



Professional Graduate Certificate in Education (Post Compulsory Education and Training)

Mentoring and Coaching

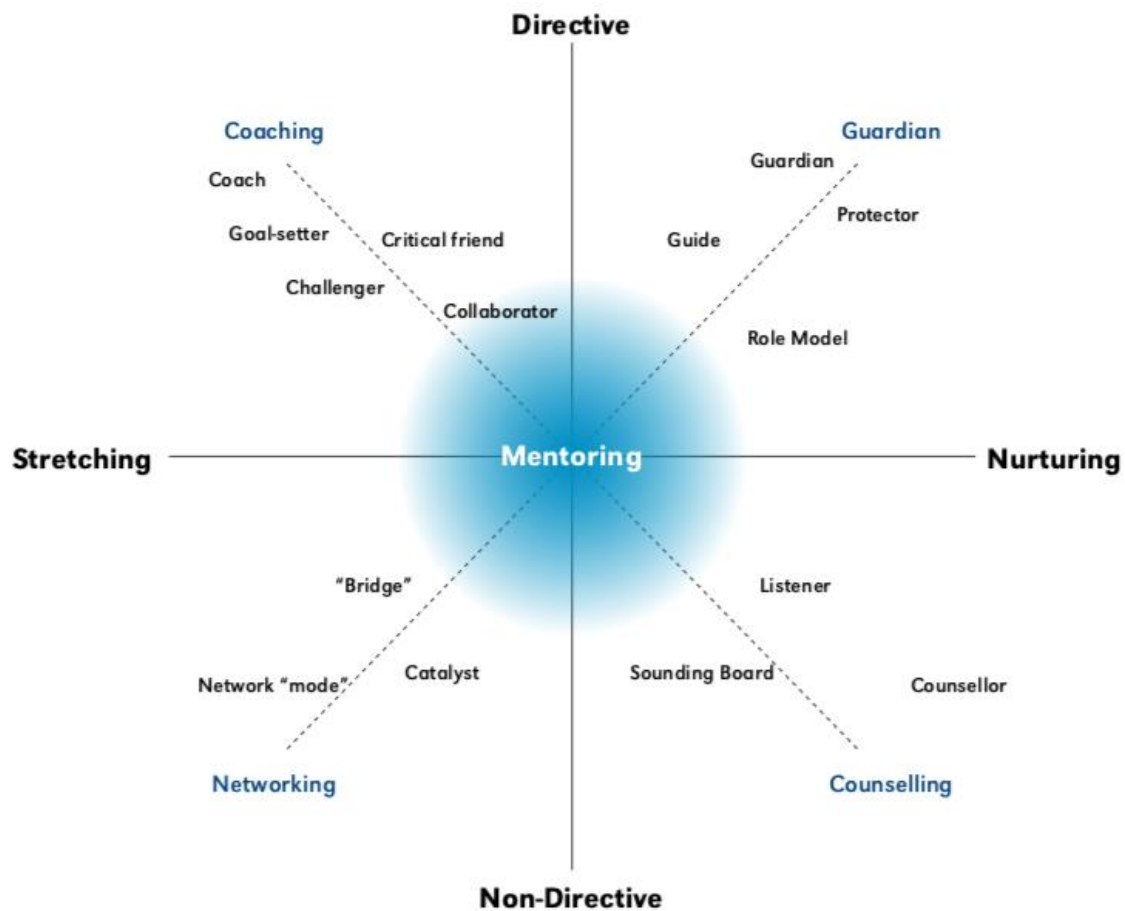
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Mentoring

Mentoring often occurs when the desire of a more experienced individual passes their knowledge and wisdom to a less experienced individual. There are three terms which are commonly used when individuals talk about their mentor or mentee experiences, these include gratitude, learning and privilege (Clutterbuck, D., 2014). In addition, a mentor is seen as an individual who gives advice, a critical friend, a role model, helping individuals build networks, someone simply there to listen and identify what they want to achieve and why, and then essentially helping them to change (Clutterbuck, D., 2014). Furthermore, mentoring roles share partial behaviours with types of coaching and counselling such as support and learning, however, many professional athletes are provided with both a mentor and a coach, though a mentor will support based on reflective learning and the coach will concentrate on motivation and different techniques (Clutterbuck, D., 2014). Additionally, there is a huge confusion on understanding the mentoring phenomenon and these reasons include different culture influences such as national and organisational, other forms of one-to-one development such as coaching and finally, many academics defining mentoring without concerning the difference in styles and definitions (Clutterbuck, D., 2014).

Clutterbuck's (1985) designed a mentoring model to show that mentors take on different roles and approaches including support and challenges, which are involved in the different types of relationships. They range from directive through to non-directive and can be applied across a spectrum of approaches from stretching through to nurturing. Furthermore, an effective mentor will have the ability to adjust their approach to meet the needs and requirements of the mentee at any point during the relationship.



