MENTORING IN THE BRITISH MUSEUM'S INTERNATIONAL TRAINING PROGRAMME

AN INTERACTIVE QUALIFYING PROJECT

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Mentoring in the British Museum's International Training Programme

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Abstract

The British Museum hosts an annual International Training Programme (ITP) to train heritage professionals from around the world on various aspects of museum operation. To foster continued learning and strengthen the global network of alumni, the ITP team desired to establish a mentoring programme. Through surveys and interviews of museum staff and ITP alumni, the IQP team confirmed interest in the mentoring programme, established the roles of mentors, and determined key training areas. The team planned a week-long training session and built materials and activities. Finally, the team set up an evaluation system for continuous improvement of the programme.

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Executive Summary

Every summer, the British Museum hosts an annual International Training Programme (ITP) where museum professionals from around the world go to London to train in various aspects of museum operation. Over the past ten years, the ITP has hosted over 200 participants, an extensive network of alumni across the globe. While certain participants are active in the network, applying to post-ITP programmes and writing for the newsletter, other countries have alumni who are less involved. For example, China and Sudan have 53 alumni in the ITP network, yet they do not engage actively.

To help encourage participation in the alumni network and increase preparedness of new ITP fellows, the British Museum proposed the establishment of an ITP mentoring programme. The ITP mentors will fulfill four key roles: help new ITP fellows with pre-departure and expectation management for the ITP, support and encourage participation in the network of fellows, act as advocates for the ITP in their home region, and cascade the training they received on the ITP. This mentoring programme will begin with a week-long training on mentoring skills and professional development in London.

Project Goals and Methodology

To create this programme, the team had five key objectives to fulfill. First, the team gathered information on past ITP attendees and their network participation. Afterwards, the team met with museum professionals at the British Museum and its partner museums to discuss the focus of the programme and its structure and materials. The team then surveyed and interviewed ITP fellows to determine interest in mentoring. The team interviewed ten ITP alumni from various countries to discuss the proposed mentoring roles, possible training areas, interest in participating, and feasibility. The survey to the entire alumni network attempted to capture similar information and obtained qualitative answers from 53 alumni. Once the team gathered data from the alumni and U.K. museum professionals, the creation of materials for the week-long training began. The adaptation of training materials from various sources, including the British Museum, was the strategy for rapid development of effective materials. The team created materials specially designed for ITP mentors, drawing on past experiences and knowledge of the network for inspiration. The last objective was the establishment of an

evaluation system for the mentoring programme to foster its continuous improvement.

Findings

In the first week at the British Museum, the team was given a presentation on ITP statistics. There are 32 Chinese ITP alumni and 21 Sudanese alumni, yet both nations are not actively contributing to the network or getting involved in post-ITP opportunities. For example, the number of post-fellowship applications received from China and Sudan was 23 and 16, respectively, compared to Egypt's 73 applications by 39 fellows. Furthermore, the number of ITP post-fellowship applications has declined throughout the 2013-2016 period, from 32 to 22 applications per year. Survey response rates from China and Sudan are only 22% and 24% compared to a 50% overall response rate for the same survey.

The team learned about *Red Zone* countries, which have not had an ITP participant for the past five years and limited participation in the ITP network. Of the three yearly ITP newsletters that have been published, 14 countries have participated, but only three of them have been Red Zone countries. The total number of articles has been 66, with just six coming from the Red Zone countries.

The meetings with museum staff were sources of many ideas for the structure and materials for the training programme, including recruitment and training methods. Discussion of the recruitment process for the Knowledge Exchange Programme (which organizes professional exchanges between the British Museum and other museums) and the British Museum's mentoring programme, highlighted the importance of proper recruitment: participants excited about their role will usually perform better. Besides, having permission from fellows' institutions was pointed out as a factor that could affect the success of the mentoring programme. What these established programmes did in order to attract participants was not an elaborate marketing strategy, listing the benefits that participation has for both an individual and the people around them can make both participants and their supervisors realize the importance of participation.

Due to the importance of proper instruction of mentors, training methods were discussed in all meetings with museum staff. A common theme that arose from the interviews was *learning by doing*, interactive activities to engage the mentors. *Learning by doing* has various forms, including role playing, discussion sessions, icebreakers and presentations. Sue

Giles from Bristol Museum and Art Gallery suggested a few role playing exercises based on her experience. Furthermore, Fiona West of Human Resources gave examples of the role playing activities in which British Museum mentors participate. Finally, Ronan Brindley of Manchester Art Gallery explained a few interactive activities, including learning sets (groups that gather to present and discuss about a particular topic), icebreakers that fostered presentation skills, and art discussions led by volunteers at Manchester Art Gallery.

Through the use of surveys and interviews, the team was able to confirm the interest in the mentoring programme, and the most important training areas. All ten interviewees said that the mentoring programme would be very useful for them. One stated that the mentoring programme would increase their knowledge and increase their networking opportunities.

Most survey responses (94%) reported that helping new ITP participants was important as a mentoring responsibility. The suggestions for areas to help the new fellows included financial advice, managing homesickness, culture shock, and ITP expectations. A participant described the process of getting through the ITP in the following manner:

> *"In the beginning you get culture shock, 'How do I get around London?' 'How do I do this and that?' [...] as the training goes along the problems change: participants might become sick, or get homesick or fatigued."*

Survey responses revealed this was very important (45%) or extremely important (49%).

All of the interviewees thought supporting the ITP alumni network was an important and worthwhile role. Four of the interviewees mentioned that they have kept in touch or collaborated with people from the network, even though it was not specifically addressed in the questions. One of the interviewees said that past ITP attendees should be involved in the network both professionally and intellectually, to create a "resource exchange" in which the mentor is a moderator. The most popular survey response was very important (47%).

Furthermore, all interviewees thought promoting the ITP was also a valuable aspect of the mentoring programme; three of them had already done that kind of work before. All interviewees said that mentors should be involved in the first step in the ITP recruitment process. This was the role with the perceived highest importance in the survey; 51% of respondents said extremely important, while 39% thought advocating was very important.

Finally, all interviewees thought cascading training was important. One of them had been involved in the Kenya Heritage Training Institute. Another gives yearly lectures to her

students regarding the ITP, and one more gave a presentation to his colleagues when he came back from the ITP, stating that his museum's policy was "whatever I had learned I had to also tell."

The training areas of interest to interviewees were team building and management, presentation skills, time management, leadership training, coaching, project management, marketing, communication skills, and course development. Of the eight ITP alumni interviewed, three mentioned presentation skills as important, while two mentioned marketing and leadership training as important for mentor training.

In the survey, the three most popular areas for the mentoring training were team management, presentation skills, and mentoring skills; at least 40 survey participants out of 53 said they were important. Some of the survey takers suggested other training areas to incorporate, including workshop creation and network building.

Of the 53 survey takers, 44 either strongly or somewhat agreed to being a mentor, while only one strongly disagreed to being a mentor. The surveys revealed that 78% of respondents would have found a mentor for the ITP either very or extremely useful. None said it would not have been useful at all.

We were able to create materials based on the results of the surveys and the interviews. The interview and survey responses helped shape the content of the training materials. Some of the materials created included workshop presentations, a handbook, and training activities. There are ten presentations for the mentor training week, interactive training activities which include role playing scenarios, group work, discussions, and presentation practice. The handbook was developed to be read in parallel to the workshops, but included more detail, examples, and discussion of techniques and objectives. On the other hand, a portion of the materials was created from scratch, including the examples in the presentation skills workshop. In addition, the mentoring role playing activities were brainstormed by the team to be appropriate for ITP alumni.

Conclusions and Recommendations

Based on the findings and discussions, the team was able to determine that there was an interest in a mentoring programme, and that the ITP has good mentor candidates. Therefore, the team recommended that the British Museum implement the mentoring programme and use

the training materials developed for the associated training. The training materials were left in a shared Dropbox folder with specific instructions on delivery. Once the programme is implemented, the mentors should be actively encouraged to help out their mentees and promote communication within the ITP alumni network. The team recommended evaluating the programme in a yearly manner. Furthermore, informal feedback, including discussions with the mentors, could be conducted to allow the ITP staff to gain further insight into possible areas of improvement.

This project has limitations which should be considered when reviewing its findings and recommendations. A small sample of ITP alumni were interviewed, and the number of survey responses was close to a quarter of the alumni population. Therefore, the team cannot be fully certain that the conclusions are representative of the entire network. It is possible that only the most eager fellows responded to the survey and skewed the data. During the interviews, there were issues with Internet connection and the language barrier. Presumably, if the interviews were conducted in their native tongue, the results could have been clearer. With more time dedicated to the creation of the mentoring programme, there could perhaps be more survey responses to guide the development of more effective training materials and programme structure. The team will not oversee the implementation of the mentoring programme to guarantee appropriate use of the materials. Future researchers into the mentor programme could conduct more interviews with the alumni and attend an alumni event to obtain more feedback.

Chapter 1: Introduction

There are over 55,000 museums around the world that explore the history of over 200 countries and countless cultures (ICOM, 2011). In order to run these institutions, a wide variety of heritage professionals, including curators, archaeologists, archivists, researchers and managers, are trained and employed. While training for these professionals is readily available to some museums such as the Louvre, not all institutions are as fortunate. Many museums, particularly those in third-world countries, lack the financial resources, training structure or support needed. They rely heavily on volunteers and specialists who do not necessarily have the specific skills to work in museums (ICOM, 2011). In today's world, museums and their professionals strive to be interconnected for collaboration, research, and improvement in public engagement.

The British Museum, one of the world's most recognized museums, conducts an annual International Training Programme (ITP) which hosts heritage professionals from different countries. During their six week stay in the U.K., these professionals are instructed in various aspects of operating a museum including establishment, management, and evaluation of exhibits, public engagement, fundraising, technology in the museum, scientific research, and artefact conservation. The ITP hosts participants from underdeveloped countries, and in doing so, contributes to the preservation of cultural heritage around the globe. As a testament of its effectiveness, 53% of alumni reported that since attending the ITP they moved upwards in their organization with 85% stating it was thanks to the ITP (Annabel Jackson Associates, 2013). Furthermore, the network of past ITP participants is unique since past participants connect, collaborate, apply to opportunities, write to the ITP newsletter and organize international meetings.

As the ITP continues to grow, the British Museum seeks to improve the preparation of the attendees, to ease the communication between all individuals, and to further support post-programme success. Nearly all alumni (92%) said they would like more legacy programmes from the ITP, with one respondent commenting it could be the "start of building an international museum network" (Annabel Jackson Associates, 2013). To address this need, the idea of a mentoring programme arose, to adopt a practical way of fostering career development and promoting continuous learning amongst all participants. On the other hand, there has been a

lack of continued involvement in the ITP network from some countries. Two of the three most represented countries at the ITP have failed to actively contribute to the network. To help the ITP reach its goal, we analysed the need for a mentoring programme and established its structure by conducting surveys and interviews with both ITP attendees and museum staff. These surveys confirmed the interest in the programme, and highlighted the duties that mentors needed to perform, namely helping ITP attendees with pre-departure, supporting the network of past ITP participants, advocating for the ITP in their home regions, and cascading training. Cascading training implies making presentations and organizing training sessions in the mentor's home region. From there, we developed the structure and materials for the programme by looking at similar training programmes from various institutions online and at U.K. museums. Finally, we created methods of evaluating and improving the mentoring programme once it is implemented by the British Museum in 2018.

Chapter 2: Background

This chapter begins by discussing the history of the institution known as a museum and its context in today's world. Next, to give further details about museum operation, the chapter outlines the role of the curator and heritage professional as well as different museum training schemes. From there, the chapter explores mentoring systems, and mentoring in museums. To conclude, the chapter introduces the British Museum in London, England as well as the International Training Programme (ITP) that the British Museum hosts annually.

2.1 Museums and Their Role through History

Museums are a staple in modern culture and in cities around the world. A museum is an institution focused on preserving and displaying historical content for future generations. Modern museums descended from the Museum of Alexandria in Egypt, established in the third century B.C.E. ("Museums-Origins," 2017). The distinction of *modern* museum is made, because the word "museum" is derived from the ancient word *museion*, meaning a place that is holy. Records preceding the Museum of Alexandria refer to museums as building complexes, seminar rooms, and banqueting halls, predecessors to modern museums ("Geschichte & Definition," n.d.). The establishment of the modern museum is based on the idea of providing

a public service. In the early 18th century the growing upper middle class had time to spend on entertainment, so museums were created to provide that entertainment (Beckert, Rosenbaum, 2010).

Industrialization caused an increase in the number of people that were able to afford leisure activities, and therefore, in the number of museums (Beckert, Rosenbaum, 2010). For example, following the death of wealthy British scientist James Smithson in 1829, Smithson's estate was left to the United States government, which in 1846 was used to build the Smithsonian Institute ("Our History," n.d.). According to Smithson himself, he bestowed his estate to the government in order to create "at Washington, under the name Smithsonian Institution, an establishment for the increase in diffusion of knowledge" ("Our History," n.d.). Museums became places for historical preservation and public entertainment.

Figure 1: The Smithsonian Institute in Washington D.C.

Source: Washington DC. Adapted with permission.

A goal of museums is education of the public through exhibits. The Worcester Art

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Museum in Worcester, MA frequently displays seasonal exhibits to appeal to the broad public and collaborates with local universities like Worcester Polytechnic Institute (WPI) to not only make visits free for students, but host Interactive Qualifying Projects. One of the popular exhibits that was recently hosted by the museum was "Meow: a cat-inspired exhibit." This exhibit was offered from May to September 2016, and in addition to cat paintings being put up for display, cats were brought in for guests to pet and potentially adopt ("Meow: An Exhibit," n.d.). The Islamic Art Museum, located in Cairo, is over 110 years old and houses one of the largest Islamic art collections in the world that includes textiles, metalwork, ceramics, and Mosque lamps ("Museum of Islamic," n.d.). This museum closed in 2014 due to a bombing that destroyed part of the building, but has since reopened ("Museum of Islamic," n.d.). The Metropolitan Museum of Art, located in New York, is known for its display of interesting pieces of art in exhibitions that include work exclusively from the 1960s, and avant-garde work deriving from the Russian Revolution ("Exhibitions", 2016). All of the special exhibits that museums have to explore are not simply put together randomly. Highly knowledgeable individuals take great care to ensure that every exhibit can tell its story to the public, these experts are curators.

