Chapter #11

MENTORS' COMPETENCE DEVELOPMENT TO SUPPORT NOVICE TEACHERS: CROSS ANALYZING TWO MENTORING CONTEXT

Julie Courcy[1], Nathalie Gagnon[1], & Andréanne Gagné[2]
[1]*Université du Québec à Rimouski, Canada*
[2]*Université de Sherbrooke, Canada*

ABSTRACT
Mentorship is known to be one of the most utilized and effective ways to support new teachers. Many researchers have focused on how the mentees are supported and how an experienced mentor can make a difference in their induction process. Knowing the benefits of this affiliation, one of the main keys for a successful mentorship program is the mentor's ability to respond to the mentee's needs. Based on Le Boterf's competent action model this chapter exposes the commonalities between two different studies, both focusing on the development of the mentors' competent action: S1 was conducted in the province of Ontario, with mentor supporting novice teachers in their induction process and S2 was conducted in the province of Quebec with 11 participants, acting as associate teachers (ATs) with interns, in Vocational Training Centres. The cross-analysis shows that both mentors and ATs have similar needs regarding their competency development. The results shed light on the various factors conducive to the development of competency as seen through the lens of Le Boterf's concept of competent action: how to act, desire to act and ability to act. Finally, three keys are recommended to better support the mentors competent action development.

Keywords: mentors, competency, competent action model, professional development, supporting new teachers.

1. INTRODUCTION AND RESEARCH CONTEXT

Throughout countries, contexts, and school systems, mentoring, whether formal or informal, is one of the most utilized ways to support the professional induction process of new teachers. In fact, mentoring relationships have been shown to have positive repercussions on several aspects of the professional development of new teachers.

The stakes are high. The experienced teachers (mentors) embody lifelines (Cameron & Grant, 2017), imperative guides on this abrupt newcomers' hike. Novice teachers face a variety of challenges: the gap between professional ideals and reality (Gingras & Mukamurera, 2008), the intensification of the teacher's responsibilities, the inheritance of a heavier caseload (Mukamurera, Lakhal, & Tardif, 2019), etc. Their need for support is well documented, regarding organizational socialization (Mukamurera, Bouthiette, & Ndoreraho, 2013), class management, learning management, educational differentiation, and of personal and psychological nature (Mukamurera et al., 2019). In order to overcome these challenges and to help fulfill their needs, the support of more experienced teachers (mentoring relationships) has been shown to be effective (Demeyer, 2022; Hobson, Ashby, Malderez, & Tomlinson, 2009; Morettini, Luet, & Vernon-Dotson, 2019; Schwan, Wold, Moon, Neville, & Outka, 2020).

Based on a supporting relationship, mentorship refers to an experienced person (a mentor) offering his or her guidance and expertise to a less experienced person (a mentee) (Cuerrier, 2003; Gagnon, 2017). Cuerrier (2003) summarizes that mentorship depends on three fundamental components: support, dialogue, and learning. Inspired by this definition, Gagnon (2017, p. 89) explains that mentorship refers to a support and an interpersonal, cooperating, sharing, and learning relationship, between a mentor and a mentee, sharing a professional and personal development experience. This affiliation has been noted to have many benefits, amongst those: to improve both parties' communications skills, to improve work satisfaction, to facilitate professional induction, to reduce stress and professional isolation, to support professional identity development, etc. (Gagnon, 2017).

Indeed, mentorship is known for its benefits, but what are the keys to ensure its full potential?

1.1. The Key Factor to Mentorship: The Development of the Mentors' Competency

One of the main keys for a successful mentorship program is the mentor's ability to respond to the mentee's needs (Hobson et al., 2009; Stanulis, Brondik, Little, & Wibbens, 2014). To act efficiently as a competent mentor is not innate and can sometimes be done in a haphazard manner (Sewell, 2017), notably due to the lack of clarity and structure in the mentoring approach (Ambrosetti, 2014). Therefore, to ensure a successful mentor/mentee relationship (Stanulis et al., 2014), it is necessary for experienced teachers to develop specific competencies related to their mentoring actions and to the supportive nature of this relationship.

Even though the literature recognizes the mentor's need for preparation—and the trainings helping them to successfully accomplish this role are developed and evaluated (Bullough, 2005; Crasborn, Hennissen, Brouwer, Korthagen, & Bergen, 2011; Rippon & Martin, 2006)—, a limited number of studies have focused on understanding the way the supporting mentoring relationship is experienced by mentors, from their point of view. We believe it is necessary to focus on the keys and components can make them act in a more competent way towards their mentee.

