responsive. (Focus Group, Mentee 2)” (Hobson et al., 2019c, p.7)

- 3) There is an **organisational commitment to mentoring**, and senior leadership provide support for and understanding of mentoring (Hobson & Maxwell, 2020; Matthews, 2016; Willis et al., 2019).

The overt support of organisational leadership teams helps to ensure, for example, that:

- There is sufficient resource to ensure the effective operation of the mentoring programme (Beutel et al., 2017; Hobson et al., 2016);
- Mentors and mentees have time and space for regular and frequent contact (Hobson et al., 2015; Beutel et al., 2017), including some face-to-face meetings (Hobson et al., 2016; Hobson et al., 2019b; Hobson et al., 2019c).

Moreover, Beutel et al. (2017) found that:

“The response of the school leaders with regard to how they understand and enable power, responsibility and authority within the overarching school culture had a significant impact on school-based mentoring.” (p.172)

And Willis et al. (2019) concluded that:

“How school leaders support their mentors as they recontextualise their role within the school context are necessary components if schools are to realise the potential benefits of implementing formalised mentoring programmes.” (p.15)

- 4) **Effective methods of mentor selection and mentor-mentee matching / pairing** are employed (Hobson et al., 2016; Nearing et al., 2020; Sheri et al., 2019).

Mentor selection is important because it is well-established that not all excellent teachers make excellent mentors (Evertson & Smithey, 2000; Schmidt, 2008). Regarding successful matching of mentors and mentees, whilst there are exceptions to the following ‘rules’, different studies have shown that mentoring relationships tend to be more successful where:

- Mentors share the subject / vocational specialism of the teachers they are supporting (Hobson et al., 2015; Hobson & Maxwell, 2020; Matthews, 2016);
- Mentees have an element of choice in the selection of their mentor (Hobson et al., 2015; Sheri et al., 2019); and
- Mentors (or coaches) have – and are perceived by mentees to have – relevant knowledge, experience, competence and skills, and thus ‘credibility’ (Kutsyuruba, 2012; Lejonberg et al., 2015):

“Coaches need to be expert practitioners and recognised as such by their colleagues” (Matthews, 2016, p.29)

- 5) There is a **commitment to – and mechanisms to support and sustain – confidentiality** in mentoring relationships (e.g. a Mentoring Agreement which mentors and mentees sign at the commencement of their relationships) (HEE Y&H, 2017; Hobson et al., 2016; Pfund et al., 2013).

The commitment to confidentiality was seen by mentors and mentees as key to the success of the Bede’s School’s ONSIDE Mentoring programme (Secondary analysis, Study 5), for example, as illustrated in the following quotations:

“Having the support and thoughtfulness from a mentor to help you through what might be tricky times and for it to be confidential is something that any teacher

should have the right to in this demanding profession.” (Mentor, End of project survey) (Hobson et al., 2019a, p.17)

“There are topics that I felt I would never raise with the department or line manager or senior management, but actually that [ONside Mentoring meeting] was just a perfect venue because it’s confidential, so that was just perfect.” (Mentee, Focus group) (Hobson et al., 2019a, p.18)

- 6) The mentoring programme is led, managed and overseen by an **effective mentoring coordinator** (Hobson et al., 2016; Hobson et al., 2019a; Kochan et al., 2015).

Hobson et al. (2019a) championed the pivotal role of the school-based Mentoring Coordinator in the Bede’s School’s ONside Mentoring programme, noting that their:

“Obvious enthusiasm for and positivity about the scheme, ...insistence that members of staff cannot participate in the scheme if they are not able to undertake the necessary training, ...constant monitoring to ensure mentoring meetings were taking place, and ...encouragement and support for other mentors and mentees as well as his own mentees, have been key ingredients in the success of the scheme” (p.19).

- 7) There is regular **monitoring of mentoring relationships** and **periodic evaluation of the mentoring programme**, to inform their ongoing development and improvement (Hobson et al., 2016; Matthews, 2016; Pfund et al., 2013).

The various components of effective mentoring outlined above might be considered features of a supportive organisational **mentoring architecture** (Cunningham, 2007) or **mentoring substructure** (Hobson & Maxwell, 2020). Evidence suggests that the effectiveness and positive impact of mentoring will also be enhanced where there is a **complementary mentoring superstructure** (Hobson & Maxwell, 2020). Such a superstructure:

“comprises features of the wider educational, political, social, economic and ideological context, across regional, state, national, international and global arenas, which together provide favourable conditions for the establishment and maintenance of effective mentoring substructures.” (Hobson & Maxwell, 2020, p.202).