2.2 The Role of the Curator and Heritage Professional

A curator is a museum scholar, focused on the history and preservation of objects (Schertz, 2015). Curators design exhibits to teach the public about artefacts housed in the museum. Individuals interested in museum curation are educated in a variety of areas including Museum Studies, History, Art History, and Archaeology (among others). These areas of study are found in academia at both the undergraduate and graduate level. Museum Studies focuses on "collections management, exhibition design, curatorial practices, visitor studies, education and interpretation, and object conservation," (Davis, 2016). Creating an exhibit is a very complex task, since it requires a profound knowledge of both objects and cultures. Furthermore, it requires the ability to gauge how objects can cohere to describe a cultural feature. Curators must also be proficient in engaging the public to ensure the success of their institutions. Many museums, including London's British Museum, offer training for curators on exhibition development. Their programmes provide opportunities to learn more about the

history of the items in their museum. Since curators are vital for the management of museums, they are sent to training programmes to enhance the overall museum experience (Lewis, 2013).

Nevertheless, labour in a heritage context is not limited to curators; there are various roles within the heritage profession. There are archaeologists who discover objects, researchers who investigate collections, archivists in charge of the proper care of items, museum directors, and professors of Museum Studies, all of whom are known as *heritage professionals,* a term used to describe any person involved in the study and display of culture (Croft, E., personal communication, 2017). All of these professionals interact and work together with the aim of exploring, conserving and communicating the world's cultures.

This network of professionals has become much more interconnected with the advent of international heritage programmes aided by communication through the internet. There has been a rise in the diversity of media technologies museums are employing (Russo, 2011). The technologies most commonly used are "blogs, wikis, podcasts, photo and video sharing, virtual environments, tagging, and annotation" (Russo, 2011). In fact, stretching as far back as 2001, the National Library of Australia introduced PictureAustralia, a portal through which the public could access the image collections of fifteen Australian agencies (Campbell, 2002), which then collaborated with Flickr to enable the public to contribute images to the collections (Hooton, 2006). Another pioneer in innovation with multimedia was the British Museum, which in 2010 launched a collection of podcasts titled "A History of the World in a 100 Objects" through iTunes (Russo, 2011). Professionals now *guide* the public interpretation of a cultural object, rather than dictate it. Some professionals have begun to publish their research notebooks online with daily updates (Owens, 2016). With the advancement of technology comes the need for museum professionals to adapt to an ever-changing world, and while the role of the curator has changed over time to take on many different roles, this evolution makes critical the need for training programmes that continue education and outreach to all professionals to improve their museum (Fowle, n.d.).

2.3 Training Programmes

Many museums conduct training for the professionals that contribute to their institution. One example of heritage professional training is the Docent Training Programme published by

Taylor and Francis, Ltd. that outlines important aspects of a training scheme (1973). Some of the outlined essentials from the Docent Training Programme are communication skills, information on the specifics of their occupation, definition of roles, and the creation of a network of resources to use after programme completion (Taylor and Francis, Ltd., 1973). However, the process of creating a museum training programme is not simple, as outlined in an article from *The Journal of Museum Education* in 1995. The article states that flaws in professional training can limit the growth of museums (Edson, 1995). Some of the issues encountered when developing specialized training include assessing the amount of knowledge curators should have and developing long-term training plans (Edson, 1995). A few training systems are highlighted in the following section.

2.3.1 Specific Training Programmes Around the World

At The Louvre in Paris, France, the introductory training programme is designed for curators with an undergraduate degree. Prospective candidates must take three examinations in order to be accepted into the programme ("Museum Curator"). This 18-month long course trains curators to work in the Louvre; it consists of studies of various aspects of French culture such as architecture ("Museum Curator").

Figure 2: The Louvre in Paris, France

Source: Paris Digest. Adapted with permission

The Canadian Museum of History hosts a training programme called the Royal Bank of Canada (RBC) Aboriginal Training Programme. This seven month programme is intended to teach technical skills in museum studies to Canadian natives ("RBC Training"). The RBC Aboriginal Training Programme has been running since 1993, some aspects explored include exhibits, research, collections, and public activities ("RBC Training"). The Japanese International Cooperation Agency (JICA) has also developed its own training system. JICA created a course to provide essential skills required for museum operation. The JICA programme is split up into two sections: the General nine-week section for all participants and a three-week Specialization section where participants are trained based on their specialties (JICA, 2014). Some training methods used at this programme included case studies, advice, and discussions (JICA, 2014). All of these training schemes focus on the importance of educating professionals in order to enhance the museum experience. A common example of professional development in many industries, not just museums, is mentoring.

2.4 Mentoring

The concept of mentoring is described as a "relationship between a less experienced individual, called a mentee, and a more experienced individual known as a mentor" (Wai-Packard, 2009). Usually, this situation is "hierarchical" in its nature, due to the gradient of experience between the two individuals (Keel, 2009). However, mentoring is typically also a "dynamic, reciprocal relationship in a work environment" (Healy & Welchery, 1990). That is, the dynamic between one deemed the mentor and one the mentee is not static. One person in the relationship can have a positive impact on the other, regardless of the role he or she is assigned.

There are three common goals of mentoring programmes among various researchers, although the nomenclature used is slightly different. Regine Talleyrand and Rita Chi-Ying Chung of George Mason University describe the following three components of mentoring: psychosocial support, role modeling, and professional development (Keel, 2009). Similarly, Jonathan Paquette of the University of Ottawa states that there are three broad categories to mentoring which include "sociological, managerial, and vocational" factors (Paquette, 2012). Psychosocial or sociological factors relate to the relationship between the mentor and the

mentee. There must be an understanding between the two individuals to ensure the success of the relationship (Keel, 2009). The role modeling or managerial aspect of the programme deals with the career-related success of the mentor and mentee. The mentee gains wisdom and can heed the advice of the mentor that has had more experience in his or her career. On the other hand, the mentor can reflect and reap benefits to bolster his or her own career. For example, as a teacher, the mentor reinforces previously-learned concepts that are passed on to the mentee (Smith, 2007). Finally, the professional development or vocational elements of mentoring are closely involved with the role modeling aspects and more specifically teachings related to careers. As a role model, the mentor can provide advice about personal issues, while in the vocational sense, the advice is professional. Moreover, the vocational teaching involves specific lessons on technical skills. As an example, an engineering mentor teaches a mentee to perform a specific calculation. The managerial teaching approach would be to teach life lessons as opposed to mathematical ones. These three aspects come together to shape a typical mentoring programme.

2.4.1: Mentoring Programme Strategies

For the past few decades, mentoring has been an emerging topic in the study of career development. There are over five thousand mentoring programmes in the United States alone (Blakeslee & Keller, 2012). Mentoring has been advertised by business, media and institutions as a practical, cost-free method of fostering development, promoting learning, and engaging people. In terms of its learning benefits, it can make "tacit knowledge explicit", with "individuals [being] allowed to interrogate their practice, reflect and then reappraise the values, theories and aspirations attached to their individual theories of learning and teaching" (Nicholls, 2002).

When creating a mentoring programme a host of factors must be considered: relevance of topics, experience of the possible mentors, the goals of participants, and availability, among others (Emelo, 2011). Another important factor, communication between mentor and mentee, will depend on the work and personal schedules. All parties involved should have common goals for the mentoring programme and its future growth. To achieve these goals, there are various possible programme organizations. Group mentoring, in which one or more mentors or more meet and guide various mentees at the same time (Emelo, 2011). Online mentoring, has

allowed the benefits of mentoring to reach a larger audience, and eliminate the need for travel, or the end of a mentoring relationship due to geographical circumstances (Ensher, Heun & Blanchard, 2003). Reverse mentoring is the system in which younger mentors teach their older mentees about technology and social media (DeAngelis, 2013). Each programme has its own nuances, and care must be taken by each institution to implement them in the most efficient and convenient manner possible.

2.4.2 The Nuances of Mentoring Strategies

While most mentoring systems are pair-based, this does not have to be the case for all mentoring relationships (Paquette, 2012). Group mentoring has been described as "fast and flexible", "cost-effective", and as "foster[ing] rotational learning" (Emelo, 2011). It can be organized in "circle" or "needs-based" configurations in which, respectively, one mentor is responsible for several mentees or a "pool of mentors is available for individuals to call on occasionally" (Klasen & Clutterbuck, 2012). With multiple mentees, there will be an additional layer of idea-sharing between the participants, due to the increased number of professionals working together.

Online mentoring, as almost anything online today, may seem impersonal *a priori*. Nevertheless, there are various advantages to it. First, online communities have allowed for the creation of much more diverse networks from which mentors can be drawn (Ensher *et al*, 2003). This larger pool of mentors can provide the ideal mentor, one that has the desired skills and is compatible to the mentee (Ensher *et al*, 2003). Another benefit of online interaction are the multi-media training resources, with companies reporting a 366% return on investment with online training (Ensher *et al*, 2003).

Reverse mentoring is one of the most recent examples of the metamorphoses of mentoring. It was recently implemented at The Hartford, an insurance company, and produced excitement and eagerness amongst the mentors (DeAngelis, 2013). Not only did they succeed at teaching their older mentees about technology, along the way, they had "the chance to have direct, working relationships with people in the company's upper echelons" and they "acquired some fundamental training in professional comportment" (DeAngelis, 2013). In more concrete terms, a survey to mentees was released, and 80% thought the project was extremely effective for business and 97% thought it was personally extremely effective (DeAngelis, 2013).

2.4.3 Mentoring in the Museum

Museums also establish their own forms of mentoring. A number of museum organizations have mentoring programmes that seek to further train professionals and establish connections between all members of the organization. The Museums Association and the British Museum both have developed formal two-person mentoring systems (Museums Association, 2017; Croft, personal communication, February 19, 2017). The British Museum runs their Mentoring Programme through the Human Resources department and pairs employees together to share knowledge and advice (Croft, personal communication, February 19, 2017). The British Museum also hosts a Future Curators programme with their U.K. partner museums that seeks to train upcoming heritage professionals. As part of the 18-month programme, the future curator can seek guidance and professional help from a mentor within the British Museum (Garnett, personal communication, March 20, 2017). The Association of Art Museum Curators (AAMC) has its own mentoring programme. Founded in 2012, its goal is "to foster the professional development of curators at all levels" (AAMC, n.d.).

Many museums have adopted ambassador programmes to engage employees in further professional development. In the heritage context, ambassador programmes are of a wider scope than mentoring. They are geared towards the promotion of an organization through presentations, exhibitions and workshops (Croft, personal communication, February 19, 2017). The Arts Marketing Association (AMA) developed a system through which museum members were rewarded for making connections, sharing materials, enthusing potential members, and sharing updates on behalf of the AMA (Croft, personal communication, February 19, 2017). Also, Glasgow Life (an organization that manages community facilities, museums and libraries) has a Staff Ambassadors programme geared towards professional development. It consists of visits to different Glasgow Life venues, participation in workshops, coaching training, and group meetings to share experiences (Croft, personal communication, February 19, 2017).

2.5 The British Museum

The British Museum is a vital fixture of London culture and the world round over. Established in 1753, the British Museum was the first national public museum in the world that

gave free admission to "studious and curious persons," ("History of British," n.d.). Following the death of physician, naturalist, and collector Sir Hans Sloane, the collection of 71,000 historical objects he amassed over his lifetime was to be donated to King George II, and was then brought into the British Museum through an Act of Parliament (Sanders, 1984, p. 51). The museum was opened 15 January 1759 in Montagu House, and, for the exception of the two World Wars, has been open ever since ("History of British," n.d.).

The nineteenth century and the Age of Napoleon brought about an expansion of the Museum's collections. As early as 1798, Napoleon invaded Greece and Egypt, and acquired numerous artifacts back to France ("Napoleonic Expedition," n.d.). Some of those artifacts, including the Rosetta Stone and the Parthenon sculptures, were later brought into the British Museum and have remained there ("Napoleonic Expedition," n.d). During the 1800s, the museum expanded with the construction of the quadrangular building in 1823 and the round Reading Room in 1857 ("History of British," n.d.). Further expansion continued into the 1900s with the construction of Duveen Gallery for the Parthenon sculptures and the Queen Elizabeth II Great Court ("History of British," n.d.). An increased interest in public service led to first summary guide and guide lecturer in the early 1900s, and a library was included in 1973 to educate the public (Sanders, 1984, p. 50). Finally, in the 21st century, new exhibits and galleries were created to broaden the scope of the museum. These exhibits include Chinese ceramics, The Enlightenment, and the tomb-chapel of Nebamun ("History of British," n.d.).

Figure 3: The Great Court of the British Museum

Source: British Museum. Adapted with permission

Part of the appeal of the British Museum is that the public can view its collections both in-person and online. This has attracted large audiences; according to the Annual Review Launch 2015, the British Museum received 6.7 million visitors in person and 43.7 million visitors online (Rickman & Elvin, 2015). An increase in temporary exhibitions and displays has led to an increase in museum visits, as they provided more opportunities to look into other cultures (Porter, 2016). Some of the global exhibits linked to an increase in visitors include *Germany: memories of a nation* that had 114,000 visitors and 4 million online downloads; *Ancient lives, new discoveries* that had 215,000 visitors; and *Ming: 50 Years that Changed China* which had over 120,000 visitors (Rickman, Elvin, 2015). Based on these successes, the British Museum made plans for more global exhibits. The exhibit plans from the Annual Review Launch of 2015 included *Manga now: three generations* featuring work from famous manga artists and *Egypt: faith after the pharaohs* an exploration of religions along the Nile (Rickman, Elvin, 2015). The British Museum maintains a large visitor base by changing their exhibits to illustrate the history of the whole world.

In accordance with its international outreach and progressive approach to heritage, the museum established a programme to teach operating skills to professionals from other

countries. This programme is called the International Training Programme.