1.2. The Role of the Experience and the Mentor's Competency

Why is it imperative to focus on the mentor's experience when interested by the mentor's competency to support a mentee? Because it allows a better understanding of the competency development process. As Gagnon (2020) reminds us: "the experience and competency are closely related concepts. Indeed, the competency of an individual could not be studied without paying a particular attention to what characterizes their experience of the situation i.e., the way mentors live on the cognitive, emotional, and motivational levels, and the way they act and react during a situation (Mayen, 2009)." (p. 59) In other words, depending on the nature of the mentor's experience, it can feed or hinder the mentor's competency development.

1.3 The Mentor's Competent Action Experience: Lights on Two Canadian Studies

Preoccupied by the development of the mentors' competency, two Canadian studies dive deeper into understanding of the components of their *agir compétent* (translated here as "competent action"). To do so, both studies (Gagnon, 2017, 2020; Gagnon, Gagné, & Courcy, 2023) focused on the actual experiences related to the mentors' supportive role towards

mentees. The first study (S1) of interest took place in a professional induction program for French elementary and secondary levels new teachers of the Ontario Province (Canada) (Gagnon, 2017, 2020). The second study (S2) of interest focused on the experience of associated teachers (AT) from the vocational training sector, in the francophone province of Quebec (Canada) (Gagnon et al., 2023). Strictly speaking, these ATs (Associated Teachers) are not official mentors. This professional induction context (vocational training) calls for a relationship based on guidance between an experienced teacher (also experienced in a specific field of expertise (hairdresser, plumber, mechanics, etc.) and a new teacher hired at their Centre. Ultimately, the results of S1 and S2 led to identifying some key elements related to development of the mentors' competent action. Also, both studies allowed us to understand the experience of mentor teachers.

This chapter fosters a deeper look onto the keys engaged in the development of the mentors' competent action. For this purpose, the following pages present the commonalities of their results, based on the outcome of a cross analysis focusing on the mentor's development competencies' using Le Boterf's competent action model (*Modèle de l'agir compétent*).

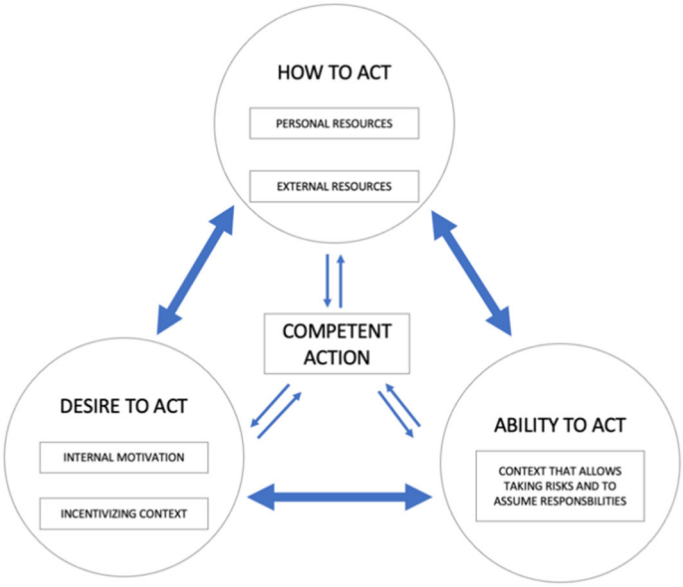
2. CONCEPTUAL FRAMEWORK: LE BOTERF'S COMPETENT ACTION MODEL

Based on Le Boterf's competent action model (2011), competency is understood as organizing the activity to make it possible to adapt to the characteristics of a situation, with an eye to fulfilling a goal (Gagnon et al., 2023). As Le Boterf (2013) explains:

> To face a situation, to carry out an activity or to solve a problem, a professional should not only know how to wisely choose resources from their repertoire, but also know how to organize them. They should build a specific combination of multiple ingredients that would have been sorted—consciously or not—for the right purpose. […] It is possible to break down the basic know hows, but the global competency cannot be reduced to this addition. An interactive dynamic exists between these components. (Free translation, Le Boterf, 2013, p. 2)

The competent action model prescribes that acting in a competent way includes a person putting into action, in a specific context, a variety of resources, focusing on dealing successfully with a situation (Gagnon, 2020). More specifically, for Le Boterf, competent action is understood to be the outcome of three components: how to act, desire to act and ability to act. The following Figure 1 exposes the translated representation of the model rendered by Cachet (2009, p. 139).

Figure 1.
Le Boterf's model of competent action.



How to act refers to the ability to implement a relevant professional practice while mobilizing an appropriate combination of personal resources (knowledge, knowhow, attitudes, experiences, etc.) and external resources (documentary resources, professional networks, databanks, resource people, etc.), and the ability to learn lessons from the practice implemented.

