



One Million Mentors

Process Evaluation

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Executive summary

Context

- This report describes the findings from a process evaluation of the One Million Mentors (1MM) programme. It was designed to support 1MM in understanding what the range of experiences and key ingredients of its mentoring model are, and provide recommendations on how 1MM can increase and maintain quality and fidelity over these factors as it scales.

Approach

- The aims and objectives of the study were to use the perspectives of mentors and mentees to provide an in-depth description of 1MM's mentoring model; the factors affecting the success of this model; and the range of outcomes of the model.
- The qualitative study used semi-structured interviews and focus groups to explore the views and experiences of mentors and mentees taking part in the programme across different Youth Partner Providers (YPs), (schools, academies, colleges and universities), in Manchester and West Midlands.
- A sample of 22 mentors and 21 mentees were interviewed across 14 different YPs (4 schools, 2 academies, 4 colleges, 2 universities). The YPs were chosen so that there would be variation in relation to the age and background of mentors and mentees taking part in the programme.

Key Findings

Programme outcomes

- **We found that the programme had an overall positive impact on mentees.** Mentors and mentees reported improvements in mentee's confidence, awareness of education and work opportunities, skills related to employability and personal effectiveness, wellbeing, and exposure to the world of work and social networks.

- **Mentors reported how they had valued taking part in the programme** for their own personal fulfilment and development, and the opportunity to connect with young people and other mentors.
- **Mentors raised concerns about whether the programme was sufficiently targeted to those young people most in need of support.** Whilst mentors believed that mentoring had been beneficial for their mentees, they believed that the programme should be more focussed on young people with low attainment and social capital.

Moderating factors

The quality and impact of the programme was moderated by factors along three key dimensions:

- Mentor and mentee knowledge and engagement.
- Relationship building.
- Session delivery.

Knowledge and engagement

- **Mentors and mentees knowledge and expectations of the programme had an impact on their overall experience.**
- **Mentors described clear goals and expectations before starting to mentor, whilst mentees were less clear on what they wanted to achieve through the programme.** Whether goals were met or well-managed through the onboarding and matching process tended to impact overall satisfaction with the programme.
- **Mentees required additional information before getting started on the programme and support in identifying what they wanted to achieve through their sessions.** Mentees experienced different levels of nerves and excitement depending on how prepared they felt to take part. Goal setting was key to the quality of mentoring sessions, but more structure is required by mentors to support their mentee in identifying these goals.
- **Mentors required additional practice and situational based learning to help translate theory into practice.** Mentors found onboarding, including completing the training, relatively straightforward. The content of the training was perceived as useful, particularly at a theoretical level. However, they felt this could be significantly improved by including more practical components, such as case studies and role modelling, to facilitate their understanding of how to translate theory into practice.

- **1MM and YPs staff were perceived as supportive by mentors, but what was on offer varied across YPs.** Mentors knew they could ask for support if they needed it, and those who did found this helpful. However, there were inconsistencies in the type of support being offered to mentors and mentees across different YPs (e.g. pre-mentoring introductory sessions with mentors and mentees and mentor meet ups).

Relationship building

- **Effective mentoring sessions were strongly driven by relationships that were based on positive rapport and responsive to mentee's needs.** Positive relationships enabled mentees to be open and trusting, and mentors to offer guidance and advice which met their mentees needs and expectations.
- **Three factors were key to relationship building.** These were having empathy, being responsive to mentees need, and the mentoring environment.
- **Empathy was facilitated by mentors and mentees finding common ground, or mentors being able to connect with their mentees in other ways.** Within this, the extent to which mentees were engaged and prepared to take part in the programme, as well as how confident and open they were, were important contributors.
- **Being responsive to mentees needs was facilitated by the quality of the mentor-mentee match, the structure of the mentoring relationship and how equipped mentors felt in offering the right support.**
- **Identifying the right time and space for mentoring in a timely and effective manner affected the number and quality of sessions.** This was driven by the availability of YPs, mentors and mentees, as well as safeguarding requirements. At times, mentors felt that these constraints created an environment which was too formal and artificial for mentoring.

Session delivery

- **The key ingredients of effective mentoring sessions were:**
 - **Setting short-term and long-term goals;** where sessions referred back to goals and progress was tracked over the course of the programme.
 - **Identifying the right session content;** where theoretical advice and practical skills were discussed, sessions followed mentee's needs, and mentors were able to provide advice based on experience or training.

- **Offering real world opportunities (e.g. networking or work experience);** where not possible due to safeguarding constraints, mentors provided support on how to access these.
- **Achieving continuity between sessions;** where mentors referred back to content in previous sessions and mentees engaged with topics between sessions.
- **Providing mentees with a safe space to talk about educational and employment opportunities;** where sessions could be distinguished from classroom lessons and parental discussions, allowing mentees to discuss 'formal' topics in an 'informal setting'.
- **The quality of sessions was driven by mentor training, experience and effort, as well as how prepared and engaged mentees were.** Mentors learnt how to deliver effective sessions over time, but felt that training could have better equipped them to deal with the unstructured nature of the programme.
- **Whilst accessing real world opportunities was of interest for several mentees, this was challenging for mentors to provide.** Safeguarding constraints in schools and college meant mentors were often not able to connect mentees to opportunities. University based mentees were better placed to access different opportunities.
- **Mentees found mentoring sessions useful and valued their mentor's advice, particularly when they had a specific interest in the area their mentor was working in.**

Recommendations

The research findings suggest 9 key improvements that could be made to the 1MM programme.

Supporting knowledge and engagement

- Assess the way in which mentees are being recruited into the programme and/or provide YPs and mentors with greater clarity on the selection process.
- Create a mentee onboarding journey to better manage expectations and support goal-setting.
- Revise mentor onboarding and training materials to better manage expectations and include more practice based learning.
- Standardise the training and support offer to ensure that the information provided to mentors and mentees is consistent and accurate across YPs. This includes ensuring

that key content is accessible to users regardless of their digital capability or availability:

- Provide online training in an offline format (either through face to face workshops or a print training manual).
- Ensure support provided via face to face workshops is also accessible online (e.g. webinars, amending online training offer to include more situational-based learning).
- Providing YPs with set materials to share with mentors and mentees.

Supporting relationship building

- Match mentors and mentees based on their needs. Where mentees have specific goals they would like to achieve through the programme, for example, interest in a specific industry or career path, matching should prioritise this.
- Match mentors and mentees based on their similarities. Where mentees have specific hobbies and interests, matching should also seek to consider these.
- Provide mentors with the training and tools to foster empathy. Training should include ways in which mentors can support their mentees in instances where YPs have not been able to match pairs based on needs and interests, including how to help mentees feel at ease and provide them with the right guidance. Whilst 1MMs' offline training includes exercises to explore empathy, the research highlights that not all mentors are accessing this training. As such, empathy should be integrated within the core components of the online training and efforts should focus on how to make training more accessible.
- Provide YPs with best practice scheduling techniques and recommended environments for mentoring sessions.

Supporting session delivery

- Tailor training to focus on the 5 key ingredients of effective mentoring sessions and how to deliver these whilst still maintaining a free-flowing, unstructured approach:
 - Setting short-term and long-term goals.
 - Identifying the right session content.
 - Offering real world opportunities.
 - Achieving continuity between sessions.
 - Providing mentees with a safe space to talk about educational and employment opportunities.

Research limitations

- The most significant limitation faced by this study was challenges identifying the intended sample. This means that we cannot conclude that the full range of diversity of experiences of all mentors and mentees involved in the 1MM programme have been captured.
- For safeguarding reasons set by different YPs, staff from 1MM or YPs were present in some interviews, limiting the extent to which mentors and mentees may have felt able to express themselves openly.

Ideas for further research

We identify 6 potential areas for further research to support 1MM as it scales:

- Investigate whether 1MM's mentee recruitment strategy is achieving its target of selecting young people with high potential and low social capital and the extent to which the findings on the mentee target pool mirror those of the wider mentor population.
- Investigate the support required by YPs to deliver the programme with high quality and fidelity, with a particular focus on mentee onboarding, session scheduling, and matching. Based on our research, more time and tools are required by YPs to fulfill their role. Speaking to a larger sample of YPs will offer greater understanding of the experiences of this key stakeholder, help to identify where there are frictions in the process and outline the minimum standards of YPs 1MM chooses to partner with.
- Investigate the feasibility of mentors offering mentees access to external opportunities within the safeguarding parameters placed by different YPs.
- Investigate the feasibility of signposting mentors to specific YPs based on their needs and preferences, as well as their skills and expertise.
- Investigate the time commitment of each stakeholder involved to identify whether there are frictions in the process that can be streamlined, and better reflect this in the onboarding process to manage expectations.
- Triangulate findings from this qualitative report with a quantitative approach to explore the prevalence and size of the effect of the programme, and some of the challenges identified.

Chapter 1: Introduction

Background

1MM is a community based mentoring programme, quickly growing roots around the UK. The aim is to transform young lives by connecting one million young people with one million mentors. This scheme backs the talents of young people to improve their career chances, while at the same time strengthening local communities. 1MM was founded on the belief that through personal, one-to-one mentoring, more young people can grow the knowledge, networks, skills and confidence they need to succeed.

Its goal is to link individuals with high social capital to young people who have low social capital, in an effort to accelerate social mobility. Through the provision of trained volunteer mentors from within the business world and community, 1MM seeks to boost support and advice for young people in the areas of education, employment and social action.

1MM has developed an online platform to train people who are working, retired or on a career break, to be digitally matched with youth partners (schools, colleges, universities, employment programmes and charities). Mentors are then introduced to their mentee who they meet for one hour, once a month, for up to a year. 1MM supports mentors and youth partners to engage in a positive relationship via ongoing training and regular impact surveys.

To date, 1MM has offered mentoring to over 1,300 young people aged 16-25 across Greater Manchester, the West Midlands, and more recently, the Cardiff region. 1MM is currently looking to create a step change in the recruitment, training and support of mentees and mentors, alongside better evaluation of its programme.

In order to help 1MM to achieve these goals, The Behavioural Insights Team (BIT) was commissioned to help further understanding of the quality and fidelity of the 1MM programme, and identify what the key ingredients of an effective mentoring relationship with 1MM are. This involved co-constructing a Theory of Change with 1MM and a year long process evaluation comprised of qualitative research with current mentors and mentees across Manchester and the West Midlands. This research is intended to inform 1MM's operations as it scales, as well as the evidence base on the impact of mentoring.

Programme outline

The key stages of 1MM's process, as defined by 1MM are:

Referral: 1MM sources prospective mentors from a wide variety of sources including employer networks, presentations to employers' social media and word of mouth.

Application: Mentors go through a registration process where they complete a bio, setting out their background and where mentors think they would add most value.

Training and support: 1MM offers four different types of mentor training and support. The online training is mandatory. There is also an optional offline training for mentors that would like additional support.

- **Online training:** 1MM provides three levels of online materials:
 - **'Level One - Heart of the Matter'** is the mandatory training that all mentors must complete before they can be considered for the programme. Mentors need to complete questionnaires at the end of each module before their training is deemed to be complete. Level One is made up of 17 individual modules, focused on the skills required to be a mentor and the safeguarding arrangements for the programme. In particular, Level One focuses on the following areas: (1) Introduction; (2) Your first meeting; (3) Key attributes; (4) Practical skills; (5) Social action; and (6) Introduction to safeguarding. Sessions are made up of text, video content, and quiz activities. 1MM estimates that Level One takes approximately 90 minutes to complete.
 - **'Level Two - Practical Matters'** provides additional optional materials, frameworks, tools and techniques for mentors. These build on the sessions provided by 1MM in Level One, and largely consist of links to information hosted by external organisations, embedded at the end of the corresponding Level One material.
 - **'Level Three - Learning Matters'** also consists of additional optional material to help mentors further deepen their understanding of mentoring and their own professional development, beyond Level One and Two. Level Three is also made up of links to information provided by external organisations, embedded at the end of the corresponding Level 1 material.
- **On-going support:** 1MM hosts 'Communities of Practice' (COP) where mentors from the same area can meet together regularly to share their experiences of mentoring and receive guidance from one another.
- **Offline training:** 1MM hosts optional 'mentor workshops' throughout the year. These build on the online training and provide mentors with the opportunity to put their learning into practice in a face-to-face setting.
- **Ongoing training:** 1MM sends mentors monthly 'mentor updates', signposting mentors to additional resources.

Matching: The Youth Partner Provider (YP) sources mentees and typically handles the matching process. In some cases, the mentors are able to select a mentoring opportunity online and then their biography is sent digitally to the YP's dashboard for the YP to accept or

reject. Mentors are typically matched with one mentee, but in some instances mentors receive two mentees to mentor alongside one another.

First meet: Typically, the YP facilitates the initial meetings between mentors and mentees. In other cases (with some adult mentees) guidance will be provided to the mentor and mentee on where they should meet and they are allowed to arrange a meeting directly.