2.6: The International Training Programme

The International Training Programme (ITP) was founded in 2006 to train museum professionals from around the world on different skills required for museum operation. As part of the programme, the ITP looks to build a global network of museum professionals by bringing people from all around the world, particularly from areas where there is a need for training. The ITP takes place at the British Museum during the summer over the course of six weeks (British Museum, n.d.). During that time, participants develop skills such as managing collections, creating and improving exhibitions, leadership, and fundraising, among others (British Museum, n.d.). Since the inception of the ITP, 228 participants from 33 different countries have attended. Of the entire participant pool, the majority are Egyptian (17%) and Chinese (14%) (British Museum, 2016). While the majority of attendees are curators (32%), there are also researchers (9%), directors (7%), archaeologists (6%), students (5%), and inspectors (5%). The most represented institutions are the Sudan National Museum, the Ministry of Antiquities in Egypt, and the National Museum of China (Croft, personal communication, February 19, 2017).
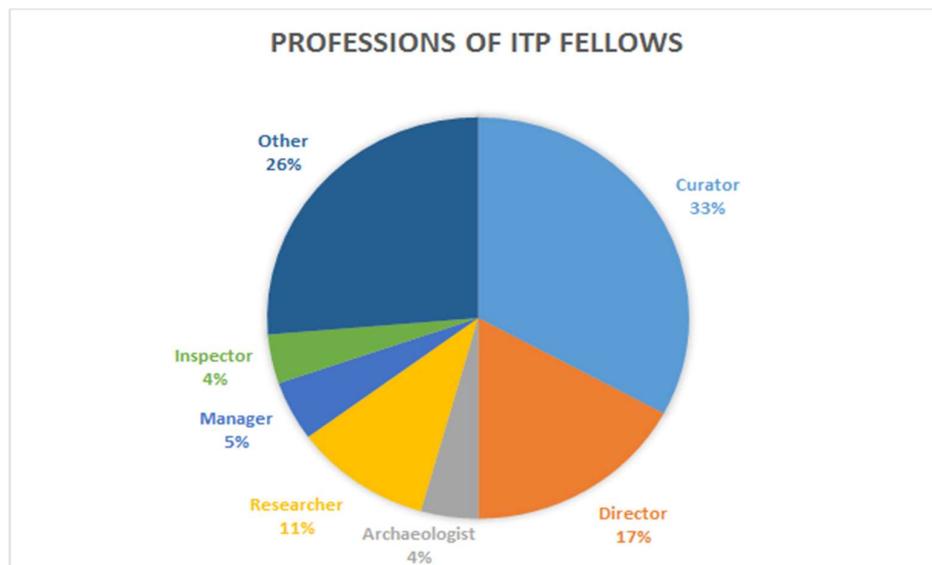

Figure 4: Distribution of Professions of ITP Fellows

To develop a global heritage network, the ITP has established links with institutions in the Middle East, Asia and Europe through its participants. The British Museum has established partnerships with various U.K. museums such as the Manchester Museum, the Bristol Museums, and the Glasgow Museums (British Museum, 2015). The purpose of these partnerships is to allow participants to visit and explore different approaches in management (British Museum, n.d.).

The ITP is structured in such a way that allows for a mixture of theory and practice, with the use of presentations, workshops, and panels. The ITP is also flexible, tailoring the ITP experience for every participant by assigning them to a departments that relate to their interests. This approach benefits all participants because it reduces the amount of people in the various activities, allowing for a more one-on-one experience with the instructors (British Museum, 2015).

With the skills developed during the ITP, various alumni have gone on to their institutions in their respective countries and conducted projects. For example, an ITP 2012 alumni has been working with the Grand Egyptian Museum Conservation Center in order to restore Abu Rawash boats. These boats date back to 2950 B.C.E., the most ancient known to man. Aside from restoring these historical pieces, they are also keeping records and conducting various studies (British Museum, 2013).

The ITP looks to keep in contact with their alumni through several platforms in order to improve the programme as much as possible. The ITP maintains numerous social media profiles such as Facebook, Twitter, and a blog on which they provide updates on several projects. According to surveys done by the ITP, 51% of alumni read the blog regularly, while 46% read the Facebook group (British Museum, 2015). The ITP also publishes newsletters in which they showcase several projects being carried out by alumni and discuss future plans for the programme. ITP+ programmes are intensive courses offered twice a year consisting of workshops on a particular subject related to museum work (British Museum, 2016).

With its sight on the future, the ITP team looks to identify areas of improvement in order to make the ITP experience better. For example, the ITP aims to create online platforms in order to make various resources available to alumni (British Museum, 2016). This would allow for better engagement between the staff and their alumni. Another point of improvement that the ITP aims to pursue is the implementation of awards that would fund further research

and projects carried out by the alumni (British Museum, 2016). Finally, the ITP also looks to showcase exhibitions devised at the ITP summer programme around the U.K. in order to help alumni build their own global network (British Museum, 2016).

2.7 Mentoring & the ITP

The British Museum is working to establish a mentoring programme to further engage past ITP participants and improve their experience. One of the main problems the ITP faces is a lack of involvement in the alumni network from certain countries that haven't had many participants attend the ITP. Countries that haven't been represented at the ITP in the past five years are identified as *Red Zone* countries, which are labeled in Figure 5. However, Red Zone countries aren't the only ones that fail to engage in the network. Two of the three most represented countries, Sudan and China, also fail to actively engage with the ITP network. In the case of Sudan, the ITP staff believes that this is a consequence of recruiting a lot of heritage professionals from the same institution. Since the fellows from Sudan can interact with past ITP attendees in their museum, they don't rely on the ITP network for questions. In the case of China, social media censorship may be part of the reason why they fail to interact with the ITP network. We believe that a mentor can motivate past attendees from these countries to engage with the network, apply for post-fellowship opportunities, and contribute to the ITP newsletter.
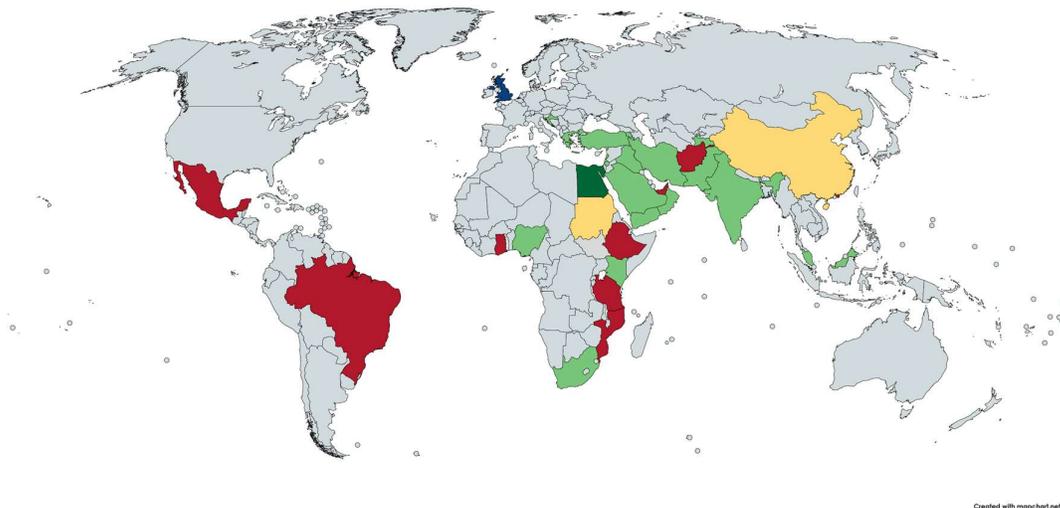

Figure 5: ITP Participation by Country

The ITP team expects that a new mentoring programme can help promote the ITP around the world, cascade training (the ITP teaches the mentors who in turn teach other professionals), support dialogue amongst the ITP network, and provide further training for alumni. In order to decrease the number of Red Zone countries, the ITP also wants to establish the ITP alumni as brand ambassadors, people who are recruited to positively promote the brand of a company, or in this case, the ITP (Carlson, 2016). Brand ambassadors are people who promote and recommend a certain brand to others. This strategy of promotion is usually perceived by the public as more trustworthy than other forms of marketing since the ambassador is not directly part of the brand and can be more objective (Urbaniak, 2016). In the case of the ITP, fellows have had the experience and they can use their local connections to recruit more participants for the ITP.

The mentoring programme can help tackle other areas that need improvement: the ITP is often the first time many of the participants give presentations in English, and they may be underprepared. Getting the visas to travel to the U.K. can at times be an issue, and a lot of attendees would like to have better communication with the ITP staff before arrival as shown in the 2016 post-ITP evaluation where two respondents out of 18 said the paperwork they received from the museum was not helpful, and three did not receive any paperwork at all (Annabel Jackson Associates, 2016). Furthermore, two respondents said they were not happy with the partner museum allocated to them, so the mentors can manage expectations for the partner museum experience (Annabel Jackson Associates, 2016).

Due to the international scope of the ITP and the wide array of cultures involved, the system has to be set up carefully so that it is helpful to everyone. Because of the geographical separation between the attendees, a lot of the communication will be performed online, which is why this chapter analyses online mentoring programmes and their use of multimedia resources. Due to the limited amount of mentors that can be trained each year, we will have to adopt group mentoring techniques so that each mentee is better served and prepared to attend the ITP. Finally, since technology has become such an important feature of modern museums, mentors could also be helpful in the technological instruction of their mentees. These improvements could not only bolster the preparation of each individual ITP attendee, but foster communication amongst them in order to promote further research, improve their own

exhibitions, and help the attendee's institution become more successful.

Chapter 3: Methodology

The British Museum seeks to improve the performance of its International Training Programme (ITP) and increase participation in its alumni network. We determined the features of the ITP that could be improved through a mentoring programme to foster continued learning and strengthen the global network of fellows. We did this through the fulfillment of five key objectives:

1. Analysing data about who has attended the ITP and assessing what they liked and disliked about the programme.
2. Investigating different training programmes around the U.K. and at the British Museum by interviewing staff.
3. Surveying and interviewing past participants of the ITP in order to identify interest in a mentoring programme and determine what aspects of the ITP could be improved by such a programme.
4. Using the information gathered from the interviews and surveys to create and structure the mentor training.
5. Establishing a method for the evaluation of the mentoring programme once it has been implemented.

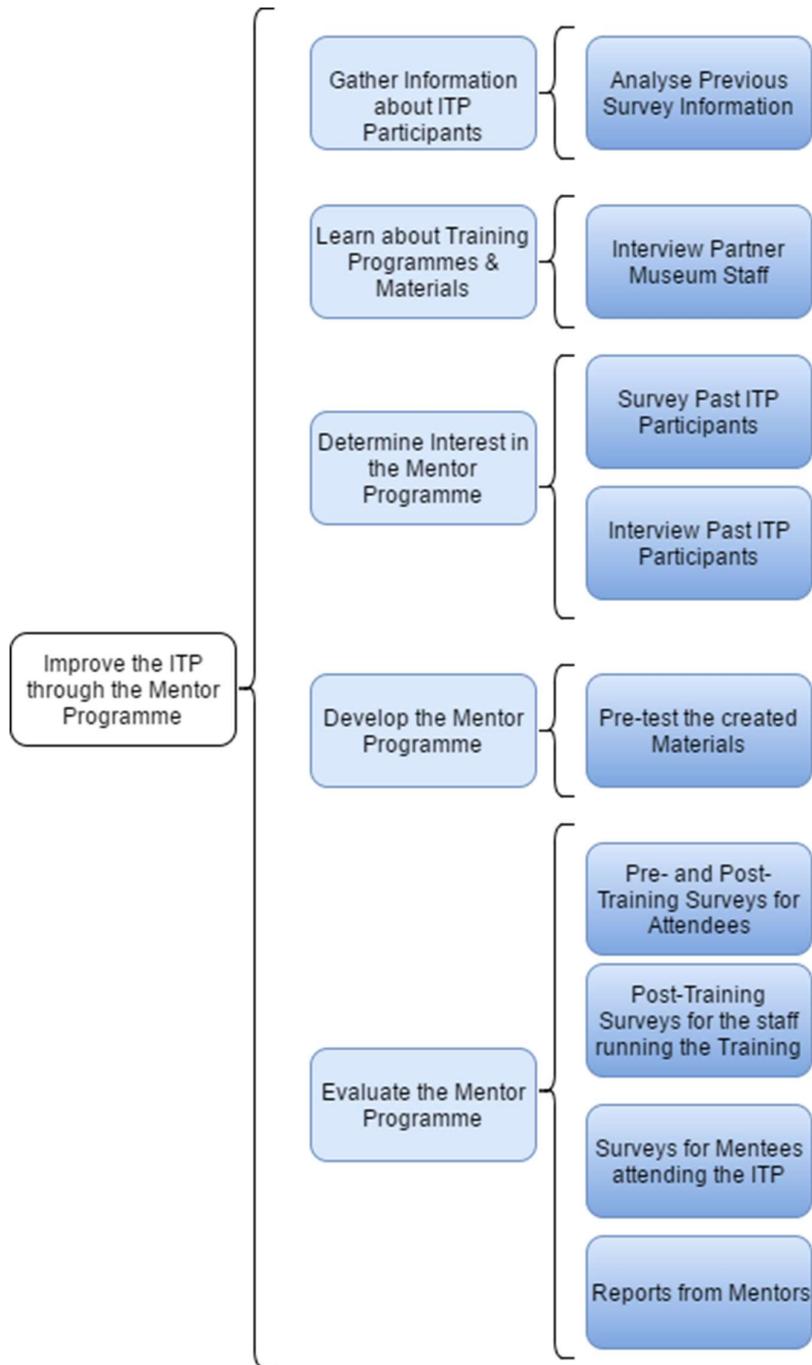In Figure 6, the flowchart summarizes the methodology for the project.

