

Mentoring for All – inclusive mentoring for the sector pilot

A pilot mentoring programme for the museum sector developed by the Museums Association (MA) in partnership with Arts Council England (ACE) and run by the MA.

Final Evaluation Report

‘The mentoring gave me sense of confidence, a sense of belonging to the sector’

A mentee

October 2018



Mentoring for All was a pilot mentoring programme for the museum sector that ran in 2017.

This report gives an overview of the key findings of the evaluation of the pilot.

The main report covers:

- drivers for the programme’s development
- drivers for participant involvement
- impact and achievements of the programme
- success factors
- recommendations for the future.

Information about the recruitment process, matching mentors and mentees, the training and managing the mentoring relationships can be found in the appendix.

The programme was developed in response to growing evidence that an increased use of mentoring in the museum sector would help support the development of a range of skills and personal qualities the workforce needs to be successful.

The programme was guided by the following principles:

1. Accessible to all – those who work or volunteer in the sector or contribute in a freelance or consultancy basis; non-hierarchical and across disciplines.
2. Intervention centred – a standalone intervention for development not aligned to a training programme, course or professional development award.
3. Person centred – to support individuals in their own right rather than through organisational support.
4. Development centred – training and development provided to both mentors and mentees.
5. Support centred – provision of a supervision event and conversations with mentors.
6. Sector centred – feedback and support to those that were not selected to participate in the pilot to take additional development steps for sector benefit.

The Mentoring for All pilot was funded by ACE with additional financial and in-kind support from the MA who led and managed the project and pilot programme. The budget for research, design, training, delivery, evaluation and publication was £32,000.

On this basis the pilot had an England-focus, with 18 mentoring pairs supported. In addition to this Museums Galleries Scotland (MGS) participated by funding a single mentoring pair.

Mentoring in the museum sector takes place in a range of situations, from professional development in the Associateship of the Museums Association (AMA) to those supporting museums through the Accreditation process.

However based on research from the Character Matters Report¹ the rates of participation are low with only 4.5% of respondents currently being mentored.

The pilot aimed to test new approaches to mentoring in the sector. Helping to measure efficacy, appetite and gauge the extent to which this approach could be rolled out more widely in the future, it is hoped that some of the findings and insights in this report can support others – individuals, museums and sector organisations – to increase and improve their use of mentoring as an essential personal and professional development intervention; and benefit the sector as a whole.

Acknowledgments

The MA and ACE would like to thank the following consultants for their contribution to the design and delivery of the programme: Laura Crossley, Paddy McNulty and Rob Kemp.

¹ Character Matters Report, Arts Council England, 2016
http://www.artscouncil.org.uk/sites/default/files/download-file/Character_Matters_UK_Museum_Workforce_full_report.pdf

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Section 1 – Key achievements of the programme

The Mentoring for All pilot was a one-year funded programme which launched in spring 2017. After a recruitment and selection process 19 mentors and 19 mentees were selected to form mentoring pairs. All mentors and mentees received formal training and were provided with extensive resources and tools to support them in their mentoring relationships. The mentoring relationships ran for six months, the relationship length dictated by the one-year funding cycle.

The mentors and mentees met regularly over the six months, undertaking discussions and activities to support the mentees to develop in the areas they had identified. The relationships officially concluded in November 2017. The programme was evaluated in early 2018.

As part of the commitment to longer-term evaluation participants will be invited to participate in a future evaluation.

Key achievements

- The pilot successfully achieved its aim of developing and running an inclusive, flexible programme designed to stimulate personal and professional development and increase the confidence and resilience of those involved.
- The programme attracted applicants from a range of organisations and roles, volunteers and those working in a freelance capacity.
- 18 mentoring pairs completed the programme with all participants benefitting from the development opportunities that were provided.
- The programme recruited a relatively diverse pool of participants which included 10% of mentees and 11% of mentors identifying as coming from a BAME background and 17% of mentees and 7% of mentors disclosing a disability, all higher than the current sector profile². There was however an underrepresentation of men, only 11% of mentors and 17% of mentees were men.
- The programme succeeded in its aim of being inclusive of all those working in the sector, attracting participants who were volunteers and freelancers as well as paid employees.

² <https://www.artscouncil.org.uk/publication/equality-diversity-and-creative-case-data-report-2016-17>

- All unsuccessful applicants were given the opportunity for personal, tailored feedback and further advice and guidance on addressing their professional development needs.
- Approximately 86 mentoring meetings (an average of 4.5 per pair) took place during the programme, with mentoring pairs forming trusting relationships that enabled open and honest dialogue.
- The programme demonstrated the importance of training for mentors and mentees to create effective mentoring relationships and deliver benefit.
- The programme had a significant, measurable and positive impact on the personal and professional development of those who have taken part:

For the mentees:

- 100% of mentees increased their personal confidence³
- 94% of mentees understand themselves better now
- 93% of mentees are now more willing to challenge themselves
- 88% of mentees said the programme had impacted positively on the development of their personal qualities such as resilience and self-motivation as well as their general professional development

- 83% of mentees felt the programme had an impact on their self-efficacy
- participation in the programme increased mentee's desire to contribute to, and increased their curiosity of, the wider sector
- it has also led a significant majority to feel more confident in dealing with issues or problems at work, and has supported them to develop skills and knowledge to help them do their jobs better
- the programme has successfully supported mentees to reflect on their personal and professional development, with 96% of the development goals set by mentees being achieved or partially achieved by the end of the programme.

