



**How can leaders and managers in the Police support the learning of others and at the same time, support their own?**

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**Title: How can managers in the Police support the learning of others and at the same time, support their own?**

### **Abstract**

The purpose of this article is to discuss and attempt to demonstrate that formal mentoring is a helpful tool to develop current and future managers within the changing context of the Police, and to highlight how managers can have both a helpful and hindering influence on mentoring programmes and the learning within them.

A longitudinal qualitative case study approach was chosen and semi-structured interviews were conducted alongside focus groups. The findings showed that both mentees and mentors perceived they were learning within the mentoring relationship. Also, despite some common themes in relation to the key moderating factors, managers were seen as both facilitating and hindering these relationships.

It was recognised that although interesting to compare and contrast the findings between the two different case study organisations, the findings drawn from this study may not be directly applicable to other mentoring programmes beyond these UK Police Forces. More could have been explored in the focus groups and information could have been collected from those that did not attend the interviews or the focus groups.

This research adds value as there is little written about the mentoring and managers, within the interesting changing context of the UK Police force. The insights from this mentoring research suggest that there is much learning to be gained by both parties through mentoring and that line managers need to be encouraged away from the day to day reactive approach towards being more proactive with supporting the personal development of their team members (and themselves) into the future. If they are more involved and supportive of L&D interventions, then they and their team members will gain more from the experience and this will ultimately help them to make a more positive difference within their role.

### **Introduction**

According to Owen (2011) the value of mentoring is determined by how it contributes to the success of an organisation. This article will attempt to provide insights into whether formal mentoring is a helpful tool to develop current and future managers in the Police, and to highlight the influence that managers may or may not have on mentoring programmes and the learning within them.

1 This article also hopes to add value to the Police leadership and management literature  
2 because how public sector organisations are managed and led during these complex and  
3 changing times has been a huge area of interest (Young and Daniel, 2003; Pate *et al.*, 2007;  
4 Snell, 2009; Meaklim and Sims, 2011) which has influenced the investment in managers and  
5 leaders learning and development. This in turn may have influenced the rise of mentoring  
6 within them. Also, only a few articles have been written about mentoring in the UK Police  
7 (Carson, 2009; Flynn, 2010; Hamlin and Sage, 2011; Jones, 2017). Therefore, it was felt due  
8 to the shifting nature of public sector organisations and the emphasis that is being placed on  
9 mentoring to support the changing leadership needs, particularly within the Police, that a  
10 review of mentoring within two Police forces would be interesting and topical.  
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15 In short, this research provides an opportunity to address the limited research in relation to  
16 the importance and influence of formal mentoring relationships generally, and more  
17 specifically in relation to managers and potential leaders within the UK Police.  
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## 21 **Literature Review**

### 22 *The changing nature of work*

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26 The labour market and the labour process is affected by the political, economic, legal and  
27 social context (Lipsey and Chrystal, 2015) and specifically the changes in the composition  
28 and demographics of economically active population, the changing rate of employment, the  
29 changing pattern of work and changing requirements towards adopting new skills and new  
30 technologies. As a result, the growth of flexible employment patterns in the new networked  
31 information society (Legge, 2005) have in part driven an increase in 'knowledge workers'  
32 and knowledge-based jobs whereby workers are not just receivers and users of knowledge  
33 but they generate knowledge.  
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38 The suggestion is that these knowledge workers are more functionally and cognitively fluid;  
39 they can be more self-directing and exercise more discretion, autonomy and movement  
40 within their job roles, which in turn is transforming the pattern and nature of work itself  
41 (Williams, 2014). There have been significant shifts in the definition and nature of skills in  
42 the workplace with the rise of so called softer skills; communication, cooperation and  
43 adaptability and the development of emotional labour (Bolton, 2008; Thompson and Smith,  
44 2009). The new knowledge economy requires workers to have both well developed  
45 cognitive and social skills, as well as a focus on collaborating and collective activity. This in  
46 turn has changed the nature of the psychological contract; previously this was about job  
47 security and steady advancement, now this is about competency development, continuous  
48 learning and work/life balance.  
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53 The move towards less secure/more flexible work arrangements and a more individualised  
54 model has been criticised by labour process theorists for exaggerating the degree of  
55 strategic intent and for not recognising the strengths it gives to increasing management's  
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1 power and prerogative, weakening the unions and creating a more intensified workplace  
2 (Williams 2014). Through delayering, downscaling and restructuring, Managers have also  
3 seen an intensification of their workplace, an increase in job insecurity and a reduction of  
4 promotional opportunities (McCann *et al.*, 2009; Luhman and Cuncliffe, 2012.) 'The  
5 restructuring has taken place because of the new organizational ideology, brought into  
6 being by the need to reduce costs in the face of heightened international competition.  
7 Restructuring of the managerial hierarchy is a direct response to the perceived need for  
8 flexibility' (McCann *et al.*, 2004: 40-41). This quote confirms that in an attempt to keep up  
9 with these external pressures, organisations have had to take a different approach to how  
10 they manage and develop their workforce.  
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16 In short, due to the increasing speed, scope and depth of change in the workplace, leaders  
17 and managers today are being confronted with a multiplicity of new demands on their  
18 mental ability and judgement, psychological stability, emotional stability and general well-  
19 being (Cohen, 1999; Chun *et al.*, 2012). Also, as senior jobs are involving increasing pressure  
20 and work-life balance is being threatened, leaders and managers are having to face up to  
21 their own needs for continuous improvement, developing new skills and personal career  
22 planning, in a more flexible and yet promotionally restricted workplace.  
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26 Also, due to globalisation and the notion of human capital becoming more internationalised,  
27 new problems of advanced modern capitalism are emerging (Boud and Garrick, 1999;  
28 Hassard *et al.*, 2007) whereby the flexibility of labour and capital are intertwined but are not  
29 evenly spread. This in turn, has created an economic driven, market-orientated approach to  
30 learning. The ability to continuously learn is now considered to be a key determinant of  
31 competitive success (Sarri, 2011). As such, the workplace has become a basis for learning on  
32 two levels; the first is to develop the organisation through contributing to increased  
33 productivity, effectiveness and innovation (Rylatt, 2001; Bratton *et al.*, 2008). The second is  
34 through employees sharing their knowledge, skills and competencies to further their own  
35 learning both as employees but also beyond the workplace as citizens in the wider  
36 community (Boud and Garrick, 1999). This suggests a correlation between the investment in  
37 training and positive outcomes (del Valle and Castillo, 2009; Khan, 2014). However, Tzafrir  
38 (2005) suggests that training can also be a huge cost and risk to the business if trained  
39 employees subsequently do not demonstrate the expected commitment, or they leave the  
40 organisation. The quality of the workforce has a strong and stable relationship with  
41 economic growth (Phillips and Phillips, 2015). Therefore, it is imperative for organisations to  
42 invest in the learning and development interventions that are right for the business and the  
43 individual and that ultimately yield the largest returns on investment, for both parties.  
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51 In summary, in response to increased competition and globalisation, the world of work has  
52 been constantly changing, becoming more complex, challenging, turbulent and  
53 unpredictable (Cohen, 1999; Hassard *et al.*, 2007). Technology is rapidly improving and  
54 advancing and so managing in the new economy requires different ways of working and  
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1 doing business. Employees are expected to achieve more with fewer resources and  
2 managers are expected to manage within flatter organisational structures, across global and  
3 more diverse markets, with increased expectations of achieving more with less. This has  
4 increased demand on employees and managers to focus on their skills and self  
5 development, increase their flexibility and make changes. In response, mentoring (and  
6 coaching) are increasingly being proposed as a development tool and support mechanism,  
7 to help all employees at all levels to adjust more readily to these changing times (Cranwell-  
8 Ward *et al.*, 2004; CIPD 2015).