Figure 6: Project Goal, Objectives & Methods

3.1: Feasibility

Although we had many tasks to fulfill, we had enough time and resources to fulfill all of our objectives. We have a defined surveying sample with a consistently high response rate which will make the data collection more efficient. We hoped to reach a response rate of 50%, which was reached in the 2013 evaluation (66 out of 130) (Annabel Jackson Associates, 2013), and the 2016 social media survey (113 out of 228) (Croft, E. personal communication, February 8, 2017). Out of 228 ITP fellows, we received 53 responses, meaning that the response rate was 23% after holding the survey open for 10 days. The British Museum keeps close ties to past ITP participants, so interviews were easy to schedule. There were also many mentoring resources available online and at the British Museum, which were used as a source for our training materials. All of these factors reduced the time needed to fulfill each objective.

3.2 The Potential of a Mentoring Programme

In order for the mentoring programme to be established, we needed to know who was eligible to be a mentor based on past participation in the ITP. Some of the questions we asked past ITP participants include what positions participants hold at their own institutions and which institutions are sending the participants. These questions have been used to establish who will work best as a mentor for participants coming from different countries. For example, a curator from Egypt who went to the ITP would be a better mentor for another museum professional from Egypt because they would, presumably, speak the same language and share the same culture, thus making the relationship between mentor and mentee easier to establish.

We were given a detailed presentation on the ITP participants that analysed not only which countries had few participants, but also where post-ITP participation was lacking. We also delved deeper into ITP evaluation results and background information about the ITP to find potential areas of improvement that the mentor could fulfill. We addressed the ethical consideration through consent forms that asked for permission personal information in any reports we publish either through the British Museum or WPI. As was planned in Figure 7, this objective was completed during the first week of the term.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Info about ITP Participants	■						
Interviews with ITP Participants		■	■				
Meetings with Museum Staff		■	■	■	■		
Survey to ITP Participants				■	■		
Training Development				■	■	■	■
Design of Evaluation							■

Figure 7: Timeline

3.3 Training at U.K. Museums

Another objective for the project was to research different training programmes around the U.K., particularly the ones offered by the British Museum and its partners such as the Manchester Art Gallery, the Bristol Museum Art Gallery and the Tyne & Wear Museums & Archives in Newcastle.

The first interview was with Anna Garnett, a former ITP department representative for Ancient Egypt and Sudan. We discussed her experience with dealing with the Egyptian and Sudanese attendees, including their level of preparation for the ITP and the status of the ITP network. The second meeting was with Georgia Mallin and Michael McBratney who work on the British Museum's Knowledge Exchange Programme, which organizes professional exchanges between the British Museum and other museums. In this programme, museum professionals get the opportunity to explore a different job at the British Museum during a programme filled week and currently is running in museums in England. We met with them to gain insight into the inner workings of a national programme and to get some feedback on our progress in the project. Afterwards, we met with Fiona West, who is in charge of coordinating the British Museum's mentoring programme, to get a sense at how a mentoring programme is set up and managed. We also met with Jessica Harrison-Hall, an ITP department representative for Asia, to gain insight on the ITP experience for Chinese professionals.

Our first U.K. partner museum visit took us to Manchester where we met with Ronan Brindley, Head of Learning at the Manchester Art Gallery (MAG), and Adam Jaffer, Collections Officer at the People's History Museum in Manchester and former curator at the Birmingham Museum & Art Gallery. Both of them provided ideas and comments on our project plan and the mentor's training week. On our visit to the Bristol Museum and Art Gallery (BMAG), we talked to Sue Giles, Senior Curator of World Cultures, who provided details about attendees' experience at BMAG and their preparation for it. Finally, we interviewed Jackie Bland, Training and Governance Officer, and Bill Griffiths, Head of National Programmes at the Tyne & Wear Archives & Museums, who were the first to evaluate the training materials by listening to a presentation on presentation skills. This objective was completed in over the course of weeks two, three, four, and five; the schedule for this objective can be found in the timeline presented in Figure 7.

3.4 The Focus of the Mentoring Programme

To determine the focus of the mentoring programme, we conducted an online survey, using Qualtrics, and interviews. Following the preliminary review of past ITP evaluations (i.e. fulfillment of Objective 1), we designed questions for an overall survey. We sent the survey out through email to all ITP alumni. We interviewed a select pool of past participants via Skype or telephone calls to have an in-depth conversation about the proposed programme. See Appendix A for our full set of survey and interview questions. We also filled out a Project Scope document from the British Museum that analysed the feasibility, risks, stakeholders, and other factors of our project (see Appendix B).

For the survey, the first section explored the ways in which the mentors could have been useful for the ITP pre-departure. The second section focused on the potential mentoring programme, and it addressed the areas of focus of the mentor's role, including: building the ITP network, reaching out to more participants, cascading training, team management, among others (see Appendix A). The third section asked about the training areas for mentors and the ways in which this training would help mentors develop professionally. Finally, the fourth section involved willingness to become a mentor or participate in the mentoring programme by attending meetings, training sessions, asking mentors for advice, or having access to the

training materials. At the end of the survey, we included a comment section that allowed the survey-taker to give any more feedback and not be limited to fixed responses.

The interviews had the same focus as the surveys, yet they provided more detailed information about the focus of the mentor programme. Semi-structured interviews were conducted with selected ITP alumni. We began by having brief discussions about each of the roles the mentors could have. These usually prompted stories about their experience preparing for or being at the ITP, and their involvement in the ITP network. We followed up with more questions if we thought an area of discussion was interesting. Then, we steered the conversation towards the training for the mentors. We mentioned the potential training areas and asked if any were particularly important to them or if there were any other skills they could be taught. Then we discussed their potential involvement in the mentoring programme, which involved discussion about increased workload as a mentor, travel to London for training, getting permission from their institutions to travel, and fulfilling the assigned roles of the mentors. Some of the interviews were not able to happen on the phone or through Skype due to technical difficulties, so we instead emailed them the list of questions we intended on asking them. The interviewees were past ITP participants from India, Palestine, Pakistan, China, Kenya, South Africa, and Armenia. We also obtained feedback on our questions from advisors, sponsors, and Annabel Jackson, the ITP's external evaluator, to ensure that none of the questions would potentially offend the survey takers. Following the interviews, we were able to establish a general plan for the project moving forward, as is seen in Appendix B. Interviews were completed in Weeks 2 and 3 while the survey was sent out early in Week 4 and closed in the middle of Week 5 (see Figure 7).

3.5 Mentor Training

Based on results from the surveys and interviews, we confirmed there was an interest in the mentoring programme with the roles we had defined, and thus we could move into Objective 4: making the mentoring training materials. Firstly, we established the objectives and learning methods (i.e. how we plan to teach the fellows) of the mentoring training. The training areas included project management, counseling, listening, presentation skills, coaching, influencing and past ITP projects, among others. Roleplaying, discussion, and presentations

22

are the core of the training. We then developed a schedule for the one-week training session based on our analyses from Objectives 2, in which we investigated the schedules of training programmes at other museums, and Objective 3, in which we asked the alumni about a potential schedule for the mentoring training and the training areas most important to the alumni.

After developing the structure of the training, we began creating the actual materials. Having a consistent set of handbooks, presentations, and other training materials ensures that each mentor is fully prepared for the role. This also ensures that all mentees come in with the same level of preparedness for the ITP. We first reviewed materials from the British Museum's Human Resources department, the WPI library, and other online resources. We gathered a comprehensive list of resources on each of the training areas, which can be seen in Appendix D. Looking back at the schedule we had made, we established the layout and content of the training materials and began to develop each of the components of the training.

We began by creating the ten power-point presentations on each of the areas of training. These were focussed on the most important aspects of each training area. We looked at the materials we had collected, and picked out the most important points, trying to make the presentations helpful for people whose first language may not be English. Afterwards, we began to develop the 19 role-playing scenarios and 22 activities to go with the presentations and schedule we had made. We had looked at a few examples online for inspiration, yet we created our own scenarios to have a better fit with the museum world and the mix of cultures in the ITP. After that, we began to create the handbook, which followed the presentation order but gave more details and description to everything we wanted the mentors to learn.

We reviewed the materials with the sponsor to ensure thorough coverage of all aspects of the mentoring programme. Once the sponsor reviewed the material, we showed samples of these materials to past ITP participants and U.K. museum partners to gauge their response. We asked what they liked about the training materials, what could be improved, and if they would find this material useful if they were to become mentors themselves. We have already uploaded some of the materials to a Dropbox folder which all of the past ITP participants can access, and more will be uploaded by the ITP team in the future. In terms of the timeline for this aspect of the project, we completed this work while in London, specifically during the second half of the term (see Figure 7).

3.6 Programme Evaluation

The last step of our project was designing an evaluation method for the mentoring programme once it has been put into motion. While the training for the mentors will take a week, the mentoring role will last for three years. As such, we needed to design an effective evaluation of the programme. First, we decided to include a discussion about the training during its wrap-up. Besides, we developed a series of questions to have the mentors deliver yearly reports on their work.

For the discussion we decided to include a few general questions about learning and engagement within the programme. Besides, the questions also address which was the best and worse workshops. For the yearly reports, we wrote food-for-thought questions about their experience as mentors, including problems they faced, successes and their satisfaction. These can be seen in Appendix E. This objective was completed in the final week of our stay in London, as seen in Figure 7.

Chapter 4: Findings

4.1 Background on the ITP

In the first week at the British Museum, we were given a presentation on statistics about the ITP. We learned that despite having 32 Chinese alumni and 21 Sudanese alumni, both nations were not actively contributing to the alumni network and other post-ITP opportunities. For example, the number of post-fellowship applications received from China and Sudan was 23 and 16, respectively, compared to Egypt's 73 applications by 39 fellows. In general, the number of ITP post-fellowship applications has declined throughout the 2013-2016 period, from 32 to 22 applications per year. We learned that the survey response rates from China and Sudan are only 22% and 24% compared to a 50% overall response rate for the same survey.

We learned that the *Red Zone* countries included Afghanistan, Brazil, Ethiopia, Ghana, Mozambique, Nigeria, Hong Kong, Mexico, Tanzania and the United Arab Emirates (see Figure 5). An additional finding was that Red Zone countries have low participation in the ITP newsletter. Three yearly ITP newsletters that have been published, 14 countries have participated, but only three of them have been Red Zone countries. The total number of articles has been 66, with just six coming from the Red Zone countries.

4.2 Training at U.K. Museums

During the meetings with staff at the British Museum and its partner museums, we discussed different training strategies. These strategies vary from recruitment to how mentors are trained (e.g. length of training, training materials, etc.). We also gained insight into what the ITP participants do at their assigned departments and partner museums and about the relationship between partner museums and the British Museum. The findings for each of these topics are discussed separately.

4.2.1 The Recruitment Process

While discussing the recruitment process for the Knowledge Exchange Programme (which organizes professional exchanges between the British Museum and other museums) and the British Museum's mentoring programme, the importance of proper recruitment was highlighted as fellows that are excited about their role will usually perform better. We also learned about the importance of having the managers on board with the programme, or in our case, having permission from fellows' institutions to participate. What these established programmes did in order to attract participants was not an elaborate marketing strategy, but rather a case of listing the benefits that participation has for both an individual and the people around them.

4.2.2 Training Methods

Due to the importance of properly preparing for mentors, training methods were discussed in all of our meetings with museum staff. A common theme that arose from many of the interviews was *learning by doing*, which are interactive activities to engage the mentors. *Learning by doing* can have various forms, including role playing, discussion sessions, icebreakers and presentations. Sue Giles from Bristol suggested a few role playing exercises based on her experiences, including dealing with a mentee who feels left out of the ITP. Furthermore, Fiona West of Human Resources gave us examples of the role playing activities in which British Museum mentors participated. Finally, Ronan Brindley of Manchester explained a few interactive activities, including learning sets (groups that gather to present and

discuss about a particular topic), icebreakers that fostered presentation skills, and art discussions led by volunteers at Manchester Art Gallery.

4.3 Interest and Structure of the Mentoring Programme

Through the use of surveys and interviews, we were able to determine not only whether ITP alumni were interested in a mentoring programme, but in what areas the programme should focus. All ten of the interviewees had a consensus that the mentoring programme would be very useful for them, with one saying that they would be able to gain more knowledge and network with other museum professionals.

Our survey sample included 53 alumni from 21 different countries with Egypt, India, and Turkey having the most respondents. Alumni from every year of the ITP responded to the survey with 2012 being the most represented class. As stated in Section 3.4, the interviewees for our study were from seven different countries, including India, Palestine, Pakistan, China, Kenya, South Africa, and Armenia. Of these interviewees, four were male and six were female.

