Workplace Mentoring Primer

Welcome

The **Workplace Mentoring Primer** was developed for employers and employees interested in establishing formal mentoring relationships and offers specific strategies, tools and activities for implementation. The Primer is based on the premise that workplace mentoring is a strategy to increase the retention, job performance and career advancement of any employee, but it is especially critical in supporting the inclusion of employees with disabilities, women and minorities.

If you are interested in mentoring in the federal government, please visit our Federal Workplace Mentoring Primer.

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Introduction

Let´s face it. Few if any people who become successful professionals and leaders in their workplace got there all on their own. Ask most successful professionals how they got to where they are today and they will probably tell you about the person or people who helped them to get started, to learn the ropes and to develop and advance in their careers. Individual talents, ideas, hard work and persistence are essential ingredients to success, but the guidance and support of other professionals are also critical, especially for those first entering the workforce and preparing to grow into positions with greater and more complex responsibilities.

Where does an entry-level or rising professional find the kind of guidance and support they need to grow and advance?

Sometimes, another professional may voluntarily mentor an employee while other times mentors are found through formal programs. **Formal mentoring programs** typically assist junior or less experienced professionals to identify and develop a relationship with more senior or more experienced professionals either within the same workplace or within the professional field more broadly. In addition to formally matching mentors and protégés, formal mentoring programs frequently offer training and structured activities and may also utilize mentoring configurations other than the "senior-mentors-junior" arrangement such as peer mentoring, group mentoring, and reverse mentoring.

Mentoring plays an important role in employee engagement and retention both of which contribute significantly to individual and organizational productivity and making employees feel valued from day one. Without a formal mentoring program, new hires and less experienced employees may struggle to find other professionals to connect with or are willing to help them learn, grow, and advance in the workplace. Employees who do not feel engaged or supported are less likely to stay with their employer. Mentoring may make all the difference in how an employee performs on the job and whether he or she decides to stay or seek employment opportunities elsewhere.

Formal mentoring programs also play an essential role in the broader talent development strategies of companies. While most employees receive training and professional development through seminars, classes, conferences, and written materials, these are typically discrete learning activities that often lack opportunities to apply the new knowledge and skills to the employee's daily work and receive feedback and encouragement from others. By adding mentoring to professional development companies can provide the support and guidance needed to allow employees to take their skills and knowledge to the next level.

Formal mentoring programs also play an essential role in the broader talent development strategies of federal agencies and departments. While most employees receive training and professional development in the form of seminars, classes, conferences, and written materials, these forms of professional development are typically discrete learning opportunities. Staff training programs typically lack opportunities to reflect upon and practice how to apply the new knowledge and skills to the employee's daily work and receive feedback and encouragement from others. By adding mentoring to its employee development offerings, agencies and departments provide employees with support and guidance from experienced professionals on how to apply and hone new skills and knowledge. Mentors

can also help employees learn how to take their skills and knowledge to the next level and advance professionally within the agency or department.

Additional Need for Formal Workplace Mentoring

Now is an opportune time for employers to adopt or expand mentoring as a part of their talent development strategy. Mentoring can help attract, develop, and retain new employees at a time when a large segment of the workforce - the Baby Boomers - is preparing to retire. In order to deal with the anticipated wave of retirements, employers are focusing attention on succession planning and preparing the next generation of leaders to take the reins.

As employers plan improvements to their recruitment and retention strategies, they should employ formal mentoring programs to engage and support new hires and rising professionals with and without disabilities. By expanding workplace mentoring initiatives, companies could increase employee productivity and retention and foster professional development. Additionally, mentoring can increase collaboration among employees from different generations and cultural backgrounds, thereby improving overall workplace productivity.

What is Mentoring?

Traditionally, mentoring is a one-on-one relationship between a younger protégé and an older mentor who meet regularly in-person; however, modern mentoring occurs in a variety of forms and may include peer mentoring, group mentoring, virtual mentoring, flash mentoring and reverse mentoring. To address increasing diversity among employees, some businesses have adopted cross-cultural, cross-gender, and cross-generational strategies in their mentoring programs. Mentoring is critical and can happen in many ways, including formal programs and through day-to-day interaction with one's supervisors and fellow employees. In a workplace context, mentoring is a trusting relationship in which an employee receives guidance, support, and encouragement from another employee. The mentor is typically someone outside the employee's chain of supervision. While mentoring relationships can develop and operate informally, a more formal and structured approach is often most effective. Successful mentoring programs involve thoughtful planning, dedicated resources and staff for implementation and evaluation which to measure outcomes and inform program improvement.

While mentoring may take many forms, the following are common characteristics of successful mentoring relationships and programs that follow a traditional one-on-one format:

- Mentors and protégés make a long-term commitment to working together (generally a year);
- Mentors take time to build trust and respect with their protégé;
- protégés and mentors set high, clear, and fair expectations for themselves and their mentoring partner; and
- Mentors and protégés meet or communicate with enough regularity to develop a strong relationship (Hare, 2008).

Time Commitment
The National Mentoring Center recommends mentoring partners interact four to ten hours per month for face-to-face mentoring while e-mentoring programs recommend 30 to 60 minutes of online interaction or communication per week (Hare, 2008).

Mentors can play many different roles in support of their protégés' professional development. While it is up to the employer to define specific roles and responsibilities of its mentors during program planning, some possible roles include:

- Orienting the protégé to how an organization or an employer is structured and operates;
- Helping the protégé learn about and adjust to the culture of a new workplace environment;
- Introducing and connecting the protégé to other professionals within and outside the company to expand their professional network

- Serving as a sounding board for and providing feedback to the protégé during periods of learning, growth or change;
- Encouraging the protégé to pursue his or her own professional goals and persevere in the face of challenges at work; and
- Assisting the protégé with mastering a particular skill-set or gaining further content and subject knowledge required to maximize job performance and advance professionally.

Mentoring is not terribly difficult as long as the mentoring partners establish trust at the onset. Trust is crucial to all mentoring relationships, not just in terms of the protégé's ability to rely upon the mentor for support and help but in the mentor's ability to trust the protégé to make his or her own decisions and take actions on his or her own behalf. The protégé may be less likely to trust a mentor who tries to cure or solve perceived problems, who assumes a parental role, or who is judgmental or overly critical. By and large, the person being mentored wants their mentor to be supportive, caring, and willing to assist in achieving goals. A mentor who tries to direct, evaluate, or take control of the protégé's career is likely to meet resistance. Trust will be difficult to build if either one of the partners - the protégé or the mentor - is reluctant to share personal experiences, interests, and concerns with the other. Both need to be willing and enthusiastic contributors to the partnership.