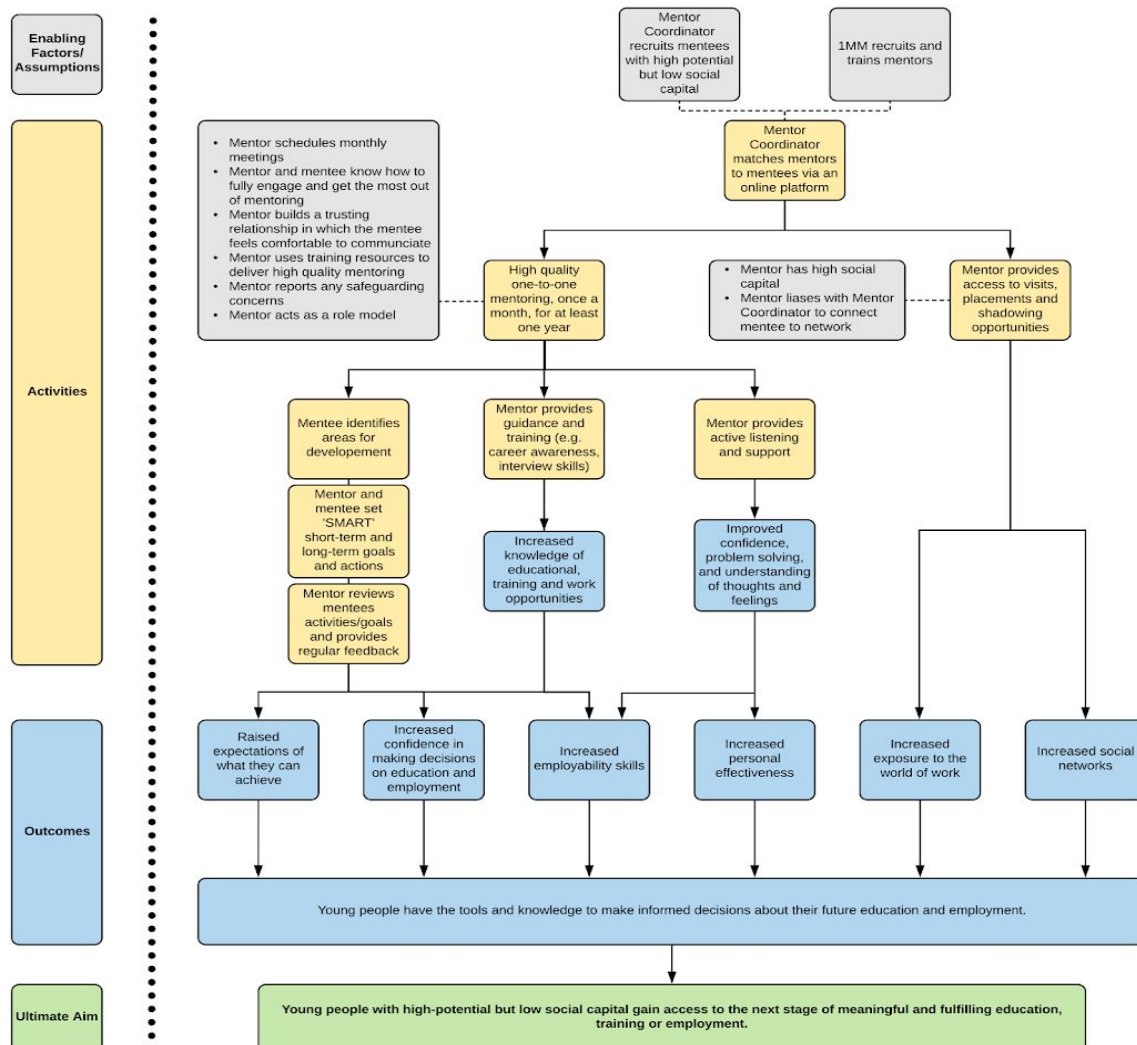
Ongoing mentoring: Mentors and mentees meet (typically in person but sometimes remotely), an hour a month, for up to a year. This will be subject to variation between mentoring relationships and usually has some flexibility around busy periods for mentees in particular, e.g. during exam periods.

Monitoring: The mentor is expected to complete an online dashboard throughout the mentoring process. YPs will typically do periodic checks with mentees (and sometimes mentors) as well.

Relationship close: Whilst there is not a strict mentoring close process, mentors will receive a bespoke set of recommendations, via the online platform.

1MM's Theory of Change (presented below), co-constructed by 1MM and BIT provides further detail on the programme activities, with a particular focus on activities specific to the "ongoing mentoring" stage. The focus of this body of work is in establishing what the key ingredients, or 'minimum standards', of mentoring are from the perspectives of mentors and mentees at key stages of the programme. Where applicable, we assess the extent to which the programme is being delivered as defined by 1MMs' Theory of Change.

Theory of Change



Research objectives

Following 1MM's key areas of interest, the primary aim of this process evaluation was to explore the factors affecting the effectiveness of a mentoring relationship from the perspective of mentors and mentees. Specifically, the objectives of the study were to:

- Describe the range of experiences of the 1MM programme.
- Explore what makes a high quality mentoring relationship; including what the needs of mentors and mentees are, the content of mentoring sessions and what factors affect impact.
- Identify whether 1MM has the key factors that enable high quality mentoring (i.e. what support and provision is required at each stage to support the delivery of high quality mentoring).
- Explore ways in which 1MM can control/maintain fidelity over these factors as it scales.

In order to address these questions, we explored the experiences and behaviours of key actors using a mixed-methods approach as outlined in the Methodology section, and conducted a review of the training materials provided to mentors. In this report, we present findings on the programme's outcomes, as reported by mentors and mentees, followed by the factors which seemed to moderate the quality and impact of mentoring sessions along three key dimensions:

- Knowledge and engagement.
- Relationship building.
- Session delivery.

Chapter 2: Methodology

This qualitative study used semi-structured interviews, focus groups and observations to explore the range and diversity of experiences of mentors and mentees taking part in the 1MM programme. The findings reflect the range and diversity of mentors and mentees, and so this research will give a good sense of the variety of experiences that are present in people taking part in the programme.

Data Collection

To explore the factors outlined above, several data collection methods were employed. These and the rationale for their use are detailed in Table 1.

Table 1: Data collection methods

Longitudinal case studies	Longitudinal case studies were conducted with 4 pairs of mentors and mentees in a mentoring relationship. Case studies involved semi-structured interviews with mentors and mentees at the start and end of the programme and an observation of a mentoring session at the midpoint. The case study is a powerful research strategy to use within mixed method designs as it adds completeness to the exploration of complex issues in situ. ¹ The longitudinal nature of this approach allowed us to understand how the mentoring relationship changed and developed over time, as well as any fluctuations in mentor/mentee engagement. Following mentors and mentees from the same mentoring relationship allowed us greater insight into the nature of the mentor match, whilst triangulating observations with interviews allowed us a deeper understanding of the phenomenon participants described.
Post-mentoring semi-structured interviews	Semi-structured interviews were conducted with a number of mentors and mentees at the end of their mentoring relationship. Semi-structured interviews allowed an in-depth exploration of perceptions and experiences from the perspective of a participant. Participants were interviewed with a set of open-ended questions focusing on their experience of the quality of the mentoring programme and the method of delivery. This allows consistency of areas covered but allows the interviewee to explore their personal experience.

¹ Yin, R. K. (2013). *Case study research: Design and methods*. Sage publications.

Focus groups	Focus groups were conducted with groups of mentors and mentees at the mid-point of the programme. Focus groups provided an efficient way of gathering data from multiple respondents at a time. The interaction between participants provided unique findings that may not have been identified in the one-to-one interview settings, as this format prompted reflection in each other through shared experiences.
Document analysis	Researchers conducted document analysis of online, ongoing, and in-person training resources. These resources were triangulated with mentor interviews and observations to understand how well the training prepared mentors for the programme, and to recommend any improvements.

Topic guides for interviews were developed in consultation with 1MM in order to ensure consistency across the interviews and relevance to the programme. Although the exact content of the interviews varied between mentors and mentees and at different stages of the relationship, topic guides were organised around the following key themes: getting involved, motivations, onboarding and training, logistics, relationship with mentor/mentee(s), session content and impact (See Appendix 1 for the topic guides used in each interview).

An informal and flexible approach was taken throughout the interviews. Researchers emphasised that participation was voluntary throughout the recruitment as well as at the start of the interview. Interviews were conducted either face-to-face or by telephone and lasted from 30 to 60 minutes.

Sample

Upon commencement of the study, the research team selected purposive sampling² to capture a diverse range of views from across the mentor and mentee population. The team proposed using profile data of mentors and mentees to sample across characteristics such as previous engagement in the programme, age, location, ethnicity and gender.

Data protection considerations, however, meant that this was not fully possible. Gatekeepers, such as 1MM programme staff and YP providers, had to be used to contact mentors and mentees, thus mediating which participants BIT had access to. Once approached by the relevant gatekeepers, participants were then able to choose whether to participate, and a large number of mentees and mentors chose not to. The ability to generalise the range and diversity of experiences from qualitative research is highly dependent on sampling. Furthermore, it was not always possible to access relevant profile data prior to participant selection, limiting the extent to which the sampling was fully reflective of the intended sampling frame. Although every effort was made to recruit individuals with a wide range of

² Ritchie, J., Spencer, L. and O'Connor, W. (2003) 'Carrying out qualitative analysis' in Ritchie and Lewis (eds) *Qualitative Research Practice* Sage.

experiences and other relevant characteristics, the challenges outlined pose certain limitations to the generalisability of the findings, discussed below in challenges and limitations.

A total of 22 mentors and 21 mentees took part in the study across the two areas in which 1MM operates in: Manchester and West Midlands. An overview of the full sample is provided in Table 2 below. When comparing the research sample to the full 1MM population, we find that the sample reflected the population with regards to mentors' and mentees' gender, and mentees' education status. However, the research sample contained more mentees from higher socio-economic status backgrounds, more mentor and mentees from Asian/Asian British ethnicity and more mentees from Greater Manchester relative to the 1MM general population.

Table 2: Sample of mentors and mentees by key characteristics

Characteristics			Research Sample		1MM Population	
			Mentors (22)	Mentees (21)	Mentors	Mentees
Primary	Area	Greater Manchester	12 (55%)	11 (52%)	37%	30%
		West Midlands	10 (45%)	10 (48%)	63%	70%
	Mentee age group	In secondary education	n/a	18 (86%)	n/a	87%
		In higher education	n/a	3 (14%)	n/a	8%
Secondary	Gender	Male	10 (45%)	12 (57%)	41%	46%
		Female	12 (55%)	9 (43%)	58%	54%
	Ethnicity	Asian/Asian British	3 (13.5%)	11 (52%)	9%	26%
		White: English/ Welsh/ Scottish/ Northern Irish/ British	14 (64%)	4 (19%)	78%	50%
		Other ³	3 (13.5%)	3 (14%)	11%	19%
		Undisclosed	2 (9%)	3 (14%)	2%	5%

³ To avoid the identification of participants, Mixed/ multiple ethnic groups and Black / African / Caribbean / Black British participants have been grouped together.

	Low socio-economic status ⁴	Yes	n/a	7 (34%)	n/a	51-57% ⁵
		No	n/a	11 (52%)	n/a	43-49%
		Missing	n/a	3 (14%)	n/a	n/a

In addition, two informal semi-structured interviews took place with two YPs: one based at a school in Manchester, and the second at a further education college in the West Midlands. An observation of a mentoring session (without interview) was also conducted with a mentoring pair from the West Midlands where the mentee was of secondary school age.

Analysis

Interviews were audio recorded with participant's express permission and then transcribed. Data from interview transcripts and observation reports were managed and analysed using the 'Framework' approach⁶. This involved summarising transcripts into a matrix organised by themes and by individual case. The managed data were first analysed by theme, in order to identify and categorise the range of phenomena present in the study population, and then by case, in order to discern the presence of any explanatory variables present within the data (See Appendix 2 for a more detailed description of the Framework approach).

Verbatim quotations from interviews are used throughout the report to illustrate key themes and findings. At times, the details of quotations or examples are limited to maintain the anonymity of participants.

Ethics

A number of ethical considerations were taken into account during the design, data collection, and analysis stages of this study, particularly given the age of some of the study participants. Interviews and observations only took place after participants had provided full written and verbal consent. Prior to the interview, researchers ensured that participants were aware of the subject matter of the interview, as well as the fact that they were free to withdraw from the interview at any time. Additional written parental consent was obtained for all participants aged under-16.

Challenges and limitations

⁴ For mentees in secondary education: Free School Meals, Free College Meals, Pupil premium Bursaries. For mentees in further education: Widening participation scheme

⁵ 51% of mentees aged 15-18 years are from disadvantaged backgrounds. 57% of school-aged mentees are from disadvantaged backgrounds

⁶ Ritchie, J., Lewis, J., Nichols, C.M. and Ormston, R. (2014) Qualitative research in practice. 2nd edition. London: Sage.

As with all research, this process evaluation encountered a number of challenges. Recognising these and the associated methodological limitations they contributed to is a hallmark of high quality research.