4.3.1 The Mentoring Roles

Most survey responses (94%) reported that helping new ITP participants was important as a mentoring responsibility. The suggestions for areas to help the new fellows included financial advice, managing homesickness, culture shock, and ITP expectations. A participant described the process of getting through the ITP in the following manner:

> *"In the beginning you get culture shock, 'How do I get around London?' 'How do I do this and that?' [...] as the training goes along the problems change: participants might become sick, or get homesick or fatigued."*

On having guided a participant before coming to the ITP, another participant said:

> *"I was in touch with them, I briefed them about how things will be at the BM, about all the coursework. I helped them with the project preparation also, and what was the approach. How to prepare a good final project and what could they expect."*

On the other hand, a few interviewees thought that helping ITP participants was not important. Survey responses said it was very important (45%) or extremely important (49%). The distribution of responses can be seen in Figure 8.
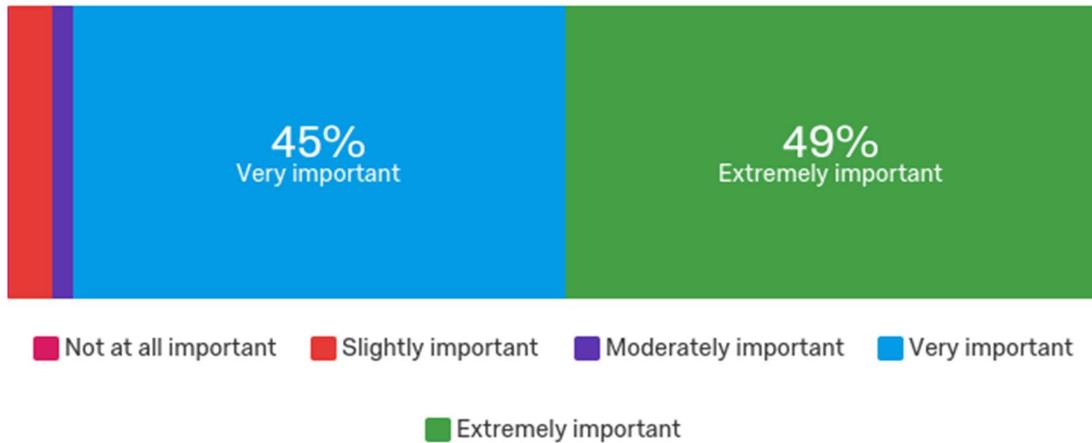
Helping ITP Participants

Figure 8: Survey Results for Mentor Roles

All of the interviewees thought that supporting the ITP alumni network was an important and worthwhile role. Although we did not specifically ask them about it, four of the interviewees mentioned that they have kept in touch or collaborated with people from the network. One of the interviewees said that past ITP attendees should be involved in the network both professionally and intellectually, to create a "resource exchange" in which the mentor is moderator. The most popular survey response was very important (47%), the distribution can be seen in Figure 9.
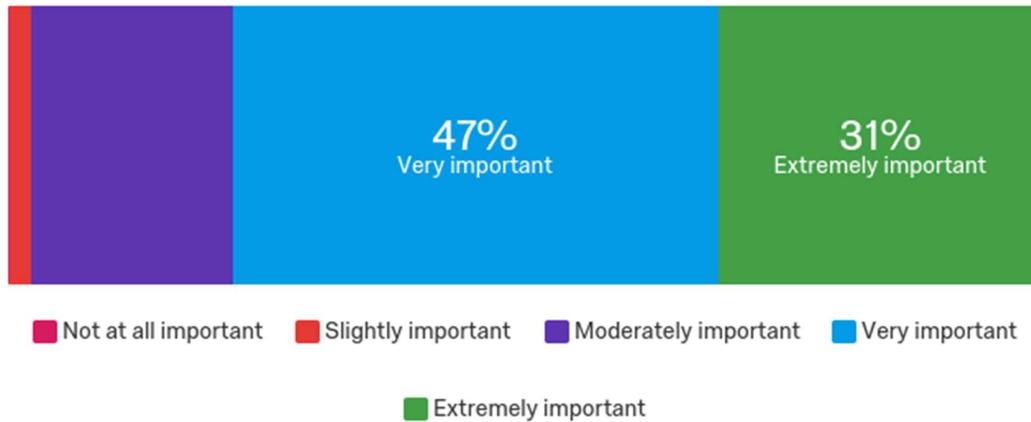
Supporting the network

Figure 9: Survey Results for Mentor Roles

Furthermore, all interviewees thought promoting the ITP was also a valuable aspect of the mentoring programme, with three of them having already done that kind of work before. All interviewees said that mentors should be involved in the first step in the ITP recruitment process. This was the role with the perceived highest importance in the survey; 51% of said extremely important, while 39% thought advocating was very important. The distribution can be seen in Figure 10.
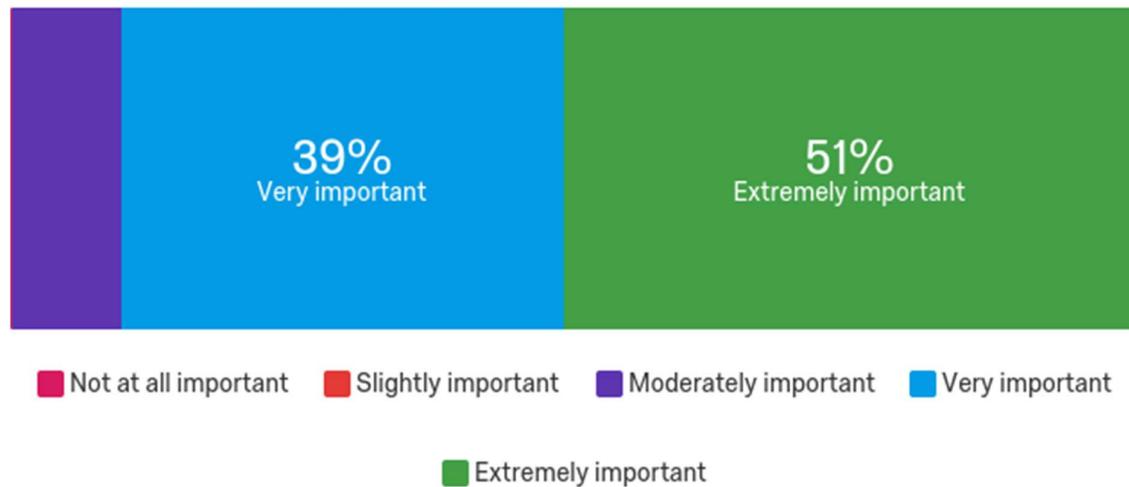

Promoting the ITP

| 39% Very important | 51% Extremely important |

■ Not at all important   ■ Slightly important   ■ Moderately important   ■ Very important

■ Extremely important

Figure 10: Survey Results for Mentor Roles

Finally, all interviewees thought cascading training was important, with a few having done it in the past. One of them had been involved in the Kenya Heritage Training Institute. Another gives yearly lectures to her students regarding the ITP, and one more gave a presentation to his colleagues when he came back from the ITP, stating that his museum's policy was "whatever I had learned I had to also tell." The survey responses also attributed a high importance to this role, and the distribution can be seen in Figure 11.

35%
Very important

50%
Extremely important

■ Not at all important ■ Slightly important ■ Moderately important ■ Very important
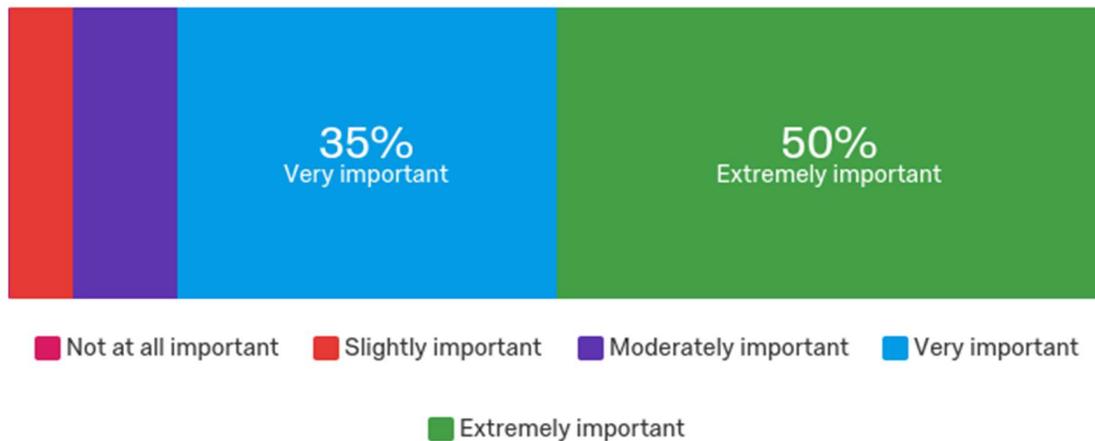
■ Extremely important

Figure 11: Survey Results for Mentor Roles

4.3.2 Interest in Training Areas

For the interviews, the areas that were of interest to the ITP alumni were team building and management, presentation skills, time management, leadership training, coaching, project management, marketing, communication skills, and course development. Of the ten ITP alumni we interviewed, three of them mentioned presentation skills as important, while two of the interviewees mentioned marketing and leadership training as important for mentor training. One interviewee discussed helping other ITP fellows design and prepare for their presentations. He thought presentation skills were particularly important to ITP attendees, since "when they know how to present, presentations become much less time consuming and stressful."

In the surveys, the three most popular areas for the mentoring training were team management, presentation skills, and mentoring skills, all getting at least 40 survey participants out of 53 choosing them as important. However, the least popularly selected training area was assertiveness, with only 13 out of 53 participants choosing it as important. The result distribution can be seen in Figure 12. Some of the survey takers suggested training areas such as how to create workshops and building networks, which could be incorporated into the mentor training week. These results helped identify the focus of the training materials.

Training Areas

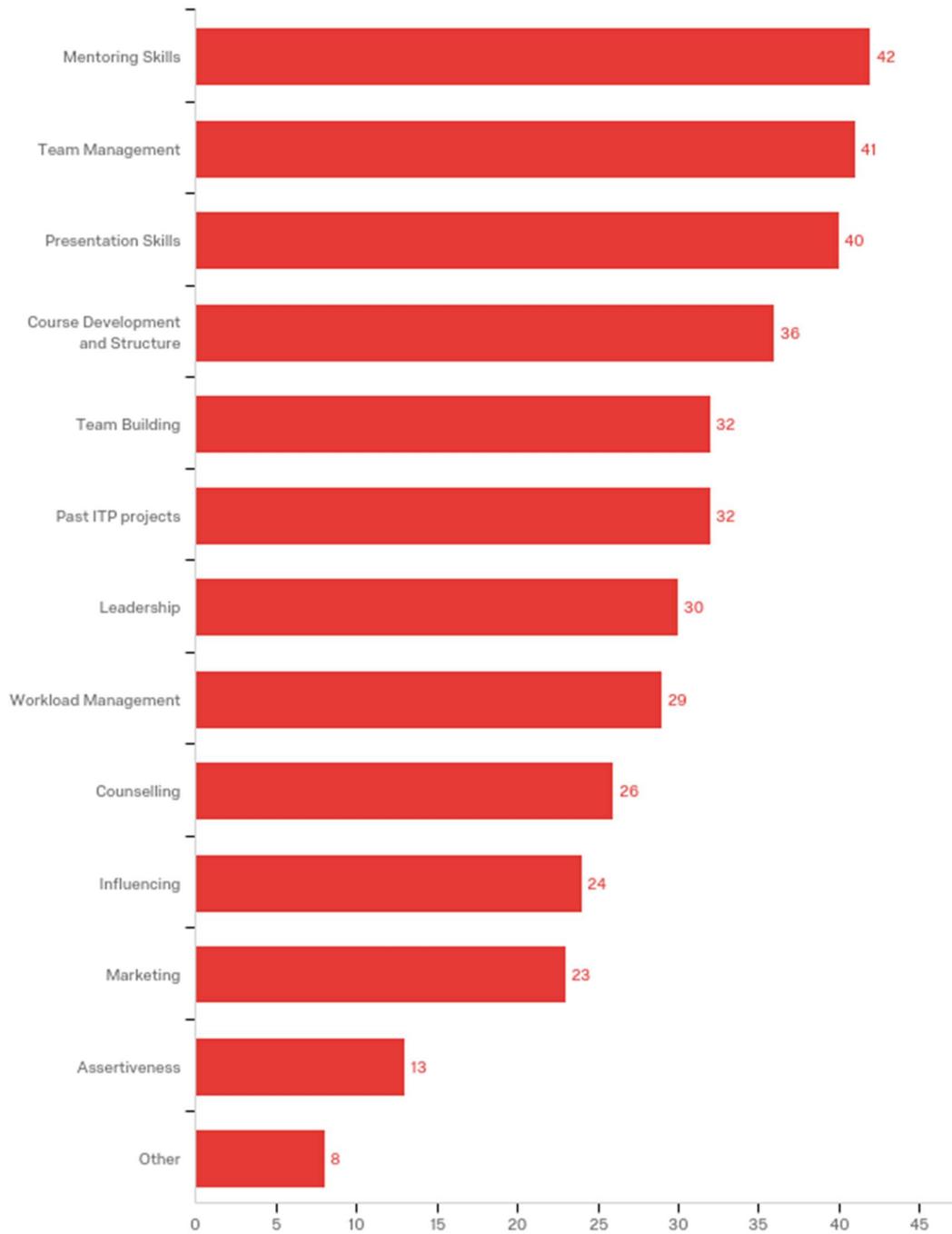| Training Area	Value
Mentoring Skills	42
Team Management	41
Presentation Skills	40
Course Development and Structure	36
Team Building	32
Past ITP projects	32
Leadership	30
Workload Management	29
Counselling	26
Influencing	24
Marketing	23
Assertiveness	13
Other	8

Figure 12: Survey Results for Training Areas

4.3.3 Participation in the Mentoring Programme

All of the interviewees stated they would be interested in becoming mentors. Nine out of ten were sure that with the proper planning, they would certainly be able to get permission from their institution to attend the mentor training. All of the interviewees would be willing to perform the mentor roles. Two of them highlighted the importance of participating as mentors, saying that it would help their institutions because it would expand their networks and provide training for their colleagues.