Why Mentoring Matters to Employers

Workplace mentoring has many benefits for employers as well as protégés and mentors. Mentoring can help employers, which face competition, to attract, support and retain talented employees at all levels. In an age of rigorous performance standards and severe budget constraints, mentoring aids in improving employee performance, motivation, and accountability. As masses of Baby Boomers prepare to retire, mentoring may be most valuable as a means of transferring knowledge from one generation to the next and preparing future leaders to fill the vacancies of retirees.

Mentoring can also help companies increase employees' cultural competence by expanding their awareness and deepening their relationships with other employees who differ from them. As Younes (2001) explains, "Diverse customers need a diverse workforce to serve them". Employers need a diverse workforce to appropriately respond to an increasingly diverse citizenry. Offering mentoring for and between employees of diverse backgrounds and with various differences helps companies foster collaborative relationships and open communication among all employees.

Mentoring is an integral part of developing and retaining a diverse workforce. Companies need managers and supervisors with the skills to manage and mentor diverse populations. Managing diversity within the workplace means creating an environment where everyone is empowered to contribute to the work of the unit; it requires sensitivity to and awareness of the interactions among staff and between staff and leadership, and knowing how to articulate clear expectations. Effective mentoring in a multicultural setting involves understanding diverse learning styles and approaches to problem-solving, as well as other cultural differences, and appreciating how to use those to serve the organization's mission.

While employers primarily use formal classroom based or online training and education to achieve talent development and performance improvement, mentoring complements these strategies by promoting continuous learning and skills development guided and supported by the mentor. Mentoring also fosters positive workplace relationships across generations of employees or among groups of peers. Employees who receive ongoing training, support and encouragement from a workplace mentor often report greater job satisfaction, an important factor when it comes to increasing employee retention and productivity. Mentoring is a common practice in many private sector workplaces for this very reason. A KPMG employee explains how mentoring benefits their company as follows: "It has resulted in higher employee satisfaction, lower turnover and professionals who are better aligned with the organization and feel part of the team" (Owens, 2006). Mentoring benefits for employers are outlined in **Table 1**.

While most mentoring research focuses on individual outcomes among protégés, some studies demonstrate tangible organizational outcomes. Most notably, a five-year research study of the mentoring program at Sun Microsystems found the annual job performance ratings of employees who received mentoring were 40 percent higher on average than the performance ratings of non-participants (Dickinson, Jankot, & Gracon, 2009). The study also found the job retention rate of both protégés and mentors was about 20 percent greater than the job retention rate of non-participants (Holincheck, 2006, cited in Triple Creek Associates, 2010). Researchers calculated the return on the

company's investment in the mentoring program to be 1000 percent based on the higher rates of retention and job performance among mentoring participants (Dickinson, Jankot, & Gracon, 2009).

Benefits to Protégés

While mentoring can benefit any employee, it may be especially helpful for an employee in transition. Whether it is into a new job and workplace or into a new professional role and increased responsibilities, transition is often confusing and stressful. Both types of transition require getting familiar with a new context - new expectations, policies and procedures, new people and personalities, and new daily developments and demands from co-workers and supervisors. A mentor can help the entry-level or the rising professional through the transition period by acting as a guide, a sounding board, and a confidante. The input, support and encouragement of a mentor during times of transition helps the transitioning employee process new information, manage stress, gain confidence, and persist through challenges.

As a guide, the mentor can help the employee choose the best path or strategies to accomplish his or her work thereby increasing the protégé's productivity. As a sounding board, the mentor can help the employee assess their interests, values, and skills, but ultimately leaves it up to the employee to define their goals. The mentor can also help the employee consider various options when faced with tough decisions and identify and remove potential barriers to success.

Various research studies confirm that the benefits to protégés are significant. In their review of research findings across multiple studies, Allen, Eby, Poteet, Lentz, and Lima (2004) found individuals who received career-related mentoring consistently reported better career outcomes including higher rates of promotion and higher job satisfaction when compared to employees who did not participate in mentoring.

Benefits to Mentors

Although the primary aim of the mentoring is to support the protégé, mentors also benefit in the process. According to Pardini (2006), mentors:

- Gain personal and professional satisfaction from helping another person;
- Gain recognition from their peers and the agency for contributing their time and expertise;
- Improve their interpersonal skills by exercising many of same skills required to effectively supervise and manage their own employees;
- Have an opportunity to focus energy outside of themselves;
- Gain a deeper understanding of other employees' experiences; and
- Are prepared for taking on greater responsibilities and leadership roles within the agency.

Higher job retention rates found among mentors in the Sun Microsystems mentoring program study are a concrete example of how participation affects mentors (Holincheck, 2006).

Table 1: Benefits of Mentoring

Benefits to Employers	Benefits to Protégés	Benefits to Mentors
Aids in new hire orientation or on-boarding by helping new employees learn how the organization operates from experienced colleagues.	Helps new employees learn the ropes and navigate the terrain by having a guide who can explain the unwritten rules and how to maneuver through office politics and personalities.	Provides an opportunity to pass on what they know, demonstrate to others how to do things, and help someone else accomplish their goals.
Increases organizational performance and productivity by supporting employees' continuous learning and skills development, stimulating creative thinking and problem solving, and fostering positive relationship among professionals at various levels.	Provides valuable support and a sounding board as employees adjust to new or changing responsibilities and expectations.	Provides personal fulfillment through nurturing professional growth in co-workers who demonstrate potential.
Improves an organization's ability to effectively serve diverse customers by increasing employees' cultural competence through mentoring partnerships diverse colleagues.	Helps employees develop self-confidence, master new skills, solve problems, manage stress and overcome obstacles as they learn and grow in their professional role.	Deepens understanding of different perspectives by requiring the mentor to look at things from the protégé's position.
Increases employee retention by providing employees with support and professional growth opportunities that lead to increased job satisfaction.	Assists employees to self-assess, set improvement goals, and develop skills and knowledge needed to achieve maximum outcomes.	Presents an opportunity to practice interpersonal skills critical to effective leadership such as listening, coaching, and trust building.
Aids in succession planning by ensuring generational knowledge transfer.	Helps employees preparing to advance to explore and decide upon a career direction, re-evaluate strengths and professional development needs, and pursue new opportunities.	Offers an opportunity to be recognized, valued and appreciated for the knowledge, experience, and guidance they contribute to others.

Approaches to Mentoring

As has been stated earlier, modern mentoring occurs in a variety of forms. Some of the approaches to mentoring include peer mentoring, group mentoring, virtual mentoring, flash mentoring and reverse mentoring (younger employees mentor older ones). Some businesses also adopted cross-cultural, cross-gender, and cross-generational strategies in their mentoring programs. The following is a brief description of these approaches including links to more information and examples for each. (Overview of mentoring approaches adapted from Hare, 2008.)

