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**Signposts for Staff  
Development (2):  
Workplace Mentors**

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## Acknowledgements

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All the outcomes of the Open University project on developing students' subject area knowledge and skills in the workplace have benefited from careful reading and advice from members of our project Steering Group (Appendix 3).

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## Signposts for Staff Development (2): Workplace Mentors

### Introduction

#### This study guide in context

This study guide is one of three forming part of the outcomes of an Employment Department funded project to investigate the area of developing guidance for supporting learners in the workplace, with particular emphasis on the use of the mentor in the context of the acquisition of subject-related knowledge and skills.

The three study guides in the series are:

- Signposts for Staff Development (1): Link Tutors
- Signposts for Staff Development (2): Workplace Mentors
- Signposts for Staff Development (3): Student Peer Support

These have been written independently for use with separate audiences but in each case it will be helpful to read the *Signposts* in conjunction with our *Guidelines for Good Practice in Supporting Students in the Workplace*.

#### Who the Study Guide is for

*Signposts for Staff Development (2): Workplace Mentors* is written for staff developers and managers organising support for staff who take responsibility for guiding workplace learners; all those in fact who have responsibility for all or some of the following in the context of degree and diploma courses:

- maintaining and developing a cadre of workplace mentors (within an organisation);
- organising or carrying out staff development for mentors (across organisations);
- the integration of work placements within the course (mentor-tutor links).

#### What the Study Guide is for

The study guide is designed as a resource to be used in the setting up and running of staff development for mentors. It provides a basis for analysing the function of work-based learning (WBL) within a programme of learning and hence the role of mentoring in supporting this learning and goes on to show the kinds of staff development possible and available through texts, training sessions and self-help groups and provides organisers of mentor training with information about both generic and subject specific materials and approaches. It is *not* a training manual. It provides an overview of training materials and approaches to assist in the design of programmes tailored to the needs of mentors in specific higher education (HE) contexts.

The available training materials for mentors and for organisers of mentoring schemes are plentiful and we have narrowed the field to staff development for people mentoring specific vocational diploma and degree students both in terms of general materials and materials and approaches relating specifically to the following four broad subject areas which have contrasting needs.

- technologies and applied science subjects
- helping and caring disciplines
- creative art and design disciplines
- business and management disciplines.

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## Section One - Work-Based Learning in Higher Education and the role of the Workplace Mentor

### I. Learning in the workplace: an overview

Supervised experience of work has long been acknowledged as a rich source of learning for students and trainees starting out on a career. However, it is only relatively recently that educators have explicitly recognised that subject area learning, i.e. an observable or measurable change in behaviour or attitude, happens as a result of structured experiences provided by the workplace. Within that context they have sought to make explicit the outcomes of such learning and to find ways to support and monitor the learning experiences to ensure their quality.

In both employment and education contexts there has been growing concern to address the issue of cost effectiveness of learning programmes and in both contexts there has also been the development of models of the workplace as a cost effective learning environment. This has been accompanied by a recognition of the need for learning as a continuous process to support the organisation's responsiveness to change.

Models of the workplace as learning environments which can be exploited for this purpose in support of organisational responsiveness are made explicit in Investor in People standards and in Senge's Resource Book for The Learning Organisation. Both of these elaborate work-based learning (WBL) as a necessary component of on-going professional development within any occupational context.

While it may appear self evident that the workplace provides a rich learning environment, the specific content of this learning is harder to define.

In the context of higher education programmes of study, the following are put forward as some of the rationales for a substantial WBL component for a diploma or degree:

- to provide an opportunity to identify the role of theory in professional practice;
- to provide an opportunity to apply principles and models in problem solving;
- to identify learning needs by matching both required and desirable learning outcomes with available WBL activities;
- to provide a context for developing skills and knowledge;
- to provide a context for assessing and accrediting skills and knowledge.

The relative importance of these rationales will of course vary across different programmes and subject disciplines.

The key to the effectiveness of the work placement in meeting its designed purpose and providing the required learning within a course/programme of studies is the nature of the learning experiences provided by the workplace and the degree of control or influence which can be exerted on them. To ensure the quality of the learning environment, organisers of work placements need to implement strategies for structuring learning in the workplace. Our *Guidelines for Good Practice in Supporting Students in the Workplace* identify a range of strategies - including the use of workplace mentors.

### 2. What is mentoring?

In general terms, mentoring is about helping people make transitions: from a state of crisis to a state of understanding, of self sufficiency; transition from one job to another; transition in maturity. For the purposes of this Guide, we are considering mentoring as a process established to promote and enhance learning in the workplace by a student undertaking work experience (or an employee undertaking accredited project based work) as part of their overall programme of study. Workplaces are subject to the pressures of their production, administrative or service functions and are not easily controlled for the purpose of learning. Therefore the mentoring process plays a critical role in mediating these

conflicting sets of requirements, as well as offering some specific instructional and guidance services. Such mentoring, undertaken by an established staff member to support a student's (or employee's) learning in the workplace, should be officially recognised, and the student and the mentor should (ideally) enter into an explicit agreement about each other's expectations and commitments.

Our *Guidelines* identify the following mentor roles, each embracing a number of activities or tasks:

- assessor
- befriender and providing a role model
- career guidance worker
- coach
- 'first aid' counsellor (within work related limits)
- facilitator (including managing learning experiences)
- practice teacher (for the helping professions)
- sponsor
- supervisor

One of the requirements for planning a mentor training programme is that the list of roles and tasks be clearly laid out for inspection and discussion, so that the group of participants may either negotiate training objectives or (in a more constrained situation) understand clearly the performance standards which they should meet. However, the very wide range of desirable and actual WBL situations implies a considerable variety of mentor tasks and styles. For example:

in engineering studies, the professional institutions require mastery of engineering applications at three levels (EA1, EA2, EA3). Opportunities for work-based learning and assessment have to be arranged to meet these requirements. Ideally tutors work with mentors to secure integration of classroom and work-based learning through some jointly arranged project work;

in nursing studies, clinical placements are in short blocks with frequent reinforcement through classroom activities. Again, best practice (not always achieved) involves tutors and clinical supervisors working together on some key aspects of the professional learning process;

in art and design subjects, students are encouraged to seek their own situations for project work at several stages of their overall programme of study. A short commission or employer-based work experience may constitute one such project, and its reporting and/or product will be assessed for academic credit. Mentors need to know something about the curriculum framework so as to guide the student towards new learning gains.

In all three examples the mentor interacts with a student/learner and a tutor. Mentor training will need to address this three-way linkage.

### 3. Analysing the context for mentoring

The staff developer or manager intending to take an initiative for mentor training and development will need to address the following strategic questions which could well determine the parameters for detailed mentor training needs:

#### 1. *What kind of partnership exists with the higher education institution (HEI) ?*

How far is the model of mentoring to be promoted set in advance by the HEI or by the employer partner? Are mentoring and tutoring arrangements built into the partnership agreement, or to be negotiated later? Does the employer organisation wish to connect student mentoring with other in-house staff development activities, and thus gain from cross-fertilisation?

#### 2. *What kind of mentor/student learning agenda exists?*

Do students arrive in the WBL situation with a ready-made agenda for their learning,

covering objectives, mentoring model and learning strategies? Or can these features be negotiated? If the latter, how far will senior staff delegate to the mentor responsibility for managing the student development task list?

#### 3. *What kind of framework for mentor development exists over the medium term?*

Does the employer seek to recommend - or even require - a framework of units of mentoring competence (with underpinning knowledge) for those staff who agree to be available as mentors for students over a period of a few years? If so, will these units be formally accredited by a university, an NVQ awarding body, the company or some other accrediting agency? Does the proposed framework cover the three broad bands of beginner mentor; experienced and competent mentor; seasonal and expertly practising mentor?

Some aspects of these strategic questions may well form valuable topics for group discussion among participants in any mentor training programme. But first, the staff developer has to establish with the mentor group:

clear definitions of curriculum aims and objectives;

student rights and obligations in the mentoring relationship;

styles of student learning (and recognition of participants' own learning styles);

assessment requirements and issues facing mentors.

Identifying groundrules for these areas will focus participants on what they need to understand and what they can contribute as workplace mentors within the larger curriculum process.

## Section Two - Developing Mentors through Structured Staff Development and Training

### 1. Introduction

The overall function of those responsible for the staff development of mentors within the context of higher education programmes can be summarised as:

*To support work-based learning in higher education through the development of staff in work placements capable of mentoring effectively in addition to their other duties.*

In this section we look in more detail at what is involved in the role of the mentor trainer.

To provide the kind of staff development required, those responsible for developing mentors need to:

1. understand the implications of different mentoring models and how they relate to the context of the programme and the context in which mentors are operating;
2. select mentors and where appropriate match students to mentors;
3. identify the training/staff development needs of mentors and prospective mentors;
4. plan an appropriate staff development programme;
5. deliver the programme;
6. assess staff development outcomes;
7. monitor and evaluate the effectiveness of the staff development programme;

### 2. Understanding the implications of different mentoring models

Our *Guidelines* identify four models for student mentoring, as follows:

- apprenticeship model (mentor as master);
- competence model (mentor as supervisor/assessor);
- reflective model (mentor as reflective practitioner);
- informal model (mentor as sponsor or friend).

While this taxonomy is not exhaustive, it provides a useful map of available strategies. For those requiring more background "theory", there are substantial amounts of recent publications (textbooks, articles, training packs) for two of the four models:

- competence-based mentoring;
- reflective practitioner mentoring.

A selection from these references is available in the *Annotated Bibliography* (published separately), and some recommendations for participants' background reading are given in Appendix I to this *Guide*. In practice, staff developers who agree with their participants to "train them to the model specification" will probably have their own training materials in mind from the start. For example, social work practice teachers are expected to follow a particular version of the reflective model, and an introductory programme might adopt Shardlow and Dole (1993) or Carter et al. (1992) as their "course text".

For those drawn to either of the other two models -

- apprenticeship model,
- informal model,

the available material seems to be sparse, and the staff developer must consider building up a picture of the model in action from local sources (including the participants). However, teacher training and Further Education methods textbooks often give some attention to these before moving on to more elaborate models.

### 3. Selecting mentors

For maximum learning benefit on both sides, mentors should be (firstly) recruited to a panel and (secondly) matched with students according to specific need. Some introductory mentor training will be undertaken with participants who have volunteered to join a panel from which mentors for students will be selected at a later stage. This may put the staff developer in a position where he or she either conducts the selection process or mediates between managerial selectors and mentor volunteers. Thought should be given to the respective roles and responsibilities of staff developer, scheme manager and other stakeholders before a training/staff development programme drifts into a selection process. In the case of a staff development programme adopting the competence model for mentoring, it may be acceptable to all concerned for the staff developer to be given authority to award a "licence to practise" to participants on their attainment of an occupational standard. In a few schemes - notably that for social work practice teacher - there are appointed assessors and verifiers for the registration of approved mentors. Generally, however, selection of mentors, and matching of mentors to students, is a grey area, in which the employer side has considerable discretion. Rules for selection and continued supervision of mentors should therefore be established at an early stage, and the staff developer may have to ensure that this is done.