Adapted from Klasen & Clutterbuck (2002)

Wallace and Gravells aim to show that, even though mentoring includes elements of teaching, counselling and coaching, it however differentiated by its purpose (Wallace, S and Gravells, J, 2007).

Moreover, a mentoring process is very effective, and it is used in a range of different ways including employment, education and within the community. There are a range of benefits to having a mentoring programme within these organisations including a positive impact on recruitment and retention within employment, less young students dropping out of education because they have someone who has an interest and wants to help, support and listen to them.

Recent research shows that the benefits for the mentees include development outcomes, career outcomes, enabling outcomes and emotional outcomes, moreover the benefits for the mentors include the satisfaction from helping an individual and seeing them succeed (Clutterbuck, D., 2014). Furthermore, Carmel, R. and Paul, M., (2015, P. 480) also stated that “mentoring can encourage employees to feel appreciated by the organisation as mentors feel their knowledge and experience is valued by their peers”. Therefore, those involved within a mentoring process will benefit, this will include the mentor, mentee and organisation. Moreover, the mentoring process is a developmental tool which provides many organisational benefits as well as those for the employee such as professional development and career progression (Carmel, R. and Paul, M., 2015). Besides the benefits of the mentoring programmes, many Further Education and Higher Education organisations are faced with many implications and issues when demonstrating this task, therefore it is important that you understand the purpose of mentoring within these types of organisations, which is to simply develop teachers and help them with standards and targets (Wallace, S. and Gravells, J., 2007, P. 108).

Consequently, there are many issues associated with a mentor and mentee experience including commitment. Thompson, (2016) suggested that committing to the role of a mentor is often underestimated and it is unlikely that the mentors will not be given enough time for their mentoring duties within the organisation. Carmel, R. and Paul, M., (2015) also suggested that the many experienced academics argue about not having enough time because they are also being pressured to research and publish work and therefore this is a major contribution to them not having enough time to get involved with mentoring process. Another training issue identified included the lack of mentoring support and therefore, mentors are commonly expected to accept the roles and duties as a form of kindness and goodwill (Thompson., 2016). Moreover, Thompson., (2016) suggests that the key issue that impacts the mentors a great deal is the “very little attention being given to the ‘soft skills’ involved in the mentoring role”. This also suggests that focusing more on practical elements rather than the emotional elements will mean that the mentor will not be prepared for the emotional support the mentee may require, this is likewise due to the lack of support and training to becoming a mentor.

Besides, all the definitions, objectives and issues within mentoring programmes, commonly there are formal and informal mentor/mentee professional relationships. According to Inzer and Crawford, (2005) formal relationships in mentoring are different from informal mentoring relationships. As a result, informal mentoring is through personal and professional respect from each to the other and is commonly a long-term relationship, however, formal mentoring is when the organisation develops a program for the mentoring to take place and this type of relationship is commonly short-term such as a duration of one year. In addition, a formal relationship is typically demonstrated in PCET, as the student is often working on a voluntary placement for one year, as well as working in University and therefore, within the chosen placement the student is matched with a mentor within a specific subject area who has a great deal of knowledge and experience.

Mentoring in Post Compulsory Education and Training (PCET)

Mentoring is fundamentally a very important development tool, despite the several training issues which have been identified, and therefore this tool used effectively can have a positive influence on an individual's personal development and growth, especially for the mentee (Carmel, R. and Paul, M., 2015, P. 480). However, when considering a mentoring programme within Higher Education, the support available is often difficult to access due to a variety of reasons. One significant reason suggested was, the changing of HE, which has had a massive impact on the less experienced colleagues finding someone who can invest their time and support their professional development. As a result, the more experienced colleagues stating that they do not have enough time. Likewise, commitment to the role of a mentor which is often underestimated and mentors are unlikely to have time allocated for their mentoring roles and duties by their organisation such as within FE and HE and therefore, post-compulsory education sector "does not have a strong tradition of mentoring new staff" (Thompson, 2016).

Furthermore, in Wales student teachers are encouraged to obtain a Postgraduate or Professional Graduate Certificate in Education/Training (PGCE/ PCET). When completing the professional teaching experience having a mentor is vital.

As a result, staff mentors support in-service trainees to help and support develop individuals teaching skills within their specialist area (Whitton, 2020). Moreover, according to the Welsh Government (2015) and their new professional learning model for educational practitioners in Wales, they have suggested that mentoring in education is an important aspect in order to create an effective collaboration which will be beneficial for all to develop their teaching practice.