The second concept of this model, *desire to act,* refers to "taking action" and "to the individual's personal motivation that underpins every action in a more or less incentivizing context in which they are operating" (Le Boterf, 2013, p. 99). Desiring to act determines the individual's commitment to an activity, the "direction" they choose, the intensity with which they invest in their commitment and, ultimately, whether the activity is abandoned or pursued. It also plays a crucial role in workers' productivity and performance.

The *ability to act* refers to "the existence of a context, work organization, management choice, social conditions, what makes it possible for the individual to assume responsibilities and take risks, and legitimizes it" (Le Boterf, 2013, p. 99). In other words, even if a person can efficiently combine and mobilize the appropriate resources in a specific situation (how to act), and with the greatest motivation (desire to act), it would still not be possible to express competency to its fullest if that individual does not evolve in a supporting environment which allows and encourages taking responsibilities (ability to act).

To better understand the mentors' competency, it appears relevant, as the competent action model does, to study it with different individual, environmental and contextual factors. It seems consequent to shed light on some of the facets of the growth process of this competency. Do mentors have enough knowledge or the appropriate abilities to be a competent support person (how to act)? Are they engaged in their role towards new teachers (desire to act)? Does their school system allow them to thrive and to discover who they are as mentors? Do they have the liberty to take risks and to innovate in their role as mentor teachers (ability to act)?

3. METHODOLOGIES COMMONALITIES

Following a logic based on knowledge enhancement, similar objectives were pursued by both studies mentioned earlier: the two studies focused on describing the overall experience of the mentors to better understand the development of their mentoring competencies, using Le Boterf model. Therefore, both employing a qualitative approach and using a single case study methodology (Merriam, 1998; Yin, 1984), this methodological approach is particularly suited to expose the hows and whys of a contemporary phenomenon within a specific life context, in which it occurs (Yin, 1984; Yin, 2009). This methodology also allows an in-depth understanding of a situation and the meaning of this situation from the targeted subject's point of view (Merriam, 1998).

3.1. Contexts & Samples

Geographically, S1 took place in French schools of Ontario (an anglophone province) while S2 took place in vocational training centres, in Quebec. For both studies, participants were recruited using purposeful sampling (Creswell, 1998) where an email invitation was sent to the schools or centres targeted by the researchers to share with their teaching staff the possibility of participation to the researchs.

Contextually, S1 is linked to the experience of mentors involved officially in a provincial mentorship professional induction program for new teachers in elementary and secondary schools (NTIP) (Gouvernement de l'Ontario, 2010). The 11 mentors (1 male, 10 females) of this study supported new teachers who achieved a teaching bachelor's degree before being hired. For S2, the results are linked to the experience of 15 associated teachers (AT) (4 males, 11 females) supporting teaching interns. An important distinction is that these interns are in fact experienced professionals from a specific field (hairdressers, plumbers, mechanics, etc.) who have been hired based on their field competency. In this context, new teachers are hired without prior pedagogical training and have up to 10 years to complete a teaching bachelor's degree. During this process, they will have to complete three to four internships, accompanied on site by an AT from the same VTC (Vocational Training Centre). Although this context concerns associated teachers and teaching trainees rather than mentors and mentees, their relationship in both contexts is similar to mentoring; these cooperating teachers support trainees who are already teachers and consequently, colleagues (Gagné & Gagnon, 2022).

3.2. Data Gathering and Analysis

For the data-gathering process, both sets of data were collected through in-person (S1, S2) or on Zoom (S2) interviews, where each testimonial was recorded digitally, then fully transcribed, uploaded and coded using the NVivo12 software. A semi-inductive logic characterized the data analysis where the researcher would question the meaning contained in the collected data while allowing the key research concept to guide the analysis. This flexible procedure allowed the researchers to constantly adjust the data classification during the process of analysis (Savoie-Zajc, 2011). A detailed line-by-line analysis of each interview was then undertaken. This is what Strauss and Corbin (2004) call microanalysis, which involves "examining and interpreting the data very carefully, even meticulously" (p. 84), in order to identify the general ideas emanating from the participant's words and to grasp their meaning. Blind parallel coding procedures were also applied to ensure the rigour of analysis.

The "analyze and interpret" process enlightened by Le Boterf's model allowed us to unravel the dynamics intertwined in the competency development process and to expose some of the keys helping the decision-making process regarding training, management and support intended for mentors.

4. THE RESULTS

Because both sets of results are similar on many levels, this section exposes the main commonalities related to the identification of what can influence the development of mentors' competency. The following section exposes the commonalities of S1 and S2, allowed by the three main components of Le Boterf's (2011) model of competent action.

4.1. How to Act

Let us remind that this component targets the individual need to act, with autonomy. For a mentor, this means to be able to autoregulate, to use internal and external resources and to have the ability to look for new ones, within their environment.