The surveys allowed us to gain a wider pool of potential mentors, since it was sent to all past ITP participants. Of the 53 survey takers, 44 either strongly or somewhat agreed to being a mentor, while only one stated that they strongly disagreed to being a mentor. The distribution can be seen in Figure 13. The surveys revealed that 78% would have found having a mentor for the ITP either very or extremely useful, and none said it would not have been useful at all. The response distribution can be seen in Figure 14.
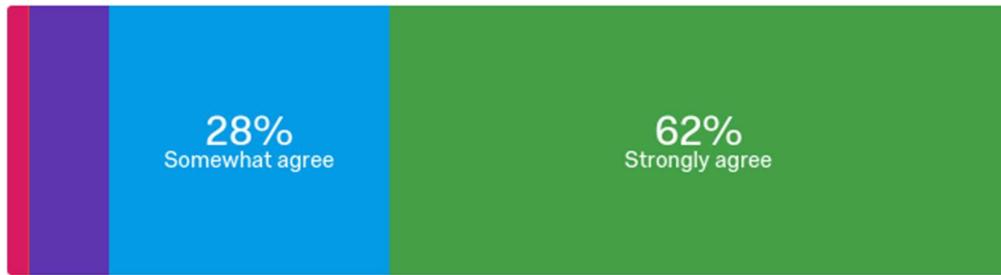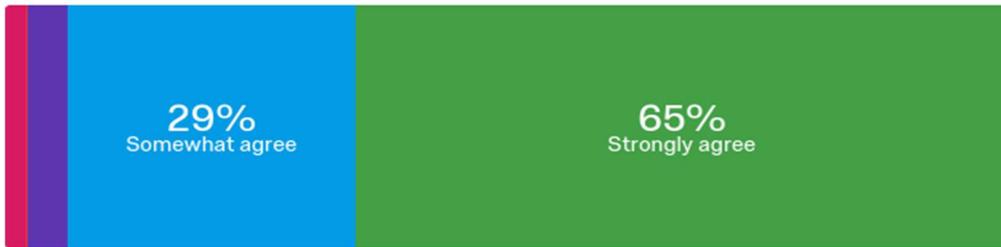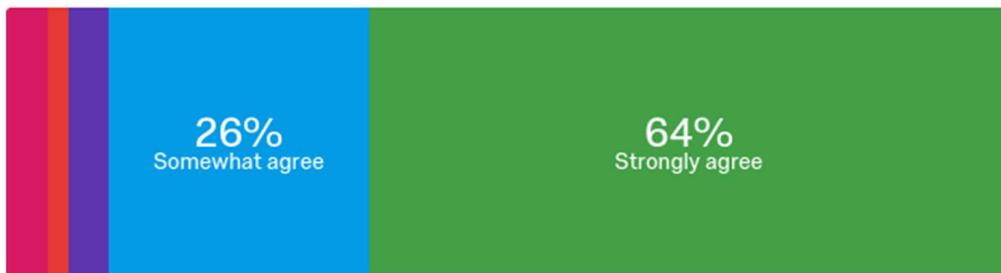
Figure 13: Survey Results for Participation

How useful would you have found it to have a mentor before coming to the ITP?
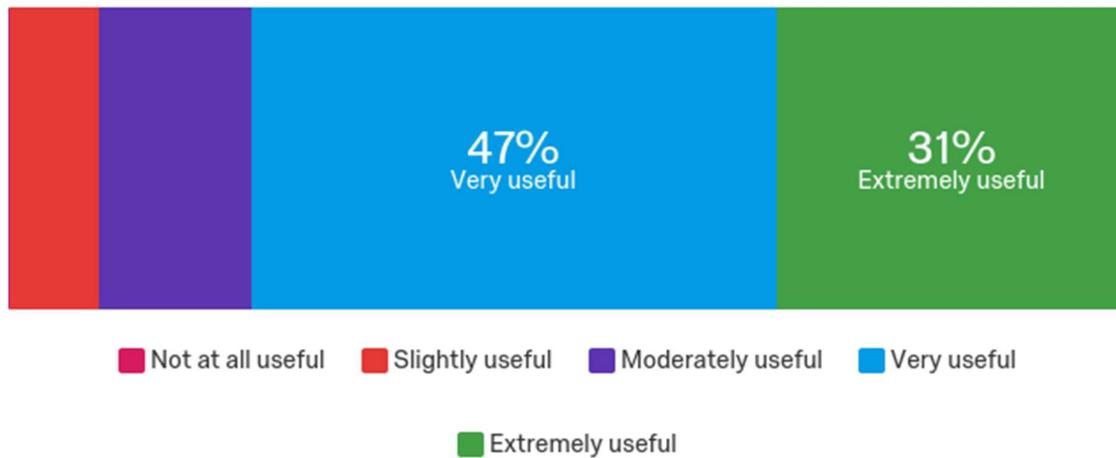
Figure 14: Survey Results for Mentoring Usefulness

Moreover, all of the survey respondents said they would like access to the training materials we developed. Finally, most people said that participating in the mentoring programme would help them obtain management experience, provide guidance to nearby people, help train other people, and learn how to motivate others; the distribution can be seen in Figure 15.

Figure 15: Survey Results for Participation Usefulness

4.4 Creation of Mentor Training Materials

We were able to create materials based on the results of the surveys and the interviews. The responses we got from our interviews and surveys helped shape the content of the training materials. Some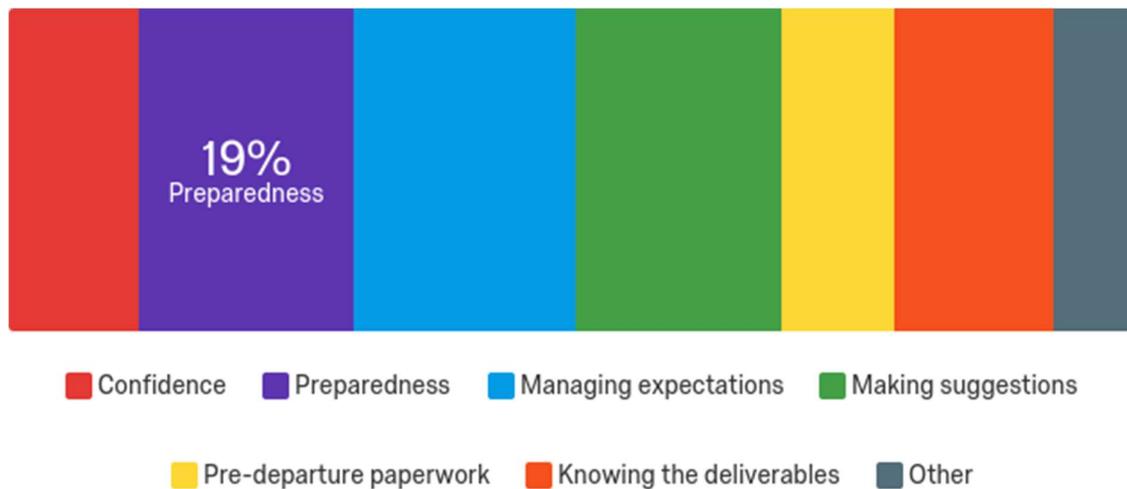 of the materials we created included workshop presentations, a handbook, and training activities. We created ten presentations for the mentor training week, and some of the most important topics were presentation skills, mentoring skills, and project management, which were based on the results from Figure 12. The interactive training activities include role playing scenarios, group work and discussions, and presentation practice. The handbook was created to be used as a mentor guide and included all of the information in the workshop presentations. Some materials were created with the help of British Musuem training materials and through the website *trainerbubble.com*. For example, information in the Project Management presentation was adapted from a British Museum Project Scope document. On the other hand, a significant portion of the materials were created from scratch. For example, the majority of the workshop on presentation skills, including the sections on what to and not to do in a presentation, were created by us. We also created the detailed schedules and the role-playing scenarios from scratch.

Besides creating all of the training material, we were able to get feedback on a selection of the materials. For example, we discussed the detailed daily schedules and the presentation on Presentation Skills with Jackie Bland and Bill Griffiths at the Newcastle partner museum. They said the workshop on presentation skills was effective and gave specific advice on slides and the activities planned during the mentor training week. They encouraged making the training week fun, with an initial icebreaker and a completion ceremony at the end, but did like that we added breaks into the schedule. For the presentation, Bill also told us to keep in mind certain color choices and fonts on the slides, as some people have visual impairments. A noteworthy quote we got on mentoring from Bill was "Mentors don't need to have all of the answers, they just need to help." Therefore, we decided to add a ceremony to the end of the mentor training week based on their suggestions such that we foster confidence in the mentors. We also edited the Presentation Skills workshop accordingly.

Chapter 5: Discussion

This chapter explains the implications of our findings for each objective. It discusses how survey and interview results were used to build the content and structure of the mentoring training week. To conclude the chapter, we offer recommendations and highlight further work to be done to establish the ITP mentoring programme.

5.1 Background on the ITP

From the data presented to us, we were able to better understand the trends in ITP network participation. This made clear the importance of strengthening the network through the mentoring programme. China has difficulties with communication due to lack of access to Facebook and other social media platforms. In regards to the Sudanese fellows, we came to the conclusion that they do not feel the need to communicate with the rest of the network since most of the fellows are from the same institution (16 out of 21 Sudanese fellows work at the Sudan National Museum). Based on the data on the Sudanese fellows, we realised the importance of having an alumni pool from different institutions in order to foster network participation. From this, we defined one of the roles of the ITP mentor as an ambassador who would strengthen the network by organizing meetings and providing guidance to past fellows. In addition, the mentor would advocate for the ITP by reaching out to regional institutions and identify potential ITP participants. Besides that, through discussion with our sponsor, we decided to add cascading training and helping ITP participants to the list of roles the mentors would perform which are detailed in Appendix C.

5.2 Training at U.K. Museums

The information we learned during the meetings with museum staff helped us improve our survey and shaped the structure of the mentor training week. First, we decided to include a new question in the survey to gauge how being a mentor would help fellows professionally. This question made possible participants realize the value of being a mentor, which can help for recruitment, and the results of the question can be used to convince the fellows' institutions to let them participate by highlighting the benefits that mentoring has to all of their employees. By analysing different training methods we created activities that are fundamental to the

mentor's training, including a variety of role playing scenarios, an icebreaker, and discussion sessions.

Another thing we decided to change based on our meetings with museum staff was the evaluation method. Initially, we intended to evaluate the mentoring programme through surveys and mentor reports on their own training sessions. After speaking to Georgia Mallin, we realized the value of having essay-style reports from the mentors. These reports will be an opportunity for the mentors to explain the challenges they faced, the work they did, the reflections they had, and the things they learned thanks to the mentoring programme. These will be a testament to the effectiveness and value of the mentoring programme, and allow current and future mentors to read about other's experiences and learn about real-life examples on how to deal with a variety of situations.

5.3 Interest, Structure, and Creation of the Mentoring Programme

Through our surveys and interviews, we learned that the mentoring programme was something that not only the ITP alumni wanted, but were willing to participate in. We got a lot of comments in the survey encouraging us to develop the mentoring programme, re-stating how helpful it would be. The responses from both surveys and interviews helped define the structure of the mentoring programme. A lot of the interviewees had experience in the mentoring roles, which is indicative of good potential mentors. For example, one of our interviewees had already promoted the ITP through a TV appearance.

The responses from our surveys and interviews confirmed an interest in the four mentor roles. However, some of the interviewees and survey takers said helping ITP participants before the ITP was not necessary. Since there is a wide variation in the amount of travelling that people have done, we think that although some people may not need guidance to London and the ITP, others will find it very useful. With that said, the role of helping the mentees before the ITP was kept. We decided to keep the four roles we had established due to the positive responses. Our sponsor told us that a one week training for the mentors should be enough, and that the department had enough resources to do the training, further supporting our decision to keep all mentor roles.

The feedback we got from interviews and surveys regarding the areas mentors would like to be trained in helped us create the materials we would employ for the training week. For example, one of the most requested training areas was presentation skills, so we decided to add a section in our handbook on this area, a presentation on it for the training week, and have three activities dedicated to improving presentation skills. In the surveys, all training areas were marked as important so all of them were incorporated into the training materials. We did focus and assign more activities and time for the more popular areas like mentoring skills, team building, and presentation skills. The training materials can be seen in Appendix D. We also learned through feedback that the presentation skills workshop was useful, since lots of museum professionals have issues with presenting their knowledge. Focusing on building up the confidence of the mentors during that week will help maintain the legacy of the mentoring programme for years to come. Furthermore, we created a means of evaluating the success of the mentor training through a questionnaire. Since our team only worked for the ITP for seven weeks, we wanted to leave the ITP team with a method of gauging the impact of the materials we created and, from there, improving the materials in the future.

5.4 Recommendations

Based on the findings and discussions, we were able to determine that there interest in a mentoring programme and good mentor candidates from the ITP alumni. Therefore, we recommended that the British Museum implement the mentoring programme and use the training materials we have developed for the mentor training week. The training materials we developed were based on the findings and resources provided. The training materials were left in a shared Dropbox folder and wrote down specific instructions on programme delivery for the ITP staff. The people who will be responsible for the management of the mentor training week materials will be the ITP staff. We recommended that once the programme is implemented that mentors are actively encouraged to help their mentee and promote communication within the ITP alumni network. We also recommended the implementation of our evaluation scheme in a yearly manner. Otherwise, informal feedback, including the discussion session during the training will also allow ITP Staff to gain further insight into the areas of improvement for the mentoring programme. The selection of mentors will naturally

depend on the applications received for the mentoring role. We recommended to select at least one mentor from each of the following ITP departments:

- Asia (54 past participants)
- Africa, Oceania & the Americas (32 past participants)
- Ancient Egypt & Sudan (59 past participants)
- Greece & Rome (28 past participants)
- Middle East (42 past participants)

This way, there will be at least one mentor for each major region of the world. There be at least one mentor from each of the most represented countries (Egypt, Sudan, China, and India). Furthermore, in accordance to the applications received, there should be an attempt to have mentors who have gone to different partner museums and who have different professions. In that manner, if an archaeologist needs help, there will at least be one archeologist who can mentor him, or someone going to the Ashmolean Museum can speak to a mentor who had that experience.

On a general note, one of the recommendations for the whole ITP experience is language training. While all attendees need to be fluent in English, not all attendees have a great understanding of the language. Having some form of training or recommended sources for learning English would allow those who need practice to obtain it, and could further expand the number of museum professionals that attend the ITP. In relation to the materials we developed, we did not have time to fully test them, so further testing can make the materials more accessible and understandable for fellows whose first language is not English. Another specific recommendation for the ITP is that the attendees should be allowed more time to get to know each other. One of the interviewees didn't feel as close to her fellow participants the year she attended the ITP, so if more icebreakers or informal reunions are incorporated into the ITP, to would help to encourage stronger relationships between fellows and increase participation in the alumni network. Furthermore, the ITP team should develop a structured system of providing support to the mentors, by frequently asking for status updates. The ITP team should also set up a resource database to which the mentors and fellows can contribute. This way, participation in the network can be fostered, and cascading training will be easier. One more recommendation would be to keep an updated contact list of all the mentors in the programme. That way, all the mentors can communicate and ask each other for advice and

guidance.