13 It would not be possible to research the lived experience of managers nor the lived  
14 experience of mentoring (Cohen *et al.*, 2011) without recognising the changing context of  
15 the workplace and the influence this has on the managers as mentors and mentees,  
16 together with the organisations that provide the mentoring programmes.

### 20 *Mentoring*

23 The importance of mentoring has been documented for centuries (Cohen, 1995; Garvey,  
24 2010) but over time different definitions have been developed from different occupational  
25 perspectives (psychologists, educationalists), from evidence-based practice, testimonials  
26 and opinions of practitioners and consultants (Merriam, 1983; Clutterbuck, 2015) creating a  
27 'swampy lowlands' (Garvey *et al.*, 2014, p. 30). Attempts at a universal definition of  
28 mentoring have produced a quagmire (Clutterbuck, 2015). In the literature, definitions of  
29 mentoring vary with respect to dimensions such as purpose, hierarchy, intensity, duration  
30 and partnership (D'Abate *et al.*, 2003; Gibson, 2004; Lancer *et al.*, 2016) and according to  
31 national and cultural traditions (Liu *et al.*, 2009) as well as differing disciplines and  
32 organisational contexts (Allen *et al.*, 2008; Garvey *et al.*, 2014) and perceived overlap (by  
33 some) with other workplace relationships, for instance coaching and mentoring (D'Abate *et al.*,  
34 2003; Tyler, 2004; Connor and Pokora, 2012).

39 Despite differences (and similarities) in the discussions, essentially it can be seen that  
40 mentoring is a unique interpersonal relationship between two people (Eby *et al.*, 2010;  
41 Janasz *et al.*, 2013). In short, the key purpose of mentoring relationships is to support and  
42 challenge both parties towards their learning and development (Garvey, 2014; Parsloe and  
43 Leedham, 2017). Mentoring sets itself apart from other more traditional workplace  
44 interventions as it is a two way process; both parties benefit. The focus is the mentee but  
45 the mentor gains often unexpected, insights into their own learning, in respect of new  
46 knowledge, skills and personal learning (Jones, 2017). Zachary (2012) refers to this as a 'two  
47 way street' suggesting that where reciprocity and mutuality exists, the more value-added  
48 the mentoring relationship becomes. With this in mind, the working definition for this  
49 article will be that (formal) mentoring is a learning relationship and its purpose is to help  
50 individuals (both mentees and mentors) realise and work towards their personal and  
51 professional goals (Connor and Pokora, 2012).

1 Mentoring activity has gained much momentum in private and public sector businesses, in  
2 small and large business enterprises, and within educational institutions and social contexts  
3 (Garvey, 2014). This high degree of interest is due to mentoring developing a reputation as  
4 a vehicle to develop human resources in an organisation, creating positive consequences for  
5 both the individuals involved and the organisation (Wang *et al.*, 2014). In fact, mentoring in  
6 the workplace is becoming more popular than traditional training interventions as it is  
7 proving to be a cost-effective way of embedding long-term movement and change in an  
8 organisation's culture and operations (CIPD Learning and Development surveys 2005 to  
9 2015). There is also a trend to suggest that as the workplace and labour process  
10 expectations are changing, employees/adult learners are now requesting learning and  
11 development activities that are more individualised, more learner-centred, and more  
12 flexible (Knowles *et al.*, 2015).  
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### 19 *Learning outcomes*

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22 The four potential areas for learning outcomes within formal mentoring are: cognitive  
23 learning, skill-based learning, affective-related learning and social networks (Kraiger *et al.*,  
24 1993; Podolny and Baron, 1997; Wanberg *et al.*, 2003). For clarity, cognitive learning is  
25 concerned with the acquisition of knowledge about the organisation, the politics and the  
26 culture of the workplace and skill-based learning is concerned with developing new skills, for  
27 instance interpersonal skills (working with others, managing relationships, communication  
28 skills). Affective-related learning is concerned with deeper more personal learning, often  
29 involving some mention of confidence or motivational change (for instance, following  
30 personal goals, taking the initiative, not being too hard on oneself) and social networks are  
31 concerned with expanding connections inside and outside the workplace.  
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36 Garvey (2014) discusses the key benefits of mentoring for all three parties: the mentee, the  
37 mentor and the organisation. For the mentee and mentor, they align with Kraiger *et al.*'s  
38 three learning outcomes in relation to learning new knowledge and skills, improving  
39 performance and productivity, improving career opportunity and advancement, and greater  
40 confidence and well-being. For the mentor he cites learning new knowledge and skills,  
41 improved performance, greater satisfaction, greater loyalty and self-awareness and  
42 leadership development. For the organisation: improved morale, motivation and  
43 relationships (with less conflict), improved staff retention and communication and overall  
44 improved learning. Hezlett and Gibson (2005) in earlier reflections suggested that the three  
45 organisational outcomes of mentoring are developing human resources, improving  
46 communication and managing organisational culture.  
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### 53 *Moderating factors for mentoring*



1 As already mentioned, formal mentoring is one type of intervention to facilitate workplace  
2 learning but it does not exist in isolation. The outcomes are influenced and can be  
3 influenced by other workplace learning activities (D'Abate *et al.*, 2003) and by a variety of  
4 other factors, internal and external to the individuals involved and the organisation.  
5 Moderating factors in respect of mentoring tend to focus on factors that help or hinder the  
6 mentoring relationship (Hegstad and Wentling 2005) in relation to both internal factors  
7 (within the relationship) and external factors (outside the relationship, from within the  
8 organisation.) Garvey (2010) suggests that mentoring can be ineffective because of practical  
9 and logistical issues, relationship issues, and scheme and organisational-related issues.  
10 Some scholars have discussed a number of moderating factors on learning generally (Lee *et al.*,  
11 2004; Eraut 2000, 2004, 2007; Eddy *et al.*, 2005; Stok-Koch *et al.*, 2007) and mentoring  
12 specifically (Hegstad and Wentling, 2005; Eby *et al.*, 2006; Allen *et al.*, 2006; Parise and  
13 Forret, 2008; Garvey, 2010; Thurston *et al.*, 2012; Jones, 2017).

