Programme title: **Candidate name:**	MA in Applied Coaching (CAAHS) Johnathan Brooks
Contact details:	23 Grecian Road Tunbridge Wells Kent TN1 1TG Phone number: 01892525029 E mail: jbrooks@spiritbearcoaching.com
Student id number:	100359939
Module name and code:	Work Based Investigation 7ZZBAL
Assignment title:	Work Based Research Dissertation

Assignment learning outcomes (from module guide)

On successful completion of the module, you will be able to:

1. Justify a rationale and plan for a work-based project or investigation within the context of their own area of professional practice;

2. Articulate, from a critical review of literature in the field, a specific research problem or organisational issue;

3. Substantiate a methodologically and ethically sound investigative approach to the research problem or organisational issue;

4. Undertake the work-based investigation, using validated methods of collecting data;

5. Present, critically analyse and coherently communicate the findings of the investigation to a range of audiences;

6. Critically reflect on the investigation overall including an agenda for further professional action and future personal development

I declare that this assignment is all of my own work and that it was produced to meet the requirements of University Level 7 criteria and the assessment criteria for this module as part of the MA in Applied Coaching

The word count, excluding Content Page, Referencing, diagrams, endnotes and Appendices, is 13,959.

Signed: Johnathan Brooks Date: 29th February, 2016

UNIVERSITY OF DERBY

MA in Applied Coaching

A Mid-Point Evaluation of a Pilot Maternity Mentoring Programme for AXA PPP healthcare

"The plain fact is that the planet does not need more successful people. But it does desperately need more peacemakers, healers, restorers, storytellers, and lovers of every kind."

~ David W. Orr, *Earth in Mind: On Education, Environment, and the Human Prospect*

Author: Johnathan Brooks

Student ID: 100359939

Date: 29 February 2016

The Performance Solution and the University of Derby Corporate

REVISED TITLE

A midterm evaluation of the effects of a pilot maternity mentoring scheme devised by AXA PPP healthcare Tunbridge Wells Kent on the psychosocial wellbeing of returnee mothers and their retention by the company.

ABSTRACT

The objective of this pilot research study was to discover if the psychosocial support offered to women after maternity leave at AXA PPP healthcare, was suitable for improving their retention rates by reducing stress levels at the time of their transition to working motherhood.

The motivational help towards this end was to be supplied by trained volunteer in-house mentors in informal dyadic relationships between a sample of six mothers with their mentors. One of the intended impacts of the scheme, as listed by Owen (2011, p.87) in her 'Complete Guide To Mentoring' was a reduction in stress levels leading to greater working skills from better relationships and communication throughout the company.

As stress has been described as *"the net result of a condition being resisted, which can lead to problems in perceptions and communications"* according to Burrows (1993) cited by Levey and Levey (1998) these two issues were foremost when the format of the scheme was being decided upon under the auspices of the family friendly stakeholders.

It was seen that the type of mentoring, which could best support experiences of change was 'Developmental' as categorised by Alred and Garvey (2010).

The preliminary questions decided upon to give focus to the research were:

1. What is the effect of the mentoring programme on work life balance for returnee mothers?
2. Was the programme able to support women in their career re-engagement after maternity leave?
3. Are difficulties in in-house communication an issue that needs to be addressed?

Keywords: Change, Support, Learning, Redefining, Work Life Balance, Retention.

ACKNOWLEDGEMENTS

Firstly, I would like to thank the Culture and Community Team and Project Sponsor Director Sonia Wolsey-Cooper for giving me the opportunity to do my work-based dissertation for AXA PPP healthcare, Tunbridge Wells location.

I would also like to thank Sally Vanson, my Master's Programme Director, and my Supervisor Rabiya McKeverne for both giving me advice, keeping me on track and for being flexible with my personal and work schedules.

This research sits on the shoulders of fast developing mentoring and coaching research of recent years, but there is one special person I would like to thank, my mentor during this research Jennifer Liston-Smith, Director of Coaching & Consultancy at My Family Care. Without her time and vast experience in this research subject could not have been done.

Lastly, special acknowledgments to both mentors and mentees who participated in this research and paved the way for the programme to be rolled out nationwide.

Table of Contents

Revised Title…….. **0**

Abstract ……. **0**

Preliminary Research Questions…… 1

Acknowledgements……. **2**

Table of Contents……. **3**

Introduction…… **7**

Background and Context of Research……... 9

Literature Review…….. **11**

General…… 11

Developments…… 12

Aim, Expectations and Objectives…… 16

Aims……..... 16

Expectations…… 16

Objectives of Managers……. 18

Objectives of Mentors…… 18

Objectives of Company……..... 18

Objectives of Returnee Mothers…….. 20

Methodology…….. **22**

Methods……... **23**

Research Design…… 24

The International Standards for Mentoring Programmes in Employment…… 26

Sampling…… 27

Matching…… 27

Collection of Data……. 28

Quantitative Data……. 29

Qualitative Data…… 30

Stakeholder Learning…….. 31

Supporting Participants…… 38

Ethical Issues..... 39
Value of Research..... 42
Results and Analyses..... 44
Questionnaires..... 44
Analysis of Questionnaires..... 45
Analysis of Semi-Structured Interviews..... 47
Excerpt From Mentor (M1) Interview..... 47
Excerpt From Protégé (P1) Interview..... 49
Excerpt From Mentor (M2) Interview..... 50
Excerpt From Protégé (P2) Interview..... 51
Validity of Semi-Structured Interviews..... 52
Recommendations..... 54
Lack of Clarity of Definition and Practise..... 54
Control of Variables..... 56
Sampling Size Obstacles..... 56
Timing Obstacles..... 57
Financial Obstacles..... 57
Conclusions..... 59
Personal Development Review..... 64
Personal Development Plan..... 67
Referencing..... 69
Appendices..... 76

List of Tables

1. Concerns about Returning to Work…… 17
2. Archetypes – The Bread Winner and the Responsible Mother……. 20
3. Dilt's Model Neurological Levels Applied to Perinatal Transition…….. 33

List of Figures

1. The Kellogg Foundation Logic Model…… 8
2. Maslow's Hierarchy of Needs……. 21
3. Barrett's Seven Levels of Consciousness Model …… 21
4. Research Design…….. 25
5. Personal SWOT Analysis…… 29
6. Three Things That Make Business Research Distinctive by Easter-Smith……. 32
7. The Mentoring Quadrangle by Clutterbuck……..……. 35
8. The Experiential Learning Cycle by Kolb……..…… 36
9. Dimensions of Growth by Varner and Peck…….. 37
10. Impact Trends for Pre and Post Questionnaires…….. 45
11. Atkins and Murphy's Model of Learning and Reflection…….. 64
12. Flowchart of Culture and Community Maternity Mentoring Programme Process.. 77

Appendices…… 76

Appendix 1: Order of Process…..... 76

Appendix 2: Preliminary Procedures..... 78

Appendix 3: Maternity Mentoring Evaluation: Mentor Questionnaire..... 79

Appendix 4: Maternity Mentoring Evaluation: Mentee Questionnaire…..... 86

Appendix 5: Research Information Sheet 92

Appendix 6: Consent Form..... 93

Appendix 7: Mentor (M1) Semi-Structured Interview Questions……..... 94

Appendix 8: Mentee (P1) Semi-Structured Interview Questions…… 95

Appendix 9: Mentor (M2) Semi-Structured Interview Questions……..... 97

Appendix 10: Mentee (P2) Semi-Structured Interview Questions…….. 99

Appendix 11: Sample Mentor (M2) Semi-Structured Interview Transcript…… 101

Appendix 12: International Standards for Mentoring Programmes……..... 115
in Employment (ISMPE)…….....

Appendix 13: Project Proposal 117

Appendix 14: Signed Project Proposal……... 160

Introduction

"To change our beliefs is to change our identities" ~ Greg Braden (2008)

In 1996, O'Connor and McDermott stated *"Beliefs and values direct our lives to a considerable extent, acting as both permissions and prohibitions."* They are the principles we act on and how we behave.

The transition to motherhood can be a profoundly life enhancing experience for women if it is recognised as a development phase that requires a change in behaviour on three important fronts, and particularly for working women a change most often involves a certain degree of risk and stress, moving from the security, however tenuous, of old established 'rules', value systems and beliefs, to uncertainty (O'Connor and McDermott, 1996).

The three significant aspects of life (Clutterbuck, 2014) and its value system that can feel threatened by environmental change for return to work mothers are:

1. That which is held to be of the greatest importance in private/home life
2. The work environment whether vocational or keeping the wolf from the door
3. Relationships in general (Clutterbuck, 2014)

In the business world, any change in practice also involves risk, especially at a time of economic downturn. Change can affect:

- Financial return on expenditure
- Productivity and performance
- The retention rate of staff after maternity leave
- Loss of talent

In spite of this, Founding member of the World Business Academy Rolf Osterber (1993) suggested *"The raison d'être for a company is to supply an environment in*

which the personal development of human beings involved in the company can best take place, … business life has the opportunity to bring that gift forward."

From this statement it can be assumed that at highest business levels it has been accepted that inner development and personal actualization can work in tandem with organisational effectiveness and external progression towards greater dimensions of growth for both, in fact a renaissance.

For this to take place, a growing body of research in clinical medicine (Clutterbuck, 2013b; Wallen et al. 2010); and in the social services affirms (Research in Practice, 2013; Blackman and Schmidt, 2013; Bourn and Bootle, 2005) the vital importance of building a strong 'network' (Eby et al. 2006) of support for 'business' employees (Mijares et al. 2013); and during the time of transition to working motherhood support may be needed to enhance self-efficacy, to reassess values, and help in re-visioning life goals (Clutterbuck, 2014).

Maternity coaching/mentoring has been reported as being effective (Cotter, 2015) in achieving these goals, and AXA PPP has chosen to put a pilot programme at Tunbridge Wells to evaluate its impact and degree of success. It was decided by the programme organisers that the WK Kellogg Foundation Logic Model would be used in the preliminary planning and design of the programme.

1. Resources and Input	2. Activities and Procedures	3. Outputs and Feedback	4. Short & Long Term Outcomes	5. Impact

Figure 1: The Kellogg Foundation (2008) Logic Model

The implementation of this model illustrates how principles and processes may be linked through learning from reflections on collected data, and from feedback.

The effectiveness of the programme as a result of research would be evaluated from changes in behaviour throughout the company as it adapted to the evolving business world.

Background and Context of Research

AXA PPP healthcare is one of the biggest healthcare cover providers of both private and business medical insurance plans. The research for this project was carried out against a background of two major concerns for the whole insurance and financial industry.

The first concern was with the decreasing number of mothers returning to work after maternity leave, and the cost of their loss to their employing company. The second was with the degree of stress those mothers who *did* return to employment were experiencing, and the time it was said they took readjusting to their combined life roles. In Personnel Today (Oct, 2003) stress was being described as *"a complex phenomenon that is blighting British Business and working life"* quoted by Cranwell-Ward et al. (2004). The immediate concern for AXA PPP was in deciding the type of support system most suitable for their branch of the company in resolving the above two issues.

Writing in 1985, Krams in the United States (US), when describing the attributes of mentoring, then a relatively new structured process being used in organisations as "*guiding, helping, coaching, and role modelling"*, she seemed to be offering a solution for the reduction staff turnover, and increasing their retention rates, as well as helping to improve performance by companies as a whole. However, personal growth, job satisfaction and work/home balance were not mentioned, so it has to be assumed that emphasis was on coaching with specific capabilities – linked local outcomes in mind, rather than for mentoring with its more holistic developmental and emotional learning in an enlarging environment. As David Clutterbuck (1998; Owen, 2011, p.13) once

said about mentoring, it is *"One of the most powerful developmental approaches available to individuals and organizations."*

Nevertheless, by 1999 a Chartered Institute of Personal and Development Survey suggested that 87% of business in the UK were using 'mentoring' with presumably satisfactory and significant personal as well as business outcomes (Klasen and Clutterbuck, 2002).

However, with the increasing usage of supportive programmes in more and more fields of business activity, different meanings, values and goals for mentoring were being applied according the different life experiences and environments of the users, and these were not necessarily similar to those at Tunbridge Wells for the creation of their maternity programme. The company had therefore to be quite clear about it's own aims, about the impact it hoped to achieve from answers gathered from the three preliminary research questions, and for this, a literature review needed to be instigated for finding out how the questions were being answered by other researchers.

Literature Review

General

A preliminary overview of related literature suggests that there are three stages in the process towards understanding how maternity mentoring is practised today, and how it may be used for the creation of individual models.

Around 1985, Kathy Kram in the US, who Professor David Clutterbuck (2014) has called 'the Grande Dame of mentoring', introduced a programme of sponsorship to aid the advancement of a more junior employee in a company, by the passing on of existing wisdom by an experienced veteran. The approach was effectively career orientated and quantitative, and appeared to be designed with males in mind, seeing they held the majority of power positions. Since then books and papers describing the structure and implementation of coaching schemes have been abundant. To-date 5,778 books on life coaching (Amazon, 2016).

At the same time, also in the 1980's British David Clutterbuck, in his publications, started addressing business issues from a more qualitative learning perspective which affected most working women more directly than the US model. This appeared to suggest a more compassionate, developmental and flexible style of coaching was needed to be included in mentoring schemes (Clutterbuck, 2014, p.xii).

Third stage literature reporting on the value of a combination of the first two models for the creation and implementation of successful mentoring programmes devised specifically to deal with the transitional problems experienced by return-to-work new mothers, were difficult to find (Clutterbuck, 2013b).

Even so, literature for this stage early on revealed *"quantitative research suppresses the voices of women by ignoring them or submerging them in a torrent of facts and statistics"* (Mies 1993; Bryman and Bell, 2011, p.418). Put more directly the same

article stated that *"the criteria of valid knowledge associated with quantitative research means that women were to be researched in a value neutral way"*, when in fact *"the goals of feminist research should be to conduct research specifically for women"*.

These opinions were in line with those given by Maureen Murdock in 1990, that when trying to find new meaning in life, the quest for women *"is to fully embrace their feminine nature in societies dominated by male values."* This agrees with the definition of the masculine principle as 'focussed attention', while the feminine is one of 'diffuse awareness', both principles being necessary in the creation of any holistic enterprise, (Claremont de Castelliego no date; White 1995, p.105).

In 2009, Bryman began to write on the value of reconciliation strategies between the more male quantitative orientated approach and the more feminine qualitative approach, Bryman (2009, Bryman and Bell, 2011, p.630), while McDonald et al. (2008, p.2198-2215) considered a balance between the values of home and work life *was* achievable. However, practical guides for maternity mentoring were still less easy to find as has been already mentioned.

Developments

Although this type of mentoring in Britain was pioneered by the Prudential Assurance Company around the early 1990's (Clutterbuck, 2014, p.137), no published papers on its experiences have been found to date for this research. One early guidebook on how to implement mentoring schemes specifically mentioning return-to-work mothers was by Klassen and Clutterbuck (2002, p.108) who allowed the subject half a page, focussing on creating a "*less stressed and emotionally more balanced workforce"* so that returnees could perform more competently and quickly.

According to counsellor, coach and psychotherapist Kathy Cotter (2015), reports on maternity *coaching* first emerged here in the UK around 2006. She explores the

implications maternity breaks from both financial and psychological angles, the latter through Interpretive Phenomenological Analysis (IPA) and emerging themes. The work of Smith (1999) focuses on the key factors in the integration of pre and post identities shows how stress maybe eased in working motherhood.

The Scottish Parliamentary Corporate Body (SPCB) piloted a fifteen-month maternity mentoring scheme ending in spring of 2009 in response to *"The Work and Families Act and Gender Equality Duty"* (SPCB, 2009, p.1) with beneficial results reported for both mentors and mentees. This scheme, although now implemented and on-going and therefore of value in some respects, but whether in the gender equality issue sense is difficult to discover, but it does show it is not only private companies that can instigate and sustain similar programmes satisfactorily.

Although the British government was aware of the detrimental effect on the nation's economy of the lack of retention of women employees after maternity leave, which Lord Myners had highlighted in his speech at the Report of the Gender and Productivity Summit at No.11 Downing Street in October 2004 when he declared *"The stock market would not allow the waste of capital in the way we tolerate the waste of female talent and ability,"* this could not be a government priority issue at a time of recession, and it was left to individual businesses to create their own programmes based on their own research and special environments.

More recently substandard mental healthcare as an issue for pregnant women and new mothers was reported on by Walker (2014) from a pioneering study on the effects of maternal depression, anxiety, and other illnesses by the London School of Economics and Centre for Mental Health Charity. Quantitative data showed that the cost of bringing care in the National Health Service up to recommended levels would be 'astronomical', and no publications have shown that this has yet been implemented

by the Government, and so it must be noted and dealt with on an individual basis and passed on to be dealt with appropriately by other agencies.

The latest and the most comprehensive review of maternity mentoring today is in the view of the researcher to be found in the fifth edition 2014 of David Clutterbuck's 'Everyone Needs A Mentor'. He covers the issues of employers' choice for maternity mentoring as the difference between externally resourced coaching and in-house mentoring being a possible lack of understanding of local culture and 'politics', and identifies the key issues mentors need to be trained to recognise, and how to manage them. He also names some of the issues identified by Nirmala Menon in her survey of five hundred women of their own and their employers' reactions, with their difficulties with pregnancy (Clutterbuck, 2014, p.137).

These difficulties, from this review, show that for many businesses employing younger women they will remain unless strenuous efforts are made for their resolution; and although in his summary of maternity mentoring Clutterbuck describes it as one of the most effective ways to improve return to work rates, and for mothers in easing their return to work stress, new models are obviously needed for each business environment.

While the earlier focus of mentoring from the US was mainly on career coaching for performance and skills required by the employing company with outcomes that could be quantitatively evaluated, other concepts of mentoring emerging from Europe emphasised

"A process that is about enabling, supporting, and sometimes triggering major change in peoples' life and work; As such it is about developing the whole person" according to Clutterbuck (1991) cited by Owen (2011, p.11).

The overall review of published literature considered here, shows how over nearly three decades, involving theories about the importance of women in the workplace, most of who will at sometime become mothers, have developed into programmes showing new attitudes, new behaviours and practices on business ‘shop floors’.

The relatively new issues concerning the different difficulties of mothers returning to work after maternity leave are the focus of different writers, but differences in clarity of definition, processes and relevancies can now be seen as spurs to new research and new practise.

Aim, Expectations and Objectives

Aim

The basic aim of this pilot initiative was to turn problems associated with the three preliminary research questions into achievements, with the objective of re-defining crises as opportunities. AXA PPP healthcare chose to do this by aiming to create a well-structured programme that would *"help run its business and provide an inspiring environment for all its employees,"* a suggested aim from Steve Harvey (2004, Cranwell-Ward et al. 2004, p.xiii) Senior Director of People and Culture, Microsoft (UK).

The whole perinatal period of new mothers and their problems would be the special focus for the need for changes in attitudes on all sides of the business, if these returnee mothers were to be retained by the company after their maternity break. The most effective way of supporting them over this transitional period when trying to deal with their individual problems, was considered by the project owner(s) and steering committee to be through a peer mutual learning programme of mentors/mentees, with the aim of helping the mentee mothers make *confident choices of their own* for the way they managed their new life styles, unlimited by previous beliefs in old home/work structures and their required behaviour, and in any problems in recognising and communicating their specific needs.

Expectations

The environment at work i.e. Living through AXA Values, had expectations of their employees in non-managerial or executive grades within the company's hierarchical system for demonstrating team spirit, sharing knowledge beyond their immediate team, ensuring the quality of their company's product, the deliverance of reliable attentive service to customers, a willingness to implement change, and for

understanding the value and impact of their individual jobs on the company as a whole, thus hopefully eliminating the potential for future strain or boredom (French et al. 1982).

It was felt that the importance of these last two issues were sometimes being lost in the transitional period, and it was realised that some particularly stressed individuals might need the experienced motivational help of mentors if their current life view was to change to one of greater positivity, and they were to be of the same value to the company as before, and exhibit the same loyalty (retention) as was previously expected of them before the unbalancing effects of now having two roles in life.

The above concerns were tabulated by Morris (2008) from a survey she carried on behalf of the National Childcare Trust, when she found that one in three women (39%) found it *"difficult or very difficult"* to return to work after a pregnancy break and the cost of this transition was not only personal but also for the team for which they worked.

Childcare	60%
Time to do everything	57%
Missing my child	56%
My child missing me	53%
Ability to be a good mother	47%
Adversely impacting my child's development	32%
Money	32%
Ability to remember things	31%
Ability to be a good employee	28%
Attitude of boss and or colleagues	33%
Ability to do parts of the job	21%
Ability to concentrate	20%
Ability to continue breastfeeding	15%
Job availability	10%
Loss of social life	8%
Ability to balance different identities	3%

Table 1: Concerns about returning to work

Objectives

Objectives of Managers

For their line-managers, their required objective was to continue to demonstrate the AXA values of team spirit, innovation, pragmatism, professionalism and integrity. They also had to hold their team accountable for doing the same; and while as early as 1998 Levey and Levey in 'Living in Balance' had reported that *"work life balance was still being seen as a peripheral issue by many corporate managers and politicians,"* it was, years later, still felt to be the core issue for many working mothers. So for line-managers, if both the company's required objectives and those of the present project were to be achieved, they would need to acknowledge that while each returnee mother had her own agenda, history and conditioning, this was still the core issue for the majority of them, and they, the managers, would need to learn how to adapt to changing circumstances and foster a more understanding shop floor culture by their changed attitudes.

Objectives of Mentors

For mentors their objectives were clear. They were to assist their mentees from being overwhelmed by their new responsibilities, as already described by Morris (2008), by evoking the hitherto unrecognised resources they already had, for pursuing new goals in life. For this they the mentors needed to act as high-energy motivators or role models for positive change in both career and psychosocial behaviour in a dual learning process of rapport.

Objectives of Company

The objective of a mentoring programme advantageous to the running of the company was suggested in the description of the values structure of businesses of the western world (particularly the US), which originated in a notion first published by Robert Greenleaf in the 1980's and which referred to *"the fulfilling of one's potential and*

allowing others to do the same, achievement, quality of products and services, and commitment to never ending growth" (Zohar and Marshall, 2001, p.33). This aim appears to mirror the process of mentoring by Clutterbuck (1991, Owen 2011, p.11) for the development of the whole person.

These values seem very close to those later declared by AXA PPP and did not appear to need much change, but even though staff losses were being lost at only 11% after maternity leave between September 2013 to September 2014 as stated by an AXA PPP Human Resources Consultant (personal communication 25th Sept 2014) compared with the national average of 18%, this was still costing the company money and talent, and there was a need to discover why, and the steps needed to be taken to improve the situation.

By contrast with the western business value system, eastern humanistic values at that time, were said to centre on compassion and gratitude, service to one's family and the world, and to the 'ground of being itself' (Zohar and Marshall, 2001, p.32) meaning the 'universal creative source'. This can be a life learning process through reflection, and reflection has been called a meta-cognitive strategy to help individuals and groups learn first from experiences, and secondly from the decisions and actions they have taken, or may choose to take to solve problems as described by Marchel (2004).

So eastern values seem to give greater meaning to both work and home life events; When reflected upon, take for granted assumptions, which David Bohm called the 'tacit infrastructure of thought' could now been seen to be socially produced based on local culture, and were therefore open to transformation, Alvesson and Willmott (1992, Owen, 2011, p.54). A combination of both eastern and western attitudes indicated both a way of self-development through a home life with its new added responsibilities, and the finding of new more satisfying ways of work life behaviour. In fact, the aim of the combination could be that of creating a 'whole' life where the culture would allow

diversity of opinions, but with home and work life balanced instead of being divided by the stress of change.

Objectives of Returnee Mothers

The objective of returnee mothers in choosing to enter the programme was assumed in most cases, to be to alleviate their stresses and concerns and to achieve greater work life balance.

The Holmes and Rahe Stress Scale (1967) showed that out of the most stressful events in life, pregnancy was assessed as being in 12th place, while the lost of employment and income, or its possibility' was rated at 8th. New working mothers needed therefore to recognise two conflicting identities within themselves before they could create a new integrated one. The two identities were:

The Bread Winner	**The Responsible Mother**
With a financial need to work, and a need for social contacts outside the home.	With her need to nurture her child full time especially when very young.

Table 2: Archetypes – The Bread Winner and The Responsible Mother adapted from Brooks (2010)

A primary objective in the mentor/mentee relationship was to identity the priority of importance in these concerns and the needs emerging from them for each woman if the process was to feel a realistic one leading towards the fulfilment of the main aim. These needs were tabulated in Maslow's (1943) original five stage hierarchical model.