Research suggested that obtaining a successful mentoring programme within HE has been linked to increased self-confidence, personal growth and also career progression and advancement (Higgins, 2001). Similarly, according to some sources having a mentor is the biggest influence on a teacher's professional development (Thompson, 2016). In addition, from personal experience during the PCET course, a requirement to obtain a mentor within the teaching placement was essential. The mentor was an individual selected with a great amount of experience within a specific subject area, which was extremely beneficial and effective to the teaching experience. Therefore, the relationship was emerged from personal choice with both parties agreeing to the relationship, and it was very important that the mentoring process was successful and as a result, the mentor was selected carefully (Matthews, 2003). Also, Carmel, R. and Paul, M., (2015) study suggested that the self-selecting approach allowed for the mentee's increased level of confidence in sharing ideas and knowledge. Moreover, the mentee must value time and experience of the mentor as well as willing to expand their potential, listening, asking a great deal of questions and also in order to achieve a successful mentoring relationship both individuals need to be committed (Matthews, 2003). Likewise, mentoring in academia must be underpinned by setting clear goals and targets, identifying specific objectives, arranging regular meeting, action planning for future teaching and also the mentee is responsible for executing this aspects in order for the mentoring relationship to be successful (Carmel, R. and Paul, M., 2015).

Consequently, there are other possible barriers within a mentor and mentee relationship within the PCET sector and the barriers to an effective relationship can occur for the mentor, the mentee and the institution.

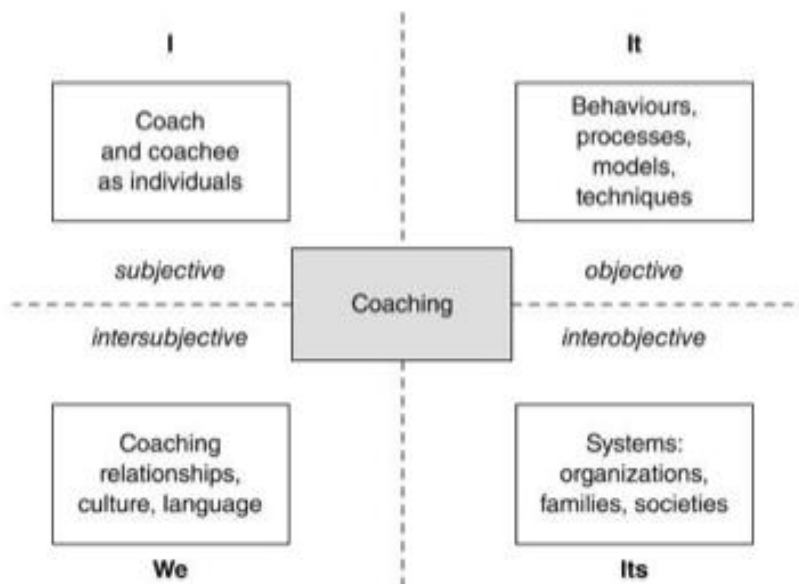
One key barrier may include subject specific mentoring. As a result, research showed that mentees having the opportunity to observe other teachers within different subject areas, confirmed the need for additional mentors observing the teaching in order to develop the mentees teaching practice (Hobson et al., 2015). Additionally, Cunningham's (2005) implies that "trainee teachers aspire to be mentored by someone from their own area of expertise, but that it is unrealistic to establish hard and fast rules on the matter". Furthermore, Hobson et al., (2015) also confirmed that within the FE sector subject specific mentoring is still a contested issue, and as a result, mentors within this sector should also focus on the emotional characteristics of supporting trainee teachers. Moreover, other important factors and key qualities which need to be carefully considered when matching a mentor and mentee include the ability to "building good working relationships, having the correct match in terms of personality and ability to work well together" and not selecting a mentor solely for being subject specialists (Whitton, R., 2020). From personal experience, having more than one mentor and allowing other teachers to observe the teaching would have be extremely effective, due to the excessive amount of feedback which would have been received in order to improve teaching practice and personal development within the sector.

Coaching

Mentoring can often be seen as coaching; as practice is observed, then feedback is given and improvements are agreed however, "Coaches often have a technical grasp of their field, but don't have to be better performers than those they are coaching" (Wallace, S. and Gravells, J., 2007). Furthermore, coaching has found its way into the workplace and a coach is often known as an individual who is very experienced. They would demonstrate a task, instruct their employees, observe their performance and then provide their employees with feedback (Cox, E., Bachkirova, T. and Clutterbuck, D., (2014). Likewise, Cox, E., Bachkirova, T. and Clutterbuck, D., (2014) stated that "Coaching is a human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable sustainable change for the benefit of the coachee and potentially for the stakeholders".