The most significant limitation faced by this study was challenges identifying the intended sample. This means that we cannot conclude that the full range of diversity of experiences of all mentors and mentees involved in the 1MM programme have been captured. The principal reasons for this are described below. This has implications for the potential generalisability of the findings. In particular:

- The way in which mentors and mentees were recruited to the study means that it is possible that those with more favourable opinions towards 1MM may have been more likely to enroll in the study. In addition to this, that the views of mentees from lower-socio-economic status were not fully captured, and of mentors and mentees from White: English/ Welsh/ Scottish/ Northern Irish/ British ethnicity.
- The mentee from one of our case study pairs (see below) dropped out of mentoring after a few sessions and was no longer contactable. It is possible that this mentee may have had negative experiences of the programme and would have helped us understand reasons for withdrawal, but it was not possible to capture their views.
- The scope of the study meant that it was not possible to capture the views of some actors involved in the 1MM programme, including mentees and mentors from all of the YPs 1MM works with (including mentees from apprenticeships and in employment), mentor coordinators (i.e. staff at YPs responsible for the delivery of the programme), and some 1MM programme staff.
- For safeguarding reasons set by different YPs, staff from 1MM or YPs were present in some interviews, limiting the extent to which mentees may have felt able to express themselves openly.

Chapter 3: Case studies

Below we present two case studies, one of a mentor and one of a mentee, which highlight some of the key themes emerging on the experiences of the 1MM programme from this research. This is followed by an in-depth exploration of these themes, as well as an analysis of the full range of mentor and mentee experiences of the programme.

Mentor case study

My colleague suggested I start mentoring for 1MM. This was my first experience of mentoring and I was a bit concerned that I would not make a good mentor, but my colleague encouraged me to carry on. They reassured me that I didn't need to be an expert to be a mentor and that as long as I was willing to do it, it would be fine. My onboarding was pretty straightforward and I didn't have many questions at the start, mostly because I didn't know what to expect! I only remember wanting to receive more information about my mentees at the time: how were they selected? What did they want to get out of the programme? But other than that, I felt like I had all I needed to get going.

The set up logistics for my sessions went smoothly and so, with some nerves, but mostly excitement, I got started. The first few sessions were a bit daunting and I found myself spending more time than I expected preparing for these. We started off by talking about goals and over the course of the programme covered a variety of topics in relation to these, including, for example: building confidence, accessing work experience and volunteering opportunities linked to interests and getting ready for exams. I didn't impose too much structure though, I wanted to be flexible, and to be there to listen to what my mentees had to say at different points in time.

Overall, I really enjoyed the programme. In particular, I valued the interactions that I had with my mentees, learning more about them after each session and offering them support. I'm not sure what impact I had on my mentees, and I would love for there to be a way for me to measure this, but I did notice that my mentees were significantly less reserved, more aware of all the opportunities out there for them, and very keen to try these out!

I would definitely take part in the programme again. With this in mind, there are a couple of things that I think can be improved. My mentees were already quite motivated, and, already had good prospects. Whilst I think they still benefited from the mentoring, I would have preferred to be working with someone from a more disadvantaged background, with less existing support and direction. In addition to this, whilst the online training was good, my actual experience was quite different. I think a combination of more experiential training and the chance to observe others in action would have been beneficial. I wasn't able to access any of the offline training opportunities, so I may have missed out on this because of that. I would definitely recommend the programme to others interested in giving back to young people!

Mentee case study

My head of year encouraged me to take part in the programme, and because I wasn't sure what I want to do in the future, I thought it would be a good opportunity for me to explore my options, improve my skills and get some exposure to the world of work.

Before starting, I was worried that I would not be able to open up to my mentor and explain to them what I wanted to achieve. But in reality, this wasn't the case. My mentor made it really easy for me to open up: they showed interest in me but also spoke about themselves. This put me at ease, because it made sessions more personal and it was also useful to hear about their own career path. We covered lots of different things, including checking in on how things were going at school and ways in which I could improve my exam preparation, and talking about my future plans and career options.

I found all this really helpful. It gave me a different perspective and sometimes you are not conscious about the way you are thinking about certain things. I didn't find the programme too burdensome, actually, it ended up being a good break from school.

Mentoring provided me with a regular reminder to be thinking about my next steps, and additional support to know what to do about it. I felt like I learnt a lot about all the employment opportunities out there and how to navigate these, and now I definitely feel more confident to talk to people I don't know.

Whilst I really enjoyed my sessions, at times, I would have liked to have received more practical guidance or opportunities. For example, I would like to have done some work shadowing to experience what it's really going to be like in practice.

Chapter 4: Programme outcomes

Below we present evidence of change reported by mentees and mentors as a result of the programme. Whilst it is worth interpreting such results with caution, in that they are self-reported changes, the data provides evidence in favour of positive impact of the programme on its participants. Moreover, there was consensus amongst both mentors and mentees that they would recommend the programme to others. In particular, mentees valued the opportunity to receive 1-1, tailored support, which is often not available, both in schools and at universities.

“I’d just say the support you’re given is unreal because when you start university you don’t really have that one person to yourself. So just take that person and use them. I think you don’t want to seem greedy, but that person is there for you and they should be there for you until however much time you need it. So just go for it, and whatever you need to ask them whatever you need to do just go for it.” (Mentee 24, Post-mentoring interviews)

Triangulating data from both mentors and mentees is particularly useful, as mentees often do not recognise changes in themselves. Given that the study took place over school and university term dates, we focus on the programme’s intermediate outcomes, as opposed to the programme’s ultimate goal of young people with high potential but low social capital accessing the next stage of meaningful and fulfilling education. Whilst the programme’s Theory of Change does not focus on mentors, we also report on mentor’s experiences of the programme here.

Outcomes for mentees

As per 1MM’s Theory Of Change, the programme seeks to equip young people who have high potential but low social capital with the tools and knowledge to make informed decisions about their future education and employment. Overall, we found that mentoring had a positive impact on mentees, as reported by mentors and mentees, although mentors questioned the extent to which this change could be attributed to their mentoring. Based on the sample of mentors and mentees we spoke to, we identified evidence for change on the following intermediate outcome measures:

- Confidence.
- Awareness of education and work opportunities.
- Skills related to employability (e.g. team work and conversational skills).
- Wellbeing.
- Exposure to the world of work and social networks.

However, some mentors questioned the overall impact the programme could have due to the pool of young people participating in the programme. Specifically, they felt that their mentees were already very motivated and knew what they wanted to do. As a result, they reported concerns that others, who were more in need of support, were being left behind.

“We mentored students chosen by the school who were high achievers and already had lots of attention. They knew what they wanted to do and they had quite good support and a family network, so they were more aware of...opportunities around them and they were more likely to succeed in life because of that. The other children at school who are the opposite...are left behind.” (Mentor 5, Post-mentoring, Case Study)

Whilst prevalence and effect size would require further quantitative exploration, we are confident we have captured the range of outcomes of the programme. Below we provide specific examples of the changes observed in mentees.

Confidence

As per 1MM's Theory of Change, both mentees and mentors cited how talking to someone new about their education and employment had helped boost the mentee's confidence. Changes were primarily seen with regards to mentee's public speaking, their ability to express their own opinion and, finally, their decision making on education and employment. For some mentees, this had manifested itself in an improved ability to speak to strangers and increased confidence when asking for help in class.

“With my teachers I never really liked asking for help...I just tried to figure it out on my own, but (mentoring) has helped...because I ask more now.” (Mentee F2, Focus Group 1)

Mentors, meanwhile, described how over the course of the programme, their mentees had begun to speak more, including about the decisions they were making about their future.

“I don't know whether it's anything to do with me or just because they have got used to me. I think they're opening up like a flower. They are more communicative and have widened their horizons. Yesterday, they told me the University they've decided to apply to and that they want to study a new language there, rather than History and French. So, they are beginning to expand their ideas about what they want to do. They have certainly got more confidence.” (Mentor 18, Post-mentoring interview)

This also manifested itself in mentees taking on increased responsibility over the topics discussed during sessions and contributing their own ideas.

“You get to a point where... they are leading the conversation... and you are following the conversation along the route that they're wanting to take it” (Mentor M2, Focus Group 1)

One mentor reported how rewarding it was to observe their mentee go from being 'very quiet' to increasingly more confident in themselves and their decisions.

"I just feel really satisfied to see their progress from month to month...they are coming to decisions. At the beginning they were very, very quiet and in that time they have come out of themselves and have just come to decisions about where they want to go with their career...When I meet them again, I can feel the satisfaction knowing that they are a little bit more certain." (Mentor F3, Focus Group 2)

One mentee described how their mentor had helped them to develop their confidence and communication skills by highlighting to them existing opportunities in their networks. As a result, the mentee became a student ambassador.

"I could talk to someone about my problems and how to get involved in things that could help me...They helped me get into being a student ambassador" (Mentee 21, Post-mentoring interview)

The impact of the programme on mentee's confidence was reflected in the fact that mentees thought the programme would be most beneficial for those who are 'closed up' or who 'know what they wanted to do but don't know how to get there'.

Awareness of education and work opportunities

Consistent with 1MM's Theory of Change, some mentees felt that mentoring had given them a more complete understanding of the opportunities available to them, including different university degrees and professions, and how to access them.

One mentee felt that being exposed to someone with more experience than them had opened their minds to what their industry of interest looked like in practice, and how to get there.

"It's given me some exposure, because we are only 15 years old and quite young. So, when you have someone that's older, it opens your mind...to reality, and it's a good kind of exposure because it's a 'how to' kind of thing...I am interested in forensic sciences and my mentor is doing sciences and this has opened my eyes." (Mentee F3, Focus Group 2)

For some mentees, hearing about their mentors past provided them with a more realistic understanding of what their career may look like in practice. In particular, that they did not necessarily have to follow a straight career path, but rather would be able to try different things out. Mentees found this reassuring.

"Actually open my eyes in certain things and told me there are these paths as well, because I always thought that I need to walk in a straight path. That was always my mentality, but then when I listen to the stories and background, there are different

paths I can take and it's not always going to be a straight line. So that has changed my mind and I seem more positive." (Mentee 23, Post-mentoring interview)

One mentee described how their mentor had helped them identify that they wanted to study law at university, through conversations around the school subjects they enjoyed studying.

"We discussed what subjects I like and then we found out what I wanted to do in the future [law], and my mentor showed me how to get there." (Mentor 16, Post-mentoring interview)

Other mentees who already knew what careers they wanted to pursue thought that mentoring had helped to clarify what they needed to be doing, including what skills they needed to develop in order to get there. For example, one school-aged mentee who wanted to go into event management, felt that mentoring had shown them specific routes into the area, including non-graduate options that they had not previously known about. Another mentee had a clearer idea of the skills they needed to develop to go into law.

"[I have] a bit more knowledge, like the skills that I will need and what everyday life is like as a lawyer." (Mentee F1, Focus Group 2)

Mentees were keen to apply what they had learnt in their sessions to their upcoming decisions. Including, for example, looking for part-time work or volunteering opportunities to bring them closer to their next step in education and employment.

"It was helpful because before I didn't actually know what I was going to do. I was thinking about uni, but after the mentoring sessions... I know I can also do volunteering and I can get a part-time job to get more experience before I start doing it." (Mentee 1, Post-mentoring interviews, Case Study)

Skills related to employability and personal effectiveness

The programme also appeared to improve mentees skills related to their employability and their personal effectiveness, consistent with the programme's model. Mentees cited improvements in their interpersonal, communication, teamwork and organisational skills. For example, one mentee felt that they had improved their interpersonal skills and this had helped them when working in an office as part of their work experience. One mentee received help with writing their CV and interviewing techniques and found this particularly valuable to their development.

"The interview skills helped for the communication skills and having someone who was experienced in helping with my CV was good." (Mentee 15, Post-mentoring interview)

With regards to personal effectiveness, one mentee felt that they had become more reflective as a person as a result of hearing from someone with different points of view as them. This manifested itself as considering different points of view more often before speaking.

“For me as a person, I think (I have become) more understanding...I think about things more before I say them. Because now I understand what it’s like for other people with different points of views and principles.” (Mentee F1, Focus Group 2)

Exposure to the world of work and social networks

Prior to starting mentoring, mentees cited how they were keen for their mentor to provide access to visits, placements, and shadowing opportunities. However, the extent to which these opportunities were provided to mentees depended on three key factors. First, whether mentees were based in school or university, with a key constraint in schools being safeguarding arrangements. Second, whether mentors and mentees had been paired based on employment interests, and as a result, mentors had access to the industry of interest. Third, whether mentors knew how to offer such opportunities to mentees. Where external opportunities were accessed, these were particularly valued by mentees. Amongst university-aged students, mentees described different opportunities their mentors had offered them, including:

- Work experience placements.
- Networking opportunities.
- Workplace visits.

For example, one mentee who was studying law described how attending legal technology events had provided him with an opportunity to put what they had been learning in class in context, therefore helping them to understand the course content in more detail.

