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MENTORING FOR INSTRUCTORS OF ADULT ESL

BY

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A CAPPING PROJECT

SUBMITTED TO DR. MARIAN ROSSITER AND DR. MARILYN ABBOTT

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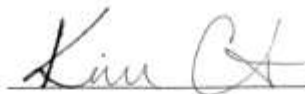
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A handwritten signature in cursive script, appearing to read "Kim Chaba", written over a horizontal line.

Edmonton, Alberta

Date: April 22, 2013

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, a Project Report entitled "Mentoring for Instructors of Adult ESL" submitted by "Kim Chaba" in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION in Teaching English as a Second Language (TESL).



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Date: April 22, 2013

Abstract

Although there has been extensive research conducted on mentoring new instructors in the K-12 system, in English as a foreign language (EFL) and teaching practicum contexts, there is a gap in the research from the Canadian English as a second language (ESL) perspective on mentoring instructors teaching adults. Three online surveys covering the mentee, mentor and administrator perspectives were developed to solicit Alberta Teachers of English as a Second Language (ATESL) listserv participants' opinions about mentor program elements and procedures, benefits, challenges, needed supports, and recommendations regarding who should receive mentoring and when. In this study, findings showed that the elements of, procedures for, and benefits of mentoring were rated *very important* by most respondents, thus supporting some of the K-12 mentoring literature (e.g., Daresh, 2003; Sweeny, 2008). Also, while the mentees, mentors, and administrators provided similar responses regarding the challenges, needed supports, and recommendations for mentoring, I identified slightly different tendencies on a few of these factors (e.g., guidance in planning lessons, the challenges of matching participants and of defining the role of administrators, the need for mentor training, and whether mentees should receive mentoring). Therefore, developers of mentoring programs for adult ESL instructors should consider the perspectives of all three groups and enlist their help as the developers design and implement a program for their context. A list of recommendations for mentoring is provided.

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Mentoring for Instructors of Adult ESL

“Am I doing this right? I’m new here. I wish I could ask someone, but I don’t want to appear incompetent.”

I believe those who have had these thoughts would have benefited from a mentor. Pitton (2006) described a mentor as an experienced instructor guiding and nurturing the development of another instructor, through, as Sweeny (2008) added, a process of transitions leading to andragogically proficient life-long learning. Noted reasons for mentoring programs were benefits of higher retention rates (Hobson, Ashby, Malderez, & Tomlinson, 2009; Schaefer, Long, & Clandinin, 2012), enhanced professional development (Benson-Jaja, 2010), improved teaching skills of new instructors (Ingersoll & Strong, 2011), and increased student achievement (Farrell, 2003; Sweeny, 2008). According to Alberta Education (2012), the K-12 teacher attrition rate in 2012 was 25% for beginning teachers within the first five years of entering the teaching profession. Mentoring may be one way to reduce new instructor attrition rates.

Brown (2001) and Schaefer et al. (2012) cautioned that mentoring programs cannot be the same for all contexts. The level and elements of mentoring needed by a mentee depends on the mentee’s education and instruction background (Ingersoll & Strong, 2011). In the following literature review, I have cited the mentoring literature conducted in K-12, English as a foreign language (EFL), practicum, and non-Canadian contexts (see Carver & Feiman-Nemser, 2009; Daresh, 2003; Farrell, 2012; Rowley, 2006), because most mentoring literature covers these contexts. While I also cited Canadian literature (e.g., Hellsten, Prytula, Ebanks, & Lai, 2009; Kutsyuruba, 2012; Rathwell, 2005), previous research on mentoring conducted in the Canadian adult ESL context was limited; therefore, the purpose of this study was to investigate mentoring for instructors in this context specifically in Alberta, thereby helping address a gap in the literature.

Literature Review

Mentoring programs in North America and parts of Europe were mandated in the K-12 system in the 1980s and became more formalized in research and formal programs in the 1990s (Hobson et al., 2009). However, the mandate had mixed results. For example, in Canada, the Ontario K-12 system introduced a mandatory mentorship program, while, according to Hellsten et al.'s (2009) study, the province of Saskatchewan did not, and in Alberta, programs were initiated by the Alberta Teachers' Association (ATA) and optional for schools (Kutsyruba, 2012).

Prior mentoring literature reviews provided useful overviews of the research that future mentoring program designers could find valuable. Hobson et al. (2009) published an international literature review on the mentoring of beginning K-12 and college teachers. The authors summarized the history of the mentoring movement but found little literature providing empirical evidence for the benefits of mentoring; most studies gave only anecdotal evidence from mentees or mentors. The authors divided the literature into the following themes: benefits and disadvantages for mentees, mentors, schools and education systems; and conditions needed for successful mentoring programs (i.e., support for mentoring, mentor selection and pairing, and mentor preparation). Benson-Jaja (2010) added to the research overview, as she concluded, from her three-year evaluation of the effectiveness of mentoring in a U.S. elementary school, the need for matching mentees' and mentors' teaching levels, establishing trusting relationships, and scheduling regular meetings. Another literature review (Schaefer et al., 2012), which researched the retention of early career teachers, found studies suggesting correlations between effective mentoring and (a) reduced burnout (e.g., Schlichte, Yssel, & Merbler, 2005), (b) increased mentee abilities to cope with entering the profession (e.g., Algozzine, Gretes, Queen, and

Cowan-Hathcock, 2007), and (c) increased retention rates of novice instructors (e.g., Guarino, Santibanez, & Daley, 2006).

As stated with Schaefer et al. (2012), previous research studied the impact of mentoring programs. Hellsten et al. (2009) conducted a survey in 2007 that showed that mentors were considered important to first-year teacher success. Farrell (2003), a Canadian author writing about EFL experiences, proposed that success could be found in a variety of mentoring forms (e.g., formal, informal, peer coaching), and measured by job satisfaction, reinvested commitment to the profession, increased learner achievement, and increased instructor retention. Hobson et al. (2009) cited about 100 sources that suggested relationships between the effectiveness of mentoring and the needed conditions; however, Hobson et al. also noted that the direct impact of mentoring was hard to determine because it was difficult to separate the effects of mentoring from the effects of other factors that impact the development of new instructors, such as experience and a collaborative work environment. Hobson et al. admitted that empirical evidence to support the direct effects of mentoring was limited (e.g., Ingersoll & Strong [2011] found only 15 empirical studies since the 1980s). The research and resources discussed in this literature review informed my study, and they were a base upon which I formed my research questions.

The literature included resources that have been used for designing mentoring programs. Two resources suggested an answer to the question of who should receive mentoring, in addition to discussing the recommended elements and procedures; Sherman, Voight, Tibbetts, Dobbins, Evans, and Weidler's U.S. "Adult Educators' Guide to Designing Instructor Mentoring" (2000), and Seaman, Sweeny, Meadows, and Sweeny's (1997) mentoring program. Seaman et al. described a mentoring program they developed and field-tested for adult ESL programs in the

US. They felt, based on personal experience and field testing, that it was realistic to ask teachers to reflect, conduct observations, and collaborate with colleagues in a mentoring program, and they documented research that showed the power of those forms of professional development to increase the effectiveness of mentees and mentors. Seaman et al.'s program was designed for new adult ESL teachers with no previous experience, new adult ESL teachers with previous experience, and senior instructors. The authors also identified important conditions for implementing a mentoring program (e.g., time commitment, clear goals, successful matching, and buy-in from senior instructors/mentors). Seaman et al.'s article was one of the few articles where the authors described a program developed for the adult ESL context, and one of the authors, Sweeny, created a follow-up program design (Sweeny, 2008) on which the Alberta Teachers' Association based their 2013 mentoring program.

Seaman et al. (1997), Sweeny (2008) and other resources could to be adapted for individual contexts. Daresh (2003) drew on his personal experiences as a mentee, mentor, teacher, and administrator in his book on mentoring programs in the K-12 system in the US. Daresh provided an outline of a variety of elements, benefits, challenges, and supports for mentoring programs. The timelines and expectations, mentor duties, mentee needs, and administrator question sections of his book could be adapted for adult ESL mentoring programs. Sherman et al.'s (2000) educator's guide, Dunne and Villani's (2007) book, and Sweeny's (2008) book are listed in Appendix A of this study as additional recommended resources for program development; resources which also impacted my survey design by providing important themes on which to categorize questions.

The elements of matching and mentor selection were common issues in the literature. Brown (2001) conducted a longitudinal study of 27 beginning language teachers in the UK to

investigate the mentoring that the teachers received in their first year. Results showed that 4 of 27 new teachers were positive about formal mentoring because they had mentors who dedicated time and energy to the process. When there was a negative or no mentor relationship, i.e., poor matching, results showed that most teachers sought out informal mentors with whom they felt they could identify more closely. Interestingly, the informal mentors were often novice teachers themselves, as opposed to senior instructors. Other results showed that, between mentors and mentees, there were conflicting views on teaching methodology and that some mentors tried to set up a hierarchy among instructors based on years of experience and seniority, which are examples of poor matching and poor mentor selection. While not focused solely on ESL, the added issue of language teaching methodology was explored in that study.

The literature did not agree on how matching should be conducted. Benson-Jaja (2010) agreed with Boreen, Niday, Potts, and Johnson, (2009), Hellsten et al. (2009), and Jacob (2008) in matching by teaching level; however, Daresh (2003) and Kajs (2002) would not have. They felt the research supported matches to common learning styles and philosophies. Hobson et al. (2009) thought that mentees could learn in either situation. Age was another factor for determining matching; while Boreen et al. (2009) felt mentors should be significantly older than mentees because they have more experience, Pitton (2006) disagreed, saying that senior instructors may be too set in their ways to be open to alternative methods.

Mentor training was another very common issue mentioned in the research. Evertson and Smithey (2000) conducted an experimental field study with 46 mentors and 46 mentees from two large school districts in the US. Even though non-ESL, short term, and costly, Evertson and Smithey's study was valuable in that it was one of the few experimental studies on mentoring. Half of the participants were in a group in which the mentors received a four-day workshop,

follow-up support meetings, and mentoring activities; the other half, the control group, received no training, support, or mentoring activities. Data was collected from (a) trained outside observers assessing mentees multiple times, (b) an assessment of mentor knowledge of mentee needs before the program started, (c) videotapes of mentee-mentor conferences, (d) weekly mentee-mentor summaries of their meetings, and (e) monthly mentee-mentor goal-setting summaries. The results during the initial months showed that mentors with more training had mentees with significantly better classroom performance and management skills in most situations in 16 of the 22 items used to assess mentee skills. They also found that trained mentors were better communicators in mentor-mentee conferences, gave more detailed and constructive feedback, and had more goals for the mentoring process that were relevant to mentee needs. The ATA (2012) also discussed the necessity for addressing mentee needs; therefore, how to do so was in their mentoring manual (ATA, 2003).

