



how
to **DESIGN** a
MENTOR
program



will salyards, PhD

LEADER COACHING AND MENTORING

Ebook Use

This e-book is intended for personal use only. It is a compilation of thought gathered from multiple sources and offered here as a resource in creating a mentoring program. A full list is in the References.

For information contact:

William Salyards
330 Vernon Street
Roseville, CA 95678 USA
willsalyards.com
will@willsalyards.com
916-235-3197

Ebook Disclaimer

This disclaimer governs the use of this ebook. By using this ebook, you accept this disclaimer in full.

The ebook contains information about creating a formal mentoring program. The information is not advice, and should not be treated as such. You must not rely on the information in this ebook as an alternative to counsel or advice from an appropriately qualified professional.

There is no representation, warrant, undertaking or guarantee that the use of the guidance in this ebook will lead to any particular outcome or result.

WHAT IS MENTORING?

A mentor is a person with expertise who can help develop the career as well as overall life-balance of a protégé. Mentors support their protégés by providing career and psychosocial support.

- Career related support focuses on the protégés development and advance within an organization. It includes such things as exposure, visibility, protection, and sponsorship.
- Psychosocial support aids the protégés sense of identity and professional status. It includes acceptance and confirmation, and is marked by friendship, role modeling, emotional support, advice, and counseling.

Mentoring differs from other workplace relationships.

- It is a two-person relationship between a more experienced person (the mentor) and a less experienced person (the protégé).
- Both the mentor and the protégé may benefit from the relationship.
- The relationship is dynamic, that is, the relationship is expected to change.

Mentoring is not supervising and differs in the following ways.

- It is not necessary that the mentor and protégé work together.
- The mentor seldom has formal power over the protégé.
- The mentor and the protégé may be in different layers of the organization or in different areas of responsibility.

MENTORING



THE BENEFITS OF MENTORING



Mentoring is a small word that encompasses a large territory. The impact and potential benefits of a formal mentoring relationship—those in which organizations match mentors and mentees, designate minimum time commitments, monitor relationships, and evaluate the program—can span an entire career. That is why it is important to strategically plan and consider the design, development, and execution of these programs.

Benefits of Mentoring for the Protege	Benefits of Mentoring for the Mentor
<ul style="list-style-type: none"> • Increased exposure and visibility within the organization. • Greater job and career satisfaction. • Heightened sense of competence, identity, and professionalism. • Enhanced self-image and self-confidence. • Development of personal and relational skills. • Greater ability to adapt to change in the work environment. • The challenge of meeting specific career-related goals. • Better job performance. • An accelerated learning curve. 	<ul style="list-style-type: none"> • Self-satisfaction. • A sense of accomplishment and renewed meaning in their working lives. • Improved managerial and leadership skills. • Updated technical expertise and knowledge. • Enhanced support network. • Organizational recognition.

THE BENEFITS OF MENTORING TO THE ORGANIZATION

Attractiveness

Mentoring demonstrates commitment to the well-being of members and in turn attracts high potential employees.

Commitment and Satisfaction

Mentoring cultivates loyalty to the organization and member's perception that their concerns matter.

Enhanced Sense of Person and Call

Mentoring reduces role ambiguity, increases peer to peer and peer to supervisor communication, and encourages intellectual, emotional, and role development.

Organizational Culture Is Established

Mentoring establishes the culture of the organization, socializing members into its norms.

Should the Program be FORMAL or INFORMAL

Some Questions to Ask...

- Do both mentors and protege’s see mentoring as integral to their career?
- Will mentoring goals be outlined, communicated, and tracked?
- Will all individuals involved hold themselves and others accountable for mentoring behaviors?
- Are there links to overall organizational goals?

CHARACTERISTICS OF INFORMAL MENTORING PROGRAMS	CHARACTERISTICS OF FORMAL MENTORING PROGRAMS
<ul style="list-style-type: none"> • Mentor and protégé matching is ad-hoc and not based on assessment. • Formal goals or objectives are lacking. • No clear timeframe or time commitment is required. • No monitoring or check-in. • No accountability. • No clear links to the organization’s goals. 	<ul style="list-style-type: none"> • Mentors and protégés matched based on skills or development needs. • Formal goals are outlined and tracked. • Minimum time commitments are designated. • A formal process exists for monitoring the mentor relationship. • Both parties are held accountable; links to the organization’s goals are in place.