14 In short, there has been some research on how the organisational structure and context are  
15 significant factors which affect learning at work (Lee *et al.*, 2004), with Eraut (2004)  
16 concluding that individuals' learning in the workplace is greatly influenced by the  
17 interpersonal skills, personality and learning orientation of their manager. Hegstad and  
18 Wentling (2005) cited facilitating and hindering factors for mentoring specifically, which  
19 included relationship factors (including those with line and senior managers) and  
20 communication factors. The later studies of Eby *et al.* (2006) and Allen *et al.* (2006) showed  
21 that mentors who felt that managers who were supporting the mentoring programme were  
22 more likely to see the benefits and rewards of being involved. Parise and Forret's study  
23 (2008) showed that perceived management support is a critical factor that will influence  
24 motivation and willingness to participate in mentoring programmes. In short, a common  
25 finding from moderating factors in mentoring research is the impact of managers choosing  
26 to actively support or block participation in mentoring programmes (Eraut, 2004; Hegstad  
27 and Wentling, 2005; Eby *et al.*, 2006; Allen *et al.*, 2006; Parise and Forret, 2008; Jones,  
28 2014;  
29 2017).

### 30 *The Public Sector and the UK Police*

31 The public sector is well known to have experienced huge economic, political and social  
32 pressures in relation to changes in political leadership, recessions and changes in public  
33 expectations which have led to the need for institutional change (Chynoweth, 2015) and  
34 mentoring has been increasingly used as a development tool by many public sector  
35 organisations in the UK (Snell, 2009; CIPD Factsheet, 2015). New policies and priorities have  
36 needed to be adopted within the public sector to cope with this change, which has resulted  
37 in the need for different management approaches and different organisational structures  
38 and new ways of leading and managing. For instance, the Police force in the UK was  
39 established by the State in 1829 to ensure social control and public order on the streets  
40 (Reiner, 2012). However in the last few decades, due to the changing political, social and  
41 criminal justice environment (Caless and Tong, 2015; Martin *et al.*, 2017) and societal  
42 developments (Savage, 2007), the purpose of the Police role has developed beyond the

1 streets and into the private lives of citizens whereby the Police are dealing more with social,  
2 family/domestic issues. This has changed the priorities of policing towards a more socially  
3 responsible, community focused role but also at the same time, one that needs to be alert  
4 to the changing nature of crime; cybercrime and potential terrorist threats. This change in  
5 landscape has created a shift in the structure of the organisation in relation to the  
6 composition and level of the jobs available.  
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9 Currently, there are 43 police forces in England and Wales with approximately 207,000  
10 police workers. This is made up of approximately 61% police officer roles, 31% police staff  
11 roles and 8% police community support officers/other designated officers/traffic wardens  
12 (National Statistics 2015).  
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15 Within the UK Police, there are a number of formal training programmes to support new  
16 Police Constable entrants, Direct Entry and Fast Track programmes together with some  
17 nationwide leadership programmes, for instance the High Potential Development Scheme.  
18 Despite the current push towards continuing professional development (CPD) by the College  
19 of Policing (2017), there is little formal learning and development offered beyond this, at  
20 the Force level. Whilst the College of Policing in the UK acknowledge that they have invested  
21 in developing leadership skills over the years, they also recognise in their Leadership Review  
22 (2015) that they now need to invest in management education and development, not just  
23 leadership development. They found that leadership and management training was  
24 inconsistent between Forces and that worryingly frontline managers were a 'development  
25 free zone.' Interestingly, the Police Federation (2015) response to this aspect of the College  
26 of Policing Leadership Review stated that 'there was concern that some officers and some  
27 ranks in particular would simply feel they could not set time aside for personal training and  
28 development' and they 'expressed concern that an increased emphasis on CPD might direct  
29 officers away from what they should be doing' (p.11.) This quote potentially demonstrates a  
30 lack of understanding of the long term benefits of investing in L&D interventions, for both  
31 managers and the wider workforce.  
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35 Despite the lack of national investment in management training, different Forces are  
36 running their own learning and development programmes to tackle their more local issues,  
37 although these tend to be small scale programmes, targeted at specific groups. Recognising  
38 this, a review of two mentoring programmes in two different Police forces, established for  
39 two different reasons, was carried out to see what these potential managers (as mentees)  
40 and current managers (as mentors) perceived they were learning and what was facilitating  
41 and what was hindering their learning. In short the research questions were;  
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- 44 • What can be learnt within formal mentoring programmes by aspiring managers  
45 (mentees) and current managers (mentors) within the Police?
  - 46 • How do managers influence the formal mentoring programmes within the Police?
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#### 55 **Design/methodology/approach**

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1 This research took an interpretivist theoretical perspective as the central purpose was to  
2 understand the subjective world of the human experience (Cohen *et al.*, 2011) and  
3 interpretivism respects the differences between people (Bryman and Bell, 2015). It was felt  
4 that case studies were the most appropriate approach to address the research questions, as  
5 case study research allows the researcher to look at the phenomenon in context (Farquhar,  
6 2012). The intention for this study was to locate the 'story' of mentoring and the factors  
7 influencing it (Hitchcock and Hughes, 1989) over time, so that themes may be isolated and  
8 discussed. Lankau and Scandura (2007), Allen *et al.* (2008) stated that the majority of  
9 mentoring research could still be characterised as primarily quantitative, correlational and  
10 cross-sectional with information gathered from a single source (normally the mentee) using  
11 a single method of collection. Four years later, St-Jean (2012) suggested that further  
12 mentoring studies needed to use a longitudinal perspective and consider the mentor's  
13 perspective too; confirmed by Jones (2012, 2013) and Garvey *et al.* (2014) expressing the  
14 need for more longitudinal studies. Therefore, following the conventions of Eisenhardt  
15 (1989) and Yin (2014), a longitudinal qualitative case study approach was chosen in order to  
16 gain insights beyond the normal snap-shot towards a longer term perspective of formal  
17 mentoring in the Police context.