Hudson, Nguyen, and Hudson (2009) also recommended mentor training, and suggested that some mentors needed training in how to mentor subject-specific skills (i.e., listening, speaking, reading, and writing). Their study focused on practicum student mentees in Vietnam who were learning to teach EFL writing. In Brown's (2001) study, when mentors failed to provide any guidance to the mentees, thus showing a lack of training in the needs of mentees, the nature of the mentoring program in Brown's study changed, because mentees found peer mentors on their own rather than completing the program with their assigned mentors. Results of Carver and Feiman-Nemser's (2009) case study of three established induction programs in the US also indicated that skilled mentors were needed, because they found that many mentors were still working through their role by trial and error.

Mentor training has been shown to be effective; however, Brown (2001) states that mentees can learn from untrained mentors as well. Peer coaching is usually an informal form of mentoring with untrained mentors, from which some authors concluded successful mentee learning (e.g., Swafford, 2000; Cornu, 2005); however, ongoing professional development was also a factor in this success. Dunne and Villani's (2007) mentoring program was also a form of peer coaching, but his model encouraged training, in doing reflections for example, so that the coaching was more effective. Spezzini, Austin, Abbott and Littleton (2009) stated in their K-12 English Language Learner (ELL) study, that informal mentoring was still mentoring because novice instructors were still improving their craft from the variety of collaborative and reflective activities they were engaged in with other staff.

The Present Study

Mentoring was described as a "best practice" for ESL instructor professional development in Alberta (ATESL, 2009). Although the literature (e.g., ATA, 2003; Andrew & Quinn, 2005) suggested that mentoring can be effective for improving novice teacher practices, increasing retention, and improving student achievement, for example, it appeared that mentoring was not prevalent in adult ESL programs in Alberta. This conclusion was based on the results of my correspondence with administrators and instructors at six Edmonton, two Red Deer, four Calgary and two Lethbridge institutions (D. Weber, L. Rochman, M. Smith, J. Scott, P. Bianco, & J. Lokhorst: personal communication, September 2012; J. Migill, S. Bittorf, C. Plamping, J. Edel, S. Hessel, A. Johnston: personal communication, November 2012). These conversations and my personal experiences with mentoring situations made me want to research the issue of mentoring further. Therefore, this study was conducted to add an Albertan context that explores the adult ESL instructor and not the K-12 or EFL instructor, and explores

mentoring from all three, not just one or two, perspectives of mentees, mentors and administrators.

Research Questions

The specific questions guiding this research were (1) What elements of and procedures for mentoring programs are perceived to be useful to mentees, mentors, and administrators? (2) What are the perceived benefits and challenges of mentoring for the key stakeholders: mentees, mentors, and administrators? (3) What supports are recommended to facilitate mentoring programs in adult ESL programs in Alberta? (4) Who do instructors and administrators feel should be mentored, and what form of mentoring is recommended; formal or informal?

Methodology

Participants

A total of 56 responses from members of the Alberta Teachers of English as a Second Language (ATESL) were submitted: 26 mentee, 24 mentor, and 8 administrator surveys were completed.

Mentees. The participants had Bachelor's degrees (20), Master's degrees (10), diplomas (5), certificates (4), Doctoral degrees (2), and "other" (5) (TESL Master's students who had not yet completed their degrees). Twenty-five mentees (one did not respond) had on average 6.47 years of full-time teaching experience (Range: .25 - 25; mode = 5; median = 5; $SD = 6.66$), and 6 mentees had an additional 3.99 years of part-time teaching experience (Range: .17 - 5; mode = 3; median = 2.25; $SD = 6.56$). While teaching in an adult ESL program, 18 of the 26 mentee survey respondents had received formal or informal mentoring and 8 had not. Of the 8 who had not, all reported they would have liked to receive mentoring. Those who had been mentored had had an average of 3 mentors (Range: 1 - 12; mode = 1; median = 2; $SD = 4.84$). Six participants

reported having experienced more than one mentoring situation; therefore, in total there were 6 experiences of mentoring with instructors new to adult ESL with no previous teaching experience, 7 new to adult ESL with previous teaching experience, 11 new to an institution with teaching experience, and 4 new to a program within an institution with teaching experience. Twenty-two of the mentees (4 did not respond) reported teaching in programs with a range from 4 to 60 instructors ($M = 24$; mode = 30; median = 22.5; $SD = 12.92$).

Mentors. The participants had Bachelor's degrees (16), Master's degrees (9), diplomas (4), certificates (7), Doctoral degrees (0), and "other" (4, two of whom were TESL Master's students). Twenty-one mentors (2 did not respond) had a mean of 14.14 years of full-time teaching experience (Range: 1 - 32; mode = 15; median = 15; $SD = 9.39$), and 9 had an additional mean of 6.60 years of part-time teaching (Range: 1 - 20; mode = 5; median = 5; $SD = 6.48$); this mean includes an additional mentor who had only part-time teaching experience. Twenty-one of the 24 respondents to the mentor survey had provided formal or informal mentoring to an instructor of adult ESL, and 3 had not but who, by completing this survey, indicated, as per the letter of invitation, that they may want to mentor in the future. The average number of mentees for 17 of 21 mentors was 5.4 (Range: 1 - 20; mode = 5; median = 7; $SD = 4.66$). Twenty participants reported 11 experiences of mentoring instructors new to adult ESL with no previous teaching experience, 14 new to adult ESL with previous teaching experience, 10 new to an institution with teaching experience, and 5 new to a program within an institution with teaching experience (8 surveys showed mentoring in 1 situation; 6 in 2; 4 in 3; and 2 in all 4 situations). Twenty-two of the mentors (2 did not respond) reported teaching in programs with a range from 3 to 40 instructors ($M = 20$; mode = 25; median = 25; $SD = 9.97$).

Administrators. The 8 respondents in this category had an average of 5.5 years of experience as administrators of their adult ESL programs (Range: 3 months - 18 years full-time; median = 3.63; $SD = 5.92$). They supervised programs with a range from 19 to 70 instructors ($M = 34$; mode = 30; median = 27.5; $SD = 18.40$). Of the 8 participants, 2 of their ESL programs had provided a formal mentoring program in the past and 6 had not. At the time of the survey, 3 offered formal mentoring for every new instructor, 1 provided it upon request, and 4 did not offer it. Of the 5 who answered the question about plans to develop one in the future, 1 said that they had plans to do so, and 4 said no.

Instruments

Based on the research and mentoring program resources noted in the literature review, three questionnaires were designed, piloted, and revised. Permission was granted for the questionnaires to be disseminated via the ATESL listserv. The recruitment e-mail (see Appendix B) invited instructor and administrator participation, and the letter of information (see Appendix C) attached to the email informed potential participants of the project details. Participants selected the questionnaire for the role with which they most closely identified. The questionnaires were for the roles of mentee (Appendix D), mentor (Appendix E) and administrator (Appendix F). The questions asked participants to give their opinions about mentoring by rating the level of importance, challenge, and need for a variety of mentoring program issues. They were also asked to provide information on the size of their program, their mentoring experience, and who they thought should be mentored. Completion time was estimated to be 10 minutes for the administrator survey and 15 minutes for the mentee and mentor surveys.

Organization. The surveys were organized into the following 8 sections reflecting the mentoring literature (e.g., Daresh, 2003; Hobson et al., 2009): mentoring experiences (personal or program), mentoring elements and procedures, mentee/mentor/program benefits, mentee/mentor/program challenges, supports, mentee recommendations, other relevant factors and participant teaching and background information.

Question types. Five of 11 administrator and 6 of 12 mentee/mentor question sets were Yes/No or open-ended and asked about the participants' experience with mentoring and teaching contexts, experience, and qualifications. The remaining 6 question sets solicited instructors' opinions about mentoring for adult ESL. Four of the 6 questions asked instructors to rate the items listed in terms of importance (i.e., *not important, somewhat important, very important*), challenge (i.e., *minor challenge, somewhat of a challenge, major challenge*), and need (i.e., *not needed, somewhat needed, quite needed*), and had *other* boxes where instructors could add items of their choice. One of the 6 questions had instructors check all that applied, and the final one was an open-ended question that asked for suggestions of additional relevant factors for mentoring.

Procedure

The questionnaires were uploaded to *SurveyMonkey*® and a link to the survey was disseminated via the ATESL listserv. The questionnaires were open to ATESL members for two weeks, with a reminder sent out after the first week.

Data Analysis

The *SurveyMonkey*® data were downloaded and the selected-response items were analyzed using quantitative descriptive statistics (*n*, %, *M*, *Mdn*, mode, *SD*, range) in Microsoft Excel. All open-ended responses were downloaded from *SurveyMonkey*® and were all reported

in the discussion of the question set they followed, or categorized by which question set they related to and were reported in the related section. The question sets were elements and procedures, benefits, challenges, supports and mentee recommendations. The open-ended question responses came from the "other" question at the end of each question set or from one of the final questions which asked if participants wanted to report other relevant factors that were important to mentoring.

Results and Discussion

The results and discussion follow the sequencing of the six non-demographic question sets in the surveys that answer the four research questions. In the discussion, I reported all the items from each question set by the level of importance, challenge, or need based on the means; items for which mentee, mentor, or administrator tendencies varied; and other relationships. Mentoring program developers may want to consider these ratings and groupings when designing and implementing mentoring programs in Alberta.

Mentee, mentor, and administrator opinions for each item are shown in Tables 1 to 5. The first four tables are sequenced in decreasing order of importance, challenge, or need, based on the average of the three perspective means. One survey question asked participants to note any other factors they considered relevant to the development of mentoring programs. Almost 50% of participants replied, and their comments were inserted into the results and discussion sections where they related to the topics discussed below.

Research Question 1: Perceived Importance of Elements and Procedures

The first research question focused on elements of and procedures for mentoring programs that were perceived to be useful to mentees, mentors, and administrators. The results are summarized in Table 1. The majority of mentees, mentors, and administrators rated all but

one of the benefits (i.e., *release time for the mentor*) as *very important*. *Release time* was rated as *somewhat important*.