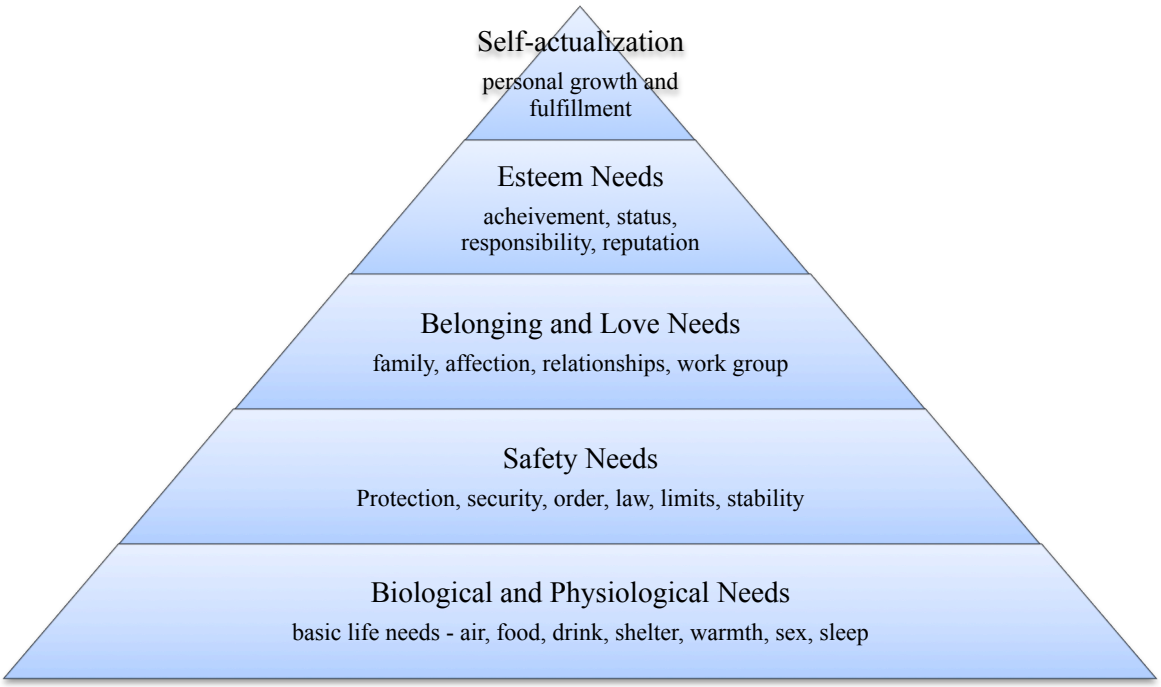


Figure 2: Maslow's Hierarchy of Needs

For the mentor to motivate these changes Barrett's (1996) Seven Levels of Consciousness model illustrates the stages towards the actualization of greater balance.

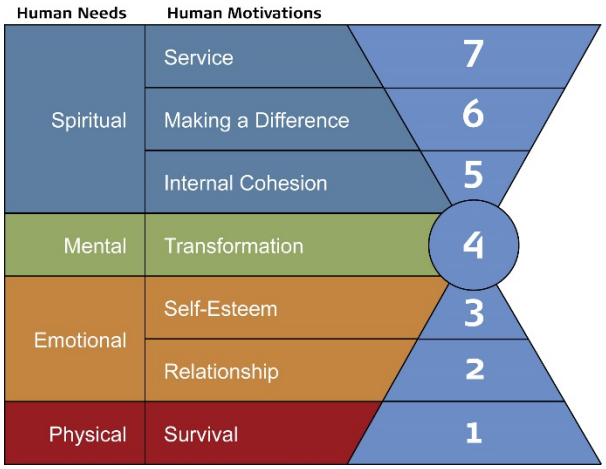


Figure 3: Barrett's Seven Levels of Consciousness Model

Methodology

When first choosing a methodology for this small scale mid-term pilot project, the researcher felt his ontological orientation was mainly phenomenological, with it's focus on understanding the meaning of events deduced from his past experience. However, he soon realised the efficacy of the project could be not be evaluated unless a more positive, quantitative objectivity was used in gathering data and emergent facts.

Nevertheless, a framework was still required for analysing qualitivities through a coding of data (a part of grounded theory[1]), which included strategies for evaluating communication skills.

From a central inductive position or a middle way where each approach supported the other, new ideas independent of the immediate situation and inherited wisdom, called by Bryman and Bell (2011, p.76) *"social entities"* could promote new dimensions of growth and learning and *"even superior findings"* from reflective, unconscious and intuitive levels according to Cresswell (2003, McKeverne, 2013).

The researcher's work was therefore, in the words of Sally Vanson (2014) *"phenomenological and inductive and (is) moving towards a mid-point between phenomenological and positivist."*

The main strategies were to be based on a quotation from Levey and Levey (1998) *"What we have discovered is that no one realm of experience exists outside this theme of balance. In fact, dynamic balance seems to be a central organizing principle of every living system in the universe."*

[1] Strauss and Corbin's grounded theory (1998) *"the most widely used frame work for analysing qualitative data" "data collection and analysis proceed in tandem, and is concerned with the development of theory"* (Bryman and Bell, 2011, p.576-577).

Methods

In line with the ontological orientation of the research, it was decided by the steering committee that questionnaires followed by semi-structured interviews would be used, centred round a motivational goal, and attractor – a new active and defined state of dynamic balance, because the defining of a goal is in itself a provider of energy in the sense of deciding to break old restricting moulds of behaviour or modes of thought. In addition semi-structured interviews have been described as *"appropriate when the interviewer is closely involved with the research process (e.g. "in a small-scale project when the researcher is also is the interviewer"* (Robson, 2011, p.285).

Research Design

See Appendix 1 for Order of Process and Appendix 2 for Practical Resources needed for the implementation of the programme. The research design for mentors and mentees would be as follows:

1. The mentee will firstly experience a face-to-face mentoring session with their chosen mentor. In addition to this meeting the pair may choose to communicate in other ways such as by phone or emails, particularly when for part time participants time during business hours is a constraining factor.
2. During the second month there will be a second mentoring meeting, which will be followed by a questionnaire of sixteen questions sent to both mentors and their mentees, with the expressed purpose of rating measurable or quantitative based line data. This is stage one of the programme.
3. During the following four months, mentees will communicate with their mentors at least once a month, or more often if it is felt needed and can be arranged again within the time limitations of both.
4. At the end of the sixth mentoring session the participants will again be emailed with a maternity mentoring questionnaire a repeat of the first, for a comparative analysis of measurable trends.
5. This will be followed by stage two of the programme when through semi-structured interviews the researcher will attempt to analyse through the narrative speech patterns of mentors and mentees, the strengths and weaknesses of the programme.
6. The maternity mentoring sessions will be terminated with the agreement of both parties. See Figure 4. Research Design as follows.

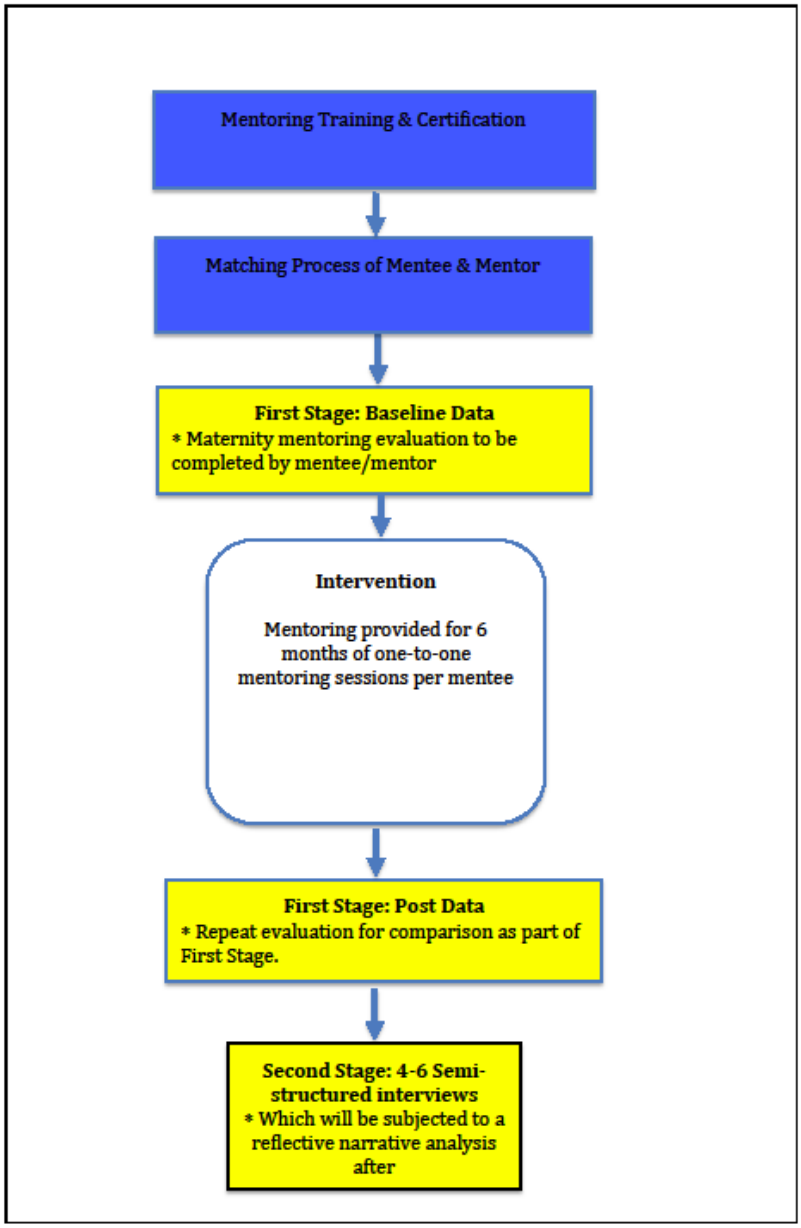


Figure 4. Research Design

The permission of Jennifer Liston-Smith, Director of Coaching Consultancy at My Family Care, was given for the use of some of her questionnaires for later quantitative analysis, which have been adapted with additions for this project.

The six core standards identified by The International Standard for Mentoring Programmes in Employment (ISMPE) would be applied to the above processing. See Appendix 12 for original ISMPE Standards.

The Standards[2] named were:

1. Clarity of Purpose
2. Processes for Selection (i.e. sampling and matching)
3. Effective Processes for Measurement and Review
4. Stakeholders Training and Briefing
5. Supporting Participants Professionally
6. Maintaining High Standards of Ethos and Care

The definition of a standard given in the Reader's Digest Great Encyclopaedic Dictionary (1962) is:

"A degree of excellence required for a particular purpose. A thing recognised as model for imitation recognised as possessing merit or authority."

The method of mentoring at AXA PPP had therefore to be in line with the degree of excellence listed as meritorious by the ISMPE, and strategies and standards were needed to be learned by stakeholders at AXA PPP as a necessary part of the process. If any of the six standards had been lowered or omitted from the learning/training

[2] The Standards have been re-ordered to fit with research criteria.

provided for the programme, the validity of the research and it's outcomes could not be considered ethically and measurably reliable.

Clarity of Purpose (Standard 1)

An overview of AXA PPP's cultural relations maternity mentoring programme project (Feb, 2014) was seen by all involved stakeholders. At the original meetings choices were made for the setting up of processes that would act as directives towards the fulfilment of the intentions of the company. All initiating stakeholders were thus made fully aware of the pilot scheme and the resources required. See Appendix 13 in Project Proposal.

All employees were also made aware of the scope and intended value of maternity mentoring in a leaflet through internal communications.

Processes For Selection (Standard 2)

Sampling

In March 2015, the number of return-to-work new mothers who requested mentoring was a *"convenience sample"* of six that were available (Bryman and Bell, 2007, p.190). These six chose their own support from among thirteen volunteer trained mentors. For various in-house technical reasons these numbers were smaller than was at first expected. Early on in the project after a change in directorship, five mentees and their mentors disappeared from the initial programme list, together with any names or means of identifying them and the whole programme had needed to be re-launched on more accountable lines. Two maternity mentoring dyads were chosen for qualitative analysis interviews.

Matching

Formal pairing of a mentor with a mentee was not considered suitable in the AXA environment with such a small sample. The degree of rapport necessary between

mentor and mentee in successful pairing helped the programme planners decide on in-house returnee mothers who had volunteered as mentors as a result of their own beneficial mentoring experiences. When pairs were proved to be mismatched the questionnaires at two months would reveal this. As recommended by the International Standards for Mentoring Programmes in Employment (ISMPE), *"all pairs should undertake frequent reviews of the quality of their relationship, starting after a couple of meetings"* Clutterbuck and Megginson (2005, p.88-91). It was clear that rapport and good communication with learning opportunities is fundamental to the success of any mentoring programme. Clutterbuck and Megginson (2005, p.88) went on to say, *"Without rapport, the relationship will typically deliver very little by way of positive results".*

In the AMA/Institute for Corporate Productivity Coaching Survey 2008 (Thompson et al. 2008), it had been shown that the number one reason for the termination of coaching agreement (65%) was due to a *'mismatch'* of the coach and employee.

Within the business context at AXA, it was seen as essential therefore that the mentee chose their mentor (defined as 'informal'), and was not chosen by the programme manager (defined as 'formal'), which was done via the company intranet of existing maternity mentor profiles.

Effective Processes for Measurement (Standard 3)

Collection of Data

Effective processes for the measurement of data were classified under the headings of quantitativity and qualitativity.

The first type of quantitative data would be collected from questionnaires that would encourage the recognition and the prioritisation of individual concerns with environmental changes, and would be given a numerological rating.

The second type was from face-to-face verbal communication in semi-structured interviews with the discovery of the meaning of perinatal events and their effects in qualitative terms. A coding system involving linguistics or speech patterns would be used.

Quantitative Data

Two methods for collecting quantitative data were considered. The first was the Subjective Unit of Disturbance or Distress (SUD) with its scale of minus 10 to Zero for the evaluation of answers in numerical terms. As the scale did not develop directly into the paradoxical opportunities of positive answers, this method was not considered as useful or appropriate as the second method, which was eventually used.

This was the more robust Likert's Logic Scale with it's rating of 1 to 5, which was used to numerically compare baseline data themes with data feedback from the second questionnaires with the intention of identifying the significant strengths, weaknesses, opportunities and threats (obstacles) as in the SWOT personal analysis chart below.

Strengths Current competencies Experience Core talents	**Weaknesses** Competencies/knowledge needing development
Opportunities Career aspirations Interests Possible job moves	**Threats** Perceived obstacles

Figure 5: Personal SWOT Analysis by Cranwell-Ward et al. (2004)

Their optional answers to related questions were to:

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Qualitative Data

As Allen and Eby (2010, p.83) stated *"qualitative research is important in understanding the dynamics involved in mentoring relationships"*.

For the collection of qualitative data, a coding formula was considered useful for classifying linguistic or communication issues used by mentees when describing their levels of stress (work life imbalance) and loss of direction (change of aim or purpose).

For this, the formulae used in Neuro-Lingustic Programming (NLP) were adopted with categories named:

1. Deletion – when important information is being left out or when parts of an experience are not being revealed. Code DE.

2. Generalisation – which is being non-specific and possible evasive, and objective rather than subjective. Code GE.

3. Distortion – where descriptions are over fanciful and show a noticeable lack of balance in communicating their perceptions. Code DI.

   There are two other categories of speech, which the researcher has noticed when talking with returnee mothers.

They are those of Clarity (Code C), where a mentee is already showing a realisation of what may be done to achieve a recognised and defined outcome with trust and confidence in the mentoring help offered.

The second, is it's opposite of Denial (Code D), which is when an individual has found no reality in the words used in communications with her.

Training and Learning (Standard 4)

The setting up of a mentoring scheme in any company obviously requires that the organization is ready for a cultural change, that the people involved are ready to participate with enthusiasm and can arrange their time to do so.

Stakeholder Learning

The key stakeholders will have already considered whether the current financial and other challenges facing the company makes the setting up and investment in a maternity mentoring scheme is essential for the wellbeing of the company as a whole, or (only for) the wellbeing of returnee mothers. They will next need to decide what training needs to be set up for any of the categories of participants. This organizational commitment of the key stakeholders and their learning from their continued monitoring of the evolving situation is vital to the success of the enterprise.

Leadership strategies according to the Tao of Leadership (Heider, 1985) from as far back as the 5th century B.C. and still valid today for dealing with business issues, include remaining unbiased, clear, and down to earth, while Sally Vanson (2014, p.7) replicated a design from Easterby-Smith (1991) of three things that make business research distinctive for stakeholder learning.

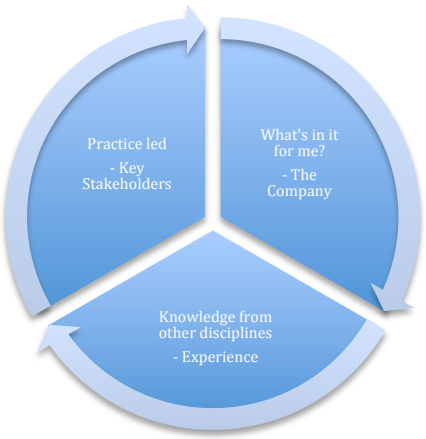


Figure 6: Three Things That Make Business Research Distinctive - Easter-Smith (1991) adapted by Brooks (2016)

Training of Mentors

When considering the learning involved in the carrying out of developmental tasks, it is said that among his other capabilities man is a natural born learner and it is only his state of mind that leads him to believe that he is not (Beaver, 2002). It is the mentors job to effect change in the minds of mentees of erroneous perceptions and this will require training.

Maternity mentoring is not depth psychology being used over a long period of time, but it does require mentors with enough life experience of change themselves to be able to demonstrate to their mentees that choosing new goals instead of being resisted, resented or feared, actually allows them greater freedom to fulfil their potential and for achieving a more harmonious balanced lifestyle. A person who volunteers as a mentor must therefore be able to see and evoke the latent resources within her mentee and align herself with her mentees map of the world, not her own. Good rapport is essential, for *"Who provides the therapy is much more determinate of success than what treatment approach is needed"* (Miller et al. 2007). Nevertheless, some structure to a session is necessary else it can deteriorate into a mere chat.

The minimum mentoring training ensures giving structure and purpose to a session. Dilt's neurological level model can be seen as helpful for mentors in the identification of the next level for change for their mentees. As Einstein (1878 – 1955) declared *"A solution cannot be found on the same plane that the problem exists".*

Don't Know –– Unfulfilled	PURPOSE	Fulfilled – Balanced Living
Loss of Self Esteem - Unnoticed	CHANGE IN IDENTITY Who?	Valued as both mother and workmate
Restricted by old Conditioning	CHANGE IN VALUES Why?	Reassessment of old Beliefs
Loss of Skills	CHANGE IN CAPABILITIES How?	Release of Resources New Competences
Stressed, Anxious, Unfocussed	CHANGE IN BEHAVIOUR What?	Planned Action for New Coping Strategies
Seen as Crisis, Sensations, Chaotic, Unable to Respond	CHANGE IN ENVIRONMENT Where? When?	Seen as opportunity to be grasped
From Negativity and Neediness	TO	Positive Action, Resourcefulness

Table 3: Dilt's Model (1990) Neurological Levels Applied to Perinatal Transition Adapted by Brooks

Mentors also need to be able to recognise if stress levels in their mentees had moved into the post-natal depression (PND) or mental imbalance of any sort, which are beyond the capability of a mentor to deal with.

When a return-to-work mother requests a maternity mentor, she is invited to attend a workshop facilitated by AXA PPP's midwives who will help self-signpost symptoms of residual post natal depression.

AXA PPP signed in 2014 The Time To Change Organisational Pledge to end mental health stigma in the work place. As part of this pledge, AXA PPP has partnered with Mental Health First Aid England, a mental health charity, which ran a half-day workshop for AXA PPP staff managers to help signpost the main two mental health concerns, depression and anxiety, which the mentors and programme organisers attended, while a further full two-day certification was attended only by the researcher.

Mental Health First Aid Lite/Standard Workshop Contents

- What is mental health?
- Suicide
- Anxiety and depression
- Psychosis
- Spot the early signs helping someone experiencing a mental problem
- Provide help on a first aid basis
- Help stop a mental illness from getting worse
- Help someone recover faster
- Guide someone towards the right support

Training of Managers

Apart from the business support and commitment of key stakeholder leaders who have a necessary vested interested in the financial outcome of the programme, Clutterbuck (2014) has said there are usually four people involved in a mentoring relationship, each with their individual objectives and each with their developmental and developing

tasks, and their particular way of carrying these out. His chart of the mentoring quadrangle shows how these tasks interact, Figure 8 to follow.

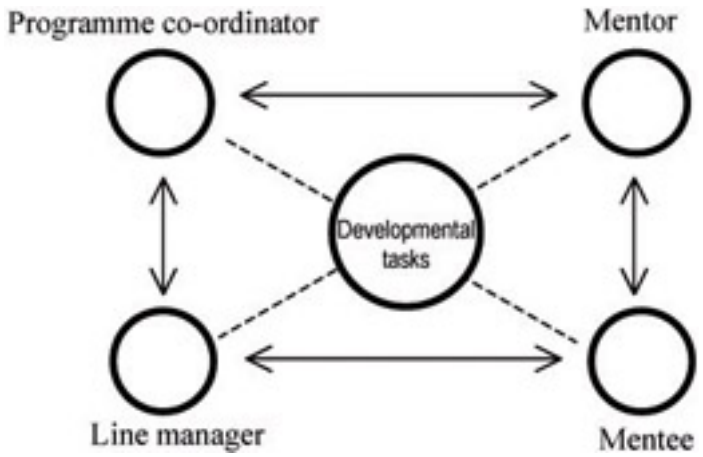


Figure 7: The Mentoring Quadrangle by Clutterbuck (2014)

Phase one of the timeline (2015) focused the research on the mentor/mentee relationship, with the introduction of line manager interaction relationships only in phase two (2016).

Managers, especially line managers, may need to learn that the procedures involved in a mentoring programme have valid objectives, which are:

Specific

Measurable

Achievable

Realistic

Time-Based i.e. SMART

SMART is goal orientated, but managers may also need to learn that not all goals can be measured in quantitative terms. Although the International Coaching Federation (ICF), in 2015 when it defined itself in partnering with clients in a *"thought provoking and creative process that required them to maximise their personal and professional potential,"* it was aiming of practical results, but mentoring in the UK and Europe had

developed into a model where improved quality of life style at home and at work through transformational learning was also the objective, but managers only had an opportunity for recognising this by attending the Mental Health First Aid England two-day workshop.

Whether learning how to do all this could be achieved in the workshop suggested in the Culture and Community projected process in phase two is a moot point but still of value.

A model such as Kolb's (1984) might help all concerned with their stages of learning.

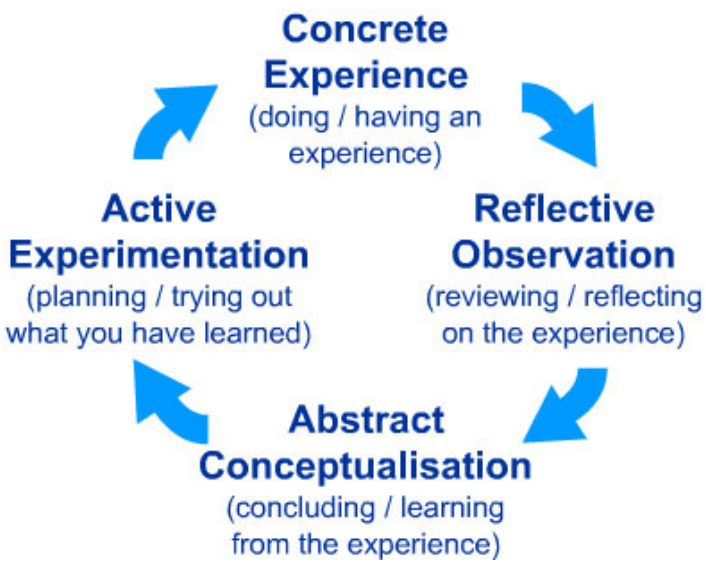


Figure 8: The Experiential Learning Cycle adapted by McLeod (2010)

A broader and clearer perception of the environment, and the ability to express feeling reactions in unambiguous terms would be required when learning to expand capabilities for co-operative and creative behaviour. For this a well-formed outcome, a structured programme was needed for "*structure creates the space for learning*" according to Beaulieu (1994), while an unstructured approach was also needed for greater self-awareness that would lead towards more effective action. A simplified model to illustrate this was created from two models of 'Dimensions of Growth' by the researcher Brooks. See following Figure 9.

Dimensions of Growth through learning can lead to a maximisation of potential.

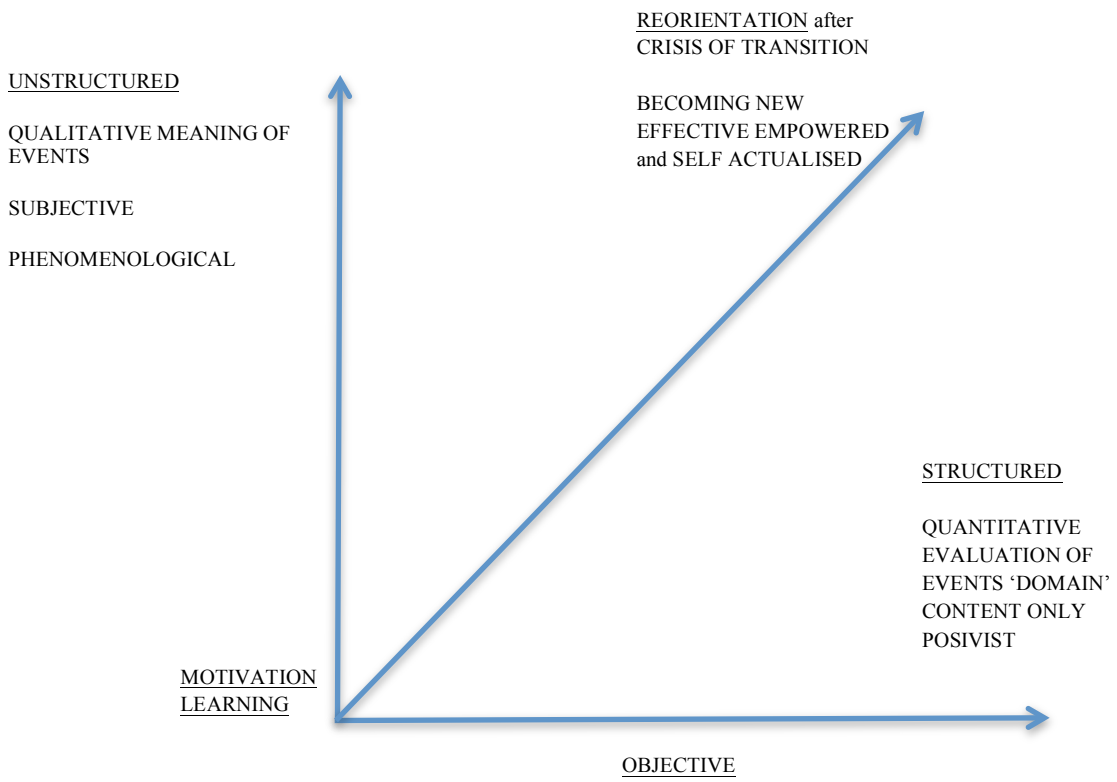


Figure 9: Dimensions of Growth by Varner and Peck (2003) and Firman and Vargiu (no date) Adapted by Brooks

Supporting Participants (Standard 5)

No untrained person would be allowed to participate as mentor or trainer. Where a medical problem was suspected, referral to a General Practitioner (GP) would be made immediately.

