

Mentoring in the International Training Programme



**An Interactive
Qualifying Project**

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Improving the ITP

Lack of active contribution to alumni network from Red Zone countries as well as China and Sudan

- Post-fellowship applications
- Newsletter
- General network communication



ITP 2016

Overall Project Goal

Develop a mentoring programme for the ITP to foster continued learning and strengthen the global network of fellows

Slide 3

1

I added this slide so it can tie up with the previous slide. So first talk about the lack of contribution in the network, and tie it to our project, since our project looks to fix this issue

Juan Chavez, 25/04/2017

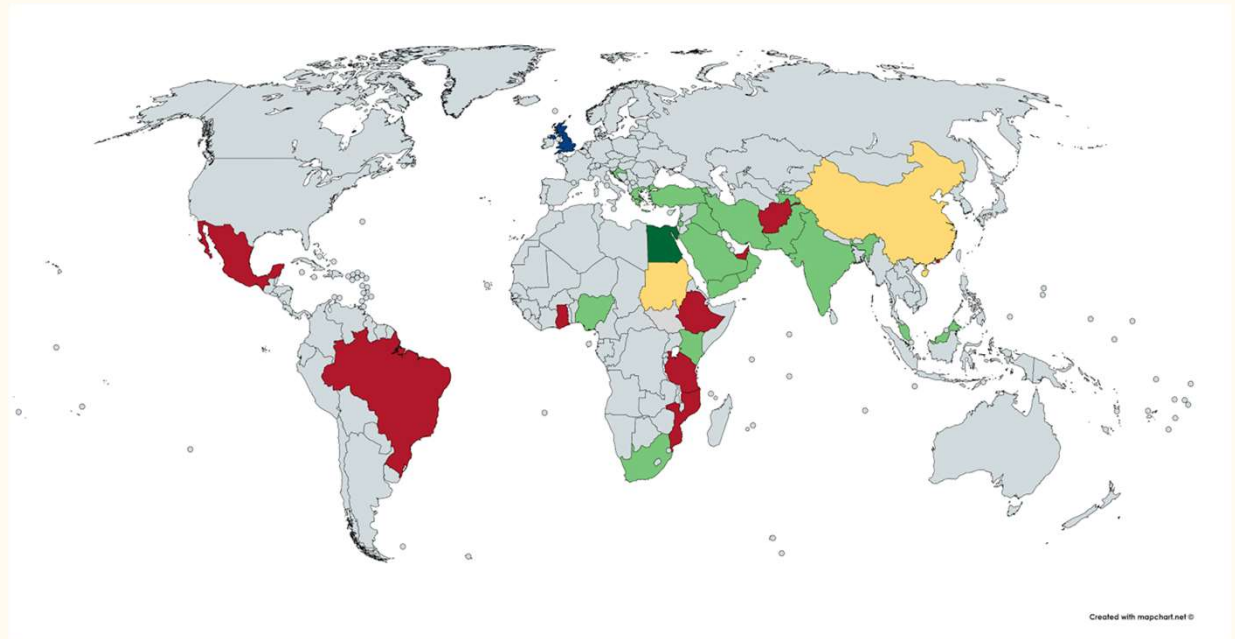
Project Objectives

The British
Museum

1. Learn about the ITP and who attends.
 2. Learn about training from British Museum and partner museum staff.
 3. Determine interest in and structure of the mentoring programme.
 4. Create the materials and structure of the training course.
 5. Establish an evaluation system for the mentoring programme.
-

Objective 1: Background on the ITP

- Rebecca's Presentation
- Sudan & China
- Red Zone Countries
- 4 Mentor roles



Objective 2: Training at U.K. Museums

- Anna Garnett
- Georgia Mallin & Michael McBratney
- Fiona West
- Jessica Harrison-Hall
- Ronan Brindley & Adam Jaffer
(Manchester Art Gallery)
- Sue Giles (Bristol Museum and Art
Gallery)
- Jackie Bland & Bill Griffiths
(TWAM)

- Recruitment
- Training Materials
- Learning by Doing



Objective 3: Determine Interest and Structure

- 10 Interviews with fellows from: India, Palestine, Kenya, South Africa, China, Armenia, and Pakistan
- Survey sent to entire ITP network via Qualtrics: 53 responses (23% of