Research suggests that a key component of a supportive mentoring superstructure is:

- 8) A **wider policy context** that enhances the effectiveness of mentoring as well as (and via) the culture of the profession and the workplace (Beutel et al., 2017; Hobson & Maxwell, 2020; Willis et al., 2019).

As Willis et al. (2019) observe, with regard to the *Mentoring for Beginner Teachers* programme:

“[State and national policy] system-wide supports were significant in establishing positive structural conditions for mentoring of beginning teachers to occur, and also recognized that the mentor teachers needed support.” (p.166)

Other factors which impede the realisation of potential positive impacts of mentoring

In general, realisation of the range of potential positive impacts of mentoring will be hampered by the **absence of any of the factors listed above**. For e.g.:

- 1) A **lack of organisational commitment to mentoring** or understanding of mentoring or the espoused mentoring model, framework or approach (Beutel et al., 2017; Willis et al., 2019).

Without this, (other) key features of a supportive architecture for mentoring (Cunningham, 2007) or of a mentoring substructure (Hobson & Maxwell, 2020) are likely to be missing. For example, there is likely to be:

- *Insufficient time for mentors and mentees to engage* in mentoring, or difficulties finding and protecting regular meeting times. (HEE Y&H, 2017; Hobson et al., 2019b; Matthews, 2016).

In addition, Beutel et al. (2017) and Willis et al. (2019) noted that in organisations where the expectations of the leadership team and those of mentors do not align or there is a lack of understanding by senior leaders, mentors are unable to establish effective mentoring programmes that align with the model and principles espoused in the MTED, or indeed, in some instances, at all.

- 2) The **adoption or enactment of inappropriate mentoring or coaching models**, frameworks or approaches. (Hobson & Maxwell, 2020; Ingleby, 2014; Matthews, 2016).

For example, in their research on mentoring in the English FE sector (Secondary analysis, Study 1), Hobson & Maxwell (2020) found that:

“...where mentoring is deployed as, or perceived to be, a remedial strategy to address the perceived under-performance of teachers, it can attract a stigma that renders some mentees reluctant to seek support from their mentors and can thus impede their PLD and well-being...” (pp.196-197).

Similarly, Ingleby (2014), drawing on the words of an experienced mentor participant in his research on FET mentoring, noted that mentors being asked to evaluate the performance (teaching capability) of their mentees:

“spoils the mentor/mentee relationship because it introduces a negative factor that is no longer based on trust” (p.26).

- 3) **Ineffective mentor selection or mentor-mentee pairing** (Garvey & Westlander, 2012; Hobson et al., 2015).

For example, the development of successful mentoring relationships is often impeded:

- By the existence of *power differentials*, notably where the mentor is substantially more senior than the mentee (Garvey & Westlander, 2012); and
- In teacher mentoring schemes and where mentees require support for subject knowledge and / or pedagogical content knowledge, by *not pairing mentees with a same-subject specialist mentor* (Hobson et al., 2015; Hobson et al. (2019a).

In addition, the effectiveness and positive impact of mentoring programmes and relationships can be and has been impeded by:

- 4) The **wider culture of the profession and the workplace** within which mentoring programmes are situated (HEE Y&H, 2017; Hobson et al., 2015), notably where there exists a *restrictive as opposed to expansive learning culture* (Fuller & Unwin, 2003).
 - In the *Mentoring in FE* research, Hobson et al. (2015) thus found that the effectiveness and impact of mentoring in the sector was often hampered by the absence of a workplace culture that was conducive to professional learning.
- 5) The **wider policy context** (Hobson & Maxwell, 2020; Ingleby, 2014).
 - For example, Ingleby (2014) highlights the potentially negative influence of policy agendas that, in the FET sector, created tensions in mentoring relationships that sought to both adopt a developmental approach at the same time as measuring the performance of the mentee.

Conclusion

In this third Findings chapter we have outlined various factors, other than effective MTED, that have been found to enhance the effectiveness and impact of mentoring, as well as additional factors that impede the realisation of potential positive impacts of mentoring. In the concluding chapter, we summarise key findings of our research, acknowledge some of the limitations of the study, identify potentially fruitful areas for further research, and offer a number of recommendations for the ETF and MTED providers.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

Introduction

In this report we have contextualised, presented, evidenced, illustrated and exemplified research findings relating to:

- Impacts of effective mentoring training, education and development (MTED);
- Features and content of effective MTED;
- Factors which enhance and impede MTED provision; and
- Factors which enhance and impede mentoring programmes more widely.