Mentors Aid Career and Emotional Development



Formal Mentoring Programs
Capture these Positive Outcomes,
Contributing to Employee Resilience

1 MUST HAVE SUCCESS:

for



SENIOR STAKEHOLDER SUPPORT

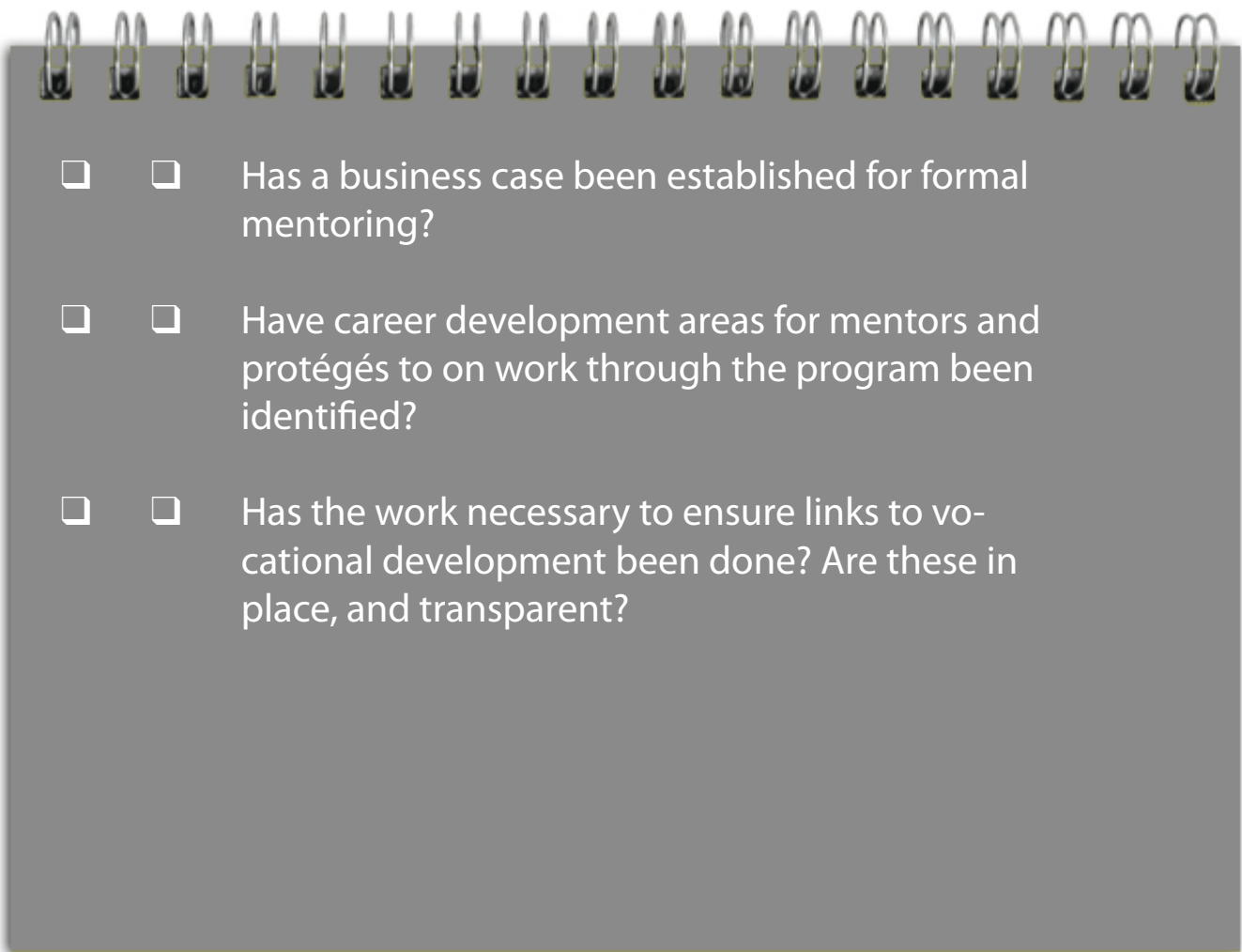
SENIOR STAKEHOLDERS DEMONSTRATE SUPPORT BY...

- Helping define the mentoring program by serving on its task force or steering committee.
- Becoming a mentor and mentoring protégés.
- Championing the program through publications and their presence at program events.
- Seeing the program as process-relational and not systems-control.

SELF-ASSESSMENT 1

How does your Organization's mentoring program stack up?

The following assessment will help determine if the organization has hit the mark in creating a robust formal mentoring program. Complete the assessment, considering integrating mentoring into overall vocational development. If you cannot answer "Yes," to all parts of a question then answer "No." (Catalyst)

- 
- Has a business case been established for formal mentoring?
 - Have career development areas for mentors and protégés to on work through the program been identified?
 - Has the work necessary to ensure links to vocational development been done? Are these in place, and transparent?