Objective 3: Determine Interest and Structure

Promoting the ITP



Helping ITP Participants



Supporting the ITP Network



Cascading Training



Not at all Slightly Moderately Very Extremely

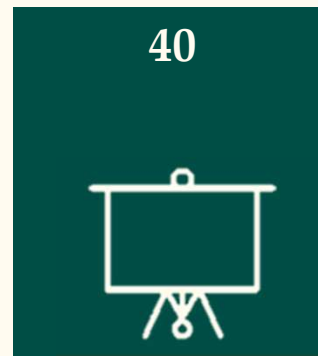
Objective 3: Determine Interest and Structure



**Mentoring
Skills**



**Team
Building**

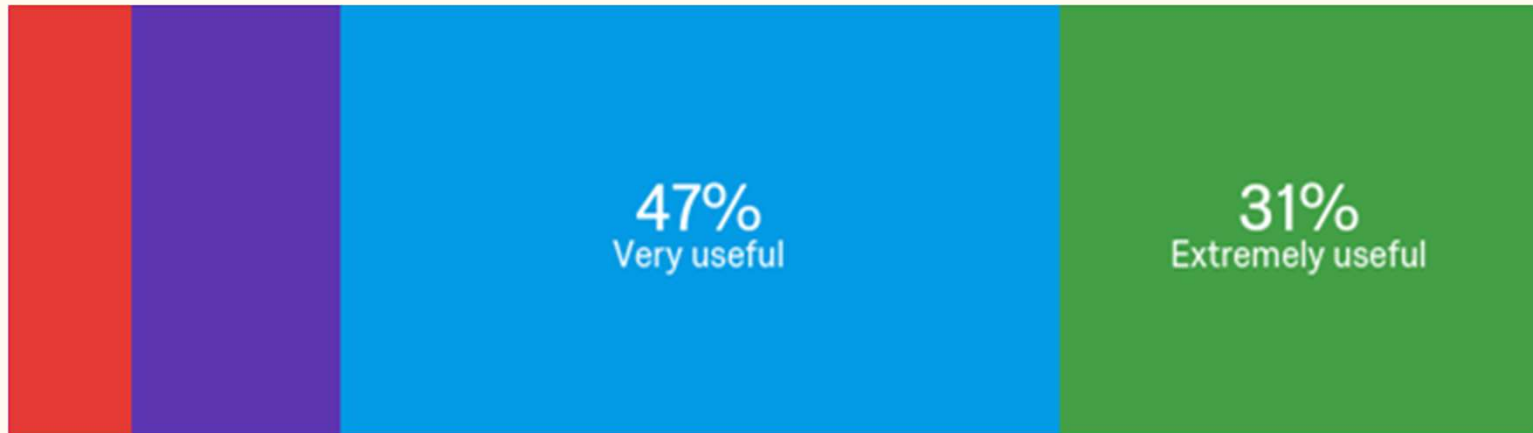


**Presentation
Skills**



Objective 3: Determine Interest and Structure

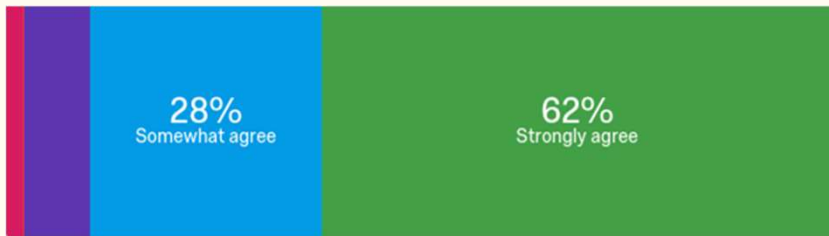
Would a Mentor for the ITP be Useful?



Not at all Slightly Moderately Very Extremely

Objective 3: Would you like?