The participants from both sets of data are unanimous, the teachers supporting mentees or interns must "have a clearer idea of what their [mentor] role is." Therefore, the training offered appears important and useful for individuals who want to support new teachers: "Thanks to training, offered by [Quebec universities names] […]. That's where I better understood my [mentor] role." For those who explain not having received specific training on "how to mentor," it is noted that it could help them: "it would be beneficial for me. It is not always easy to know how to approach someone else, how to approach a theme […]."

It also appears that the participants do not have many opportunities to discuss with other mentors about their mentorship experiences. The participants believe that sharing with their peers for example could make them benefit from the group's experiences and expertise, as mentors or teachers in general, and could optimize ultimately their autonomy. This way, meetings between mentors have been noticed to be helpful: "It would be nice, at the beginning of the year, to know who the other mentors are, so we can meet, and help each other."

Referring to what they learnt through their teaching experiences and mentoring (as mentor or as mentee), the mentors and ATs are positive on the importance of being independent. Another mentor also specifies that it is imperative for a mentor: "[to be] very autonomous. You cannot ask someone that is not autonomous and that does not have the leadership to do this [mentoring]."

4.2. Desire to Act

The data analyzed allowed us to better grasp on motivational aspects for mentor teachers as they exercise their support role. This section presents the results on the factors that motivate mentors in their role as well as the benefits they perceived during the experience.

The main reason almost all the participants did volunteer to be mentors is because they like to help others as this quote shows: "I will learn something. This is precisely what interested me, to help myself and to help others." Mentors and ATs notice the satisfaction of being involved in a "carrying" relationship and in addition, they feel good about themselves: "I feel useful," as one mentor explains.

Mentors and ATs explain that for the most part, they are not compelled to support novice teachers but that they rather act freely and willingly: “I made a choice, no one imposed it on me.” As this AT explains, “[the first time] I volunteered […]. Now they [the management team] ask me each year, and I am always interested.” In fact, the sets of data showed that the mentors and ATs are intrinsically motivated to fulfill their mentor role; they act because they deeply believe in the relevancy of such a process. On that note, it is possible to see that their desire to act is strong, supported by the benefits they recognized flowing from the richness of the mentoring experiences. For example, the mentors and ATs explain that one of the reasons they do want to support newly graduated teachers or teaching interns is that it allows them to stay close to the latest pedagogical findings: “to learn and to update my practices with the mentee, to question my professional actions, to share strategies, documents or tasks, to regain motivation for my profession.” The mentoring allows them to become better teachers in their own classroom.

It has been noted that mentors and ATs are motivated by the feeling of making a difference in their school or field: “The feeling of helping the next generation, to better prepared them”, an AT explains. “You are part of a team who collaborated to train the next generation,” as another one says. Many of the participants explain that they were lucky enough to be well accompanied when they were a new teacher and being a mentor or an AT is their way to pay it forward: “I give back what I had the chance to receive in my life. It is an honour for me. I had an excellent model when I was a mentee and I wanted to be just like that, a mentor.” As mentioned by two different ATs: “This feeling of paying it forward, this feeling is truly the best for me!” “Mentoring, it is a way to pay forward. […] it is the satisfaction of being able to give back to someone who’s starting, knowing that you liked when someone did it for you.”

However, for both studies, mentors and ATs express their disappointment regarding too few gestures from their school or centre’s management team for their mentoring involvement. It is possible to see some mentors express how they felt competent and motivated by some encouragement provided by their principal, as this passage shows: “It is motivating, my principal often congratulates me for what I do. Indeed, this motivates me a lot.”

Some mentors and ATs express feeling disappointed by the lack of feedback and encouragement from their management teams: “Sometimes, there are congratulations expressed for different projects, but we never see a mention specifically for ATs. Like: *Good Job Geneviève to have mentored your second intern*.” They specify that more encouragement from their superior could be beneficial to recruit mentors and make them feel valued.

4.3. Ability to Act

As presented earlier, *ability to act* refers to the context that allows taking risks and assuming their role and responsibilities. For mentors and ATs, this means evolving in a context allowing them to express their competency.

What appears interesting relies on the fact that both sets of participants noticed the lack of time to accomplish their mentoring role: “Sometimes, we don’t have a choice to go outside our working hours”. Neither mentors nor ATs have official relief offered by the school or the centre on their weekly regular teaching schedule. Therefore, as many explain: “Of course it overflows from my duties, it takes me longer.”