'I think it was really successful. A lot of that is down to my mentor – they were able to change and adapt to suit me'

A mentee

'It made me a bit kinder to myself and realise that I am an asset. I am capable of taking on more professionally'

A mentee

³ The statistics are based on the feedback from the participants who were part of the programme for the six-month duration.

For the mentors:

- 100% of mentors felt more confident in their mentoring abilities as a result of taking part in the programme
- 100% of mentors felt their knowledge and understanding of mentoring had increased
- through the programme mentors reaffirmed their commitment to and belief in the value and benefit of mentoring
- by participating in the programme mentors developed and strengthened both general communication and line management skills.
- Even though helping people to secure jobs was not a stated aim of the programme, nearly 50% of mentees were promoted or moved jobs during their participation in the programme.
- The programme fulfilled its commitment to follow 'good practice' guiding principles for mentoring in its design and delivery.
- 100% of participants are now more likely to be involved in mentoring in the future, either as a mentor or a mentee.
- Everyone who took part would recommend mentoring to a colleague.

Success factors

'One of the successes of the programme was not to have a hand in choosing. I might not necessarily have chosen my mentor if I had the choice so would have really missed out'

A mentee

Several factors have been identified that supported the programme to deliver impacts to the participants. These success factors include:

- The openness and flexibility of the programme was highly valued by participants. Mentees benefitted from the ability to tailor the process to their individual development needs, rather than meeting the requirements of a 'taught' programme or qualification.
- Mentees valued and responded well to the core aspects of mentoring: dedicated time and focus on the mentee, time and safe space for reflection, having a sounding board, someone to offer support and gentle challenge, learning from the insights of others.
- Participants found it very useful to have the training at the start of the process, with the majority feeling they wouldn't have got as much out of the programme without it.

- Most mentors and mentees were well matched, with 83% of mentees feeling that their mentor had the skills, knowledge and experience they needed, as well as having the attitudes and behaviours that supported them to develop.
- The ability for mentoring pairs to meet face-to-face, for some if not all times, during the programme was essential to the development of the productive and open relationships that emerged.
- For some the mix of the general support through the mentoring with more practical support in relation to job hunting – CV and application writing, interview practice etc. was beneficial.
- Mentors appreciated the supervision provided by the programme manager; they particularly valued the role it played in keeping them on track during the process, trouble shooting when issues arose.
- The resources and tools participants were given at the start of the programme provided helpful guidance and advice.

Next steps – key recommendations for the future

- Given the successful outcome of the pilot Mentoring for All programme and the measurable impact it has had on the development of those involved, the programme should be run again.
- Future programmes should continue to be guided by the six principles used in the pilot (see page 9 for the six principles).
- Any future programme should enable mentoring relationships to extend beyond six months if required and agreed by both participants.
- In the long-term the programme could be extended, and the key benefits of mentoring promoted more widely so that more people in the sector and beyond can consider and utilise this form of development.
- The programme could be further developed to have multiple strands:
 - **Strand 1:** The provision of programme similar to the pilot which recruits a new cohort of participants once or twice a year.
 - **Strand 2:** The development of standalone ‘good practice’ mentoring training sessions, for mentors and mentees, which could be delivered to interested parties such as sector organisations, employers or individuals.
 - **Strand 3:** The development of some simple online resources and best practice guidance for employers, sector organisations and individuals to use to guide them through the mentoring process.

Section 2 – Development and delivery of the programme

2.1 Drivers for the programme’s development

The Mentoring for All pilot was developed in partnership by MA and ACE. The development of the pilot was driven by emerging research and the strategic priorities of both organisations.

Research: both ACE and the MA have carried out recent workforce research projects:

- In 2016 ACE, in partnership with the Association of Independent Museums, Museums Galleries Scotland and the MA, commissioned an extensive research project into the UK workforce, which led to the publication of the Character Matters Report⁴. The report highlighted the potential of mentoring to be an essential development intervention to enable the sector to develop the skills it needs, and a need for the sector to increase the take up of this development approach.
- The Character Matters Report also identified key ‘personal qualities’ as priorities for the workforce to develop, such as: conscientiousness, optimism, motivation, self-efficacy, persistence, curiosity, creativity and the ability to learn and collaborate. Exploring the extent to which mentoring could support and nurture these

⁴ Character Matters Report, Arts Council England, 2016
http://www.artscouncil.org.uk/sites/default/files/download-file/Character_Matters_UK_Museum_Workforce_full_report.pdf

qualities, as well as skills and knowledge, was another driver for the development of the programme.

- In 2016 the MA carried out research and sector consultation to inform the development of its Workforce Strategy. The results highlighted a growing desire within the sector for the use of mentoring, especially given its flexible and person-centred nature.

Strategic priorities: both organisations are committed to supporting the development of the museum sector workforce in England, and in the case of the MA across the UK. Both are working to meet specific strategic priorities:

- ACE Goal 4: The leadership and workforce in the arts, museums and libraries are diverse and appropriately skilled⁵.
- MA Workforce Strategy⁶ Priority 3: Mentoring and coaching – creating opportunities for deeper exploration and reflection of self and professional practice.

Evidence from the research also showed that most mentoring took place either within a formal scheme, ‘taught’ programme/ qualification or was done informally. One of the drivers for the Mentoring for All programme was to test the feasibility of developing of an inclusive formal programme that was not tied to any ‘taught’ programme/ qualification and one which would be open to all so everyone could benefit from mentoring.