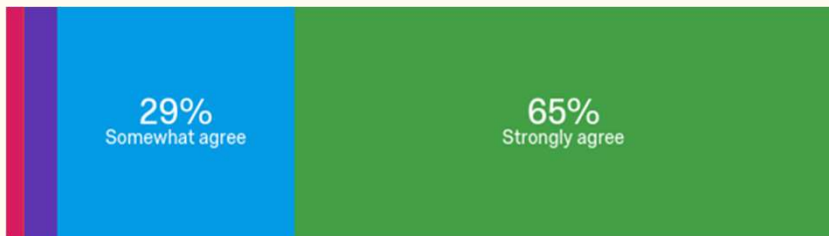
Become a Mentor



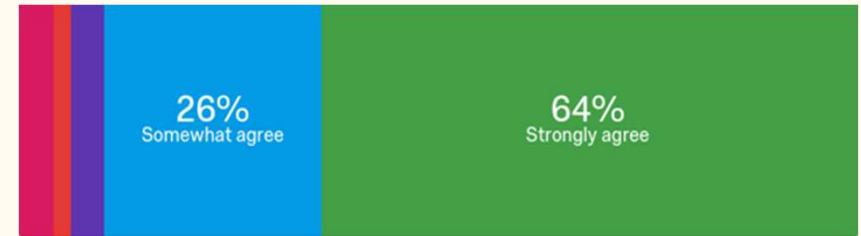
Help from a Mentor



Attend Meetings



Attend Training Sessions



Strongly Disagree Somewhat Disagree Mixed Somewhat Agree Strongly Agree

ITP Mentor Training

Help ITP Attendees:

- Mentoring Skills
- Time Management
- Presentation Skills

Strengthen the Network:

- Mentoring Skills
- Team Building



Promote the ITP:

- Presentation Skills
- Advocacy



Cascade Training:

- Train the Trainer
- Stakeholder Management
- Project Management
- Presentation Skills

Objective 4: Creation of Training Materials

Resources:

- British Museum
- WPI Library
- Other online resources

Materials

- 10 Presentations
- Handbook
- 14 activities

DAY 1

Welcome
Mentoring Skills

DAY 2

Presentation Skills
Cascading Training

DAY 3

Coaching
Team Building

DAY 4

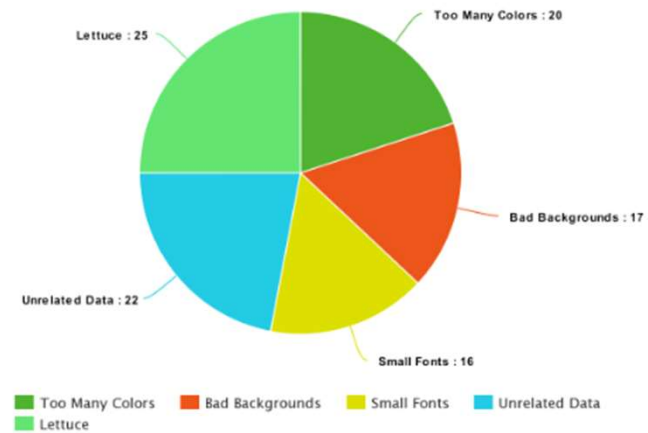
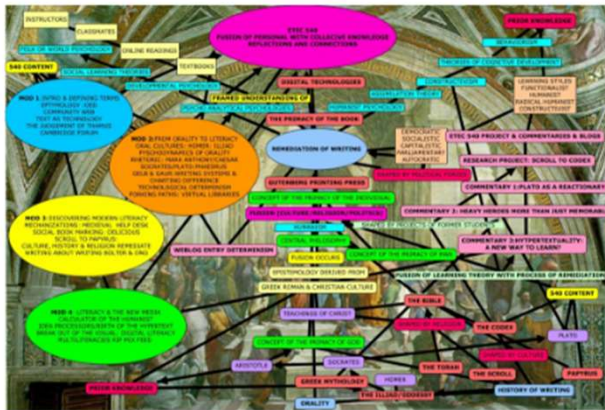
Project Management
Advocacy

DAY 5

Presentations
Farewells

Presentations

Example: Poor Visuals

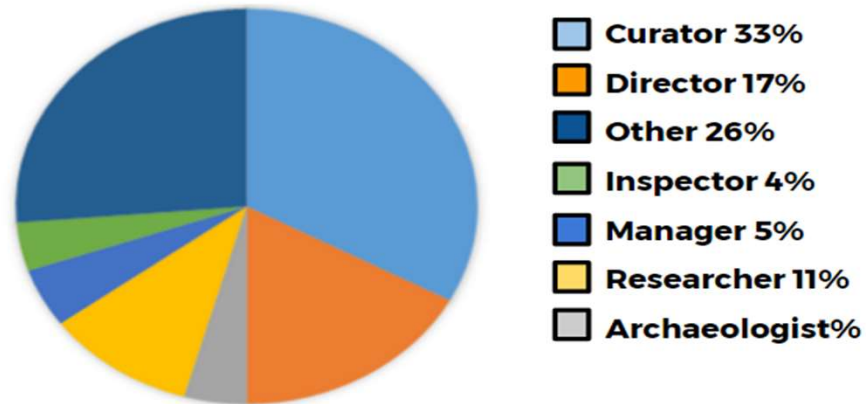


meta-chart.com

Presentations (Continued)

