

Extending our understanding of the role of mentoring and coaching to support staff learning in the workplace



People Involved

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Key Words

work based learning and research; peer mentoring and coaching; organizational change; professional learning



Description

This research project examines in greater detail the present peer coaches and mentors perceptions of the ongoing mentoring and coaching training that they have participated in over the past academic year at the IOE.



The project extends previous investigations with participants and uses their insights to develop a clearer picture of the connections between peer coaching and mentoring and work place learning.



This research extends from facilitating this group to enquiring into the outcomes of peer mentoring and coaching and give the opportunity to extend the scope of the work across the whole organization and to the Bloomsbury Consortium.

Other mentoring and coaching schemes depend upon a hierarchical model of mentoring and coaching.

This project illuminates the importance of embedding professional learning and change in non-hierarchical supportive groups of both nonacademic and academic staff.

The reports and articles arising from this research are informed by the theoretical models of Evans et al, 2006; Lee et al, 2000; Scott et al, 2004. An extension of the research allows a more detailed study of the participants (both mentors and mentees).

The project carries out a number of biographical studies that will focus on the experiences of both mentees and mentors and what has encouraged them to participate in the IOE scheme, how their work place practices have changed and how the mentoring and coaching service and supported changes that have occurred in work place practice.

Throughout the study a strong focus is being put on the cross-organisation links that are developing as a result of this project.

The study is being conducted at a particularly important stage of change at the institutional level.

Methodology

A qualitative research approach is being used to highlight and extend the existing effective practices.

There are three strands:

1. In-depth interviews with peer mentors and coaches
2. In-depth interviews with IOE staff who have made use of the service.
3. Interviews with key managers about the effects of the scheme across the IOE.

The data will be read several times using the constant comparative method (Strauss & Corbin, 1997).

Similarities and differences will be analysed and themes will be identified. A theoretical dimension will be developed grounded in experience and professional practice.

Outcomes

A number of reports will be written and articles for academic journals will result. Key findings will be fed back to Staff Development and Learning and Teaching Committees to



inform the development of this project.

practice, Thousand Oaks, CA, Sage.



There will be a symposium at the WLE Centre and workshops on key themes. It is envisaged that the peer mentors and coaches will take a role in the symposium and contribute to the workshops around issues relating to their own workbased learning.



The symposium and workshops provide a focus for the Bloomsbury Consortium in developing peer mentoring and coaching across the Consortium.



The symposium and workshops will also provide an opportunity for colleagues to link the different research projects. For example, this project has strong links with the work carried out on: Mentoring in Schools (Fiona Rodgers).



References

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