⁵ Great Art and Culture for Everyone, Arts Council England 10 year Strategic Framework
<https://www.artscouncil.org.uk/sites/default/files/download-file/Great%20art%20and%20culture%20for%20everyone.pdf>

⁶ Museums Association Workforce Strategy <https://www.museumsassociation.org/workforce/strategy>

2.2 Development and scope of the pilot programme

Ahead of the development of the pilot programme ACE and the MA commissioned an additional piece of research. This aim of this was to explore good practice in mentoring, examining how it was being carried out in other sectors and then integrate this practice into the pilot.

The findings of this research, together with feedback from sector consultation, led to the following principles being adopted to guide the programme:

1. Accessible to all – those who work or volunteer in the sector or contribute in a freelance or consultancy basis; non-hierarchical and across disciplines.
2. Intervention centred – a standalone intervention for development not aligned to a training programme, course or professional development award.
3. Person centred – to support individuals in their own right rather than through organisational support.
4. Development centred – training and development provided to both mentors and mentees.
5. Support centred – provision of a supervision event and conversations with mentors.
6. Sector centred – feedback and support to those that were not selected to participate in the pilot.

The pilot aimed to develop and test out a programme designed along these principles, as well as the possible costs involved and the potential to create a sustainable, long-term programme for the sector.

Due to the one-year funding from ACE the pilot programme needed to be designed and delivered in a 12-month period.

At the outset the scope of the programme was:

- to recruit 18 mentoring pairs⁷
- for the mentoring pairs to form six-month mentoring relationships.
- where possible and appropriate mentees were paired with a mentor in the same region or nation
- to provide training at the start and support participants throughout the programme.

The pilot focused on England, but with support from Museums Galleries Scotland (MGS) an additional mentoring pair from Scotland also took part.

⁷ 19 mentoring pairs were eventually selected with support from Museums Galleries Scotland who invested funding in a pair in Scotland.

2.3 The programme

- The Mentoring for All pilot was launched in spring 2017.
- 114 people applied to take part with 38 people eventually selected to form mentoring pairs.
- Everyone received formal training at the start which was developed and delivered by consultants.
- They were also given resources and tools to support them in their mentoring relationships.
- The mentoring pairs began their six-month relationships in June 2017.
- Pairs met regularly during the programme, undertaking discussions and activities to support the mentees to develop in the areas they had identified.
- The relationships officially concluded in November 2017.
- The programme was evaluated in early 2018.

Section 3 – Who took part in the programme and why

‘It was helpful to talk to someone outside of my organisation. It was good to get some feedback and to get this from someone from outside with an external perspective’

A mentee

3.1 Who took part in Mentoring for All

A key aim of the Mentoring for All pilot was to encourage a wide range of people to take up the chance to be involved in mentoring, both as mentors and mentees.

114 people applied for the programme, with 19 mentees and 19 mentors selected to take part. The selected group of participants were:

Mentees

- Predominantly paid employees (74%) (10% were volunteers and 16% freelance).
- Predominantly at an early stage⁸ of their career (58%) (11% were mid-career, 16% late mid-career and 16% established).
- The majority came from a curatorial background (37% in curatorial roles, 26% in learning roles, 16% in visitor experience roles).

⁸ Early-career – 0 - 5 years, mid-career – 5 – 10 years, late mid-career – 10 – 15 years, established 15 years or more.

- Mainly worked in local authority/trust museums (42%), followed by independent (29%) and then national museums (21%).
- Predominantly female (83%⁹).
- 10% identified as coming from a BAME background and 17% of mentees disclosed a disability.
- The majority had not taken part in any form of mentoring before (60%).
- In summary, most mentees were in paid employment, at an early stage in their career, working in curatorial roles, within local authority / trust museums.

Mentors

- Predominantly paid staff (74%) and freelancers (26%).
- Predominantly late mid-career¹⁰ (58%) closely followed by those who were established (42%).
- The majority working in learning roles (32%). This was followed by those in senior management roles (21%) or in a curatorial role (16%).
- Predominantly working for local authority/ trust museums (42%). Those working as freelancers and consultants were the next largest group (26%).
- Predominantly female (89%).
- 11% identified as coming from a BAME background and 7% of mentors disclosed a disability.
- 70% had already been mentors.

⁹ The statistics that relate to diversity are based on the findings from those who filled out a Diversity Monitoring Form (18 out of 19 mentees, 9 out of 19 mentors).

¹⁰ See footnote 3.

3.2 Why people took part

'It was good to have someone on your side. It is heart-warming to meet someone I would not have met otherwise, to talk in a safe environment'

A mentee

To understand the extent to which the programme successfully met the needs of those who took part it is important to know what motivated them to participate and what they wanted to get out of it.

Whilst the motivations for taking part were complex and varied, the desire for personal and professional development and the development of new skills and knowledge were overarching motivations for all participants, mentees and mentors alike.

- A desire to increase confidence, to focus on their professional development and to develop new skills and knowledge.
- To broaden their professional networks and understanding of the sector.
- The chance to develop soft, personal skills and qualities rather than 'hard' skills.
- The opportunity to gain fresh perspectives and insights by working with people outside of their organisations or usual work spheres.

For mentees

The desire to increase confidence was a key motivating factor for nearly all the mentees to participate in the programme.