Table 1

Perceived Importance of Elements and Procedures for a Formal Mentoring Program

Elements & Procedures	Not Important 1	Somewhat Important 2	Very Important 3	<i>n</i>	<i>M</i>	<i>SD</i>
Mentoring goals set jointly by mentee and mentor						
Mentee	0%(0)	23%(6)	77%(20)	26	2.77	.43
Mentor	0%(0)	25%(6)	75%(18)	24	2.75	.44
Administrator	0%(0)	0%(0)	100%(8)	8	3.00	.00
Orientation to the program, the learners, and the broader institution						
Mentee	0%(0)	8%(2)	92%(24)	26	2.92	.27
Mentor	0%(0)	42%(10)	58%(14)	24	2.58	.50
Administrator	0%(0)	13%(1)	88%(7)	8	2.89	.35
Teaching schedule that allows for mentor and mentee conversations						
Mentee	4%(1)	19%(5)	77%(20)	26	2.73	.53
Mentor	0%(0)	26%(6)	74%(17)	23	2.74	.45
Administrator	0%(0)	13%(1)	88%(7)	8	2.89	.35
Right for either participant to amicably withdraw from the partnership						
Mentee	8%(2)	19%(5)	73%(19)	26	2.65	.63
Mentor	4%(1)	21%(5)	75%(18)	24	2.71	.55
Administrator	0%(0)	25%(2)	75%(6)	8	2.75	.46
Teaching schedule that allows for mentor and mentee observations						
Mentee	4%(1)	27%(7)	69%(18)	26	2.72	.49
Mentor	9%(2)	9%(2)	82%(18)	22	2.73	.63
Administrator	0%(0)	25%(2)	75%(6)	8	2.75	.46
Mentee receiving feedback on observed teaching						
Mentee	4%(1)	28%(7)	68%(17)	25	2.64	.57
Mentor	9%(2)	22%(5)	71%(17)	24	2.63	.65
Administrator	0%(0)	13%(1)	88%(7)	8	2.89	.35
Confidential process						
Mentee	4%(1)	23%(6)	73%(19)	26	2.69	.55
Mentor	4%(1)	29%(7)	67%(16)	24	2.63	.58
Administrator	0%(0)	13%(1)	88%(7)	8	2.89	.35
Clearly defined roles and responsibilities						
Mentee	0%(0)	27%(7)	73%(19)	26	2.73	.45
Mentor	0%(0)	17%(4)	83%(20)	24	2.83	.38
Administrator	0%(0)	38%(3)	63%(5)	8	2.63	.52

Open discussions about teaching philosophies and ideas for lessons						
Mentee	0%(0)	15%(4)	87%(22)	26	2.84	.37
Mentor	0%(0)	29%(7)	71%(17)	24	2.71	.46
Administrator	0%(0)	50%(4)	50%(4)	8	2.50	.53
Non-evaluative process						
Mentee	16%(4)	20%(5)	64%(16)	25	2.48	.77
Mentor	0%(0)	26%(6)	71%(17)	24	2.74	.45
Administrator	0%(0)	13%(1)	88%(7)	8	2.89	.35
Guidance in planning lessons						
Mentee	0%(0)	20%(5)	80%(20)	25	2.80	.41
Mentor	0%(0)	17%(4)	83%(20)	24	2.83	.38
Administrator	25%(2)	25%(2)	50%(4)	8	2.25	.89
Release time for the mentor						
Mentee	8%(2)	54%(14)	39%(10)	26	2.44	.62
Mentor	13%(3)	39%(9)	48%(11)	23	2.35	.71
Administrator	13%(1)	38%(3)	50%(4)	8	2.38	.74

Note. Reported in Percentage and (Number of Participants Who Selected Each Category)

Most important elements and procedures. The most important elements and procedures were different for mentees, mentors, and administrators. *Mentoring goals set jointly by mentee and mentor* was the most important element for administrators, with 100% of the administrators rating it as *very important* ($M = 3.00$; $SD = .00$). Mentees and mentors also felt this was *very important* ($M = 2.77, 2.75$ respectively; $SD = .43, .44$ respectively). However, *an orientation to the program, the learners, and the broader institution* was the most important element for mentees with 92% reporting it as *very important* ($M = 2.92$; $SD = .27$). Administrators were close with a mean rating of 2.89 ($SD = .35$) and mentors not much farther with a mean rating of 2.58 ($SD = .50$) for *very important*. Mentoring program developers might want to be aware of the mentee rating, so that they can better prepare the mentors for meeting these particular needs. Some institutions provide an induction program, which is a formal or informal socialization process that includes, for example, support, guidance, orientation to the program, possibly mentoring from instructors and administrators (Kutsyuruba, 2012); in those cases, an orientation might be provided by someone else inside or outside of the program.

Unless the induction is for adult ESL instructors only, elements such as the special needs of international, immigrant and/or refugee students, common behaviour patterns of adult ESL students (e.g., forgetting or not knowing how to study, struggling with adapting to school and life in a new country), and the particular nuances and procedures of the ESL program may need to be provided by a mentor in an ESL-specific orientation to fill these gaps. If an instructor is transferring from a non-ESL program in the institution, the orientation needs to be more specific to the new ESL context; this example was given by one of the mentee respondents and by Farrell's (2003) participants.

The most important elements for mentors were *clearly defined roles and responsibilities* and *guidance in planning lessons*, with 83% reporting these elements as *very important* ($M = 2.83$; $SD = .38$). Mentees were close with a mean rating of 2.73 ($SD = .45$), and administrators not much farther with a mean rating of 2.63 ($SD = .52$). One mentee, answering the additional relevant factors question, commented that clear expectations for all mentoring participants were very important. Several resources that focused on mentor program development (e.g. ATA, 2003; Daresh, 2003; Dunne & Villani, 2007) included a step in the process for defining roles. Hobson et al. (2009) reported that in one study, disagreement over roles and expectations lead to a breakdown of relationships.

Least important elements and procedures. The following items in this question set had the lowest mean ratings: *release time for the mentor* and *guidance in planning lessons*. *Mentor release time* received the lowest mean rating for mentees ($M = 2.44$; $SD = .62$) and mentors ($M = 2.35$; $SD = .71$), indicating that this element was only *somewhat important*. The administrator mean rating for *mentor release time* was 2.38 ($SD = .74$); this was the second lowest rated element for administrators. *Guidance in planning lessons* received the lowest mean

rating for administrators ($M = 2.25$; $SD = .89$) also rated as *somewhat important*. The lack of variance in responses was surprising. I had speculated that *release time* would be more highly valued in a mentoring program, as a way to reduce workload and stress issues, as was expressed in two comments, by a mentor and a mentee, in this study and also in Hobson et al., (2009). One mentor in my study also commented that a reduced workload “enhances professional development and appropriate hands-on teacher training.” This finding supports Brown (2001), who stated that giving the process the proper time it needed meant doing it well.

Mentees versus mentors and administrators. A smaller percentage of mentees rated *observation time, feedback on observations, non-evaluative process, and mentor release time* as *very important* when compared with mentors and administrators. First of all, while the rounded mean rating was the same ($M = 3.00$) for all three perspectives, mentees rated *a teaching schedule that allows for mentor and mentee observations* (69%) and *mentees receiving feedback on observed teaching* (68%) as *very important*, compared with 82% and 71% respectively for mentors and 75% and 88% respectively for administrators. Mentees may shy away from the pressure of observations, but research showed that observations should be conducted of mentees and mentors; while Sweeny (2008) admitted there was stress for those observed, observations are an effective means of learning about teaching techniques and learning from reflections.

Second, the rounded mean rating was 2.00 for mentees and 3.00 for mentors and administrators for *non-evaluative process*. Boreen et al. (2009) and Dunne and Villani (2008) advocated for objective, non-judgemental mentoring activities so that the process is non-evaluative. One mentee in my study commented that an informal mentoring approach through regular discussions with colleagues also promotes a non-judgemental environment. One mentor in my study stated that mentoring should not be an evaluative tool used for job security or

judgements. Instead, the mentor preferred a non-evaluative process, thus concurring with the researchers, but added that through personal reflection during the mentoring process there could be a form of self-evaluation.

Mentees also reported higher means than mentors and administrators with the element *open discussions about teaching philosophies and ideas for lessons*. While the rounded mean was 3.00 for all three groups, this element had the second highest mean for mentees ($M = 2.84$; $SD = .37$), compared with mentors ($M = 2.71$; $SD = .46$) and administrators ($M = 2.50$; $SD = .53$) for whom this element had the fifth highest mean for this questions set.

Three other important elements and procedures. There are three items heretofore not discussed: *teaching schedule that allows for mentor and mentee conversations*, *the right for either participant to amicably withdraw from the partnership*, and *confidential process*.

Regarding the issue of *schedules*, mentees ($M = 2.73$; $SD = .53$), mentors ($M = 2.74$; $SD = .45$), and administrators ($M = 2.89$; $SD = .35$) were quite close in mean ratings, although this was the second highest rated item for administrators, the third highest for mentors and the fifth highest for mentees. Two mentors who provided responses to the “other relevant factors” question suggested that allotted time for mentors and mentees to meet was necessary to ensure that the mentoring process was not ad hoc and was truly helpful to mentees. Hobson et al. (2009) advocated for amenable timetables and mentors who were willing to meet at other times, as well. Another mentor in my study noted that to allow for informal and unscheduled discussions, the location of office desks was a relevant factor, as mentees need easily accessible colleagues to facilitate collaboration. Brown (2001), Farrell (2003), and Boreen et al. (2009) also discussed accessibility and recommended close proximity for those in a mentoring relationship. Accessibility is a key factor to the success of this relationship.

In response to the *right for either participant to amicably withdraw*, mentees' ratings had a mean of 2.65 ($SD = .63$; eighth highest mean), mentors' of 2.71 ($SD = .55$; fifth highest mean), and administrators' of 2.75 ($SD = .46$; third highest mean). Hobson et al. (2009) asserted that it was important for the health of a program, that no blame be assigned regarding the discontinuation of a mentoring relationship.

The third item not yet discussed, *confidential process*, had a mentee mean of 2.69 ($SD = .55$; seventh highest mean), a mentor mean of 2.63 ($SD = .58$; sixth highest mean), and an administrator mean of 2.89 ($SD = .35$; second highest mean). Confidentiality is needed during the relationship and when the relationship is finished.

Additional administrator comments on elements and procedures. An administrator who responded to the "other relevant factors" question indicated that there needs to be time for relationship-building that will help mentors "understand the strengths and weaknesses [of mentees], e.g. high confidence versus low skill or high skill versus low confidence. Each [mentee] requires different skills/support from the mentor, e.g. emotional, skill based, and so on."

Regarding the issue of time, one mentee added to the time factor. The mentee saw the need to "keep the mentee-mentor relationship short, but continuous if needed or perhaps with different teachers." Ingersoll and Strong (2011) would have supported the mentee, because they said the length of the relationship should be based on the level of need. Dunne and Villani (2007) stated that the length of the relationship should be set at the beginning of the relationship.