Example: Good Visuals

Professions of ITP Fellows



Activities

Activity

Go around the Museum for an hour to find an object you like!

Be ready to share your thoughts on the object!

Activities (Continued)

Scenario 1:

You and your mentee have been getting along great since you have been matched and have kept in constant communication. They are the first from their museum to be going to the ITP and seem excited to go. However, you have received some information from Emma and Claire that they haven't been completing some of their pre-departure work and haven't been keeping in contact with both of them. How do you approach this situation?



Handbook

1.0.2 Why Mentor?

Mentoring can not only help develop your mentor's career, it can also help your own. Mentoring can help you reflect upon your approach to your profession, goals, and personal life. It can help you to identify your shortcomings and strengths in each aspect of your life. Mentoring can help improve your skills by teaching them to someone else. It can help you learn about team management, determine what motivates people, and what methods help people work best. It can also expand your network and teach you about other people's backgrounds, cultures and interests.

Mentees get help because they have increased motivation, since they now become accountable to their mentors. They get a different perspective on issues and develop new skills. In the case of the ITP, it also means that new attendees can be better prepared for the programme, be more confident, and know the expectations and deliverables. Mentors can also help to promote collaborations and partnerships amongst mentees.

Furthermore, mentoring helps entire organizations. First of all, it draws upon the resources it already has. It provides training to those that need it, increase internal communication, identify its strengths and weaknesses, create new partnerships, and set higher standards for success.

1.0.3 The Mentoring Approach

Although the mentoring relationship is hierarchical, this does not imply that mentors are a source for all of their mentees' answers. Mentors have to remember to guide the mentee into choosing a solution they are comfortable with, since mentees are the ones who need to solve their issues. Mentors should question and listen to their mentees to have a clear picture of the background and people involved. Mentors should also share their past experiences, but not expect that all situations will be solved in the same manner. It is recommended that mentors keep in touch and updated about their mentee's career, life, and about any issues they have had.

Handbook (Continued)

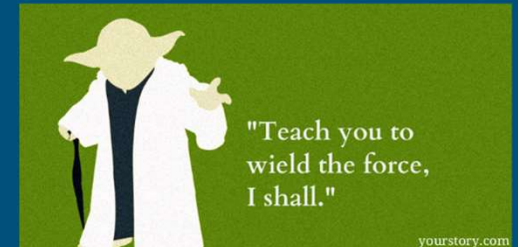
How does mentoring benefit you?

- Improve upon your own skills and knowledge through helping someone else
- Management experience
- Work with people from different cultures, backgrounds, and work experience
- Further develop your own network of heritage professionals with the help of the ITP
- Reflect on your own profession and goals

Partially adapted from British Museum Human Resources Mentor Guidance

How mentoring benefits those around you?

- Better preparation before coming to the ITP
- Expectations Management
- Set the standards for success
- Give a new perspective
- Development of new skills
- Increased motivation



Objective 5: Evaluation

Created a Post Training Feedback Survey:

- What was your favorite session that you attended this week?
- What did you like about it?
- What session taught you the most? What are some key lessons that you learned?
- What other information or support do you think you still need to act as an ITP mentor?



Limitations

- **Language barrier**
 - **Not 100% response rate**
 - **Not able to select mentors**
 - **No chance to fully test all training materials**
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Recommendations

- **Create a Mentoring Programme**
 - **Use the materials provided**
 - **Develop a long-term evaluation strategy for the mentoring programme**
 - **Balance recruited mentors**
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Special Thank You!

Emma Croft

Rebecca Horton

Claire Messenger

Georgia Mallin and Michael McBratney

Prof. Hall-Phillips

Prof. Rosenstock

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SPONSOR
EVER!**

Questions?