Traditional One-on-One Mentoring

Traditional One-on-One Mentoring is a relationship in which a more senior individual is paired with a more junior individual in order to provide the younger person with guidance, support, and encouragement. Formal mentoring programs using this model typically utilize an extensive matching process to ensure the pair has potential to form a strong, long-term relationship. A key advantage of the one-on-one mentoring approach is that it enables partners to develop trust for partners to bond effectively at the onset and to commit to working together for a significant period of time, such as one year or more.

Peer Mentoring

Peer Mentoring is an approach in which a professional who is new or less experienced is matched with a more experienced peer - someone whose job is at the same level - who provides support and guidance to the protégé. Peers can be close in age or further apart, depending on the situation and goals of the mentoring relationship. The purpose of peer mentoring is to support colleagues in their professional development and growth, to facilitate mutual learning and to build a sense of community. Peer mentoring is not hierarchical, prescriptive, judgmental or evaluative.

By definition, peers are individuals from a like group where members have "equal standing." Peer mentoring is typically designed to match employees who share a lot in common. Closeness in age can be an important part of peer mentoring, but a successful match can be made even if there is a significant age difference (Timmons, Mack, Sims, Hare, & Wills, 2006). A common goal of peer mentoring is to use the mentor's experience and knowledge to influence the protégé in a positive way. Employees who are new or who have transitioned into a new department or role at the company can especially benefit from having a peer mentor. Peer mentors are not supervisors, but are usually co-workers who can orient the protégé to the company, the department, or the new position and assist them in navigating new procedures, policies and office politics.

Research suggests that having a mentor who is a peer may be more effective than having a mentor who is senior in position. In a comparative analysis of peer mentoring (versus the traditional hierarchical one-to-one approach), McDougall and Beattie (1997) found the employee being mentored was more inhibited in their communication with mentors who were their senior due to concerns that anything they said could negatively impact their career growth. For example, "[it was] difficult to admit you're swamped" (McDougall & Beattie, 1997). The difference in power between a more junior protégé and more senior mentor may prevent the protégé from being honest about their challenges at work and need for support, especially when they are new to an organization. In contrast, employees who are mentored by a peer may feel more comfortable acknowledging difficulties and asking for advice.

The most effective peer mentors are those who take a genuine interest in the success of their new co-worker. The peer mentor should be someone who is willing to share knowledge and provide support and guidance in order to facilitate the new employee's integration into the workplace (Benz & Lindstrom, 1997).

Professional Networking

Professional networking is an important complement to mentoring. Professional networking is the act of connecting and interacting with individuals who share certain interests, perspectives, or experiences in common. While professional networking is not a new concept, technological advances have increased the ease with which individuals can identify and interact with others of common interests or experiences, not just locally, but nationally and globally. As a result, more people are utilizing Internet based social networks to exchange ideas, share knowledge, and make new professional and personal contacts relevant to their career and personal goals and interests. Professional networking using the Internet is commonly referred to as social networking or using social media. .

Employers can offer professional networking opportunities within the workplace as a component of a formal mentoring program, but more commonly, employees seek out networking opportunities in the absence of mentoring opportunities. The lack of professional development opportunities for women, minorities, and persons with disabilities is a major force for the creation and growth of peer-to-peer networks by employees (Wills, Cokley, & Holmes, 2009). In organizations where professional development opportunities are limited, or only offered to the **"rising stars,"** employee-initiated networks provide a means for professionals at any level to share information, give and receive job-related advice, and develop collaborative relationships with other professionals within one's own company or professionals at other agencies and organizations.

Within the workplace, employee support or employee resource networks are a common form of agency sponsored networking. In the private sector, Aetna is a leader in the use of employee resource groups (ERGs) (Frankel, 2009). According to Aetna's website, the company currently has eleven different ERGs including: Aetna African American ERG, Aetna Hispanic ERG, Aetna Native-American ERG, Aetna ERG of Gay, Lesbian, Bisexual and Transgender Employees, Aetna Women's ERG, Aetna Working Mothers' ERG, AetnAbilities ERG, Asian-American ERG, Boomers ERG, Caregivers ERG, and the Telework Community ERG (AETNA, 2010). In 2008, Aetna created the EnRgy group for Generation Y employees when one new employee just out of college approached the company's Office of Diversity with the idea to form a group specifically for employees from her generation (Frankel, 2009). As the group's founder explains, "We brainstorm and work collaboratively to bring ideas to the office. For example, we call attention to young individuals on why they joined Aetna, why their jobs are meaningful, how they work together in teams and how they make a difference" (Frankel, 2009, p. 16).

Employee networks may be especially useful for assisting employees from under-represented groups to gain traction in the workplace. A notable example is the Gay, Lesbian, Bisexual and Transgender Employees at Microsoft (GLEAM) Employee Resource Network (Wills, Cokley, & Holmes, 2009). GLEAM started in 1993 with 12 group members and grew to a total of 700 members nationwide by 2004 (Microsoft, 2010). While GLEAM members participate in a range of social and civic activities, employee career growth is also a central focus. According the Microsoft website, "The GLEAM board coordinates an informal mentoring effort that provides GLEAM members with opportunities to connect with other GLBT employees or allies according to their specified criteria, such as seniority within the company, career, and business function. The goal of the program is to provide support and mentorship in career growth for GLBT employees" (Microsoft, 2010).

Access Ability Resources Center (AARC) is one of the employee networking groups at JPMorgan Chase. AARC members include employees with disabilities and employees with family members who have disabilities (Wills, Cokley, & Holmes, 2009). AARC members work on employee recruitment efforts and strategies to address workplace challenges faced by those with disabilities such as changes to company policies and processes. AARC members also focus on improving the company's products and services for customers. Because members range from entry to junior and senior level employees, the AARC promotes interactions and collaboration across organizational levels.

Some professionals may be more inclined to participate in professional networking than in formal mentoring programs because peer-to-peer networks seem more casual and therefore less burdensome. Professional networks may also thrive because they frequently exist separate from the structure of an organization, therefore can operate unrestrained by red tape (Wills, Cokley, & Holmes, 2009).

Group Mentoring

Group mentoring involves one or more experienced professionals providing guidance and support to a group of more junior employees. Mentors and protégés typically participate in structured activities. Group mentoring has become more common, especially in settings in which recruiting a sufficient number of volunteers for one-to-one mentoring is difficult (Timmons, Mack, Sims, Hare, & Wills, 2006). Unlike one-to-one mentoring, many group mentoring relationships focus more on peer interaction with the mentor acting as a group facilitator. Consequently, fewer group mentoring relationships result in a deep connection between mentor and protégé (Herrera, Vang, & Gale, 2002; in Timmons, Mack, Sims, Hare, & Wills, 2006).