Another administrator recommended that all teachers experience both roles of mandatory mentoring processes. While some of the previous researchers did not mention the idea of teachers experiencing both roles, they did discuss whether or not the mentoring process should

be mandatory. Hobson et al. (2009) stated that having mandatory mentoring would mean less loss of face for mentees because they would not have to ask for help. However, in some contexts, giving participants a choice may help them feel more amenable to mentoring (ATA, 2012). Also, most of the literature outlined qualities of a good mentor (e.g., Sherman et al., 2000; Kajs, 2002; Rowley, 2006), which not everyone would possess, making a case for not requiring that all teachers serve as mentors.

Research Question 2A: Perceived Benefits of Mentoring

The second research question addressed the perceived benefits (2A) and challenges (2B) of mentoring for mentees, mentors, and administrators. The results for benefits are shown in Table 2, and discussed in this section. The results for challenges are shown in Table 3, and discussed in the next section.

The majority of mentees, mentors, and administrators tended to agree with each other, and they rated all but two (i.e., *increased instructor retention* and *cost-effectiveness of staff development*) of the benefits as *very important* (e.g., *mentee development of teaching and classroom management techniques*, and *positive effect on student success and satisfaction* reported: mentee ($M_s = 2.85$; $SD_s = .46$), mentor ($M = 2.88$ and 2.87 respectively; $SD_s = .34$), and administrator ($M_s = 2.75$; $SD_s = .46$)). *Retention and cost* were rated as *somewhat important* and will be discussed further below.

Table 2

Perceived Importance of Mentoring Benefits

Benefits	Not Important 1	Somewhat Important 2	Very Important 3	<i>n</i>	<i>M</i>	<i>SD</i>
Enhanced professional skills						
Mentee	4%(1)	4%(1)	92%(24)	26	2.88	.43
Mentor	0%(0)	8%(2)	92%(22)	24	2.92	.28
Administrator	0%(0)	13%(1)	88%(7)	8	2.88	.35
Developed collaborative workplace culture						
Mentee	0%(0)	12%(3)	89%(23)	26	2.88	.33
Mentor	0%(0)	13%(3)	88%(21)	24	2.88	.34
Administrator	0%(0)	13%(1)	88%(7)	8	2.88	.35
Mentee development of teaching and classroom management techniques						
Mentee	4%(1)	8%(2)	89%(23)	26	2.85	.46
Mentor	0%(0)	13%(3)	88%(21)	24	2.88	.34
Administrator	0%(0)	25%(2)	75%(6)	8	2.75	.46
Positive effect on student success and satisfaction						
Mentee	4%(1)	8%(2)	89%(23)	26	2.85	.46
Mentor	0%(0)	13%(3)	87%(20)	23	2.87	.34
Administrator	0%(0)	25%(2)	75%(6)	8	2.75	.46
Mentee adaptation to the ESL program						
Mentee	0%(0)	8%(2)	92%(24)	26	2.92	.27
Mentor	0%(0)	21%(5)	79%(19)	24	2.79	.41
Administrator	0%(0)	25%(2)	75%(6)	8	2.75	.46
Enhanced well-being						
Mentee	8%(2)	8%(2)	85%(22)	26	2.77	.59
Mentor	0%(0)	33%(8)	67%(16)	24	2.67	.44
Administrator	0%(0)	13%(1)	88%(7)	8	2.88	.35
Increased job satisfaction						
Mentee	0%(0)	23%(6)	77%(20)	26	2.77	.43
Mentor	0%(0)	33%(8)	67%(16)	24	2.67	.48
Administrator	0%(0)	25%(2)	75%(6)	8	2.75	.46
Opportunity for mentor to contribute to the profession						
Mentee	8%(2)	31%(8)	62%(16)	26	2.54	.65
Mentor	0%(0)	50%(12)	50%(12)	24	2.50	.51
Administrator	0%(0)	13%(1)	88%(7)	8	2.88	.35
Increased retention of instructors						
Mentee	4%(1)	24%(6)	72%(18)	25	2.68	.56
Mentor	4%(1)	50%(12)	46%(11)	24	2.42	.58
Administrator	13%(1)	38%(3)	50%(4)	8	2.38	.74
Cost-effective method of developing staff						
Mentee	15%(4)	31%(8)	54%(14)	26	2.38	.75
Mentor	9%(2)	44%(10)	48%(11)	23	2.39	.66
Administrator	25%(2)	0%(0)	75%(6)	8	2.50	.93

Note. Reported in Percentage and (Number of Participants Who Selected Each Category)

Most important benefits. Mentees, mentors, and administrators rated *enhanced professional skills* as the most important benefit of mentoring ($M = 2.88, 2.92, 2.88$ respectively; $SD = .43, .28, .35$ respectively), followed by the *development of a workplace culture of collaboration* ($M = 2.88$ for all; $SD = .33, .34, .35$ respectively). Schaefer et al. (2012) reported that “a lack of collaboration was one reason that beginning teachers give for leaving the profession” (p. 112). One mentee in my study also commented that mentoring can help “mentees avoid problems and mistakes experienced by mentors in the past.” This would be especially helpful for someone transferring into a program with no previous ESL teaching experience, because, as Brown (2001) noted, second language teachers need to develop different methodologies and intercultural knowledge than other teachers.

Least important benefits. The two items in this question set with the lowest mean ratings were *increased retention of instructors*, and *cost-effective method of developing staff*. *Retention* received the lowest mean rating for administrators ($M = 2.38$; $SD = .74$), and the second lowest mean rating for mentors ($M = 2.42$; $SD = .58$), indicating that this element was only *somewhat important*. I thought that retention would have received a higher rating from administrators, because Schaeffer et al. (2012) noted a positive correlation between positive mentoring experiences and retention rates.

The mentee mean rating for *retention* was higher ($M = 2.68$; $SD = .56$); mentees could be making the connection between getting help and wanting to continue working for a program. Benson-Jaja (2010) showed that, while there may be other factors that enhance retention, more instructors who received mentoring stayed than those who did not receive this support. One mentor in my study suggested that “if upper management and Human Resources saw mentoring as an effective key to employee retention, the benefits of reduced staff turn-over, the mitigated

stress on new instructors (constantly being overwhelmed), and the reduction of mid-management trouble-shooting because new instructors ran into obstacles that everyone else anticipated but no one told them about would reap financial rewards.”

Cost-effective method of developing staff received the lowest rating from mentees ($M = 2.38$; $SD = .75$) and mentors ($M = 2.39$; $SD = .66$), indicating this element was only *somewhat important*. Administrators reported only a slightly higher mean ($M = 2.50$; $SD = .93$) making the rating *very important*. One mentor might have captured the reason for some of the low ratings in the comment that, not being an administrator, the mentor had no input on budget and so was unsure of the importance of this factor. However, while rated as *very important*, I thought the administrator mean rating of cost-effectiveness would be even higher, given that research has shown that mentoring can be cost-effective, if done in-house, for example (Hobson et al., 2009). Admittedly, compensation is not the only potential cost of mentoring, as release time, substitute instructors, or outside trainers may be needed, depending on the context of the program (e.g., rural versus urban, or a 2-teacher-program versus a 30-teacher-program) and on the level of mentoring conducted; however, basic mentoring can be cost-effective. One administrator commented that cost-effectiveness, workplace collaboration, instructor retention, and student success, “should not be viewed as incentives for doing a mentoring program, because [providing one] should depend on the needs of the individual and the program at any given time and context.”

Further comparisons among the three perspectives on benefits. Four items heretofore not discussed are *mentee adaption to the ESL program*, *enhanced well-being*, *increased job satisfaction*, and *opportunity for mentor to contribute to the profession*. While all benefits were *very important* or *somewhat important*, the ranking of the means were different for mentees,

mentors, and administrators. *Mentee adaptation* was the benefit with the highest mean for mentees ($M = 2.92$; $SD = .27$), one of the second highest for administrators ($M = 2.75$; $SD = 2.75$), and one of the third highest mean for mentors ($M = 2.79$; $SD = .41$) for this question set. It would be useful for mentoring program developers to possibly include *adaptation* as a goal for a mentoring program, because it seems to be valued by mentees.

Enhanced well-being ($M = 2.88$; $SD = .35$) was the benefit with one of the highest means and *job satisfaction* ($M = 2.75$; $SD = .46$) was one of the second highest means for administrators. These two benefits were the fourth highest for mentees ($M_s = 2.77$; $SD = .59, .43$ respectively) and mentors ($M_s = 2.67$; $SD = .44, .48$ respectively). According to Hobson et al. (2009), the importance of these benefits may reflect the issue that being a mentee or mentor increases a teacher's workload and can decrease well-being and satisfaction at work.

Contributing to the academic community seemed to be a priority for administrators, being another one of their highest means ($M = 2.88$; $SD = .35$), whereas it was the fifth highest mean for mentees ($M = 2.54$; $SD = .65$) and the sixth highest mean for mentors ($M = 2.50$; $SD = .51$).

Research Question 2B: Perceived Degree of Mentoring Challenges

The results for challenges are shown on Table 3. The majority of mentees and mentors rated all of the challenges as *somewhat of a challenge*, whereas administrators rated four items as *somewhat of a challenge* and four items as *minor challenges* (i.e., *matching participants*, *defining the role of the administrator*, *assigning roles and responsibilities*, and *providing acknowledgement for mentorship program participants*).