All participants needed to be assured of professional help, but even this might require mentoring to ensure standards of appropriate behaviour and for effectiveness were upheld.

When whistleblowing was an issue, communication between the complainant who felt she was not being listened to or heard, an ethical mentor who had a direct link with the organization leadership was essential if the issue was to be taken seriously (Clutterbuck, 2013b).

Every attempt would be made to support participants throughout the period of the formal programme and would continue if required beyond this date. A dated cut off point would be considered unethical and unprofessional and against all standards of altruism and of good business practice.

Ethical Issues (Standard 6)

Confidentiality is the main ethical consideration that needs to be taken into account in any mentoring programme. Referring to the collection of data, The Data Protection Act 1998 Handbook reads, *"The data subject has given their explicit consent to the processing of the personal data. Consent must be absolutely clear. It need not be written but must be unequivocal"* Department of Finance and Personnel, Data Protection Staff Handbook.

As it is envisaged that the online survey of AXA's programme will ask for some sensitive personal data, it would seem prudent to include some text by any continue 'button', or 'signature box', so that it is understood that by responding to the survey the participants consent to the usage and processing as described. This would be done before completing the survey questions, as answers will be stored over a six-month period only. Additionally, the project sponsor director will sign a consent form for the use of company information but without any naming of specific employees.

The data collected would be assembled and analysed in a proper manner to get valid results (Saunders et al. 2007, p.73-88). Should the responses turn out to be inconsistent or incomplete in some way they would be discarded.

The requirements of the Derby University Code of Practice (2015) were adhered to [http://www.derby.ac.uk/research/ethics-and-governance/research-ethics-and-governance] and 'passed' by the University Research Ethics Committee January 2015.

The present researcher, who as a member of the European Coaching and Mentoring, and Institute of Commercial Management is governed by their Code of Ethics and Practice [http://www.emccouncil.org/src/ultimo/models/Download/4.pdf]. All the mentors used in the programme are qualified and are also bound by the Code Practices of the Institute of Commercial Management, which insists on confidentiality.

As confidentiality between mentor and mentee is of utmost importance a verbal agreement could help build trust in the relationship and if a problematic mentoring issue should arise, the supervisor who happens to be the researcher would be appointed to adjudicate.

The Maternal Mental Health Alliance in a recent study, as reported previously by Walker (2014), stated that up to 20% of all women experience *"mental health problems"* over their perinatal period. This would be annually equivalent to approximately to 14 return-to-work mothers at AXA PPP based on September 2013 to September 2014 figures.

Often Post Natal Depression (PND) will go undiagnosed. This can be because the mother does not want to be seen as a bad mother or as a failure and becomes afraid to seek help.

If a mentor believes that their mentee is showing signs of anxiety or depression and this condition is beyond their ability and training to assess, they will be instructed to refer the mentee to the mentor supervisor who in this case is certified at level one in Cognitive Behavioural Therapy, and who can conduct a risk assessment using either GAD-7 (anxiety) and/or PHQ-9 (depression) health questionnaires. The results will indicate whether further referrals to the Employee Assistance Scheme where they offer various confidential treatments such as Cognitive Behavioural Therapy and Counselling. Alternatively, the mentee may chose to contact their line manager who will liaise with the Occupational Health team or doctor.

The mentees may also choose their family GP or the NHS Psychology Online service. In addition, the Association for Post Natal Illness (APNI) offers support, education and information on any of the factors involved in PND and any issues connected with

childbirth. Their introductory leaflet “The Baby Blues” will be made available from the supervising mentor, if required.

Value of Research

The value of research is that it can help find solutions to current problems and can indicate the direction for future research (Bell, 2005, p.25-37).

For this researcher, the more immediate value is that it can reveal methods needed for the answering of the specific preliminary research questions.

For the company involved, research can help it recognise where administrative changes are required, with better evaluation of staff potential and usefulness, and for better financial rewards.

For newly returned to work mothers, research can uncover new ways of helping from other peoples' experiences, and how to reorganise and rebalance lives after the challenging change to working parenthood.

However, it has been argued that *"it is difficult to sustain a view in the researcher as a neutral observer,"* (because of his own personal life experience) and methods chosen as a result of research *"are a highly complex and continually evolving process, with numerous points which bias and the intrusion of values."* (Buchanan and Bryman, 2007) cited by Bryman and Bell (2011, p.483-501). These can invalidate some research findings.

In addition, David Clutterbuck (2013a) in a paper entitled 'The Problem of Research in Mentoring' describes how he had found five tests valuable in assessing the validity of much of mentoring research.

He named these tests Definition, Process and Variables, Outcomes Related to Goals, Interaction, and Relevance.

He found that for validity in research, which is similar to the ISMPE core standards:

- Definition needs clarity as different types of relationships are involved,
- Process factors, such as simple variables can affect outcomes
- Outcomes are almost never related to goals or intentions
- Interaction between participants affects outcomes
- Relevance – the standard element in guidance in research design is most valuable when done by those it is meant to benefit.

Where these issues are not given importance the value of research is suspect and mainly subjective. Research cannot be said to be an exact science.

Results and Analyses

In line with the ontological orientation of the research and following from the collection from relevant data, questionnaires and semi-structured interviews were used centred around the motivational goals and objectives from the three preliminary research questions, and the principles listed for The International Standards of Mentoring Programmes in Employment (ISMPE).

Six returnee mothers and their mentors were participants in the scheme. The answers given in their questionnaires and in their semi-structured interviews by two of the dyads were chosen for analysis.

These two pairs were given the coded identities of M for mentor and P for Protégé thus, M1 and P1 as the first dyad and M2 and P2 as the second.

Questionnaires

The questionnaires had the intention of finding out:

1. How far the objectives of the project had been achieved. See Appendix 3 p.80.
2. The estimated impact on their mentee by their mentor. See Appendix 3 p.82.
3. The impact of the programme on the mentor herself, plus comments. See Appendix 3 p.83.
4. The effects of the programme on the mentees, plus comments. See Appendix 4 p.89.

The impact trends from pre and post questionnaire results for the two dyads chosen for analysis are shown in the following chart Impact Scale.

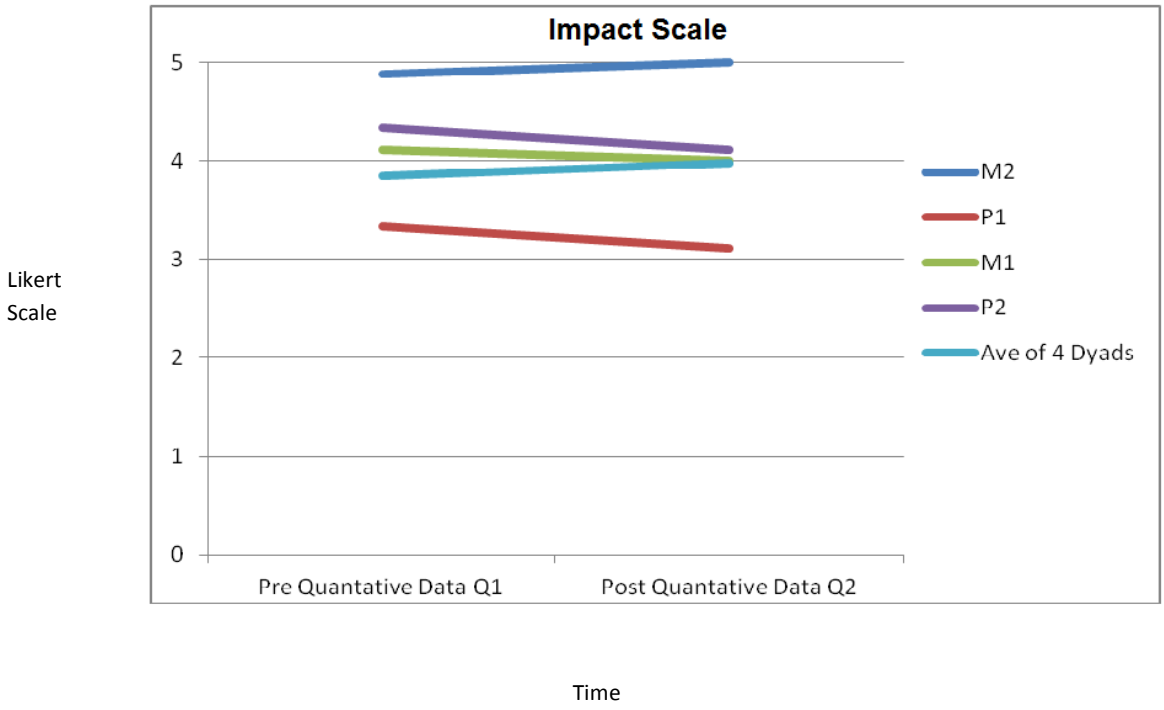


Figure 10: Impact Trends for Pre and Post Questionnaires

Using the Likert scale their average showed a slight rising trend in their evaluated answers. The main anomalies were seen in M1's and P1's replies.

Analysis of Questionnaires

Mentor 1 (M1)

M1 appeared to believe her impact on her mentee was beneficial, that her training before mentoring was more than adequate for mentoring itself. Her rating results hovered around 4 (Likert scale) with a slightly downward trend. She stood out among the other participants because she seemed to have a quite different perception of mentoring, and her sensory input from the environmental situation difficult to analyse, although she would advise mentoring for others. Her semi-structured interview was needed to evaluate the degree to which her attitudes had been changed by mentoring, which she rated at present as having no effect. See Appendix 7 for interview questions.

Protégé 1 (P1)

The term mentee has been used throughout the research paper as the term protégé suggests according to Klasen and Clutterbuck (2011, p.2) *"the existence of an unequal distribution of power between the mentor and learner. In a mentoring context this should not be the case".* The use of the term protégé here is used simply to help distinguish between mentor and mentee when analysing and coding.

P1 gave a middle 3 (Likert scale) or declining rating to all her answers. At first it seemed as if she did not understand the relevance of the questions and so could not answer with any degree of clarity. On analysis this turned out to be true. Her rapport with her mentor seemed to be non-existent as far as mentoring itself was concerned. How much this was due to her own lack of confidence, poor communication skills, and how much to her mentors lack of perception was at that stage was difficult to tell.

P1 did feel the programme should have been better advertised, but failed to say at that stage, why she had missed the information then available. The objectives of the programme were certainly not clear to her and her sessions *"mere chat".* It was felt by the interviewer that she was not a woman to reflect on the meaning of events, and that her attitudes to working motherhood were unchanged since her attitude to life in general was formed; but given the opportunity to continue the programme with a good mentor encouraging changes could be made. See Appendix 8 for interview questions.

M2 and P2 stood out because their high ratings of 4 or 5 (Likert scale) showed they appreciated the relevance of the questions and the objective of the project. At this stage they made no criticisms of the format or implementation of the programme, but their attitudes overall were aspirational. See Appendix 9 and 10 for interview questions.

Analysis of Semi-Structured Interviews

These interviews were intended to convey *"deep insight and understanding of the concealed message of everyday experiences"* (Robson, 2011).

The questions for both mentors and mentees were given the descriptive headings of Transitional, Research and Programme, and Impact. There were also ending and debriefing opportunities. The actual questions put to mentors and mentees were obviously different.

One transcript, that of the semi-structured interview of M2 has been given in full as it shows the effectiveness from a critical assessment by a mentor of the programme on her own way of developing new skills. See Appendix 11.

All participants gave the same themed answer that their core issue was with trying to achieve better work life balance and the various different pressures they were each under.

M1 was verbose and seemed anxious to impress the interviewer with the amount of caring experience she had had throughout her life, and the time she was prepared to give for sorting out women's problematic issues. Any idea of a balance between work and home life did not appear to exist for her personally. She looked forward to more career challenges and felt her communication and influence within the company was growing. Linguistic Code of DE and some GE.

Excerpt From M1's Interview

It seemed to the interviewer that she had difficulty in perceiving with any degree of accuracy the needs of her mentee, and although willing, or perhaps over willing to meet those needs *her* way, her perspective on life in general made this unsuitable. Her insistence on her total commitment to helping women could be because of a certain

lack of confidence or self-esteem in relationship matters. A significant quotation from her interview seemed to indicate the causal factors behind her 'loose' way of working.

M1: "*For me personally in my personal life, I've never been together with my partner. This has been a recent thing that's been an on-going issue that's happening now. We're working through all of the practical messy stuff that's going on. It's helped me reflect on how I brought the children up, and how we brought the children up, and where we are in that process. Both these ladies have children. They both have young children, and the other one's obviously pregnant. It took me back to that place and that reflection again on the values I had at that time that I'd forgotten about. I was actually quite strong in my values then [inaudible 00:32:13] seeing as though they just become part of life, don't they? You just would take them forward, but now I can see how the boys are now and how strong they are. It's reminded me again the values that I have and I had at that time. I maybe lost it a bit as things have gone on because the focus got a bit skewed on other things. It put me back to them a bit more if that makes sense."*

R: "*To family values."*

M1: "*Yeah, and, of course, the sadness which has come for me just now around that because the family's changed. The family's still there, but it's not..."*

R: "*The same structure? A little bit of structure."*

Retraining at a time of transitional change when a reassuring structure for the redefining of values and aims is needed by mentees has turned out to be the retraining in mentorship that M1 herself appears to need.

P1 needed constant probing to get her to say much at the beginning of her interview but "*yeah"*, which appeared to mean she recognised that someone was speaking rather than her giving an affirmative reply. When asked about work life balance she gave her problems with relearning her job skills before mentioned her childcare worries. Her attitude to her job had changed to one of more enjoyment when she had moved to another department under a new manager, and had reduced her hours from full time to twenty-four per week. Because she had become pregnant again very

shortly after returning to work and had started mentoring sessions late, any ideas she might have had to do with work progress had now to be put on hold. When answering the question to whether, having given a reply of 'No' twice to 'Do you want to become a mentor yourself, is this still the case?' her significant reply in her interview was:

Excerpt From P1's Interview

P1: "*I'm not a hugely confident person. So if I meet new people, I don't know if I'd find it very difficult to offload the questions and keep conversation…it sounds like I'm making myself sound really stupid, but to keep conversation. Does that make sense? Only literately just because of that."*

R: "*Yeah and my guess is if you had a piece of paper that was structured anyway…"*

P1: "*Yeah, yeah."*

R: "*That would help you."*

P1: "*Yeah, that's a good point."*

This somewhat muddled way of speaking seemed to describe P1's attitude of mind through which she saw life. She did not appear to believe she had potential or that she had choice. Certainly she had reason to be overwhelmed by her present situation, but her evaluation of it seems to have limited her belief that change *was* possible, and the past need not be projected onto her future. Her attitude appeared to be that of insecurity.

Whether she can learn from M1 as her role model for re-visioning her present anxieties as opportunities seems unlikely, but some support would seem to be required right through the perinatal period of baby two, and a full explanation of mentoring at sessions, meetings, workshops given to put a more positive spin on life for her. Linguistic Code of DE.

M2, although she followed the three categories of questions which made up the framework of the interview, she was able to encompass in each of her replies the mind set shifts that go to make up work life balance as a whole. She emphasized that it is important *not* to allow either role to encroach on the other's time or focus. She accentuated people management but felt that there was a stigma attached to being a parent, which managers and childless employees needed to be made aware of. *They* needed training in flexibility and dual responsibilities, and if one *is* a parent one must be prepared to put ones point of view forward without feeling intimated. After all, 49% of the world's workforce is female and most of them are or will be mothers. Out of all her reflective insights perhaps two stand out, the first being:

Excerpts From M2's Interview

M2: "*…we are a company where there should be flexibility, diversity in what we do so therefore go for the role. You can have a conversation pre-interview with that manager to see what their thoughts are on it. At the same time, challenge them around it because we've got to be a company that we are supporting an aspect of the working population. That flexible working is going to change in years to come and how people want it to work for them."*

M2: "*Oh yeah, definitely. I think coming from the mum angle it's definitely given me the confidence to sort of, as I said, check in where I am with my own work life balance and think about, through conversations that I've learned from my mentees. They've re-honed my brain back and so I should be focusing my energies. Yeah, I think just coming back to sort of my own values. I'm very much of a treat people how they want to be treated rather than that old saying of treat people how you want to be treated. It's about the individuals. I think it has highlighted some things around behaviour that I observe in certain people. If I go back to my values I'm quite one to challenge behaviour, which I do across my own department and others. It goes well sometimes, others it may not. That's important to me. That's really driven from my values because I don't enjoy seeing bad behaviour with anyone. I don't care what level you are. I don't like to see it, there's no need for it. You can talk to a person as a human being, they are a person. They don't just oh, here you go, you're on the same, and this is road type thing. I'm very much, I treat people as*

an individual and say yeah, it has sort of re-enlightened my value systems."

The attitude M2 appears to bring to her mentoring is offering service, and attempting to bring balance to others because of her passion for getting the best out of people. She appears innovative and would not be restricted by the structure of a mentoring programme if she thought of a way of improving it, but she made no criticism of the implementation of this programme. Her previous experience in mentoring, although not in maternity mentoring showed, and her mentoring ability which could be judged as skilful was also very confident, and seemed to the interviewer could be used to assist other mentors, Linguistic Code of C.

P2's replies to the opening questions showed the usual anxieties of being away from her son and at the same time wanting to progress from working at a job to having a career.

She said she had had to learn to be less of a stressed perfect house wife mother and more of a balanced working one, and had actually been able to increase her hours at AXA from 20 to 30 hours per week as a result. By talking to her husband about her stresses, and also her mentor she was able to clarify her objectives for her maternity mentoring, and she felt *"things were now about right".* Mentoring had increased her confidence, her job satisfaction, broadened her perspective and allowed her to communicate honestly with her manager when she needed help.

Excerpt From P2's Interview

R: "*Do you feel that your participation in this pilot study has been worthwhile?"*

P2: "*Yes, Definitely."*

R: "*Why would you say that?"*

P2: "*Like I said in the beginning it just made me realize that I wasn't alone, the only person coming back from maternity leave and struggling with times, and being confident, and everything. Definitely it made me be more confident, and more enthusiastic about work, and not lose hope because I'm part time. I could find the balance between work life and my home life. Definitely it was worthwhile."*

An analysis of the interview shows the reduction in stress and tension which a skilful mentor and a suitably structured plan has brought about. Linguistic Code of C.

An analysis of the dyads M1 and P1, and M2 and P2 suggests that individual mentoring for returnee mothers is more effective than even small group endeavours because of differences in individual needs, and the programme allows for this, but whether the culture of the company will also do so is not certain.

Validity of Semi-Structured Interviews

"The success and validity of an interview rests on the extent to which the respondent's opinions are truly reflected; the interviewees 'voice', communicating their perspective." ~ Nigel Newton (2010)

It is the role of the interviewer/researcher in semi-structured interviews to listen actively and place themselves in the mentors or mentees present environmental experience, in order to identify their current most important problematic issues. They will need to discover what is being deleted, distorted or evaded in their verbal and non-verbal (body language) communications.

The interviewer should have had enough training and experience to assess the mentees level of belief in their inner resourcefulness and outer capabilities; and from the mentors where they have been able to motivate their mentees by their own commitment to change with a realistic recognisable and achievable goal in view.

The NLP linguistic process coding can provide the means of analysing the situation. It is a means of communicating perspectives and can evoke new more balanced behaviours.

However, it has to be recognised that there are different ways of learning how to change, and different styles need to be recognised, not least by the mentors, if good rapport is to be developed between them and their mentees. It is for this reason that the interviewer/researcher chose for these semi-structured interview analyses two dyads who showed widely different numerological scaled responses in their interviews, the answers received depended on the interviewer's ability to maintain a neutral position, and the communicating skills and the perceptions of both interviewer and his interviewee.

Recommendations

Professor Albert Bandura (1997) defined self-efficacy as the *"belief in ones capabilities to organise and execute the course of action required to produce given attainments"*. This midterm analysis and evaluation of capabilities indicated that certain changes in the implementation of the programme could produce attainments more in line with the original initiatives with greater impact and effectiveness all round.

First obstacles needed to be overcome:

1. Lack of Clarity of Definition and Practise

The definition of mentoring (as compared with that of coaching) needed to be more clearly understood, as they involved different types of relationships, and therefore needed different strategies and practise to fulfil expectations.

The Institute of Coaching has defined coaching as goal setting and suggests the tools for assisting this. It is also about the coach helping a client to develop resilience after setbacks.

Whereas: *"Mentoring is one of the best methods to enhance individuals' learning and development in all walks and life."* (Klasen and Clutterbuck, 2011, p.1).

Recommendations

The workshops already in place, and those suggested needed to be well advertised, and time made for their attendance.

For Mentors

A mentoring programme guideline sheet, which has already been designed by the researcher to be distributed at the mentoring training workshop.

A monthly support network to be offered to all mentors after their mentoring certification. This is was not to be just an opportunity to learn and discuss but also to continue to check on wellbeing after the pilot study finished.

A regular quarterly Mental Health First Aid England workshop to continue to be provided and participations in the 2-day workshop.

For Mentees

A mentoring session guideline sheet to be distributed to mentees to learn at their starting workshop how to structure their sessions, learn how to engage in dialogue, and to gain insight into how to develop their capabilities through maternity mentoring and to realise their expectations of it.

For Managers

A workshop to extend the subject of the benefits and rights of return to work mothers, which had already been given half an hour, is recommended to be extended to two hours. The content of the workshop to now also cover the values of mentoring.

Maternity mentoring questionnaires for managers for a feedback on their team members' behaviour pre and post mentoring sessions, with an extended evaluation at a later date assessing whether changes in behaviours have been sustained.

The managers over time will all have completed the two-day workshop given by Mental Health First Aid England as part of it's pledge.

For managerial leaders their integrity rests on a pragmatic knowledge of 'how things work' and *"clarifies conflicts and harmonizes the agitated individual or group field"* (Heider, 1985, p.111).

Where managerial training may be out of date and managers not cognizant of current trends, recommended regular workshops for the managers facilitated by a trainer from Learning and Development who has childcare parental responsibilities as credibility should be set up.

Managers and potential returnees were also to be urged to use 'Keeping In Touch' (KIT) days to explore the support structures in place and new work goals. Books for managers of working parents, and for working parents themselves, will be suggested as useful reading matter at KIT days.

2. Control of Variables

Sampling Size Obstacles

In a Radio 4 programme 'Everything We Know Is Wrong' (2014) Doctor John Ionnidis, in his study 'Why Published Research Findings Are False' argued that small sample sizes can magnify small effects or detect effects that do not exist, so with the small sample size at AXA PPP, there could be a limit to the accuracy of a short-term evaluation.

The scheme as now proposed has been narrowed to include only return-to-work mothers engaged at roughly the same employment grade, and of a similar age. There has thus been, a reduction in the number of variables. Although the number of participants is expected to increase as the programme becomes more understood and valued Clutterbuck (2013a, p.2) has pointed out that *"the more variables subsequently introduced the larger the sample size will need to be to draw conclusions with*

confidence". It therefore appears that when there is a change in numbers of mentees and variables in any direction, a short-term conclusion may be suspect, and certainly retention levels cannot be accounted for over a six-month period.

A longer-term is therefore recommended for evaluations of the impact of the programme.

Timing Obstacles

Although no mentors or mentees reported difficulties in scheduling mentoring sessions, which in any case had to be very flexible seeing the number of mentees who worked only part time, all managers reported having little time to increase their responsibilities by engaging with anything but their designated roles. New government directives for flexible working hours might not be possible to implement although every effort was being made to do so. A solution to this problem has yet to be found.

Although for some managers there appeared to be a difficulty for them to recognise that for some women their need to separate home and work life was paramount. To be able to leave home life behind as soon as they close the front door, and work as soon as they left their business premises was what they aspired to, to keep their balance, but being a parent was not to be devalued by those seeking to rise up the corporate ladder, which at present it appeared to be.

3. Financial Obstacles

After the 2008 recession there may still be some hesitation at risking financial support by top-level management and their accountancy departments in promoting any new programme at this time of slow economic growth in the UK.

As the annual departmental budgets are not likely to be increased annually, a decision had to be made which of the recommendations were considered the most important.

The Cultural and Community Manager would need to calculate specific costs of trainings and workshops, and present these to the Head of Culture, Performance and Development.

As since the beginning of 2015, one-to-one personal development had not been allowed in the Customer Services Contact Centre, which is the largest department in the company with 500 plus employees, and if the programme were to be extended throughout the whole company, the learning culture of the organisation would need to be revised. It has been found the addition of an *aspiration value* can support new business strategies. Old business models had accentuated customer focus before employee focus. By adding a new corporate value, changes in employee behaviours and company culture (Lencioni, 2002) could be speeded up but this has to come from the 'top', with motivational leadership in touch with all levels of employment and perhaps at AXA PPP a more linking communication system could be arranged provided that time obstacles could be overcome.