Microsoft utilizes a group mentoring strategy it calls a "Mentoring Ring." Individual departments at Microsoft can initiate a mentoring ring by organizing a group of employees who are mentored by a senior executive and sometimes by each other (Wills, Cokley, & Holmes, 2009). Each mentoring ring is initiated for different reasons. At JP Morgan Chase, employees in some lines of business are selected to participate in a "Mentoring Circle" based on their desire to advance their career (Wills, Cokley, & Holmes, 2009). Management may select specific employees or an employee may self-nominate to participate in a specific mentoring circle. The mentoring circles have certain requirements individuals must meet in order to participate. An example of one Mentoring Circle is in the Investment Banking division in the United Kingdom, which provides an opportunity for a group of current managing directors to mentor a group of more junior diverse women who are interested in promotional opportunities and career development.

Virtual Mentoring

Virtual Mentoring is a contemporary model commonly used when face-to-face interaction is not possible or impractical. Like traditional mentoring, virtual mentoring approaches typically involve a one-to-one matching; however the individuals communicate using electronic methods such as e-mail correspondence, instant messaging and video conferencing. Virtual mentoring may be especially suitable for employers with offices and employees in different geographical locations. It also makes mentoring possible for employees who are unable to leave their workplace and employees who work in rural or remote communities (U. S. Office of Personnel Management, 2008). As electronic communications replaces face-to-face interactions more and more in the modern workplace, e-mentoring is also becoming more commonplace; however occasional face-to-face interactions are advised, where possible, to develop a trusting, personal relationship.

According to Dr. Shirley Davis of the Society of Human Resource Management (SHRM), companies are finding that the mentor does not have to be in the same place as the protégé to have a successful mentoring relationship thanks to online technology (Wills, Cokley, & Holmes, 2009). Today, companies use Intranet or other electronic communication capabilities to provide both formal and informal ways for employees to interact with one another ranging from general discussion forums, one-on-one email or instant messaging conversations, bulletin board posts, and webinars. As a result, an employee's mentor can be located in a different location and still provide fresh information and be objective through virtual mentoring (Wills, Cokley, & Holmes, 2009). SHRM has its own virtual mentoring program which utilizes online mentoring software purchased from a third party company. SHRM's online mentoring program allows mentors and protégés alike to register in a database. The program's electronic matching software identifies three to five matches for each registrant based on information provided in the registration process.

Virtual mentoring is often used by employers who want their employees to connect with and mentor students and upcoming professionals in the same professional field.

Reverse Mentoring

Reverse Mentoring is a process where a more senior professional is mentored by a junior professional when the junior person has certain knowledge or skills that the more senior person aims to learn. Reverse mentoring is commonly used to support older professionals in learning how to use new technology, a skill that younger generations tend to know or pick up on more quickly.

According to Subha V. Barry, chief diversity officer at Merrill Lynch & Co, the company has a reverse mentoring program in which more junior employees from diverse backgrounds, particularly employees from under-represented groups, are paired with senior executives (Frankel B., 2008). The aim is for the junior level employees to help the senior executives learn how to effectively lead employees from diverse backgrounds. Barry reports senior executives develop the ability to see the organization from a different perspective.

Lockheed Martin Aeronautics uses a reserve mentoring program to improve employee retention and engagement and promote employee learning by sharing different generational perspectives and knowledge (Laviolette, 2009). Executive leaders and entry-level employees from all sites are invited to participate. Some executive level employees who were mentored by entry level employees shared the following comments on how they benefited from the program:

- "I am gaining a true understanding of the expectations of our next generation of leaders, and also blowing up some myths."
- "I changed my managerial tactic of "requiring O/T" to asking employees 'How should we fix this?'"
- "(Reverse mentoring) changed how Aeronautics policies are rolled out. We now webcast in addition to emailing a memo."
- "(Reverse mentoring) reminded me what it was like to be new before I had the power and influence I do today" (Laviolette, 2009).

Cross-Generational Mentoring

Cross-generational mentoring involves pairing a person from one generation with a person from a different one with a goal of mutual learning and growth. In this way it is a two-way exchange between employees from different generations (Wills, Cokley, & Holmes, 2009). Whereas most of the research on formal reverse mentoring programs tends to focus on more junior employees teaching more senior employees about technology, cross-generational mentoring recognizes that both older and younger generations have many things they could teach and learn from each other. Cross-generational mentoring can benefit both individuals by helping them learn about their specific perspectives and experiences thereby increasing their ability to work and communicate effectively with individuals of a different generation. For example, different generations can learn from each other how to effectively develop and market products and services to targeted segments of the population.

Cross-generational mentoring may be especially useful in today's multi-generational workplace in which generational differences pose both challenges and opportunities. While generational differences may cause conflicts or divisions between co-workers, they also present an extraordinary opportunity to promote knowledge sharing and improve interpersonal skills.

In "Generations at Work: Managing the Clash of Veterans, Boomers, Xers and Nexters in Your Workplace," Ron Zemke, Claire Raines, and Bob Filipczak (2000) explore the interactions of four primary generational groups, defined as follows:

- Traditionalists/Veterans - Born between 1922 and 1943 (52 million people), these individuals' earliest memories and subsequent development are associated with World War II.
- Baby Boomers - Born between 1943 and 1960 (73.2 million people), these individuals were born and raised in an era of extreme optimism, opportunity and progress.
- Generation Xers - Born between 1960 and 1980. (70.1 million people), these individuals were born after the blush of the Baby Boomers and came of age deep in the shadow of the Boomers.
- Nexters/Millennial/Generation Yers - Born between 1980 and 2000 (69.7 million people), these individuals are the children of Baby Boomers and early Xers and are influenced by our current high-tech, neo-optimistic time (Zemke, Raines, & Filipczak, 2000).

Because each generation entered the workforce during a different point in our society's history, each brings a distinct "generational personality" to work. These personalities are made up of the particular generation's core values, the events and experiences they collectively witnessed, and how they were raised (Lancaster & Stillman, 2002). These variables differ between generations and often affect their ability to communicate and work with others from different generations.

Information on generational personality differences can be useful for employees who are matched with a mentor or protégé from a different generation. Understanding the typical traits and preferences of the generation to which the mentor or protégé belongs enables mentoring partners to tailor their communication and interaction style appropriately to the partner. For example, the generation

personality of Generation X suggests these individuals may prefer a casual and flexible working arrangement that respects their independence and adaptability while the members of the Millennial Generation prefer a more structured and team-oriented workplace experience (Thielfoldt & Scheef, 2004). As a result, mentors of Gen-Xers may need to approach mentoring with a more flexible style while mentors of Millennials may need to provide more structure to their protégés.

Whatever the generation, tailoring one's approach to one's mentoring partner is important to building a positive relationship that suits each partner and meets their personal goals and expectations. While knowing the generational personality traits of the mentoring partner may not guarantee one partner knows the other's true preferences, it can serve as a starting point for assessing and discussing personal preferences and styles at the onset of the relationship. The authors further distinguish these four generations in terms of their core values and perspectives on work as illustrated in **Table 2**.

Table 2: Differences in core values and perspectives between four generations

	Traditionalists/ Veterans	Baby Boomers	Generation Xers	Nexters/Millennials/Gen Y
Birth Years	1922-1943	1943-1960	1960-1980	1980-2000
Core Value	▪ Dedication ▪ Hard Work ▪ Conformity ▪ Law and Order ▪ Respect for Authority ▪ Patience ▪ Delayed reward ▪ Duty before pleasure ▪ Adherence to Rules ▪ Honor	▪ Optimism ▪ Team Orientation ▪ Personal Gratification ▪ Health and Wellness ▪ Personal Growth ▪ Youth ▪ Work ▪ Involvement	▪ Diversity ▪ Thinking globally ▪ Balance ▪ Technoliteracy ▪ Fun ▪ Informality ▪ Self-reliance ▪ Pragmatism	▪ Optimism ▪ Civic Duty ▪ Confidence ▪ Achievement ▪ Sociability ▪ Morality ▪ Street Smarts ▪ Diversity

Perceptions of Key Concepts in the Workplace

Career Goals	"Build a legacy"	"Build a stellar career"	"Build a portable career"	"Build parallel careers"
On The Job Rewards	"Satisfaction of a job well done"	"Money, title, recognition, the corner office"	"Freedom is the ultimate reward"	"Work that has meaning for me"
Work/Life Balance	"Support me in shifting the balance"	"Help me balance everyone else and find meaning myself"	"Give me balance now, not when I'm 65"	"Work isn't everything: I need flexibility so I can balance all my activities."
Perception of Retirement	"Reward"	"Retool"	"Renew"	"Recycle"
Changing Jobs	"Job changing carries a stigma"	"Job changing puts you behind"	"Job changing is necessary"	"Job changing is part of my daily routine"
Need for Feedback	"No News is Good News"	"Feedback once a year with lots of documentation"	"Sorry to interrupt, but how am I doing?"	"Feedback whenever I want it at the push of a button"
Training	"I learned it the hard way and so can you"	"Train 'em too much and they'll leave"	"The more they learn, the more they stay"	"Continuous learning is a way of life"

***Source**: This table, excerpted from Wills, Cokley, & Holmes, 2009, was created based on research from Lancaster & Stillman (2002) and Zemke, Raines, & Filipczak (2000).*

Practices & Tools

This section of the Workplace Mentoring Primer provides information on basic practices and some tools for developing and implementing workplace mentoring programs.

Recruiting

Mentor Application

Protégé Application

Diversity & Inclusion Checklist

Recruiting

Companies frequently target a specific segment or level of employees to receive mentoring such as all new hires or rising professionals identified as potential supervisors or leaders.

To meet the intended goals for a specific group of recipients, it is helpful to use a targeted recruitment strategy. Targeted recruitment is focused on identifying and enlisting individuals with specific attributes, experience, skills or knowledge that align with the recipients' needs and goals. It may be most appropriate for formal mentoring programs that have small cohorts of protégés and aim to support development of specific skills sets such as supervisory skills, leadership skills, or technical knowledge.

Whether recruitment is targeted or not, it is important to define and communicate essential characteristics the program seeks in mentors. Some of the characteristics of effective mentors include:

- Willingness to commit time to mentoring responsibilities (Be specific about how much time mentors must commit in recruitment materials, i.e. 4 hours per month).
- Sincere interest in helping another employee grow professionally and accomplish goals. Mentors should regard the role as an opportunity rather than an assignment.
- Strong interpersonal communication skills including the ability to listen and respond thoughtfully to others concerns and questions.
- Willingness and patience needed to provide guidance, coaching, and constructive feedback as well as praise and encouragement.
- Sensitivity to cultural diversity and personal differences.

Each program should define the desired mentor characteristics that match goals and objectives. Recruiting volunteer mentors is a critical step in starting and sustaining a mentoring program. To attract mentors, it is important to clearly communicate the program's goals, the potential benefits for all participants and what is required of mentors. Being honest about expectations helps overall participation and improves mentor retention. Recruitment activities present an opportunity to increase the mentoring visibility while fostering employee and employer support to expand and sustain mentoring throughout the organization.

Other strategies for mentor recruitment include:

- Soliciting individual recommendations or nominations from leaders and employees.
- Sending emails explaining qualifications and expectations along with a mentor application to all employees.
- Strong interpersonal communication skills including the ability to listen and respond thoughtfully to others concerns and questions.

- Holding an information meeting or conference call for anyone interested in learning more about becoming a mentor.
- Asking individuals who have served as mentors before to speak or write about their experience and the rewards of participating.

Mentor Application

Name:

Company/ Department:

Title:

Office Address:

Email Address:

Phone number(s):

How long have you worked in your current position?

How long have you worked at the company?

Describe your current and prior professional experience and responsibilities:

How would you describe yourself in terms of personal attributes as well as professional knowledge and skills? Describe your educational background (What if any degrees do you have; name of education institution(s); certifications):

What are your main interests and passions outside of work?

Why are you interested in serving as mentor to another professional?

Have you served as a mentor before? If yes, what did you like and dislike the most about the experience?

What are two primary things you would like to help another professional accomplish through mentoring?

What if any preferences do you have regarding specific protégé characteristics or experience?

Please describe any special needs that will help you participate fully in the program.

Protégé Application

Name:

Company/ Department: Title:

Office Address:

Email Address: **Phone number(s):**

How long have you worked in your current position?

How long have you worked at the company?

Describe your current and prior professional experience and responsibilities:

What are your short term professional goals?

What is your long term career goal or aspiration?

Describe your educational background (What if any degrees do you have; name of education institution(s); certifications):

What are your main interests and passions outside of work?

Why are you interested in working with a mentor?

Have you had a mentor before? If yes, what did you like and dislike the most about the experience?

What are two primary things you would like a mentor to help you with?

What are two traits (skills, knowledge, experience, attributes) you would like your mentor have?

What if any preferences do you have regarding specific protégé characteristics or experience?

Please describe any special needs that will help you participate fully in the program.

Diversity & Inclusion checklist for Workplace Mentoring

1. **Does our organizational needs assessment and program evaluation ask about issues of diversity & inclusion?**

   If so, consider adding a few questions to employee and program surveys, questionnaires, or focus groups related to issues of diversity and inclusion planning and then evaluate the results.