For some the stage they were at in their career affected what motivated them to take part. For those mentees who were just starting out or very early in their career the chance to find out more about the type and range of roles available in the sector and the skills and knowledge needed for different roles were important motivating factors. Many in this group were also looking for support in selecting and applying for jobs, and insights into the transferable nature of the skills and knowledge they already had.

'I had reached a bit of a cross roads in my career and I needed some renewed focus on where I wanted to my career to go and what I wanted to do'

A mentee

For others in established roles, some were looking to re-energise and re-motivate themselves in their existing jobs, whilst others wanted to explore changing roles and career progression. Some were dealing with specific challenges at work and wanted support and an opportunity to think about approaches to address these challenges.

Despite some people identifying so called 'hard' skills such as budget and project management as areas to work on, most focused on 'soft' interpersonal skills and personal qualities.

Developing networks and gaining a greater knowledge of the sector were also motivators for mentees.

People were attracted to the mentoring process, rather than another development intervention, as it provided a sounding board, a chance to gain perspectives and insights from others' experience, the opportunity to work with someone outside of their own organisation, all of which would enable mentees to challenge, develop and broaden their thinking.

For mentors

They were overwhelmingly driven to take part by a desire to develop and strengthen their mentoring and communication skills. They wanted to make a difference to the sector and support the professional development of others. The desire to give something back to the sector was also a strong motivating factor for most.

'I wanted to be part of something new and dynamic. I am a mentor – but wanted to know the latest thinking, be up to speed. I wanted to bring new skills to the team I manage'

A mentor

Several mentors had been involved in formal mentoring schemes such as the Associateship of the Museums Association (AMA), ACE Museum Mentors or were mentors for the Heritage Lottery Fund (HLF).

Many of this group wanted to deepen their knowledge of mentoring through the Mentoring for All programme and use the experience to improve their mentoring within other schemes.

Some wanted to use the knowledge and insights gained through the programme to improve their line management and team development skills; whilst those without line management responsibilities wanted to use the experience to gain new skills or keep up their existing skills in this area so they were equipped to manage people in the future.

Section 4 – what was achieved and how it was achieved

4.1 The impact of the programme on participants

The Mentoring for All programme has had measurable and beneficial impact on all participants, which is hugely positive. The programme has made an impact on a wide range of areas for both mentors and mentees, reinforcing the fact that it is a two-way development process. This is particularly encouraging given the short timescale of six months for the programme.

- 100% of mentees increased their personal confidence.
- Nearly 90% of mentees said the programme had an impact on their development of personal qualities such as resilience and self-motivation as well as their general professional development.
- 94% of mentees understand themselves better now.
- 93% of mentees are now more willing to challenge themselves.
- Participation in the programme increased mentee's desire to contribute to and increased their curiosity of the wider sector.
- It has also led a significant majority to feel more confident to deal with issues or problems at work; and has supported them to develop skills and knowledge to help them do their jobs better.
- 96% of the development goals set by mentees were achieved or partially achieved by the end of the programme.

For mentees

One of the areas where the biggest of impact was made was around personal qualities¹¹, which were tracked throughout the process through a baseline questionnaire, and some through the final online survey. These 'personal qualities' were based on a term used in the Character Matters Report to identify a range of attitudes and characteristics that identified as essential for the sector to develop to meet the challenges on the horizon over the next 10 years.

The results of this evaluation show that the Mentoring for All programme had positive impacts on self-perception, self-confidence, resilience, achievement, focus, life orientation, self-efficacy and risk orientation.

Mentees also felt that by being part of the programme they are now better able and more willing to reflect on their own professional development and carve out time for this activity. Mentees now understand themselves better and are more willing to challenge themselves. Mentees also feel more confident to deal with issues or problems that might arise at work.

'The way I went about things before the programme was very different, not very strategic, now through the programme I have been given tools to think critically about goals'

A mentee

¹¹Character Matters Report, Arts Council England, 2016
http://www.artscouncil.org.uk/sites/default/files/download-file/Character_Matters_UK_Museum_Workforce_full_report.pdf

Mentees are now better able to see themselves in a more positive light. Because of open and honest personal reflection, support and encouragement from their mentors, several mentees highlighted now being less critical of themselves, undermining themselves less frequently, and being better able to recognise their strengths and achievements.

Encouragingly for the sector, nearly 92% of mentees now want to make a more active contribution to the sector and are more curious about it because of taking part in the programme, and 92% found that it had an impact on expanding their professional networks. This may be a contributory factor in any decision to become a mentor in the future.

96% of the development goals mentees set for the programme were achieved or partially achieved.

'I definitely think the experience helped in the process of getting a new role; when I first started mentoring I had gone for a job and not got it; my mentor encouraged me to be positive and gave me advice on preparing for interviews that helped make a difference'.

A mentee

Although not a stated aim of the programme, nearly half of the mentees were promoted or moved jobs during their participation in Mentoring for All. Whilst the extent to which the programme contributed to this was not specifically measured, several mentees did anecdotally attribute the support and encouragement of their mentor to their decision making and success in job hunting.

For mentors

The biggest impact has been around confidence in their skills and abilities to mentor others. Most feel their skills, knowledge and understanding of mentoring has increased because of taking part in the programme.

Being in the mentoring relationships has also reaffirmed for many the power and value of mentoring and the beneficial role it can play in developing others. It has also re-ignited their commitment to the process, as well as reminding many how much they enjoy and are stimulated by the process.

'It turned out to be much more of a two-way process. It was useful to apply the tools and training on myself too'

A mentor

The mentors also tapped into the same self-reflection tools that the mentees were using, gaining useful insights into themselves and the way they worked.