Conclusions

"The Universe is Change….." ~ Marcus Aurelius (121 – 180 AD)

The main purpose of a final evaluation is to assess the degree to which the objectives of the scheme have been met, and whether the preliminary research questions have been answered favourably.

The short-term effects at AXA PPP show that the preliminary research questions have been answered in the main in a positive way showing a change in perspectives.

Evaluation of The Programmes Effectiveness

There did not appear to be any particular difficulties related to the design of the programme. It's format appeared sound. However, the implementation of the programme in the achievement of the original initiative showed some deficiencies and recommendations for these have been listed in Results and Analyses.

The answers to questions that indicated where standards had occasional slipped were noted.

The replies to preliminary research questions showed that mentoring had had the effect on 5 pairs of participants of creating better work life balance with average on the Likert scale of a rating of 4 (agree). Interviews showed that although 2 of the participants were undecided at that stage of the value of mentoring for them, the others were strongly appreciative of its effects. With hindsight interviews with a further dyad would have given more data to analyse and therefore a more valid conclusion, but time constraints prevented this.

A second evaluation arose when mentees came to answering questions to do with whether they had issues with communication within the company, their answers

ranged from strong agreement that improvement *had* taken place, (Likert scale 5) from approximately 50% of them, while the other half 'didn't know' (Likert scale 3).

This then raised the question whether future meetings of the steering committee should discuss whether the Likert scale was fit for purpose. A discussion around whether the 'don't know' option should be deleted so that in future data collecting the participant would be forced to state her opinion, or whether this was against the principle of free will choice of them taking a neutral position. In NLP terms this is called *"having respect for another's view of the world"*, and essential in good mentoring (*JS International*, 2016).

Recently a change in policy at Customer Services, now allowed only one face-to-face personal development session during working hours, and it was down to the managers' discretion and the employees' performance as to whether future one-to-one developmental sessions would be allowed. What message did this now convey to the lower employment levels of Customer Service employees of their value to the company, and would retention levels fall further?

From a managerial level questions might have been asked as to whether any changes in behaviour as a result of mentoring justified the expense of continued financial support at a time when the company was downsizing and reassessing it's priorities. Was there sufficient communication with all levels of stakeholders, or were some being left in limbo?

Individually, good communication is the essence of good rapport, while interaction is the way of communicating as in Clutterbuck's mentoring quadrangle, and has to be the basis of good will within a company.

A third question was ‘Did all participants understand their roles and responsibilities?’ Some mentees felt their line managers unresponsive and restricted in their understanding of the dual roles and responsibilities of returnee mothers and their own place in the programme.

The inclusion of line managers into the quadrangle of developmental tasks until the second phase of the programme was believed to account in part for their unresponsiveness. It was hoped that this would be changed in line with the recommendations suggested in Results and Analyses.

Research into the problem of the degree of support given through the mentoring programme for the advancement of careers after maternity leave, revealed that while for some women, career advancement was not an issue, for others who aspired to promotion, part-time working was an unavoidable obstacle. This was still an insoluble problem.

The importance of working on the coaching and mentoring culture suggests that further research and new questions will be required when the pilot project is fully implemented.

This small project is seen by the researcher as part of a much bigger evolutionary aim to create better balance from the chaos of a disharmonious business world where values have been distorted in the effort of achieving material growth. It is now about changing attitudes.

An attitude is a mind set – a pattern formed from memories, ideas, thoughts and feelings, which colour everything passing through it, and produces individual types of behaviour and this applies to mentors, their mentees, managers and researchers.

Over twenty-six years ago, James McGregor Burns (1979) differentiated between transformational and transactional leadership. The transactional model, which was then more favoured by men by appealing to subordinates' self interest through clarifying responsibilities, rewards and corrections, had leaders who were more likely to be laissez-faire in taking responsibility for managing. Transformational leaders in contrast stated future goals and innovated, and established themselves as trustworthy role models. These were both leaders and mentors who encouraged others to develop their full potential and confidence, and this seemed to be the model most used by women, and is the most suited for today's culture, although both are still used.

Even so, Holder (2006, p.42) wrote that India Knight during an episode of 'Grumpy Old Women' in 2006 said *"It is absolutely amazing to me that women still believe they can have it all. It is a promise. It's an insane promise. I would have thought that it had been amply demonstrated over the past thirty years that you can't have it all."* In spite of this Owen (2011, p.133) at the end of her book 'A Complete Guide To Mentoring' under the heading The Big Picture wrote, *"Good mentoring can plug the gap between wisdom and power, whether of aggressive competitors or greed"*, so it appears attitudes *are* beginning to change.

Owen was here writing of mentoring in general and not about women or maternity mentoring, but women have always had a hard time in the market place and mothers even more so, where they have had little opportunity for putting their case forward to a mostly (until recently) deaf business world.

In spite of the risks and obstacles in the way of initiating a programme to aid returnee mothers AXA PPP engaged in a research project to discover ways and means.

Their conclusion was that transactional learning as valued more by women, linked quantitativity with qualitativty for useful ethical everyday behavioural change.

Having women among higher-level management had an appreciably elevating effect on business growth, financial rewards, better relationships (i.e. cooperation rather than confrontation) and the number of creative ideas put forward (Karasik, 2010).

At the lower grades, (and these were in the majority at AXA PPP) women like to work outside the home. It gave them the companionship of others in a similar home environment, and helped raise their confidence and self-esteem in life in general – provided always that they felt they were not neglecting their children.

Richard Branson put this very succinctly when he commented:

"Learn to look after your staff first and the rest will follow".

By and large the researcher felt that AXA PPP had made a good start, with a well-structured design formula for development, this means that maternity mentoring in its present form can evolve.

At present we do not know the long-term effects of mothers working during the early up bringing of their children. Certainly at AXA PPP in Tunbridge Wells, it is hoped that by constant monitoring and recommendations for the re-evaluation of it's impact, it's present project programme will evolve into one of admired excellence.

Personal Development Review

The model the researcher chose for his personal learning development was Atkins and Murphy's (1994) Stages Model of Learning and Reflection as it allowed him to make sense of his experience of maternity mentoring at AXA PPP.

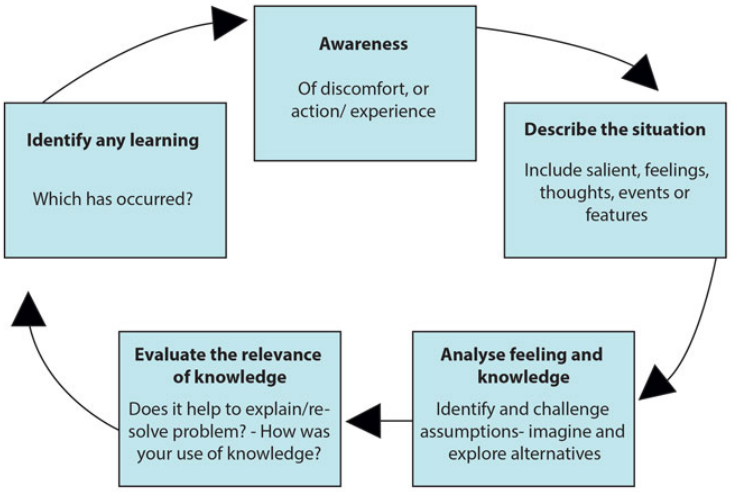


Figure 11. Atkins and Murphy's Model of Learning and Reflection (1994)

His reason to reflect was to learn to find new meaning in the experiences, and to carry forward the implications of those meanings, so that the eventual outcome could be the ability to access new strategies for use when considering the preliminary research questions of the mentoring programme. Ultimately he hoped his reflections would have a positive effect on the lives of the mentees and their families, the company as a whole, as well as his own. His reflections were underpinned by the four key principles of NLP (O'Connor and McDermott, 1996), which are:

- Sensory acuity
- Rapport
- Flexibility
- Outcome

The researcher's first reflections were on the subject of what the experience of becoming what was, in effect, a new person, - i.e. the change from a working woman to working new mother and what the issues involved that this change raised. Was he awake to what was really happening? Did he recognise the different senses employed by different people? The NLP principle here was one of sensory acuity.

From the second group of reflections, which emerged from the first, it appeared that the new list of responsibilities and pressures and stresses these put upon all concerned needed new strategies to relieve them.

Reflections next started from the assumption that we all have the right of choice in the actions we take in life; and the researcher needed to identify the obstacles such as unconscious conditioned reflex behaviours that were hindering developmental growth in himself and others, and exploring alternative conscious new intentions and strategies.

Exploring alternatives required him to reflect upon his own knowledge and that of his mentees, and if both needed the opportunity to learn more.

The next stage of reflections were on what he needed to learn:

- Was he clear about what he was trying to achieve?
- What was the outcome he was hoping for?
- How far was he influenced by his internal 'environment'?
- Was the external environment influencing his perceptions of the situation, and was he sufficiently detached?
- Did he need to move out of local considerations into a wider perspective and what choices of action did he then have?

  NLP principle Flexibility.

Answers to these questions are the basis of the researcher's development from his learning experiences and the way his practice of mentoring could develop.

The researcher feels his understanding of the effects of transitional change on returnee mothers as a result of his reflections, not only affected his style of mentoring in a more knowledgeable way, it had at the same time helped with his own personal development towards greater wisdom in applying it.

His analysis, as a man, of the language used by women may not have allowed for the difference in the language of logic of *most* men, compared with the language of *most* women and their processing of emotions through speech (Orloff, 2009). This will hopefully be remedied through time and experience and time has so far not been available.

The researcher feels his development through reflection has been described in A Course of Miracles (Schucman and Thetford, 1985) where it says, *"Every situation positively perceived becomes an opportunity to heal."*

Personal Development Plan

Jung has the last word about transitional change for individuals and their future plans:

> *"In the last analysis, the essential thing is the life of the individual. This alone makes history, here alone do the great transformations just takes place, and the whole future, the whole history of the world, ultimately springs as a gigantic summation from these hidden sources in individuals. In our most private and most subjective lives we are not only the passive witnesses of our age, and its sufferers, but also its makers. We make our own epoch."* ~ Jung (1934, Collected Works)

The researcher would like to believe he can join the vanguard seeking current fresh opportunities for achieving equal balance and rewards for men with women, while at the same time ensuring good parental care.

His short-term objective is to consolidate the programme of maternity mentoring into AXA PPP's culture; but a longer-term objective is to help bring in the feminine values of cohesion, cooperation, empathy and caring so that they become the norm of all good business practice.

The researcher has been working as a personal coach for the last ten years, which worked well while being the primary caretaker of his daughter, during which time his wife has worked full-time. As his daughter becomes more independent in the not too distant future, he hopes to put his already trained skills in Cognitive Behavioural Therapy (CBT), Neuro-linguistic Programming (NLP), Coaching and Mentoring to even greater use than he has been able to do while contracted to AXA PPP healthcare for the past two years.

While these years have been an extremely useful opportunity for him to make the transition to executive coaching, he looks forward to a future role as Head of Coaching

and Mentoring with hopefully, this same company, which is already family friendly and forward looking.

There are always unexpected opportunities to be found in life, one being the recession, which has brought to the surface so much that needs re-visioning, but Clutterbuck (2015) has given a lead in a paper he called 'How Ethical Mentoring Can Make A Difference', and it is this path the researcher intends to take.

After Thought

"If we take people as they are, we make them worse. If we treat them as if they were what they ought to be, we help them become what they are capable of becoming."

~ Goethe (1749-1832)

Referencing

Amazon.com (2016). *Life Coaching Books*. Search Results [online] available at http://www.amazon.com/s/ref=nb_sb_ss_i_2_13?url=search-alias%3Dstripbooks&field-keywords=life+coaching+books&sprefix=Life+Coaching%2Caps%2C197

[accessed Feb 2016]

Allen, T. D. & Eby, L. T., (Eds), (2010). *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach.* Chichester: Wiley-Blackwell.

Alred, G. & Garvey, B. (2010). *Mentoring Pocketbook* 3rd Edition. Alresford: Management Pocketbooks Ltd.

Atkins S, & Murphy, K. (1994). *Reflective Practice.* Nursing Standard 8(39)49-56

British Broadcasting Corporation (2011). *Working mothers 'do no harm to children's behaviour'.* Article [online] available at http://www.bbc.co.uk/news/education-14247472 [accessed July 2015]

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control.* London: Freeman.

Barrett, R. (1996). *From Maslow to Barrett Overview of the Origins of the Seven Levels of Consciousness Model* Article [online] available at: http://www.valuescentre.com/uploads/2010-07 06/From%20Maslow%20to%20Barrett.pdf [Accessed Dec 2014]

Beaver, D. (2002). *NLP for Lazy Learning* London: Collins and Brown.

Blackman, K., & Schmidt, G. (2013). *The Development of Child Protection Supervisors in Northern British Columbia*. Child Welfare, 92(5).

Bourn, D., & Bootle, K. (2005). *Evaluation of a distance learning, post graduate advanced award in social work programme for child and family social work supervisors and mentors.* Social work education, 24(3), p. 343- 362.

Brooks, J. (2010). *Candidates will reflect upon, and critically evaluate how an understanding of models impacts on the professional practice of a personal coach.* Kingston: Kingston University.

Braden, G. (2008). *The Spontaneous Healing Of Belief* California: Hay House Inc.

Bryman, A. & Bell, E., (2011). *Business Research Methods* 3rd Ed. Oxford: Oxford University Press.

Burns, J.M. (1979). *Leadership.* New York: Harper Collins.

Clutterbuck, D. & Megginson, D., (2005). *Making Coaching Work: Creating a Coaching Culture.* London: CIPD.

Clutterbuck, D. (2013a). *The Problem with Research in Mentoring.* David Clutterbuck Partnership Article [online] available at: http://www.davidclutterbuckpartnership.com/the-problem-with-research-in-mentoring/ [accessed Nov 2014]

Clutterbuck, D. (2013b). *Where Next With Research In Mentoring?* David Clutterbuck Partnership Article [online] available at: http://www.davidclutterbuckpartnership.com/where-next-with-research-in-mentoring/

[accessed Jan 2016]

Clutterbuck, D. (2014). *Everyone Needs a Mentor.* London: CIPD.

Clutterbuck, D. (2015). *How Ethical Mentoring Can Make A Difference*. David Clutterbuck Partnership Article [online] available at: https://www.davidclutterbuckpartnership.com/how-ethical-mentoring-can-make-a-difference/ [accessed Feb 2016]

Cotter, K. (2015). In Transition: The Benefits of Maternity Coaching. *BACP Coaching Today*, Jan.2015; p6-11

Cranwell-Ward, J., Bossons P. & Gover, S. (2004). *Mentoring: A Henley Review of Best Practice* Basingstoke: Palgrave Macmillan.

Dilts, R. (2003). *From Coach to Awakener* Capitola: Meta Publications.

Drivers, E. (2003). *Using Semi-Structured Interviews in Small Scale Research* the SCRE Centre, University of Glasgow.

Eby, L. T., Durley, J. R., Evans, S. C., & Ragins, B. R. (2006). *The relationship between short-term mentoring benefits and long-term mentor outcomes.* Journal of Vocational Behavior, 69(3), p.424-444.

Everything We Know Is Wrong (2014). Radio programme, Radio 4, London, 26th August.

French, J. R. P., Caplan, R. D., & Van Harrison, R. (1982). *The mechanisms of jobs stress and strain* New York: Wiley.

Heider, J. (1985). *The Tao Of Leadership.* New York: Bantam Books.

Holder, J. (2006). *Grumpy Old Women.* London: BBC Books.

International Coach Federation (2015). *About ICF*. [online] Available at: https://www.coachfederation.org [accessed September 2015]

JS International (2016). *About NLP.* Article [online] available at: https://www.js-international.com [accessed Feb 2016].

Karasik, S. (2010). *Implementing a Successful Mentor Programme in Your Organization.* Proceedings of the Water Environment Federation, *2010*(1), p14

Klasen, N., & Clutterbuck, D. (2002). *Implementing Mentoring Schemes* Abingdon. Oxon: Routledge.

Lencioni, P.M. (2002). *Make Your Values Mean Something.* Boston: Harvard Business Review. Document [online] available at https://hbr.org/2002/07/make-your-values-mean-something [Accessed October 2015]

Levey, J., & Levey, M. (1998). *Living in Balance.* Berkeley: Conari Press.

Marchel, C. A. (2004). Evaluating Reflection and Socio-cultural Awareness in Service Learning Classes, *Teaching of Psychology*, 31 (2) 120-123

McClelland, D. (1978). *Managing Motivation to Expand Human Freedom* American Psychologist Volume 33, 33p

McDonald, P., Bradley, L. & Brown, K. (2008). *Visibility in the workplace: still an essential ingredient for career success?* The International Journal of Human Resource Management, Vol. 19(12), p2198-2215

McKeverne, R. (2013). *The Role of NLP Coaching in Recovery from Substance Misuse Disorders* Derby: The University of Derby Corporate.

McCleod, S. (2010). *Kolb – Learning Styles.* Manchester: Article [online] available at http://www.simplypsychology.org/learning-kolb.html [Accessed October 2015]

Mijares, L., Baxley, S. M., & Bond, M. L. (2013). *Mentoring: A Concept Analysis.* Journal of Theory Construction & Testing, 17(1).

Miller, S., Hubble, M & Duncan, B. (2008). *Supershrinks,* [Journal Article] Therapy Today. 2008 [April].

Morris, L. (2008). *The experiences of women returning to work after maternity leave in the UK.* London: National Childbirth Trust. Document [online] available at http://www.nct.org.uk/sites/default/files/related_documents/ReturningToWork-Survey.pdf [Accessed November 2014]

Newton, N. (2010). *The use of semi-structured interviews in qualitative research: strengths and weaknesses.* Paper submitted in part completion of the requirements of the degree of Doctor of Philosophy, University of Bristol. Retrieved online at http://www.academia.edu/1561689/The_use_of_semi-structured_interviews_in_qualitative_research_strengths_and_weaknesses on [Accessed February 2016]

O'Connor, J & McDermott, I. (1996). *Principles of NLP*. London: Thorsons.

O'Neil, D. & Bilimora, D. (2005). *Women's career development phases: Idealism, endurance, and reinvention*. Career Development International, Volume 10(3), p168-89.

Orloff, J. (2009). *Emotional Freedom.* New York: Harmony Books.

Osterber, R. (1993). *Corporate Renaissance: Business as an Adventure in Human Development.* Mill Valley: Natara.

Owen, H. (2011). *The Complete Guide to Mentoring* London: Kogan Page.

Reader's Digest Association (1962). *Reader's Digest Great Encyclopaedic Dictionary*. London: Oxford University Press.

Research in Practice (2013). *Supporting emotional resilience within social workers*. UK: Dartington Research Unit.

Richardson, H. (2015). *Working Mothers Benefit Daughters* Document [online] available at www.bbc.co.uk/news/education-33269727 [accessed July 2015]

Robson, C. (2011). *Real World Research.* Third Edition Chichester: Wiley.

Saunders, M., Lewis, P. & Thornhill, A. (2007). *Research Methods for Business Students* New Jersey, Financial Times/Prentice Hall.

Schucman, H & Thetford, W. (1985). *A Course in Miracles.* London: ARKANA.

Smith, A. (1999). *British Journal of Social Psychology.* 38 p409-426

The Department of Finance & Personnel *DFP Data Protection Staff Handbook* London: The Department of Finance and Personnel. Document [online] available at http://www.dfpni.gov.uk/section_12_conditions_for_processing_sensitive_personal_information-2.pdf [accessed November 2014]

The Scottish Parliamentary Corporate Body (2009). *Case study: Scottish Parliament (ii), Maternity Mentoring Scheme.* Document [online] available at http://www.equalityhumanrights.com/about-us/devolved-authorities/commission-scotland/key-projects-scotland/archived-projects-scotland/capturing-gains-public-sector-duties-scotland/capturing-gains-case-studies/case-study-scottish-parliament-ii [accessed December 2014]

Thompson, H. B., Bear, D. J., Dennis, D. J., Vickers, M., London, J., & Morrison, C. L. (2008). *Coaching: A Global Study of Successful Practices Current Trends and Future Possibilities 2008-2018.* American Management Association Document [online]

available at http://www.opm.gov/WIKI/uploads/docs/Wiki/OPM/training/i4cp-coaching.pdf [accessed Nov 2014]

Vanson, S. (2014). *Post Graduate Programmes Research Methods Workshop:* Derby University, Bath

Walker, P. (2014). *Gaps in mental health care for new mothers cost UK £8bn a year – study*. The Guardian Article [online] available at: http://www.theguardian.com/society/2014/oct/20/mental-health-care-new-mothers-cost-study [Accessed on October 2014]

Wallen, G. R., Mitchell, S. A., Melnyk, B., Fineout-Overholt, E., Miller-Davis, C., Yates, J., & Hastings, C. (2010). *Implementing evidence-based practice: effectiveness of a structured multifaceted mentorship programme.* Journal of advanced nursing, 66(12), p. 2761-2771.

White, R. (1995). *The River of Life* London: Piatkus.

Zohar, D., & Marshall, I. (2001). *Spiritual Intelligence: The Ultimate Intelligence.* London: Bloomsbury.

Appendices

Appendix 1: Order Of Process

The initiating process of the programme was promoted by the Culture and Community team through AXA PPP's internal communication. The timeline and responsibilities laid down were as follows:

1. Newly pregnant women inform their manager of their 13 week due date as required by law, and receive their maternity pack of entitlements and benefits.
2. Managers complete risk assessment based on types of employment, and informs Human Resources (HR) of the new pregnancies.
3. HR alerts Culture and Community Team of the names of potential mentees.
4. One of the maternity programme organisers in Culture and Community, contacts managers for information as to whether any pregnant women are interested in joining the maternity mentoring programme.
5. If the answers are 'Yes', the potential mentees will be invited to choose their mentors out of a list of mentoring profiles to be found on the company intranet.
6. Culture and Community will send managers maternity support fact sheets.
7. Each mentee chooses her mentor and is responsible for setting up the first session, room, date, etc. as required by the European Mentoring Standards.
8. Both Maternity Mentoring and Culture and Community should be made aware of these meeting sessions.

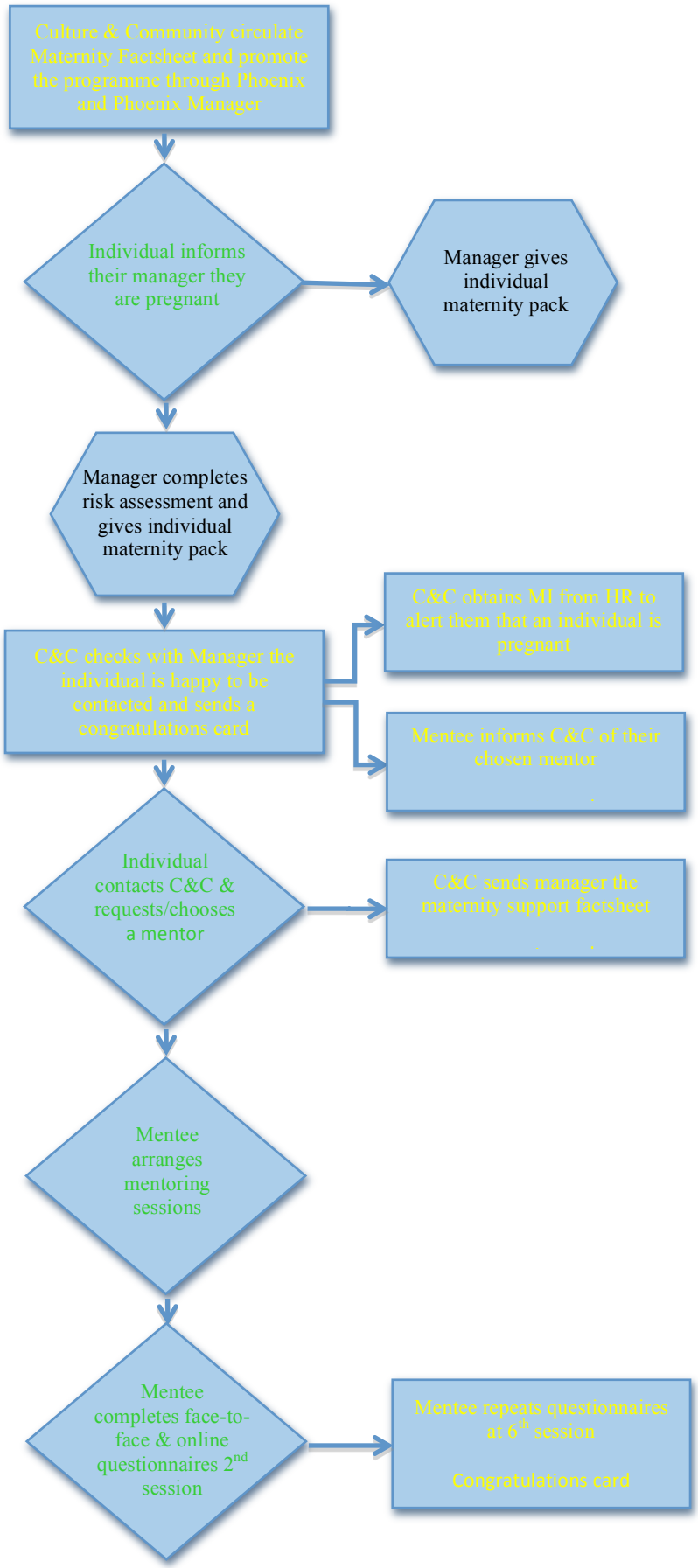


Figure 12: Flowchart of Culture and Community Maternity Mentoring Programme Process

Appendix 2: Preliminary Procedures

Practical Resources

For the plan to take shape a number of preliminary procedures needed to be initiated. First, there had to be an acknowledgment of the practical level resources required. These included:

- Rooms to conduct mentoring trainings and interviews at AXA PPP
- Computers, printers, and intranet access
- A shredder to securely destroy all company information after research is completed
- The Culture and Community team to finance mentoring trainings from the annual budget; and AXA PPP as a recognised Centre of Learning for the Institute of Commercial Management to accredit trained mentors. After consideration the employment of external mentor trainers was found to be too expensive.