5.5 Limitations and Future Research

Our project has several limitations which should be considered when reviewing our findings and recommendations. We did not interview all of the ITP alumni, nor did we get responses from the full ITP alumni network. Therefore, we are not fully certain that our conclusions can be representative of the entire network. Perhaps only the most eager fellows responded to the survey and thus it's possible our data is skewed, since it represents an incomplete set of fellows. During our interviews, we also ran into issues with securing a stable internet connection, so some of the interviews are not complete, along with the language barrier. Presumably, if the interviews were conducted in the native tongue of the participant, then the results could have been more comprehensive. We were also only working on this project for a couple of months. With more time dedicated to the creation of the mentoring programme, there could, perhaps, be more survey responses to ensure the most accurate training materials and that they programme is exactly what the alumni want. Further, we did not oversee the implementation of the mentoring programme to guarantee effective use of the materials. Nevertheless, we left explicit instructions for the ITP staff to ensure the mentors are properly trained. Further research into the mentor programme can conduct more interviews with the alumni and attend one of the alumni events to gauge more feedback.

5.6 Conclusion

Our research has shown that ITP participants believe the addition of a mentoring programme will improve the ITP itself as well as the level of engagement of attendants. We decided to keep the four mentor roles we had established after the interviews and survey results since they were well-received by ITP participants. We created the training materials for mentors which will be used in the training week prospective mentors will attend. We built these materials, such as presentations, activities, and a handbook, based on the interest ITP attendees had on different training areas such as project management, team building, and presentation skills. Finally, we established an evaluation system for long-term improvement which will allow the mentoring programme to grow based on feedback and mentor reports. With the

establishment of the mentoring programme, we hope to see museum professionals continue to collaborate and spread culture around the world.

5.7 Reflection

Patrick Bresnahan:

After working on this project for a whole semester, I have grown as a student and a professional. Working with Emma and the ITP team at the British Museum was a wonderful experience, and it gave me more perspective on how museums operate behind the scenes. I have gained a deeper appreciation for history, art, and especially culture after working at such a grand museum. Speaking with ITP alumni from around the world also exposed me to different cultures in a way that I don't think I could have experienced if not for working with the ITP. Seeing how people come together to learn and grow as professionals has made me take a look at how I view my own learning and professional development. I want to learn more about culture and gain a deeper level of knowledge about the world around me.

In terms of educational value, my IQP experience has taught me so many lessons. I now have a much better grasp on working with peers with different backgrounds and majors. We all brought different skills together and were able to bridge them to create a successful project. I also learned how to deal with group disagreements. While we all have opinions, it is important to work with your teammates to come up with the best ideas for your project, and our team definitely had practice in that. Perhaps the best skill I developed while working on my IQP was my presentation skills. I now feel more confident to talk in front of others and present work that I have produced. This will carry over to my professional career when I present on all future projects and assignments.

Amanda Sullivan:

The IQP experience as a whole was extremely beneficial. Not only did it allow me to experience a different culture, but it allowed me to grow as a student. I learned how to complete a social science project that was outside of my academic comfort zone over the course of a semester. This allowed me to think beyond my specialty and solve a problem for another organisation. I also gained skills in working in a group and confidence in decision-making. As

with any group, we had different personalities and different strengths. We were able to use those differences to complete the entirety of the project. When working on a project on-site for 7 weeks, we also had to make relatively quick decisions and someone needed to make them. This process forced me to trust my own decisions and gave me a voice I didn't know I had. Knowing that I made a difference for the ITP and the staff makes the IQP experience worthwhile.

Miguel Aranda:

Completing the IQP at the British Museum has been a wonderful experience. Not because of the Rosetta Stone or the mummies or the building or the countless artefacts or London itself. The British Museum may be famous for the objects inside, but the greatest bearers of knowledge inside are its workers. During my time here, engaging with staff from the British Museum, its U.K. partners, and heritage professionals from around the world has allowed me to get to know theirs passions, interests, motivations, and hopes. Talking to them to learn their thoughts and stories has been the best aspect of this experience, and I hope to be as passionate in my work as they are in theirs.

Juan Chávez Guerrero:

The IQP experience helped me grow both on a professional level and a personal level. As far as the personal side of the project, I am not a stranger to studying/living abroad, but the culture in the UK is different from everything I have experienced. I had never lived in a big city like this before. Living here taught me how to live life in such a big city. I also gained a much deeper interest in history, particularly European history. But most importantly, I learned a lot from my teammates Amanda, Miguel, and Patrick. They are great people and I have always seen them as role models in a lot of things. I try to learn as much as possible from them because I see a lot of things in them that could be applied to my life. I finished this IQP with 3 new friends whom I appreciate a lot.

On the professional level, working with the British Museum, such a prestigious institution, was a blessing for me. I learned what a museum does on a daily basis, and what it needs in order to operate properly. I learned of museum-related professions and what their

responsibilities are. I learned how to properly do research, something I had never done before. Dealing with group disagreements was something I also learned during the course of this project. I had never worked on such a big project before, and this project gave me the confidence I need to start bigger projects that I had previously thought I could not do.

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Appendix A: Survey and Interview Questions of ITP Alumni Regarding Mentoring

ITP Mentoring Scheme Survey

Consent Informed Consent Agreement for Participation in a Research Study

<u>Investigator</u>: Miguel Aranda, Patrick Bresnahan, Juan Chávez Guerrero & Amanda Sullivan
<u>Contact Information</u>: britishmuseum2017@wpi.edu
<u>Title of Research Study</u>: ITP Mentoring Survey
<u>Sponsor</u>: British Museum, Emma Croft, Claire Messenger, and Rebecca Horton

Thank you for agreeing to participate in this study conducted by the ITP team and the Worcester Polytechnic Institute students from America. The aim of this survey is to understand your interest in a mentoring programme as part of the ITP experience. Your participation in this study is voluntary and you may stop at any time. Results of this survey will be kept confidential and will not be attributed to you in any way unless you explicitly agree to be quoted by ticking the box below. Results of this survey will only be released in aggregate and with no personal identifying information unless you agree to be quoted.   For questions regarding the research study, please contact our advisors, Prof. Adrienne Hall-Phillips (ahphillips@wpi.edu) or Prof. Josh Rosenstock (jrosenstock@wpi.edu). For questions regarding your rights as a research participant, contact the Human Research Protection Program at Worcester Polytechnic Institute, Worcester, Massachusetts, USA (irb@wpi.edu). If you agree and are ready to participate in this survey, please tick the box below to acknowledge your consent and then start the survey. We thank

you for your time to help us with this project!

- ❏ I acknowledge I have been informed about and consent to be a participant in this study. (1)
- ❏ I agree to be quoted in the report of this study. (2)

****Survey begins here***

The ITP team is considering a mentoring scheme and we would like your input in this early stage. Mentors will be selected and assigned regionally. Mentors can help people prepare to attend the ITP and bring everyone closer in the ITP network. As such, their roles will be:

Roles and Duties:

1. Help current participants with the ITP experience: Give guidance and advice to current participants to prepare for the ITP; Guide ITP participants through the visa process for the U.K.; Check-in with all current participants from the assigned region to become familiar; Become a liaison between the ITP team and participants; Be available for any counsel needed through the ITP

2. Strengthen the ITP network: Organize regional meetings so that ITP participants from different years can meet and collaborate; Connect past participants to each other;

Provide career guidance to anyone from your region who requests it; Remind all ITP participants in your region to apply to opportunities and contribute to the newsletter

3. Promote the ITP in their home regions: Reach out to nearby institutions to identify potential ITP participants; Present in nearby institutions about the ITP and the related exhibitions and projects

4. Cascade training: Develop and give training in their home or nearby institutions

5. Reporting: Mentors should send the created training materials (slides, handbooks or recordings) back to the ITP staff

Q1. Please provide this introductory information:

Country What country are you from?

❍ Afghanistan (1)	❍ Iran (12)	❍ Pakistan (23)
❍ Armenia (2)	❍ Iraq (13)	❍ Palestine (24)
❍ Brazil (3)	❍ Kenya (14)	❍ Saudi Arabia (25)
❍ China (4)	❍ Kurdistan (15)	❍ South Africa (26)
❍ Croatia (5)	❍ Lebanon (16)	❍ Sudan (27)
❍ Egypt (6)	❍ Libya (17)	❍ Tajikistan (28)
❍ Ethiopia (7)	❍ Malaysia (18)	❍ Tanzania (29)
❍ Ghana (8)	❍ Mexico (19)	❍ Turkey (30)
❍ Greece (9)	❍ Mozambique (20)	❍ United Arab Emirates (31)
❍ Hong Kong (10)	❍ Nigeria (21)	❍ Uganda (32)
❍ India (11)	❍ Oman (22)	❍ Yemen (33)

Which year did you attend the ITP?
❍ 2006 (1)
❍ 2007 (2)
❍ 2008 (3)
❍ 2009 (4)
❍ 2010 (5)

❍ 2011 (6)

❍ 2012 (7)

❍ 2013 (8)

❍ 2014 (9)

❍ 2015 (10)

❍ 2016 (11)

How useful would you have found it to have a mentor before coming to the ITP summer programme?

❍ Not at all useful (1)

❍ Slightly useful (2)

❍ Moderately useful (3)

❍ Very useful (4)

❍ Extremely useful (5)

In what ways would you have found it useful?

❑ Confidence (1)

❑ Preparedness (2)

❑ Managing expectations (3)

❑ Making suggestions (4)

❑ Pre-departure paperwork (5)

❑ Knowing the deliverables (6)

❑ Other (7) _____

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)	Extremely important (5)
1. Supporting the ITP network (1)	○	○	○	○	○
2. Helping ITP participants (2)	○	○	○	○	○
3. Promoting the ITP in their home regions (3)	○	○	○	○	○
4. Cascading Training (training others back home) (4)	○	○	○	○	○

Please indicate the importance of each role of the mentor:

What else could the mentors help with in respect to the ITP?

To prepare mentors for their role, what should they be trained on? (Check all that apply.)

- ❑ Team Building (1)
- ❑ Team Management (2)
- ❑ Assertiveness (3)
- ❑ Influencing (4)
- ❑ Counselling (5)
- ❑ Workload Management (6)
- ❑ Presentation Skills (7)
- ❑ Mentoring Skills (8)
- ❑ Past ITP projects (9)
- ❑ Leadership (10)
- ❑ Course Development and Structure (11)
- ❑ Marketing (12)
- ❑ Other (13) _____

How would this training help you develop professionally if you were to become a mentor?

(Check all that Apply)

- ❑ Management experience (1)
- ❑ Learn about other people's professions and experiences (2)
- ❑ Develop your own network (3)
- ❑ Reflect on your own profession (4)
- ❑ Provide advice or guidance to those around you (5)
- ❑ Help train other people at your institution (6)
- ❑ Learn how to motivate others (7)
- ❑ Other (8) _____

To what extend would you agree with the following statements?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I would like to become an ITP mentor (1)	○	○	○	○	○
I would like help from an ITP mentor (2)	○	○	○	○	○
I would like to attend the meetings that the mentors organize (3)	○	○	○	○	○
I would like to attend the training sessions that the mentors develop (4)	○	○	○	○	○

What format would you like access to our training materials?

❑ Online access (1)

❑ Downloadable content (2)

❑ Physical copy (3)

❑ I am not interested in accessing the training materials (4)

Thank you for completing the survey. Please use the space below to make general comments or add further thoughts about the proposed ITP mentoring programme.

Interview Questions:

Tell me about yourself.

Tell us about the process for getting the paperwork done for travelling to the U.K.

Describe your level of preparedness going into the ITP. What would you have done differently if you knew more about the programme?

How was your experience at ITP?

What guidance would you have wanted before, during, and after the ITP?

What do you think can be done to improve the overall experience at the ITP?

How do you think adding a mentor program will enhance the ITP experience?

What do you want to see out of a mentor program?

If you were to be selected as a mentor, what skills and knowledge could you potentially bring to your mentee?

What support would you need to be a successful mentor?

Informed Consent Agreement for Participation in a Research Study

Investigator: Miguel Aranda, Patrick Bresnahan, Juan Chávez Guerrero & Amanda Sullivan

Contact Information: britishmuseum2017@wpi.edu

Title of Research Study: ITP Mentoring Survey/Interview

Sponsor: British Museum, Emma Croft

Introduction

You are being asked to participate in a research study. Before you agree, however, you must be fully informed about the purpose of the study, the procedures to be followed, and any benefits, risks or discomfort that you may experience as a result of your participation. This form presents information about the study so that you may make a fully informed decision regarding your participation.

Purpose of the study: The aim of this survey is to understand the importance of adding a mentoring programme to the International Training Programme (ITP). We intend to use the collected data to create and implement a mentoring programme into the established British Museum's ITP. Your responses will assist The British Museum to meet the needs of future mentors and mentees in the ITP.

Procedures to be followed: This interview should take approximately 45-60 minutes to complete. Individual responses may be quoted in the final paper but no identifiable information such as name will be released.

Risks to study participants: The principal risk to study participants is a breach of privacy. While we won't use your name in our paper, it is possible (however unlikely) that a reader could figure out your identity and attribute quotations or statements to you. We will preserve

your confidentiality to the best of our ability, as described below under 'Record Keeping and Confidentiality.'

Benefits to research participants and others: There will be improvements in the ITP and increase the number of museum contacts in their network.

Record keeping and confidentiality: The only people that will have access to the specific results are the WPI IQP team and the British Museum ITP team. Results of this survey will only be released in aggregate and with no personal identifying information. We fully commit to keeping all responses confidential and will only choose to use a direct quote if we feel it absolutely necessary. However, if you are willing to be quoted in the report of this study, you may sign at the end of the form, but this is NOT required. The interview is entirely voluntary and should any of the questions asked make you feel uncomfortable in any way, shape or form you can request to skip said question or stop the interview completely.

Compensation or treatment in the event of injury: There will be no injury involved in this study. You do not give up any of your legal rights by signing this statement

For more information about this research or about the rights of research participants, or in case of research-related injury, contact: britishmuseum2017@wpi.edu. For questions regarding the research study, please contact our advisors, Prof. Adrienne Hall-Phillips (ahphillips@wpi.edu) or Prof. Josh Rosenstock (jrosenstock@wpi.edu). For questions regarding your rights as a research participant, contact the Human Research Protection Program at Worcester Polytechnic Institute, Worcester, Massachusetts, USA (irb@wpi.edu).