### 4. Identifying the training needs of mentors and prospective mentors

4.1 In the construction of any structured learning activity some identification of learning needs has to take place - some thought has to be given to the desired outcome and the input required to ensure the outcome. The starting point for any programme of mentor training therefore, must be the kind of mentor required. In sub-section 2 above, we identified a number of mentoring models. In making decisions about the mentoring model appropriate to a particular context, decisions must be made about the 'kind' of mentor to emerge from the training programme. In our *Guidelines*, we have characterised this in terms of three typical stages or levels: the beginning mentor, the competent mentor, the expert mentor.

Associated with each level is a progressively more demanding range of roles and associated functions. At the *basic* level, the functions of mentors may be limited to befriending and providing a good role-model and the training will focus on these functions. Many mentors will be operating at the *more demanding* competent mentor level and their functions will include coaching, career-guidance and some basic counselling. At the *expert* level, mentors take on an even greater range of functions including supervision, sponsoring, contributing to the design and management of learning in the workplace, and full responsibility for assessing students.

The first step in analysing the training needs of existing and prospective mentors is to clarify their role and the level at which they will be functioning within the student's overall programme of study. Thereafter the question which needs to be asked is "to what extent does the staff development programme meet real training needs?". It is not unusual for training programmes to be based on insufficient or unsatisfactory analysis of training needs. The resulting programme may be idiosyncratic because it is based on a personal view or assessment. It may be incomplete because the underlying analysis was unsystematic. It may also be out-dated because the analysis was carried out some time in the past, or the programme may simply be inappropriate because it is based on an analysis of a different context (this is the problem with many 'off the shelf' programmes).

In identifying training needs and clarifying training objectives, the processes and principles of TNA (Training Needs Analysis) developed in industrial and commercial training contexts are relevant and can contribute to the design of training for mentors.

4.2 Any training needs analysis has two basic components; the *analysis of the required outcome* which may be a breakdown in terms of performance, behaviours, skills, knowledge, competence, attitudes, or any combination of these. The second is the *analysis of the existing level of performance*, behaviours, skills, knowledge, competence, attitudes in the target group to establish the gap or training need. This may be based on the analysis of actual individuals or anticipated participants. In the latter case the analysis can contribute to the identification of selection criteria.

### 4.3 Analysing the required outcome

There are two types of approach. One depends on the existence of individuals who are models of good practice and is based on systematically identifying what these people do. This could be used in areas like social work and counselling where expert mentors are available. The other approach is based on anticipating what would be required in roles which may not currently exist, or for which good practice has not been established. This would be the right approach where a scheme is new or mentoring is not well codified.

#### Individual and group interviews

From more or less structured interviews with representatives of various interest in the programme it is possible to build up a composite picture of what is required of mentors by students, mentors themselves, lecturers and tutors, work colleagues and employers of mentors and prospective mentors. Such discussions can inform both the analysis of existing good practice and the development of a specification of good practice.

#### Diary/Logsheets

These represent more or less structured mechanisms for recording activity. They may be used to analyse existing good practice as well as providing information about prospective mentors' other duties and how these can accommodate the role of mentor. Diaries and log sheets may also be specifically designed to provide information about the effectiveness of the mentoring process.

#### Critical Incident Technique

Again this is dependent on existing good practice as it relies on the detailed analysis of 'critical incidents', particularly successful or unsuccessful performance and the role of all participants in contributing to success or failure. North American material on one-to-one helping practices offers quite elaborate procedures for using this technique.

#### Simulations/Role-plays/Hypotheticals

Particularly appropriate to contexts where it is difficult to get information directly about 'good practice', such techniques can be used to enable groups to explore the role of mentor. They may be based on actual or fictitious 'critical incidents'. Whereas simulations and role plays are well tried and tested methods used by trainers, hypotheticals are a relatively recent idea, mainly developed through the media. Essentially the idea is to use people in their actual roles rather than playing a role, and take them through a 'hypothetical' case study, from a starting point to some kind of conclusion. Whereas role plays require a substantial amount of preparation in planning and design, hypotheticals cannot be planned or designed beyond having an idea of the case study, and the direction in which it is likely to lead, but will require strong and directive facilitation. In all methods, there is a need to draw out and reflect on the learning points that emerge from the exercise.

#### DACUM

The initials stand for Deriving a Curriculum and is a North American approach to vocational training programme design. It requires groups of competent workers to brainstorm the tasks they carry out in their role. The result of the 'brainstorm' is then reviewed and refined and the tasks identified are organised into 'main duty areas' which themselves make up the whole role as shown below:

WHOLE ROLE			
Main Duty Area A	Main Duty Area B	Main Duty Area C	Main Duty Area D
Task A1	Task B1	Task C1	Task D1
Task A2	Task B2	Task C2	Task D2
Task A3	Task B3	Task C3	
Task A4	Task B4		

The programme is then designed to provide the training required by prospective and existing role holders to perform these tasks competently. Competence in performance of these tasks is the focus of assessment. This approach, while helpful in many contexts has been criticised for being too atomistic and failing to capture aspects of competent performance which are not neatly contained within individual tasks. It has the advantage, however, that it specifies the skills mentors need for particular responsibilities.

#### Functional Analysis

This technique concentrates on the overall function of the job and breaks this down through structured analysis into smaller and smaller components. Groups of staff are brought together and with the help of a facilitator, identify the key purpose of the role being analysed. This is then broken down into three or four main component functions by identifying what needs to happen, or be done, to meet this key purpose. This process is then repeated for each of the component functions identified.

The functions identified for mentors map on to some of the functions identified for trainers and counselling/ guidance workers (as identified through analyses carried out to support the development of vocational qualifications in these areas of work), and for the purposes of this study guide we have used frameworks resulting from analysis of associated roles which share the functions identified for mentors, to produce the structure below:

Mentor roles	Key role clusters from national standards	Component functions
core	Promote quality, equality and health and safety for all work-based learning in higher education.	Contribute to quality of the learning; Promote equality for all; Contribute to health and safety of learners in the workplace environment.
befriending/role model	Manage others to optimise results; Manage self to optimise results; Set example by being personally effective.	Show sensitivity to the needs of others; Relate to others; Present oneself positively to others; Show self-confidence and personal drive; Manage personal emotions and stress.
coaching career guidance supervising counselling facilitating assessing	Enable people to work and learn together; Advise and guide work-based learners; Assess work-based learning through reflection and review; Provide learning opportunities, resources and support; Provide supervision; Provide work placement supervision.	Facilitate opportunities for learning for individuals and groups; Provide information and materials; Carry out work-based advice and guidance on a one-to one basis; Provide learning opportunities and support; Provide workplace induction; Supervise work placement performance.
designing and managing learning	Identify individual and group learning requirements and opportunities through work placements in higher education programmes; Assist in identifying further training and development needs during work placements; Plan, design, and structure learning opportunities for individuals and groups during work placements.	Assist learners in clarifying their aims and objectives; Enable learners to decide on a course of action; Assist learners to plan the implementation of the course of action; Identify and structure individual and group learning requirements and opportunities.
liaison	Evaluate the effectiveness of training and development in the workplacement; Support work-based learning, training and development advances and practice.	Provide information on the effectiveness and efficiency of work placement learning; Contribute to new developments in workplace learning.

The structure does not represent a hierarchy of roles but rather the functions of the role expressed in greater and greater detail. The functions correspond to activities of role holders implementing good practice (as they identify what should or needs to happen) and can therefore inform programme design in contexts where good practice cannot be accessed directly and the resulting analysis is not restricted to the identification of individual tasks. In several recently-established Occupational Standards (for personnel work, counselling etc.) such functional analyses have been completed so that trainers may choose to adopt them as the main framework for their mentor training programme, leading to NVQ unit assessment.

### Repertory Grid Technique

Whatever the particular model of mentoring being used, the effectiveness and the coherence of the mentoring relationship within the overall programme will depend on clear and shared understandings of the role of the workplace mentor and this in turn will depend on shared values and beliefs about the mentoring situation. Analysis techniques mentioned above analyse the role but do not directly interrogate associated values and beliefs. Repertory Grid Technique is based on 'Personal Construct Theory' developed by Kelly in 1955. This enables the identification of the constructs an individual uses to make sense of their world. It has been used in occupational analysis contexts to identify the qualities and values associated with effective performance in particular workroles. It might help clarify affective (emotional) aspects of mentoring for those wanting to grasp these with more insight.

What all of these approaches (other than the diary/log sheets) have in common is that they involve a dialogue with groups and/or individuals. As such they are useful activities not just prior to the programme of learning itself but as a component of the learning programme providing various ways for prospective and existing mentors to examine and gain a greater and shared understanding of their role.

#### 4.4 Analysis of required input based on existing level of performance

Having identified the requirements of competent performance in the mentor role, the training need only address those not currently held by the existing and /or prospective mentors.

It may be possible to relate the requirements of the mentor role to qualifications and experience and express these as selection criteria. In some cases prospective mentors will have already been identified and mentors may have a very wide range of relevant experience or qualifications.

A questionnaire and/or interviews can be used as a relatively efficient way to access information about this range. More sophisticated information about the presence or absence of specific skills and knowledge may require more formal diagnostic assessment.

A very heterogeneous group in terms of training needs will require more flexible delivery modules and an examination of models of accreditation of prior learning (from exemptions of parts of the programme, to formal accreditation of certain modules in modular programmes).

## 5. Planning Staff Development for Mentors

As a result of the Training Needs Analysis there should be a clear description of the objectives and assessable outcomes of the prospective programme. From this it is possible to plan:

### 5.1 The content of the programme

For each of the mentor functions identified in the training needs analysis, the required skills, knowledge and attitudes will need to be identified. Some examples are provided below.