Appendix 3: Maternity Mentoring Evaluation: Mentor Questionnaire

Your feedback as a Maternity Mentor

Your commitment to Maternity Mentoring at AXA PPP is immensely valued and the talent and skill you bring to it are a great contribution. Thank you for your ongoing work in this area.

As part of evaluating the pilot programme, we are now looking to gather feedback in order to make the business case for a continuing rollout of maternity mentoring to the wider AXA population. Your feedback, coupled with that from mentees and from line managers will be a vital part of this.

Please let us know your thoughts in the following questionnaire. Responses will be made anonymous for report purposes.

Please complete prior to the third mentoring meeting.

Thank you very much in advance.

***1. Please Type Your Full Name**

***2. Full Name of Your Mentee**

Consent Form:

By clicking on the 'Next' page button you are consenting to the data being used for research purposes only.

1. I confirm that I have been informed of the nature of the research and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and I am free to withdraw at any time, without giving reason. Once data starts to be analysed it will be used for the remainder of the study, even if I am no longer participating. All data will be made anonymous.

3. I agree to any interviews being digitally recorded.

4. I understand that any data or information of the participant will be anonymous by having all identifiers (anonymized) removed and may be used in any publications, which arise from this study.

5. I agree to take part in the above study.

Next [Button]

A. Objectives of the programme - how are we doing?

***3. Objectives of the Maternity Mentoring Programme: How are we doing?**

The overall Maternity Mentoring Programme aims to;

Please give your view on the contribution of the mentoring to date: 1 is low, 5 is high.

1. Provide better support for individuals' pre, during and post leave.

1 2 3 4 5

○ ○ ○ ○ ○

2. Promote and support a better sense of work life balance.

1 2 3 4 5

○ ○ ○ ○ ○

3. Provide role models normalizing the experience of working motherhood.

1 2 3 4 5

○ ○ ○ ○ ○

4. Provide role models normalizing the experience of working motherhood. Enable better conversations and more confidence in areas such as career development and flexible working.

1 2 3 4 5

○ ○ ○ ○ ○

B. Ease of using the Maternity Mentoring Programme

***4. Aspects of Mentoring**

Please provide your ratings of the following aspects.

1. Getting on board with the programme was straight forward.

○ ○ ○ ○ ○

2. My mentee and I seem well matched.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

C1. Personal impact of the Maternity Mentoring Programme for your Mentee

***5. Your estimate of the impact for your mentee; Please provide your ratings of the following aspects**

1. We found it easy to develop trust and can confront difficult issues openly.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

2. We found it easy to develop rapport.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

3. The maternity mentoring helped my mentee's confidence through the transition.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

4. The maternity mentoring has given my mentee the opportunity to reflect and take action.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

5. My mentee values the opportunity to obtain a different perspective.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

6. We are both learning from the mentoring relationship.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

7. Maternity mentoring has helped my mentee make career choices.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

8. Maternity mentoring has contributed to improving my mentee's communications with their manager.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

9. Maternity mentoring has contributed to improving my mentee's wider communications.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

C2. Personal impact of the Maternity Mentoring Programme for YOU as Mentor

NB We are looking for how it may have enhanced the norm: it is likely you were already strong in many of these areas.

***6. Your rating of the impact for yourself, Please provide your ratings of the following aspects.**

1. I have enjoyed being involved so far.

○ ○ ○ ○ ○

2. It is possible to provide mentoring without interfering with my other work.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

3. My experience of working with XX is enhanced overall by the Maternity Mentoring programme.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

4. The Maternity Mentoring has helped build or strengthen my own network.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

5. The Maternity Mentoring has enhanced my own confidence or personal sense of capability.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

6. The Maternity Mentoring has improved my own performance (for example refreshing my own ideas).

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

7. The Maternity Mentoring has enhanced my sense of AXA PPP as a family- friendly organisation.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

8. The Maternity Mentoring has given me a better sense of work life balance.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

D. Would you recommend becoming a Mentor?

***7. 1. How likely would you be to recommend the maternity mentoring programme (1: Not very likely; 10 highly likely)**

1 2 3 4 5 6 7 8 9 10

E. Further comments

Please add any comments to help us evaluate and develop this pilot programme.

8. Do you have any overall comments that would help in deciding the business case for rolling out the Maternity Mentoring Programme further within AXA?

9. Can you give any concrete examples of the business benefit or impact of the programme? (Naturally protecting your mentees' confidentiality)

10. What, if anything, would you change to improve the Maternity Mentoring Programme for the future?

11. Please indicate below if you have experienced any internal or external factors that may have impacted on your participation in the programme.

12. Is there anything else you would like us to know?

Thank you very much for your time and thought in completing this feedback.

Appendix 4: Maternity Mentoring Evaluation: Mentee Questionnaire

Your feedback as a Maternity Mentee

Your participation in Maternity Mentoring at AXA PPP is valued and appreciated and we hope it has proved helpful to you so far.

As part of evaluating the pilot programme, we are now looking to gather feedback in order to make the business case for a continuing rollout of maternity mentoring to the wider AXA population. Your feedback will be a vital part of this.

Please let us know your thoughts in the following questionnaire. Responses will be made anonymous for report purposes.

Please complete prior to the third mentoring meeting.

Thank you very much in advance.

***1. Please Type Your Full Name**

***2. Full Name of Your Mentor**

Consent Form:

By clicking on the 'Next' page button you are consenting to the data being used for research purposes only.

1. I confirm that I have been informed of the nature of the research and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and I am free to withdraw at any time, without giving reason. Once data starts to be analysed it will be used for the remainder of the study, even if I am no longer participating. All data will be made anonymous.

3. I agree to any interviews being digitally recorded.

4. I understand that any data or information of the participant will be anonymous by having all identifiers (anonymized) removed and may be used in any publications, which arise from this study.

5. I agree to take part in the above study.

Next [Button]

Section A: Objectives of the programme - how are we doing?

***3. Objectives of the Maternity Mentoring Programme: How are we doing?**

The overall Maternity Mentoring Programme aims to;

Please rate the contribution of the mentoring to date: 1 is low, 5 is high.

1. Provide better support for individual's pre, during and post leave.

1 2 3 4 5

○ ○ ○ ○ ○

2. Promote and support a better sense of work life balance.

1 2 3 4 5

○ ○ ○ ○ ○

3. Provide role models normalizing the experience of working motherhood.

1 2 3 4 5

○ ○ ○ ○ ○

4. Enable better conversations and more confidence in areas such as career development and flexible working.

1 2 3 4 5

○ ○ ○ ○ ○

Section B: Ease of using the Maternity Mentoring Programme

***4. Aspects of Mentoring**

Please provide your ratings of the following aspects.

1. Getting on board with the programme was straight forward

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

2. My mentor and I seem well matched

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

Section C: Personal impact of the Maternity Mentoring Programme

***5. Impact for myself; please provide your ratings of the following aspects.**

1. I found it easy to develop trust with my mentor and can confront difficult issues openly.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

2. I found it easy to develop rapport with my mentor

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

3. The maternity mentoring helped my confidence through the transition.

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

4. The maternity mentoring has given me the opportunity to reflect and take action

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

5. I value the opportunity to gain a different perspective

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

6. We are both learning from the mentoring relationship

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

7. Maternity mentoring has helped me make career choices

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

8. Maternity mentoring has contributed to improving my communications with my manager

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

9. Maternity mentoring has contributed to improving my wider communications

Strongly Disagree: Disagree: Don't know: Agree: Strongly Agree

○ ○ ○ ○ ○

Section D: Would you recommend it?

***6. How likely would you be to recommend the Maternity Mentoring Programme to eligible people within PPP? (1 not very likely; 10 highly likely)**

1 2 3 4 5 6 7 8 9 10

7. At this stage would you be interested in becoming a maternity mentor?

YES: NO

F. Further comments

Please add any comments to help us evaluate and develop this pilot programme

8. Do you have any overall comments that would help in deciding the business case for rolling out the Maternity Mentoring Programme further within AXA?

9. Can you give any concrete examples of the business benefit or impact of the programme?

10. What, if anything, would you change to improve the Maternity Mentoring Programme for the future?

11. Please indicate below if you have experienced any internal or external factors that may have impacted on your participation in the programme.

12. Anything else you'd like us to know?

Thank you very much for your time and thought in completing this feedback.

Appendix 5: Research Information

Research Information Sheet

Research Topic: A Mid-Point Evaluation of a Maternity Mentoring Programme for AXA PPP healthcare

Thank you for agreeing that AXA PPP to take part in this research for exploring the effectiveness of maternity mentoring will have on return to work mothers at AXA PPP, Tunbridge Wells, Kent.

I assure you that the recording and all information regarding the questionnaires will be treated with confidentiality and anonymity by the researcher.

All of the questionnaires and any transcribed documents will be kept confidential, anonymous and secure. Original documents will be limited to the researcher, project owners and the Head of Culture and Community. Any digital information of data will be stored in the company's culture and Community folders and will only be available to the researcher and the maternity mentoring steering team. Once the dissertation has been marked there will be an opportunity to either permanently delete all data or to keep the data for future reference as the project owners see fit.

The contents, trends and themes of the findings will be discussed with the maternity mentoring steering team and the project sponsor director. I can assure you that all names will remain confidential and no comments will be attributable to particular staff member.

The content of the questionnaires and any recordings will be cleared of any detail that could identify any individuals or particulars that could distinguish a specific incident, unless it is already in the public domain.

A draft of the completed research dissertation paper together with feedback from the data analysis will be offered to the maternity mentoring steering committee.

I am bound by the following codes of practice published by Derby University. http://www.derby.ac.uk/files/research_ethics_policy_-_code_of_practice2.pdf

The results of this research will be reported in my M.A. Dissertation for Derby University and a copy of which will be lodged in the university library and a copy will be provided to AXA PPP.

If you have any queries or concerns regarding this process, please do not hesitate to contact me. However if you have any ethical concerns regarding this study, contact Complaints Officer, 01332 590 500.

I agree to abide by the ethical research conditions laid down by Derby University and the confidentiality process detailed in this document.

Researcher: Johnathan Brooks

Signature: Johnathan Brooks Date:

Appendix 6: Consent Form

Research Topic: A Mid-Point Evaluation of A Maternity Mentoring Programme for AXA PPP healthcare

Researcher: Johnathan Brooks

Contact Details: j.brooks@spiritbearcoaching.com
07929451012

Contact Address: 23 Grecian Road, Tunbridge Wells Kent,
TN1 1TG

		Please Initial Box
1	I confirm that I have been informed of the nature of the research and have had the opportunity to ask questions.	
2	I understand that AXA PPP's participation is voluntary and is free to withdraw at any time, without giving reason.	
3	I understand that the above researcher from Derby University who is working on the project will have access to AXA PPP and AXA Group information and may be used in future reports.	
4	I agree to any interviews being digitally recorded.	
5	I understand that any data or information from employees used in any publications, which arise from this study will be anonymous.	
6	I agree that AXA PPP to take part in the above study.	

Name of Project Sponsor Director

Sonia Wolsey-Cooper **Date:**

Signature:…….

Name of Researcher:

Johnathan Brooks **Date:**

Signature:…….

Appendix 7: Mentor (M1) Semi-Structured Interview Questions

Transitions Questions:

1. What does a work-life balance mean to you? How has life changed since joining the programme as a mentor?

2. What motivated you to become a maternity mentor?

3. Has the maternity mentoring programme motivated you to re-evaluate aspects of your life at home and at work?

Research and Programme Questions:

4. How easy did you find it to clarify your mentee's (P1) objective for maternity-mentoring?

5. Which mentoring model(s) did you find most useful and why?

6. Would you have appreciated more help and support in structuring your sessions?

Impact Questions:

7. In what way has maternity mentoring allowed you to improve your performance at work? E.g. evoked new ideas?

8. Has mentoring improved your job satisfaction or interest in your work? E.g. evoked enthusiasm and challenge?

9. Has there been an improvement in your communication with your manager? E.g. evoked a greater sense of own identity and value to the company?

10. Has mentoring allowed you to broaden your perspective and make your own assumptions? E.g. evoked opportunities and resources?

11. Has maternity mentoring given you the opportunity to question and clarify your own values? E.g. evoked a sense of own value at work and home?

12. Has mentoring taught you better time management capabilities, and evoked meaningful altruistic motivation even in technical jobs?

Ending and Debriefing Questions

13. Are there any changes that you would like to see to the maternity mentoring programme? If so, why?

14. Do you feel that your participation in this pilot study has been worthwhile? Why, or why not?

15. Is there anything else I should have asked?

Appendix 8: Mentee (P1) Semi-Structured Interview Questions

Transitions Questions:

1. Think to when you first came back to work after your maternity leave. What worried you the most on your return-to-work?

2. What does a work-life balance mean to you? How has life changed since joining the programme as a mentee?

Research and Programme Questions:

3. How easy was it for your mentor (M1) to help you clarify your objective(s) for maternity mentoring?

4. Did you find your mentor (M1) appreciated your concerns for returning to work? If not, what did she find important?

5. Did you feel that your mentor (M1) had structured or planned sessions?

6. Does the reason for your not wanting to become a maternity mentor, still apply? If yes, why?

7. Has maternity mentoring clarified a professional or personal goal?

Impact Questions:

8. In what way has maternity mentoring allowed you to improve your performance at work? E.g. evoked new ideas?

9. Has mentoring improved your job satisfaction or interest in your work? E.g. evoked enthusiasm and challenge?

10. Has there been an improvement in your communication with your manager? E.g. evoked a greater sense of own identity and value to the company?

11. Has mentoring allowed you to broaden your perspective and make your own assumptions? E.g. evoked opportunities and resources?

12. Has maternity mentoring given you the opportunity to question and clarify your own values? E.g. evoked a sense of own value at work and home?

13. Has mentoring taught you better time management capabilities, and evoked meaningful altruistic motivation even in technical jobs?

Ending and Debriefing Questions

14. Are there any changes that you would like to see to the maternity mentoring programme? If so, what?

15. Do you feel that your participation in this pilot study has been worthwhile? Why, or why not?

16. Is there anything else I should have asked?

Appendix 9: Mentor (M2) Semi-Structured Interview Questions

Transitions Questions:

1. What does a work-life balance mean to you? How has life changed since joining the programme as a mentor?

2. What motivated you to become a maternity mentor?

3. Has the maternity mentoring programme motivated you to re-evaluate aspects of your life at home and at work?

Research and Programme Questions:

4. How easy did you find it to clarify your mentee's (P2) objective for maternity-mentoring?

5. Has your everyday workload made it difficult for you to arrange sessions with your mentee (P2)? Or, has it been *her* work time schedule that has made it difficult?

6. Do you feel the maternity-mentoring programme, as it stands, allows AXA PPP to be viewed as a family friendly organisation? If not, why not?

Impact Questions:

7. In what way has maternity mentoring allowed you to improve your performance at work? E.g. evoked new ideas?

8. Has mentoring improved your job satisfaction or interest in your work? E.g. evoked enthusiasm and challenge?

9. Has there been an improvement in your communication with your manager? E.g. evoked a greater sense of own identity and value to the company?

10. Has mentoring allowed you to broaden your perspective and make your own assumptions? E.g. evoked opportunities and resources?

11. Has maternity mentoring given you the opportunity to question and clarify your own values? E.g. evoked a sense of own value at work and home?

12. Has mentoring taught you better time management capabilities, and evoked meaningful altruistic motivation even in technical jobs?

Ending and Debriefing Questions

13. Are there any changes that you would like to see to the maternity mentoring programme? If so, what?

14. Do you feel that your participation in this pilot study has been worthwhile? Why, or why not?

15. Is there anything else I should have asked?

Appendix 10: Mentee (P2) Semi-Structured Interview Questions
Transitions Questions:

1. Think to when you first came back to work after your maternity leave. What worried you the most on your return-to-work?

2. What does work-life balance mean to you? How has life changed since joining the programme as a mentee?

Research and Programme Questions:

3. How easy was it for your mentor (M2) to help you clarify your objective(s) for maternity mentoring?

4. Do you feel you have arranged enough mentoring sessions to help you through this transition to working motherhood?

5. Would your workload or that of your mentor allowed you to arrange for more sessions if felt the need for them?

6. Do you feel the maternity-mentoring programme as it stands, allows AXA PPP to be viewed as a family-friendly organisation; if not, what would you like changed?

Impact Questions:

7. In what way has maternity mentoring allowed you to improve your performance at work? E.g. evoked new ideas?

8. Has mentoring improved your job satisfaction or interest in your work? E.g. evoked enthusiasm and challenge?

9. Has there been an improvement in your communication with your manager? E.g. evoked a greater sense of own identity and value to the company?

10. Has mentoring allowed you to broaden your perspective and make your own assumptions? E.g. evoked opportunities and resources?

11. Has maternity mentoring given you the opportunity to question and clarify your own values? E.g. evoked a sense of own value at work and home?

12. Has mentoring taught you better time management capabilities, and evoked meaningful altruistic motivation even in technical jobs?

Ending and Debriefing Questions

13. Are there any changes that you would like to see to the maternity mentoring programme? If so, what?

14. Do you feel that your participation in this pilot study has been worthwhile? Why, or why not?

15. Is there anything else I should have asked?

Appendix 11: Sample - Mentor (M2) Semi-Structured Interview Transcript

Researcher: It's been good. I'm just coming to, for me, the last stage, which are these interviews. Because there's a questionnaire, they've been quite useful for setting up a base and where you are and things like that or where people are. But it doesn't allow me to ask more specific questions or get to the why. Okay, so really the first question is, I have for you, is **what does work life balance mean to you and how has life changed since joining the programme as a mentor?**

Mentor2: Work life balance for me is making sure that you know when to shut off from work and not allow it to encroach on your home life. And making sure you continue that journey. But also a real mind-set shift because I think when you come back part time, especially looking after my mentee, it's very clear that you feel, you come back part time but you still feel the pressure's on you to almost fulfil the role even more because you're not there all week. That shouldn't be the case. And of course, when you become a mum or a dad it's important that you get that family time and you're not answering emails in the evening or answering emails when you should be having some time with your family. It's about separating the two and making sure that you shift that mind-set and that passion of making sure you stick to it. In the real world it can be very challenging and difficult to do that when you're depending on how pressurized you feel in your role.

R: Right, okay, great. How has life changed since joining the program as a mentor?

M2: I think for me it definitely changed, almost giving myself a bit of a reminder of making sure I do that because I know that me as an individual will always look on times that I shouldn't be because I've got the tea thing, but I think well I've had some time off recently, I've just sort of re, sort of changing on the important things actually versus the companies are going to collapse without you being there if that makes sense. Yeah.

R: All right, so it has been a learning process or at least as a reminder for you as well?

M2: Yeah, definitely. Because I've worked with my guys and given them some support and suggestion, I've had to almost retrain my brain to remember the things for me as an individual as well. So don't look on, you're in three days a week, that's when you choose to be there. You don't need to be doing all this, 20,000 other things for work. You do it when you get back in the office.

R: So in a way you became like a model for your mentee, would you say?

M2: Yeah, definitely. By sharing your own experiences and saying, it is important I think to me to role model things as it isn't just about skills, coming back to work and seeing that you haven't got the skills to fulfil your role. You come back with even more skills and different set of behaviours almost. You might have been really good at managing your time before but boy do you go through roof with it when you become a parent because you have routine, you have set things you need to do as opposed to people that are not in that positions and have commitments, so can do it when they like whereas you have to commit your time to things so I really wanted to role model out because I came back and other people I've mentored have come back and think oh, you know, I can't do this job. No you can do this job. You've got a fantastic new set of skills that you can apply and help other people out besides yourself so it's a good thing.

R: You've done mentoring before haven't you?

M2: I have. I have other mentees away from what I, I've gone through the whole maternity mentoring so yeah, I've had several people if that makes sense.

R: Yeah, so you found that experience useful?

M2: Yeah, I have. It's really good because again, to me I think people will come to me as a mentor for things such as wanting to push some sounds on from a career point of view, the same kind of things. I think one area I tend to, I say specialise in. That might be the wrong word to use. People come to me I think for I think more of the behaviour things around their brand so it's almost that you're encouraging them to learn a little bit about themselves because they're very much well, I do things this way and that's how I do them. I keep getting this feedback and I'm not one to tell people, well I think you do that really bad. You're not there for that. What's triggering it? Why do you think this is happening and stuff? I've really been able to turn a lot of their mind-set and behaviours around but without them feeling pressure to do so. They've done it on their own back and it's a conversation, very relaxed atmosphere because I've never really met the maternity mentees or my mentees out about. We met in the office; I've tried to take them out to coffees and just a bit more relaxed environment. I think that helps because they've always got their head in the business of work and we can't really concentrate on what they need from it and that kind of thing.

Because I'm part time I want to give them my everything I can so I have met some of them out of my [inaudible 00:07:54], sort of repeated

behaviour but I've met them out of my non working, I've met them on my non working days sometimes. Just because we've clashed regards to their part time access with mine and stuff. Because I think I'm passionate it about it and getting the best out of people that work at [Acsa 00:08:11], I'm happy to give my time to them because there're being very proactive as well in how they want to learn and get things and so on.

R: Okay, great. **Now what motivated you to become a maternity mentor?**

M2: I think being a mum myself; coming back from maternity leave is a bit of minefield because your emotions are quite high. You've got that little person in the back of your mind. But you're thinking too, maybe sitting and watching people do stuff, get on with it. I threw myself straight into my work because I thought if I'm going to sit and observe someone doing my job for the next morning I'm going to cry. I wanted to get straight back into it. I'm quite, I feel career driven. I still have a lot of fire in the belly and I think I felt very, I felt a lot of empathy I suppose for mums that are coming back and they are still passionate and driven like me with their career but they feel guilty with it. They think I can't do that because I'm a mum now and I've got to do this, I've got to do that. So just encourage them and say yes, you're back, you're part time and that's fine. But if you've still got the belief in yourself and where you want to head in the company then you can still do that. There's many ways to do it. It's just something where you've got to consider what you're willing to sacrifice when you do get to that next stage of your career move and those kinds of things.

That's what really motivates me. I'm a parent myself. I can appreciate how challenging your heart and your head places have it with you and what you do want is what's feasible within your [inaudible 00:09:58] as a parent and your hours and everything else that may be a little bit dictatorial in that respect. Tell me if I'm not giving you enough.

R: No, no, that's more than enough.

M2: Okay.

R: **How does maternity mentoring program motivate you to re-evaluate certain aspects of your life at home and at work?**

M2: I think it [inaudible 00:10:28] gave you earlier, it's given me back the confidence in how I do support people and it's honed me back on looking at my strengths and what I truly want to do in my career. I've always said to myself, naturally I sit within a XX area and I'll become a XX business partner or an XX consultant as a sideways move and do all these things.

But the more I really, really truly enjoy the mentoring and coaching people, so mentoring, coaching/some other things that you go through, it's just encouraged me to keep on my path of looking at my strengthens, what I do well. I love XX but actually long term I'd quite like to go out and do some people management because I know it's not all Mary Poppins, I know that. I know, I'm not blinded by the fact that I'd have some tough conversations versus some fantastic ones or I can develop team and push people on and make them believe in themselves a bit more and because I see too many people sometimes that don't have a belief because they've either not had the encouragement from their managers or other people around them. I get quite disheartened by that. That's my empathy button right there.

But yeah, so I'm very passionate about people management and getting the best out of people. I think it's really honed my career aspirations. Form a home perspective it's just given me the chance to think about, okay, X is now gone back to year one. He's going to be getting older. How can I start working towards that career aspiration without it impacting on how much he needs me because he's still only just five? Just getting that balance back at the same time drives me to where I want to be. I think the people that I have been mentoring through this program, they're very flattering towards you and I'm not there for that. They're very lovely in the fact that the P&C coach are like oh you should go and do it M2. They've given you some feedback throughout the process so it's quite nice to hear it from a different party.

R: Yes. Okay, I get that. All right! **How easy did you find it to clarify your mentee's objective for maternity mentoring?**

M2: Yeah, I found it relatively easy because the way I approach conversations, normally with any situation but especially in mentoring, and the first sort of meet with them was very much to tell me how it's been going, how you find it being back, it's a very personal conversation to start with rather than going okay, so I'm your mentor, you're my mentee. What do you want to get from me? It was good to have that personal element first of all so I sort of knew them as an individual. I think the people that approach me to become their maternity mentor, and again, it was a nice email. I went down the list Angela and I saw your name and I thought yes, I would like M2 to be my mentor. I said is there any reason? They said because I know you're officially on, you'll give me a reality check and those kind of things. All the guys that I've met with, they're very happy where they are but they still want to learn a new skill set and do things differently.

For example, with MsX, I've been looking after; she's very happy where she is. She came from a business area where she felt much

unsupported, not motivated, not developing in the role. She's not got into a different area and she feels supported by her manager. I said that's great. Are you getting what you need? And she's been able to go on a program as an expert in her area. I did a course just to give her some, again, hone in on what she does well, so coaching and thinking about her brand. That's one thing we've talked about a lot. I think for her, it was about sort of raising her profile and letting people know what she was about because she'd shy away from it very quickly. I said it isn't about playing trumpets. It isn't about coming out on the stage with smoke blowing everywhere. It's very much about you and being authentic to you because you are a mum and it's important that people know that about you. It's a personal thing but do you want to share that with people and let them know how that affects you as an individual?