24 Case study 1 was within a Central England Police force (referred to from now on as the CEPF  
25 study). This police force covers one of the widest areas outside of the Metropolitan Police  
26 protecting over 2.5 million residents. This police force employs over 7,000 Police Officers  
27 and over 3,000 Police Staff. This Police force was in a middle of a significant change  
28 programme which involved a huge restructuring initiative from Operational Command Units  
29 to Local Policing Units. This coupled with ongoing government pressures towards budget  
30 cuts and a reduction in the number of police officers within police staff roles (putting them  
31 back onto the street) meant this was a turbulent time for the CEPF. In addition, the Home  
32 Office Assessment of Women in the Police Service Report (2010) showed a significant lack of  
33 women in senior positions and so there became a drive from within the CEPF L&D  
34 Department to find ways of developing a more inclusive workforce and to increase focus on  
35 developing and promoting women. Therefore, the L&D Department decided to launch a  
36 pilot formal mentoring programme for women only with the clear purpose of encouraging  
37 and supporting women's career progression in these turbulent times. 45 mentees (aspiring  
38 managers) were matched with 23 trained mentors (current managers/leaders) who were at  
39 least two ranks higher than them. The expectation was that each mentor and mentee pair  
40 would meet up on a monthly basis for between 9-12 months to share workplace challenges  
41 and to discuss workplace opportunities. They were also expected to meet every 3 months  
42 for a mentor or mentee only focus group to share experiences and best practice. Over time,  
43 68 semi-structured interviews were carried out by the researcher (36 mentors and 32  
44 mentees), together with two mentor focus groups and two mentee focus groups (ranging  
45 from four to eight people per group). Each interview lasted between 45-60 minutes. The  
46 focus groups lasted up to two and a half hours.

Case study 2 was within a North England Police force (referred to from now on as the NEPF study). This police force covers one of the smaller counties in the UK protecting over one million residents. This police force employs over 3,500 people, of which over half of these are Police Officers (the rest are Police Staff.) This Police force was not in the middle of any large scale, significant change programme and although dealing with the ongoing inevitable government pressures towards budget cuts and reducing the number of police officers within police staff roles (putting them back onto the street) too, this police force was experiencing a more stable time than the CEPF. However, due to lack of national high potential development opportunities the L&D Department established a formal mentoring programme aimed at supporting their high potential employees. Contrary to the CEPF mentoring programme, the NEPF scheme was open to both men and women. In total 82 trained mentors (currently in management and leadership positions) were matched with 126 mentees (potential managers.)

Similarly to Case Study 1, the expectation was that each mentor and mentee pair would meet up on a monthly basis for between 9-12 months to share workplace challenges and to discuss workplace opportunities. They were also expected to meet every 3 months as a mentor or mentee only focus group to share experiences and best practice. Differently to the first case study, interviews were not held by the researcher, only focus groups with mentors and mentees separately. This was a decision made by the organisation, based on logistics and resource constraints. Also, this Police Force set up four different mentoring cohorts, one after the other, and three focus groups were held for both mentees and mentors in each of the cohorts, a total of 12 focus groups overall. Each focus group lasted up to one and a half hours each. In total 126 mentees (84% of all mentees) and 82 mentors (65% of all mentors) gave their views across all focus groups, some more often and more regularly than others. As with Case Study 1, attendance was mostly affected by problems with availability due to differing shift patterns, organisational changes and location.

In short, the case studies are similar in the fact that the focus was career development, the mentors were trained in the same way, they were matched together similarly and they were encouraged to meet monthly and as a group regularly to review progress. The key difference is that the methods of data collection were not the same. However, all interview and focus group discussions from both the CEPF and the NEPF were carried out by the same researcher, and although involved two different methods of data collection, the information was collected systematically; the same questions were asked of all mentees and mentors within all the interviews and within all the focus groups.

They key questions asked were;

- *How would you describe your mentoring relationship so far?*
- *What do you think you are learning, from being involved in mentoring?*
- *What do you think your mentee/mentor is learning from being involved?*
- *How do you think you are learning this?*
- *What have been your most effective/least effective mentoring experiences?*

- *What do you and your mentor/mentee do that helps/hinders your learning?*
- *What other factors enable or inhibit your learning whilst mentoring?*
- *Do you have a sense of anything changing since you started being involved in mentoring? i.e. for you, your mentor/mentee, within the relationship, your job*

Both the interviews and focus groups were recorded which ensured all details could be cross-checked and transcribed accurately. In short, the whole data collection process was managed robustly, professionally and ethically. Once all the information was gathered, it was uploaded, coded, categorised and sorted through NVIVO 9 and 10 to identify the type and number of responses made by each mentee and mentor that related specifically to the four theoretical learning domains proposed by Wanberg *et al.* (2003) and used by Hezlett (2005), namely cognitive, skill-based, affective-related and social networks.

### Findings

- *What can be learnt within formal mentoring programmes by aspiring managers (mentees) and current managers (mentors) within the Police?*

A comparison of the extent of mentees (aspiring and potential managers) and mentors (currently managers/leaders) perceptions of their learning within their mentoring relationships is summarised into Table 1.1. This table shows the respective number of responses made within the two cases in relation to the four learning domains mentioned earlier. As well as showing the total number of mentee and mentor responses, the percentage of the overall total responses by learning domain have also been included.

This table demonstrates that all four domains were discussed in both cases but the volume of responses varies between mentee and mentor, and across the two cases. The areas with the two highest response rates were knowledge (cognitive) and affective-related for mentees, the same for NEPF mentors but slightly different for the CEPF mentors with affective-related and skilled-based learning as the most mentioned.