5.1.1 In basic training programmes for mentors, the focus is the roles of befriender and role model. Such a training programme could include:

Information/knowledge about	Method	Skills	Method
the students the course communication mechanisms	presentation/ written materials	listening demonstration	discussion and role plays
the role of the work placement in the course	discussion		
the role of the mentor	functional analysis - production of an agreed 'job description'		
what to do when things go wrong	discussion		

5.1.2 At the *competent mentor level*, where the focus may embrace career guidance and supervision in addition to the above (treated in more depth) the programme could include:

Information/knowledge about	Method	Skills	Method
different models and types of learning	presentation/ written materials/ discussion	assessing guiding advising	role plays/ work based assignments/ review of practice
identifying learning needs	presentation/ written materials/ discussion/ work based assignment	coaching	
assessment issues, techniques and formats	presentation/ written materials/ discussion/ practical exercise/ work based assignment		

5.1.3 At an *even more advanced level* for expert mentors, combining roles including supervision and/or assessment as well as (possibly) counselling contributions, the programme could add:

Information/knowledge about	Method	Skills	Method
supervision, appraisal and feedback	presentation/ discussion/ assignments	counselling appraisal supervision	discussion/ role plays/ assignments/
designing and managing learning in the workplace	presentation/ discussion/ assignments	designing and managing learning in the workplace	review of practice

Any specialist mentor training programme would need to provide an opportunity for participants to acquire and demonstrate professional competence in mentoring, reflecting requirements that go beyond the performance of purely technical competence. Features of such a broad model of professional mentor expertise would probably include:

- competence relating to task management, health and safety and the ability to deal with organisational environments, relationships with other people and unexpected events;

- the ability to transfer the competence from place to place and context to context;
- the ability to respond positively to foreseeable changes in technology, working methods, markets and employment patterns and practices;
- the underpinning skill, knowledge and understanding which is required for effective performance in employment.

5.1.4 It has been pointed out that whilst an individual may be a superb role model for the student/learner, they may not have all the skills required to perform effectively as a mentor. The expert mentor may be expected to possess and demonstrate:

- strong interpersonal skills, including negotiating, listening, feedback skills, intervention skills, questioning motivation, self-awareness, coaching/teaching
- organisational skills, including contracting, recording, structuring sessions, time management, evaluating, assessing, report writing, maintaining boundaries, working with learning contracts and action plans
- organisational knowledge
- exemplary supervisory skills
- personal power and charisma
- status and prestige
- willingness to be responsible for someone else's development
- ability to share credit
- patience and risk taking
- technical competence.

Appendix I to this booklet provides an extensive listing and review of texts and materials which mentor trainers might wish to draw on in devising a staff development programme for mentors.

## 5.2 The structure of the programme

In deciding on the structure of the staff development programme, designers need to reach an appropriate compromise between the following set of constraints: time, cohesiveness and consistency, flexibility and types of learning.

*Time:* Many mentors are volunteers having to fit their mentoring role within their occupational role with greater or lesser support from their organisations. Many will have to undertake any training in their own time or very limited time made available by their organisation. Time is also an issue for the trainer, the resources available for the programme may be quite limited and this will put constraints on the trainer's availability. This pressure will tend towards the use of 'open' or 'distance' learning and group taught courses.

*Cohesiveness and consistency:* Another consideration is the cohesiveness of the mentor group and the consistency of the approach to mentoring developed in the group. This will be particularly important where mentors are involved in formal assessment processes. Reliability of student assessment is increased where a 'community' of assessors exists ensuring greater consistency of assessment within the group. This consideration will tend towards group taught courses with lots of group activity and support groups.

*Flexibility:* There is a pressure for programmes to be flexible not just because of time constraints but also because of the heterogeneity of the mentor group in terms of their training needs. This will tend towards modular programmes and the development of mechanisms for accrediting prior learning in relevant types of learning areas.

*Types of learning:* The structure of the programme will need to accommodate the types of learning appropriate to the content. Given that mentors are to support learners in a natural work context it is important that the training of mentors includes and makes use of this type of learning. This would tend towards work-based practical assignments and the building in of the opportunity for review of practice through individual or group sessions.

## 5.3 Implementing a staff development programme for mentors

Implementing the programme will require that the staff developer ensures the smooth running of the programme and subsequent mentoring by providing effective management.

To support the partnership arrangements underpinning the mentor programme, effective communication is essential. The partnerships referred to here are not just the partnerships between the HEI and the work placement providers but between departments/sections/staff within the HEI, all underpinning the mentor role.

There will be a number of people involved in the programme for whom natural lines of communication may not work unaided:

1. those responsible for the overall course including the work placement (this will include teaching staff);
2. those responsible for designing the mentor programme;
3. those responsible for delivering the mentor programme;
4. those responsible for working/liasing with mentors;
5. the mentors themselves;
6. the students.

Different mechanisms will need to be put in place to facilitate communication and co-ordination of working between these groups. One important mechanism would be the drawing up of agreements clarifying roles and responsibilities, sources of information and support, and 'other players' in the programme. The drawing up of such a set of agreements can itself form a useful part of the mentor training programme.

The mentor training programme can also provide opportunities for meetings between the various partners. Those responsible for delivering the mentor programme should use the other partners as resources to contribute to the training programme.

## 6. The assessment of programme outcomes

We have identified that the 'expert' mentor will need to be competent in terms of work-based assessment if they are to make a useful contribution to that aspect of the work-based learning process. Whilst it is unlikely that they will be responsible for the whole process of assessment, they will most certainly need an in-depth knowledge of systems of assessment, and particularly assessment of competence in the workplace. It would be advisable, therefore, if their own training, development and assessment reflected the predominant systems of assessment in the workplace.

Mentors are typically volunteers, and as such there are often some difficulties in requiring them to have had training, let alone to have had their competence as mentors assessed. Nevertheless, in terms of the quality assurance of student assessment, it is imperative that anyone involved in the process of assessment has not only received some training, but also had some form of assessment to be considered competent and personally effective as a mentor.

As noted in sub-section 5 above, a minimum level of mentor training might be little more than an induction into the role of the mentor covering the following areas:

- exposition of procedures for student placements;
- presentation and discussion of the mentor role and associated tasks;
- discussion of learning outcomes sought by the higher education institution and current understanding of the work-based learning process;
- discussion of student contributions to the host organisation required or looked for, and procedures for supervising student's work (separate from the mentoring role);
- exploration of key activities and skills for such things as coaching, careers guidance, active listening skills, giving feedback, formal assessment, evaluating and reporting on the quality of the placement;

- exploration of how mentors feel about particular aspects of the mentoring process, including costs and benefits, and motivation;
- use of practical exercises and notes on basic safe practices and skills.

These may be assessed simply through the fact that the aspiring mentor would have attended and participated in an induction which has covered some or all of the above. At this stage it would be impracticable and undesirable to consider more formal modes of assessment. A certificate of attendance may suffice.

For those wishing to extend their mentoring skills, or to have the opportunity for deeper reflection on the significance and quality of their role, some second stage training, encompassing a wider range of skills and competences may be desirable. Volunteer training is increasingly being developed as competence-based, although it is still rarely assessed for any formal award. The existence of competence standards, however, would enable the mentors to undertake their own self-assessment against these standards.

The system of Scottish and National Vocational Qualifications (S/NVQs) have given much impetus to the development of such standards. The framework provided in sub-section 4 above has indeed been informed by an amalgamation of standards derived from those standards published by the Training and Development Lead Body, and early draft standards produced (and subsequently replaced) by the Advice, Guidance, Counselling and Psychotherapy Lead Body. Where appropriate, mentors will need to be aware of the use of standards of competence in the assessment of work-based learning.

The Institute of Training and Development/Thames Valley University (ITD/TVU) *Mentor Guide*, produced as part of their Trainer Development Programme, suggests that this is an area that mentors involved in training and development need to know, particularly the Training and Development Lead Body Assessor and Verifier Awards. Their Training and Development Programme comprises three series totalling 22 modules. Nine modules are aimed at assessors and verifiers of NVQs and SVQs, including the NVQ system, designing assessment systems, and workplace assessment.

The implication of this is, of course, that any mentor wishing to undertake assessment of a national award will themselves need an assessor, and - probably - a mentor!

Apart from the ITD/TVU Trainer Development Programme, which incorporates a module on mentoring (Module 6 of the Training Delivery Series which relates to TDLB Level 3/4), there are several training programmes available for mentors that lead to accreditation. For example, the Open University E830 course is an interactive open learning text written specifically for teachers; similarly, the two-year part-time Certificate in Mentorship offered by the West Sussex Institute of Higher Education, validated through the University of Southampton, is one of a range of Certificates and Diplomas in Advanced Education Studies offered as part of the regional CATS programme for teachers through in-service education; Leeds Metropolitan University has developed an Advanced Professional Diploma/ Professional Diploma (Mentoring) as part of their 'Working for a Degree - Mentoring' Project funded by the Employment Department.

## 7. Reviewing the Quality of Mentor Training and Development

7.1 A staff development programme for mentors is no different from any other training programme, insofar as it should be subject to the processes of monitoring, evaluation and review, to assure its quality, and inform its future development.

Evaluation is a key element of the training cycle, and is a crucial process through which quality improvement takes place in training programmes. This is part of, but distinct from, the overall evaluation of the mentoring scheme. Indeed, the development programme for mentors will need to encompass monitoring and evaluation to ensure that they are able to play their role in quality assurance efficiently.

### What is monitoring?

Monitoring is a process of checking against agreed criteria that something that should be happening actually is. In other words, it is concerned with actual activity compared with planned activity. Often monitoring takes the form of checking whether something happens (yes or no), how often it happens (frequency), and usually entails the use of statistical data for measurement.

### What is evaluation?

Evaluation should always involve the

- ⇒ collection
- ⇒ analysis
- ⇒ interpretation; and
- ⇒ reporting

of information about a training programme, as part of a recognised and systematic process of making judgements about the value and quality of that programme. It might use information concerning efficiency (inputs, costs of outcomes and value for money), effectiveness (process and outcomes, impact and customer satisfaction), and accountability (who reports to whom).

### What is review?

A review is usually part of a quality assurance system in which all of the evidence that is available is collected and collated as part of the evaluation in order to ascertain whether the training aims have been met, efficiently, effectively and equitably, and to plan future improvements in the quality of provision. A review might agree a plan for action to put things right, or to ensure that quality improvements are continued and sustained.

## 7.2 Purposes of monitoring, evaluation and review

There are two broad purposes of monitoring, evaluation and review :

- development and improvement
- accountability

*Development and improvement* are usually concerned with the quality of provision, ensuring the delivery of aims and objectives, and outcomes, often regardless of the cost (effective and equitable, rather than efficient). Evaluation and review can demonstrate that a training programme is effective in that it delivers its aims and objectives, and that it is efficient insofar as its achievements are delivered within budget. However, the results of a training programme might be considered disappointing even if they are effective and have been achieved efficiently, because the programme has not addressed equity. A monitoring process may establish that the characteristics of those successfully completing a mentoring training programme are predominantly white males, coming from large organisations. Other groups who might be interested in acting as mentors have had barriers to access and achievement, and in terms of equity, the programme planners may be concerned to improve the balance and degree of representation.

*Accountability* is usually expressed in terms of efficiency, economy and effectiveness.

Economy refers mainly to the costs of providing a training programme - how cheaply can it be provided? Efficiency also refers to costs, or the inputs into the training programme, but will also take account of the outputs, or value added by a training programme. Sometimes this is referred to as cost effectiveness, or value for money. Economists have developed models for calculating cost effectiveness stemming from manufacturing, but have been applied to the provision of services. When effectiveness is the major concern, regardless of costs, it is more likely to be seen in terms of development and improvement rather than accountability.