Table 3

Perceived Degree of Mentoring Challenges

Challenges	Minor Challenge 1	Somewhat of a Challenge 2	Major Challenge 3	<i>n</i>	<i>M</i>	<i>SD</i>
Maintaining a manageable workload						
Mentee	24%(6)	36%(9)	40%(10)	25	2.16	.80
Mentor	13%(3)	35%(8)	52%(12)	23	2.39	.72
Administrator	14%(1)	57%(4)	29%(2)	7	2.14	.69
Scheduling mentoring sessions						
Mentee	16%(4)	68%(17)	16%(4)	25	2.00	.58
Mentor	30%(7)	48%(11)	22%(5)	23	1.91	.73
Administrator	29%(2)	43%(3)	29%(2)	7	2.00	.82
Mentors with little to no training						
Mentee	19%(5)	54%(14)	27%(7)	26	2.08	.65
Mentor	13%(3)	65%(15)	22%(5)	23	2.09	.60
Administrator	29%(2)	71%(5)	0%(0)	7	1.71	.49
Stress level						
Mentee	24%(6)	56%(14)	20%(5)	25	1.96	.68
Mentor	35%(8)	30%(7)	35%(8)	23	2.00	.85
Administrator	43%(3)	57%(4)	0%(0)	7	1.57	.53
Matching participants						
Mentee	20%(5)	52%(13)	28%(7)	25	2.08	.70
Mentor	30%(7)	39%(9)	30%(7)	23	2.00	.80
Administrator	71%(5)	29%(2)	0%(0)	7	1.29	.49
Defining the role of the administration						
Mentee	40%(10)	44%(11)	16%(4)	25	1.76	.72
Mentor	39%(9)	35%(8)	26%(6)	23	1.87	.81
Administrator	71%(5)	29%(2)	0%(0)	7	1.29	.49
Assigning roles and responsibilities						
Mentee	38%(9)	54%(13)	8%(2)	24	1.71	.62
Mentor	35%(8)	57%(13)	9%(2)	23	1.74	.62
Administrator	71%(5)	29%(2)	0%(0)	7	1.29	.49
Providing acknowledgement for mentorship program participants						
Mentee	28%(7)	64%(16)	8%(2)	25	1.80	.58
Mentor	48%(11)	35%(8)	17%(4)	23	1.70	.76
Administrator	86%(6)	14%(1)	0%(0)	7	1.14	.38
Funder support for a mentoring program						
Mentee	N/A	N/A	N/A			
Mentor	N/A	N/A	N/A			
Administrator	29%(2)	43%(3)	29%(2)	7	2.00	.82
Recruiting willing mentors						
Mentee	N/A	N/A	N/A			
Mentor	N/A	N/A	N/A			
Administrator	29%(2)	43%(3)	29%(2)	7	2.00	.82

Note. Reported in Percentage and (Number of Participants Who Selected Each Category)

Agreed upon level of challenge. All of the groups reported *somewhat of a challenge* for: *maintaining a manageable workload, scheduling mentoring sessions, mentors with little or no training, and stress level*. Regarding *scheduling*, the ATA (2012), Brown (2001), and Hobson et al. (2009) reported that when the mentee and mentor had sufficient time for the process, it was much more effective. Concerning *training*, Evertson and Smithey (2000), Pitton (2006), Sweeny (2008), and Farrell (2003) all asserted that mentoring was more effective when the mentors had mentor training. With reference to *stress*, responses to the issue of stress level were interesting, because it would be very important for mentoring participants to report their stress levels to their administrators so that possible solutions could be found; however, mentors and mentees may be reluctant to do so. According to Brown (2001), some mentees in her study did not want to clarify who their mentors were, lest they cause problems for someone else or themselves, so admitting stress would not be likely due to their lack of security. Schlichte et al.'s (2005) case study suggested that administrators could alleviate teacher burnout if they were aware of and proactive about mentee stressors.

Greatest challenges. Mentees, mentors, and administrators had the highest mean ratings for *maintaining a manageable workload* ($M = 2.16, 2.39, 2.14$, respectively; $SD = .80, .72, .69$, respectively), indicating this item was *somewhat of a challenge*. Dunne and Villani (2007) and Hobson et al.'s (2009) reviews stated that heavy workloads increased stress, which in turn decreased the effectiveness of both mentees and mentors.

Lesser challenges. *Providing acknowledgement for mentorship program participants* received the lowest mean rating from mentors ($M = 1.70$; $SD = .76$, indicating *somewhat of a challenge*) and administrators ($M = 1.14$; $SD = .38$, indicating a *minor challenge*), and the third lowest from mentees ($M = 1.80$; $SD = .58$, indicating *somewhat of a challenge*). The mentees'

lowest mean rating was for *assigning roles and responsibilities* ($M = 1.71$; $SD = .62$, indicating that this was *somewhat of a challenge*).

Administrators versus mentees and mentors. With all but one item (i.e., *scheduling mentoring sessions*), mentees and mentors saw greater challenges in mentoring programs than administrators. Also, no administrator rated *matching participants*, *defining administrator roles*, *assigning roles*, and *providing acknowledgement* as *major challenges*. These four represented the only items in the question set to receive a mean rating of 1.0 (*minor challenge*), which were given by only administrators. The challenges as a result of negative *matching* are quite prevalent in the literature, so it was surprising to see that administrators considered this a *minor challenge* ($M = 1.29$; $SD = .49$). One mentee noted that it was important for the mentor to teach the same curriculum or level as the mentee. The opinion of this mentee supports the assertions of Boreen et al. (2009) and Sweeny (2008). Another mentee wrote that the mentee and mentor should be able to meet informally first to see if they are compatible. Andrews and Quinn (2005) and Boreen et al. (2009) would have agreed and Boreen et al. added that many factors need to be taken into account when putting a mentoring team together (e.g., length of mentor teaching experience, similarity of teaching assignments, proximity to each other in the staffroom and classrooms, age, and gender). One mentee would have agreed with Boreen et al., stating that years of teaching experience and experience in a particular program were relevant factors to consider when selecting mentors.

Two respondents commented that the administrator should not be involved in the implementation of the mentoring process, with a third who acknowledged the need for the full support of administrators. Once the mentee-mentor relationship is established, a few participants from my study stated that healthy relationships need to be independent of administrators, but

admitted that monitoring was also needed to ensure that a healthy relationship had been established. An administrator commented that developing mentoring programs was “not a role for any administrator but for a teacher administrator.” The respondent felt that a developer “should have deep knowledge of the institution and its students, as well as enough training and teaching experience.” Not all administrators have teacher training or classroom experience.

Additional administrator perceptions on challenges. The two additional challenges for administration that were not included on the mentee or mentor surveys were *funder support* and the *recruiting of willing mentors*. The mean rating of perceived challenge was 2.00 for both items (indicating items were *somewhat of a challenge*; $SD = .82$ for both). One administrator commented that the challenge was not in finding willing mentors, but in finding appropriate ones; for another, it was in encouraging the mentees to participate. Brown (2001) reported willingness as a challenge, citing that mentors who were not flexible were not conducive to increasing mentee autonomy or confidence when mentees used a teaching technique or activity with which the mentor did not agree. Also, one mentee comment stated that mentors need to be approachable outside of class time; another wrote that because mentors agreed to participate in the mentoring program, they “should be available to the mentee without feeling taxed by or annoyed with the mentee.” These comments implied that the mentor should have free choice in accepting a mentor role, which was recommended by the ATA (2003).

Research Question 3: Perceived Need for Supports to Facilitate Mentoring Programs

The third research question focused on supports needed to facilitate mentoring programs in adult ESL programs in Alberta. The results are reported in Table 4. The majority of mentees, mentors, and administrators had similar mean ratings of *quite needed* or *somewhat needed* for all but one rating by administrators of *not needed* (i.e., *online mentoring support network*).

Table 4

Perceived Need of Mentoring Program Supports

Supports	Not Needed 1	Somewhat Needed 2	Quite Needed 3	<i>n</i>	<i>M</i>	<i>SD</i>
General colleague support for the mentoring process and its participants						
Mentee	0%(0)	40%(10)	60%(15)	25	2.60	.50
Mentor	0%(0)	44%(10)	57%(13)	23	2.57	.51
Administrator	0%(0)	17%(1)	83%(5)	6	2.83	.41
Administrative support for the mentoring process and its participants						
Mentee	4%(1)	40%(10)	56%(14)	25	2.52	.59
Mentor	4%(1)	44%(10)	52%(12)	23	2.48	.59
Administrator	14%(1)	43%(3)	43%(3)	7	2.29	.76
Formal training opportunities for mentors						
Mentee	12%(3)	24%(6)	64%(16)	25	2.52	.71
Mentor	5%(1)	77%(17)	18%(4)	22	2.14	.47
Administrator	17%(1)	33%(2)	50%(3)	6	2.33	.82
Compensation for mentors (recognition)						
Mentee	12%(3)	40%(10)	48%(12)	25	2.36	.70
Mentor	29%(6)	43%(9)	29%(6)	21	2.00	.77
Administrator	14%(1)	43%(3)	43%(3)	7	2.29	.76
Program funder support						
Mentee	8%(2)	48%(12)	44%(11)	25	2.36	.64
Mentor	23%(7)	32%(7)	36%(8)	22	2.05	.84
Administrator	57%(4)	29%(2)	14%(1)	7	1.57	.79
Research on adult ESL mentoring						
Mentee	12%(3)	44%(11)	44%(11)	25	2.32	.70
Mentor	17%(4)	61%(14)	22%(5)	23	2.04	.64
Administrator	29%(2)	71%(5)	0%(0)	7	1.71	.49
An adult ESL mentoring manual						
Mentee	24%(6)	32%(8)	44%(11)	25	2.20	.82
Mentor	17%(4)	65%(15)	17%(4)	23	2.00	.60
Administrator	29%(2)	71%(5)	0%(0)	7	1.71	.49
Compensation for mentors (financial)						
Mentee	40%(10)	32%(8)	28%(7)	25	1.88	.83
Mentor	50%(11)	32%(7)	18%(4)	22	1.68	.78
Administrator	57%(4)	29%(2)	14%(1)	7	1.57	.79
Online mentoring support network						
Mentee	28%(7)	44%(11)	28%(7)	25	2.00	.79
Mentor	39%(9)	52%(12)	9%(2)	23	1.70	.63
Administrator	57%(4)	43%(3)	0%(0)	7	1.43	.53

Note. Reported in Percentage and (Number of Participants Who Selected Each Category)

Most needed supports. Mentees, mentors, and administrators provided the highest mean rating of *quite needed to general colleague support for the mentoring process and its participants* ($M = 2.60, 2.57, 2.83$ respectively; $SD = .50, .51, .41$, respectively). This extra support is necessary because the mentor's support may not be adequate (Farrell, 2012). Rathwell's (2006) review suggested that mentorship success requires a team approach, and Farrell's (2003) study showed that when a staff was not team-oriented, but individualistic, new teachers did not function well. Lack of support was an admitted factor leading to mentee attrition (Hobson et al., 2009). Therefore, it is not surprising that *administrative support for the mentoring process and its participants* had the second highest mean rating for mentees ($M = 2.52$; $SD = .59$) and mentors ($M = 2.48$; $SD = .59$), and third highest for administrators ($M = 2.29$; $SD = .76$).

Lesser needed supports. *Financial compensation for mentors* received the lowest mean from mentees ($M = 1.88$; $SD = .83$) and mentors ($M = 1.68$; $SD = .78$), indicating that the item was *somewhat needed* for both mentees and mentors. *Financial compensation* was the second lowest mean for administrators ($M = 1.14$; $SD = .38$), also indicating *somewhat needed*. *Financial compensation* was not often mentioned in the literature, but I thought it was important to gauge Alberta instructors' perceptions of the need for this form of incentive. Some participants may have been thinking of release time as an example of *financial compensation*, which could explain some of the variance. Release time was a frequent option mentioned in the literature, (e.g., Hobson et al., 2009; Sherman et al., 2000) because it decreases workload, which provides opportunity for more effective mentoring.