At the same time, you're a specialist in your role. I think that's been the same for the other individuals because they've been in the business a very long time. It's about how they maintain skill, knowledge and behaviour and how can they push it on. At the same time thinking about okay, in five years time you might find yourself in a very different position. What do you want that to look like? We did get to the heart of the objective very quickly in the first two sessions.

R: Did you do that through just asking questions?

M2: Yeah, and it was purely through questions with them. I'm being very open and honest with them. That's something, and trust, it's important that I have that with all of them and they have that with me. So I could say question such as so if it's what you want or where you want to be in five year's time, is it going to feel the same, is it going to be the same? They're very open and they've shared with me about how [inaudible 00:16:23] with children, that kind of thing. Again, P&C with you, I know that she said so I don't' believe in this company that as a part timer you have the opportunity to get other roles. Don't get me wrong a part of me knows that with some areas because it's public when it happens. I just encourage them to not think in that way and think about we are a company where there should be flexibility, diversity in what we do so therefore go for the role. You can have a conversation pre-interview with that manager to see what their thoughts are on it. At the same time, challenge them around it because we've got to be a company that we are supporting an aspect of the working population. That flexible working is going to change in years to come and how people want it to work for them.

R: Okay, great. Now**, how has your everyday workflow made it difficult for you to arrange sessions with your mentee or has it been her workload or her time schedule that has made it difficult?**

M2: I think if I'm being 100% honest with you, it was more mine because of the different roles we do. As an example, P2 would be more, in my reporting, she would be more availability at her desk. It was actually with me you can try to hunt me down. I can be in two, day programmes to deliver so if I came back on a Wednesday, which was my workday, Wednesday to Friday, I could have two, day programs to deliver. That would be Wednesday and Thursday gone. Then Friday I'll be catching up on emails and so on. It was almost a case of okay, let's book these meetings in, are you happy, if they have to move, please let me know if not. What I did is I made sure 100% and definitely P1 as an individual, we met on the Wednesday because she only works Monday to Wednesday. She just changed her hours. I think she's doing Thursday as well now but I always made sure it was on a Wednesday so I weren't in delivery. It's more my end.

I think with the other mentees that I saw, MsC1 and MsC2, MsC2's not had a chance to meet me for a long time. I think her workload is hugely impacting her availability to contact out with me again because I know she really wants to but other things have pulled her away.

R: What area does she work in, do you know?

M2: She works within…this is a good question. She works within; I think it's XX so reports into Mr XX. MsC2 she's not had a chance to really catch up with me a lot. MsC1, I met with her a few times and again, it worked around both of our schedules because she's a X. But again, she felt the need, she didn't need any more than two or three sessions with me and she was quite happy where she was, felt comfortable and so on. I think yes, with P2 definitely my workload. With MsC2 it's been her own. I keep checking in with her. I keep saying are you okay? I said when you want to catch up please let me know. She calls me back saying I can't M2, I'm just so busy and everything. I said but remember to take time out for you. It's important that you do that.

R: None of your mentees are affected by customer services on the phone where there's that policy that they can't have one to one personal development?

M2: No, yeah, they're not in the contact centres, none of them are.

R: Right, okay. All right! Now, **do you feel that maternity mentoring program as it stands allows that to be viewed as a family friendly organization and if not, why not?**

M2: I think it's fantastic that this has been launched. I think the maternity mentoring workshops are good, getting the mentors in and that kind of

thing. I personally feel through conversations with many people that, I don't know. I think there's that still stigma of when you become a part timer, you won't get very far with your career. I think people do feel, not just to my mentees but my own personal view is I think, I don't think there's enough support for mums or dads. I know there may be a couple of dads in that position but I don't think there's enough support from their line managers sometimes. I think there needs to be more done. I think if this is going to be enhanced going forward, I think the mentors, they could do more of a regular catch up with the other mentors, find out how they're practicing, what other things could we do so almost building on what's already been put in place.

R: Right, I see. If that was put in place, that was how access...

M2: Yeah, well I think so. Sort of making it more widely available because I know the program, your part in this has been quite soft launched with the mentors and mentees. I think to make it a real big thing in the company and to make it seen, perceiving intention impacts and so on, and to make it feel to people that they do have that support, it needs to have a big band behind it. I don't know the actual plan.

R: I think the idea at the moment was this year was really this was just a pilot. Then once we look how the pilot went then we can probably make a decision whether we can make it bigger. At the moment there are roughly 70 women coming back, return-to-work mothers per year. That's almost like five a month. We would need many more mentors, but to have more mentors we need to have more people willing to do it, more people getting trained and then you've got ethics like potentially dealing with vulnerable women or mothers, which at the moment, in the pilot that hasn't been an issue with the mentees that you guys have had.

M2: Yeah, I get what you're ... with there not being an option for you to have someone as a full time mentor, or would that not really be feasible because of the nature of the maternity mentoring is what you're doing on a regular basis with an individual career wise for example.

R: I think it really depends on budget. If there is a budget allocated specifically for maternity mentoring that might be the case. It probably takes one person full time to organize everything. One point of contact that people can go to, etc. but there's a lot, the company would really have to commit quite a bit behind it to make it work properly.

M2: Yeah, it would be a good idea though. I've loved being part of it and I think you have some clear hopes because I'm very passionate about supporting people and everything. I think it would be great if it has a big bang and people, almost if the maternity mentors working with the

learners before they go off, when they return because I think, as you said, this has been the pilot piece and it's been around when mums come back to the workplace and it's been put in place then. I think it's great if they can have it beforehand and work and coincide with the line manager. There are certain things that people definitely worry about but maybe they're a bit scared to say it at that point to their manager because I think when I'm going off into do they even care about this? Yeah, they do care about you. Be brave to ask the question if you need something from them. You're allowed to ask that. That's their job. That's why they're there in that position and so on.

R: From the pilot point of view we can only really do it when the actual return-to-work is…

M2: Yeah, okay.

R: Because from the research point of view, the more variables you have, then the bigger your sample group you need. From a research point of view therefore it would be easier just to take the returners. In making a decision for next year obviously we would say if you are going to back it, we have to make it bigger. We have to introduce it at an earlier stage when people maybe have one session when they hand in their 13 week due date. Then another session or two during the maternity leave period and then a third session let's say on their return-to-work.

M2: Oh, okay.

R: Does that make sense?

M2: Yeah, that's fine. Then if needed I'll be more than happy to get involved in that because I really enjoy it. Yeah, I think it's important that they have that support.

R: Okay. Great! All right then. Next question!!! **In what way has maternity mentoring allowed you to improve your performance at work? In other words, has it evoked new ideas or things like that?**

M2: I think for me, you will have set working days and mums across the business and so on. People are in a position where they don't have the time to learn in a class environment because that's taking up a big chunk of their contracted hours. For me I've encouraged learning in different ways for people. You don't just have to go and do a few day course. You can learn those kinds of things in half a day. I think there's better ways of helping people developing their roles. That has helped me consider how we shape some of our courses and how they impact on the business because you do have a pool of people that come difficult sometimes and

that helped me just sort of think about okay, what else do we offer? What kind of things would help those individuals develop in their roles?

R: Okay. **Has mentoring improved your job satisfaction or interest in your work?** So in other words, has it evoked enthusiasm or challenge?

M2: No, it's actually enthused me more I think because I train people, you train and coach them in the room. But the proper piece around the business, you know I've been there a long time. They know that my passion is the people. Of course, I never got to grow a business and keep one there, etc. but to me it's about people. I think it's certainly more, and I think I feel quite really motivated by that and that's why I've been [inaudible 00:28:35] to continue my process, actually an aspiration of people management because I think that's where my heart lies. I love IT but at the same time I have been really motivated by this additional mentoring in my working months and so on.

R: Okay, so **do you feel you have a greater sense of yourself worth or value; let's say your value, to the company.**

M2: Yeah, definitely!

R: **Has there been an improvement with your communications with your own manager?**

M2: That is a good question. Yeah, since I've been back, that was a good few years back now since Jake is at school and I found it quite tough actually to start with. I've been through different managers, I've had quite a few different managers since being back and couple of them have not been very warming to things such as thinking about changing my hours again, that kind of thing. I'm very honest, and I think as I've said to you, because I had two weeks off in August and funny enough, I'm going into my one with my newer manager and I'm almost going to lay down the gauntlet a little bit and say I love IT. I take on a hell of a lot in my 24 hours, I probably give the company 30 hours of my time a week and sometimes I have brought that back into check really. Why I'm going to sort of lay down the gauntlet to remind them that I am part time and that I'm within the 24 hours that I have, this is what I have been doing and I need to have a bit more flexibility and desk time for delivery and everything else for IT.

It does worry me a bit because I'm not sure we're that position of being a parent. I don't think sometimes they've always got it. It's the sort of thing, I don't know if it takes enough to do this. I think sometimes that's one of my best things. I think with the manager I have now they will thoroughly support me and go like hey, let's work out when you need some desk

time versus delivery and those kinds of things. I'm hoping that will be a little bit better. But it has improved the communication but I think it comes back to that whole stigma of if you're not a parent I don't think they quite get it.

R: I got that. All right! Now, **has mentoring allowed you to broaden your perspectives and make your own assumptions in other words to evoke opportunities or your own resources?** In other words, when an issue or a problem or a challenge, whatever you want to use, pops up, that you're able to resolve it coming from your own resources or see it as an opportunity rather than seeing it as a problem?

M2: You know, I think I'm quite good at that. It's important to me to, I think always very positive in how I approach things and I think I have encouraged that through my maternity mentoring, through non maternity mentoring so I always look for, you're looking at, people look at something and be quite closed to things. I'm the one that finds that speck of glitter in any sort of given situation. I'll be like there's good stuff you can do with this. Or even, I've had to sort of make fat lines or make you have to challenge your mind-set a bit. This is bit rubbish. I'm not going to be rubbish if I'm going to tackle it and have some of these conversations and get to a good solution with it. Always in my head, when I'm having challenging conversation or whatever it may be thrown at me, I would always look for solution. I would never meet, for example, someone like XX and she's great because I have actually spoken to XX very openly about things. I never go in with a problem with her if that makes sense. If I was always going in with a problem she'd think oh goodness me, here comes M2 again!

I'm quite one to go in with a solution and say this is what I faced this is what I found hard. I just want to know that I've got your support here, here and here and this is what I'm trying to achieve through it. She's been quite open to that so I am one to look for solutions and make things better for people and myself as an individual.

R: Right, that's perfect isn't it because that's what manager's want. They want you to come with solutions not with problems.

M2: It's the inner dialogue. In my inner dialogue I have to always go and work with staff and I've got this background going on 'come on M2, this is good. You can change your mind-set on this' yeah, definitely.

R: **Has maternity mentoring given you the opportunity to question and clarify your own values?**

M2: Oh yeah, definitely. I think coming from the mum angle it's definitely given me the confidence to sort of, as I said, check in where I am with my own work life balance and think about, through conversations that I've learned from my mentees. They've re-honed my brain back and so I should be focusing my energies. Yeah, I think just coming back to sort of my own values. I'm very much of a treat people how they want to be treated rather than that old saying of treat people how you want to be treated. It's about the individuals. I think it has highlighted some things around behaviour that I observe in certain people. If I go back to my values I'm quite one to challenge behaviour, which I do across my own department and others. It goes well sometimes, others it may not. That's important to me. That's really driven from my values because I don't enjoy seeing bad behaviour with anyone. I don't care what level you are. I don't like to see it, there's no need for it. You can talk to a person as a human being, they are a person. They don't just oh, here you go, you're on the same, and this is road type thing. I'm very much, I treat people as an individual and say yeah, it has sort of re-enlightened my value systems.

R: **Has mentoring taught you better time management capabilities and sort of evokes more meaning to your job?**

M2: Yeah, so the time management bit. I've a pride in that since becoming a parent. I have to, because my presence has to be quite flexible, spontaneous, on the moment. I know that I can't do that within a training role and I know you can get yourself in a situation if you don't. Oh yeah, especially encourage that. What was the other part of the question? Was it around meaning to my role?

R: H**as the mentoring program stimulated a sense of more meaning in your current role?**

M2: You know, I think for me it comes back to the coaching of the individual. I think that's the most important thing to me. I just always will come back to that because it's something I'm really passionate about. I think within my role, I keep looking for more opportunities to do that, the strength piece. I think I might develop empathy and positivity in my top three.

R: What was it, empathy?

M2: Empathy, develop her positivity relates to an authoritative. I use it in my relationships with people. If they're having a bit of a bad time I'll be quite quick to come in there, not to dismiss how they're feeling but I'm very quick to put a positive spin on everything. I think that's why, I think I even said it to my other half. I said wow, how does a mentor role come up? It was like they were going to ... I would be first in line because it's

something that I just love and I think it does play to my strengths more. Sometimes more than my role itself, I think that's why I'm so keyed in that whole management piece. As I said, I know I'll be managing some very tough things, the performance and adherence, those kinds of things. But at the same time I know I'll be able to get the best out of the team of people through their strengths and how I have mentored and the maternity return of other people around the business obviously in management. Yeah, I think that's definitely giving me more meaning from that angle, if that's giving you enough.

R: Yeah, that is great, thank you. Now, **are there any changes that you would like to see to the maternity mentoring program and what are they?**

M2: I think for me, allowing other people that are not either aware of it or don't have an awareness of it, have a greater understanding being that [inaudible 00:38:51] and so on because I think, I know it's private so it's tough to launch but I think more managers need to have a bit of, not training on it, but just awareness of what the purpose is, why we're doing it and how it's going to make and support our people better that are in that position and so on. There needs to be a bit of an awareness piece.

R: Specifically for the managers?

M2: Yeah, definitely. Being as I have mentioned all of maternity returners, I know, things just on a conversation when you have those goals, my managers doesn't get it. I've got children, but yeah, they have cats instead. They have a cat. Something to help them really understand the benefits that why we're doing it and so on.

R: If I'm right, it's currently, there is half hour training for managers about the maternity policies?

M2: Yeah.

R: The rights and benefits of a return-to-work mother rather than here's a bit about a programme.

M2: Yeah, I think it's very much they can hone in all the policy stuff and so on but not really the, how the...

R: I can't see why, you couldn't, well let's say a minimum of an hour and the first half hour is covering policy, benefits to a return-to-work mother, etc. because that happens already, then the next half hour to be about the programme.

M2: Yeah, definitely.

R: In fact, I have already emailed XX about that.

M2: Oh yeah, XX supports the main course doesn't she?

R: Yeah. Her feeling was that yes, that's a great idea but I think workflow, she's got so much on already.

M2: That's the thing, I know XX in the same position as I am so definitely. It just depends on feasibility of time. But there's no harm in getting other mentors on board that could support the idea that there are managers.

R: Like yourself?

M2: Yeah, myself if I've got the time. I'd say at the minute, my goodness, the end of the years looking horrendous but even if you have the managers. I know for example, XX, would come in as a mentor, couple of the other managers. And they should be encouraging it with their peers and stuff a bit more, through word of mouth, face-to-face kind of situations. It's a great opportunity I think to utilize those people as well and not just from the trainers and so on and so on. Just depends on where it heads, where it goes and then go from there really.

R: That would just be one of my suggestions for next year.

M2: Yeah, no, yeah. Keep me posted on it because when it comes to the beginning of next year we can maybe get together, you XX and I and how that can be shaped and supported and we all sort of jump in and do it.

R: It's me and XX who run the maternity mentoring programme. We're not qualified to do the trainings. We're reliant on others, whether it's you or whether it's XX.

M2: Yeah, okay.

R: I think that's the problem. That's just something that could be looked at if the company's committed to it.

M2: Yeah, okay. Keep it on your list and we can get our heads together.

R: Yeah, okay. My next question: **Do you feel that your participation in this pilot study has been worthwhile? Why or why not?**

M2: Oh yeah definitely, I think it has been worthwhile because the fact that the individuals that wanted me to be their mentor come already to me

and said yes please, M2, because I know you and I know what you're about. I quite like to utilize that. That's quite a nice feeling to you as an individual who's been back in the business a long time. I found it very worthwhile in the fact of you can just do [inaudible 00:43:39] change and support someone and the amazing thing is they're not valued across the business. But actually they are because they've come back with a new outlook on things and how they do their job, how they manage their life work balance. I really enjoyed it and I would probably more like to continue with those individuals anyway regardless of the pilot because I think they would want to and it's been good for them.

R: Great, all right then. **Is there anything else I should've asked today to you?**

M2: No, I think they've been constructive questions and thought provoking questions to having what would be the benefit versus how else it could be pushed on because I think I'm really quite keen for it to be pushed on because I think it's really supported people.

R: Is there anything you want to say so that you're complete in terms of the pilot study?

M2: No, I think everything you've asked me has covered everything in terms of why I've been doing with it and working with it and you know it's just been a really good pilot. I think it should be rolled out and enhanced to support, push it on a little bit more and how managers get on board with it quicker and support their people.

R: So there's nothing else you want to say? In that case, well that's it.

Appendix 12: International Standards for Mentoring Programmes in Employment

International Standards for Mentoring Programmes in Employment (ISMPE) - Outline
These standards have been generated to fill a gap in the evaluation of mentoring programmes, with particular emphasis on programmes in adult employment and development. Six Core Standards have been identified, as follows:

1. CLARITY OF PURPOSE

- The intended outcomes and benefits of the programme are clearly defined and understood by all the stakeholder audiences
- The outcomes are translated into viable and well understood objectives for each mentoring relationship

2. STAKEHOLDER TRAINING AND BRIEFING

- Participants and stakeholders understand the concept of mentoring and their respective roles
- Participants are aware of the skills and behaviours they need to apply in their roles as mentors and mentees; and have an opportunity to identify skills gaps
- Learning support is available throughout the first 12 months of their involvement in the programme

3. PROCESSES FOR SELECTION AND MATCHING

- Mentors are selected to meet the specific needs of mentees
- Both mentors and mentees have an influence on whether they participate and who they agree to pair with
- The experience gap permits significant learning by the mentee
- There is a process for recognising and unwinding matches that do not work; and for reassigning the participants, if they wish

4. EFFECTIVE PROCESSES FOR MEASUREMENT AND REVIEW

- The programme is measured sufficiently frequently and appropriately to:
- Identify problems with individual relationships
- Make timely adjustments to programme
- Provide a meaningful cost-benefit analysis and impact analysis

5. MAINTAINS HIGH STANDARD OF ETHICS AND PASTORAL CARE

- All parties have access to and understand code of conduct & Ethics
- Performance against the Code of Conduct is monitored, and there are procedures for dealing with breaches of it

- Participants understand clearly the hierarchy of interests (mentee, mentoring pair, organisation) and have discussed the implications for managing relationships and the programme

6. SUPPORTS PARTICIPANTS THROUGHOUT THE PROCESS/ SYSTEMS OF PROGRAMME ADMINISTRATION

- Participants have adequate support throughout the formal programme and, where appropriate beyond
- The programme is managed professionally

© ISMPE 2004

Appendix 13: Project Proposal

UNIVERSITY OF DERBY

MA in Applied Coaching

Project Proposal:

COMMERCIAL IN CONFIDENCE

A Mid-Point Evaluation of a Maternity Mentoring Programme for AXA PPP

"The plain fact is that the planet does not need more successful people. But it does desperately need more peacemakers, healers, restorers, storytellers, and lovers of every kind.

~ David W. Orr, *Earth in Mind: On Education, Environment, and the Human Prospect*

Contents

Contents 1

Provisional Title 2

Main Research Questions, Rationale and Hypothesis 3

Literature Review 5

Methodology 7

Methods 9

Sampling 15

Resources Required 16

Value of Research 18

Technical Issues 20

Ethical Issues 23

Timescale 24

Referencing 69

Appendices 27

List of Appendices 27

Appendix A – Scope report – Maternity Mentoring Programme 27

Appendix B - Maternity Mentoring Evaluation: Mentee Questionnaire 33

Appendix C - Research Information and Consent Form 92

Provisional Title

A Mid-Point Evaluation of a Maternity Mentoring Programme for AXA PPP

Mentoring:

"One of the most powerful developmental approaches available to individuals and organizations" ~ Clutterbuck 1998

"Transformational learning is a complete change of perspective, altering the mentee's worldview and including an understanding of how to learn." ~ Hay (1995, Owen 2011, p13)

Main Research Questions, Rationale and Hypothesis

The proposal for this design is for a mentoring programme. It will be considered a success, if the mentees/mentors regularly met, have consistent rapport with each other and that the mentees have experienced an improvement in their communication with their work colleagues.

Research has shown that some maternity mentoring programmes have focused more on coaching particular performance and skills, which the employing company requires. Rather than on *"mentoring which supports a process that is about enabling, supporting, sometimes triggering major change in people's life and work. As such it is about developing the whole person, rather than training in particular skills"* as described by Clutterbuck (1991, Owen 2011, p11).

The main objective of this initiative is to better support individual's pre, during and post maternity leave, and to promote a happier more balanced lifestyle for all employees at all grades. See Appendix A for SCOPE report.

It would seem therefore that the type of mentoring needed would be *"Developmental mentoring"* as categorised by Alred and Garvey (2010) which best supports experiences of change.

Research Questions

1. What is the effect of the maternity programme on the work life balance of maternity leave returnees?

2. How may the programme support women in their career re-engagement after maternity leave?

3. Will the programme improve the return-to-work mothers' communication with their up-line managers and work colleagues within the company?

4. Can the maternity mentoring help with confidence through the transition?

Rationale

Parenthood changes the life of a person in many ways and puts an increasing amount of responsibility on individuals.

There are a number of specific challenges that both parents, but particularly working mothers who tend to prime carer of their baby face when their responsibilities are doubled on their return to work after maternity leave.

In a survey carried out by Morris (2008) on behalf of the National Childcare Trust one in three women (39%) found *"it's difficult or very difficult to return to work".* And the cost of this transition was not only personal it also affected the team and organisation for which they worked.

Internationally, it had been learned that by promoting and increasing the number of women on their leadership teams *"sales, revenues and assets"* improved Joy et al. (2007, Adler and Conlin 2009, Liston-Smith 2010, p3).

However, in spite of business efforts, talented women employees were still being lost *"at an alarming rate*" after maternity leave. Nationally, to-date in Britain, this stood at 18% per annum (Loannis and Walter 2010).

From their experience, the loss of returnees at AXA PPP during the period Sept 2013 – Sept 2014 was stated by Human Resources Consultant Nicky Outlaw (personal communication 25th Sept 2014) to be 11%.

Recently, substandard mental health care for pregnant women and new mothers was reported by Walker (2014) from a pioneering study on the effects of maternal depression, anxiety and other illnesses by the London School of Economics and Centre for Mental Health Charity. The cost of bringing care in the National Health Service up to recommended levels was said to be *"astronomical".*

As this whole problem was not being addressed at national level, it was being left to individual companies to resolve by creating and designing their own programmes.

Literature Review

It is only over the past three decades that the value to business of talented women has been mentioned in published articles.

Most research to date has been carried out from a male orientated quantitative perspective. It took Mies (1993, Bryman and Bell 2011, p418) to state "*quantitative research suppresses the voices of women by ignoring them or by submerging them in a torrent of facts and statistics".* He also wrote, in the same article, that *"the criteria of valid knowledge associated with quantitative research also meant that women are to be researched in a value-neutral way, when in fact the goals of feminist research should be to conduct research specifically for women".*

These remarks were postulated in the early days of maternity mentoring, and they appear to confirm the validity of the definition that the masculine principle is *"focussed attention"* and the feminine is *"diffuse awareness"* Claremont de Castelliego (no date, White 1995, p105), both principles being necessary in the creation of a new programme.

Several researched publications then began to pinpoint distinct new stresses and anxieties experienced by mothers. These personal difficulties showed some of the concerns raised by mothers about returning, highlighted that it was not just the transition to motherhood but also the extreme demands on a woman's time, rated at 57% on the list below compiled by Morris (2008):

Childcare	60%
Time to do everything	57%
Missing my child	56%
My child missing me	53%
Ability to be a good mother	47%
Adversely impacting my child's development	32%
Money	32%
Ability to remember things	31%
Ability to be a good employee	28%
Attitude of boss and or colleagues	33%
Ability to do parts of the job	21%
Ability to concentrate	20%
Ability to continue breastfeeding	15%
Job availability	10%
Loss of social life	8%
Ability to balance different identities	3%

Table 1: Concerns about returning to work

On their work/career front, a large percentage felt their relationship with their manager had deteriorated since the announcement of their pregnancy. On their return, they felt they were not being valued as before, and their career expectations much reduced. They also felt a corresponding loss in confidence (O'Neil and Bilimoria, 2005).

In 2009, Bryman began to write on the value of reconciliation strategies between the more male orientated approach and the more feminine qualitative approach (Bryman 2009, Bryman and Bell 2011, p630).

This has led to articles written from a belief that a balanced between the values of home and work life was achievable, (McDonald et al. 2009, and p2198-2215).

Practical guide books on how to implement mentoring schemes rarely mentioned returnees to work specifically, the exception being Klasen and Clutterbuck in their book *Implementing Mentoring Schemes* (2002) who allow half a page. Other helpful recent research has come from articles from individuals writing in a mixture of specialist, and academic journals and personal research papers.

Notably, *"The Scottish Parliamentary Corporate Body (SPCB) developed and piloted a maternity mentoring scheme in response to the Work and Families Act and the Gender Equality Duty"* (SPCB 2009, p1).