Amongst repercussions noted, many participants say that they need to let some of their own teaching duty go, if they want to have enough time to support adequately their mentee or intern. This mentor says: “It’s a role overload they inherit, the mentors. It’s a heavy burden.” On the counterpart, some mentor who did not want to let go some of their teaching

duties, had to decline the offer of being a mentor: "It happened to me before, to refuse students because my caseload was too big, I felt overwhelmed."

Consistently, both studies allow us to understand that participants are not efficiently informed regarding the induction process, the mentorship requirements nor the offered resources for mentors and ATs. From written documentation to a university contact person, the mentors and ATs have different resources that are sometimes offered, although those resources vary greatly from one school or centre to another (different formats, target various aspects of mentorship, etc.). They feel the need to be autonomous in the search of information, as this mentor express: "I go get the information I need to have". Some explain that the information does exist but that it does not seem to be travelling to the teachers. As a mentor suggests, depending on the initiative, the resources should be targeting the mentors, easily accessible, and be offered to them directly, to avoid having to "chase" for the information.

To better educate themselves in their role and responsibilities, the mentors and ATs mentioned the importance of the collegiate and collaborative climate, amongst each other and amongst the school or centre's staff. They express how they benefit from each other's experience and expertise. It appears relevant to specify that the participants from both studies stipulate that the administration's leadership (the principal, for instance) appears to be important in setting a collegiate culture around the school. As a summary, the ability to act is promoted when the other teachers and members of the school are supporting each other, informally.

5. DISCUSSION

Sharing similar roles within their respective mentorship contexts, the mentors and ATs seem to have similar needs regarding their competency development. Both studies shed light on some of the various aspects of this experience that could improve or impede the expression of their competent action. For example, the type of support offered by mentors and the ATs is similar. Both are acting as experienced teaching professionals, offering expertise in a relationship based on support, dialogue, and learning (Cuerrier, 2003). The supporting experiences they are willingly going through influence their ability to competently execute their role towards the novices they are guiding.

Table 1.
Summary of the similarities between the mentors and the ATs.

<table>
<tr><th colspan="3">Similarities of their role and duties as mentors & ATs</th></tr>
<tr><td colspan="3">- The type of support they offered is similar.
- They engage willingly going through a supporting experience.
- They act as experienced teaching professionals offering their expertise.
- They guide novice teachers.
- They evolved in a relationship based on support, dialogue, and learning.
- They execute their role towards the novices they are guiding</td></tr>
<tr><th colspan="3">Desire to act</th></tr>
<tr><td>Least support needed.</td><td>They are strongly intrinsically motivated.</td><td>They are engaged in their role, freely and willingly.</td></tr>
<tr><td colspan="3">To think about: For them to have greater recognition and appreciation of their mentor role could be an interesting key to utilize in order to feed their desire to act.</td></tr>
</table>

How to act		
Support needed and offered but could be improved.	They want learning devices allowing mentors to reflect and to analyze their practices.	They would benefit on the development of their personal resources and enrichment their knowledge and skills.
To think about: The necessity to enhance training offers to improve mobilization.		
Ability to act		
Least support offered.	They face the challenge of conciliation of the time allowed to their distinct roles.	They don't have access to time management support mechanism or measures.
To think about: To have the "full" ability to act, mentors need to do better and, to do it with others: to have enough time, to have a manageable workload, to have access to the relevant information, to evolve in a collaborative environment.		

Amongst the three main components of the model of competent action, desire to act seems to be the one element mentors need the least support with. The results demonstrate that mentors and ATs are strongly motivated to fulfill their role, intrinsically, which represents the strongest type of motivation (Le Boterf, 2011). The mentors are engaged in their role, they are volunteers, and their motivation is strong. For several authors, engaging freely and willingly in a mentorship process represents a high efficacy possibility and optimizes the possible positive results (Kane, Jones, Rottmann, & Pema, 2013; Lindgren, 2005). That being said, Le Boterf (2013) stresses that competency is a shared responsibility between the individual and their workplace: "This imperative of responsibility must not lead to a belief that the individual is the only one responsible for building their competencies. […] It is not enough to simply have potential to act competently; one must also have the tools" (p. 99). This is also true of the motivational mechanisms underpinning competent action, which are based, on the one hand, on the individual's personal motivation and, on the other, on their somewhat incentivizing context. Therefore, a greater recognition and appreciation of their mentor role could be an interesting key to utilize in order to feed their desire to act.

Regarding the *how to act*, it is possible to suggest a necessity to enhance training offers to improve mobilization. Based on Le Boterf, training—which helps to develop a person's resources and then enrich their knowledge and skills—is one of the key elements to consider fostering the *how to act.* This echoes the results of many other scientific studies who have been saying for several years that training is essential to ensure the success of mentorship programs (Duchesne & Kane, 2010; Stanulis et al., 2014).