#### **Table 1.1 Comparison of the extent of mentee and mentor learning in each learning domain across the two cases – to be inserted here**

Mentors and mentees in both cases were asked what and how they perceived they were learning, through their mentoring relationships. Here is a selection of mentor and mentee quotes to demonstrate the learning discussed in each of the 4 domains within both the case studies;

*“Main issues we have discussed are around how I can get more development within my current role ...A big benefit is learning from my mentors experience and how she has progressed in her own career. Through her experience, she has had some interesting ideas which I had not thought of myself” (Mentee/CEPF - cognitive).*

1 *"You feel quite isolated I think, sometimes we can feel very alone in such a big*  
2 *organisation and mentoring helps you discover that you're not"*  
3  
4 *(Mentee/CEPF - cognitive).*

6 *"It was good to see other perspectives and look at the effort people are willing to put*  
7 *in...gave me the insight to go back and look at my own career; which has helped to*  
8 *reinvigorate me back into Local Policing. Their enthusiasm and love of their job was*  
9 *inspiring" (Mentor/NEPF - cognitive).*

13 *"She did pick up on the fact that I'm quite an honest and open person and sometimes when*  
14 *I'm talking to senior officers and my colleagues, I perhaps shouldn't be so honest...no one has*  
15 *ever said that to me before. So in that respect I was able to self-reflect... whether it's ranked*  
16 *officers or my peers, in relation to thinking about what I'm going to say first, instead of just*  
17 *being so blunt sometimes" (Mentee/CEPF – skill-based)*

22 *"Had some interviews with other departments; learnt about management skills (motivation,*  
23 *dealing with underperformance etc.) and has given me role models to aspire to"*  
24 *(Mentee/CEPF – skill-based).*

28 *"Helping to refine own skills in a safe relationship, which will make self-better in own role*  
29 *and to give better contribution to the organisation" (Mentor/NEPF – skill-based).*

32 *"It's made me think more about the fact that, you know, a lot of people are wrestling with*  
33 *the same issues as each other and if we only supported each other a little bit more and*  
34 *thought about how each other were feeling, then the workplace would be so much better"*  
35 *(Mentor/CEPF – affective-related).*

39 *"Self confidence – I got myself out there and I've changed as I had this opportunity. I feel a*  
40 *different person. I've done quite a lot of the development myself and can acknowledge my*  
41 *skills better now i.e. self-awareness. I can look at the problems within me better"*  
42 *(Mentee/NEPF – affective-related).*

46 *"Being mentored has forced me to confront certain things about my work personality – still*  
47 *have a laugh but feel happier and more professional now" (Mentee/NEPF – affective-*  
48 *related).*

51 *"I've learnt how many people I know for network purposes" (Mentor/CEPF – social networks)*

54 *"(My mentor is) opening doors for me into areas that I may not have wanted to try before"*  
55 *(Mentee/NEPF – social networks).*

1  
2 These mentee and mentor quotes give a flavour of what both parties, from both case  
3 studies, are learning within all 4 domains; cognitive, skill-based, affective-related and  
4 through social networks. As demonstrated by the quotes, the cognitive comments related to  
5 learning from different perspectives and each-others experience. The skill-based comments  
6 related to reflecting on their own approaches and the impact of these but also learning and  
7 developing their management skills. The affective related comments focussed on  
8 developing better coping skills, increased self-awareness and a more positive attitude.  
9 Learning through social networks related to reaffirming the networks and finding out about  
10 new opportunities. Interestingly, both parties within both cases made comments about  
11 feeling less isolated and part of a larger team, through mentoring.  
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16 For provide some further detail, the next table (Table 1.2) demonstrates the key themes  
17 discussed by mentees and mentors in relation to the learning outcomes, within the four  
18 learning domains. Areas of similarity have been highlighted in the same colours.  
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21 This table shows that for mentees and mentors separately and together, there were similar  
22 patterns in relation to some of the key learning, in each learning domain, for instance;  
23 learning about the wider organisation (cognitive), developing listening/communication skills  
24 (skill-based), confidence/self-awareness (affective-related) and making new contacts in  
25 other departments (social networks). Confidence was a common theme within the affective-  
26 related domain for both cases and both mentors and mentees, as demonstrated by the  
27 quotes previously too, with self-awareness being mentioned across the two cases too (but  
28 not for CEPF mentees).  
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32 **Table 1.2 Comparison of mentee and mentor learning outcomes in each learning domain**  
33 **across the two cases – to be inserted here**  
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- 38 • *How do managers influence the formal mentoring programmes within the Police?*  
39

40 Mentors and mentees in both cases were asked what they perceived helped and hindered,  
41 and also about factors that enabled or inhibited, their learning whilst mentoring; these have  
42 been referred to as moderating factors and a comparison of whether mentees and mentors  
43 perceived the 9 key moderating factors (Hegstad and Wentling, 2005) as facilitating or  
44 hindering their learning within their mentoring relationships is summarised into Table 1.3.  
45 This table shows whether the comments made were predominantly positive (facilitating  
46 factors) highlighted in green or predominantly negative (hindering factors) in red. N/A  
47 indicates that no responses were given by either mentees or mentors for this moderating  
48 factor. For the CEPF organisation in this table, the focus group results for managers have  
49 been added separately as there was a stark difference between what mentees and mentors  
50 said in the interviews and the focus groups.  
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**Table 1.3 Comparison of the 9 key moderating factors in relation to whether mentees and mentors perceived they were facilitating or hindering factors, across the two cases – to be inserted here**

This table demonstrates that in both cases mentees and mentors showed that time was a hindering factor together with HR challenges and personal factors. This table also shows that mentees perceived other relationships to be facilitating during their mentoring relationships, as well as similarity and difference. This too was replicated by mentor's responses.

However most interestingly, the area of most confusion was within the area of the mentees and mentors managers. The CEPF mentee interview responses showed these were facilitating but the CEPF focus groups and NEPF focus groups responses showed that these were hindering factors. The CEPF mentor interviews showed that this was a facilitating factor but the CEPF focus groups suggested this was hindering, and the NEPF focus groups suggested they were equally facilitating and hindering.

Here are some quotes to demonstrate the views on managers from both case studies;

*"My manager I've had for three-and-a-half years, I read through everything with her before I got on to the scheme and she was very supportive, she was the one who said to definitely go for it" (Mentee/CEPF – supportive Manager).*

*"They're quite supportive in terms of letting me go out, so that has been quite good for me. To be honest I don't think it's because they understand the value of mentoring, I think it's because they're fairly trusting of me and are not that bothered" (Mentee/CEPF – supportive Manager).*

*"Some managers are appearing to be supportive" (Mentor/NEPF/Focus Group – supportive Manager).*

*"So have I had support from my line manager? - No. But is that because my line manager just leaves me to get on and do what I need to do? – Yes. Does my line manager ask me about it? - No. Should they? - Yes. So I think there are discrepancies around a line manager - abilities, capabilities, knowledge, lots of different factors around line managers" (Mentor/CEPF – indifferent Manager).*

*"Some managers do not know about it but are not necessarily unhelpful" (Mentee/NEPF/Focus Group - indifferent Manager).*