“[These events] were really interesting...they were so relatable to what I was doing in my course and helped me understand a lot more...it was also helpful with networking as well because there were solicitors and business people there.” (Mentee 3, Post-mentoring, Case study)

A second mentee, also studying law, described how their mentor had not only encouraged them to visit a local court, but had also provided guidance on how to get there and where to sit which had reduced fears of attending. Another mentor described how their mentor’s presence at a networking event had given them confidence to speak to new people. Mentors should therefore be encouraged to not only provide mentees with opportunities, but also to ensure that they feel comfortable when pursuing them.

Where mentors were not able to offer real world opportunities to their mentees, particularly in the case of school-aged mentees, mentors sought to still include this content into their sessions, by encouraging mentees to take up external opportunities and guiding mentees on how to look for and apply for these opportunities. However, based on both mentors and mentees interviews, evidence on the uptake of this advice was limited.

Wellbeing

In addition to the outcomes outlined in 1MM's Theory of Change, mentors also perceived that their mentee's wellbeing had improved over the course of the programme. For example, one mentor described how they had initially been worried about their mentee, who had seemed particularly nervous about upcoming GCSE exams. In response, the mentor had provided them with advice about coping mechanisms and relaxation techniques, which they felt had contributed to the mentee appearing more relaxed in the subsequent session.

"I was a little bit worried about my mentee actually because they seemed really, really nervous about GCSEs up to the point where you could see the physical effect. I provided some advice in terms of coping mechanisms and things that they could do outside of school to help them to relax. When I saw them last, they were a lot more relaxed. They said they had been more relaxed and that they knew what they wanted to do now and how to get there." (Mentor M3, Focus Group 1)

This was echoed by mentees who valued the opportunity to speak to someone about their education or employment related concerns, as this helped to alleviate their stress.

"I was able to relieve the stress. When I was stressed, I was able to talk to my mentor about it." (Mentee 21, Post-mentoring interview)

Another mentor, described how they had noticed that their mentee was not getting much sleep and as a result had encouraged them to stop using their phone before bed. Their mentee took on this advice, started reading before bed and reported improvements in their sleeping patterns as a result.

"I asked them about how much sleep they were getting...they said they were not going to bed until midnight and getting up for school at 6 o'clock. I suggested they stop using their phone to try and go to bed earlier. One positive thing was that they stopped doing that and started reading a book before bed and he finds that he falls asleep a lot quicker. We discussed this recently and he laughed and said it was a positive thing that he recognises." (Mentor 20, Post-mentoring interview)

Outcomes for mentors

Overall, mentors enjoyed the programme and found it valuable both for their mentees and for their own personal development. When describing the impact of participating in the programme on themselves, mentors focused on three areas: personal fulfilment, social opportunities and skills.

Personal fulfillment

Mentors described how they had found the programme rewarding, both in terms of what they were able to give back and what they were able to gain.

“I found it extremely enjoyable at times and took great joy in the mentee that I’ve got because they seem to find it worthwhile. That is a very, very good feeling, when you get on with somebody and they find it worthwhile. So it’s a two-way system.” (Mentor 18, Post-mentoring interview)

Observing progress in their mentee helped to provide mentors with a sense of fulfillment and the feeling that they were able to give back to society. Some mentors highlighted how they valued the way that the programme had pushed them outside of their comfort zone.

“There have been quite a lot of things that we have discussed, that they’ve come back to the next session and said I’ve managed to do this and managed to do that. So it’s really nice to see that progress.” (Mentor M2, Focus Group 2)

For example, mentors explained how discussions with mentees often required them to address questions or situations that they felt unable to answer on the spot. Instead, mentors would spend time outside of sessions conducting research on new topic areas in order to support their mentee. Whilst some found this additional work rewarding, others thought this was too much in relation to what they had expected and would have liked for more clarity on the time commitment. As such, it is worth considering how 1MM can reduce the workload on mentors or better manage their expectations.

Social opportunities

Mentors spoke positively about the social elements of the programme, in particular the opportunity to connect with young people and other mentors. Some mentors felt like mentoring had enabled them to hear about and better understand the experiences faced by young people nowadays. This had led to greater compassion and in some instances a new way of seeing certain situations. One mentor reflected on how mentoring someone with a different background to their own had been enriching and eye-opening, as they had learnt about their mentee’s life experiences which had been very different from their own.

“In my case, the richness of having someone from a completely different background and experience to that which I’ve lived has been marvellous. It is really quite enlightening and so humbling to find out what a young person (has faced) and what their life experience (has been), that has brought them to university, things that would not have occurred to me.” (Mentor F1, Focus Group 2)

Another mentor described how they had asked their mentee to recommend them a book that they would read, as a means of increasing their own awareness.

“[my mentee] studies English and was talking about how what they study is very much dead white Englishman and that they thought that was all wrong. So, I asked her to recommend a book that I could read that I might have not come across.”
(Mentor F2, Focus Group 2)

Those in retirement also valued how mentoring enabled them to hear from young people and visit schools and as a result, stay in touch with their community.

Skills

Those in employment highlighted how mentoring had also helped them to develop their own skills, including communication and active listening skills.

“It has helped me to really think about those one-to-one conversations and how to approach [them]...You do need to think about what...approach you are going to take when you are talking to people.” (Mentor M3, Focus Group 1)

Some felt that this would help them with their own next steps and career progression.

“For me I’m going to be moving to an Assistant Manager role next year, so a lot of what that job involves is having to speak to people. I think this mentoring scheme enables me to be open and speak, but also to speak to someone that essentially I’m managing, which I think will be essential for my promotion.” (Mentor 14, Post-mentoring interview)

Chapter 5: Moderating factors

In this chapter, we identify the factors which seemed to moderate the quality and fidelity of the model along three dimensions:

- Knowledge and engagement.
- Relationship building.
- Session delivery.

These are presented sequentially in order to demonstrate the relationship between each dimension, i.e. a mentor's ability to deliver effective sessions is largely driven by success at earlier stages of the programme, including, for example, participants knowledge and expectations, and the quality of the mentor-mentee match.

Factor 1. Supporting knowledge and engagement

Mentors and mentees knowledge and expectations of the programme had an impact on their overall experience. Mentors described clear goals and expectations before starting to mentor, whilst mentees tended to be less clear on what the programme would consist of in practice, and what they wanted to achieve through it. To varying degrees, mentor goals and expectations were met or well-managed, and this in turn impacted their overall satisfaction with the programme.

Three factors emerged as important in relation to whether mentors felt their goals and expectations had been achieved. First, the mentee selection process. Second, the mentor-mentee matching process. Third, mentee's goals and expectations. Below we explore these factors in more detail, as well as ways in which the programme could improve mentors and mentees understanding of what to expect from mentoring and what is expected of them.

Participants' level of preparation at the start of the programme impacted how nervous or prepared they felt in taking part, as well as the quality of mentoring sessions. The level of preparation was dependent on two main factors. First, whether the mentor and mentee were able to access support. Second, whether the support provided to mentors and mentees was perceived as high quality. Below we describe the onboarding experiences and the impact this had on mentoring in more detail. However, given that both mentors and mentees are often taking part in the programme for the first time, a lack of clarity and a certain level of nerves about what it will be like is to be expected.

Understanding and clarifying programme expectations

Mentee selection

A central goal for several mentors was to provide support to young people perceived as in need of support, specifically, to young people with low educational attainment or low social capital. Whilst 1MM's central focus is on young people with high potential and low social capital, for some mentors, this goal was not met, as they felt that mentees selected into the programme were not only high-achievers but also young people with high social capital. They felt that this limited the impact that they could have, as their mentees already knew what to do and how to do it.

"I found with my mentee that we were talking about revision strategies and they were so motivated. They get up at half past five every day to revise...and is already achieving the highest grades possible. It's almost like, where do I go? It's really nice to have a chat sometimes, but also, I could be talking to someone who needs that support more." (Mentor F2, Focus Group 1)

This in turn affected their overall satisfaction with the programme.

"For me, what I would like to do is have the experience of working with kids who have less direction and support than the children that I worked with and who didn't really need help as much as potentially other children within the same school." (Mentor 05 Post Mentoring Case Study)

Whilst mentors recognised that mentoring young people who were high-achievers or had high-social capital was still of significant importance and value, they worried that this risked leaving others behind:

"Of course these people will benefit from mentoring, but are we being unequal by not focusing on those who need it more? These young people are already pushed quite a lot from (their) school in different ways." (Mentor F1, Focus Group 1)

As a result, assessing the way in which mentees are being recruited into the programme and/or providing YPs and mentors with greater clarity on the selection process is key. For YPs, this could include providing them with guidance on how to select the right target pool of young people. For mentors, this could include increased information of the types of young people selected to take part in the programme, with YPs providing some description detailing why their specific mentee was selected to take part.

Mentor-mentee match

Some mentors also had specific goals about the type of support they felt able to offer and what they wanted to get out of the programme. These mentors were motivated to provide guidance specific to their own personal or professional background. This was linked to a mentor's personal background (i.e. whether they perceived themselves as having come from a low social capital background) or their profession (i.e. whether they wanted to offer advice specific to their industry). One mentor, for example, wanted to use their own experiences

growing up in an area “that’s not very well off” (Mentor 14, Post-mentoring interview) so that others would not have to face the same challenges they had. Another mentor had been the first person in their family to attend university and felt that they could offer valuable advice to someone in the same position. Other mentors wanted to provide guidance specific to their profession to inspire young people to follow their path. For some of these mentors, the matching process had met these goals. One mentor, for example, felt that their own understanding and experience of being from an ethnic minority had enabled them to get through to their mentee.

“I understand the struggles that they have had to face, whether that’s through racism etc. and I think that enabled me to get through to them in certain aspects.” (Mentor 14, Post-mentoring interview)

However, some did not feel like their skills and experiences had been effectively matched. As a result, they were concerned that they did not have the right knowledge to support their mentee. For example, one mentor who wanted to offer career as opposed to university guidance, as they had not attended university themselves, was matched with two mentees who both wanted to go to university and had work experience. The mentor did not feel like they had the tools to provide this type of mentoring.

“The things that I put down that I could possibly support with haven’t been used or utilised...the people that I was working with already had the work experience that I could offer.” (Mentor 17, Post-mentoring interview)

These findings highlight the need to match mentors and mentees based on their goals and needs. Where mentors have specific goals they would like to achieve through the programme, for example, personal experience or expertise in a particular industry, matching should prioritise this. Whilst YPs are encouraged to use goals for matching, it is worth exploring to what extent this is happening in practice and whether there are frictions in this process. In instances where goals cannot be met, this should be communicated early-on to better manage mentor expectations. The mentor training should also reflect this, by equipping mentors with the confidence and tools to mentor, even when their own experiences do not directly map onto their goals.

Mentee goals and expectations

Mentees expectations and levels of preparation were raised as an issue by some mentors. The mentoring model is dependent, in part, on mentees being able to express what guidance they would like to receive. Mentees who were unclear about the purpose of the programme and what mentoring would look like in practice were less able to do this. Crucially, this lack of preparation and support seemed to have most impact on mentees who may have needed mentoring the most, i.e. those with either low levels of motivation, confidence, or clarity in their future goals.

In addition to this, mentees came to the programme in different ways: they were either selected by a tutor or a teacher at a YP who thought they would benefit from it, or, they signed up for it themselves after hearing about it through a teacher, tutor, friend or a first generation programme at their university. It is possible that those who were selected into the programme by someone else spent less time reflecting on why they were taking part. Some mentors noted how at times this, combined with the unstructured nature of the mentoring programme, made it difficult to identify mentee goals and design a programme of sessions to respond to these.

"It wasn't a lack of enthusiasm, but rather, 'this will be good for me but I don't really know for what' and it's probably up to the mentor to lead things a bit more." (Mentor 2, Focus group 2)

These issues tended to resolve themselves organically over time, with mentors and mentees establishing rapport and mentors identifying ways in which to lead conversations around mentees need. However, more consistent preparation for mentees, could lead to closer alignment between participant's expectations and the programme, alleviate concerns and nerves about getting started, and help foster behaviours early-on that enable a more effective mentoring relationship. We explore the need for adequate preparation, both for mentees and mentors, in more detail below.

Preparation through adequate on-boarding and training

Onboarding process for mentees

Mentees had very different experiences of getting started on the programme, and this seemed to play a strong role in how nervous, prepared or excited they felt before starting. In the time between mentees joining the programme and their first mentoring session, mentees received varying levels of information and completed different activities. This ranged from mentees not receiving much or any information on the programme and their mentor until their first session, to YPs organising introductory sessions for all mentors and mentees to meet once informally ahead of the programme starting. As a result, some mentees felt that they had received sufficient information to get started. Others highlighted that they were not sure what to expect and what would be required of them, including whether they needed to prepare anything beforehand or what the time commitment would be.

This variety may be driven by an absence in formal guidance on what information mentees need before starting the programme, as well as availability and resourcing for YPs to do this. Based on our interviews, more support for mentees in identifying what they wanted to achieve via the programme, as well as some background information about their mentor to alleviate concerns about the first session could enable more effective mentoring sessions. As such, 1MM should amend the onboarding process to reflect this, including, for example:

- Information sheets.