In addition, a number of organisations are demonstrating this tool to support their staff in order to help them to increase and improve their performance and also to achieve their goals. Furthermore, Chartered Management Institute, (2014) also suggested that coaching is also a tool demonstrated to help individuals to develop their self-awareness, skills and knowledge to improve their job performance and also personal development. Coaching is commonly undertaken by managers and team leaders within organisations to develop their team by coaching the individuals and identifying the gaps in their skills or knowledge to ensure to help, support and encourage improvements (Chartered Management Institute., 2014).

The coaching tool has developed massively and research on coaching has been described in four major dimensions. These dimensions include 'I', 'We', 'It' and 'Its' and they were described and explored by Wilber (1996, 2000) as a way to understand the important perspectives for any phenomenon. The image shows the Four Dimensions of Coaching by Wilber (1996, 2000) (Cox, E., Bachkirova, T. and Clutterbuck, D., (2014)).



Moreover, coaching is a very useful tool for many organisations. Most importantly this tool is useful in order to develop employee's potential and work performance. Also, when used correctly, coaching can be a cost-effective approach to development, in addition working with specific employees to improve their development and motivation and also used within a range of learning and training activities (Chartered Management Institute., 2014). Coaching has developed over the past 25 years, many different approaches which have been created to establish this type of practice, the practice is demonstrated in many fields such as management, training and education and also personal development including life coaching (Cox, E., Bachkirova, T. and Clutterbuck, D., 2014). There are many models to create an effective coaching environment, demonstrating the use of a model will ensure to help and support an individual to experience motivation and encourage them to understand difficult circumstances and therefore, develop their self-awareness. A commonly demonstrated model within coaching is the GROW model, this model allows for goal setting, reflection, progression and action planning (Whitmore, 2004).

In addition, Cox, E., Bachkirova, T. and Clutterbuck, D., (2014) suggest that one of the key challenges and training issue include coaching is not yet an established profession, as this practice is a developing profession and therefore it is still within its early stages of development. Another training issue identified is how various stakeholders, communities and organisations recognise professional development, this is because they have developed their own views of coaching based on their discipline and therefore this has resulted in different views of what a coaching professional requires within development (Cox, E., Bachkirova, T. and Clutterbuck, D., 2014). As a result of the range of approaches to coaching, this means there is still an uneven path to professional development. Therefore, there are a number of areas with professional development within this practice. Although, coaching in education and training is diverse, there many ways for personal development, these include programmes within graduate schools of business, psychology and education which offer individual courses to continuing education.

Graduate schools are higher education institutions which are another source of education and professional development, therefore there are many university programmes which provide coaching education (Cox, E., Bachkirova, T. and Clutterbuck, D., 2014). Other ways of personal development in coaching include different groups with existing professions offering workshops and also coaching associations which offer a range of coaching certificates (Cox, E., Bachkirova, T. and Clutterbuck, D., 2014).

Conclusion

To conclude, there is a great amount of research and evidence that implies that mentoring and coaching is one of the most effective approaches of supporting the professional development of teachers, though in practice the quality of mentoring and coaching is extremely variable (Hobson et al., 2015). Furthermore, a successful and effective mentoring process and relationship requires a great deal of commitment for both parties, also it is beneficial if both parties have a great interest and understanding of what the process requires such as the expectation, goals and what is to be achieved at the end. In addition, mentoring occurs when the desire of a more experienced individual passes their knowledge and wisdom to a less experienced individual. Clutterbuck, D., (2014) suggested that there are three terms which are commonly used when individuals talk about their mentor or mentee experiences, these include gratitude, learning and privilege.

Moreover, mentoring is very important development tool, and used effectively it can have a positive influence on an individual's personal development and growth, especially for the mentee (Carmel, R. and Paul, M., 2015, P. 480). However, a mentoring programme within Higher Education, is impacted by the lack of support available, which is also often difficult to access due to a variety of reason including finding a more experienced colleague who can invest their time and support the professional development of the less experienced. Also, commitment within in a mentoring relationship is often underestimated and mentors are unlikely to have time allocated for their mentoring roles and duties by their organisation such as within FE and HE and therefore, post-compulsory education sector "does not have a strong tradition of mentoring new staff" (Thompson, 2016).

Additionally, within PCET obtaining a mentor throughout the teacher training and experience is a vital requirement and research suggested that obtaining a successful mentoring programme within HE has been linked to increased self-confidence, personal growth and also career progression and advancement (Higgins, 2001). Mentoring during teaching practice is demonstrated through observations, identifying and setting goals and setting out action plans to achieving personal development and growth within teaching. However, barriers in PCET may include selecting a subject specific mentor, lack of support and commitment between the mentee and mentor. In addition, selecting and matching with a mentor is very important and other aspects need to be considered before the selection, these include “building good working relationships, having the correct match in terms of personality and ability to work well together” and not selecting a mentor solely for being subject specialists (Whitton, R., 2020).

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