However, very few organisations in the UK actually practised mentoring as "*a formalised processed whereby a more knowledgeable and experienced person activates a supportive role in overseeing and encouraging reflection and learning within a less experienced and knowledgeable person, so as to facilitate that person's career and personal development"* a definition by Roberts (2000, Owens 2011, p13-14). Instead, in Britain, it appeared more likely there was to be a form of coaching or training in a particular skill required by the company and passed down the line of command (O'Neil and Bilimoria 2005, McDonald, Bradley and Brown 2008). This was more in line with the general cultural approach of the US that has been described as *"sponsorship mentoring"* which aims to give advice on making right career moves, and is different from the European and Australian model of *"developmental mentoring"* which emphasises learning and development, ultimately self-managed, (Klasen and Clutterbuck 2000, p7-9) and which led the researcher to his present choice of methodology.

Methodology

As a dissertation is a small-scale research, consideration for the timing for an assessment of any project is needed to be into taken in account. According to Stern there are a number of anxieties that strike a mother during the time of the pregnancy. These might continue over the first one to one and a half year in the post childbirth period (Stern 1995, p34-81). Therefore, it would be unfair to assess the programme after 12 months. The researcher thought a mid-point evaluation fulfilled the needs of academia and usefulness to the AXA PPP and assured quality for the participants.

When choosing a methodology, the researcher felt his ontological orientation was between the positivist i.e. mainly scientific and objective, and the phenomenological with a focus on understanding or meaning of events; but was moving towards a central inductive position, or middle way of reconciliation which admitted new ideas, independent of the immediate local situation and Bryman and Bell (2011, p716) describe as the *"social entities"*.

In view of concerns highlighted in the rationale, AXA PPP decided that structured support should be made available for those mothers who felt they needed it to cover their whole perinatal period, rather than as earlier when help was given informally by returned mothers without training to new returnees (Klasen and Clutterbuck 2002, p xi).

A learning programme of mentoring was set up for return to work mothers was invested in by AXA PPP, in order to support them. A Mentoring Training Certification was set up for female employees (themselves returned mothers). Refer to Table 3 for the description of the process.

The methodological stance by the researcher for the design of this proposed programme was based on his research into three strategies:

a. The quantitative, which is mainly the objective evaluation of collected data on the subject, (Bryman and Bell 2011).

b. The qualitative, which *"rejects the notion of absolute facts"* and is essentially phenomenological and subjective, (Vanson 2014, p17).

c. A middle way of fusion of the above two, a mixed method each "viewed as capable of being pressed into the service of another" (Bryman and Bell 2011, p.630) thus giving strength to both data collection and data analysis techniques.

For qualitative research i.e. into broader issues than the purely quantitative, it was shown (to the researcher) that:

- A phenomenological approach revealed and conveyed *"deep insight and understanding of the concealed message of everyday experiences"* Robson (2011).

- While Allen and Eby (2010, p.83) stated *"qualitative research is important in understanding the dynamics involved in mentoring relationships".*

As developing good mentoring relationships is at the core the design and implementation for the benefit of all concerned, of a successful maternity programme, the designer felt there should be a greater focus on qualitatively.

However, he also found *"Research into mentoring is in need of more qualitative field studies to have a more holistic and in-depth understanding of mentor relationships".* But *"Future research should examine mentoring from both perspectives, to identify whether measurement perspectives act as moderators"* (Allen and Eby 2010).

Research shows the combined strategies appeared to be in line with the general trend in mentoring methodology, now seems to be perceived as an enabling process of self-development which *"benefits both mentor and mentee, the organisation and other important parties such as line-managers"* Klasen and Clutterbuck (2002), and less of collecting data for obtaining repeatable testing results, particularly given the difficulties in measuring them Underhill et al. (2007, Thompson et al. 2008, p3).

The researcher believed that it would be unethical to ask a group of return to work mothers to participate as the control group (no-intervention) for a comparison quasi-experiment when they needed the mentoring during this important period of their transition. This would have led to an unreflective narrative analysis. The two groups needed to be approximately the same size and that would have been out of the researcher's control. The quasi-experiment was discarded.

The semi-structured interview was the method of choice. See Table 3.1.

The use of Narrative Analysis is firstly, through the recording of quantitative data to help uncover the reasons for behaviour (the why, the where, and the when) and in observing qualitative data, which uncovers elements of communication such as tonality and volume of voice. This requires the skills of sensory acuity.

Methods

Stage 1: The reasoning behind the use of pre and post maternity mentoring evaluation questionnaires is in order to compare the quality of the impact to stakeholders.

Stage 2: Interviewing 6-8 mentee/mentors to unearth the themes revealed from the pre and post above questionnaires. For more detail, see Table 3.

Table 3: Data collected in Stage 1 of research

Method	Description of process	Rationale
Questionnaire	**Pre-Questionnaire (Baseline) – After 2nd meeting** Both return to work mothers (mentees) and mentors will be asked to complete the following self-completion questionnaires. **Maternity Mentoring Evaluation: Mentees/Mentors** with permission from the author Jennifer Liston-Smith, Director of Coaching & Consultancy at My Family Care, which will be adapted. To be completed between second and third scheduled meetings. As an example, the original Maternity Mentoring Evaluation: Mentee questionnaire can be found in Appendix B. It is followed by proposed question changes for this academic specific research. This questionnaire will be completed via SurveyMonkey. See Appendix B.	As recommended by the International Standards for Mentoring Programmes in Employment (ISMPE), *"all pairs should undertake frequent reviews of the quality of their relationship, starting after a couple of meetings"* Clutterbuck and Megginson (2005, p88-91). Rapport will be fundamental to the success of the mentoring programme. Clutterbuck and Megginson (2005, p88) say, *"Without rapport, the relationship will typically deliver very little by way of positive results".*

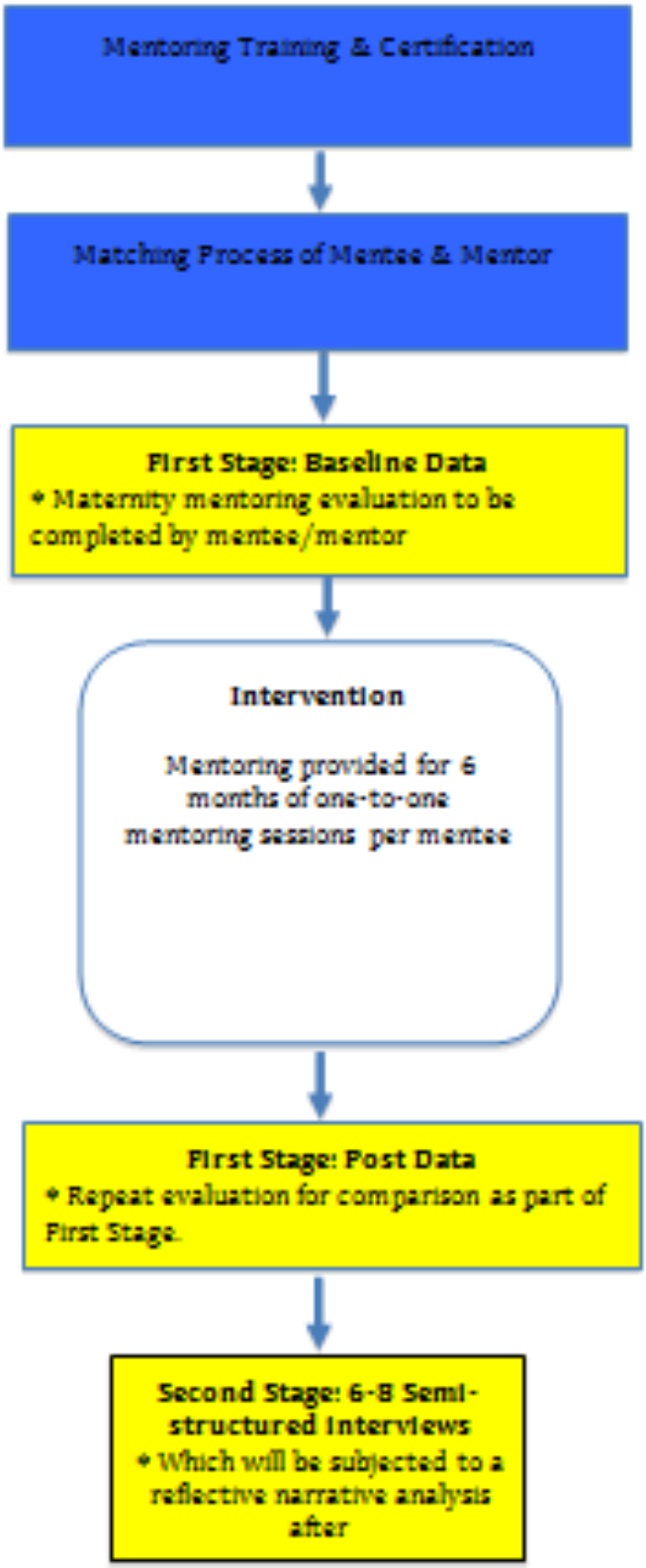
Continuation of Table 3 Data collected in Stage 1 of research

Method	Description of process	Rationale
Questionnaire	**Post-Questionnaire – After 6th meeting** Both mentees and mentors will repeat answering the **Maternity Mentoring Evaluation: Mentees/Mentors**. This questionnaire will also be completed via SurveyMonkey.	This allows for both sets of questionnaires to be analysed for trends and themes and ensure the quality of the mentoring relationship is frequently reviewed. By tracking meaningful answers over the six-month period, gives the researcher feedback on the quality of programme. This can then be used to improve upon certain areas of the programme for the remaining six-months of the programme.

Table 3.1 Stage 2 of Research

Method	Description of process	Rationale
Semi-Structured Questionnaire	**Semi-structured questionnaire**. After six months of interventions, and the above pre- and post-questionnaires have been filled and analysed for trends and themes, a mixture of mentees and mentors between 6-8 will be chosen for semi-structured interviews which will draw out the themes of what worked well/what didn't work well and where the researcher can further explore: Work-life balance, personal impact, career progression, the dynamics of the relationship and which aspects of the programme were particularly useful and which were not. Findings will be used to enhance current, future mentoring programmes for AXA PPP and reflected on for dissertation.	Semi-structured interviews has been described as *"It is appropriate when the interviewer is closely involved with the research process (e.g. in a small-scale project when the researcher is also the interviewer)"* Robson (2011, p285). An Interview Schedule will be *"scripted"* and 6-8 mentees/mentors will be interviewed and digitally recorded covering the following points suggested by Robson (2011): • *Introductory comments* • *List of top headings* • *Set of associated prompts; and* • *Closing comments* The contents of the recordings will be used for Narrative analysis.

Table 3.2. Flowchart of Research Methods



Sampling

At present, there are 26 return to work mothers (population) requesting mentoring to be divided amongst 13 maternity mentors (population).

The above mentees/mentors once paired will be the sample for the survey. It was reported in a Radio 4 programme, Everything We Know Is Wrong (2014) that Dr John Ioannidis in his study *"Why Most Published Research Findings Are False"* argues that small sample sizes can magnify small effects or detect effects that do not exist.

The researcher recognises this potential limits his research in terms of sample sizes but also recognises that in reality as the mentoring programme develops at AXA PPP over the year(s), that sample sizes will increase over time for future feedback.

However, as the mentoring scheme is narrowed to just return to work mothers, are roughly the same employment grade, and of a similar age, this will reduce the variables. As Clutterbuck (2013, p2) points out that, *"The more variables subsequently introduced (e.g. gender variation), the larger the sample size will need to be to draw conclusions with confidence".*

The pre and post Maternity Mentoring Evaluation: Mentees/Mentors questionnaires will take place in the form of the company intranet. Statically, AXA PPP has a 40% successful survey return rate, as stated by Head of Training Karla Gallifant (personal communication, 3 April, 2014). The sample would consist of employees working in offices in Tunbridge Wells, Kent. The data collected from the survey has to be assembled and analysed in a proper manner to get the desired results (Saunders, Lewis and Thornhill 2007, p73-88). Should the responses that turn out to be inconsistent or incomplete in some way will have to be discarded in the process of analysis.

It is worth noting that, in the AMA/Institute for Corporate Productivity Coaching Survey 2008, over a thousand participants were asked *"if they had ever terminated the contract of an external coach prior to the end of the contract's term or if they had specifically made a determination not to use a particular coach for future assignments"* (Tompson et al. 2008, p15) and concluded that approximately two-thirds (65%) answered that they had terminated a coach's contract due to a *'mismatch'* of the coach and employee.

Within a business context, it is essential therefore that the mentee chooses, their mentor (defined as 'informal'), another 'context variable', and not by the programme manager (defined as 'formal'), which will be done via the company intranet of existing maternity mentor profiles to chose from. The recommendation of this researcher is for an *informal and supported* mentoring relationship. See Table 3.3 for the matching process.

Resources Required

The following resources will be required:

- AXA PPP is a recognised Centre of Learning for the Institute of Commercial who will accredit the trained mentors.
- Rooms to conduct mentoring trainings and interviews. AXA PPP will provide the rooms.
- Computer, printer, Internet access, binding equipment, referencing and grammar software.
- A shredder to securely destroy all company information after research is completed. Researcher owns such a device and has use of a similar device at AXA PPP.
- A digital recorder to record and transcribe face-to-face interviews.
- Access to Derby University online library and various public libraries to source literature for research. The researcher has an extensive personal library.

The Culture and Community team at AXA PPP will finance the mentoring trainings from its budget. The researcher has access to most of the resources, and any additional costs will be financed personally. See Table 4 on the next page for detailed resources and cost implications.

Table 4. Resources & Costs

Area/ Group	Contribution Required	Cost/ Resource Implication
Culture and Community	Design, implementation, co-ordination and evaluation of the initiative	• Initiative design time • Communication/s designed and published in Phoenix Manager • Co-ordinate mentor interest and classification of skill-set, availability, experience • Organisation and implementation of mentor workshop/s • Review of the various questionnaires responses • Co-ordination of mentor-mentee matching process • Evaluation of the initiative
Mentor Training	Institute of Commercial Management (ICM). 100 mentors trained and qualified to-date of which 20 became maternity mentors	• £2,500 (£25 fee per ICM accreditation) • Trainers 5 full days of employee salaries • External coach/mentor 2 days £500 • Catering
Local Mentors	Mentor returners as demand dictates for an estimated 6-12 sessions for 1 hour per session	In 2013/14, there were 70 people that went on maternity leave across the whole of PPP across all levels. If each individual took 12 hours of mentoring, this would equate to 840 hours. With a suggested minimum of 20 mentors, this would equate to one mentor spending 42 hours mentoring
Learning & Development	Initial research and design support and delivery of a half day manager maternity support session	• Research and design time plus delivery of a half-day workshop. • Attendance will be optional so session delivered as the need dictates.
Human Resources	Promotion of the initiative through HRBP updates	As part of regular HRBP meetings

Value of Research

The value of research is indicating a path in which future research can be deduced (Bell 2005, p25-37).

To the Researcher: The more immediate value is that it helps reveal to the mentor researcher the type of questioning, which will, on the assessment of the answers, reveal both difficulties and the means for their resolution.

It has been argued that *"it is difficult to sustain a view in the researcher as a neutral observer"* (because of his own personal life experience) and *"methods choice are a highly complex and continually evolving process, with new numerous points which bias and the intrusion of values can occur"* Buchanan and Bryman (2007, Bryman and Bell 2011, p483-501). Never the less, this researcher from his training in Neuro-Linguistic Programming and Cognitive Behavioural Therapy and other methods, together with his working experience in private practice and with small groups now appreciates that his research into maternity mentoring and his continuous reflections on the subject have led him to the belief that success in this case, as in all other mentoring projects depends, to a very large extent on the up grading of values, and a chance to develop creativity, best practice and leadership.

To the Mothers: Help individuals in their identity reorganisation after their challenging change to working parenthood, and restore confidence, enjoyment in their new roles and a better balance between life and work.

To the Company: Help the company recognise where administrative changes are required, for the better evaluation of staff potential and usefulness, i.e. best latest business practice.

Einstein and others have pointed out *"No problem can be solved from the same level of consciousness that created it"*. Dilts (2003) Logical Levels model, see below, shows the place of values in the development of a new understanding in the management of new roles.

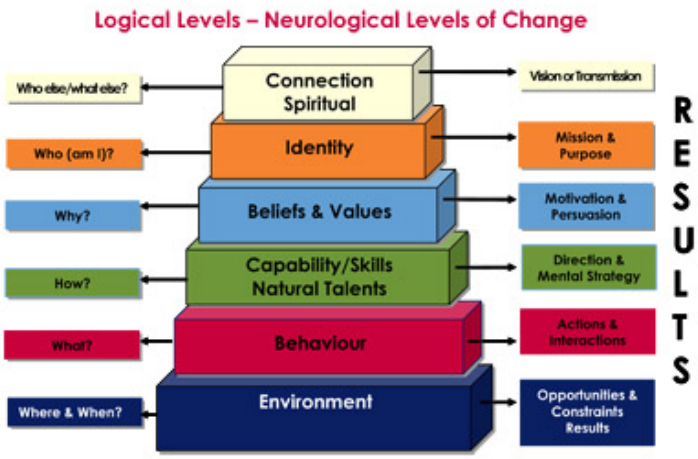


Figure 5 Dilts Logical Levels model

The research into Barrett's (1996) Seven Levels of Consciousness model can be used to show how a mentor/mentee relationship, by focussing on one particular area of difficulty at a time, in response to changing conditions, may lead to new opportunities for the fulfilment of potential and self-realisation to both mentor and mentee.

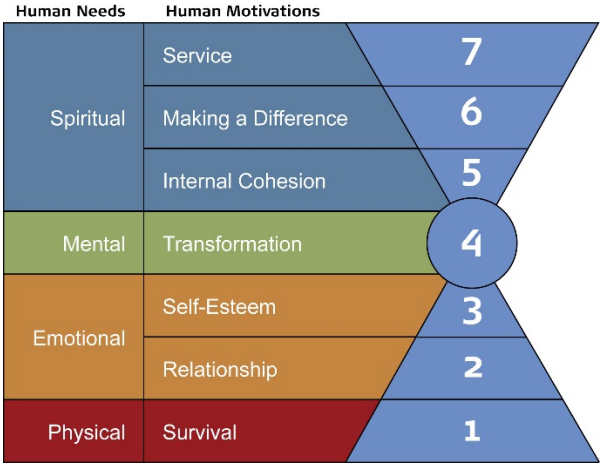


Figure 6 the Barrett Seven Levels of Consciousness Model

Technical Issues

These may include risks and obstacles to the growth of the company.

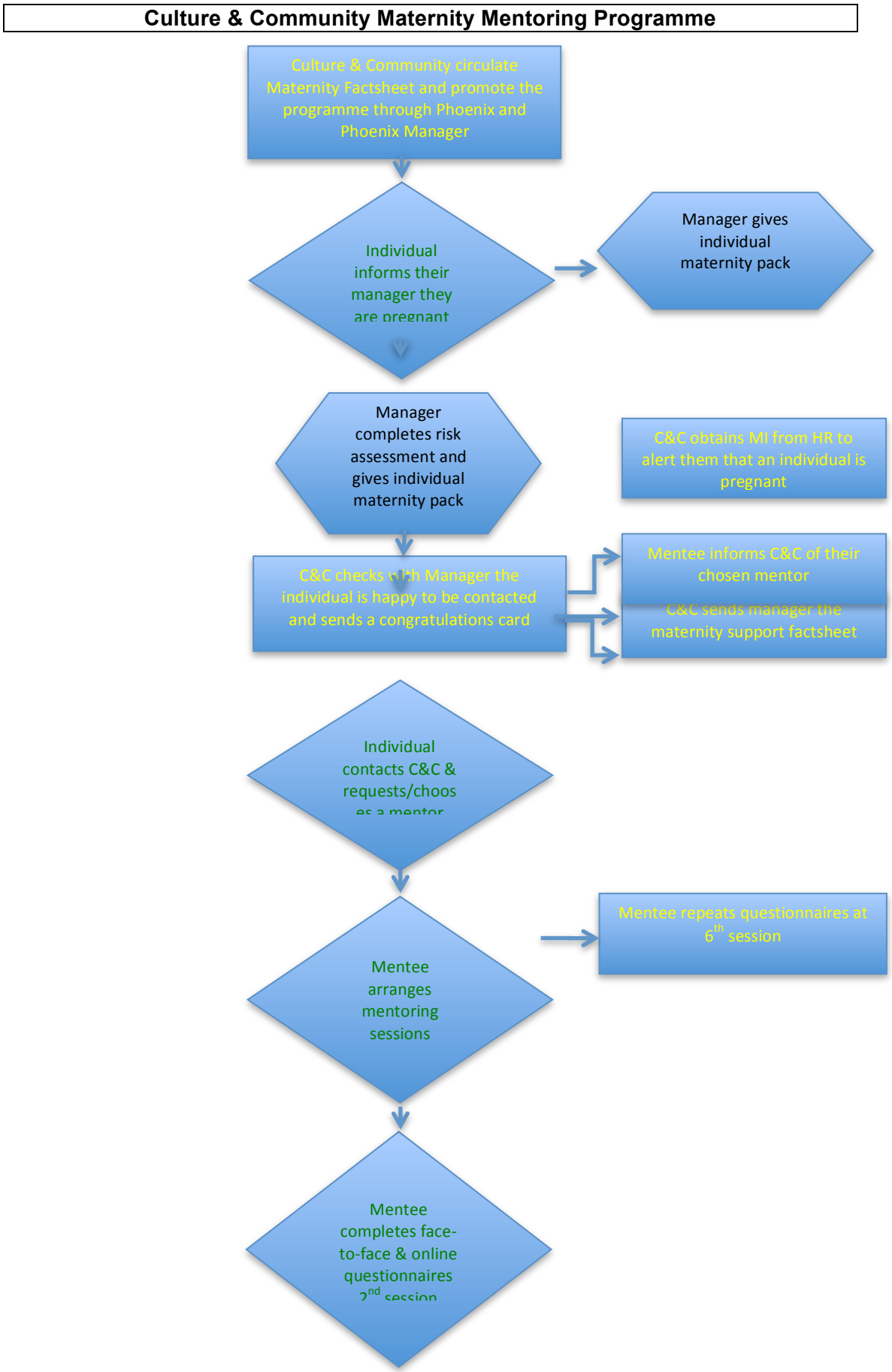
Risks: The 2008 recession affected the company's profits, and it has taken the organisation several years to become profitable again. Even though the Centre of Creative Leadership, (Karasik 2010) reported, "*77% of respondents from US companies that have implemented mentorship and formal coaching programmes have improved their retention and performance metrics"*

There may still be some hesitation at risking financial support in promoting any new programme by top-level management and their accountancy departments at this time of slow economic growth in the UK.

Obstacles: New government directives e.g. flexible working hours may not be possible to implement owing to the number and timing of requests. Managerial training may be poor or out of date and not cognizant of current trends.

There is a continued loss of talented female manpower from maternity leave due to a perceived loss of momentum in the progress of their careers, and the fact that females are infrequently seen as future leadership potential. These need to be addressed if further loss to the company is to be stopped.

Figure 7 Flowchart of Maternity Mentoring Programme Process



Ethical Issues

The Maternal Mental Health Alliance in a recent study, as reported by Walker (2014), up to 20% of all women experience *"mental health problems"* over their perinatal period. This would be approximately 14 return mothers at AXA PPP. As part of AXA PPP's pledge to end mental health stigma, AXA has partnered with MIND, a mental health charity, to run accredited two-day workshops 'Mental Health First Aider' to help signpost postnatal depression, which the mentors will be required to attend.

One of the main ethical issues involved in this mentoring programme is to do with Data Protection Act 1998.

> *"The data subject has given their explicit consent to the processing of the personal data. Consent must be absolutely clear. It need not be written but must be unequivocal."* ~ Department of Finance and Personnel, Data Protection Staff Handbook

It is envisaged that the online survey will ask for some sensitive personal data and would be prudent to include some text by any "continue" button, or signature box, along the lines that by responding to/submitting the survey they consent to the uses and processing described. This would be done before completing the survey questions as the survey will store answers over the six-month period.

Additionally, the Project Sponsor Director will be signing a consent form to the use of the company information without naming specific employees will be obtained. The present researcher who, as a member of the European Mentoring and Coaching Council and the Institute of Commercial Management is governed by their codes of ethics and practice. All qualified mentors used in the programme would, of course also, be bound by the codes and practices of the Institute of Commercial Management, which insists on confidentiality. As confidentiality between mentor and mentee is of utmost importance, a contract drawn up and signed by both parties could help trust in a relationship. In case if the mentoring issues arise, the supervisor who happens to be the researcher would be appointed.

Conclusion

The research was an attempt to resolve problems of returnee mothers in their employment by treating them as sensitive individuals rather than statistics. This is the benefit of small-scale research and can hopefully add to the small volume of maternity mentoring research.