- Hearing from previous mentees.
- Goal setting activities.
- An informal introductory session with mentors so that pairs are able to meet one another before their first session.

Mentor training on how to integrate theory into practice

Whilst there were online training elements that mentors perceived as very useful, a key limitation was the extent to which the training had prepared mentors to translate theory into practice. Mentors described how, whilst they had understood the mentoring principles outlined in the training, when they started delivering their own sessions they had felt unprepared for certain situations. This was reflected in the way mentors prepared for each session at the start of the programme, which included spending substantial amounts of time producing detailed lesson plans and looking for materials to use. As a result, demand for more practical components to improve the training was high. In particular, mentors highlighted how they would have valued more tips and practise on:

- How to establish rapport with mentees; particularly when the mentor and mentee did not have shared interests.
- How to set and track short-term and long-term goals, and provide structure to the programme around these goals; particularly when the mentee was reserved, had low levels of motivation or was unclear on what they wanted to achieve.
- How to ensure session content was age-appropriate.
- How to provide active listening and support; particularly, how to set the boundary between mentoring and counselling.
- How to provide guidance on or access to external opportunities; particularly when the mentee was at school or college and safeguarding constraints were imposed by the YP.

Over time, some mentors reported how they had naturally learnt to approach these challenges, and moved away from a rigid structure as they grew in confidence and identified what techniques their mentees responded well too.

“From a personal perspective I had over thought it at the start, thinking I needed a lesson plan. I was doing research and going in with a strict list of things to cover, like today we will have a CV session. Actually it isn’t rigid. It’s about what they want to talk about. So I think that’s something that should be included in the training.” (Mentor 2, Focus group 1)

Other mentors explained how receiving additional support from their YP, 1MM and other mentors had been invaluable. Speaking with YPs and previous 1MM mentors at the start of the programme had also helped to reduce nerves before starting and encouraged mentors to keep going.

“They were also mentoring and encouraged me to do it and did say that as long as you’re willing to do it, it’s going to be fine. You don’t need to be a specialist or an expert to do it, so that motivated me.” (Mentor 5, Pre-mentoring, Case Study)

In addition to this, after starting the programme, mentors found attending Communities of Practice (CoP) events very useful. In particular, mentors valued the opportunity to connect with other mentors and hear about their experiences, share best practices with one another and trouble-shoot through specific problems together. For example, one mentor described how they had been having challenges delivering sessions that would be “productive” and without “awkward silences”. After attending a CoP event they had been reassured by the fact that other mentors were having similar issues and received additional notes and guidance for future sessions from 1MM. However, the accessibility of such support varied. We explore this factor in more detail, below.

These experiences highlight the need for some elements of 1MM’s training to be amended, including, for example:

- Streamlining all training materials to focus on the key ingredients of effective sessions.
- Providing age-appropriate worksheets for key content and activities related to Theory of Change (e.g. getting to know you, goal-setting and monitoring, advising on education and employment) that mentors can consult prior to sessions.
- Increasing the use of interactive elements such as end of module quizzes (currently not used for all sections) to provide mentors with feedback and an opportunity to confirm understanding.
- Diversifying the way that online training is presented to maximise engagement, provide mentors with more situational-based advice and encourage them to think about how they would respond to different situations. For example: scenario based exercises, FAQs, case studies, and videos of exemplary mentoring sessions.
- Providing mentors with further opportunities to share experiences with one another and examples of best practice to supplement the in-person COP sessions. This could include an online forum or meetings of mentors based in the same workplace.

Accessibility of support

Some mentors felt they had a good network of support around them, with the provision from their YP and 1MM viewed very positively.

“It’s really nice that the mentors also have that type of support mechanism available, either online or through the college and so many people are there for them.” (Mentor 4, Pre-mentoring interview, Case Study)

Amongst mentors who would have liked more support, three main issues were identified: first, the YP’s availability to offer offline training, second, the mentor’s availability to attend offline training and, lastly, mentor’s digital capability to follow online training. Indeed, not all mentors were able to attend CoP events or found these useful. Some mentors found these

had been poorly organised and attended whilst others were not able to fit them into their schedule. The need for high quality, offline support was highlighted by older mentors who were not used to using the internet, and therefore found it difficult to use the online platform. In contrast, young mentors valued being able to access everything online to be able to complete this within their own time.

As such, there is a need for 1MM to adapt the training offer (beyond the online training provision), so that mentors have access to the same training opportunities and materials, regardless of YPs, availability and digital capability. Whilst the unstructured and informal nature of the programme was valued both by mentors and mentees, 1MM should consider ways in which the training provision can better support mentors in delivering this.

Key ingredients: Supporting knowledge and engagement

Understanding and clarifying expectations: Mentors and mentees have a clear understanding of the programme and programme expectations; and 1MM and YPs are able to meet these goals

- ❖ 1MM and YP select young people which meet the programme's target pool of high potential and low social capital.
- ❖ Mentors and mentees goals match those of the programme and expectations are met and/or well-managed.
 - Where mentors or mentees have preferences either for the type of person they want to mentor/be mentored by, or for the type of support they want to offer/ receive, these are factored into the matching process.
 - Where matching cannot fulfill mentors or mentees goals, the reasons for this are well-communicated by YPs and/or 1MM.

Preparation through adequate onboarding and training: Mentors and mentees are motivated to take part and feel ready and comfortable to get started on the programme.

- ❖ 1MM and YPs have the resources to support mentors and mentees in a timely and efficient manner
- ❖ All mentees and mentors have access to the same training opportunities and materials, regardless of YPs.
- ❖ Onboarding provides mentees with details on the structure of the programme and the types of activities they will be completing, as well as goal-setting exercises to help them identify what they want to achieve through the programme.
- ❖ Training equips mentors with the theoretical content and practical skills required for mentoring.
- ❖ Training is accessible, and offline support is provided for those who have difficulties using the internet.

Factor 2: Supporting relationship building

A core component of the 1MM model is to bring people from different backgrounds together to connect via mentoring and develop meaningful relationships. In this section we explore what factors facilitated, and hindered, relationship building.

Consistent across mentor-mentee pairs was the need for relationships to be based on positive rapport and responsive to mentees needs. When these conditions were met, mentees were more open and trusting, and mentors felt more able to offer guidance and advice which met their mentees needs and expectations. Some pairs described their relationship as very positive, whilst others had difficulties in establishing rapport. Three factors were key to relationship building.

First, fostering empathy, or the extent to which mentors and mentees were able to understand one another, and mentees felt comfortable sharing personal information with their mentor. This was easier when mentors and mentees had something in common with their match (e.g. a similar interest, hobby or experience) as it provided them with a useful ice-breaker to get to know one another. However, successful bonds were also formed amongst mentors and mentees with different interests or life experiences. In such instances, mentors ability to find alternative ways to get to know their mentee, and to provide support and guidance which went beyond their own background and professional expertise was key. The extent to which mentees were engaged and prepared to take part in the programme, as well as how confident and open they were, were also important facilitators. This was further evidenced by mentees, with some mentees saying they had instantly clicked with their mentor and others saying how at first they had found it difficult to open up.

Second, meeting mentee's needs, or the extent to which mentors felt equipped to offer support and guidance tailored to their mentee's needs. This was facilitated by the quality of the mentor-mentee and the structure of the mentoring relationship. Within this, the extent to which mentors felt that their skills matched mentee's needs was key. This was particularly true when mentors or mentees had expressed a preference for the type of support they wanted to offer or receive. Mentors had a preference for mentoring one on one as opposed to one on two due to factors such as differences between mentees, peer influence and time. These findings highlighted the need for training to provide additional support for mentors where barriers to the matching process meant that mentors were paired with two mentees or with someone with different career interests to their own.

Third, environmental factors, or the extent to which the scheduling process created a positive mentoring environment. This was facilitated by effective communication between YPs, mentors and mentees, and the availability and flexibility of participant's schedules. Safeguarding was a key barrier in the process as this placed constraints on whether mentors and mentees could communicate with one another directly and the space in which they were allowed to meet. For some, this made it challenging to create a trusting environment where

the mentee felt comfortable to be open with them. This was particularly true where scheduling challenges were experienced before mentors and mentees had had the time to develop a relationship, as it led to the misperception that either one or the other was disengaged.

Issues with relationship-building tended to resolve themselves over time, with mentors finding different ways to connect with their mentees and support from 1MM and YPs. By the end of the programme, several mentors and mentees reported having built strong relationships with one another, with some mentees saying they viewed their mentor as a role model. However, the following findings provide useful insight into the importance of the matching, training and scheduling process, and the ways in which these stages can be improved to better meet participants needs early-on. Below we explore each factor in more detail.

Fostering empathy

The first step for effective mentoring sessions was for mentors to establish a personal connection with their mentee. To this end, being able to find common ground was considered an effective ice-breaker, as it provided mentors with something less formal to talk to their mentee about. Having something in common with one's mentee, or the skills to establish rapport with someone with different interests or background to one's own were key ingredients at this stage. Indeed, for some mentors and mentees, this was made easier by being matched with someone they perceived as similar to them, along one (or more) of the following dimensions:

- Educational or professional interests.
- Hobbies and personal interests.
- Background and life experience.

One mentor described how they felt that having some similarities, such as similar personal and professional interests, was useful in terms of offering talking points to get started. However, they felt that pairs did not have to be the same in terms of life experiences, sexual orientation, gender, race or religion, as long as they had a way of connecting with one another.

“Having similar interest in sports, music and architecture, and me working in engineering gave us points to talk and engage and that was quite easy.... You've got to have some point of shared interest or a way to communicate and some common ground. You don't have to necessarily be interested in doing the same things...the same sexual orientation, gender, race, religion or anything like that. You have just got to have a way to be able to communicate when you start that conversation with someone. (Mentor 20, Post-mentoring interview).

Finding similarities, either through shared background or interests, was particularly important where mentees were more reserved. One mentee, for example, described themselves and

their mentor as shy, and found that this, alongside a shared interest in photography, had stimulated their conversations.

"We're both into the same kind of things like photography and we are both quite shy people...it helps, there's more things to talk about." (Mentee F2, Focus Group 2).

Another mentor described how their mentee was particularly reserved and unclear on what they wanted to discuss during sessions, and therefore that they found themselves doing most of the talking within the session.

"I walked in knowing that there would be some difficulties involved in communication...But, I didn't think it would be that unresponsive from the mentee's side.. and there wasn't a clear pathway in what we needed to be doing." (Mentor 14, Post-mentoring interview)

In the absence of any similarities, some mentors found it difficult to create the informal and trusting environment required for effective sessions. One mentor, who felt that they had been very different to their mentee felt like this had been a significant barrier to their mentoring sessions, as they did not know how to connect with them.

"I admit I have found it quite difficult to connect because of totally different experiences that they've had so far to the experiences that I had had by that stage. [Being similar to one another] would help as you would have a couple of things that you could link into." (Mentor M2, Focus Group 1)

Other mentors disagreed and said that being similar to their mentee was not a prerequisite to build a relationship. Positive relationships also formed amongst pairs that perceived themselves to be very different from each other. When mentors were able to find alternative ways to connect with their mentees, both mentors and mentees described significant benefits to being paired with someone they perceived as different to themselves. For example, one mentor felt there could be more value in hearing from someone with different views to their own.

"It may be an ice-breaker but that's about it really. Building rapport is not so much based on your mutual interest or differences as people. Ultimately, it's very difficult to identify who you are more similar or dissimilar to in the matching process. If anything, actually it may be more interesting if you don't have that many things in common because it will open up your own mind about to different situations and backgrounds." (Mentor F1, Focus Group 1)

Similarly, one mentee described how they had valued their mentor having the same career interests as them but a different personality. This meant they had received advice on their chosen topic but from someone with new ideas.

"It was important [we had the same professional interest] because I could become more confident with them, but I think it was better to be different as well because

otherwise they would be thinking the same things as me and they wouldn't give me any ideas differently or their opinion." (Mentee 1, Post-mentoring interview, Case Study)

Another mentee described how despite having had very different life experiences and demographics to their mentor, their mentor had been very understanding when they shared these experiences with them and that they had been well matched.

"Even though it is different I was okay with it. She understood everything I was saying and what I've been going through. Everything I explained she did understand straightaway. I did explain it but she did understand when I explained it." (Mentee 24, Post-mentoring interview)

However, it is worth noting that this did not always happen organically, and often took time and effort. Mentors learnt to use different techniques to connect with their mentees. For example, one mentee described how in an early session, they were asked by their mentor to pick values that represented them. This enabled them to connect over shared values as opposed to interests. Mentors also found that sharing information about themselves with mentees had helped their mentee feel at ease. This information included their own background, interests, likes, dislikes, strengths and weaknesses. Crucially, mentees highlighted how hearing about their mentor's life had been useful and helped make mentoring feel more personal:

"Our mentor wanted to know about us and introduced themselves and told us about themselves. It was very personal - they told us how they came here and how they got into their job and what made them choose that job." (Mentee 07, Post-mentoring interview, Case Study)

1MM's focus is on bringing together people with different backgrounds and experiences. These findings highlight that there can be significant value in such relationships but there is a need for more support and training to provide mentors with the confidence and skills they need to connect with their mentee, particularly in instances when pairs perceive to have little in common with one another or their mentee is particularly reserved.