*"My management have not embraced my abstractions positively... Lack of management support doesn't worry me because there are ways around it. I just find it disappointing... there's a huge emphasis on performance now and, you know, being mindful of what you're*



1 *spending your time on... it's very short-termism" (Mentee/CEPF – unsupportive Manager).*

2  
3 *"I had some cross words with him (Manager) ... I don't get on with him particularly. It's one*  
4 *of the things he said, "Oh, I've let you do your mentoring" like he was doing me a favour. It's*  
5 *the way he said it and I felt like saying, you know, that you should be letting me do it...So I*  
6 *didn't appreciate that comment from him the other day" (Mentor/CEPF – unsupportive*  
7 *Manager).*

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12 *"There is a difference in what they (managers) say and what they do. They may support the*  
13 *mentoring application but when it comes to releasing for interviews, may not always be*  
14 *flexible" (Mentee/NEPF/Focus Group – unsupportive Manager).*

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18 *"Hindering factors are line managers, Unit politics...Had to deal with managing conflict with*  
19 *line managers...encouraged mentee to share progress with their line managers...so they*  
20 *started to realise the benefits" (Mentor/NEPF/Focus Group – unsupportive Manager).*

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22  
23 *"Some inconsistencies with line managers...some more supportive than others; some let*  
24 *mentees use work time to meet, some work time/some own time, others expected mentees*  
25 *to only use their own time" (Mentee/NEPF/Focus Group – mixture of Manager responses).*

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29 This selection of mentee and mentor quotes from both cases show that some Managers  
30 were being actively supportive, others were appearing to be supportive but then in practice  
31 were not so, others were indifferent and others were being unsupportive and obstructive.  
32 This shows an inconsistency with how managers supported these mentoring programmes  
33 and suggests that if you have a supportive manager, you are more likely to get access to  
34 mentoring.

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37 In summary, these Tables (1.1 to 1.3) and quotes clearly show that both mentees and  
38 mentors perceived they were learning within the mentoring relationship, across all four  
39 learning domains, in both cases. This learning occurred despite some common themes in  
40 relation to the key hindering moderating factors, for example time and managers.

## 41 42 43 44 45 **Discussion**

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47 These two studies give interesting and common insights into how both mentees and  
48 mentors perceived they were learning within the mentoring relationship, across all four  
49 learning domains. This seems to support the notion that mentoring supports learning and  
50 development to happen (Garvey, 2014; Parsloe and Leedham, 2017). This is an important  
51 insight, as it seems to reinforce mentoring as an important learning and development (L&D)  
52 intervention and helps to set mentoring apart from other L&D interventions which do not  
53 necessarily create a two-way process for learning. As the pattern and nature of workplace  
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1 requirements are changing (Williams, 2014) in respect of employees and managers needing  
2 to adopt new skills in communication, cooperation and adaptability, and the need to  
3 develop a more emotional labour force (Bolton, 2008; Thompson and Smith, 2009) which  
4 shares knowledge and works more collectively, mentoring seems to be a good example of  
5 where these skills can be encouraged or developed. If the workplace is moving towards a  
6 more self directed and individualised way of learning, then again one to one mentoring  
7 relationships are more likely to meet this expectation than larger group training scenarios.  
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11 This could also be important information for both HRD practitioners and managers as the  
12 clearer they can be about who and what can be gained from mentoring, the more they may  
13 be able to ensure it is the right learning and development tool to offer in the workplace and  
14 to 'sell' to senior management levels (Bosworth *et al.*, 1993). As previously stated,  
15 investment in human capital is costly, therefore senior managers in the Police are keen to  
16 ensure their ever tightening budgets and time spent by employees not directly linked to  
17 their roles is spent wisely. Having some clues to how better to invest in the right learning  
18 and development interventions will then potentially bring more positive return in respect of  
19 increased individual and organisational productivity levels (Khan, 2014; Lipsey and Chrystal,  
20 2015) and so help Managers to cope better or differently with their ever intensifying  
21 workload.  
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26 Generally for both parties, the largest number of responses were in relation to the affective-  
27 related learning domain, in the area of self-confidence. This finding highlights again the  
28 distinction between mentoring and other formal L&D interventions offered. Traditionally  
29 on-the-job coaching and training are generally directed at increasing knowledge and skill  
30 levels in the workplace of those on the receiving end of the intervention. Whereas this  
31 research suggests that mentoring goes beyond these learning domains and into the more  
32 personal affective-related domain, and both parties benefit; so two for the price of one!  
33 This finding is an important reminder to senior managers and leaders, suggesting that if they  
34 wish to develop their human capital and the emotional labour at all levels within their teams  
35 (Bolton, 2008), then mentoring could be an appropriate tool to do this, especially as there  
36 seems to be a direct link between self-confidence and improved ability/skill and motivation  
37 to do the job well.  
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43 For the moderating factors, there were common facilitating and hindering factors identified  
44 for both parties based on Hegstad and Wentlings's (2005) moderating factors, but the most  
45 interesting but mixed response was from both parties in relation to managers.  
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48 As previously stated, many authors (Eddy *et al.*, 2005; Hegstad and Wentling, 2005; Eby *et*  
49 *al.*, 2006; Allen *et al.*, 2006; Parise and Forret, 2008) discuss the important influence of  
50 managers within mentoring, with the suggestion being that those with less supportive  
51 managers may be less motivated or less willing to participate in mentoring (Parise and  
52 Forret, 2008). This study seems to show that managers were a significant both facilitating  
53 and hindering moderating factor for mentees and mentors in both organisations. It is  
54 interesting to see that the focus group comments tended to be less positive about  
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1 managers; could this be because mentees and mentors felt more able to share their  
2 displeasure when with other colleagues, or that once colleagues had initiated the  
3 conversations, they felt more able to open up about this and elaborate too? Or perhaps  
4 focus groups were seen as a more anonymous opportunity for all those involved to share  
5 concerns about their line managers without feeling that it was being directly documented  
6 and directly attributed to them only.  
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10 In summary, mentees and mentors across both organisations stated that managers were  
11 either supportive, disinterested/indifferent/unaware but not unsupportive, and/or  
12 disinterested/not supportive/blocking available mentoring time. The actions of  
13 unsupportive managers is at odds with the literature that suggests workplace learning  
14 involves sharing knowledge, skills and competencies for the greater good of the employees  
15 (Boud and Garrick, 1999) and the organisation (Rylatt, 2001; Bratton *et al.*, 2008). Morris  
16 and Shinn's (1999) police officer study cited the importance of line management support  
17 and fairness as key moderating factors, showing that line management inconsistency is not  
18 helpful. Jennings (2010) and Jones (2014) suggested that without management  
19 engagement, L&D efforts in the workplace would be less effective. Specifically with regard  
20 to mentoring, Alred and Garvey (2010) agreed that a condition that relates to a less  
21 successful programme is that it is not seen as legitimate work. If line managers hold this  
22 perception in an ever increasingly pressurised workplace, then this could cause issues with  
23 mentors and mentees being released from the workplace for mentoring (Police Federation,  
24 2015) and this in turn will affect the effectiveness of the intervention. Some mentees  
25 reported that managers felt left out as they had not been briefed well enough about the  
26 programme (Cranwell-Ward *et al.*, 2004) and perhaps this linked to their misunderstanding  
27 about the difference between their role as manager and the role of mentor and/or the  
28 legitimacy of mentoring. Some managers were also reported by their mentees as feeling  
29 guilty that they did not enquire enough or support them more.  
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37 However, it is important to note that there were also many facilitative comments made  
38 about managers, which would help to explain the success of many of the mentoring  
39 relationships too. Interestingly though, most of the mentoring relationships were successful  
40 despite or with their managers support or involvement, which is perhaps a testament to the  
41 enduring nature of mentoring. However, when reviewing the quotes from these  
42 mentees/mentors, the suggestion is that their relationships may not have been as effective  
43 as others who did receive management support.  
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47 This matrix (Fig 1.1) helps to simplify this finding further. This figure demonstrates this is  
48 potentially an important insight in relation to managers, as it shows that where manager  
49 support and mentor support is high, learning is likely to be maximised. However, where  
50 management support is low, but mentor support is still high, learning will occur but is not  
51 likely to be maximised. Obviously, where management support is low and mentoring  
52 engagement is low, outcomes will also be low.  
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This model helps to confirm what is already known about the influence that managers have on mentoring: that their influence can be both facilitative and hindering towards learning. In the public sector, where management and leadership styles are criticised and trust between management and workers is low (Pate *et al.*, 2007), this is an important reminder of the influence that managers can have on learning; the suggestion being that managers cannot directly affect change towards the external business environment, but they can affect change within the businesses that they work within. If the public sector is truly attempting to effect change in leaderships styles and the organisational culture within which they work (Meaklim and Sims, 2011), a starting point could be to ensure managers are much more engaging, much more open to offering developmental support to their employees and much more willing to act as enablers and not restrictors to such L&D opportunities. If L&D and promotional opportunities are becoming more scarce, then it is perhaps even more important to support mentoring initiatives, in the absence of any others.