The lowest mean rating given by administrators was to *online mentoring support network* ($M = 1.43$; $SD = .53$), indicating their perceptions that it was *not needed*. *Online support* had the second lowest mean rating for mentees ($M = 2.00$; $SD = .79$) and mentors ($M = 1.70$; $SD = .63$).

Administrators versus mentees and mentors. None of the administrators reported that *research on adult ESL mentoring*, *an adult ESL mentoring manual*, or *online mentoring support network* were *quite needed*, whereas several mentees and a few mentors selected *quite needed* for these three supports. While mentees, mentors, and administrators indicated that these three supports were *somewhat needed*, administrators ($M = 1.71, 1.71, 1.43$; $SD = .49, .49, .53$) reported lower means on these three supports than mentees ($M = 2.32, 2.20, 2.00$; $SD = .70, .82, .79$), and mentors ($M = 2.04, 2.00, 1.70$; $SDs = .64, .60, .63$).

The mentee need for *research* and a *manual* are understandable, if you remember that many mentees start teaching right after finishing an undergraduate or graduate program in which research underlies all activities and theories, and books and professors outline the steps needed to follow-up on them both.

Mentors versus mentees and administrators. Although 64% of mentees ($M = 2.52$; $SD = .59$) and 50% of administrators ($M = 2.33$; $SD = .82$) felt that *formal training opportunities for mentors* were *quite needed*, only 18% of mentors ($M = 2.14$; $SD = .47$) indicated that it was *quite needed*. The results for this item show that mentors are either currently fulfilling their roles well, or instructors and administrators disagree with what current research suggests: that mentor training is very important (Evertson and Smithey, 2000; Hudson et al., 2009)

Compensation for mentors (non-financial) was similar in that the mentees ($M = 2.36$; $SD = .70$) and administrators ($M = 2.29$; $SD = .77$) believed mentors should be compensated slightly more than did the mentors ($M = 2.00$; $SD = .76$) thought they should be. Perhaps some mentors

were being humble, but, whether or not they were, it has been recommended in the research that mentors receive some form of compensation to acknowledge their efforts (e.g., Sherman et al., 2000). One mentor reported that release time was a valuable form of compensation, and I stipulate that if release time were the survey example, this item would have received more ratings in favour of compensation.

A surprising result for supports. That mentees ($M = 2.36$; $SD = .64$), mentors ($M = 2.05$; $SD = .84$), and especially administrators ($M = 1.57$; $SD = .79$) rated *program funder support as somewhat needed* was a surprising result, as I expected *funder support* to be a *quite needed* support. My understanding has been that funders need to approve program elements such as mentoring, and some researchers (e.g., Daresh, 2003) claimed that obtaining commitment for mentoring programs from all the program stakeholders was important.

As well, an administrator saw the need for fair funding platforms that provided medical leave for staff to alleviate stress levels, because reducing stress increases willingness to participate in collaboration. Funders have an important role in developing and sustaining mentoring programs.

Research Question 4: Perceived recipients for mentoring

The fourth research question asked who instructors and administrators felt should be mentored and what form of mentoring was recommended. The results are reported in Table 5 with selection options of *formal*, *informal*, or *only if requested*. Whichever form is chosen in Alberta, Brown (2001) and Rathwell's (2006) studies suggested that both informal and formal mentorships can be successful.

Table 5

Perceptions on Who Should Be Mentored

An instructor new to:	Formally [1]	Informally [2]	Only if requested [3]	n
...adult ESL, with NO previous teaching experience				
Mentee	76%(19)	36%(9)	8%(2)	25
Mentor	86%(19)	32%(7)	5%(1)	22
Administrator	86%(6)	29%(2)	0%(0)	7
...adult ESL, with previous teaching experience				
Mentee	20%(5)	64%(16)	32%(8)	25
Mentor	27%(6)	68%(15)	23%(5)	22
Administrator	57%(4)	43%(3)	14%(1)	7
...an adult ESL program in a new institution, with previous teaching experience				
Mentee	8%(2)	80%(20)	24%(6)	25
Mentor	24%(5)	76%(16)	24%(5)	21
Administrator	43%(3)	71%(5)	0%(0)	7
...a different ESL program in the same institution, with teaching experience				
Mentee	8%(2)	52%(13)	52%(13)	25
Mentor	18%(4)	73%(16)	32%(7)	22
Administrator	29%(2)	43%(3)	43%(3)	7

Note. Reported in Percentage and (Number of Participants Who Selected Each Category)

Overall perceptions on mentoring recipients. Multiple responses were allowed for this question; thus, in total, mentees made 110 selections, mentors 109, and administrators 32. Mentees (76%), mentors (86%), and administrators (86%) agreed that *instructors with no teaching experience* need *formal* mentoring. The three groups also agreed that *instructors new to an adult ESL program in a new institution, with previous teaching experience*, should receive informal mentoring (80%, 76%, 71% respectively).

The three groups did not agree for the other two situations. Mentees (64%) and mentors (68%) disagreed with administrators (43%) regarding *instructors new to adult ESL but who had previous teaching experience*. Mentees selected *informal* (64%), then *only if requested* (32%), and finally *formal* (20%). Mentors had the same first result of *informal* (68%), but then chose *formal* (27%) and finally *only if requested* (23%). Administrators chose *formal* (57%) first,

informal (43%) second and *only if requested* (14%) third, the latter the only choice matching another group, mentors.

The results also showed different choices for questions addressing *instructors with previous ESL teaching experience new to a different ESL program in the same institution*. Mentees (52%) and administrators (43%) were equally divided between *informal* and *only if requested*, whereas more mentors (73%) favoured *informal*. Brown (2001) and Daresh (2003) stated that instructors who needed or wanted mentoring should receive it. Sherman et al. (2000) suggested that instructors having trouble with a certain aspect of teaching could also benefit, which was a participant suggestion in this study as well.

Recommendations for ESL Mentoring Programs

Based on the survey results and previous mentoring literature, the following are important recommendations for the individuals who are developing and implementing adult ESL instructor mentoring programs in Alberta.

Mentoring Program Framework

Tailor the program to your context. Consider mentee, mentor, and administrator opinions when developing mentoring programs. Try to be proactive about challenges outlined in the results of this study and referenced in the mentoring literature. As well, ask for the necessary supports from funders and faculty. It is also important to have an evaluation of mentoring programs to, as one mentee stated, “acknowledge past attempts and investigate what elements were successful or not.” Benson-Jaja (2010), who did a study of a variety of mentoring programs, reported that most effective mentoring and induction programs “share some common components: (a) mentor selection, (b) mentor training, (c) mentoring, (d) orientation, (e) professional development, and (f) program evaluation. (She) concluded that the components of

effective mentoring programs are (a) mentoring, (b) mentor selection/mentor match, (c) mentor-mentee contact, (d) observation, (e) mentor training, (f) administrative support, and (g) program evaluation”(p. 115).

Mentors

Develop a mentor pool, to avoid mentor burnout and to provide options for matching. Remember that mentors do not need to be senior instructors; they could be novices if the situation fits. Do not accept all instructors who volunteer to mentor; not everyone who is an effective teacher is an effective mentor (ATA, 2012). One participant warned about those who liked having “power” over others. Provide training opportunities for mentors, and help them understand mentee needs, such as orientation details and adaptation goals. Mentor aids could be in the form of a manual, published research, and/or online or face-to-face workshops. Also, mentors should have a free choice regarding participation in the program, so that they can be committed to the process.

Mentees

Guide mentees into the level of mentoring needed, based on their opinion and their teaching experience. One mentor commented that stoic or overwhelmed new instructors may need a “gentle suggestion” to get them involved in mentoring. Also, more than new teachers could find mentoring valuable; even senior instructors could benefit if they were struggling with a work-related issue or would like a fresh perspective on teaching methodology.

Matching

If possible, allow potential matches to meet informally first, match participants who are teaching at the same proficiency/course level, and situate their desks in close proximity to each other.

Collaboration

Provide workshops to share ideas and knowledge to create and/or foster an environment of collaboration (Brown, 2001). District workshops of any kind could also help rural instructors connect with mentors in the vicinity who could be shared (Sherman et al., 2000). One mentee noted that rural or satellite locations need a media mechanism for delivering mentoring. Two mentees suggested that effective mentors could share their expertise in the form of publications, lectures, workshops or narratives. Appendix A provides a list of online and other mentoring resources.

Workload

Time should be dedicated to the mentoring process, but workload should be monitored, i.e., be careful not to overload the mentee or mentor (Hobson et al., 2009); remind them not to take on too many extra activities within or outside the workplace, and give them release time if possible. Release time could be allocated as professional development time (Sherman et al., 2000). Provide some continuity in teaching assignments (e.g., being able to repeat lessons or units at a certain level) to help reduce instructors' workload.

Length

The mentoring relationship should last as long as needed (provided that the relationship is still healthy). Hellsten et al. (2009) recommended one or more years, and Farrell (2012) suggested that novice teachers could use one to three years of support. K-12 mentorships are one to two years, and sometimes three, even though Ingersoll and Strong (2011) stated that research was lacking on the effects of length.

Recognition

Give recognition to both mentees and mentors, in, for example, the form of a certificate of participation or a letter of commendation for a professional portfolio. Other forms of recognition could be stipends, luncheons, or a ceremony at the end of a mentorship to acknowledge the effort given (Sherman et al., 2000).

Limitations of the Study

This study had the same limitation as many of the previous mentoring studies (Hobson et al, 2009), as it was based upon the personal perceptions of a limited number of mentors, mentees, and administrators. The length of the surveys may have been a deterrent to participation in the study and account for the few incomplete surveys that were submitted.

Conclusion

Mentoring can be an effective form of professional development for mentees and mentors. Mentoring programs could be designed for adult ESL instructors in Alberta using suggestions from the literature (e.g., Daresh, 2009; Sherman et al., 2000) and the results of this study as guides. In this study, findings showed that the elements of, procedures for, and benefits of mentoring were rated *very important* by most respondents, thus supporting some of the K-12 mentoring literature (e.g., Daresh, 2003; Sweeny, 2008). Also, while the mentees, mentors, and administrators provided similar responses regarding the challenges, needed supports and recommendations for who and when to mentor, I identified slightly different tendencies on a few of these factors (e.g., guidance in planning lessons, the challenges of matching participants and of defining the role of administrators, the need for mentor training, and whether mentees should receive mentoring). Therefore, developers of mentoring programs for adult ESL instructors

should consider the perspectives of all three groups and enlist their help as the developers design and implement a program for their context.