## 7.3 How is evaluation carried out?

There is no one way to carry out evaluation, but a variety of strategies which employ a range of techniques and research styles. The practices are often governed by a set of principles which seek to protect the person or groups involved in the training programmes being evaluated, maintaining confidentiality and anonymity at all stages of the research process. The principles of good practice in evaluation research frequently include the involvement of participants in the research process itself.

The principles of good practice in evaluation are:

- explicit information is made available on the purposes, conduct and safeguards for evaluation;

- involvement of colleagues and participants at every stage in consultation and collaboration in the planning, design, and implementation of the evaluation research;
- all parties are consulted;
- all parties are kept informed and up to date;
- diplomatic;
- non-threatening;
- confidentiality assurances for all involved;
- efficient use of time, both for gathering data and those from whom data are gathered.

Evaluation and review require the collection of evidence. These are two vital questions in planning an evaluation viz. 'what evidence?' and 'how should it be collected?'

#### What evidence?

The answer to this question depends on the nature and purpose of the evaluation. Generally, evidence will be collected on how far a programme's aims and objectives have been delivered.

Two types of data are likely to be collected as evidence:

*Evidence on performance - quantitative data.*

Often referred to as performance measures, or performance indicators, that relate to efficiency, effectiveness and equity, and focusing on inputs, outputs and the added value of a programme. They can only give an indication of what is happening; they are not measures, but give pointers as to what might really be going on.

*Evidence on quality - qualitative data.*

Evidence collected on how aims and objectives have been achieved, such as participants' level of satisfaction with programme, and appropriateness of the aims and objectives.

#### How is the evidence to be collected?

There are a range of strategies and techniques available as research methods which facilitate the collection of data as evidence for both performance and quality.

The three most common methods are:

*The Survey Questionnaire*

*The Interview*

*Observation*

But a range of other sources of data could be used for evaluation:

*Tests* to check whether training programme objectives have been achieved;

*Statistics* collected through monitoring process;

*Documentary Evidence* log sheets, lesson plans, teaching materials, trainees' diaries or portfolios, written work and reports.

### 7.4 Reviewing the Mentor Training Programme for Quality Assurance

The ultimate purpose of an evaluation is to report to colleagues or sponsors or other interested parties, so that they can make judgements and in some cases take action.

It is vital that evaluation results are discussed. There needs to be a forum for this review, where the evidence derived from the evaluation is discussed. In the process, more evidence in the form of other people's perceptions and judgements will be brought forward, and as such the review is not the end of the evaluation process, but very much part of the beginning of the evaluation cycle.

The review can operate at a number of levels. It can take place within the training programme itself, where all participants and staff get together to reflect on the programme in the light of the evaluation findings. Each participant might be encouraged to say

something positive about the programme, and something that should be improved. Or, the main findings can be presented for discussion. It is important the content of the review is recorded and included as part of the overall evaluation. At another level, the programme may be subjected to wider review, with sponsors and other interested parties being represented. This might also be part of a training provider's marketing strategy.

The outcome of a review should be an action plan. This should be agreed action that will be undertaken, specifying who should be responsible for each action, during the next period. Such action may be in terms of revising aims and objectives, or setting targets for performance or quality. Again, that action plan should be recorded and fed back into the evaluation process.

Whilst the review is of vital importance to the planning and decision-making process, care should be taken that too many resources are not invested in the whole evaluation and review process so as to undermine the cost-effectiveness of the programme. This reminds us that the evaluation and review process must itself be subject to evaluation and review (the evaluation of evaluation is usually referred to as meta-evaluation). As well as a concern for efficiency of evaluation, the processes and outcomes must be considered. Two core considerations are the validity and reliability of the evaluation data.

Validity refers to the extent to which a questionnaire, interview, observation schedule, test or other method of collecting data actually measures what it intends to measure. As well as referring to methods, it can be used to refer to the whole evaluation project - can we trust and rely on the findings? This would include a consideration of how typical the sample surveyed, interviewed or observed are, and whether the results are generalisable to a wide population.

Reliability refers to the accuracy and consistency of the ways in which data have been collected. It is assumed that standardised forms of data collection such as tests, structured questionnaires and observation schedules are more reliable than informal interviewing or observations. The key test is whether different evaluators could record the same data under standard conditions?

Any evaluation review should take into account the reliability and validity of the data presented as findings.

### 7.5 Relating the staff developer's quality review findings to wider concerns

A final responsibility of the staff developer - which might be shared with a group of mentors under favourable circumstances - is to feed back findings from mentor-focused evaluations into the quality assurance (QA) process of the HEI (in respect of student learning benefits) and the host employer organisation (in respect of staff benefits). This requires some understanding of the strategies and arrangements for quality assurance which are to be addressed. In our *Guidelines, Task 8*, we suggest that all QA systems are either controlled systems (based on external standards and an internal enforcement operation) or collaborative systems (which are sustained and continually re-negotiated between contributing parties). We suggest that the nature of WBL learning for first-degree and diploma students is such that the "Collaborative Quality Assurance" model is appropriate to the development of mentors' capabilities and commitment. However, many employers and HEIs are currently being pressed into one or more externally-specified "Controlled Quality Assurance" arrangements. The staff developer responsible for delivering and evaluating the mentor training programme will need to determine, in discussion and collaboration with the HEI and employer host, how best the evaluation undertaken as part of the mentor training programme should fit in with the evaluation of the students' overall programme of studies so as to make the best contributions to further strengthening mentors' skills, sensitivity and confidence. Even where there are tensions between controlled and collaborative QA processes, active involvement of the mentors may resolve many of the issues arising.

# Appendix I

## Resources for Mentor Training

### Introduction

In the previous section we looked at the role of the mentor trainer. In this section we provide an extensive listing and reviews of texts and materials which mentor trainers may use or draw on in their training.

The materials have been organised according to the key role clusters outlined in section 2. For each key role clusters, materials relating to mentoring in specific occupational areas are given as well as the more generic materials.

The aim is to identify and review materials from a number of different categories:

1. Resources available as direct training materials for mentors for use in independent 'distant' or 'open' learning. These have been coded (T)
2. Materials and resources that can be used by trainers to put together training programmes for beginning mentors and for advancing their development. These have been coded (R).
3. Materials and resources that provide background support for the development of good practice in mentor training and development. These have been coded (P)

The letters T, R and P are used in the margin to indicate the status of the material being reviewed

### Key Purpose of Mentor Training

To support work-based learning in higher education by providing learning opportunities and support through mentoring.

### Key Role Clusters

Mentors will need to be able to :

- A promote equality and health and safety for all work-based learning in higher education;
- B identify individual and group learning requirements and opportunities through work placements in higher education programmes; assist in identifying further training and development needs during work placements; plan, design and structure learning opportunities for individuals and groups during work placements;
- C provide learning opportunities, resources and support; advise and guide work-based learners; assess work-based learning through reflection and review;
- D evaluate the effectiveness of training and development in the workplace; support work-based learning, training and development advances and practice.

#### Key Purpose

To support work-based learning in higher education by providing learning opportunities and support through mentoring

#### Key Role Cluster A

promote equality and health and safety for all work-based learning in higher education

#### Units:

- i Promote the elimination of discrimination
- ii Contribute to the health and safety of work-based learners
- iii Contribute to the maintenance of confidentiality and information

### Resources for Mentoring

	Source	Strategies
R	Doncaster Partnership, <i>The School-Based Mentor Training Manual</i> (Doncaster Partnership, Doncaster, n.d.); p.10-11.	In answering the question, 'what does a mentor need to know?', the manual invites reflection on the question as to whether mentors should be the opposite sex of the student, or not. The assumption is that there are circumstances when this would not be appropriate. This is in the context of 14-18 year old school children going out on work experience.
R	Gordon Shea, <i>Mentoring: A Guide to the Basics</i> (Kogan Page; London, 1992); Ch. 7	A chapter devoted to mentoring in special situation including cross-gender and cross-cultural mentoring. The author points out that traditionally mentoring has been used to stimulate and motivate gifted students, and to help globally mobile business people to adapt to unfamiliar cultures, mores and legal codes. He points out that several studies reveal problems related to cross-gender mentoring based on gossip, envy, suspicion, speculation, false assumptions, sexual stereotypes and charges of sexual harassment, lessening the effectiveness of cross-gender mentoring in some environments. Cross-gender mentoring is one way of meeting the challenge of a balanced gender-based and fairly treated workforce.  In terms of cultural diversity and differences, mentoring offers a powerful tool for deriving benefits from cultural diversity. The author says that by practising the art of inclusion, a stronger, more rewarding organisation and society may be built.
P	Margo Murray, <i>Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Program</i> (Jossey-Bass Management Series, Oxford, 1991) Ch. 14	In an American textbook that otherwise deals with practical aspects of putting together and facilitating mentoring programmes, a chapter is devoted to specific concerns in the mentoring relationship, including gender issues, sexual attractions, cross-cultural pairings, racism and a 'pot pourri' of other problems that can occur between two people. The chapter is largely about the matching process, but it is clearly gender specific in terms of male dominance over women. The author says that women students seeking a mentor at a higher level will still have limited choice - mainly from men. Given the increasing diversity of the labour force, people are required to live and work successfully with those of widely varying cultural backgrounds. The mentoring process can be used to deliberately put together mentors and students from different ethnic or cultural backgrounds, in a cross-cultural relationship. Mentoring can be used to promote cultural exchanges between organisations.
P	Lily M. Segerman-Peck, <i>Mentoring and Networking: A Woman's Guide</i> (Piatkus Books, 1991)	In the context of career progression, mentoring usually depends on a relationship between a senior and a junior partner. Because of the typical imbalance between men and women in management, this poses questions for the mentoring of women, which this book addresses.