**Fig 1.1 - Showing how line management support combines with mentor/mentee engagement to encourage learning – to be inserted here**

### Implications

The first key insight from this research is to suggest that both parties learn within mentoring relationships. This implies that investment in mentoring can bring positive results for both parties, by helping to foster a more collaborative approach to learning and the workplace. This in turn may help to create a more inclusive, supportive workplace culture within the UK Police.

The second key insight suggests that line managers should be encouraged towards being more proactive when supporting the personal development of their team members into the future. If they are more involved in and more supportive of L&D interventions, then their team members could gain more from the experience. In turn, this may ultimately help them to make a more positive difference within their role. It is interesting to see that the College of Policing Leadership Review (2015) states that leading people involves communication, team working and maximising potential. All of these have been mentioned as learning outcomes by mentees and mentors in this research. However, due to the lack of management support highlighted, these insights suggest there is still more work to be done by managers towards supporting and maximising individual potential in their teams. This research also shows that those managers who actively involved themselves in being a mentee or mentor, also received huge learning benefits from being involved. This perhaps demonstrates the importance of managers role modelling mentoring. The suggestion being, that if they are or have been involved in mentoring before, they are more likely to have

1 better developed knowledge, skills and affective-related behaviours. Equipped with these,  
2 they are more likely to be supportive when others wish to get involved.  
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### 6 **Research limitations**

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9 Several limitations to this study should be recognised. Much information has been gathered  
10 from 68 interviews and four focus groups (CEPF) and 12 focus groups (NEPF) with the same  
11 types of respondent over time. This gives confidence in the results that the information  
12 collected represents the perceptions of this particular mentoring population: mentees and  
13 mentors. It is hoped that these results will inform wider evidence-based practice but it is  
14 recognised that although interesting to compare and contrast the findings between the two  
15 different case study organisations, it would have been helpful to have had access to indepth  
16 interviews from within the second case study too, so the detail could have been compared  
17 further. As such, the findings drawn from this study may not be directly applicable to other  
18 mentoring programmes beyond these UK Police Forces.  
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23 Whilst the focus groups have allowed mentees and mentors to build on others ideas, and to  
24 develop shared knowledge, it was interesting to find that the focus groups tended to collect  
25 mostly negative comments about managers and the organisational context. It would have  
26 been helpful to acknowledge this information earlier, in order to share this back with the  
27 focus group attendees, in order to try to understand further why this was the case. Also,  
28 information was not collected from those that did not attend the interviews or the focus  
29 groups, although some phone-calls were made and emails were sent. Assumptions could be  
30 made that these mentees/mentors were having successful mentoring relationships and so  
31 did not see the value of attending and/or did not have the time available or that their  
32 mentor relationships were not as productive, so did not attend as they felt they had nothing  
33 to share or their mentoring had been disbanded. This information would have been helpful  
34 to pursue, to have a better understanding of those specific hindering factors which could  
35 lead to less effective or termination of relationships.  
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41 Also, it may have been difficult for both parties to distinguish between the learning and  
42 support from mentoring and other experiences within the workplace. The Police mentors  
43 and mentees would have been developing through on-going experiences within their job  
44 alongside their mentoring. It is very likely that some of the learning discussed and attributed  
45 to mentoring, had been developed outside of the mentoring relationship, but perhaps only  
46 realised as part of the mentoring discussions.  
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### 51 **Conclusion**

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54 In short, this research provides some insights into how and what managers might learn  
55 through mentoring and the influence that managers might have. It has been suggested that  
56 in relation to the future direction of police leadership, that greater investment is made  
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1 towards frontline managers as ultimately they will be the leaders of the future (College of  
2 Policing Leadership Review, 2015). As a result of this research, the suggestion is that  
3 investment needs to be made earlier towards their personal development. This will help  
4 them to better recognise how they can support the personal development of others in their  
5 teams too. More attention needs to be paid at these levels. If not, the pipeline of talent  
6 moving up towards the higher levels of leadership in the next ten years and beyond, will not  
7 be representative of the real talent below. Nor will it be what is needed in these changing  
8 times.