Meeting needs

Mentor skills matching with mentee needs

A second step for effective mentoring sessions was for mentors to feel like their skills and experiences matched their mentees needs. This was most successful when matching was based on mentees industry of interest and mentors area of expertise. For example, one mentee explained how they had joined the programme to receive experience related to a specific industry as they valued hearing from someone's personal experiences.

"The whole thing I wanted to get out of the experience was to learn how you got there and how it could help me get there. So, if they didn't have the same life interests as me in terms of work, it would be hard for me to understand that because they wouldn't have as much knowledge about the area of expertise that I want to go into." (Mentee F3, Focus Group 2).

Some mentors felt that their life experiences were also important for their mentoring. One mentor described how having the same ethnic and religious background as their mentee had helped them understand their mentee because they had *"gone through it themselves"*. This enabled them to draw on real-life examples to provide personal advice. They felt that this had made their mentee more open, because they felt like they could relate to their mentor and because the advice they received had been based on knowledge and experience.

Where matching challenges mean that mentors and mentees are not paired based on their industry interests, training should ensure mentors feel confident in guiding their mentees through decisions related to industries that are beyond their expertise. For example, through focusing on professional skills, and activities, that are transferable across industries. In addition to this, given that 1MM primarily focused on bringing together people with different experiences, 1MM should consider how training can reflect this ethos.

One-to-two Mentoring

Overall, mentors found it difficult to build effective relationships when mentoring two mentees at the same time. The key challenge was in meeting mentee's different needs and levels of confidence, as well as responding to peer influence. Indeed, several mentors found that the most effective way for them to navigate one-to-two relationships was adapting to a one-to-one structure, splitting their sessions into two half-hour slots and delivering mentoring to each mentee separately. Below we describe these three barriers to relationship-building in more detail.

Firstly, some mentees had a clear idea of what they wanted to get out of the programme or what they wanted to do in the future, whilst others did not. Mentors found it difficult to address the different needs of mentees within the allocated hour slot and thought that mentees exposure to someone with a clearer plan could also be detrimental to their confidence and openness. This was more easily achieved when the two mentees had similar interests.

Secondly, mentees had different levels of confidence. Those who were more confident tended to monopolise sessions, making it difficult for mentors to steer conversations in order to support both mentees equally.

"I had two mentees and one of them was a lot more chatty...the day the more chatty mentee couldn't make it, the other was a lot more chatty...the fact that it was just

one-to-one at that point I think that really worked and kind of brought them out of their shell.” (Mentor M2, Focus Group 1)

Lastly, mentee behaviour is impacted by their peers. Whether the two mentees were peers also had an effect. For some, this was positive, and mentees helped each other come out of their shell and stimulated conversation. For others, it was negative and mentees were not comfortable to speak openly or would try to impress one another.

“There was friction there almost...I think amongst peers sometimes it’s hard for them to come out of their shell, and they think they are going to say something that is going to be perceived as something they shouldn’t be saying.” (Mentor M3, Focus group 1)

The picture was similar amongst mentees. Given the importance of trust and openness to relationship building, peer influence acts as a facilitator for some, and a barrier for others. Some mentees were positive about the experience and thought that being mentored in a pair had made the process feel less awkward and helped them to feel more confident.

“If you’re by yourself I know you’d feel a bit awkward to talk to the mentor, but if you’ve got somebody next to you...you won’t be shy.” (Mentee M1, Focus Group 1)

Other mentees had less positive experiences of one-to-two mentoring. Some mentees found being in pairs distracting, whilst others found that one mentee tended to dominate the discussion, limiting the usefulness of the session, particularly when mentees had different interests.

“I was with someone for the first session, but they weren’t helping so I couldn’t stop laughing, so I did it on my own after that.” (Mentee F3, Focus group 2)

Mentees also felt that it was important to be mentored alone in order to develop confidence.

“It’s like a new milestone when you are on your own. I really don’t have any (confidence), so being on your own...you get to discover it all on your own without help, so you just feel a bit more confident in finding your way around.” (Mentee F2, Focus Group 2)

Where one-to-two relationships had been successful, mentors and mentees highlighted how their mentees knew one another, had similar interests, and had a mentor who was able to give them equal attention.

“They [both] wanted to be event managers...The conversation was easier because of not only two people talking, but three...finding new ideas and having different opinions. It was good.” (Mentor 08, Post-mentoring interviews, Case Study)

These findings highlight the importance of mentors being able to meet mentees specific needs. It is possible that for some mentees, a one-to-two relationship can be beneficial, as it can stimulate conversation and help build confidence. Asking mentees what their preference

is before matching may help identify who would benefit from this structure. In addition to this, careful consideration is required in order to ensure that the mentee pair is right, for example, do mentees have shared interests? How well do they know one another? Finally, mentor training tailored to one-to-two relationships should be designed in order to equip mentors with the right tools and skills to deliver such sessions.

Environmental factors

Schedules and communication

YPs ability to identify the right time and place for mentors to meet was key to relationships setting off on the right foot and mentees completing their full schedule of sessions. Where logistical challenges were present, they tended to have a negative impact on the fidelity to, and quality of the model. Whilst these challenges were mostly resolved over time, the results provide insight into how different mentor preferences could be identified and met earlier on, as well as where tools and resources are required by YPs to help streamline the process.

Mentors in full time employment, paired with mentees in school or college, experienced the most challenges as this is where schedules tended to be the least flexible (e.g. mentee school timetable and mentor work timetable). In the absence of a formal system, YPs approached scheduling in different ways, with varying degrees of success. Some YPs used strategies that were perceived as more effective than others. For example, one YP used spreadsheets to schedule all sessions in advance as opposed to on a monthly basis. Mentors commented how they had liked having a fixed schedule as this had facilitated commitment and long-term planning.

“It’s really one of the positive things for me about what the program is. I can diarise and plan for and deliver.” (Mentor 22, Post-mentoring interview)

Others discussed how they would have preferred for more flexibility when deciding when and where to meet with their mentee, as this would have been easier to embed into their own schedule.

“Because of the nature of my job, I am out and about all the time...so for me a set spreadsheet wasn’t working. However, I wouldn’t expect my mentor coordinator to provide a timetable that would fit my needs. I think it was more from my side.” (Mentor 14, Post-mentoring interview)

In some instances, however, YPs were described as non-responsive, making it difficult for mentors and mentees to communicate. One mentor described how their mentees at times did not know they would be coming in and this would affect the quality of their sessions.

“From a purely practical point of view, it’s like a monthly thing for someone who does stuff every week and quite hard to kind of put that into their minds really...sometimes they were like: ‘we didn’t know you were coming in today.’” (Mentor 3, Focus Group 1)

Another mentor described how poor communication with their YP meant that the mentoring timetable had changed without their mentees knowing. They were concerned that this would add friction on relationship-building with their mentees:

“Because I can’t email the mentees direct in any sort of form at all, even secure email or anything, I am reliant on that one person and that’s proving problematic...my email hasn’t been responded to and it’s quite a while now, so I actually haven’t met the two people when I should have...So, they might be expecting me around that day. It’s a relationship we build up but it’s also based on this person in the middle as well. It’s not great.” (Mentor 17, Post-mentoring interview)

Based on such findings, we recommend, 1MM and YPs consider how mentors could be better matched to a YP that meets their needs and preferences. For example, matching mentors with less availability with universities as opposed to schools may facilitate the scheduling process. In addition, further research focused on YPs experiences is required to help identify whether more guidance and resources are required by YPs at this stage in the programme.

Safeguarding constraints and the mentoring environment

Mentors believed that the environment in which sessions were delivered in was also integral to developing their mentoring relationships; with some environments being more conducive to effective mentoring than others. Specifically, for mentors and mentees in school or college, the environment selected for mentoring by YPs was restricted by safeguarding requirements. Often this meant asking mentors to meet with mentees in a safe space, during school hours and at times with supervision from school or college staff, as well as a restriction on mentors and mentees being able to communicate directly. This created a tension between the factors needed to build a relationship, such as trust and openness, and the requirement to ensure safeguarding. Mentors were concerned that this negatively impacted their sessions by forcing sessions to take place in an ‘artificial environment’. For example, mentors described how they were often forced to deliver sessions in offices under the supervision of staff. Some mentors felt that the training had not adequately reflected what this would be like.

“All the training had suggested that we could meet anywhere – I didn’t know we would have to meet in an office next door to the teacher...in a school environment you know. It’s not very relaxing, it’s during the school day and it’s quite an artificial environment to build a relationship.” (Mentor 17, Post-mentoring interview)

Some environments, such as school libraries and cafeterias, were described more positively. One mentor said their experience using the school library for mentoring had been “perfect” (Mentor 16, Post-mentoring interview) as this was a welcoming, quiet and professional environment. Indeed, mentees explained how they particularly valued that mentoring did not feel like another lesson. In addition to this, several mentors and mentees liked meeting in group settings. Mentors explained that whilst this setting was not fully private, both mentors and mentees felt comfortable as the background noise meant that they were still able to have personal conversations as well as more easily avoid awkward silences.

“It made sure that there were conversations happening, and so if I couldn’t think of anything to say it would have been like an awkward silence.” (Mentee 7, Post-mentoring interview, Case Study)

Key ingredients: Building relationships

Fostering empathy: *Mentors are empathetic, and able to build a trusting relationship where the mentee feels confident to be open and honest*

- ❖ Mentor and mentee are able to connect on a personal level.
 - Mentors have the skills and tools to connect with their mentees in the absence of shared interests or experiences.

Meeting needs: *Mentors are able to meet mentees needs through appropriate matching and training*

- ❖ What mentor is able to offer matches mentee needs.
 - Mentee needs are factored into the matching process and where matching cannot fulfill mentors or mentees specific goals, the reasons for this are well-communicated by YPs and/or 1MM, and training provides support on how to deliver this form of mentoring.
 - Mentor and mentee are in a one-to-one mentoring relationship or mentor is provided with training on how to meet multiple mentee needs at once.

Environmental factors: *Mentoring sessions take place each month in a non-artificial environment.*

YP (and where applicable the mentor and mentee i.e. where the mentee is at university and the mentor and mentee are responsible for scheduling their mentoring sessions):

- ❖ Identify a time that meets the needs of both mentors and mentees and a non-artificial environment to deliver sessions in.
 - Where possible, schedule the full programme of sessions at the start.
 - A place that doesn’t feel awkward or like yet another lesson.
- ❖ Offer clear and timely communication with mentors and mentees, including when there are any changes to:
 - The structure of the mentoring (i.e. how many mentees will the mentor have).
 - The schedule of sessions to keep missed sessions to a minimum.

Mentors and mentees:

- ❖ Able to attend the scheduled monthly 1-hour mentoring sessions for up to a year.
- ❖ Offer clear and timely communication with YP, 1MM and mentor/mentee respectively about their availability and any changes to their schedule over the course of the year.

- ❖ Able to dedicate some time between sessions to engage with mentoring activities to maintain continuity.

Factor 3. Supporting delivery

Whilst there is no ‘one-size-fits-all’ approach to delivery, the following were identified as key ingredients to high quality sessions across mentor-mentee pairs:

- Goal-setting and tracking
- Identifying session content tailored to mentees needs
- Offering real world opportunities
- Achieving continuity between sessions
- Providing a safe space, active listening and support for mentees

When describing what high quality sessions looked like in practice, mentors explained how rather than using a pre-planned structure, mentors learned to initiate a conversation with their mentee and let the rest of the session be guided by what the mentee would bring up and the goals they set earlier on in the programme. Mentors would then seek to respond to the mentee’s needs by carefully listening to them, “trouble-shooting” problems, and tailoring the next session based on what had been discussed.

“I don’t want it to be another lesson on top of the pressures they are already facing. So I go with a rough idea of what we could talk about in my head in case I run out of ideas. But I ask them if they have anything to talk about. For example, when they had their mocks, how were the mocks and what could have gone better. I kind of made it more about them rather than what I thought they should be doing.” (Mentor 2, Focus Group 1)

Goal-setting and tracking

Mentors highlighted how, in the absence of a rigid programme (i.e. with set session plans for each session), setting short-term and long-term goals early-on in the programme had been key to effective mentoring. This enabled mentors to identify what topics to cover, without imposing too much structure on individual sessions. For some mentors, achieving this early-on was straight-forward.

“It all stemmed from the first session really and getting an idea of what their goals were, and where I could help them in breaking it down and doing it step-by-step.” (Mentor 17, Post-mentoring interview)

Mentors would then refer back to goals over the course of the programme. Some mentors would monitor goals informally, by asking mentees directly what they felt they were getting from the sessions, and whether there was anything they wanted to do differently. Others,

tracked progress with more structure.