Your participation in this research is voluntary. Your refusal to participate will not result in any penalty to you or any loss of benefits to which you may otherwise be entitled. You may decide to stop participating in the research at any time without penalty or loss of other benefits. The project investigators retain the right to cancel or postpone the experimental procedures at any time they see fit.

By signing below, you acknowledge that you have been informed about and consent to be a participant in the study described above. Make sure that your questions are answered to your satisfaction before signing. You are entitled to retain a copy of this consent agreement.

_____   Date: _____

Study Participant Signature

_____

Study Participant Name (Please print)

*If you agree to be quoted in the report of this study, please sign here:

_____   Date: _____

Signature of Person who explained this study

Appendix B: Project Scope Document

<u>**ITP Mentor's Scheme**</u>

Background

The British Museum's International Training Programme (ITP) works to develop a sustainable global network of inspired museum and heritage professionals through sharing knowledge, skills and experiences.

Every summer up to 24 heritage professionals from all over the world spend six weeks in the UK gaining an insight into skills and practices in the UK museum sector. The Programme is tailored around group sessions covering a range of museum activities.

Post-fellowship opportunities are essential to the core objectives of the ITP. These projects ensure the network is sustained by providing further training and research opportunities, and opening up potential collaborations. They promise a lifelong commitment to our network from the Museum, our partners and from our fellows**.**

Project scope *Create a project outline that briefly explains your plans.*	ITP fellows have stated their desire for more short courses, training, support and network development. The mentoring scheme project is part of a larger further engagement plan for the ITP. The mentors, who will be selected from a pool of ITP fellows will counsel ITP attendees in various aspects of the ITP program such as pre-departure,settling in London, and the ITP course structure. We would like the mentoring programme to serve as a way for past ITP fellows to become advocates for the ITP as well as guides for the new fellows. The mentors would also help cascade training in their home regions by sharing the knowledge they gain from the ITP and other training they receive as mentors. To help establish this mentoring programme, the following tasks will be undertaken:

	● Interview ITP fellows and send a survey to gauge interest in a mentoring programme and in becoming a mentor, and to discover what aspects of the ITP to enhance via this mentoring scheme
	   ○ Note that we want Past ITP participants to be the mentors for this programme
	● Discuss mentoring ideas with ITP team and ITP reps at the BM as well as three UK partner museum representatives
	● Based on all feedback from fellows and ITP reps, we will create the schedule and content of the one-week training programme including day by day training themes, role playing scenarios, and other training activities that would help the fellows
	● Prepare training materials that potential mentors can read online before/during their training and while as a mentor
	   ○ Will include a handbook, presentations, and other materials to be decided upon
	● Set up an evaluation for the mentoring scheme so any issues can be adjusted for years to come:
	   ○ Survey as well as a database for mentors to share presentations and other materials they use at home
	
	The main phases of the project are:
	● Recruitment (Nov - Jan)
	● Pre-Programme (Apr - Jun/Jul)
	● During Programme (Jul - Aug)
	● Post-Programme (Sep - Oct)

Aims and Objectives
What do you hope to achieve?
	● Strengthen the ITP network
	    ○ establish more relationships between fellows from different ITP years with more communication and collaboration opportunities
	    ○ create local meetings in certain regions to connect more of the fellows
	● Increase the ITP's reach to under-represented countries
	    ○ Use Mentors as advocates for the ITP in the region of the world to find more participants
	● Increase the attendees preparedness
	    ○ Use the mentors as a means to go through the steps to prepare for the programme
	    ○ Restructure the materials given beforehand such that they are more clear on the expectations and requirements for the ITP
	● Cascade training
	    ○ Mentors can train people at their home organization which will be useful to the everyone at their organization
	    ○ This will also be a testament to the ITP's effectiveness
	
	## Benefits of the Mentoring Programme
	
	● Get information on ITP expectations, like what the ITP actually does, from the experienced mentor

	● Strengthen the ITP network through outreach and other activities ● Advocating for the ITP in under-represented countries and in the home region ● Helping with pre-departure paperwork and getting adjusted to a different culture in the UK such that they can get the most of their experience as soon as possible while in London ● Alleviating some of the work of the ITP team in terms of preparing the new fellows ● Cascading training so that more people benefit from the ITP than just the ITP fellows themselves Connecting to more institutions and more countries

Team structure & processes *Who will you work with on this project?*	● WPI IQP team (from March to end of April):
	  ○ Gauging interest in the programme
	  ○ Developing training schedule and materials
	  ○ Designing evaluations
	● ITP team (Emma, Becca, and Claire):
	  ○ Guiding the WPI team through the creation of the training
	  ○ Sending out expectations and applications for the scheme
	  ○ Selecting mentors
	  ○ Running the training
	  ○ Supporting the mentors
	● ITP reps (curators, other museum staff involved with the ITP):
	  ○ Providing help and guidance for the training

	○ Requesting help from the mentors to reach out to more institutions & countries
	● UK partner museums:
	  ○ Providing help & guidance on training structure & materials
	● Other BM staff:
	  ○ Possibly running a workshop during the training
	● ITP fellows (new and alumni):
	  ○ Applying and being the actual mentors

Resources *People, time and money.*	● Data provided by ITP team including demographics, region of the world, etc. ● ITP team and other museum staff available year round ● UK partner museums ● New funds available ● Mentors can be trained in the "off season" (i.e. when the ITP isn't running in Summer)
Assumptions *What needs to happen for your project to be successful?*	● Fellows are interested in legacy programmes, including ones that foster leadership. ● Fellows will want to act as mentors, however we define the role. ● Funds are available to implement this programme ● There will be constant and effective communication between mentor and mentee. ● There will be enough space in the BM to host the one week training programme ● All of the BM staff needed to train the mentors will be available during the training week

	- Fellows chosen to be mentors will be able to take a week off of work to go to the mentor training - All material created for the training will be clear, helpful, and provide effective skills for mentors; and all of the mentors will be able to digest and apply the information taught - All mentors will be effective in their role, thus making the current fellows' experience at the ITP more enjoyable
Timescale *List your goals and milestones*	The materials, objectives and schedule of the training will be set during the WPI team's stay in London. The training will take place in 2018 with mentors fulfilling their role for over a year's time, potentially 3 years, with future mentor rotation.

Challenges, risks and mitigation	**Risks:** Team: - Increased workload (other work for the ITP may be neglected) - Division of the team: if there is too much work the team might not work cohesively - Personality conflicts amongst mentors or mentors & mentees - Decrease in motivation - Disagreements about what direction the scheme should go Reputation:

	● Mentors/Mentees could speak badly about the programme and hurt the whole ITP reputation
	● Mentors are not dedicated to their role, which deters mentees from getting involved
	● Mentors could say or do something that does not align with the ITPs views
	● Training materials are not appropriate or align with the ITPs views.
	● Plagiarism of materials
	Time:
	● 5-day training may not be enough to fully train the mentors
	● Mentees may take too much time, which makes the mentor not focus on their career
	● Mentors may not have time to leave their jobs to do the training
	● Mentor & Mentees do not have enough time (or overlapping times) to communicate
	● There might not be enough time to fully develop the mentoring scheme for 2018 (having the rooms, fitting everyone's schedules)
	● Team doesn't have enough time to supervise the mentors
	Logistics:
	● Not having enough mentors interested in participating
	● Not having enough mentees interested
	● Possible mentees not interested in having a mentor
	● Not enough materials to support the mentors

	● Not enough staff to run the training ● Mentors might not get travel visas ● Mentors could drop out of the scheme at anytime ● Issues with hosting location may arise ● Language barriers between mentors & mentees or with training materials ● Communication might be difficult (i.e. no facebook or twitter in China) ● Getting permission from mentor's institutions ● Setting the regions for assigning mentors ○ Some parts of the region may not get along/there may be political entanglements to deal with ● Being able to sell the training programme not only to the mentors, but to their institutions as well Money: ● Not enough budget to support mentors, training staff, and materials ● Additional costs out of budget could spring up (i.e. flight changes) ● Finding good one-week housing that is not too expensive Mitigation: ● Distribute workload amongst mentors to reduce pressure on ITP team ● Have frequent meetings to be on the same page with scheme intentions ● Have a detailed list of expectations for mentors

	• Have a detailed application process to select appropriate mentors that will share ITP views and not speak badly about them • Assign mentors per regions to have common cultures, languages and schedules • Focus training on most requested areas
Measuring success *What will success look like and how will it be measured? What will be your evaluation method?*	Success will be increased participation in the ITP network, better preparedness of the ITP Fellows, solidification of the ITP countries. This will be measured using evaluation surveys and mentor reports. Step 1: • There is interest in the mentoring scheme from both mentors and mentees • There is interest in training materials from the scheme • The expectations for the mentor role and its training are defined Step 2: • Training schedule and materials are developed • Materials are pre-tested with fellows to ensure they are clear and helpful Step 3: • Develop selection & evaluation processes for the mentoring scheme Step 4: • We receive applications for the mentoring scheme from all regions. The number of applications expected will depend on the number of regions Step 5:

	• Mentors are selected • Training takes place • Evaluation of the training takes place Step 6: • Mentors help the incoming ITP participants when needed • Mentor hosts training in their region • Mentors send back reports of their work • Mentors contact other institutions to recruit for the ITP • Mentors organize regional meetings Step 7, Repetition of 4,5,6 and: • Continued training for mentors and improvement according to evaluation results • Rotation of mentoring roles • Yearly mentor evaluations

Outputs & outcomes	• One week-long training programme for mentors
	• Resources including: training schedule, workshops, a handbook, presentations
	• Mentors assigned to each region represented in the ITP
	   ○ divide the world into sections such that not only will the mentor and mentee be able to communicate, but the mentor doesn't have too many mentees
	• Reports from mentors including their training materials & presentations
	   ○ This will be received after they return to their institution and the training is complete
	• Survey results from mentors & mentees

Legacy & sustainability	- Annual training of mentors and rotation of mentors after a few years in the role - Reports from mentors - Contributions to the newsletter and blog posts - Regional meetings organized by the mentors - Publishing of evaluations and training reports to increase visibility - Possibly getting evaluations from the mentor's managers on the effect the mentor training has had on their professional career
Notes and questions *Any additional comments or questions that arise and aren't included above.*	- We would like specifics on the timescale (dates and milestones you would like to hit as the ITP team) - Specific ways to measure success (# of applications for mentors, promotion within home museum, etc.)

Appendix C: The Mentoring Role

The ITP Mentor

Mentors will be selected and assigned regionally. Since there will be an interpersonal component to mentoring duties, it should be clearly stated that mentors should discuss career development, the ITP experience, and professional expertise, but the discussion of personal matters should be previously agreed upon by both mentor and mentee.

Roles and Duties:

1. Help attendees with the ITP experience:
    a. Give guidance and advice to attendees to prepare for the ITP
    b. Guide ITP attendees through the Visa process for the U.K.
    c. Check-in with all attendees from the assigned region to become familiar
    d. Become a liaison between the ITP team and participants
    e. Be available for any counsel needed through the ITP
2. Strengthen the ITP network:
    a. Organize regional meetings so that ITP participants from different years can meet and collaborate
    b. Connect past participants to each other
    c. Provide career guidance to anyone from the region who requests it
    d. Remind all of the regional ITP participants to apply to opportunities and contribute to the newsletter
3. Promote the ITP in their home regions:
    a. Reach out to nearby institutions to identify potential ITP participants
    b. Present in nearby institutions about the ITP and the related exhibitions and projects
4. Cascade training:
    a. Develop and give training in their home or nearby institutions
5. Reporting:
    a. Mentors should send the created training materials (slides, handbooks or recordings) back to the ITP staff

NOT part of the duties:

- Discussing complaints about the ITP itself (those should be directed at the staff running the programme)
- Selecting the people to attend the ITP, they can only connect them to the ITP staff
- Speaking on behalf of the British Museum or the ITP
- Discussing personal matters with mentees unless previously agreed upon

Appendix D: ITP Mentoring Training Materials

Detailed Training Schedule

Day 1

Time	Activity
9:00 AM - 9:30 AM	General Icebreaker
9:30 AM - 10:15 AM	Intro Presentation and Expectations Management
10:15 AM - 11:15 AM	Museum Time
11:15 AM - 12:00 PM	Icebreaker: Presentation Skills
12:15 PM- 1:15 PM	Lunch
1:15 PM - 2:15 PM	Mentoring Basics
2:15 PM - 4:00 PM	Role Playing with established scenarios
4:00 PM -	Tea

Day 2

Time	Activity
9:00 AM - 10:30 AM	Presentations: What are you passionate about?
10:30 AM - 10: 45AM	Break
10:45 AM - 12:00 PM	Presentation Skills and Discussion
12:00 PM- 1:00 PM	Lunch
1:00 PM - 2:30 PM	Time Management
2:30 PM - 4:00 PM	Cascading Training

Day 3

Time	Activity
9:00 AM - 10:00 AM	Coaching Training
10:00 AM - 11:00 AM	Team Building
11:00 AM - 12:00 PM	ITP Discussion: pre-departure, departments assigned, partner museum experience, final project
12:00 PM- 1:00 PM	Lunch
1:00 PM - 2:30 PM	Assertiveness Training and Roleplaying
2:30 PM - 4:00 PM	Counseling Training & Discussion: Tell us about a time you had to solve a problem?

Day 4

Time	Activity
9:00 AM - 10:30 AM	BM Mentors Meetings
10:30 AM - 11:30 AM	Stakeholder Management
11:30 AM - 12:30 PM	Project Management
12:00 PM- 1:00 PM	Lunch
1:00 PM - 2:30 PM	Advocacy & Role Playing: Call someone and tell them about the ITP
2:30 PM - 4:00 PM	Networking Time: Meet with your ITP Department or with someone you would like to talk to

Day 5

Time	Activity
9:00 AM - 10:00 AM	Role Playing with Brainstormed Scenarios
10:00 - 12:30 PM	Presentations 2.0: What was your ITP Room 3 Project?
12:30 PM - 1:30 PM	Lunch
1:30 PM - 2:30 PM	Mentoring Toolkit
2:30 PM - 4:00 PM	Wrap Up, Programme Discussion, & Evaluation, Cake