In this concluding chapter, we summarise key findings of the research, acknowledge some of the limitations of the present study and identify recommendations for further research, and offer a number of recommendations for the ETF and MTED providers.

Key Findings

Our research highlights **positive impacts of effective MTED provision for mentors, mentoring practice, mentees, and mentors' and mentees' organisations**. For example, research has found that effective MTED for mentors can enhance the knowledge, understanding and skills of both mentors and mentees, and enhance organisational learning cultures and staff retention.

Our research has identified a good deal of **common content of effective MTED programmes**, including: communication skills for mentors, building and sustaining mentoring relationships, structuring mentoring meetings and framing mentoring conversations, supporting mentees' development of reflective practice, empowering mentees and fostering independence, and tailoring mentoring to mentees' individual needs, amongst other foci.

Furthermore, we have found that **effective MTED typically includes opportunities to practise mentoring** or particular approaches to mentoring, and **opportunities for mentor networking**, and is **sustained** rather than 'one-stop-shop', with initial education, training or preparation activities followed up by subsequent training, development and networking opportunities.

In addition to effective MTED for mentors, our study highlights a range of other factors which enhance the effectiveness and impact of mentoring relationships and programmes. These include: an organisational commitment to mentoring, and senior leadership support for and understanding of mentoring; the adoption of an appropriate mentoring (or coaching) model, framework or approach, which MTED supports and is aligned with; MTED provision for mentees as well as mentors, to enable mentees to make the most of mentoring; the separation of mentoring and line management relationships; effective leadership of the mentoring programme by a mentoring coordinator; and effective methods of mentor selection and mentor-mentee matching.

Limitations and recommendations for further research

Inevitably, all research projects have their methodological limitations, and the current study is no exception. Some limitations of the research result from or have been exacerbated by its very short timeframe: it commenced in late July 2020 and needed to be completed by the end of September 2020, to inform the planned development of an ETF mentoring framework, associated guides for mentees, mentors and organisational leaders, and new national mentoring programme for teachers in the FET sector. Amongst the constraints resulting from this short timescale was that, as reported in Chapter 2, interview transcripts could only be used to check the accuracy of the content of the vignettes rather than as the primary data source. Had there been time to undertake a more rigorous analysis of the transcripts – and / or of other data sources – additional findings relating to the research aims, or variations of the findings presented, may have been identified. To compensate for these particular limitations, albeit belatedly, the research team plans to undertake additional, rigorous analyses of all data, and may seek to publish the outcomes, for example, in a peer-reviewed journal.

Despite these and other limitations of the research, the research team is confident that the quality and quantity of evidence we have generated and reviewed has enabled us to present robust and trustworthy findings on the nature and impact of *MTED for mentors*. Our research has also identified limitations with the wider evidence base. For example, whilst some studies have highlighted the importance of *MTED for mentees*, there is relatively little evidence relating to the nature and impact of such provision. We suggest that this would be a fruitful area for further research, as would the important but relatively under-researched role of the *mentoring programme coordinator*. Research which identifies and illustrates effective practice in the training, education and development of mentees, and which identifies and illustrates the effective leadership and coordination of mentoring programmes at organisational level, could potentially have a significant impact on mentoring practice – and the associated benefits thereof – in the FET sector and beyond.

Recommendations

FOR THE EDUCATION AND TRAINING FOUNDATION (ETF)

Research has found that, to date, the deployment of mentoring and coaching within the FET sector has met with mixed success, and the significant potential of mentoring and coaching for positively impacting the professional learning, development, well-being and retention of both mentors and mentees, with associated benefits for organisations, has not been fully realized. The planned introduction of the ETF's national, research-informed training programme for mentors should go some way toward strengthening the impact of mentoring in the sector.

That said, effective MTED is a necessary but not sufficient condition for effective and impactful mentoring (Hobson et al., 2016; Hobson & Maxwell, 2020; Searby & Brondyk, 2016). Again, the ETF's commissioning of a developmental mentoring framework and accompanying guides for mentees, mentors and leaders in the FE sector – and of the current research to inform these initiatives – has significant potential to enhance the impact of teacher mentoring in the sector. Collectively these various ETF initiatives could be seen to comprise important features of an emergent mentoring superstructure (Hobson

& Maxwell, 2020), a supportive national framework within which more appropriate organisational architectures for mentoring (Cunningham, 2007) or mentoring substructures (Hobson & Maxwell, 2020) can be developed, resulting in the enhanced enactment and impact of mentoring and coaching in the FET sector.