- P Lynne B. Welch (ed.), *Women in Higher Education: Changes and Challenges* (Praeger Publishers, New York, 1990)
- R Jennice Taylor and Marie L. Benedetti (eds.), *B-West Mentoring Program* (Portland, Oregon)(Women's Bureau, Washington, 1993)
- P Brian J. Caldwell and Earl M.A. Carter (eds.), *The Return of the Mentor: Strategies for Workplace Learning* (Falmer Press, London, 1993)
- P Victoria Neumark, 'Double agents: when young black students are paired with successful adult workers, years of discouragement and disadvantage can evaporate in a matter of weeks', *Times Educational Supplement*, 19 February 1993.
- T Institute of Training and Development/ Thames Valley University, *Mentor Guide* (The Trainer Development Programme, Pergamon Open Learning, 1994); p.3
- T Salford Compact, *People in Partnership: A Guide to Mentoring* (Salford Compact, Salford; n.d.); pp. 1-8
- Among a collection of 20 provocative essays representing the latest research findings on women in higher education, there is a section of five essays on 'Mentoring and Women in Higher Education' which explore such topics as the mentor/student relationship and the downside of mentoring.
- Program guide intended for use by mentors of women who have completed pre-employment training component of the B-WEST (Building Workers Entering Skilled Trades) project and who are now entering a trade or technical occupation. The first section describes mentoring and defines the role of the mentor. In addition to the general skills and competences required by mentors, it adds in the importance of self-care and dealing with sexual harassment, tackling such subjects as violence and inequality, wife assault, workplace violence, child abuse, rape and sexual assault, as well as the personal consequences of sexual harassment.
- This is an Australian book on the good practice mentoring written by scholars and practitioners in education, health and industry. It provides a brief history of mentoring and its subsequent usage, with special attention being paid to gender issues. Concepts of 'shadowing' and 'reflective interviewing' are introduced as part of a process that aims to empower the professional in a school, university or industrial level.
- This is a report of an initiative undertaken by North London College in setting up a mentoring scheme following a visit to the United States. The ideas behind the scheme is to pair a young person with a successful adult in a work experience situation. Mentors act as role models, particularly for overcoming gender and ethnic disadvantage. The evidence suggests that the successful mentoring role can overcome disadvantages of under achievement at school and home upbringing, and the process brings these young people into a range of work experiences that would otherwise be difficult to access or handle. The project has produced a 100-page pack providing advice for colleges and businesses based on its experience of mentoring.
- As part of The Trainer Development Programme - an open learning manual for mentors has been produced which supplements and supports Module TDS 6 Mentoring. In looking at the mentoring relationship, the manual says that the learner must be assured that a code of confidentiality will be maintained, as not all problems will be related directly to learning. There may be work-related or personal problems to be overcome during the mentoring process.
- Another training manual aimed at mentoring of school children during work experience, provides some useful notes for the potential mentor, clarifying that they are there to act as a role model which has implications for gender, ethnicity, values and attitudes. In showing interest, being approachable, a good listener, non-judgmental, positive, consistent, reliable as well as a good role model, the relationship should promote equity and fairness. Emphasis is placed on the need to listen, to value opinions and beliefs without imposing their own, taking time to establish rapport, looking for strengths and positive qualities, treating the student as an equal: mentors are advised to try not to talk down to them or treat them as inferior. The mentor is advised not to gossip about the student. Confidentiality is one of the ground rules for the mentor relationship. It is important that students feel that most of what they say to the mentor is treated in confidence, but if something very serious comes out the mentor will be obliged to discuss it with the mentor co-ordinator, or the student's institution.

- R Wolsey Hall, *Becoming a Company Mentor* (Wolsey Hall, Oxford, n.d.); p.14
- P UCLA Graduate School of Library and Information Science *California Librarians Black Caucus /UCLA Mentor Program Handbook*, UCLA, California, 1991
- P R G Philips, *Partners in Education: Black Student Opportunity Program* The Mitchell Wofson Sr Foundation 1987
- P R L Collins, *Colonialism on Campus: A Critique of Mentoring To Achieve Equity in Higher Education* Foundations of Education Department, University of Cincinnati 1982
- This is primarily a practical, open learning manual on becoming a mentor. It deals with not only what the mentor needs to know, but what kind of personality they have, suggesting that potential mentors undertake a personality audit before they begin to discover if they are likely to be suitable, suggesting that good mentors need to know themselves. A questionnaire is provided.
- This handbook is produced by UCLA Graduate Library and information Science School together with California Librarians Black Caucus. The aim of the project was to increase the number of African American librarians. The book provides direction for establishing and maintaining a mentor program, an operating structure for support i.e. advisory committees, administration, participant recruitment, mentor training workshops, pairing of mentors and students and monitoring and evaluating the program. The book looks at the mentor and student relationships, including the various roles the mentor must assume, expectations about the student, building relationships and the roles and responsibilities of the student. The book also provides references.
- This program was designed to improve the aspirations of black students with a co-operative initiative between a Community College and high schools by selection of mentors from a broad range of organisations and careers to serve as a positive role model. The book describes how this has worked and outlines some of the issues that have to be considered in embarking on a mentoring initiative of this sort.
- This paper argues that there is competition between newcomer women and minorities groups for mentors and that often this is ignored or used to maintain the status quo. The paper suggests how this discrimination articulates itself and how it effects the students.

### Resources for Mentoring -Business Administration

- P Martha Williams, *Educational Strategies for Learning To Learn From Role Models* Paper; School of Social Work, University of Texas 1982
- P N.T. Mertz and others, *Mentoring for Administrative Advancement: A Study of What Mentors Do and Think*, Paper delivered to Annual meeting of the American Educational Research Association, San Francisco, March 1989
- R Mia S Gladstone, *Mentoring: A Strategy for Learning in a Rapidly Changing Society* John Abbot Coll. Sante Anne de Bellevue, Quebec 1988
- This paper describes how female students can enhance their professional skills by having female role models who represent levels of high achievement in work settings. The book uses 10 class assignments to show teaching methods that can be used for this purpose. The idea of mentoring is also introduced via the role modelling set up.
- This paper presents the results of a study which examined mentoring as a mechanism for career advancement. Using qualitative research methods, including interviews with 25 subjects from higher education, industry and government, the researchers tried to identify whether special problems or issues arose as a result of cross-race and cross-gender mentoring in the business world.
- This book examines the hypothesis that mentoring activities are intrinsically rather than extrinsically motivated is examined. The book focuses on mentoring in an educational context and uses a qualitative approach to examine the utility and significance of mentoring in learning. Among the topics the book looks at is women as mentors to women in careers such as business. It also looks at the mentoring in close interpersonal relationships, rapid social change and the need for mentoring.

### Resources for Mentoring - Creative Arts

- P Karlene George, 'All the Words In the World' Paper; *The National Conference on Gifted and Talented Education of Native Peoples*, Washington 1993
- This looks at how a project which is widely used in America and is 'culture friendly' has made progress. It has drawn upon the students' experiences, literature and mentors as they combine written, oral and artistic expression. The program has been successful as it encourages the use of spatial, kinaesthetic and visual skills that are known to be well developed in American Indian students, this is important to bear in mind if barriers have to be overcome and mentoring has to be effective.

### Resources for Mentoring - Engineering

- R J H Wyche, H T Frierson Jr, 'Minorities at Majority Institutions' *Science* Vol. 249 No 4972; pp. 989-91 Aug. 31 1990
- This describes the need for development of innovative continuous programmes that reach minority ethnic groups. The author discusses cultural influences, socio cultural patterns, higher education modelling psychology and minority students and how these influences the learning styles. The importance of mentors for minority students is important at both graduate and post graduate levels. The author also outlines the reasons for the under-representation of minority students in engineering and science and how mentoring can help balance this representation.
- P Thomas J DeLoughry, 'Panel urges Colleges to Boost Production of Minority Scientists' *Chronicle of Higher Education* Vol. 34 No 41 June 1988
- This paper looks at the importance of co-operation among schools, colleges, industry and state institutions to increase the pool of science and engineering talent from the community by looking at other State sponsored programs such as the Soviet Space Program. The paper is part of a Task Force on Women, Minorities and those with disabilities in science and engineering. It outlines the role of the mentor in challenging some of the barriers that affect these groups and what action may be appropriate.
- R J M Smith and others, 'A formalised Mentor System In an Educational Setting' *Engineering Education* Vol. 76 No 4; pp. 214-16
- This paper describes the experience of West Virginia University's Engineering Department where it has incorporated a mentoring system where the final year students act as mentors to first year students. The paper discusses the objectives and expectations of the mentoring processes, how the system works and benefits to all students involved. Engineering has a special reverence according to the paper as by its nature in building potential engineers' creativity a sense for the profession must be maintained.
- P Margaret Ospata, 'Pros and Cons of Having a Mentor' *Graduating Engineer (Women's issues)* pp.12-15; Feb. 1985
- This short article discusses mentoring relationships for women in engineering. It provides advice and guidelines which include the advantages, the disadvantages and finding and using mentors. The paper offers some advice in how to select a mentor and what can be expected in terms of development.
- P Pauline Perry, 'Mentoring amongst Industrial Managers' *Management Development Review* Vol. 4 No 6 1991
- This paper raises the issue of mentor choice and argues that in practice the choice of the mentor will be limited for a student, but states that the mentor should preferably be in the same professional discipline and with a career similar to that being followed by the student. A practising manager is suggested rather than a member from the training department as a mentor.
- P H E Marsicano, *The Role of mentors in Developing Careers: Do Women Need Mentors?* Paper presented at the west Virginia University Council in Women's Concerns Morgantown March 28 1981
- This paper states that although mentor relationships are effective in assisting most rising women to gain career advancement, such relationships may not work for all women, in fact they may also inhibit advancement. The paper recommends a criteria for selection of mentors including both personal and professional areas to ensure that such relationships will help rising women to develop their maximum potential in order to enhance opportunities for career advancement.

### Resources for Mentoring - Helping Professions

- P Tony Butterworth and Jean Faugier (eds.), *Clinical Supervision and Mentorship in Nursing*, Chapman and Hall, London, 1992
- This book brings together a series of articles from every discipline in modern nursing and it provides a description of history and evolution of supervision in their own field with a view of sharing experiences with others. Although the elimination of discrimination is not discussed specifically, there are references to quality assurance which provide a useful background for developing such practices. In addition dialogues between midwives and patients also provides some key points that mentors will find useful.
- P Viola Ruth Garcia, 'Promoting career opportunities in nursing to the minority and male population of Galveston', American Association of Community and Junior Colleges, Washington D.C. 1991.
- In 1991 a project was undertaken to increase the number of minority and male students entering and completing the Associate Degree Nursing programme at Galveston College. The goal of the project was achieved in three interrelated phases. The initial phase focused on establishing an outreach programme within the community. The second phase provided a nurse camp for prospective students to get acquainted with each other, as well as with student nurses, the project director and the project counsellor. The third phase created a registered nurse mentor programme for the participants in the project. The outreach phase emphasised the involvement of presently enrolled ADN students as student mentors. The student mentors searched the community for and brought to the nurse camps those individuals who met the criteria for inclusion as participants in the project. The nurse camps and registered nurse mentor phases overlapped. This led to an increase in number of minorities and males entering the nurse training programme.
- R Mia S Gladstone, *Mentoring: A Strategy for Learning in a Rapidly Changing Society* John Abbot Coll. Sante Anne de Bellevue, Quebec 1988
- This book examines the hypothesis that mentoring activities are intrinsically rather than extrinsically motivated is examined. The book focuses on mentoring in an educational context and uses a qualitative approach to examine the utility and significance of mentoring in learning. Among the topics the book looks at is women as mentors to women in careers such as nursing. It also looks at the mentoring in close interpersonal relationships, rapid social change and the need for mentoring.
- T A Alvarez and Y K Abriam, 'Mentoring undergraduate ethnic minority students: a strategy for retention' *The Journal of Nursing Education* May 1993
- Trends indicate that the number of ethnic minority and immigrant students entering the education system is on the rise. According to this paper they often require greater attention than middle class students. The mentor program described here provides a structured approach to address the mentoring needs of undergraduate ethnic minority nursing students. Mentors can have an important role in the retention of these students.
- R J T Gay, A E Edgil, and E N Stullenbarger, 'Graduate education for students who have English as a second language' *Journal of Professional Nursing* Mar.-Apr. 1993
- This paper states that working with international students who have English as their second language is a challenge to any educator and to date there has been very little information in nursing literature that is helpful to faculty who teach and/or mentor these students. The shared personal knowledge gained from participation in planning and providing educational options for foreign students and the empirical cognisance made possible from several years of guiding the program of studies of these students is offered as a beginning framework to other faculty. The need for research in this area is also identified by this paper.