More research could be conducted on the evaluation of informal versus formal mentoring in adult ESL programs, and on online mentoring and how it could be conducted to help isolated instructors. Also, as it was interesting to note that the administrators were in their positions for short lengths of time on average, which, if a trend in adult ESL, could have an impact on the development and maintenance of on-going programs such as mentoring. Further research could be conducted to determine the effect administrators and their role might have on the longevity of mentoring programs. I hope that my study has enhanced the field by contributing research from the Canadian context to the mentoring literature, and providing recommendations for the implementation of adult ESL mentoring programs in Alberta.

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Appendix A

Selected Recommended Resources

Online Resources

Citizenship and Immigration Canada. (2013, March 30). Tutela [Website for ESL instructors with a discussion group for mentoring new instructors of adult ESL]. Retrieved from <http://www.tutela.ca>

International Mentoring Association. (2013, April 2). International Mentoring Association [Public and members only resources for developing and sustaining mentoring programs. Mentee, mentor, and administrator resources]. Retrieved from <http://www.mentoring-association.org>

Teachers.net. (2013, March 30). Teachers.net [A K-12 website with a chat-board including topics for new teachers and mentors]. Retrieved from <http://Canada.Teachers.net>

The Mentoring Leadership and Resource Network. (2013, March 30). MLRN [A K-12 and college website dedicated to mentoring for new instructors]. Retrieved from <http://www.mentors.net/articles.php>

Mentoring Guides or Books

Alberta Teachers' Association. (2003). *Mentoring beginning teachers: Program handbook*. Edmonton, AB: Author. Retrieved from: http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/Mentoring_Beginning_Teachers.pdf

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Appendix B

Recruitment E-mail

Dear ATESL Members,

My name is Kim Chaba and I am a graduate student in the TESL Master's program at the University of Alberta. I would like to invite you to take part in my current research on mentoring. The survey responses will aim to guide recommendations for mentoring in adult ESL programs in Alberta. For this study, **mentoring** is defined as an experienced instructor (mentor) guiding and nurturing the development of another instructor (mentee) usually through a formal partnership.

I would like to know your thoughts on and experiences with mentoring. Practicum situations are not relevant to this study.

Information Letter and Consent Form

A detailed information letter and consent document for participating in this study is attached. Please read the information and, if you consent to participate, please continue reading.

Survey Descriptions

Please read the following survey descriptions and please select the **ONE** survey with which you identify the most. By completing one of the surveys, you indicate that you have read and understood the nature and purpose of the study and have given your informed consent to participate in this study.

MENTEE SURVEY: Please click on the link if you are an instructor in an adult ESL program who received (or would have liked to receive) mentoring from an instructor. (About 15 minutes to complete.) <https://www.surveymonkey.com/s/V87GTV9>

MENTOR SURVEY: Please click on the link if you have mentored a colleague in an adult ESL program, and/or you would like to be a mentor in the future. (About 15 minutes to complete.) <https://www.surveymonkey.com/s/9KDC8M3>

ADMINISTRATOR SURVEY: Please click on the link if you are an administrator of an adult ESL program. (About 10 minutes to complete.) <https://www.surveymonkey.com/s/LNL3RZG>

Thank you for agreeing to participate in my study on mentoring. I look forward to reading your anonymous responses.

Sincerely,

Kim Chaba

Appendix C

Information and Consent Letter:

Study Title: Mentoring Instructors of Adult ESL

Research Investigator:

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Background

You are being invited to participate in this study because of your experience with mentoring in the English as a second language (ESL) field. You were contacted because you are a member of the Alberta teachers of English as a second language (ATESL) listserv. The results of this study will be used in support of my Master's capping project.

Purpose

The goal of this research is to explore the use of mentoring programs in ESL programs in Alberta. This study is important because there is limited research available on this subject in the ESL context. The results will provide adult ESL programs with recommendations for mentoring programs.

Study Procedures

If you decide to participate in this study, you will be asked to choose one of three surveys. Please choose the survey you identify with the most, based on your past experience. The mentee and mentor surveys will take about 15 minutes to complete and the administrator survey will take about 10 minutes.

Benefits

The information from this study will help the ESL community better understand the nature and use of mentoring programs for instructors. As part of the ESL community, you therefore will benefit indirectly. A summary of the findings will be published in the ATESL newsletter when the research is completed.

Risks

There are no foreseeable risks involved if you choose to participate in this survey.

Voluntary Participation

You are under no obligation to participate in this study. Your participation is completely voluntary and you may withdraw at any time. You do not have to answer any questions that you do not want to answer. By responding to this survey, you are giving informed consent for your participation. If you do not press the "Done" button at the end of the survey your data will not be saved. You can stop doing the survey at any time. However, after you press the "Done" button, it is not possible to remove your data from the study.

Confidentiality and Anonymity

Participation in this study is anonymous. Data from the Internet survey will not identify you in any way. My academic supervisors and I are the only people who will have access to this data. The University of Alberta Research Ethics Board also has the right to review the data at any time. The anonymous data will also be stored on a password-protected computer in a secured location by the Department of Education Psychology at the University of Alberta for a minimum of five years. After five years the data will be destroyed. The data from the surveys will be stored on servers located in the U.S., and can be reviewed by the U.S. Federal Authorities as per the U.S. Patriot Act.

The results of this study will be reported in a capping project, and may be presented at academic meetings and conferences, and published in an academic journal. A summary of this study will be published in the ATESL newsletter.

Other Information

If you have any questions, comments or concerns about the study, you can contact the researcher, Kim Chaba (chaba@ualberta.ca; 780-492-5245). If you have any questions or concerns regarding your rights as a participant, or about this study, you can also contact the University of Alberta's Research Ethics Office at 780-492-2615. This office has no relationship with the study investigator. The plan for this study has been reviewed and approved by a Research Ethics Board at the University of Alberta.

Consent

By clicking on the questionnaire link in the email, you are giving the following consent: "I understand that my questionnaire responses will be used for research and be kept confidential and anonymous. I have read the above information and agree to complete a questionnaire."

Please print this page for your records.

Appendix D

Mentee Questionnaire

Introduction: This study is about mentoring for instructors of adult ESL.

For questions 1-3, please think of your mentoring experiences.

1. Have you ever received formal or informal mentoring while teaching in an adult ESL program? (*Excluding practicum experiences.*)

- Yes *If yes, please continue to question 2.*
- No

If no, would you have liked to receive mentoring?

- Yes *If yes, please go to question 4.*
- No

2. How many mentors have you had? _____

3. Please indicate the circumstances in which your mentoring took place.

Situation:	I have received mentoring in this situation:
As an instructor new to...	
adult ESL, with <i>no</i> previous teaching experience	<input type="checkbox"/> Yes <input type="checkbox"/> No
adult ESL, with previous teaching experience	<input type="checkbox"/> Yes <input type="checkbox"/> No
an adult ESL program in a <i>new</i> institution, with previous teaching experience	<input type="checkbox"/> Yes <input type="checkbox"/> No
a different ESL program in <i>the same</i> institution, with teaching experience	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No

In the following questions, please provide your opinions about mentoring in adult ESL.

4. In your opinion, how important are the **ELEMENTS & PROCEDURES** listed below for a formal mentoring program?

** Please also check the far right box if you *experienced* this element during mentoring.

ELEMENTS & PROCEDURES	Not Important	Somewhat Important	Very Important	<i>I experienced this.</i>
Clearly defined roles and responsibilities				
Confidential process				
Guidance in planning lessons (based on the curriculum)				
Mentee receiving feedback on observed teaching				
Mentoring goals set jointly by mentee and mentor				
Non-evaluative process				
Open discussions about teaching philosophies and ideas for lessons				
Orientation to the program, the learners, and the broader institution				
Release time for the mentor				
Right for either participant to amicably withdraw from the partnership at any time				
Teaching schedule that allows for mentor and mentee conversations				
Teaching schedule that allows for mentor and mentee observations				
Other:				

5. In your opinion, how important are the following mentoring **BENEFITS** from your perspective as a mentee?

Mentee / Mentor BENEFITS	Not Important	Somewhat Important	Very Important
Enhanced well-being (e.g., increased confidence)			
Enhanced professional skills (e.g., decision making, self-reflection)			
Increased job satisfaction			
Mentee development of teaching and classroom management techniques			
Mentee adaptation to the expectations of the ESL program			
Opportunity for mentor to contribute to the profession			
Other:			

Program BENEFITS	Not Important	Somewhat Important	Very Important
Cost-effective method of training and developing staff			
Development of a workplace culture of collaboration			
Increased retention of instructors			
Positive effect on student success and satisfaction			
Other:			

6. In your opinion, how great are the following mentoring **CHALLENGES** from your perspective as a mentee?

Mentee / Mentor CHALLENGES	Minor Challenge	Somewhat of a Challenge	Major Challenge
Assigning roles and responsibilities			
Maintaining a manageable workload			
Matching participants (e.g., personalities, teaching philosophies)			
Mentors with little to no mentor training			
Scheduling mentoring sessions			
Stress level (e.g., observations, expectations from a variety of sources)			
Other:			

Program CHALLENGES	Minor Challenge	Somewhat of a Challenge	Major Challenge
Defining the role of the administration in the mentorship program			
Providing acknowledgement for mentorship program participants			
Other:			

7. How beneficial would the following **SUPPORTS** be to **enable mentoring** to take place in your ESL program?

SUPPORTS	Not Needed	Somewhat Needed	Quite Needed
An adult ESL mentoring manual			
Administrative support for the mentoring process and its participants			
Compensation for mentors (financial)			
Compensation for mentors (e.g., recognition)			
Formal training opportunities for mentors			
General colleague support for the mentoring process and its participants			
Online mentoring support network			
Program funder support			
Research on adult ESL mentoring			
Other:			

8. Please provide your recommendation for the mentoring of other instructors.

** Please think of the following definitions as you answer.

Formal mentoring is defined as assigning an experienced instructor (mentor) to another instructor (mentee) for an assigned length of time. Tasks could include lesson plan discussions, observations, and reflection sessions. Meeting times are scheduled by the mentor and mentee.

Informal mentoring is defined as an instructor (mentor) casually helping another instructor (mentee) over a period of time by. Tasks could include answering questions about work and classroom procedures, and lesson plan discussions. Either the mentee or mentor can initiate this form of mentoring. Mentors volunteer time as needed.

Situation: As an instructor new to...	Instructors in this situation should be mentored: (Please check all that apply.)
adult ESL, with <i>no</i> previous teaching experience	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above
adult ESL, with previous teaching experience	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above
an adult ESL program in a <i>new</i> institution, with previous teaching experience	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above
a different ESL program in <i>the same</i> institution, with teaching experience	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above
Other:	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above

9. From your perspective as a mentee, what other factors do you think are relevant to the development of mentoring programs? Please explain.