Many have honed existing communication and management skills by improving their listening skills, learning to be more patient, changing the way they communicate so they are better understood, learning when to keep quiet, managing difficult conversations and gaining a better understanding of the power of recognition. Mentors are taking those skills back into their work, and their staff management roles.

Encouragingly for the sector, the mentors are already using the knowledge and experience from the programme in other mentoring roles including AMA mentoring, ACE Museum Mentors and mentoring for the HLF.

The majority of those taking part in the programme would like to be involved in mentoring in the future either as a mentor, mentee or both. A number have already begun mentoring for these other programmes because of participating in Mentoring for All.

Everyone would recommend mentoring to a colleague.

4.2 Lesson learned - what made the programme a success

‘It was good to have someone who doesn’t always think the same as you – you don’t want to be in an echo chamber’

A mentee

It is clear from the findings of the evaluation that the Mentoring for All programme has had a positive impact on participants and has been a positive experience.

Throughout the evaluation participants have highlighted several factors that have made the experience such a useful and beneficial one for them.

Participants highlighted the following as being key factors in the success of the programme and mentoring in general:

- For mentees the fact the process is mentee focused and has provided them with a chance to carve out dedicated time to reflect and address their own personal and professional development has been valuable.
- Overwhelmingly participants have appreciated the openness and flexibility of the programme. Mentees have benefited from being able to address a range of development needs that are relevant and appropriate to their current circumstances, not tied by the requirements of a particular scheme, ‘taught’ programme or qualification.

‘Without the training I would have been completely lost, it was essential for me. I didn’t fully understand how the relationship would work’

A mentee

- The provision of training at the start of the process was extremely beneficial. It set people off on the right path and gave them essential knowledge and skills to get the most out of being in a mentoring relationship.

- Mentors appreciated the supervision provided by the programme manager, they particularly valued the role it played in keeping them on track during the process, trouble shooting when issues arose and generally helping them to feel supported.
- Mentees really valued and responded well to the core aspects of mentoring: dedicated time and focus on the mentee, time and safe space for reflection, having a sounding board, someone to offer support and gentle challenge, learning from the insights of others.
- Being able to meet face-to-face for at least some of the meetings was essential to the mentoring pairs. This face-to-face contact helped to develop open and trusting relationships where confidential and personal information could be shared.
- For some the mix of the general support through the mentoring with more practical support in relation to job hunting – CV and application writing, interview practice etc. really helped.
- The enthusiasm and encouragement from the programme manager contributed to making the programme run smoothly and left most people feeling they were well supported through the process. Participants also valued the resources and tools they were provided with at the start of the programme.

‘The mid way meet up was very important. It was good if you were worried that things weren’t going as well as they should or worried that you weren’t doing it right’

A mentor

Section 5 – Summary of recommendations

This section contains a summary of recommendations.

- Given the successful outcome of the pilot Mentoring for All programme and the measurable impact it has had on the development of those involved, the programme should be run again.
- Future programmes should continue to be guided by the six principles used in the pilot (see page 9 for the six principles).
- Any future programme should enable mentoring relationships to extend beyond six months if required and agreed by both participants.
- In the long-term the programme could be extended, and the key benefits of mentoring promoted more widely so that more people in the sector and beyond can consider and utilise this form of development.
- The programme could be further developed to have multiple strands:
 - **Strand 1:** The provision of programme similar to the pilot which recruits a new cohort of participants once or twice a year.
 - **Strand 2:** The development of standalone ‘good practice’ mentoring training sessions, for mentors and mentees, which could be delivered to interested parties such as sector organisations, employers or individuals.
 - **Strand 3:** The development of some simple online resources and best practice guidance for employers, sector organisations and individuals to use to guide them through the mentoring process.

General recommendations for future Mentoring for All programmes

Recruitment and selection

- Provide a six-week recruitment and application period to allow people enough time to apply.
- Promote and generate interest in the programme ahead of the formal application period, this might include finding ways to highlight the benefits of the programme at other events.
- Develop a strong brand for the Mentoring for All programme.
- Ensure that factors that might result in someone being ineligible to apply are more clearly stated in the recruitment materials.
- Undertake some further research into the potential barriers to and attitudes around mentoring in areas and parts of the workforce where representation was low, for example gender.
- Continue to undertake work to reach out to a wide and diverse pool of applicants: develop marketing materials that contains good news stories and illustrative case studies that highlight the benefits and potential impact mentoring can have. Use the case studies, and those who feature in them, to promote the inclusiveness and flexibility of the programme.
- Consider some general advocacy work with employers, particularly those in underrepresented institutions such as National museums, to promote the value and efficacy of mentoring and encourage them to support their colleagues to consider becoming mentors.

Matching mentors and mentees

- Ensure that the recruitment and selection process (application form and phone interviews) enable enough information to be gathered to inform the matching process, for example the desire to be mentored outside of their region.
- When matching pairs, it is important to be aware that the sector is small, so it is important to consider conflicts of interests or relationships when matching.
- Focus on what the mentee wants to get out of the process.
- Look at the critical path for recruitment and selection – inviting the mentors to apply first, followed by the mentees.