“We would start with the goals that we set. So, we had this document where we first wrote all the goals and set 10 goals. So we would look at where we are at and what we have covered, and then what to do next.” (Mentee 15, Post-mentoring interview)

Goal-setting was not without its challenges, however. Some mentors were unsure about how to do this early-on, as mentees were often not able to express what they wanted to achieve through their sessions. This was echoed by some mentee’s accounts of their initial sessions as *“nerve wracking”* (Mentee F3, Focus group 2) and *“awkward”* (Mentee M2, Focus group 2). This confirms the need for the mentee onboarding process to support with goal-setting for the programme, and for mentor training to provide mentors with the skills and activities needed to refine mentee goals and structure sessions accordingly.

Identifying session content

Differences in earlier stages of the model (i.e. the quality of mentor and mentee engagement and relationship building), as well as the unstructured nature of the programme, were reflected in the variety of activities completed and the materials used during sessions. Crucially, the quality of session content was not only based on materials provided by 1MM but also influenced by YP’s advice and the extent to which mentors drew on their own experiences and conducted additional research. As a result, whilst 1MM’s preparation was key, experience and effort also shaped delivery.

Whilst the quality of sessions was not formally assessed, there is substantial evidence based on mentors and mentees interviews that session content was in line with the programme’s Theory of Change and tailored according to mentees needs.

Interviews revealed that best practice sessions consisted of mentors:

- Providing advice about education and employment options based on mentees interests and aspirations and guidance about what different options would be like.
- Completing practical activities with their mentees, including help with school or university course work and exam preparation, job applications, university personal statements, CVs.
- Working on mentee’s study and employability skills, including, for example, their communication, organisation, study, presentation and coping skills. Some mentees focused on skills relevant to their industry of interest, such as learning from their mentor about marketing and business strategies. Other mentees completed mock interviews, debates and role play sessions and received support regarding how to prioritise work.
- Developing their confidence and personal effectiveness by encouraging them to reflect on their learning styles and skills. For example, one mentor helped their mentee develop an appropriate revision strategy which matched with their learning style.

Offering real world opportunities

As discussed in Chapter 4, Programme outcomes, mentees wanted to receive access to real world opportunities as part of the programme. The extent to which mentors were able to do this was driven by the connections they had to their mentees industry of interest and the safeguarding constraints placed on them by their YP. Given the importance of this factor to overall satisfaction with the programme, as well as programme impact, 1MM should consider ways in which mentors can be better supported in order for them to meet their mentee's expectations. In addition to this, further research should explore whether this can be embedded into the programme whilst adhering to different safeguarding requirements across YPs.

Achieving continuity between sessions

Achieving continuity between sessions was key to ensuring that by the end of the programme, mentees had made progress on their goals. Mentors described how meeting mentees once a month made it difficult to have flow in discussions and work efficiently towards goals as they needed to take time to recall the previous session. Some felt that meeting monthly may be too infrequent to have a significant impact on their mentee.

“There was just no momentum, and you spend time in 60 minutes just remembering what you talked about all those weeks ago.” (Mentor 1, Focus Group 2)

However, mentors explained how this varied by mentee, with the frequency being right for those who were very motivated and had an idea of their future study or career plans.

“I think it probably varies by the mentee really. I think with mine quite quickly we established long-term goals or things that they wanted to work towards or overcome. So we’ve been able to structure each session.” (Mentor 1, Focus Group 2)

Some mentors sought to achieve greater momentum by asking their mentees to complete activities in between sessions. For example, to continue researching the topics that they had discussed during their sessions. Others felt that having more sessions would be beneficial, but that this would be very difficult for them to achieve in practice due to their availability as a result of work schedules.

“Most of us work full-time, so this takes significant time out of the office for us. Even if we said...it would be beneficial every two weeks, actually we wouldn’t have had the time. But I also do think that it does also depend on who you are mentoring.” (Mentor 5, Post-mentoring interview, Case study)

This was echoed by mentees, who reported having had to miss some sessions due to school or work commitments and felt like meeting more often would interfere too much with their studies.

"I think it's nice that we meet once a month, so at least we can attend a lesson without any disturbance." (Mentor 1, Post-mentoring interview, Case study)

Whilst the minimum or optimum number of sessions for mentoring to be effective requires further research, the current findings highlight that in its current form, maintaining continuity with monthly sessions is challenging. This could be improved through:

- 1MM providing mentors with a short worksheet to complete at the end of each session to summarise what they completed in the session and identify what they will do in the next session, to make it easier to pick up a month later.
- Mentors providing mentees with activities to complete between sessions. It is important, however, not to overburden mentees with activities so as to not make mentoring feel like coursework.

Providing a safe space

Mentors and mentees agreed that key to the mentoring model was that it did not feel like yet another lesson, but rather, it was a safe space for mentees to speak openly about their ideas and concerns for the future. Mentors felt that the best way to achieve this, was to 'chat' to mentors in an informal way and to not be judgemental.

"It's talking about serious things in a non-serious setting. They are not going to be judged and that's probably quite liberating for them." (Mentor 2, Focus Group 2)

Mentees discussed how they explicitly valued this informal approach.

"Just talking about things that you usually wouldn't. So it's better to go with the flow because when you plan it out it's very tacky and just not how you want it to be." (Mentee F1, Focus Group 2)

They felt that this, combined with the fact that mentors tended not to be strict, helped to distinguish mentoring from a conventional classroom setting.

"It's kind of strict in talking to your teacher because they are just like, 'you need to do this and get this'. But with your mentor it's like, 'you can try these new things' and things like that." (Mentee F2, Focus Group 2)

In addition to this, consistent with 1MM's Theory of Change, mentors felt it was important to be responsive to mentee's evolving needs through active listening and support. One mentor described how, in one session, they had observed that their mentee was stressed. As a result they had tailored their next session to focus on stress management techniques. Meanwhile, another mentor described how they would spend the time between sessions gathering information for the mentee based on the previous session (e.g. how to achieve a career in a particular industry), before bringing it to the subsequent session.

Key ingredient(s): Supporting delivery

- ❖ Mentors and mentees set and track short-term and long-term goals
- ❖ Mentors identify the right session content
 - Mentors provide structure to the programme by tailoring content and activities in relation to mentees goals; but deliver this content in an unstructured way i.e. they do not follow formal lesson plans and allow sessions to respond to mentees evolving needs
 - Sessions are an appropriate balance of theoretical advice and practical skills.
 - Mentors are able to provide 'authentic' advice and guidance based on their own experiences or research.
- ❖ Mentors offer relevant opportunities to mentees
 - Where this is not directly possible due to safeguarding constraints, mentors guide mentees on how to access these opportunities.
- ❖ Mentors and mentees achieve continuity between sessions.
 - Mentors refer back to content in previous sessions and mentees engaged with topics discussed in between sessions to achieve flow.
- ❖ Mentors provide a safe space, active listening and support for mentees
 - Sessions can be distinguished from classroom lessons and parental discussion, where mentors are 'non judgmental' and allow mentees to discuss 'formal' topics in an 'informal setting'.

Chapter 6: Conclusion

This qualitative evaluation aimed to:

- Describe the range of experiences of the 1MM programme.
- Explore what makes a high quality mentoring relationship; including what the needs of mentors and mentees are, the content of mentoring sessions, and what factors affect impact.
- Identify whether 1MM has the key factors that enable high quality mentoring (i.e. what support and provision is required at each stage to support the delivery of high quality mentoring).
- Explore ways in which 1MM can control/maintain fidelity over these factors as it scales.

We identified that the programme has substantial evidence of promise in relation to the quality of the mentoring being offered and the impact this has on mentees. Specifically, it appears that the intervention improved the following mentee outcomes:

- Confidence.
- Awareness of education and work opportunities.
- Skills related to employability (e.g. team work and conversational skills).
- Wellbeing.
- Exposure to the world of work and social networks.

In addition to this, mentors and mentees found the programme enjoyable, rewarding and valuable. Whilst we are confident that we have captured the range of experiences, these findings should be supplemented with a quantitative approach to unpick the prevalence and size of the effect of the programme.

Based on mentors and mentees accounts, the following were identified as key ingredients of high quality mentoring:

Knowledge and engagement

- Understanding and clear expectations: Mentors and mentees have a clear understanding of the programme and programme expectations; and 1MM and YPs are able to meet these goals.
- Preparation through adequate onboarding and training: Mentors and mentees are motivated to take part and feel ready and comfortable to get started on the programme.

Relationship building

- Fostering empathy: Mentors are empathetic, and build a trusting relationship where the mentee feels confident to be open and honest.
- Meeting needs: Mentors meet mentee's needs through appropriate matching and training.
- Environmental factors: Mentoring sessions take place each month in a non-artificial environment.

Session delivery

- Mentors and mentees set and track short-term and long-term goals.
- Mentors identify the right session content.
 - Mentors provide structure to the programme by tailoring content and activities in relation to mentees goals; but deliver this content in an unstructured way i.e. they do not follow formal lesson plans and allow sessions to respond to mentees evolving needs
 - Sessions are an appropriate balance of theoretical advice and practical skills.
 - Mentors are able to provide 'authentic' advice and guidance based on their own experiences or research.
- Mentors offer relevant opportunities to mentees.
- Mentors and mentees achieve continuity between sessions.
- Mentors provide a safe space, active listening and support for mentees.

Whilst we heard a number of positive experiences of the programme, we also identified a number of factors within each dimension which moderated overall satisfaction and the quality of the mentoring model. On the basis of these findings, we recommend 1MM implement the changes outlined below to ensure that each stakeholder involved in the delivery of the programme has the time and resources required for high quality mentoring as the organisation seeks to scale. We believe a particular focus should be on improving the onboarding process and clarifying roles and expectations for participants and delivery partners, streamlining the activities completed by YPs (including further investigating how matching is being delivered in practice), and adapting the training offer to better suit mentor needs.

Supporting knowledge and engagement

- Revise the mentee target pool and/or provide YPs and mentors with greater clarity on the selection process.
- Create a mentee onboarding journey to better manage expectations and support goal-setting.
- Revise mentor training materials to better manage expectations and include more practice based learning.
- Standardise the support offer to ensure that key content is accessible.

Supporting relationship building

- Match mentors and mentees based on their needs.
- Match mentors and mentees based on shared interests.
- Provide mentors with the training and tools to foster empathy and form relationships, particularly in the absence of shared interests.
- Provide YPs with best practice scheduling techniques and recommended environments for mentoring sessions.

Supporting session delivery

- Tailor training to focus on the 5 key ingredients of effective mentoring sessions.
- Enable mentors to draw on easy-to-use materials for frequently asked mentee questions or relevant topics.
- Where such training already exists, efforts should focus on continuing to improve the quality and accessibility of resources based on the findings in this report.

Ideas for further research

- Investigate whether 1MM's mentee recruitment strategy is achieving its target and extent to which mentors feel that mentees are not the right target pool.
- Investigate the support required by YPs, the extent to which current YPs are able to fulfill programme delivery, how these can be better supported and what the minimum standards of partners should be; with a particular focus on mentee onboarding, scheduling and matching.
- Investigate the feasibility of mentors offering mentees access to external opportunities within the safeguarding parameters placed by different YPs.
- Investigate the feasibility of signposting mentors to specific YPs based on their needs and preferences, as well as their skills and expertise.
- Investigate the time commitment of each stakeholder involved to identify whether there are frictions in the process that can be streamlined, and better reflect this in the onboarding process to manage expectations.
- Triangulate findings from this qualitative report with a quantitative approach to explore the prevalence and size of the effect of the programme, and some of the challenges identified.

Appendices

Appendix 1 - Topic Guides

Mentee materials

Pre-mentoring interview

Introductions and background	5 mins
I'd like first to know a little bit about you and what you are currently doing. What are you currently doing? <i>If student:</i> • Stage of education? ◦ School/college/university • What do you study? <i>If working:</i> • Where are you working? <i>If taking a break ask them to expand.</i>	To find out about the general context of the student's experience
Getting involved	10 mins
Getting involved • Did they come to you or did you go to them? • How did they introduce you to the programme? • What information did they provide? • When? • How much choice did you have in signing up? ◦ How did you decide whether this was something you wanted to do? ◦ Did you speak to anyone? ◦ What did they say? ◦ Did you use the internet? For example, the 1MM website? • Do you know anyone who has previously participated in the programme? ◦ What did they think of the programme? ◦ Or other similar mentoring programmes? What did they think of those? Mentoring set up • What have you had to do to prepare for the programme? • Any information you have had to provide? • Any activities you have had to complete?	To learn more about the mentee onboarding process and how mentees register for the programme.