Timescale

Activities	2014 Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	2015 Jan	Feb	Mar
Identify research area														
Literature review														
Research methods														
Proposal due											19th			
Data collection														
Data analysis														
Write first draft														
Second draft														
Final draft														
Dissertation due														

Referencing

ALLEN, T. D. & EBY, L. T., (Eds), (2010) *the Blackwell Handbook of Mentoring: A Multiple Perspectives Approach.* Chichester, Wiley-Blackwell

ALRED, G. & GARVEY, B., (2010) *Mentoring Pocketbook* 3rd Edition Alresford, Management Pocketbooks Ltd

BARRETT, R. (1996). *From Maslow to Barrett Overview of the Origins of the Seven Levels of Consciousness Model* Article [online] available at: http://www.valuescentre.com/uploads/2010-07-06/From%20Maslow%20to%20Barrett.pdf

[Accessed Dec 2014]

BELL, J. (2005). *Doing Your Research Project* Maidenhead, Open University Press

BROOKS, J. (2014). *A Mid-Point Evaluation of a Maternity Mentoring Programme for AXA PPP, Project Proposal University of Derby Corporate*, The Performance Solution/University of Derby, unpublished

BRYMAN, A. & BELL, E., (2011) *Business Research Methods* 3rd Edition Oxford, Oxford University Press

CLUTTERBUCK, D. (2013). *The Problem with Research in Mentoring* David Clutterbuck Partnership Article [online] available at: http://www.davidclutterbuckpartnership.com/the-problem-with-research-in-mentoring/ [accessed Nov 2014]

CLUTTERBUCK, D. & MEGGINSON, D., (2005) *Making Coaching Work: Creating a Coaching Culture.* London, CIPD

DILTS, R. (2003). *From Coach to Awakener* Capitola, Meta Publications

DUFF, E. (2013) *NCT response to ONS birth statistics* National Childbirth Trust, [online] available at http://www.nct.org.uk/press-release/nct-response-ons-birth-statistics [accessed November 2014]

Everything We Know Is Wrong (2014). Radio programme, Radio 4, London, 26th August

KARASIK, S. (2010) *Implementing a Successful Mentor Programme in Your Organization* Proceedings of the Water Environment Federation, *2010*(1), p14

KLASEN, N., & CLUTTERBUCK, D. (2002) *Implementing Mentoring Schemes* Abingdon Oxon, Routledge.

LISTON-SMITH, J. (2010). *Maternity Coaching: The Business Case.* London: Document [online] available at [accessed November 2014]

LOANNIDIS, C., & WALTHER, N. (2010) *You're Loss: How to Win Back Your Female Talent* London, Aquitude Press.

McDonald, P., Bradley, L. and Brown K (2008) *Visibility in the workplace: still an essential ingredient for career success?* The International Journal of Human Resource Management, Vol. 19(12), p2198-2215

MORRIS, L. (2008). *The experiences of women returning to work after maternity leave in the UK.* London: National Childbirth Trust. Document [online] available at http://www.nct.org.uk/sites/default/files/related_documents/ReturningToWork-Survey.pdf

[Accessed November 2014]

O'NEIL, D. & BILIMORA, D. (2005) *Women's career development phases: Idealism, endurance, and reinvention*. Career Development International, Volume 10(3), p168-89

OWEN, H. (2011). *The Complete Guide to Mentoring* London, Kogan Page

ROBSON, C. (2011). *Real World Research* Third Edition Chichester, Wiley

SAUNDERS, M., LEWIS, P. & THORNHILL, A. (2007) *Research Methods for Business Students* New Jersey, Financial Times/Prentice Hall

Rosling, H. (2015). *Don't Panic: How to End Poverty in 15 Years* BBC2: Broadcasting date 11th October 2015. Available online at http://www.bbc.co.uk/programmes/b06drxls

STERN, D. (1995). *The Motherhood Constellation: A Unified View of Parent–Infant Psychotherapy*. London, Karnac Books

THE DEPARMENT OF FINANCE & PERSONNEL *DFP Data Protection Staff Handbook* London: The Department of Finance and Personnel. Document [online] available at http://www.dfpni.gov.uk/section_12_conditions_for_processing_sensitive_personal_information-2.pdf [accessed November 2014]

THE SCOTISH PARLIAMENTARY CORPORATE BODY (2009) *Case study: Scottish Parliament (ii), Maternity Mentoring Scheme.* Document [online] available at http://www.equalityhumanrights.com/about-us/devolved-authorities/commission-scotland/key-projects-scotland/archived-projects-scotland/capturing-gains-public-sector-duties-scotland/capturing-gains-case-studies/case-study-scottish-parliament-ii [accessed December 2014]

TOMPSON, H. B., BEAR, D. J., DENNIS, D. J., VICKERS, M., LONDON, J., & MORRISON, C. L. (2008). *Coaching: A Global Study of Successful Practices Current Trends and Future Possibilities 2008-2018.* American Management Association Document [online] available at http://www.opm.gov/WIKI/uploads/docs/Wiki/OPM/training/i4cp-coaching.pdf [accessed Nov 2014]

VANSON, S. (2014) *Post Graduate Programmes Research Methods Workshop:* Derby University, Bath

WALKER, P. (2014). *Gaps in mental health care for new mothers cost UK £8bn a year – study*. The Guardian Article [online] available at: http://www.theguardian.com/society/2014/oct/20/mental-health-care-new-mothers-cost-study

[Accessed on October 2014]

WHITE, R. (1995). *The River of Life* London, Piatkus.

Appendices

List of Appendices

Appendix A: – Scope report – Maternity Mentoring Programme

Project name	Maternity Mentoring Programme		
Business area:	AXA PPP healthcare	Completion date:	TBC
Head of Dept:	Keith Gibbs	Process Owner:	Penny Johnathan Brooks
Edited:	Johnathan Brooks	Sponsor:	Sara Fuller

Overview

Feedback at an AXA Group level indicates that maternity returners feel that they are no longer able to progress their careers at the same momentum after returning from maternity leave. Furthermore, some maternity returners experience significant personal and confidence issues when returning to work. In AXA PPP, we saw ten women take maternity leave at level 5 and above in 2012 and fifteen in 2013. In 2012/2013, 18% of the individuals that went on maternity leave did not return to work. Between, Sept 2013–Sept 2014 only 11% did not return to work across all levels. The national average is 18% in the UK.

It is very apparent that there is a need for us to provide structured, consistent support for those taking paternity/ maternity leave; the AXA Group initiative targets specific levels and carries a cost, making it inaccessible to the majority of our population and unavailable to some of those eligible through the cost implication. A local Maternity Mentoring scheme is required for PPP to address the themes identified and to better support and engage our people, to ensure a productive and happy workforce. **The main *objective* of this initiative is to better support individuals' pre, during and post-leave to increase engagement and retain talent.**

It is felt within the business that we could offer more to support people in managing their careers when they return to work, helping them to see what options are available to them and what support they may require both at work and at home to reach their short and long term career goals.

Supporting people in managing their return to work and supporting mentors to have mentoring conversations with these individuals to understand exactly what they need and if that is realistic, is key to ensuring career development is in place for all. It will also have an impact on company loyalty and whether our people are engaged, which will directly impact on performance.

Considerations

The AXA Group is launching a maternity coaching programme targeted at level 5s and above with an external provider called Talking Talent. The strategic goal is to increase the gender balance in our executive levels and its pipeline to retain our best talent during life transitions. The programme aims to provide optional coaching before, during and after maternity/ paternity leave and support managers immediately before and during the return to work for an individual. This has been prompted by:

- Only 20% of the AXA UK Level 3+ population being female
- Only 27 females at Levels 4-5 being identified as Future Leader Potential
- 23% of our maternity leavers not returning to work

As the AXA Group initiative involves engagement with the external provider, Talking Talent, there is a cost associated that either the operating company L&D function or the local cost centre will be responsible for

bearing. With a recommendation of six optional sessions, the cost would be as follows:

- Senior Levels 3+ = £2700 (£450 per session)
- Levels with potential 5+ = £2250 (£375 per session)

The group scheme is only available for level 5+ (with potential) so there is a large proportion of our population who will miss this opportunity. Budget constraints may also deter use of the programme, particularly if the local cost centre is responsible for bearing the cost.

By implementing a local maternity mentoring scheme, we can:

- Offer a flexible mentoring programme.
- Make the programme accessible to all of our maternity/ paternity returners
- Manage the cost through up-skilling local mentors with a one-off session with an internal nurse
- Offer practical and emotional support to those taking maternity/paternity leave
- Facilitate a smooth transition between leave and return
- Enable return to work mothers to use their own resources to navigate it productively

Initiative format

The programme will provide structured mentoring support before, during and after maternity/ paternity leave, as well as access to company, local and national resources that can support them in this life changing event.

1. When individuals are aware that they will be taking maternity/paternity leave and tell their manager, the line manager will carry out a risk assessment and inform MyHR with an ML1 letter. The manager will discuss maternity rights (such as time off for antenatal appointments etc.), maternity pay and benefits such as holidays. At this stage, **the manager should let the individual know that there is a maternity mentoring scheme with the scheme flyer.**
2. The individual then contacts Cultural & Community to request support at a time convenient for them (could be before, during, after).
3. Culture and Community (Penny) will then ask the individual to complete a mentoring request form and to choose a mentor from company intranet site of mentor profiles and contact them regarding availability and set up first meeting.
4. Mentor/mentee to inform Culture and Community (Penny) that they are paired up.

Research Test Group-Return to work mothers:

5. Culture and Community (Penny/Jonathan) will review the mentoring relationship with a questionnaire at the second mentoring meeting which both mentee and mentor to fill in. This will support their rapport skills. Mentor to send both forms, via internal mail, to Cultural & Community to process and analyse.
6. At the end of second mentoring meeting, mentor and mentee to fill in an online (SurveyMonkey) qualitative questionnaire by third mentoring meeting. Culture & Community (Penny/Johnathan) will have administration access to SurveyMonkey to view trends and themes.
7. Culture & Community will offer on-going support to mentoring pairs when needed.
8. At the end of the research test period of six months, Culture & Community (Penny/Jonathan) will ask the mentee/mentor to complete the Relationship and Feedback Questionnaire again to establish if there has been an improvement, and establish trends and themes.
9. The following month (7th), mantes/mentors (6-8) will be invited to a semi-structured recorded interview to ask open-ended questions to enable Culture & Community to reflect on the success, or not, on the programme with suggestions how to support the programme over the next six months to completion of the programme.

Initiative KPIs and Measurable

To ensure that the initiative is effective and addresses all of the areas that prompted the activity, the following measurements will be in place:

1. Reduce the % of individuals that do not return from maternity/ paternity leave from 11%. Note: Measure same period as the time period the initial statistics were drawn.
2. Increase the returners by keeping mentees engaged.

Risks

As well as decreasing engagement, some of the risks of not implementing a structured support system for maternity/paternity returners are:

1. A growing number of individuals not returning after leave
2. A missed opportunity to retain key talent
3. Lessened productivity and performance
4. The potential for ER cases
5. A continuing disparity in the ratio of our executive levels
6. Difficulties in attracting new talent to the organisation
7. Increased talent acquisition costs
8. Increased training and development costs

In terms of implementing a local Maternity Mentoring Programme, some of the risks and mitigating actions are:

1. The skill set and capability of local mentors

   Culture & Community will run a workshop to support individuals in effectively mentoring. Culture & Community will review the skills, knowledge and experience of the mentor to close any development gaps.

2. Use of the feedback questionnaire; this *may* uncover some greater underlying issues that mentors are ill equipped to manage (example, post-natal depression). NHS report up to 20% of returners could suffer from post-natal depression.

   Penny/Johnathan will review the outputs of questionnaires and make a recommendation on the next step depending on the outputs. For example, if the questionnaires highlighted that the individual had low engagement and low wellbeing, it may be that the GP is best placed to investigate and refer if necessary. This will eliminate the risk of mentors being put in a position that they are ill equipped to handle and the individual gains the best possible support (for example, in the case of post-natal depression/ depressive, anxiety disorders).

3. Reviews will look at the skill set and experience of the mentor to establish if there are any potential development gaps that may hinder effective mentoring.
4. The initiative will be far-reaching, across all levels and across the whole of AXA PPP. Expertise will be required from a number of sources; Culture & Community, L&D, HR, mentors and possibly external provider, budget permitting. The effective co-ordination and implementation of the initiative is imperative to ensure that it is a success. Failure to do so will result in a negative impact that may exasperate the current challenges that has prompted the activity in the first place.

   Culture & Community are working with other areas to ensure that there is no crossover or duplication of effort. Regular communication will ensure that steps are achieved and any risks mitigated and the monitoring of progress provides the opportunity to regularly update colleagues.

In Scope

The initiative will be available across all levels and across all areas in AXA PPP.

Stakeholders

The whole of AXA PPP will need to be engaged in this initiative to promote, use and facilitate the success of the initiative.

- The key stakeholder group are those who are considering/ are aware that they will be taking maternity/ paternity leave
- Line managers will need to feel confident and competent to manage the maternity/ paternity leave transition and recommend the initiative
- Mentors will need to be trained and supported to provide this service effectively.
- Culture and Community, L&D and HR will promote, co-ordinate and deliver (along with the mentors) the initiative

Resources & Costs

Area/ Group	Contribution Required	Cost/ Resource Implication
Culture and Community	Design, implementation, co-ordination and evaluation of the initiative	• Initiative design time • Communication/s designed and published in Phoenix Manager • Co-ordinate mentor interest and classification of skill-set, availability, experience • Organisation and implementation of mentor workshop/s • Review of the various questionnaires responses • Co-ordination of mentor-mentee matching process • Evaluation of the initiative
Mentor Training	Institute of Commercial Management (ICM). 100 mentors trained and qualified to-date of which 20 became maternity mentors	• £2,500 (£25 fee per ICM accreditation) • Trainers 5 full days of employee salaries • External coach/mentor 2 days £500 • Catering
Local Mentors	Mentor returners as demand dictates for an estimated 6-12 sessions for 1 hour per session	In 2013/14, there were 70 people that went on maternity leave across the whole of PPP across all levels. If each individual took 12 hours of mentoring, this would equate to 840 hours. With a suggested minimum of 20 mentors, this would equate to one mentor spending 42 hours mentoring
Learning & Development	Initial research and design support and delivery of a half day manager maternity support session	• Research and design time plus delivery of a half-day workshop. • Attendance will be optional so session delivered as the need dictates.
Human Resources	Promotion of the initiative through HRBP updates	As part of regular HRBP meetings

Timescales

The overall timescale for rollout is by the end of 2014/15, and the milestones to achieve this are broken down as follows:

Milestone	Owner	Completion date
Start To collate mentor names	KG	By the end of February 2014
Train mentors	KG/JB	By the end of April 2014
Design and implement maternity mentoring Intranet page	KG	By the end of March 2014
Engage managers to promote the initiative as individuals inform them of leave	KG/JB	By the end of March 2014
Promote the initiative in local and company-wide communications	KG	By the beginning of May
2015: Monitor progress of the test group initiative at second & sixth month intervals	Penny/JB	By the end of May

Timeline of process and responsibilities

1. Culture & Community circulates the Maternity Factsheet and promotes the service through Phoenix and Phoenix Manager
2. Individual informs Manager they are pregnant/ taking leave
3. Manager completes risk assessment, sends to MyHR and gives the individual maternity pack, including flyer advising Maternity Mentoring offering.
4. MyHR/ Nicky Outlaw informs Culture & Community that an individual is pregnant
5. Culture & Community contacts manager to check that it is common knowledge/ the individual is happy to be contacted
6. Culture & Community sends "Congratulations" card
7. Culture & Community to advise manager on resources available; manager webinars, guidance on "Keeping in Touch" days.
8. Individual contacts Culture & Community (via group mailbox) to request Mentoring Session.
9. Individual completes Maternity Mentoring Request Form and returns to Culture & Community
10. Individual chooses a mentor from mentor profiles on company intranet
11. Individual arranges session with mentor (before/during/ after leave)
12. After 2nd monthly meeting, Culture & Community ask individual/mentee and mentor to complete Relationship and Feedback Questionnaires
13. After 6th month meeting, Culture & Community repeat Relationship and Feedback Questionnaires with the individual/mentee and mentor to establish trends and themes

Next Steps

1. Penny to obtain the names of individuals who have handed in15 week notice of due date and those who have returned to work to AXA PPP since May 2014
2. Penny to contact individuals with maternity mentoring brochure and mentoring request form
3. Penny to format and set up Feedback Questionnaires on SurveyMonkey
4. Johnathan to design Relationship Questionnaire
5. Penny to check with Nicky Outlaw that she can divulge maternity names through MI received.
6. Penny to formulate a communication asking for more maternity mentors
7. Penny and Johnathan to look at the skills, knowledge and experience of the potential mentors and identify any gaps that may need to be supported in addition to the workshop
8. Penny to check mentor profiles to be published on the intranet and communicated via local communications
9. Penny and Johnathan to gather all return to work mothers and communicate that they will be part of a research project for quality of programme

As part of the diversity programme but pertinent to this initiative:

1. Carly Carter/L&D to design a half-day module to support managers in effectively managing maternity/ paternity leavers and returners.

2. Carly Carter/ L&D to deliver the workshop as part of their L&D portfolio

Appendix B - Maternity Mentoring Evaluation: Mentee Questionnaire

Maternity Mentoring Evaluation: Mentees

Your feedback as a Maternity Mentee

Your participation in Maternity Mentoring at XX is valued and appreciated, and we hope it has proved helpful to you so far.

As part of evaluating the pilot programme, we are now looking to gather feedback in order to make the business case for a continuing rollout of maternity mentoring to the wider XX population. Your feedback will be a vital part of this.

Please let us know your thoughts in the following questionnaire. Responses will be collated anonymously.

Please respond if possible by close of play DD.

Thanks very much in advance.

Maternity Mentoring Evaluation: Mentees

A. Objectives of the programme - how are we doing?

***1. Objectives of the Maternity Mentoring Programme:**

Please rate the contribution of the mentoring to date: 1 is low, 5 is high.

	1	2	3	4	5
1. To provide role models, normalising the experience of working motherhood	○	○	○	○	○
2. To enable better conversations and more confidence in areas such as career development and flexible working	○	○	○	○	○
3. To spread appropriate knowledge and information on managing work and family within XX	○	○	○	○	○

Maternity Mentoring Evaluation: Mentees

B. Overall Aims of the mentoring programme - how are we doing?

***2. The overall Maternity Mentoring Programme aims to:**

Please rate the contribution of the mentoring to date: 1 is low, 5 is high.

	1	2	3	4	5
1. Enhance business performance through better female talent retention and diversity pipeline	○	○	○	○	○
2. Improve attractiveness of employer brand through offering best practice support	○	○	○	○	○

Maternity Mentoring Evaluation: Mentees

C. Ease of using the Maternity Mentoring Programme

***3. Aspects of Mentoring**

Please provide your ratings of the following aspects.

	Strongly Disagree	Disagree	Don't know	Agree	Strongly Agree
1. Getting on board with the programme was straight forward					
2. My mentor and I seem well-matched					
3. We have managed to arrange meetings at convenient times / locations					

Maternity Mentoring Evaluation: Mentees

D. Personal impact of the Maternity Mentoring Programme

NB some questions may be hard to answer as you may say "I was going to return anyway," but we are trying to gauge whether the mentoring adds something in this area, enhancing the norm: please respond in that sense.

*4. Impact for myself

Please provide your ratings of the following aspects.

	Strongly Disagree	Disagree	Don't know	Agree	Strongly Agree
1. I found it easy to develop trust and rapport with my mentor					
2. The Maternity Mentoring helped my confidence through the transition					
3. The Maternity Mentoring has given me new ideas, advice or actions I can take forward					
4. The Maternity Mentoring has made it easier for me to return to work or stay with XX through this transition					
5. The Maternity Mentoring has helped me keep my career on track through the transition					
6. The Maternity Mentoring has improved my performance (for example by problem-solving issues, or encouraging me to apply new approaches).					
7. The Maternity Mentoring has contributed to improving my communications with my manager					
8. The Maternity Mentoring has contributed to improving my wider communications					
9. The Maternity Mentoring has given me a better sense of work-life balance					

Maternity Mentoring Evaluation: Mentees

E. Would you recommend it?

***5. How likely would you be to recommend the Maternity Mentoring Programme to eligible people within XX? (1 not very likely; 10 highly likely)**

1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	○	○	○	○	○

Maternity Mentoring Evaluation: Mentees

F. Further comments

Please add any comments to help us evaluate and develop this pilot programme

6. Do you have any overall comments that would help in deciding the business case for rolling out the Maternity Mentoring Programme further within XX?

7. Can you give any concrete examples of the business benefit or impact of the programme?

8. What, if anything, would you change to improve the Maternity Mentoring Programme for the future?

9. Anything else you'd like us to know?

Maternity Mentoring Evaluation: Mentees

Thank you very much for your time and thought in completing this feedback.

PROPOSED QUESTION CHANGES TO MATERNITY MENTORING EVALUATION: MENTEE QUESTIONNAIRE

Section A: Objectives of the programme - how are we doing?

The overall Maternity Mentoring Programme aims to:

1. Provide better support for individuals pre, during and post leave
2. Promote and support better sense of work life balance
3. Provide role models normalising the experience of working motherhood
4. Enable better conversations and more confidence in areas such as career development and flexible working

Section B: Ease of using the Maternity Mentoring Programme

1. Getting on board with the programme was straight forward
2. My mentor and I seem well matched
3. TBC
4. TBC

Section C: Personal impact of the Maternity Mentoring Programme

1. I found it easy to develop trust with my mentor and can confront difficult issues openly
2. I found it easy to develop rapport with my mentor
3. The maternity mentoring helped my confidence through the transition
4. The maternity mentoring has given me the opportunity to reflect and take action
5. I value the opportunity to obtain a different perspective
6. We are both learning from the mentoring relationship
7. Maternity mentoring has helped me make career choices
8. Maternity mentoring has contributed to improving my communications with my manager
9. Maternity mentoring has contributed to improving my wider communications

Section D: Would you recommend it?

1. How likely would you be to recommend the Maternity Mentoring Programme to eligible people within AXA PPP?
2. At this stage would you be interested in becoming a maternity mentor?

Section E: Further Comments: Please add any comments to help us evaluate and develop this pilot programme

1. Do you have any overall comments that would help us decide the business case for rolling out the Maternity Mentor Programme further within AXA?
2. Can you give any concrete examples of the business benefit or impact of the programme?
3. What, if anything, would you change to improve the Maternity Mentoring Programme for the future? Please indicate below if you have experienced any internal or external factors that may have impacted on your participation in the programme.
4. Is there anything else you would like us to know?

Appendix C - Research Information and Consent Form

Research Information Sheet

Research Topic: A Mid-Point Evaluation of a Maternity Mentoring Programme for AXA PPP.

Thank you for agreeing that AXA PPP to take part in this research for exploring the effectiveness of maternity mentoring will have on return to work mothers at AXA PPP, Tunbridge Wells, Kent.

I assure you that the recording and all information regarding the questionnaires will be treated with confidentiality and anonymity by the researcher.

All of the questionnaires and any transcribed documents will be kept confidential, anonymous and secure. Original documents will be limited to the researcher, project owners and the Head of Culture and Community. Any digital information of data will be stored in the company's culture and Community folders and will only be available to the researcher and the maternity mentoring steering team. Once the dissertation has been marked there will be an opportunity to either permanently delete all data or to keep the data for future reference as the project owners see fit.

The contents, trends and themes of the findings will be discussed with the maternity mentoring steering team and the project sponsor director. I can assure you that all names will remain confidential and no comments will be attributable to particular staff member.

The content of the questionnaires and any recordings will be cleared of any detail that could identify any individuals or particulars that could distinguish a specific incident, unless it is already in the public domain.

A draft of the completed research dissertation paper together with feedback from the data analysis will be offered to the maternity mentoring steering committee.

I am bound by the following codes of practice published by Derby University. http://www.derby.ac.uk/files/research_ethics_policy_-_code_of_practice2.pdf

The results of this research will be reported in my M.A. Dissertation for Derby University and a copy of which will be lodged in the university library and a copy will be provided to AXA PPP.

If you have any queries or concerns regarding this process, please do not hesitate to contact me. However if you have any ethical concerns regarding this study, contact Complaints Officer, 01332 590 500.

I agree to abide by the ethical research conditions laid down by Derby University and the confidentiality process detailed in this document.

Researcher: Johnathan Brooks

Signature: _____

Date:

Consent Form

Research Topic: Design and Evaluation of a Maternity Mentoring Programme for AXA PPP

Researcher: Johnathan Brooks

Contact Details: j.brooks@spiritbearcoaching.com
07929451012

Contact Address: 23 Grecian Road, Tunbridge Wells Kent,
TN1 1TG

		Please Initial Box
1	I confirm that I have been informed of the nature of the research and have had the opportunity to ask questions.	
2	I understand that AXA PPP's participation is voluntary and is free to withdraw at any time, without giving reason.	
3	I understand that the above researcher from Derby University who is working on the project will have access to AXA PPP and AXA Group information and may be used in future reports.	
4	I agree to any interviews being digitally recorded.	
5	I understand that any data or information from employees used in any publications, which arise from this study will be anonymous.	
6	I agree that AXA PPP to take part in the above study.	

Name of Project Sponsor Director

Sonia Wolsey-Cooper **Date:**

Signature: **……**

Name of Researcher:

Johnathan Brooks **Date:**

Signature: **……**

Appendix 14: Signed Project Proposal

Assignment Record Form

nd plan for a work-based project or investigation within the area of professional practice;

Student Name: Brooks J

Student/log-in Number:

Programme/ Course: ……MA Applied Coaching…….

Marking Tutor: Dr Sally Vanson

Assessment Title: Independent Study proposal

Module	Semester

Module Title Independent Study Proposal

Phase/Year: 2014-5 *(Please circle if applicable)*

ECF ☐ Late ☐ Referral/Deferral ☐

Student Signature: *Johnathan Brooks*

Marking Tutor's Comments

Academic Signature: Date: …

Learning outcomes assesed 1 2 3 4 5 6 7 8 9 10

Report Grade: PASS (please circle if applicable)

Other Outcomes ICF ANLP Other ……

Outcome assessed	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Grade/ Level																		

NB All grades subject to amendment following internal/external moderation.

Assessment received by: …… Date Stamp: