

Initial codes and their definitions	
CODE	Code Descriptions
time	A perception that a lack of time in the routine working day is a barrier to engaging in routine mentoring
money	The financial implications of taking time out of clinical work to undertake mentoring is a barrier to the provision
schedule	Inadequate time to schedule in routine mentoring to a time table
Lack of training	Practitioners believe that a degree of formal training is necessary to undertake mentoring to any high level
Attitude	The attitude of general dental practitioners may act as a barrier to the uptake of routine mentoring
Perception of need	Overcoming the lack of perception of need may be a barrier to routine mentoring
Talking to a stranger	Practitioners would feel more comfortable talking to a professional peer. Talking to a stranger may act as a barrier
reactive	Mentoring is better utilised as a reactive tool rather than a preventative one
Ad-hoc/informal	Currently the majority of mentoring is an informal or "ad-hoc" process
Wait for problem	The usefulness of mentoring is in problem solving
Earlier in career	Younger or less experienced practitioners may benefit more from a process of routine mentoring
Clinical	Clinical mentoring is very closely allied to coaching
Non-clinical	Non-clinical mentoring is not necessarily appropriate for the workplace or provided by professional peers
Cross over between mentoring/coaching	Many people see mentoring and coaching as a linear scale with overlapping themes and benefits
Personal experience	The perception of a mentor being more useful if they have had similar personal experiences to the mentee
empathy	The mentor is better equipped to provide mentoring if they have empathy towards the mentees situation. Mainly derived from common experience
Relevance	Mentoring is more powerful if it has a perceived relevance to the situation
2-way process	Mentoring is a two-way process that has benefits to both parties
enlightening	Mentoring can be an enlightening experience
insight	Mentoring allows insight into the situation
Provide options	Mentoring is appropriate to giving the mentee options as to how they may progress
Mentoring doesn't give answers	Mentoring does not give answers to a problem in the way that coaching might

CODE No	CODE	THEME
1	time	barriers to the use of routine mentoring in practice
2	money	
3	schedule	
4	Lack of training	
12	Attitude	
13	Perception of need	
14	Talking to a stranger	
5	reactive	Preventative routine mentoring is largely impractical/unnecessary
6	Ad-hoc/informal	
7	Wait for problem	
8	Earlier in career	
9	Clinical	Benefit to a hybrid of mentoring and coaching
10	Non-clinical	
11	Cross over between mentoring/coaching	
15	Personal experience	benefit to both mentor and mentee
16	empathy	
17	Relevance	
18	2-way process	
19	enlightening	
21	insight	
22	Provide options	
23	Mentoring doesn't give answers	