• How [easy/difficult] has this been? Onboarding • Have you felt supported during this process? • Who has been your main point of contact? ◦ Is this someone you knew already? • Have you received any information about your mentor? • Do you feel like you have been matched with an appropriate mentor? • What information (if any) would you like to receive? • Have you met your mentor? • How was your first meeting/what did you do? • How did you feel before meeting your mentor? • How often have you met? • When is your next meeting? • When do you plan to meet your mentor? Mentoring relationship • What do you think makes a good mentor/mentee 'match'?	
Motivations for mentoring and expected outcomes	20 mins
Mentoring motivations • What did you like or dislike about the programme? • What are your personal reasons for taking part? [encouragement from parents/teachers, to improve in school, career aspirations, university aspirations, personal development] • If you know anyone else involved in the mentoring programme, do you think that they had different reasons for taking part? • Have you been involved in any similar mentoring programmes or schemes? ◦ Which projects were you involved in? ◦ How did you find these mentoring sessions? ◦ Do you find mentors easy to talk to? ◦ Is there anything you didn't like so much about the programmes? ◦ Were there any challenges in working with your mentors? Mentoring goals • Do you have any specific short term goals or areas you would like to work on as part of the mentoring programme? • What are your longer term goals aims or objectives once you have finished the programme? • Are there any particular skills you would like to develop? • Are there any particular activities you would like to complete? • Are there any particular events you would like to attend/people you would like to meet? Plans for the future • Do you know what you might like to study at university or college?	These questions aim to understand mentees motivations for getting involved in the mentoring programme, whether they have previous been involved in mentoring, and how

• How did you hear about it as an option? • What interests you about subject X • Do you know what type of job you would like or the field you would like to work in? • How did you hear about it as an option? • What interested you about X? • If take some time out: What would you like to do? • What skills and activities do you think would help you get there? • How confident do you feel in your current abilities surrounding these activities and skills?	
Expectations	10 mins
Onboarding and expectation • How are you feeling about starting the mentoring programme? • What do you think the Million Mentors Programme will be like? • What are you most excited about? • What are you most nervous about? • Do you anticipate any particular challenges/obstacles as part of the mentoring programme? • Do you feel like you have received adequate information to get started on the programme? - If no: ◦ What other information would you like to have received? • Do you know who to contact if you have any concerns or questions about the mentoring Programme? Mentor relationship • What do you think is expected of you as a mentee? ◦ What do you think makes a good mentee? ◦ What do you think makes a bad mentee? • What do you expect your mentor to be like? ◦ What qualities do you think makes a good mentor? ◦ What qualities do you think makes a bad mentor? ◦ Can you describe your ideal mentor in a couple of sentences or less? • What kind of activities do you expect to complete in your mentoring sessions?	These questions are designed to find out about the resources used by graduate jobseekers, and how these resources narrow or broaden their criteria, particularly on the basis of location.
Close	2 mins
Do you have any questions on what we have covered in the interview?	

Post-mentoring interview (adapted for focus group)

Introductions and background	5 mins
As per pre-mentoring interview	
Motivations for mentoring	10 mins
As per pre-mentoring interview	
Experience of mentoring	20 mins
Session structure • When did your mentoring relationship start and end? • How often did you and your mentor meet? • Did you meet at the same time each month? • How long was each session? • How did you find this structure? <i>[length of relationship: too short/too long, sessions: too short/too long, frequency: too little/too often]</i> • Did you experience any challenges in attending or completing your mentoring sessions? ◦ If yes: how did you overcome these/how could this be improved? • Where did you and your mentor typically meet? ◦ How suitable was this location for the mentoring sessions? <i>[potential improvements/challenges etc.]</i> • Were you in a 1-1 or 1-2 mentoring relationship? ◦ How did you find this structure? ◦ If 1-2: did you know the other young person being mentored beforehand? How did you find being mentored at the same time as someone else? Did you experience any challenges? ◦ If yes: how did you overcome these/how could this be improved? Session content • What did you do during your mentoring sessions? ◦ Did you complete any particular tasks/activities? ◦ What topics did you discuss? ◦ Who led the sessions? ◦ Were there any changes over time in the structure/content of the sessions over time? • Is there anything you found particularly helpful? ◦ Is there anything you didn't like so much? ◦ Is there anything you would like to have done more/less of? ◦ What are the key things you will take away from the programme? • Did your mentor organise for you to attend any external events or activities outside of your mentoring sessions? <i>[work shadowing/work opportunities, opportunities to extend your network]</i>	These questions aim to understand mentees experience of the programme and whether this matched their expectations.

- Overall, how useful, if at all, did you find the mentoring programme? <i>[relate back to perceived progress on the goals/skills/activities they mentioned]</i>. - What, if any, impact do you think participating in the One Million Mentors programme has had on you? Mentoring relationship - Please could you describe what your relationship with your mentor was like <i>[how comfortable did you feel? how different was this to other programmes or activities you have taken part in?]</i> - Please could you describe what your mentor was like? - Do you feel like you were well-matched with your mentor? - How similar were you and your mentor <i>[interests, employment field, life experiences, demographic characteristics]</i>? - How important was it to you that you and your mentor were similar? Why? - Did this similarity/difference cause any challenges? - What do you think makes a good mentor-mentee match? - How do you think your mentor match could be improved? - Were there any challenges in working with your mentor? - If yes: how did you overcome these/how could this be improved? - What qualities do you think make a good mentor/bad mentor? - What qualities do you think make a good mentee/bad mentee?	
Improvements of the mentee experience	10 mins
- Do you feel like you received adequate support throughout the mentoring Programme? - Is there anything you think could be done to improve the programme? - Why/what? - Would you recommend taking part in the 1MM programme? - Why/why not? - Do you have any other comments? Is there anything we have not covered in your experience of the 1MM programme?	These questions aim to understand mentees experience of the programme and whether they felt like this could be improved.
Close	2 mins
Do you have any questions on what we have covered in the interview?	

Mentor materials

Pre-mentoring interview

Introductions and background	5 mins
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I'd like firstly to know a little bit about you and what you are currently doing. • Are you currently employed, in training, retired, or taking a break? ◦ How long have you been doing this for? • What is your [educational/professional] background? • What [school/university] did you attend?	To find out about the background of the mentor.
Getting involved	10 mins
Recruitment • Did you sign up independently or through your employer? ◦ How did you first hear about the One Million Mentors programme? ◦ Which organisation did you sign up to the programme with? ◦ How did they recruit you for the programme? • Do you know anyone who has previously been a mentor in the One Million Mentors programme or other similar mentoring programmes? ◦ What was their experience of the programme? Mentoring set up • When did you register for the One Million Mentors programme? • What did you have to do to register for the programme? • How did you find using the online platform? ◦ Do you remember what information you had to provide? • How [easy/difficult] was this process? • What information have you received since signing up to the programme? • Have you felt supported during the signup process? ◦ Who have you been in contact with? • Have you received any information about your mentee? If yes: ◦ Do you feel like you have been matched with an appropriate mentee? Mentoring relationship • Have you met your mentee? If yes: ◦ How did you feel before meeting your mentee? ◦ How often have you met? ◦ How was your first meeting/what did you do? ◦ When is your next meeting? • If no: ◦ When do you plan to meet with your mentee? • What do you think makes a good mentor/mentee 'match'? Mentor training • What training did you complete? • Do you feel that the training has adequately prepared you for being a mentor?	To understand more about the signup, onboarding and training process for the 1MM programme.

• Would you have preferred for more face to face support rather than online? • Is there anything else that you feel was missing from the training? • Have you been in contact with your Youth Partner coordinator? If yes: ◦ What sort of support has the 1MM coordinator provided? ◦ How helpful has this relationship been? • If no: ◦ Do you know why not? • Have you completed the safeguarding training? If yes: ◦ Do you feel that you have a good understanding of the safeguarding arrangements for the One Million Mentors programme and who to contact if you need to report a safeguarding concern? ◦ What elements would you like to receive more information/training about? • Do you feel supported by the One Million Mentor programme team? ◦ What other support would you like to see?	
Why mentoring?	20 mins
Motivation • What appeals to you about the programme? • What are your personal reasons for taking part? • If you know anyone else involved in the One Million Mentors programme, do you think that they had different reasons for taking part? • Have you been involved in any similar mentoring programmes or projects? ◦ Which projects were you involved in? ◦ How did you find these mentoring sessions? ◦ Did you encounter any challenges as part of these projects? Goals • Do you have any specific short term objectives or areas you would like to work on as part of the One Million Mentors programme? • What are your longer term aims or objectives once you have finished the programme? • How do you think being a Mentor in the One Million Mentors programme can help you achieve these?	The questions aim to understand mentors' motivations for mentoring and how potential previous mentoring may impact their engagement with the 1MM programme.
Expectations	10 mins
Expectations • What do you think the 1 Million Mentors Programme will be like? • What are you most excited about? • What are you most nervous about?	These questions are designed to find out about the mentors' perception of mentoring and the factors that they

- Do you anticipate any particular challenges/obstacles as part of the mentoring programme? - Do you feel like you have received adequate information to get started on the programme? - What other information would you like to have received? - Do you know who to contact if you have any concerns or questions about the One Million Mentors Programme? - What do you think is expected of you as a mentor? - What do you think makes a good mentor? - What do you think makes a bad mentor? - What qualities do you think make a good mentee? - What qualities do you think make a bad mentee? - How much time do you anticipate spending on the programme in total (including preparation)? - What kind of activities do you expect to provide in your mentoring sessions? - How do you plan to improve your mentees: ...employability skills? ...exposure to the world of work? ...personal effectiveness? ...knowledge of education, training, and work opportunities? - How will you engage your mentee with your wider social and employment network?	think makes an effective mentoring relationship.
5. Close	2 mins
Do you have any questions on what we have covered in the interview?	

Post-mentoring interview (adapted for focus group)

Introductions and background	3 mins
As per pre-mentoring interview	
Motivations for mentoring and training	10 mins
As per pre-mentoring interview	
Experience of mentoring	20 mins
Scheduling sessions - When did your mentoring relationship start and end? - How often did you and your mentee meet? - Did you meet at the same time each month?	These questions aim to understand mentees motivations for getting involved in the mentoring

• How long was each session? • How did you find this structure? [<i>length of relationship: too short/too long, sessions: too short/too long, frequency: too little/too often</i>] • Did you experience any challenges in attending or completing your mentoring sessions? ◦ If yes: how did you overcome these/how could this be improved? • Where did you and your mentee typically meet? ◦ How suitable was this location for the mentoring sessions? [<i>probe for potential improvements/challenges etc.</i>] Mentoring structure • Were you in a 1-1 or 1-2 mentoring relationship? ◦ How did you find this structure? ◦ If 1-2: did your two mentees know each other beforehand? How did you find mentoring two people at the same time? [<i>probe for perceived advantages/disadvantages</i>] Did you experience any challenges? ◦ If yes: how did you overcome these/how could this be improved? Experience of programme • What did you do during your mentoring sessions? ◦ Did you complete any particular tasks/activities? [<i>prompt ToC outcomes</i>] ◦ What topics did you discuss? ◦ Who typically led the sessions? ◦ Were there any changes to the content or structure of the sessions over time? • Did you and your mentee set goals during the programme? • How easy/difficult did you find support your mentee towards achieving these goals/any other aspirations they had for the programme? • Did you observe any changes in your mentee over the course of the programme? [<i>prompt ToC outcomes</i>] • Is there anything you would like to have done more/less of as part of the programme? • What are the key things you will take away from the programme? • Overall, how useful, if at all, did you find the mentoring programme? [<i>relate back to mentees perceived progress on the goals/skills/activities</i>] Mentoring relationship • Please could you describe what your mentee was like? • Do you feel like you were well-matched with your mentee ◦ Why/why not? ◦ What do you think makes a good mentor-mentee match? • Were there any challenges in working with your mentee? ◦ If yes: how did you overcome these/how could this be improved? • What qualities do you think make a good mentor/bad mentor? • What qualities do you think make a good mentee/bad mentee?	programme, their experience of the programme and whether this matched their expectations and what they wanted to achieve.
Improvements of the mentor experience	5 mins

• Do you feel like you received adequate support throughout the mentoring Programme? • Is there anything you think could be done to improve the programme? ◦ Why/what? • Would you recommend taking part in the 1MM programme? • Why/why not?	To allow mentors the opportunity to suggest possible areas where they feel that the programme could be improved.
Close	2 mins
Do you have any questions on what we have covered in the interview?	

Appendix 2 - Analysis Framework

The data in this study were analysed with the aid of Framework⁷, a systematic approach to qualitative data management that was developed by NatCen. Framework involves a number of stages. First, the key topics and issues which emerge from the research objectives and the data are identified through familiarisation with the transcripts. The initial analytical framework is then drawn up and a series of thematic charts or matrices are set up, each relating to a different thematic issue. The columns in each matrix represent the key sub-themes or topics whilst the rows represent individual participants. Data from verbatim transcripts of each interview are summarised into the appropriate cell. In this way, the data are ordered in a systematic way that is grounded in participants' own accounts yet oriented to the research objectives.

The Framework approach meant that each part of every transcript that was relevant to a particular theme was noted, ordered and was almost instantly accessible. The final stage of analysis involved working through the charted data in detail, drawing out the range of experiences and views, identifying similarities and differences, developing and testing hypotheses, and interrogating the data to seek to explain emergent patterns and findings. In drawing the material together, the aim was to display and explain differences and similarities in the perceptions of the different mentors and mentees, using each data set to enhance our understanding of the others and to derive a deeper level of understanding of how the mentoring model worked and its impact.

⁷ Ritchie, J., Spencer, L. and O'Connor, W. (2003) 'Carrying out qualitative analysis' in Ritchie and Lewis (eds) *Qualitative Research Practice* Sage.