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13 From the researcher's point of view, the workplace is increasingly becoming intensified,  
14 recognising the need to change and working towards being more diverse and representative  
15 of the community it serves. With this in mind, it does not make sense to keep with a system  
16 whereby if you have a good manager you are supported and progress. But if you don't, you  
17 don't.



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**Table 1.1** Comparison of the extent of mentee and mentor learning in each learning domain across the two cases

<b>Mentees/ Mentors</b>	<b>Learning domains/cases</b>	<b>CEPF (interviews)</b>	<b>NEPF (focus groups)</b>
<b>Mentees No. of responses</b>	Cognitive	86 (33.46%)	54 (28.73%)
	Skill-based	55 (21.40%)	38 (20.21%)
	Affective- related	95 (36.97%)	54 (28.72%)
	Social networks	21 (8.17%)	42 (22.34%)
	<b>Total mentee responses</b>	<b>257</b>	<b>188</b>
<b>Mentors No. of responses</b>	Cognitive	55 (28.80%)	32 (41.03%)
	Skill-based	58 (30.37%)	11 (14.10%)
	Affective- related	67 (35.08%)	22 (28.21%)
	Social networks	11 (5.75%)	13 (16.66%)
	<b>Total mentor responses</b>	<b>191</b>	<b>78</b>

**Table 1.2** Comparison of mentee and mentor learning outcomes in each learning domain across the two cases

Mentees/ Mentors	Learning domains/cases	CEPF (interviews)	NEPF (focus groups)
<b>Mentees</b> key learning outcomes	Cognitive	<ul style="list-style-type: none"> <li>• Promotional info</li> <li>• Practical advice</li> <li>• Wider org</li> </ul>	<ul style="list-style-type: none"> <li>• L&amp;D opportunities</li> <li>• Wider org</li> </ul>
	Skill-based	<ul style="list-style-type: none"> <li>• Interview skills</li> <li>• Communication</li> <li>• Coping with stress</li> <li>• Work-life balance</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Problem solving</li> <li>• Leadership</li> <li>• Management</li> <li>• Communication</li> <li>• Reflection</li> </ul>
	Affective-related	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Positivity</li> <li>• Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Drive</li> <li>• Self-awareness</li> <li>• Attitude</li> </ul>
	Social networks	<ul style="list-style-type: none"> <li>• Signposting</li> <li>• Making connections</li> </ul>	<ul style="list-style-type: none"> <li>• Contacts</li> <li>• Project opportunities</li> <li>• Meetings in other depts.</li> </ul>
<b>Mentors</b> key learning outcomes	Cognitive	<ul style="list-style-type: none"> <li>• Wider org</li> <li>• About mentees</li> <li>• About mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• About mentees</li> <li>• About mentoring</li> </ul>
	Skill-based	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Listening</li> <li>• Planning</li> <li>• Support</li> <li>• Challenge</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Listening</li> </ul>
	Affective-related	<ul style="list-style-type: none"> <li>• Confidence about mentoring</li> <li>• Self-awareness</li> <li>• Positivity</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence about mentoring</li> <li>• Self-awareness</li> </ul>
	Social networks	<ul style="list-style-type: none"> <li>• Raised awareness of own contacts</li> </ul>	<ul style="list-style-type: none"> <li>• New meetings</li> <li>• Created own new contacts</li> </ul>

**Table 1.3** Comparison of the 9 key moderating factors in relation to whether mentees and mentors perceived they were facilitating or hindering factors, across the two cases

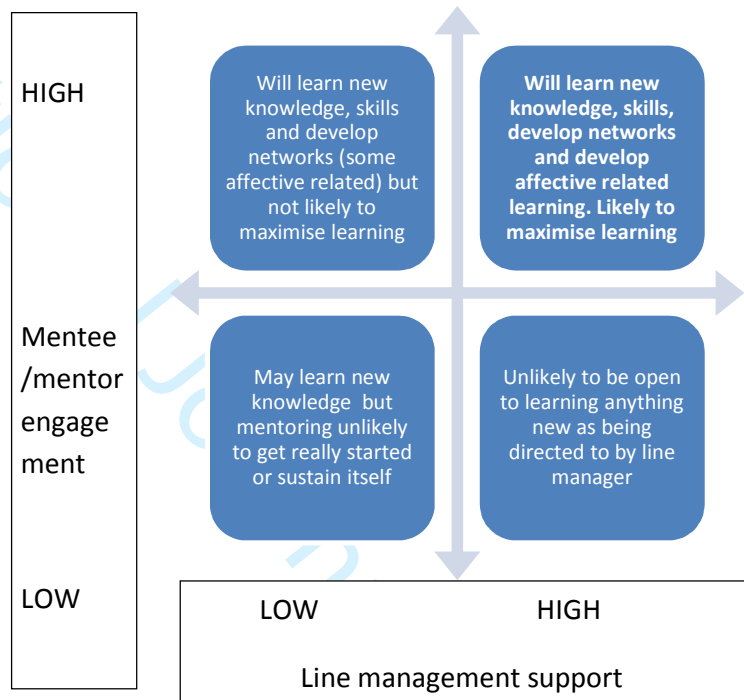
Mentees /Mentors	Moderating factors	CEPF (interviews/focus groups)	NEPF (focus groups)
<b>Mentees</b>	Difference	Facilitating	Low - Facilitating
	Matching Strategy	Facilitating	N/A
	HR challenges	Hindering	Hindering
	Managers	Facilitating (interviews) Hindering (focus groups)	Hindering
	Organisational changes	Hindering	N/A
	Other relationships	Low - Facilitating	Low - Facilitating
	Personal factors	Hindering	Facilitating/Hindering
	Similarity	Facilitating	Low - Facilitating
	Time	Hindering	Hindering
<b>Mentors</b>	Difference	Facilitating	Low - Facilitating
	Matching Strategy	Hindering	N/A
	HR challenges	Hindering	Hindering
	Managers	Facilitating (interviews)	Low - Hindering/ Facilitating

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		Hindering (focus groups)	
	Organisation al changes	Hindering	N/A
	Other relationships	<i>Low - Facilitating</i>	<i>Low - Facilitating</i>
	Personal factors	Hindering	Hindering
	Similarity	<i>Facilitating</i>	<i>Low - Facilitating</i>
	Time	Hindering	Hindering

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**Fig 1.1 - Showing how line management support combines with mentor/mentee engagement to encourage learning**



Source: Jones (2014) p. 5.