Based on the results previously exposed, we can clearly see how training can be crucial in improving competence. However, it appears that mentors and ATs might not always have access to training. Also, even if the participants strongly support the need for more offers, they also confess not necessarily attending the training offered. On that matter, Gagné and Petit (2021) have already outlined the importance of an in-depth renewal of training for mentors. Action-research field studies await to optimize the support of mentors and measure the gain of the training. Building on the concepts of *médiatisation* and *médiation* (Charlier, Deschryver, & Peraya, 2006), authors suggest characteristics for a hybrid remote training offer that would respond to the mentors' needs in terms of interactions, to increase their sense of belonging, access resources and share experiences related to authentic mentoring experiences.

Le Boterf (2013) also believes that learning devices allowing mentors to reflect and to analyze their practices, like sharing group and professional learning community, can contribute to the development of the *how to act*. Indeed, following the training, the shared experiences lead to the development of the mentors' faculty to mobilize, to combine and to transpose their resources. For the mentors and ATs studied, if the training seems to encourage the development of their how to act when they can do so, the opportunities to share with others are nowhere to be seen even if they do represent a key which the organization should utilize to optimize the development of the mentors how to act.

As for the *ability to act*, it is clearly challenging for the participants to conciliate the time allowed to their distinct roles. They must choose between their own teaching practices and their mentorship role, which causes stress and resentment. Too few mechanisms exist to support time management in between the mentor and the mentee. In the process, to have the "full" ability to act, mentors need to do better and, to do it with others: to have enough time, to have a manageable workload, to have access to the relevant information, to evolve in a collaborative environment. Further research focusing on the perception of the management team regarding their role in the mentoring, would definitely be consistent with our findings.

6. CONCLUSION

While other studies have looked at mentors' competence, the two studies reported here provide new insights into this area. In fact, for the first time, the mentoring experience as lived by mentors was studied, thus providing a more complete picture of mentoring. The study of the mentors' experience in the light of Le Boterf's model of competent action, and the comparison of the results, is also a new element: the results discussed regarding both studies enabled the understanding of the keys allowing the support of the mentor's competency development, in different contexts, from different systems and from different expectations from their organization.

Based on these commonalities, **three main recommendations** emerged from the discussion process:

Informed mentors are better mentors. Schools, school boards, or VTC management teams should facilitate the access to resources and information regarding mentorship and the mentors' role. Mentors could be formally trained, and they could be provided with documentation detailing their role, as well as the institution's expectations towards them. They could be informed on the help they can expect or are entitled to receive daily. They could also share what their expectations are regarding the support they need to develop their competence. This aspect refers to all kinds of information and resources, including formal or informal training, co-working space, mentor meetings or sharing groups, etc.

Acknowledgment to aim for greater mentors. The supportive nature of the context and the environment within which mentors evolve is essential. It is imperative for them to be recognized and to be acknowledged for the extra work they do as mentors, as teachers who are putting the efforts to ensure their profession is well taught and well represented. The key is to combine diverse ways to make mentors feel valued: either by weekly encouragements from their superior, by allowing their schedule to be more flexible or to ensure they easily have access to the resources they need for their mentor's duties. Also, their role could be better promoted, and recruitment can then benefit from measure such as inviting current mentors (acknowledge their expertise!) to express how amazing being a mentor is to positively reflect on the mentor's role.

Becoming a competent mentor takes time. Firstly, it has been understood that mentor-mentee or any mentorship teams need to have the time to meet, to chat, to collaborate. Modalities need to be taken to allow mentors to think, to prepare, as a way of supporting their ability to act and, therefore, to develop their desire and how to act. Secondly, becoming a better mentor, developing competent action does not happen overnight. Mentors need to be supported for the long run, and understand that this is a process, where experience plays a vital role.

REFERENCES

Ambrosetti, A. (2014). Are you ready to be a mentor? Preparing teachers for mentoring pre-service teachers. *Australian Journal of Teacher Education*, *39*(6), 30-42.

Bullough, R. V. (2005). Being and becoming a mentor: School-based teacher educators and teacher educator identity. *Teaching and Teacher Education*, *21*(2), 143-155.

Cachet, O. (2009). Professionnalisme des enseignants et complexité : vers une conception dynamique de l'agir. [Teacher Professionalism and Complexity: Towards a Dynamic Conception of Action]. *Revue de linguistique et de didactique des langues*, *39*, 133-150.

Cameron, D., & Grant, A. (2017). The role of mentoring in early career physics teachers' professional identity construction. *International Journal of Mentoring and Coaching in Education, 6*(2), 128-142.

Charlier, B., Deschryver, N., & Peraya, D. (2006). Apprendre en présence et à distance. Une définition des dispositifs hybrides. [Learning in presence and at a distance. A definition of hybrid learning approaches]. *Distances et savoirs, 4*(4), 469-496.