Training and ongoing support and supervision

- Ensure there is a full day of training at the start of the process to provide adequate time to cover all the material needed, and adequate opportunities for open discussion.
- Look at rebalancing the training so that it has a greater focus on the practicalities of developing and managing a mentoring relationship, as well as important theory behind the process.
- Consider including more discussion and training at the start around not giving advice.
- Consider more training on goal setting at the start of the programme.
- Consider if there are elements of the training that could be delivered to mentors and mentees jointly.
- Provide a longer time for mentors and mentees to meet during the training day.

- Consider providing an opportunity for mentees to meet up as a group part way through the programme.
- Promote and encourage mentors more strongly to consider ‘buddying’ up to provide peer support during the mentoring relationships.

Managing and developing mentoring relationships

- Create a more flexible timescale for the programme so it can extend beyond six months if needed.
- Provide mentors and mentees with more information about each other, such as a CV, career summary and potentially the application form, before the first meeting.
- Consider encouraging people to set the dates and times of two or three meetings at a time to avoid the problems around finding suitable dates.
- If more ‘meetings’ are likely to take place virtually, consider providing some additional guidance and/ or training to help people get the most out of this approach.

Impact of the programme

- As the programme has had such a measurable impact on the development of a range of personal qualities, the potential for mentoring to develop these areas could be highlighted in the marketing material.
- The two-way nature of mentoring, and the benefits it can have on mentors, could be highlighted in marketing materials to encourage more potential mentors to apply.

For sector organisations

- Sector organisations that currently utilise mentoring, such as the MA's Associateship of the Museums Association, ACE's Museum Mentors and the HLF's Mentor support for grant recipients – might consider working in partnerships to ensure mentors are trained and developed to a high and consistent standard.
- For sector organisations ¹² looking to make more use of mentoring, consider developing an approach that encapsulates all or some of the six guiding principles for mentoring good practice used in the Mentoring for All pilot.
- Ensure mentors and mentees are well supported by allowing them to participate in mentoring during working hours and where possible fund travel. Encourage any partner organisations to do the same.

For museums

- Given the demonstrable benefits of mentoring, museums should consider ways to increase the use of this development intervention within their organisation.
- Museums could consider partnering up with another organisation, to enable colleagues to be mentored by someone outside of their organisation or the sector.
- Museums that want to make more use of mentoring should provide training for those who want to be involved in the process.
- Encourage people who have been involved in mentoring to share their experiences with colleagues.

- Support potential mentors and mentees by allowing them to participate in mentoring during working hours and where possible fund travel.
- Research the current levels of staff participation in mentoring, and where appropriate set targets for the proportion of the workforce they would like to see engaged in some form of mentoring.

For individuals

- Individuals are encouraged to consider becoming involved in mentoring as it is a beneficial development tool for all participants. For mentees it can be an empowering, self-driven flexible approach for professional development. Its two-way nature means mentors also gain and develop through the process.
- Before starting, individuals could consider undertaking some training or doing some research into the range of skills and attributes that make a good mentor and mentee, and what makes a good mentoring relationship. This will help to ensure that mentoring is right for the individual and they know what skills to bring to any mentoring relationship.
- If mentoring is likely to be the best form of development, individuals could look for opportunities to be mentored or become a mentor.
- Individuals wanting to be mentored could consider asking colleagues to suggest some potential mentors.
- Individuals wanting to mentor could consider offering their services through their professional networks.

¹² This could include professional bodies, subject specialist networks, regional support groups etc.

Appendix

Information about the recruitment and selection process, matching mentors and mentees, the training and the management of the mentoring relationships can be found in this section.

1. Overview of the Mentoring for All programme

1.1 Recruitment and selection

- The programme was marketed widely, including on the MA website, newsletters and email lists, Museums Journal, Twitter, Facebook, ACE email lists, various networks, and word of mouth.
- The main marketing materials were made up of information on the website, FAQ's and recruitment guidance and materials. Several Twitter chats were also carried out.
- There was a three-week period to apply to take part in the programme.
- Mentees were required to fill out a short application form, and if shortlisted to take part in a short phone interview.
- Mentors were required to fill out a short application form from which they were shortlisted.
- All unsuccessful candidates were given the opportunity for detailed feedback from programme manager.

1.2 Matching mentors and mentees

- Matching of mentees and mentors was undertaken by the programme manager.

- Information provided by mentors and mentees, as well as information gathered through the mentee phone interview, was used in the matching process.
- Phone calls were carried out between mentors and the programme manager to discuss their expectations and on occasion the compatibility of potential mentee matches.
- The pilot focussed on matching within region or nation wherever possible.

1.3 Training for mentors and mentees

- All mentees and mentors received half day training at the start of the programme.
- The aim of the training was to equip participants with knowledge and skills that would support them as they developed their mentoring relationships.
- Although the training was carried out separately, mentors and mentees met for the first time over lunch.

1.4 Supervision and ongoing support for mentors

- All mentors were invited to a mid-point supervision session to enable them to discuss how their mentoring relationships were progressing and trouble shoot any issues that might have arisen.
- All mentors received two scheduled phone calls from the programme manager to provide support and advice if needed, at month two and month five, as well as access as required to the programme manager.
- A LinkedIn page was developed for the mentors and mentees to communicate and network. Following feedback from the mentees an additional Facebook page was created for them.

1.5 Managing and developing mentoring relationships

- Mentors and mentees met for the first time at the training day.
- Mentoring pairs were encouraged to meet at regular intervals during the six-month relationship.
- Mentoring pairs were expected to have between 9-12 hours contact time during the six-month relationship.
- Mentees were encouraged to lead and manage the relationship.
- Mentors were encouraged to be 'custodians' of the mentoring process.
- Mentees were encouraged to set around 2-4 development goals to work on during the relationship.
- Mentoring pairs were encouraged to complete a mentoring agreement at the start of the relationship.
- Meetings could take place in person or virtually (phone, Skype, email etc.).