**Key Purpose**

To support work-based learning in higher education by providing learning opportunities and support through mentoring

**Key Role Cluster B**

recognise role, responsibilities and boundaries of the mentor

identify own learning requirements and undertake training and induction

identify individual and group learning requirements and opportunities through work placements in higher education programmes;

assist in identifying further training and development needs during work placements;

plan, design and structure learning opportunities for self, individuals and group during work placements;

**Units:**

- i Contribute to design of strategies to assist self, individuals and groups to achieve work-based learning objectives
- ii Understand and agree roles and responsibilities
- iii Identify the learning needs of self, individuals and groups
- iv Plan a programme that will assist self, individuals and groups to achieve learning in the workplace
- v Design and produce learner support materials that will assist individuals and groups in work-based learning

**Resources for Mentoring**

Source	Strategies
R Doncaster Partnership, <i>The School-Based Mentor Training Manual</i> (Doncaster Partnership, Doncaster, n.d.); Section 3	The manual suggests that the successful mentoring programmes are those that have a strategy for maintenance, which include: a mentor support co-ordinator a communication system meetings annual review. It supports the idea that there needs to be clear understanding of the role and responsibilities of the mentor, distinguishing it from other roles, such as the co-ordinator. The importance of initial induction is recognised, and guidance on this is provided in the form of a series of questions and model answers. These cover what a mentor needs to know, what a mentor needs to be able to do, their role, qualifications, time, training, relationships, termination, problems, expectations of mentor and student. The benefits of mentoring are identified. The rationale for training covers cultural differences, values, relationship development, learning cycle, learning styles, listening and communication skills. The manual includes some sample sheets that could be used as overhead transparencies for direct mentor training.
R Gordon Shea, <i>Mentoring: A Guide to the Basics</i> (Kogan Page; London, 1992); Chs. 1-3	This brief book begins by proposing that mentoring is an art, and specifies what it is that mentors should and should not do. An outline of the requirements, commitment and styles of the mentoring role is provided so that potential mentors can check whether this is something they are able and prepared to do. Stress is placed on the need to identify and respond to the needs of students being mentored.

P Margo Murray, <i>Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Program</i> (Jossey-Bass Management Series, Oxford, 1991) Part One	Part One of the book provides a substantial look at the nature of mentoring (what it is and what it is not), as well as a thorough examination of the benefits of the mentoring process. A chapter is dedicated to looking at the mentor's motivation and concerns.
P Brian J. Caldwell and Earl M.A. Carter (eds.), <i>The Return of the Mentor: Strategies for Workplace Learning</i> (Falmer Press, London, 1993)	This is a book on good practice mentoring written by scholars and practitioners in education, health and industry. It considers the role of the mentor-student relationship in changing workplaces affected by external forces including technology, the economy and the dismantling of middle-management structures, and offers guidelines for those who seek good practice, and the nurturing of the individual in a caring and collaborative culture.
R Open College, <i>Effective Mentoring: Learner's Guide</i> , (Open College, Manchester, 1992); Sections 1 and 2	A guide written from the perspective of the learner, identifying three other roles including that of the mentor, the co-ordinator and the line manager. Outlines all their roles and stresses the need for clear and agreed understanding of their responsibilities. Using activities and case studies, it looks at what mentoring is, and what mentors do.
T Institute of Training and Development/ Thames Valley University, <i>Mentor Guide</i> (The Trainer Development Programme, Pergamon Open Learning, 1994); Parts 1 and 2	As part of The Trainer Development Programme - an open learning manual for mentors has been produced which supplements and supports Module TDS 6 <i>Mentoring</i> . (See below). Part 1 looks at how to be an effective mentor, describing the role and responsibilities with respect to the learner. An overview of the planning process is provided, suggesting that mentoring is not an activity that has set time-scales, and the need for regular meetings, and to build trust. Part 2 concentrates on what the mentor needs to know, particularly how programmes are structured, potential uses of mentors and the open learning approach.
T Institute of Training and Development/ Thames Valley University, <i>Mentoring</i> (The Trainer Development Programme, Module 6, Pergamon Open Learning (Pergamon, Oxford 1994); Parts 1 and 4	Part 1 of this module of the Trainer Development Programme, looks specifically at the nature of mentoring, looking at benefits for the student, the mentor, the line manager, the training manager, and the organisation. As an open learning text, the document invites active learning and a progress checklist.  Part 4 looks at managing the process, pitfalls and problems and pre-requisites of mentoring scheme.  An audio-cassette comes as part of the package.
T Salford Compact, <i>People in Partnership: A Guide to Mentoring</i> (Salford Compact, Salford; n.d.); pp. 19	This training manual is intended for those mentoring young people still at school on work experience, but includes some useful notes on what a mentor is there to do (encourage to improve attendance and achievement; listen to their needs, act as a role model and discuss possible solutions to difficulties) and what a mentor is not (a teacher, substitute parent, a social worker etc.) A detailed list of tasks that a mentor might find themselves doing is provided, with an outline of commitment and possible duration. Some tips are provided, and whilst these are contextualised they do have some generic relevance.
R Wolsey Hall, <i>Becoming a Company Mentor</i> (Wolsey Hall, Oxford, n.d.)	This is primarily a practical, open learning manual on becoming a mentor and covers all aspects of beginning the practice and planning the process. It deals with what the mentor needs to know, which approach to take, provides a model of a successful mentor, and gives suggestions for getting started and planning for action.

- R Chris Watkins and Caroline Whalley, *Mentoring: Resources for School-Based Development* (Longman, Harlow, 1993); Sections 1 to 4
- A training manual designed for use in teacher training, particularly for newly licensed teachers and those undertaking initial training, but nevertheless has some generic ideas particularly in terms of the implications of mentoring for the host organisation, and a detailed exploration of relationships and roles. Very much activity-based, the materials would need to be customised for other contexts and situations.
- P Margaret Wilkin (ed), *Mentoring in Schools* (Kogan Page, London, 1992) Parts I and II
- Again, set very much in education, this edited collection looks at the role of the mentor and at mentor training. Whilst Chapters 5 and 6 are very specific to educational and schools-based issues, the early chapters dealing with the need for commitment, the agreement of criteria, examples of good practice, and guidelines for practice are generalisable and of generic value. The role of the mentor is discussed including their co-ordination role in terms of training and assessment, designing and implementing an induction programme, debriefing students. The two chapters on mentor training are particularly rooted in the training of teachers, but outline 12 competences which fall under four broad areas: preparatory, relationship, management of learning and professional.
- P Robert E. Quinn, Sue R. Faerman, Michael P. Thompson and Michael McGrath, *Becoming a Master Manager: A Competency-based Text* (John Wiley and Sons, New York, 1990)
- In a text designed for students who need to gain a realistic, hands-on management education with the development of leadership and interpersonal skills, this book outlines eight roles that they might be expected to play. One of these roles is the mentoring role, which is looked at in terms of three competencies and each competency is conveyed through a five-step learning model (Assessment, Learning, Analysis, Practice and Application).

### Resources for Mentoring - Business Administration

- P N.T. Mertz and others, *Mentoring for Administrative Advancement: A Study of What Mentors Do and Think*, Paper delivered to Annual meeting of the American Educational Research Association, San Francisco, March 1989
- This paper presents the results of a study which examined mentoring as a mechanism for career advancement, focusing on the mentors' views and seeking to identify what mentors do, why they do it, and how they saw the process before, during and after the experience. The study used qualitative research methods, including interviews with 25 subjects from higher education, industry and government.

### Resources for Mentoring - Creative Arts

- P J Nagy Darvas, *The Studio in a School Association Professional Development/Mentoring Program 1991-92 OREA Report* Office of Research, Evaluation and Assessment, New York City
- This was an experimental programme in which artists trained and selected classroom teachers with no formal art background to link art to other subjects. The mentoring programme then enabled the teachers to provide training to other teachers. The programme included on site work experience, workshops for participants presentations, exhibitions of students' work and techniques of art teaching. The programme was evaluated and the results are discussed in the report.

### Resources for Mentoring - Engineering

- R Institute of Mechanical Engineering, *A Guide To Mentoring*, Institute of Mechanical Engineering, London, 1990
- This guide produced by the Institute of Mechanical Engineers suggests that mentoring is 'wise counselling', and that mentors need to stimulate, motivate, encourage the drive to self development, provide support, build up trust, be generous with time and effort and introduce the student to be 'street wise' to workplace politics. The mentor should remember the notion 'Every man is a debtor to his profession' (F. Bacon). The mentor needs to be an interpreter, coach, assessor, counsellor and the manager of the relationships between them and the student. As an interpreter the mentor needs to make clear the standards of written records, the methodology, and explain the relevant requirements. As a coach the mentor needs to provide diagnostic help and design measurable objectives with strategies to achieving these.
- P Pauline Perry, *Mentoring Amongst Industrial Managers, Management Development Review* Vol. 4 1991
- This paper suggests that mentors need to offer counselling, facilitate, assess, appraise evidence, and help the student to prepare a portfolio of evidence. It is important that the student is helped to critically reflect on their experiences and to develop a realistic understanding of their strengths and weaknesses. For this the mentor has to continually monitor the student's performance and be willing to help the student to develop a career path that is most suitable. In providing support the mentor has to be careful that the student does not develop into a mentor clone. The student should be encouraged to think and take responsibility for their development. The mentor must ensure that work-based experience should be used to the fullest and any additional training or study should be encouraged where appropriate.
- P B.J.Hoschette, *Career Development for Engineers*, John Wiley and Sons, New York, 1994
- This book provides an understanding of the engineering business world that is usually overlooked in college and university programmes. The book explains how to manage a career, obtaining promotion, and set long range goals more successfully by becoming educated about company processes, structures and dynamics. Inevitably the book includes a section on how to find and develop a good mentor.