   For example, you may want to ask employees a multiple choice question about what factors influence their decisions for participating as a mentor or a protégé, some potential reasons to include are:

   - *"The opportunity to be matched with someone who is similar to me culturally (i.e. shares my experience as a woman, a minority or a person with a disability or otherwise similar to me)."*
   - *"The opportunity to be matched with someone who is different from me culturally (i.e. has had a different experience, from whom I can gain about a different perspective)."*

   In order to gauge how accessible your program is for all employees, consider asking a question such as:

   2. *"If there anything about the program that makes it challenging for you to participate fully? If yes, please explain and suggest any ways we could make the program more welcoming and accessible for all employees?"*

2. **Does our program advisory board or planning committee include diverse representatives?**

   Consider whether the individuals serving on your program's planning or advisory committee or board represent the full range of cultural differences and perspectives of the company's employees. If the group lacks diversity, identify potential members that represent different cultures and experiences to join.

3. **Do we make it a goal to engage and support professional growth among a diverse segment of the company's employees?**

   Having an explicit goal of promoting employee diversity and inclusion will expedite program l efforts to reach and engage all employees while reducing barriers to participation among typically under-represented groups. An example program goal is: *"The Mentoring Program aims to engage, support and develop the potential of a diverse group of agency employees."*

4. **Is our program information accessible and widely available to all employees?**

   Make certain all information is readily available and accessible to individuals with disabilities. For guidance on making online information, documents and materials accessible, see the Job Accommodation Network's *Technical Series: Tips for Designing Accessible Websites.* For suggestions about appropriate accommodations for specific disabilities, search JAN's Searchable Online Accommodation Resource (SOAR) system.

5. **Are employees invited to self-nominate or apply for mentoring opportunities?**

   Limiting mentoring opportunities to nominated employees may unintentionally create a barrier to participation for women, minorities and persons with disabilities if managers have any biases or misperceptions about their capacity or potential for growth. It is preferable to allow employees the choice to self-nominate or apply to participate in formal mentoring programs to reduce any barriers. If the program requires supervisors to approve the employees' participation, consider requiring the manager to provide a clear, written justification for disapproving an employee's participation.

6. **Does our application ask about match preferences & accommodations?**

   If it's not already included, consider adding a question such as "What if any preferences do you have regarding specific mentor/protégé characteristics or experience?" While the pool of potential mentors may or may not make it possible to respond to all preferences, asking applicants what they prefer gives them the opportunity to voice any specific preferences ranging from having a mentor or protégé of a particular gender, race, ethnicity, sexual orientation or disability status to being matched with someone who shares a particular interest or has prior experience in a specific job role or field. It is also essential to ask participants an open ended question such as "Please describe any special needs that will help you participate fully in the program." This will ensure the program plans accordingly to accommodate employees who make specific requests such a request for assistive technology to effectively communicate with their mentor or protégé.

7. **When recruiting, do we cast a wide net to ensure a diverse pool of mentors?**

   Mentoring programs may find it challenging to recruit a diverse pool of mentors if the demographic composition of the company lacks diversity. Programs may need to take a two-pronged approach to recruiting a diverse group of mentors, combining general company-wide appeals with targeted outreach. General recruitment appeals should be made to all employees, where appropriate, to ensure all segments of the company's workforce are encouraged to participate. If any employee seeking a mentor has specifically expressed a preference to be matched with a mentor from a similar background or cultural perspective, targeted outreach may be needed to ensure employees from under-represented groups have received the recruitment message and understand how participating as a mentor could benefit another employee.

8. **When matching, do we protect the employees' confidentiality and respect their right to self-disclosure?**

   Mentoring staff should not share any demographic information or medical information, in the case of an employee with a disability, with other employees including mentors or protégés of the employee. Decisions about whether and what information to disclose about oneself is very personal and can have negative repercussions in the workplace; therefore, always protect the privacy and confidentiality of any personal information pertaining to mentoring participants (National Collaborative for Workforce and Disability, 2009). Let all employees know it is up to them to decide what, if any, personal information to share with their mentor/protégé.

9. **In our training, do we provide opportunities for participants to discuss cultural differences and how they may impact mentoring relationships?**

   Cultural differences may or may not impact the success of mentor-protégé relationships. Some employees may find it easy to learn about differences and partner effectively while other employees may struggle with differences. If the company already offers diversity awareness training and resources to employees, consider using some of the same training content or materials to briefly address diversity awareness and cultural differences in your mentoring training. Additional online diversity awareness training resources include:

   - **U.S. Department of Labor Office of Disability Employment Policy(ODEP)**
   - **Diversity Central: Resources for Cultural Diversity at Work:** See one case scenario about cultural differences and mentoring.
   - **Diversity, Inc**: See one article on successful diversity training
   - **Disability & HR: Tips for Human Resource(HR) Professionals**
   - **Workforce Discovery: Diversity and Disability in the Workplace**: Site provides in-depth training on disability awareness with the provisions of the Americans with Disabilities Act (ADA) integrated throughout each training module. The five modules include: 1) Typecasting: Understanding Disability; 2) Legal Implications: An Overview of the Americans with Disabilities Act; 3) Reasonable Accommodations; 4) Etiquette: Communication and Interaction; and 5) Best Practices for Trainers.
   - **Race Matters Toolkit** Annie E. Casey Foundation

10. **Do we encourage participants to learn more about their differences by talking to one another and using various resources for self-education?**

    While training for mentors and protégés may only briefly address diversity awareness and cultural differences, consider providing a list of resources to both mentors and protégés to research different cultural backgrounds and experiences. Helpful resources include:

    - **Disability.gov**
    - **SHRM's Diversity Pages**
    - **Countries and Their Culture**
    - **Disability & HR: Tips for Human Resource(HR) Professionals**

    For guidance on disabilities etiquette, see the ODEP fact sheet, *Communicating with and about People with Disabilities.*

An online presentation can also be found at: **An Introduction to Disability Etiquette, National Business & Disability Council Online Presentation**

Terminology

Accessible - Refers to providing access to or capable of being reached or used. It may also be used to describe architecture that can be reached or utilized by everyone, including those who have functional limitations and, as a result, may use a wheelchair, a walker, or a cane. Access can be programmatic, physical, or communications (National Collaborative on Workforce and Disability for Youth, 2010).

Accommodations - Adjustments that may need to be made within a workplace or other setting to allow an otherwise qualified employee or individual with a disability to perform the tasks required. Under the Americans with Disabilities Act, Reasonable Accommodation means: A) modification to the job application process; B) modification to the work environment or the manner under which the position held is performed; and C) modification that enables an employee with a disability to enjoy equal benefits and privileges of employment. The term "reasonable" implies that the accommodation is one that does not cause an undue hardship for the employer. Examples of workplace accommodations include making existing facilities used by employees readily accessible and usable by individuals with disabilities; restructuring jobs/ establishing part-time or modified work schedules; reassigning to vacant positions; adjusting or modifying examinations, training materials, or policies; and providing qualified readers or interpreters (National Collaborative on Workforce and Disability for Youth, 2010).