2. Recruitment and matching mentees and mentors

2.1 Recruitment

- Most applicants found the recruitment materials and application process easy to understand and complete. Materials were thought to be high quality and informative.
- For people who chose to apply for the programme, the time required to complete the application process was felt to be appropriate.
- For those who did not go ahead and make an application, the short timescale of three weeks for the application process was identified as being one of the biggest factors in their decision not to apply.

The majority of those who applied to take part in the programme responded positively to the recruitment and selection process. Most applicants found that the recruitment materials were of a high quality and provided enough information for them to be able to make an informed decision about applying for the programme.

Most applicants found out about the programme through MA channels such as the website, email lists, newsletters and Museums Journal. A number engaged with the Twitter chats that the MA ran. Whilst other methods were used; a wider range of marketing channels might have supported the recruitment of an even more diverse pool of applicants.

Recruitment and selection were both intended to be straightforward and not overly time consuming. This was appreciated by applicants who found the time involved to complete the application forms, and in the case of the mentees to take part in a phone interview too, appropriate.

The timescale and timing for the recruitment, which was dictated by the funding stream, was relatively short. There was only time for a three-week window for recruitment which was a challenge for some people when choosing to apply. Evaluation of those who chose not to apply found that this lack of time was the biggest barrier. The recruitment took place close to Easter, which was not optimal.

Several applicants were unsuccessful because they did not meet the criteria, for example they were currently students or in existing mentoring relationships. This may indicate that recruitment materials could be clearer about who might be ineligible to apply. Unsuccessful applicants appreciated being given feedback and further encouragement from the programme manager.

114 people applied to take part in the Mentoring for All programme - 80 to be mentees and 34 to be mentors. Interestingly nearly twice the number of people applied to be mentees than did to become mentors. It is not clear why this was, but in response to this more could be done in any future programme to promote the value and benefits of being a mentor in the recruitment materials.

2.2 Matching

- Most mentees were matched with a mentor from their region; this was in line with the parameters of the pilot programme.
- Participants saw the development needs of the mentees the key factor in matching pairs, beyond that very few factors were seen by participants as being particularly important in the matching process. Geographical proximity and having similar attitudes and behaviours were seen by the majority of both as being important.
- Mentors wanted to be matched with mentees who had a commitment to CPD and the mentoring relationship, were open and willing to learn.
- Most participants felt that they had been well matched.

‘Personality is very hard to match! We immediately clicked. We are cut from the same cloth. We matched in a similar geographical area, so we were able to meet face-to-face’

A mentee

Participants felt that whilst there were potentially several factors to consider when matching mentors and mentees, the most important was ‘what are the needs of the mentee?’ Beyond that, there were very few factors that most participants agreed were important. Being geographically close and having similar attitudes and behaviours were seen by many as being important. However, some felt strongly that it would be easier to be open with someone who was outside of their region, particularly if that region was small.

Even though many participants did not feel that being geographically close was important, most mentees were paired with someone from their region. On reflection, participants did feel being close geographically was a benefit as they were able to meet face-to-face more often.

‘Geography can be problematic, I am based in a small region, so it’s a small sector; it was good to be placed with someone from outside of my region, which allowed me to open up’

A mentee

Mentees valued being matched by a third party, and not choosing their mentor themselves. This resulted in mentees being mentored by people they would not naturally have selected, but who turned out to have useful insights and experience for them to draw on.

Mentors wanted to work with mentees who were committed to CPD, wanted to learn, would be committed to the mentoring relationship and getting the most out of the process and were open to new ideas.

Mentees expressed slightly more confidence and satisfaction in their matches than the mentors, 66% of mentors felt to a considerable extent they had been well matched, whilst 86% of mentees felt their mentor had the knowledge, skills and experience they were looking for. It would be interesting in any future evaluation to explore why it might be that some mentors did not feel quite as strongly that they had been well matched.

Encouragingly, over 90% of mentees felt that their mentors met their expectations.

‘Talking was one of the most useful elements – having that verbal discourse. Mentor let me talk and come to my own conclusions’

A mentee

3. Training and ongoing support and supervision

3.1 Training

- The training was generally well received by participants and seen as important and beneficial to their participation in the programme.
- It supported mentors and mentees to feel more confident about taking part in the programme:
 - enabling mentees to play a more active role in managing their mentoring relationships
 - supporting the mentors to understand what was expected of them as mentors and to re-evaluate and add to their existing skills in this area.
- Mentors and mentees valued the chance to come together in a group setting and learn from each other, meeting face-to-face was felt to be an important element of the training.
- The resources and tools were valued by participants.
- There were some issues around the training, the main one being that it was quite intense and perhaps tried to cover too much in the time available. A greater balance between the theoretical and practical aspects of mentoring would have been appreciated.

‘I don’t think an alternative like online or toolkit would have worked. I valued the face-to-face event; it brought us all together at the start of an endeavour’

A mentor

The training was well received by the majority of those who took part, and participants felt that they would not have got as much out of the programme if they had not been able to attend. The training helped to boost confidence, 86% of mentors and 92% of mentees agreed they felt more confident about participating in the programme after the session. For the mentees it also helped them to play a more active role in shaping and managing the mentoring relationship.