### Resources for Mentoring - Helping Professions

- P Tony Butterworth and Jean Faugier (eds.), *Clinical Supervision and Mentorship in Nursing*, Chapman and Hall, London, 1992
- The book contains chapters on relations in supervision, providing support and reducing stress, supervision in supervising health care visiting, and discusses how mentoring can help the practising nurse and what mentors need to be aware of.
- P Bonnie Hagerty, 'A second look at mentors' *Nursing Outlook*, vol. 34, no. 1, January-February 1986; pp. 16-19
- This article looks specifically at mentoring in nursing through a critical analysis of mentoring literature. It examines the concept and theory of mentoring, basic assumptions about mentoring, related research that addresses the phenomenon, and the resulting generalisations and implications being put forth in the literature.
- P Kathleen May and others, 'Mentorship for scholarliness: opportunities and dilemmas', *Nursing Outlook*, vol. 30, no. 1, January 1982; pp. 22-28
- This paper examines the place that mentorship has, and might potentially have, in the development of scholarliness in nursing. It argues that mentorship and sponsorship are essential for the scholarly development of nurses and for the integration of the scholarly role in the self.

- R H Ellis,  
Teaching roles in critical care-  
the mentor and the preceptor  
*Intensive Critical Care Nursing*,  
Sept. 1993
- This paper states that mentorship and preceptorship have been terms used indiscriminately throughout the literature. The English National Board has used the term mentor in all educational materials and the term has slipped into current usage. Despite this very little preparation and thought has been given to the role. Confusion has arisen as the United Kingdom Central Council for Nursing, Midwifery and Health Visiting (UKCC) Post Registration Education and practice Project (PREPP 1990) proposals have outlined the need for a preceptor to support new practitioners to move confidently into a period of primary practice. This paper discusses the development of the mentor role and provides a definition of classical and formal mentoring. The preceptor role is viewed as one of the elements that enable the full development of mentorship.
- T P Anforth,  
Mentors, not assessors  
*Nurse Education Today*  
Aug. 1992
- According to this paper the English National Board supports the development of mentorship for the Project 2000 but the lack of clarity regarding the role and function of mentors continues. This paper suggests that the role of the mentor should be restricted to assisting, befriending, guiding, advising and counselling students, and should not incorporate the roles of supervisor, assessor, preceptor or facilitator. Some difficulties experienced by one college of nursing in developing such a scheme are explored.

**Key Purpose**

To support work-based learning in higher education by providing learning opportunities and support through mentoring

**Key Role Cluster C**

provide learning opportunities, resources and support;  
advise and guide work-based learners;  
assess work-based learning through reflection and review;

**Units:**

- i Carry out work-base advice and guidance on a one-to-one and group basis
- ii Provide learning opportunities and support to enable individuals and groups to achieve objectives
- iii Encourage reflection on work-based learning and achievement
- iv Contribute to assessment of achievement for public accreditation

**Resources for Mentoring**

Source	Strategies
R Doncaster Partnership, <i>The School-Based Mentor Training Manual</i> (Doncaster Partnership, Doncaster, n.d.); Section 4	The manual outlines a menu of training activities to develop and enhance knowledge and skills for mentoring. It is argued that a well-structured and valid programme that all mentors take part in induction and at least some basic training to address the skills needed to undertake mentoring. The training emphasises mentoring as a process, and requires mentors to be familiar with the learning cycle (Kolb), learning styles, problem solving, action planning, active listening. Although rooted in education, some generic materials are provided which illustrate the basic principles behind these skills and knowledge.
R Gordon Shea, <i>Mentoring: A Guide to the Basics</i> (Kogan Page; London, 1992); Chs. 4 and 5	These chapters refers to positive behaviour that mentors might engage in and negative behaviour that might be avoided. The author identifies seven types of mentor assistance: helping to shift attitudes; listening to problems; identifying feelings and verifying them; confronting negative intentions or behaviour; providing appropriate information; delegating authority/giving permission; and encouraging the exploration of options. In addition, the mentor needs to be able to identify when the time is appropriate for the student to move on, and envisaging outcomes. Listening, particularly active listening is seen as a crucial skill that mentors require. Behaviour to avoid (mentors should learn <i>not</i> to do) includes criticising, giving advice (i.e. assuming superior knowledge); rescue students from their errors. Some generic case studies are given to illustrate these points.
P Brian J. Caldwell and Earl M.A.Carter (eds.), <i>The Return of the Mentor: Strategies for Workplace Learning</i> (Falmer Press, London, 1993)	This is a book on good practice mentoring written by scholars and practitioners in education, health and industry. It introduces the concepts of 'shadowing' and 'reflective interviewing' as strategies to be used as part of the mentoring process, and these are presented in such a way that they can be applied and adapted in any setting. The whole process aims to empower the professional towards a more effective and perceptive practice.

- P Margo Murray, *Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Program* (Jossey-Bass Management Series, Oxford, 1991) Part Two  
Part Two of this book provides guidance on how to make mentoring work. A generic model for a facilitated mentoring programme is presented which could be implemented in a range of organisations. It indicates the range of qualifications, skills, organisational knowledge, exemplary supervisory skills, and technical competence that a mentor will need for the successful mentoring, from setting up learning opportunities to assessing achievement.
- R Phil Lowe, *Coaching and Counselling Skills* (Kogan Page, London, 1994)  
Containing material for a complete one-day training programme, this workshop provides managers with responsibilities for training, an overview of counselling and coaching skills, and contains activities that enable participants to practise the role of coach and mentor. There is a teacher's guide that contains the transparencies, handouts and exercises, a reading list and a timetable and preparation guide. The participant's guide distinguishes between coaching, instructor and mentoring skills.
- R Open College, *Effective Mentoring: Learner's Guide*, (Open College, Manchester, 1992); Sections 3 and 4  
Outlines the mentoring process, or mentoring in action, including the significance of the first meeting, preparing for meetings, and approaching the final meeting. The focus of this manual is on the learner, and therefore outlines the skills they require to take an active role in learning through mentoring.
- T Institute of Training and Development/ Thames Valley University, *Mentor Guide* (The Trainer Development Programme, Pergamon Open Learning, 1994); Part 4  
As part of The Trainer Development Programme - an open learning manual for mentors has been produced which supplements and supports Module TDS 6 *Mentoring*. (See below). Part 4 looks at how the mentor can provide support through open learning, planning training programmes and awareness of systems of assessment, including assessment of competence in the workplace.
- T Institute of Training and Development/ Thames Valley University, *Mentoring* (The Trainer Development Programme, Module 6, Pergamon Open Learning (Pergamon, Oxford 1994); Part 2  
Part 2 of this module of the Trainer Development Programme, looks specifically at the process of mentoring. Three broad processes are involved: evaluate, facilitate and stimulate. Using specially designed workplace activities, the mentor needs to be able to identify development needs and giving feedback on needs (evaluate); coaching, counselling (including subskills of attending, giving and receiving feedback, silence and paraphrasing), and motivating (stimulate); and setting learning projects, opening doors, monitoring progress (facilitate). The latter also involves giving and receiving feedback - advice is given on how this might be used in a review situation. The activities are situated in a range of workplaces  
An audio-cassette comes as part of the package.
- R Eric Parsloe, *Coaching, Mentoring and Assessing: A Practical Guide to Developing Competence* (Kogan Page, London, 1992)  
Coaching and mentoring are presented as being concerned with the development of competence, while assessment is a measure of whether that competence has been achieved. The guide has been written for the manager, trainer or consultant with an interest in all three. In looking at the range of competences each of the three roles entail, the manual also addresses how adults learn, what is the evidence for competence and giving feedback with confidence. The author uses case studies, checklists and sample documents to provide guidelines and pointers. Each chapter is rounded off with a 'how-to' section or interactive review.
- R Chris Watkins and Caroline Whalley, *Mentoring: Resources for School-Based Development* (Longman, Harlow, 1993); Section 6  
This training manual takes the view that mentoring is the process of helping another learn and enhance their professional role, and is not a model merely to be imitated, nor a bureaucrat, a management supervisor, nor a counsellor. The skills of mentoring need to be derived from and reflect the view of mentoring, and the principal issues which may arise, in contrast to portraying the relevant skills as though they had come from another context with other purposes (such as counselling). The skills of mentoring are both thinking skills and interpersonal skills

- which together promote professional learning. Skills needed are those that achieve goals and those that meet difficulties, based on an action learning process. Ways of helping mentoring along are: how to develop the climate, setting up communication, clarifying goals and expectations, clarifying roles, building the agenda, supporting action learning, target setting, reviewing progress, supporting self-evaluation, keeping logs and diaries, engaging in constructive feedback; and some strategies for resolving common problems: identifying problems, resolving conflicts, challenging, recognising limits and boundaries, being self-reliant, spotting blocks. The manual provides advice on assessment and developing good practice in assessment, which encompasses planning, recording and reviewing, working on criteria. A theme that is carried through the section on review and development is the promotion of reflection - the mentor is and is educating the reflective practitioner. Although set in the context of mentoring trainee teachers, these strategies have general applicability, and the materials are transferable and able to be customised.
- P Margaret Wilkin (ed), *Mentoring in Schools* (Kogan Page, London, 1992) Part III  
Three chapters giving examples of mentoring in practice - but in the context of education. The main features of mentoring in action are: being prescriptive (telling people what they should do), informative (providing key knowledge and information), supportive (affirming an individual's worth), cathartic (sensitively drawing out and dealing with emotions), confronting (assertively challenging false or limiting ideas) and catalytic (empowering by providing the means for independent development). The book also stresses the importance of theory into practice, and encourages the view of the mentor as a reflective practitioner, following the work of Schon, reflecting on action and reflecting in action.
- P James Calderhead and Peter Gates, *Conceptualising Reflection in Teacher Development* (Falmer Press, London, 1993)  
This book demonstrates how reflection has become widely recognised as a crucial element in the professional growth of teachers. Terms such as 'reflective practitioner' have become quite prolific in discussions of classroom practice and professional development. The role of mentoring in encouraging reflective practice among learner teachers is discussed.
- P Open University, E830, *Mentoring in Secondary Schools* (Open University, Milton Keynes, 1994)  
An interactive, open learning text for learning to mentor, specifically written for teachers, but with some transferable ideas and materials that could be customised for a range of occupational or professional areas.
- R Cyndi Millband and David Garforth, *Reviewing Teacher Development through a Mentoring Process* (Leigh City Technology College, Dartford, 1991)  
A manual which assumes the process of mentoring supports a review a student's performance through a reflective style of interviews with another colleague, in the context of teacher training. It gives particular emphasis to the role of the mentor in reviewing teacher progress, looking at portfolios of professional development, establishing targets for development, maintaining records, gathering and interpreting evidence. The manual gives a good deal of specific advice, on such skills as clarifying, analysing, summarising, providing constructive feedback, starting with the positive, being specific, and examples of recording instruments.
- R Phil Race and Sally Brown, *500 Tips for Tutors* (Kogan Page, 1993)  
This manual offers tutors and teachers 500 practical suggestions covering such topics as negotiating learning agreements, helping the learner to use a mentor and to benefit from an academic mentoring process. It covers general study and learning support skills, so that mentors could take up a range of "tutoring skills".