Assistive Technology - Under several different laws, assistive technology (or adaptive technology) is defined as including both the assistive technology devices and the services (e.g., repair and maintenance) needed to make meaningful use of such devices. The Assistive Technology Act defines an assistive technology device as: any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. An assistive technology service is defined as: any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device (National Collaborative on Workforce and Disability for Youth, 2010).

Baby Boomers - The generation of individuals born between 1943 and 1960 (73.2 million people) and raised in an era of extreme optimism, opportunity and progress (Zemke, Raines, & Filipczak, 2000).

Compatibility - The degree to which a mentor and a protégé are suitable as partners for the mentoring relationships. Factors of compatibility may include how well the mentor candidate's skills and experience align with the professional goals of the protégé and whether they have shared professional or personal experiences or interests.

Cross-Company or Cross-Agency Mentoring - Involves pairing a person from one agency or company with a person outside their own agency or company. This approach is most commonly used in a traditional one-on-one mentoring program to provide a junior level protégé with guidance and perspective from a senior level professional outside their workplace. It is also useful for programs which seek to match junior level professionals from a particular minority group (ex: women, African Americans, Asian Americans) with senior level professionals from the same minority group when there are a limited number of senior level professionals of the same minority group.

Cross-Cultural Mentoring - Involves pairing a person of one cultural background or perspective with a person of a different cultural background or perspective. The cultural differences could be related to race, ethnicity, religion, sexual orientation, disability status or any other way in which the individuals' differ that is considered a cultural attribute. This approach is primarily used when the employer aims to increase both individuals' awareness and appreciation for cultural differences. In this case, individuals who are paired could be peers, rather than a junior-senior match, and the purpose of the relationship is to help both learn from the other.

Cross-Gender Mentoring - Involves pairing a person of one gender with a person of the opposite gender. This approach is commonly used when the employer aims to increase opportunities for women in senior management and leadership roles within the organization. Businesses often pair more junior female professionals with senior male professionals for the purpose of helping women make in-roads in a largely male dominated profession or workplace.

Cross-Generational Mentoring - Involves pairing a person from one generation with a person from a different generation with the purpose of helping both individuals learn about the perspectives and experiences of the other generation.

Cultural Competence - A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations (Cross et al., 1989; Isaacs & Benjamin, 1991, cited in King, Sims & Osher, n. d.).

Disability - The broadest definition of disability can be found in Americans With Disabilities Act: 1) A person who has a physical or mental impairment that substantially limits one or more major life activities; 2) A person who has a history or record of such an impairment; or 3) A person who is perceived by others as having such an impairment. This broad definition forms the basis of civil rights of people with disabilities and is used as the core definition of disability for all the federal government legal and regulatory compliance responsibilities as it relates to both physical and programmatic access (National Collaborative on Workforce and Disability for Youth, 2010).

Diversity - Broadly defined, workplace diversity is the understanding, valuing, and effective management of the ethnic, socio-economic, and gender variety or diversity within an organization's workforce and among its customers. The term diversity can encompass several dimensions, such as race, ethnicity, gender, age, religion, sexual orientation, and disability (Cornell University, 2010).

Employee Resource Group (ERG) - Social networks that are employer sponsored or supported. Agencies and organizations often form or encourage employees to form ERGs in order to share information, give and receive job-related advice, and develop collaborative relationships with other professionals within one's own agency who share similar backgrounds or experiences.

Flash Mentoring - Pairs a more junior professional seeking leadership development with a more senior professional from the same or a similar field, in a one-time, one-hour, coaching session. This mentoring

was developed for the purpose of connecting upcoming professionals with senior level professionals who have limited time to devote to mentoring.

Formal Mentoring Program - An established program that helps professionals identify, develop, and sustain a relationship with one or more other professionals either within the same workplace or within the professional field more broadly. Formal programs typically engage the mentor and protégé in training and structured activities designed to support and enhance the mentoring partnership.

Generational Knowledge Transfer - The act of transferring knowledge from individual from a particular generation to individuals from another generation by means of mentoring, training, documentation, and other collaboration (adapted from California State University Monterey Bay, n. d.)

Generational Personalities - The core values, events and experiences of a particular generation that may affect their ability to communicate and work with others from different generations (Lancaster & Stillman, 2002).

Generation Xers - The generation of individuals born between 1960 and 1980. Includes 70.1 million people who were born after the blush of the Baby Boomers and came of age deep in the shadow of the Boomers (Zemke, Raines, & Filipczak, 2000).

Group Mentoring - One or more experienced professionals provide guidance and support to a group of more junior employees; the mentors and protégés typically participate in structured group activities.

Individual Development Plan (IDP) - A document which includes an assessment of current skills, and an outline of the way in which the employee will develop the knowledge, skills, and abilities needed to meet changing organizational needs and environmental demands and/or prepare to achieve future career goals (New York State Department of Civil Service, 2001).

Instant Messaging (IM) - Consists of sending real time messages to another Internet user. Instant messaging is more private than a typical chat room, and it is a much faster and simpler way to communicate than using email. Since instant messaging allows users to communicate in real time, users can respond quickly to questions or comments (Wise Geek, n.d.).

Learner-centered - A style of mentoring in which the protégé, or learner, is self-directed and shares responsibility for his/her learning with the mentor. In a learner-centered mentoring relationship, the protégé is involved in defining what he/she needs to learn, setting priorities and goals, seeking out answers and experiences, and evaluating what he/she has learned. The mentor acts as a facilitator of the protégé's learning and development (Zachary, 2000).

Mentee - Another term for the individual who is mentored; also called protégé.

Mentor - An individual who provides support, guidance, and encouragement to another person.

Mentoring - A trusting relationship in which an individual receives guidance, support, and encouragement from one or more individuals. In a workplace mentoring situation, the mentor is typically someone outside the employee's chain of supervision.

Mentoring Action Plan - A plan written by the protégé that include goals and objectives, learning activities to accomplish the set goals and objectives, and desired outcomes (U. S. Office of Personnel Management, 2008).

Mentoring Agreement - A written statement signed by the mentor and protégé which articulates the terms of their mentoring relationships. Some items often include in the agreement are: 1) the roles, responsibilities, and expectations during the program duration for a mentor and protégé; 2) an action plan completion date; 3) the number of times the mentor and protégé will meet; 4) a confidentiality clause; 5) termination of agreement rules, and; 6) signatures of both the mentor and protégé (U. S. Office of Personnel Management, 2008).

Mentor-directed - A style of mentoring in which the protégé, or learner, is passive and the mentor is fully responsible for determining what the protégé needs to learn and teaching and sharing his/her knowledge (Zachary, 2000).

Mentoring Circle (or Mentoring Ring) - A group mentoring strategy in which employees are organized into groups for a shared learning or career development experience.

On-boarding - The process of integrating new employees into an organization and equipping them to become successful and productive (Partnership for Public Service, 2008).