Background Questions

10. Approximately how many ESL instructors does your program have (full- and part-time)?

11. How long have you taught adult ESL? Full-time _____ months _____ years

Part-time _____ months _____ years

12. Levels of qualifications you have achieved. (Please check all that apply.)

- Bachelor’s degree
Specialization: _____
- Certificate
Specialization: _____
- Diploma
Specialization: _____
- Master’s degree
Specialization: _____
- Doctoral degree
Specialization: _____
- Other (including studies in progress)
Specialization: _____

***Thank you again for completing this survey.
Please click the SUBMIT button.***

Appendix E

Mentor Questionnaire

Introduction: This study is about mentoring for instructors of adult ESL.

For questions 1-3, please think of your mentoring experiences.

1. Have you ever provided mentoring to an instructor of adult ESL? *(No practicum experiences.)*

Yes
question 2.

If yes, please continue to

No

If no, please go to question 4.

2. How many times have you been a mentor? _____

3. Please indicate the circumstances in which the mentoring took place.

Situation: As an instructor new to...	I have mentored in this situation:
adult ESL, with <i>no</i> previous teaching experience	<input type="checkbox"/> Yes <input type="checkbox"/> No
adult ESL, with previous teaching experience	<input type="checkbox"/> Yes <input type="checkbox"/> No
an adult ESL program in a <i>new</i> institution, with previous teaching experience	<input type="checkbox"/> Yes <input type="checkbox"/> No
a different ESL program in <i>the same</i> institution, with teaching experience	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No

In the following questions, please provide your opinions about mentoring in adult ESL.

4. In your opinion, how important are the **ELEMENTS & PROCEDURES** listed below for a formal mentoring program?

** Please also check the far right box, if you *have provided* this element during mentoring.

ELEMENTS & PROCEDURES	Not Important	Somewhat Important	Very Important	<i>I have provided this.</i>
Clearly defined roles and responsibilities				
Confidential process				
Guidance in planning lessons (based on the curriculum)				
Mentee receiving feedback on observed teaching				
Mentoring goals set jointly by mentee and mentor				
Non-evaluative process				
Open discussions about teaching philosophies and ideas for lessons				
Orientation to the program, the learners, and the broader institution				
Release time for the mentor				
Right for either participant to amicably withdraw from the partnership at any time				
Teaching schedule that allows for mentor and mentee conversations				
Teaching schedule that allows for mentor and mentee observations				
Other:				

5. In your opinion, how important are the following mentoring **BENEFITS** from your perspective as a mentor?

Mentee / Mentor BENEFITS	Not Important	Somewhat Important	Very Important
Enhanced well-being (e.g., increased confidence)			
Enhanced professional skills (e.g., decision making, self-reflection)			
Increased job satisfaction			
Mentee development of teaching and classroom management techniques			
Mentee adaptation to the expectations of the ESL program			
Opportunity for mentor to contribute to the profession			
Other:			

Program BENEFITS	Not Important	Somewhat Important	Very Important
Cost-effective method of training and developing staff			
Development of a workplace culture of collaboration			
Increased retention of instructors			
Positive effect on student success and satisfaction			
Other:			

6. In your opinion, how great are the following mentoring **CHALLENGES** from your perspective as a mentor?

Mentee / Mentor CHALLENGES	Minor Challenge	Somewhat of a Challenge	Major Challenge
Assigning roles and responsibilities			
Maintaining a manageable workload			
Matching participants (e.g., personalities, teaching philosophies)			
Mentors with little to no mentor training			
Scheduling mentoring sessions			
Stress level (e.g., observations, expectations from a variety of sources)			
Other:			

Program CHALLENGES	Minor Challenge	Somewhat of a Challenge	Major Challenge
Defining the role of the administration in the mentorship program			
Providing acknowledgement for mentorship program participants			
Other:			

7. How beneficial would the following **SUPPORTS** be to **enable mentoring** to take place in your ESL program?

SUPPORTS	Not Needed	Somewhat Needed	Quite Needed
Administrative support for the mentoring process and its participants			
An adult ESL mentoring manual			
Compensation for mentors (financial)			
Compensation for mentors (e.g., recognition)			
Formal training opportunities for mentors			
General colleague support for the mentoring process and its participants			
Online mentoring support network			
Program funder support			
Research on adult ESL mentoring			
Other:			

8. Please provide your recommendation for the mentoring of other instructors.

** Please think of the following definitions as you answer.

Formal mentoring is defined as assigning an experienced instructor (mentor) to another instructor (mentee) for an assigned length of time. Tasks could include lesson plan discussions, observations, and reflection sessions. Meeting times are scheduled by the mentor and mentee.

Informal mentoring is defined as an instructor (mentor) casually helping another instructor (mentee) over a period of time by. Tasks could include answering questions about work and classroom procedures, and lesson plan discussions. Either the mentee or mentor can initiate this form of mentoring. Mentors volunteer time as needed.

Situation: As an instructor new to...	Instructors in this situation should be mentored: (Please check all that apply.)
adult ESL, with <i>no</i> previous teaching experience	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above
adult ESL, with previous teaching experience	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above
an adult ESL program in a <i>new</i> institution, with previous teaching experience	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above
a different ESL program in <i>the same</i> institution, with teaching experience	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above
Other:	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above

9. From your perspective as a mentor, what other factors do you think are relevant to the development of mentoring programs? Please explain.

Background Questions

10. Approximately how many ESL instructors does your program have (full- and part-time)?

11. How long have you taught adult ESL? Full-time _____ months _____ years

Part-time _____ months _____ years

12. Levels of qualifications you have achieved. (Please check all that apply.)

- Bachelor’s degree
Specialization: _____
- Certificate
Specialization: _____
- Diploma
Specialization: _____
- Master’s degree
Specialization: _____
- Doctoral degree
Specialization: _____
- Other (including studies in progress)
Specialization: _____

***Thank you again for completing this survey.
Please click the SUBMIT button.***

Appendix F

Administrator Questionnaire

Introduction: This study is about mentoring for instructors of adult ESL.

1. Has your ESL program had a formal mentoring program in the past?
 - Yes
 - No
 - I don't know.

2. Does your adult ESL program currently have a formal mentoring program? (Check any that apply.)
 - Yes, every new instructor is mentored.
 - Yes, instructors receive mentoring if they request it.
 - No, not currently.
 - No, we don't need it because _____
 - Other: _____

If you answered Yes to this question, please go to Question 4.

If you answered No to this question, please proceed to Question 3.

3. If you don't currently have a formal mentoring program, are there plans to develop one for your ESL program? (Check any that apply.)
 - Yes
 - No

In the following questions, please provide your opinions about mentoring in adult ESL.

4. In your opinion, how important are the **ELEMENTS & PROCEDURES** listed below for a formal mentoring program?

ELEMENTS & PROCEDURES	Not Important	Somewhat Important	Very Important
Clearly defined roles and responsibilities			
Confidential process			
Guidance in planning lessons (based on the curriculum)			
Mentee receiving feedback on observed teaching			
Mentoring goals set jointly by mentee and mentor			
Non-evaluative process			
Open discussions about teaching philosophies and ideas for lessons			
Orientation to the program, the learners, and the broader institution			
Release time for the mentor			
Right for either participant to amicably withdraw from the partnership at any time			
Teaching schedule that allows for mentor and mentee conversations			
Teaching schedule that allows for mentor and mentee observations			
Other:			

5. In your opinion, how important are the following mentoring **BENEFITS** from your perspective as an administrator?

Mentee / Mentor BENEFITS	Not Important	Somewhat Important	Very Important
Enhanced well-being (e.g., increased confidence)			
Enhanced professional skills (e.g., decision making, self-reflection)			
Increased job satisfaction			
Mentee development of teaching and classroom management techniques			
Mentee adaptation to the expectations of the ESL program			
Opportunity for mentor to contribute to the profession			
Other:			

Program BENEFITS	Not Important	Somewhat Important	Very Important
Cost-effective method of training and developing staff			
Development of a workplace culture of collaboration			
Increased retention of instructors			
Positive effect on student success and satisfaction			
Other:			

6. In your opinion, how great are the following mentoring **CHALLENGES** from your perspective as an administrator?

Mentee / Mentor CHALLENGES	Minor Challenge	Somewhat of a Challenge	Major Challenge
Assigning roles and responsibilities			
Maintaining a manageable workload			
Matching participants (e.g., personalities, teaching philosophies)			
Mentors with little to no mentor training			
Scheduling mentoring sessions			
Stress level (e.g., observations, expectations from a variety of sources)			
Other:			

Program CHALLENGES	Minor Challenge	Somewhat of a Challenge	Major Challenge
Defining the role of the administration in the mentorship program			
Providing acknowledgement for mentorship program participants			
Funder support for a mentoring program			
Recruiting willing mentors			
Other:			

7. How beneficial would the following **SUPPORTS** be to **enable mentoring** to take place in your ESL program?

SUPPORTS	Not Needed	Somewhat Needed	Quite Needed
An adult ESL mentoring manual			
Administrative support for the mentoring process and its participants			
Compensation for mentors (financial)			
Compensation for mentors (e.g., recognition)			
Formal training opportunities for mentors			
General colleague support for the mentoring process and its participants			
Online mentoring support network			
Program funder support			
Research on adult ESL mentoring			
Other:			

8. Please provide your recommendation for the mentoring of other instructors.

** Please think of the following definitions as you answer.

Formal mentoring is defined as assigning an experienced instructor (mentor) to another instructor (mentee) for an assigned length of time. Tasks could include lesson plan discussions, observations, and reflection sessions. Meeting times are scheduled by the mentor and mentee.

Informal mentoring is defined as an instructor (mentor) casually helping another instructor (mentee) over a period of time by. Tasks could include answering questions about work and classroom procedures, and lesson plan discussions. Either the mentee or mentor can initiate this form of mentoring. Mentors volunteer time as needed.

Situation: As an instructor new to...	Instructors in this situation should be mentored: (Please check all that apply.)
adult ESL, with <i>no</i> previous teaching experience	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above
adult ESL, with previous teaching experience	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above
an adult ESL program in a <i>new</i> institution, with previous teaching experience	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above
a different ESL program in <i>the same</i> institution, with teaching experience	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above
Other:	<input type="checkbox"/> Formally <input type="checkbox"/> Informally <input type="checkbox"/> Only if requested <input type="checkbox"/> None of the above

9. From your perspective as an administrator, what other factors do you think are relevant to the development of mentoring programs? Please explain.

Background Questions

10. Approximately how many ESL instructors does your program have (full- and part-time)? ___

11. How long have you been the administrator of your adult ESL program? ___ months ___ years

***Thank you again for completing this survey.
 Please click the SUBMIT button.***