- R Mia S Gladstone, *Mentoring: A Strategy for Learning in a Rapidly Changing Society* John Abbot Coll. Sante Anne de Bellevue, Quebec 1988
- This book is a study of mentoring in an educational context which is based on a qualitative approach in that it involved open ended interviews, reports and transcripts of discussions from 9 mentoring workshops. The study examined the role of mentors in society, the motivation for mentors, the characteristics of mentors and students, students as mentors, teachers as mentors to teachers and patterns in mentoring the gifted, non-traditional, college and university students. The book states that careful planning can counteract mentor programs from failing and preventing the danger of students becoming mentor clones; mentoring can also contribute to a positive awareness of the institution.

### Resources for Mentoring - Creative Arts

- P William R Elmwood, *The Necessity Of The Faculty mentor in the Development of the Artist Scholar*, Paper; Annual meeting of the American Theatre Association Dallas Texas, 1981
- This booklet provides resources, insights and descriptions about concepts, approaches, activities and ideas associated with mentoring. It further discusses the concept of mentoring, focusing on the ambiguous and fluid nature of mentoring. The book also looks at different approaches to mentoring and discusses the who, what, when, why and where of mentoring programs. It describes the activities of mentoring including goals, listening, sharing information, supporting, challenging for high achievement and redefining the role of the mentor. The book also offers a plan for mentoring.

### Resources for Mentoring - Engineering

- R Institute of Mechanical Engineering, *A Guide To Mentoring*, Institute of Mechanical Engineering, London, 1990
- The mentor should provide the student with advice and encouragement to enable them to achieve their objectives, by being a coach and an assessor. The role of coach requires the mentor to provide advice and support. As an assessor, the mentor feeds back informally at casual meetings, where immediate problems are discussed, and formally as part of the Monitored Professional Development Scheme (MPDS). It is important that the requirements of the professional body are made known to the student.
- P Pauline Perry, 'Mentoring amongst Industrial Managers' *Management Development Review* Vol. 4 No 6 1991
- This paper discusses the role of the mentor in assessing and appraising the students and their work, and points to the main issues that need to be borne in mind. The support, confidentiality, authenticity and accuracy of their work-based evidence are crucial, as is the value of whether the work done or the views expressed are applicable and of value to the company.

### Resources for Mentoring - Helping Professions

- R Mia S Gladstone, *Mentoring: A Strategy for Learning in a Rapidly Changing Society* John Abbot Coll. Sante Anne de Bellevue, Quebec 1988
- This book examines the hypothesis that mentoring activities are intrinsically rather than extrinsically motivated. The book focuses on mentoring in an educational context and uses a qualitative approach to examine the utility and significance of mentoring in learning. Among the topics the book looks at is women as mentors to women in careers such as nursing and business. It also looks at the mentoring in close interpersonal relationships, rapid social change and the need for mentoring.

#### Key Purpose

To support work-based learning in higher education by providing learning opportunities and support through mentoring

#### Key Role Cluster D

evaluate the effectiveness of training and development in the workplace;  
support work-based learning, training and development advances and practice.

#### Units:

- i Contribute to the further development of current and future training, education and employment opportunities and counter barriers to access
- ii Contribute to the evaluation of the effectiveness and mentoring
- iii Contribute to advances in training and development through mentoring
- iv Provide services to support training and development practice

### Resources for Mentoring

	Source	Strategies
R	Doncaster Partnership, <i>The School-Based Mentor Training Manual</i> (Doncaster Partnership, Doncaster, n.d.); Section 5	The manual distinguishes monitoring and evaluation. Monitoring is a process concerned with actual activity compared with planned activity, whereas evaluation is outcome based, looking to see if the learning opportunities have led to changes and achievement. The purpose of evaluation, the range of participants, the variety of formats are all considered, with examples of ready to use evaluation questionnaires.
R	Gordon Shea, <i>Mentoring: A Guide to the Basics</i> (Kogan Page; London, 1992); Ch. 5	The importance of evaluating and reviewing the mentor relationship is presented in terms of the gains that each party make through partnership. The relationship has to be evaluated from both perspectives, assessed against personal expectations.
P	Margo Murray, <i>Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Program</i> (Jossey-Bass Management Series, Oxford, 1991) Ch. 13	The author stresses the importance of measuring mentor programme effectiveness, and building in the evaluation process into the plan from the outset. The advice given covers: cost, effectiveness, cost effectiveness, and cost benefit analysis. The methodological issues of reliability, validity and generalisability are raised, and a checklist for designing an evaluation of a mentor programme is provided.
R	Open College, <i>Effective Mentoring: Learner's Guide</i> , (Open College, Manchester, 1992); Section 5	The guide concludes with a section on review. The emphasis is placed on reviewing so that the mentor knows whether their help has been of value, and those who co-ordinate and manage the scheme. Feedback should be honest, recognising strengths as well as weaknesses, suggestions for resolving problems, dealing with events and actions, and is detailed and specific. The review also entails looking at which planned objectives were achieved, and the reasons why those that had not, and recommendations for doing better next time.
T	Institute of Training and Development/ Thames Valley University, <i>Mentoring</i> (The Trainer Development Programme, Module 6, Pergamon Open Learning (Pergamon, Oxford 1994); Part 4.4	As part of the management of the mentoring process the monitoring and evaluation of the scheme are vital to find out if it has met its aims. Ongoing monitoring can ensure achievement of scheme and to assist in identifying time and type of next steps. If not, adjust the elements of the scheme, or know when to stop. Evaluation may be of the system as a whole, or at an individual level, looking at reactions, learning what has taken place, job behaviour of the learner as a result of training and the value of training. A workplace case study is presented which can be utilised to examine evaluation methods.

- R Salford Compact, *People in Partnership: A Guide to Mentoring* (Salford Compact, Salford; n.d.); p. 8  
The manual asks the question, 'How do we know if the programme is successful?', and presents the case for monitoring the progress of those being mentored, and a longer term evaluation exercise carried out by asking opinions from students, mentors, college lecturers and employers.
- R Wolsey Hall, *Becoming a Company Mentor* (Wolsey Hall, Oxford, n.d.); pp 7-12  
The open learning text assesses the value of mentoring, identifies the pay-offs and asks whether mentoring is worthwhile.
- P Chris Watkins and Caroline Whalley, *Mentoring: Resources for School-Based Development* (Longman, Harlow, 1993); Section 8  
This section of a school-based development manual focuses on review and development, arguing for the importance of reviewing experience of mentoring. A stimulus questionnaire is given to enable the mentor and learner to reflect on their experience and thereby promoting evaluation.
- P Karen D Olsen, *The Mentor Teacher Role: Owner's Manual* 5th Edition Books for Educators, P. O. Box 20525, Village Of Oak, Creek Arizon  
This American book outlines the specifics of the Teacher Program and makes practical suggestions for defining and redefining the role of the mentor in order to make long term difference for students and teachers. The book also outlines the criteria for judging the effectiveness of the mentor program and provides a detailed description of what a mentor program looks like and how it functions.

### Resources for Mentoring - Engineering

- R Institute of Mechanical Engineering, *A Guide To Mentoring*, Institute of Mechanical Engineering, London, 1990  
Mentoring is a continual process that starts with a trainee's entry into an organisation, and continues to the level at which the trainee becomes a Chartered Engineer. The mentor has to manage the relationship by virtue of their maturity, experience and knowledge of the organisation. They are responsible for ensuring that the process goes smoothly, with frequent contact with line managers to check that the trainee is performing correctly, and to ensure that professional objectives are being achieved. This responsibility for monitoring a satisfactory and successful outcome is not only on behalf of the trainee, but the company, and the professional institution.

### Resources for Mentoring - Helping Professions

- P Susan M. Rawl and Leona M. Peterson, 'Nursing education administrators: levels of career development and mentoring' *Journal of Professional Nursing*, vol. 8, no. 3, May-June 1992; pp. 161-169  
A study that analysed the influence of mentoring on the level of career development of 427 nursing education administrators found that it was a significant factor in their career development and should be encouraged and fostered.
- P Willa L. Fields, 'Mentoring in nursing: a historical approach', *Nursing Outlook*, vol. 39, no. 6; pp. 257-261, November-December 1991  
Demonstrates through historical evidence that nursing leaders such as Florence Nightingale, were all encouraged by mentors to develop professionally. Most successful professional nurses had at least one mentor.
- P M. Pittman, 'An elected study of mentors and role models: implications for health occupational programs', *Journal of Studies in Technical Careers*, vol. 7, no. 1; Winter 1985; pp. 15-24  
This article examines the influence of mentors and role models, beginning at the period of occupational choice and continuing through preparatory and practice entry phases. The author reports on an attrition study of 298 practical nursing students at an Indiana post-secondary institution that examined the influence of others in completing or not completing the programmes.

- R L Baillie, 'Factors affecting student nurses' learning in community placements: a phenomenological study.' *Journal of Advanced Nursing*, July 1993  
This study aimed to explore the question, what factors affect the student nurse learning in a community? A phenomenological approach was taken by carrying out in-depth interviews with eight Project 2000 students who had completed 8 weeks of community placements. Three factors emerged including the role of the mentors which was found to be crucial for learning by the students. Important factors were the mentor's knowledge and attitude towards the Project 2000 course and their professionalism (particularly communication skills), as perceived by the students. Also significant were the mentor's skills at facilitating learning in the placements by encouraging questions and reflection, and organising a variety of experiences. To the students it was important that placements were seen as relevant to the course and the breadth of experience available.
- R L J Taylor, 'A survey of mentor relationships in academe', *Journal of Professional Nursing* Jan.-Feb. 1992  
The purpose of the study was to assess the frequency, characteristics, and importance of mentor-student relationships among 477 female nurse academicians. The findings indicated that 60% had more than one mentor. The results also outline what were considered to be the main characteristic of mentor behaviour which led to a positive outcome and how these were achieved. The paper provides statistics which can be used to identify common themes for mentors to be aware of.

## Appendix 2

### References and further reading

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- Brockbank, A. and McGill, I. (1994) *Mentoring: A Guide for Managers* London: Butterworth-Heinemann.
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## Appendix 3

### Project Steering Group Members

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#### Paul Stanton

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#### Project Team:

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Steve Butters (Research Fellow)  
Angela Fenwick (Project Manager up to September 1993)  
Brenda Little (Project Manager from September 1993)  
Nigel Nixon (Project Director)