Crasborn, F., Hennissen, P., Brouwer, N., Korthagen, F., & Bergen, T. (2011). Exploring a two-dimensional model of mentor teacher roles in mentoring dialogues. *Teaching and Teacher Education*, *27*(2), 320-331.

Creswell, J. H. (1998). *Qualitative inquiry and research design: Choosing among five traditions.* Thousand Oaks: SAGE.

Cuerrier, C. (2003). *Le mentorat et le monde du travail au Canada : recueil des meilleures pratiques* [Mentorship and the world of work in Canada: Compilation of best practices]. Éditions de la Fondation de l'entrepreneurship.

Demeyer, C. (2022). En quoi le co-titulariat en primaire entre un enseignant débutant et un enseignant expérimenté peut-il soutenir l'insertion et le développement professionnels de l'enseignant débutant? [How can co-teaching in primary school between a novice teacher and an experienced teacher support the professional integration and development of the novice teacher?] (Master's thesis, Université catholique de Louvain, Belgique). Retrieved from http://hdl.handle.net/2078.1/thesis:33951

Duchesne, C., & Kane, R. (2010). Défis de l'insertion professionnelle et dispositifs d'encadrement. [The challenge of teacher placement and follow-up support]. *McGill Journal of Education*, *45*(1), 63-80. Retrieved from https://mje.mcgill.ca/article/view/3864

Gagné, A., & Gagnon, N. (2022). Portrait d'accompagnants : caractéristiques et rôle des enseignants associés de l'enseignement professionnel. [Portrait of support providers: Characteristics and role of associated teachers in vocational education]. *Enjeux et Société, 9*(2), 222-252. https://doi.org/10.7202/1092847ar

Gagné, A., & Petit, M. (2021). Caractéristiques d'un dispositif hybride de formation continue pour les accompagnateurs d'enseignants stagiaires en enseignement professionnel. *Revue internationale des technologies en pédagogie universitaire / International Journal of Technologies in Higher Education*, *18*(3), 39-52. Retrieved from https://doi.org/10.18162/ritpu-2021-v18n3-03

Gagnon, N. (2017). Portrait de l'accompagnement mentoral au regard de l'agir compétent des enseignants-mentors œuvrant dans le cadre du Programme d'insertion professionnelle du nouveau personnel enseignant (PIPNE) de l'Ontario [Mentorship accompaniment portrait in the context of competent actions of teacher-mentors working within the Ontario New Teacher Induction Program (NTIP)]. (Doctoral thesis, University of Ottawa, Canada). Retrieved from https://ruor.uottawa.ca/handle/10393/35754

Gagnon, N. (2020). Développer l'agir compétent de mentors : le cas d'enseignants œuvrant dans un programme d'insertion professionnelle en Ontario [Developing the competency of mentors: the case of teachers working in a professional induction program in Ontario]. *Revue des sciences de l'éducation de McGill, 55*(1), 56-77. https://doi.org/10.7202/1075719ar

Gagnon, N., Gagné, A., & Courcy, J. (2023). Supporting Vocational Education Interns: What Motivates Associate Teachers and What Are the Perceived Benefits? *Mentoring & Tutoring: Partnership in Learning, 32(1), 49-71.* http://doi:10.1080/13611267.2023.2290728

Gingras, C., & Mukamurera, J. (2008). S'insérer dans l'enseignement au Québec lorsqu'on est professionnellement précaire : vers une compréhension du phénomène. [Integration into teaching in Quebec when professionally precarious: Towards an understanding of the phenomenon]. *Revue des sciences de l'éducation*, *34*(1), 203-222. https://doi.org/10.7202/018997ar

Gouvernement de l'Ontrario. (2010). *Programme d'insertion professionnelle du nouveau personnel enseignant : guide des éléments d'insertion professionnelle*. [New Teacher Induction Program: induction elements manual]. Ontario: Ministère de l'Éducation de l'Ontario. Retrieved from https://www.ontario.ca/page/new-teacher-induction-program-induction-elements-manual

Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, *25*(1), 207-216. https://doi.org/10.1016/j.tate.2008.09.001

Kane, R., Jones, A., Rottmann, J. & Pema, E. (2013). *Évaluation de l'application pratique du PIPNPE: résumé* [Assessment of the practical application of NTIP: Summary]. Research report. Ottawa: University of Ottawa.

Le Boterf, G. (2011). Apprendre à agir et à interagir en professionnel compétent et responsable. [Learn, act and interact as a competent and responsible professional]. *Éducation permanente*, *188*, 97-112.