We look forward to the introduction of these important initiatives and we recommend that the ETF seeks to build upon them by:

- Enhancing the emergent mentoring superstructure further – e.g. by:
 - Evaluating and strengthening the new mentoring framework, guides and training programmes for mentors; and
 - Commissioning research-informed training, education and development programmes for mentees and mentoring coordinators, as well as mentors;
- Working with different providers – perhaps through intermediaries – to help organisations to develop supportive mentoring architectures or substructures.

FOR MTED PROVIDERS

Finally, we offer the following research-informed advice to MTED providers:

- In relation to MTED, ensure the inclusion of what we referred to in Chapter 3 as the 'non-negotiables' of MTED provision, which were also exemplified in the vignettes of effective MTED (Chapter 4). That is, MTED should:
 - Be **sustained** rather than 'one-stop-shop';
 - Provide opportunities for mentors to **practise mentoring** and particular approaches to mentoring, and to critically reflect on such practice; and
 - Include **opportunities for mentor networking**, to enable sharing and mutual interrogation of and reflection on mentoring practice.
- **Include other generic features of effective MTED** highlighted in Chapter 3, such as the common focus on communication (specifically, listening) skills, with examples, case studies and exercises **tailored to the professional contexts** of the mentees whom the trained mentors will be supporting, as exemplified in Chapter 4 (Vignette 5).
- Ensure organisations are aware of the **range of factors beyond effective MTED which influence the success or otherwise of mentoring programmes**, and, if possible, support them in ensuring that features of a supportive mentoring architecture (Cunningham, 2007) or substructure (Hobson & Maxwell, 2020), as outlined in Chapter 5, are in place, and that identified impediments to effective mentoring (also outlined in Chapter 5) are averted.

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APPENDIX 1: ORGANISATIONS SUPPORTING STAGE 1 OF THE LITERATURE REVIEW

As noted in Chapter 2, to ensure that we produced a comprehensive longlist of academic and grey literature sources, 12 organisations, identified by the research team, the ETF or the Department for Education (DfE) as significant providers of mentoring training programmes in the education sector, were contacted to request any further documentary sources (grey or academic) that were not publicly available on their websites.

Of these, 10 provided further information about their MTED programmes and / or more broadly about their mentoring programmes, by email and/or informal telephone or video calls. Some shared documents, where these were not subject to commercial restriction.

We would like to thank the following organisations for their contributions:

- AlphaPlus Consulting
- Ambition Institute
- Cardiff University
- Chartered College of Teaching
- Institute of Physics
- Teacher Development Trust
- Teach First
- Sheffield Hallam University (WIPRO science teacher mentoring project)
- University of Derby
- University College London

Our discussion with these organisations, together with our review of grey literature, identified that evaluations of the projects listed below will provide further evidence on the nature and impact of effective MTED. These projects were commissioned by the Education Endowment Foundation, and the evaluation reports, due to be published in 2020-21, will be made available on the EEF website:

<https://educationendowmentfoundation.org.uk/>

1. Early career framework pilots

This is testing:

- Two models developed and facilitated by the *Ambition Institute*, both focused on an instructional coaching approach;
- A fully online programme of training and support for both mentors and early career teachers, with some content also available for school leaders, developed and facilitated by the *Chartered College of Teaching*.

The evaluator is the University College London. The study protocol is available at:

https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Protocols/Early_Career_Teacher_Support_Pilots_study_plan.pdf

2. Mentoring for early career chemistry teachers

This project, developed and facilitated by the Royal Society of Chemistry, is being evaluated by the National Foundation for Education Research (NFER). The study protocol is available at:

https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Protocols/Mentoring_ECCT_Protocol_2019.03.18_FINAL.pdf

APPENDIX 2: SUPPLEMENTARY LITERATURE RELATED TO THE VIGNETTES OF EFFECTIVE MTED PROGRAMMES

Some of our expert interviews provided details of further publicly available documents related to their MTED provision.

Vignette 3: The Entering Mentoring programme

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Vignette 5: The Preparing for Mentoring programme

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