‘The training was great, very welcoming – you genuinely felt like you were part of a great programme. It was good to meet other people and network’

A mentee

For the mentors it reinforced existing knowledge and skills and provided additional insights and tools. 88% of mentors said the training had made them re-evaluate their existing skills and knowledge around mentoring, and it also helped them to understand what was expected of them during the programme. The training also stretched and challenged them.

‘The training was 50% reinforcing what I had learned and 50% new information. I definitely drew on it during the pilot. Training, done the way it was, was essential. It set the tone; put us all on an equal footing’

A mentor

Both mentors and mentees valued the chance to meet face-to-face and to be trained in a group setting, many feeling that it facilitated more open discussion around mentoring. They enjoyed the chance to meet others, to learn from each other’s experience and broaden their understanding of the sector. Having the training face-to-face was seen as important. Participants felt that other approaches, such as online, would not have been as useful or beneficial.

Some concerns were raised about the training; it was described by several participants as being ‘too intense’ and ‘overwhelming’. Some of this was as the result of the training being shortened after a delayed start leaving much to be covered in a shorter time frame. For others the predominant focus on mentoring theory over practical considerations led to some frustration and anxiety. However, for a lot of those who felt overwhelmed, once they began their mentoring relationships they were able to put the training into practice.

‘The training was too intellectual – not practical enough’

A mentee

3.2 Ongoing support and supervision

All the mentors who were able to attend the midpoint supervision session found it useful. The session provided a chance to meet up with fellow mentors, discuss progress in the mentoring relationship, discuss and troubleshoot any issues that might have arisen and plan for the remaining period of the programme.

‘The mid-way meet up was very important. It was good if you were worried that things weren’t going as well as they should or worried that you weren’t doing it right’

A mentor

All the mentors participated in phone supervision with the programme manager and found them helpful. People valued having the additional support. A few mentors, particularly those who were in very effective relationships or who were very experienced, said that they could have managed without this supervision.

Despite providing mechanisms for ongoing communication and networking for mentors through a LinkedIn page, and mentees through a LinkedIn and subsequently a Facebook page, there was little take up. Several mentors did express regret at not ‘buddying up’ with another, mentor at the start of the process to get some additional peer support. A couple of mentors did this and found it very beneficial.

The mentees did not have a midpoint session, but most of them said they would have valued the chance to meet up as a group again during the programme to share experiences, to keep them on track and to network.

Participants valued the approachability and helpfulness of the Mentoring for All programme manager. Everyone felt they could call the MA at any time if there were problems.

4. Managing and developing mentoring relationships

- Most mentoring pairs developed a mentoring agreement at the start of their relationship, with around half revisiting it at some point during the programme.
- Most of the mentoring pairs met once a month or every six weeks.
- Most meetings took place face-to-face, but many would have been willing to meet virtually if necessary.
- Most mentees and mentors felt that the number of times they ‘met’ was right for what they needed; and contact in between meetings was appropriate.
- Mentoring pairs were able to establish trusting relationships that enabled open and honest dialogue.
- Around 70% of mentoring pairs would have liked to have had longer than six months mentoring relationship; many decided to carry on past the end of the programme.
- The key challenge most mentoring pairs encountered was finding time to meet given heavy work and other commitments, especially as the programme ran over the summer.

‘Getting a boost is very important. I did feel isolated and alone, I felt very risk averse’

A mentee

Encouragingly, mentors and mentees formed beneficial, supportive and open relationships that fostered the development of both parties.

Both mentors and mentees appreciated the chance to meet with each other during the training day but would have perhaps preferred to have had a bit longer for this element of the getting to know you stage. Several mentors and mentees suggested that the getting to know you stage could be improved by providing more information about each other ahead of the first meeting, enabling people to feel a bit more prepared for the first encounter.

Most mentoring pairs met once a month or every six weeks. Most mentors and mentees felt that the number of times that they met was right for what was needed. Most pairs developed a mentoring agreement at the start of the process, with around half revisiting it during the programme.

Most mentees and mentors felt that the contact they had with each other in between meetings was appropriate. Most pairs met face-to-face, while others used a mix of face-to-face, phone and Skype to meet. Some encountered a few technical challenges around their virtual meetings, and some said additional guidance and training would have been appreciated.

Even though participants tended to meet face-to-face, many were open and would have been willing to have some meetings virtually had that been asked for. Participants indicated that the approach used to 'meet' needed to be appropriate to the topics being covered and emotional or difficult issues were best discussed face-to-face.

It is extremely positive that people felt that open, honest and trusting relationships had been developed, with several mentees acknowledging that they would not have got as much out of it if they had not been willing to be open. Discussing confidentiality at the start; and having the first meeting face-to-face were felt to be key factors in the creation of good relationships. Mentees valued the willingness of mentors to open-up about their own experiences, which also helped to create open relationships.

'Over the space of the programme I found it easy to be open, easy because we were able to meet up. Job and life aren't separate and life might influence your goals so we did get into the more personal things'

A mentee

Time pressures brought on by work and personal commitments, especially as the programme ran over the summer, were a challenge for some in the development and management of their relationship, with some struggling to find times that suited both parties. Some pairs took some time to get started and as a result met fewer times, or the meetings were a bit rushed.

The mentoring pairs that set the dates and times for all their meetings at the outset tended to meet the most.

Although much was achieved during the process many felt they would have benefitted from having longer than six months to work in their mentoring pairs.