Le Boterf, G. (2013). *Construire les compétences individuelles et collectives* [To build individual and collective skills]. Paris, France: Éditions d'Organisation.

Lindgren, U. (2005). Experiences of beginning teachers in a school-based mentoring program in Sweden. *Educational Studies*, *31*(3), 251-263. https://doi.org/10.1080/03055690500236290

Mayen, P. (2009). Expérience. [Experiences]. In J.-P. Boutinet, *L'ABC de la VAE [The ABC of « VAE »* (pp. 139-141). Toulouse, France: ERES.

Merriam, S. B. (1998). *Qualitative research and case study applications in education.* San Francisco: Jossey-Bass.

Morettini, B., Luet, K. & Vernon-Dotson, L. (2019). Building beginning teacher resilience: Exploring the relationship between mentoring and contextual acceptance. *The Educational Forum, 84*(1), 48-62.

Mukamurera, J., Bouthiette, M., & Ndoreraho, J.-P. (2013). Les programmes d'insertion professionnelle des enseignants dans les commissions scolaires du Québec: portrait et appréciation des acteurs [Professional integration programs for teachers in Quebec school boards: overview and evaluation by stakeholders]. *Éducation et formation, e-299,* 13-35.

Mukamurera, J., Lakhal, S., & Tardif, M. (2019). L'expérience difficile du travail enseignant et les besoins de soutien chez les enseignants débutants au Québec. [The difficult experience of teaching experience and the support needs for beginning teachers in Quebec]. *Activités*, *16*(1). https://doi.org/10.4000/activites.3801

Rippon, J. H., & Martin, M. (2006). What makes a good induction supporter? *Teaching and Teacher Education*, *22*(1), 84-99.

Savoie-Zajc, L. (2011). La recherche qualitative/interprétative en éducation. [Qualitative/interpretative research in education]. In L. Savoie-Zajc et T. Karsenti (dir.). *La recherche en éducation : étapes et approches* (pp. 123-146) [Educational research: stages and approaches (3rd ed)]. Saint-Laurent, Canada: Éditions du Renouveau pédagogique.

Schwan, A., Wold, C., Moon, A., Neville, A. & Outka, J. (2020). *Critical Questions in Education, 11*(3), 190-207.

Sewell, D. K. (2017). Network autocorrelation models with egocentric data. *Social Networks, 49*, 113-123. https://doi.org/10.1016/j.socnet.2017.01.001

Stanulis, R. N., Brondik, S. K., Little, S. et Wibbens, E. (2014). Mentoring beginning teachers to enact discussion-based teaching. *Mentoring and Tutoring: Partnership in Learning*, *22*(2), 127-145. https://doi.org/10.1080/13611267.2014.902556

Strauss, A. L., & Corbin, J. (2004). Open coding. Social research methods: A reader. In J. Corbin & A. Strauss (dir.), *Basics of Qualitative Research: Grounded Theory Procedures and Techniques* (pp. 303-306), SAGE.

Yin, R. K. (1984). *Case Study Research: Design and Methods*. California: SAGE.

Yin, R. K. (2009). *Case study research* (4th ed.). London: SAGE.

ACKNOWLEDGMENTS

One of the two study of this paper (S2) was supported by the Fonds de recherche du Québec — Société et culture under Grant [number 2020-NP-266288]. Both researchs were approved by the ethics committee of the University of Quebec at Rimouski, and informed consent were obtained from every participant.

AUTHORS' INFORMATION

Full name: Julie Courcy
Institutional affiliation: Université du Québec à Rimouski
Institutional address: 300, allée des Ursulines, C. P. 3300, succ. A, Rimouski (Québec) G5L 3A1 Canada
Short biographical sketch: Julie Courcy is a research professional and a PhD student at the Université du Québec à Rimouski. Her main scientific interests focus on teaching representations, academic pathways, and professional identity.

Full name: Nathalie Gagnon
Institutional affiliation: Université du Québec à Rimouski
Institutional address: 300, allée des Ursulines, C. P. 3300, succ. A, Rimouski (Québec) G5L 3A1 Canada
Short biographical sketch: Nathalie Gagnon is a professor in practical training in vocational education at Université du Québec à Rimouski. She is mainly interested in professional induction in teaching, support strategies for new teachers as well as teacher's competency and self-efficacy.

Full name: Andréanne Gagné
Institutional affiliation: Université de Sherbrooke
Institutional address: 2500, boul. de l'Université, Sherbrooke (Québec) J1K 2R1 Canada
Short biographical sketch: Andréanne Gagné is a professor in the Department of Pedagogy at the Université de Sherbrooke. She is responsible for practical training and internships in the bachelor's degree program in vocational education. Her current research program focuses on mentoring, construction of professional identity and the professional experience of VET teachers.