Nexters (also called Millenials or Generation Yers) - The generation of individuals born between 1980 and 2000 (69.7 million people) who are the children of Baby Boomers and early Xers and are influenced by our current high-tech, neo-optimistic time (Zemke, Raines, & Filipczak, 2000).

Peer Mentoring - A professional who is new or less experienced is matched with a more experienced peer - usually a professional in a position at the same level - who provides support and guidance to the protégé. Peers can be close in age or further apart, depending on the circumstances.

Protégé - The individual who is mentored.

Reverse Mentoring - A more senior professional is mentored by a junior professional when the junior person has certain knowledge or skills that the more senior person aims to learn. Reverse mentoring is commonly used to support older professionals in learning how to use new technology, a skill that younger generations tend to know or pick up on more quickly

Self-Disclosure - The act of opening up, revealing, or telling about oneself. With regard to individuals with disabilities, it refers to the act of informing someone that an individual has a disability. It is often associated with a person's need to request accommodations (National Collaborative on Workforce and Disability for Youth, 2010).

Social Networking - An important complement to mentoring, social networking is the act of connecting and interacting with individuals who share certain interests, perspectives, or experiences in common.

Structured Activities - Activities the mentor and protégé engage in during the mentoring relationship that provide direction and focus for their interactions.

Succession Planning - A process designed to ensure the continued effective performance of an organization by making provision for the development and replacement of key people over time. Succession planning is generally considered to be a strategy of work force planning (New York State Department of Civil Service, 2001).

Talent Development - The strengthening of employee productivity through integrated development, performance management, and compensation processes to drive business results on a daily basis (SumTotal Systems, Inc., 2009)

Targeted Recruitment - An approach to recruiting mentors in which the recruiter focuses on identifying and enlisting individuals with specific attributes, experience, skills or knowledge that align with the needs and goals of the individuals to be mentored.

Traditionalists (also called Veterans) - The generation of individuals born between 1922 and 1943 (52 million people) whose earliest memories and subsequent development are associated with World War II (Zemke, Raines, & Filipczak, 2000).

Traditional One-on-One Mentoring - One individual is paired with another individual. Programs typically utilize an extensive matching process to ensure the pair has potential to form a strong, long-term relationship.

Virtual Mentoring - A contemporary model commonly used when face-to-face interaction is not possible or impractical. Usually involves a one-to-one matching; however the individuals communicate using electronic methods such as e-mail correspondence and instant messaging. Virtual mentoring may be especially suitable for companies with offices and employees in different geographical locations.

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Other Resources

- Catalyst, Inc.: Making Mentoring Work
- Center for Mentoring Excellence & Leadership Development Services:
  - Articles
  - Those Who Lead, Mentor
- Leadership Development Services
- Diversity, Inc.
  - Successful diversity training:
  - Generational Employee-Resource Groups
- Human Capital Institute
  - Library of articles
  - Mentoring as a career development tool
- Job Accommodation Network(JAN):The Job Accommodation Network (JAN) is the leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues. Working toward practical solutions that benefit both employer and employee, JAN helps people with disabilities enhance their employability, and shows employers how to capitalize on the value and talent that people with disabilities add to the workplace.
- Mentoring Connection System
- National Mentoring center, Mentor/Mentee Training and Relationship Support Resources
- U.S. Department of Labor Office of Disability Employment Policy(ODEP)

Resources cited for Best Practices: Mentoring

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- Creating a Mentoring Culture: The Organization's Guide, by Lois J. Zachary (2005). Book provides organizations with the basics on setting up mentoring programs, including checklists, worksheets, and toolkits.

- The Mentoring Advantage: Creating the Next Generation of Leaders, by Florence Stone (2004). Provides a general introduction to mentoring and its benefits. This book also provides insight on the qualities to look for in a mentor or protégé and discusses existing mentoring programs including IBM and JP Morgan. Useful checklists, worksheets, templates, assessment tools, case studies, and tips for creating a mentoring program.

- The Mentor's Guide: Facilitating Effective Learning Relationships, by Lois J. Zachary (2000). This book provides tools and tips for mentors and protégés to build and maintain effective mentoring relationships. Worksheets are provided to help mentors develop their mentoring skills.

- The Step-by-Step Guide to Starting an Effective Mentoring Program, by Norman H. Cohen (2000). Guide offers practical information for organizations that are looking to start-up and operate mentoring programs.

- The Mentoring Coordinator's Guide, by Linda Phillips-Jones, Ph.D. (2003). Includes detailed information on how to design, manage, and evaluate a program.

- The Keys to Mentoring Success, by Kathy Wentworth Drahosz (2004). A step-by-step approach for establishing and running a mentoring program.

- ASTD Handbook for Workplace Learning Professionals, edited by Elaine Biech00 (2008). Best practices in the field of learning and development including such topics as needs assessment and analysis, designing and developing effective learning, and measuring and evaluating impact.

- THE MENTORING GROUP, a division of the Coalition of Counseling Centers (CCC) founded in 1980 by Dr. Brian Jones, Dr. Linda Phillips-Jones, and some colleagues in the San Francisco Bay area, provides consulting/technical assistance, skill-based training, skill assessment, research and evaluation, and mentoring publications.

- Triple Creek Associates Mentoring - provides free resources including a monthly mentoring newsletter with practical and valuable tips to those wanting to cultivate successful mentoring relationships. The organization offers a web-based tool, Open Mentoring, which assists organizations with matching mentors and protégés, managing the mentoring process, and measure relationships built among customized products.

- The Mentoring Connection (TMC) - a web-based tool designed to assist organizations in handling the logistics of their mentoring programs. Features include: connection of mentors and protégés to their organization's mentoring program on-line, assisting with the matching process, developing mentoring action plans, and tracking upcoming mentoring activities and events. The tool provides an online evaluation process that collects information which then clarifies which parts of the program are working and what areas need improvement. TMC also offers a monthly newsletter on a wide variety of subject areas including work-life balance, and strengthening the mentor/protégé relationship.

- The Manager's Mentors, Inc (MMHA) - provides a wide range of services including designing and implementing performance systems, custom training, and implementation of a facilitated mentoring process. The organization features Margo Murray's book, Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Process. This book reflects Murray's experience assisting organizations in developing facilitated mentoring and offers a practical approach to the mentoring process utilizing mentoring as a key strategy for filling today's need for a highly qualified and diverse workforce.

- SkillSoft - offers multi-level learning solutions through a combination of e-learning content, online information resources, flexible learning technologies, and other support services. Mentoring essentials courseware series is available for companies who want to develop and implement a mentoring program and for those who want to enhance their capabilities as a mentor or protégé. Mentoring courses offered include Effective Mentoring, Implementing an Organization-wide Mentoring Program, and e-Mentoring.