2

MUST HAVE SUCCESS:

for



A CLEAR PURPOSE

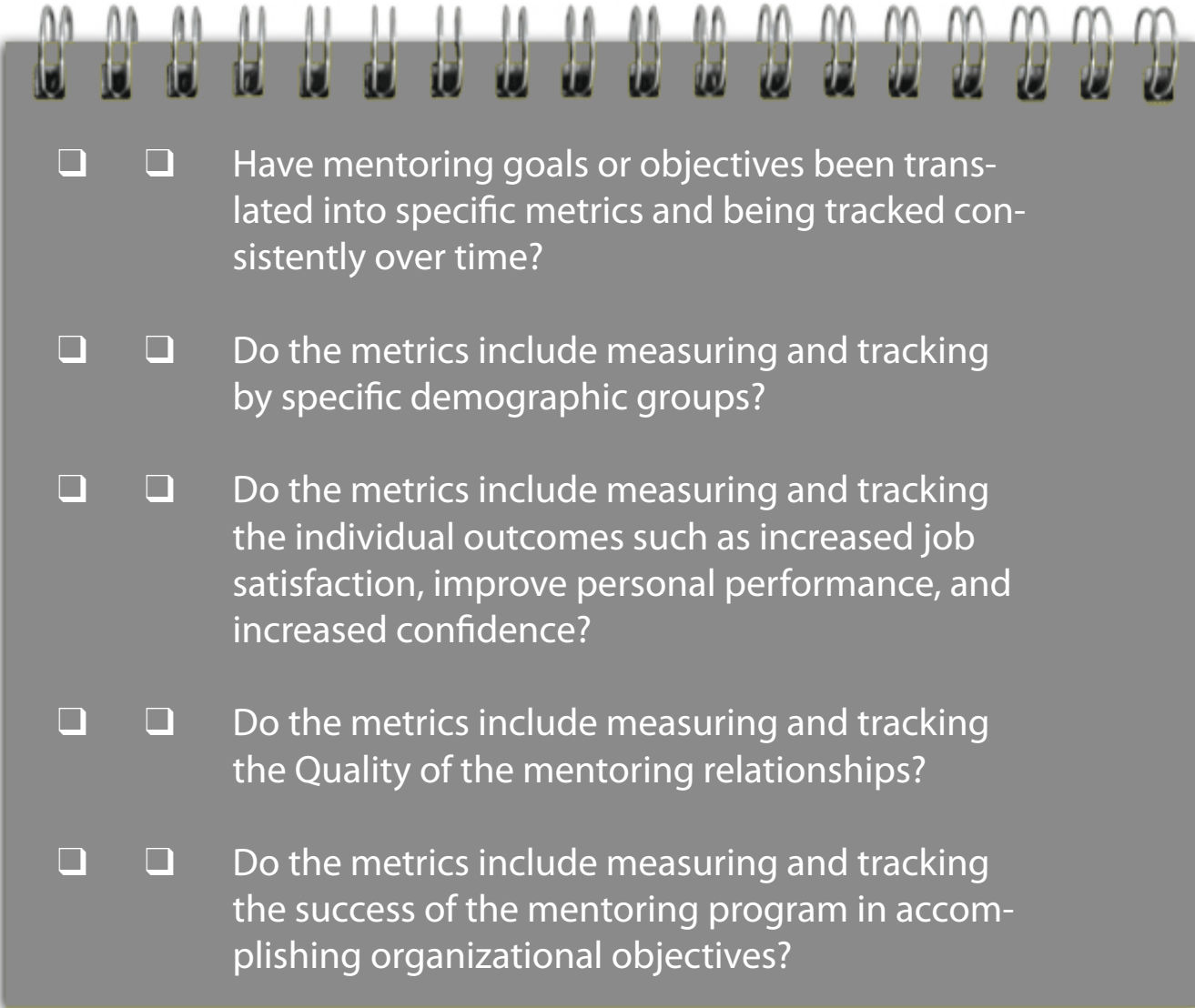
YOU DEMONSTRATE A CLEAR PURPOSE BY KNOWING...

- The specific and targeted program objectives - SMART.
- The contribution of mentoring to the overall corporate mission.
- The markers of program success..
- The extent that mentoring/peer coaching is already present.

SELF-ASSESSMENT 2

How does your Organization's mentoring program stack up?

The following assessment will help determine if your organization has hit the mark in creating a robust formal mentoring program. Complete the following assessment, considering relating metrics and tracking to your formal mentoring program. If you cannot answer, "Yes," to all parts of a particular question, Mark, "No," for that item.

- 
- Have mentoring goals or objectives been translated into specific metrics and being tracked consistently over time?
 - Do the metrics include measuring and tracking by specific demographic groups?
 - Do the metrics include measuring and tracking the individual outcomes such as increased job satisfaction, improve personal performance, and increased confidence?
 - Do the metrics include measuring and tracking the Quality of the mentoring relationships?
 - Do the metrics include measuring and tracking the success of the mentoring program in accomplishing organizational objectives?

3 MUST HAVE SUCCESS:

for



MEASUREABLE SUCCESS FACTORS

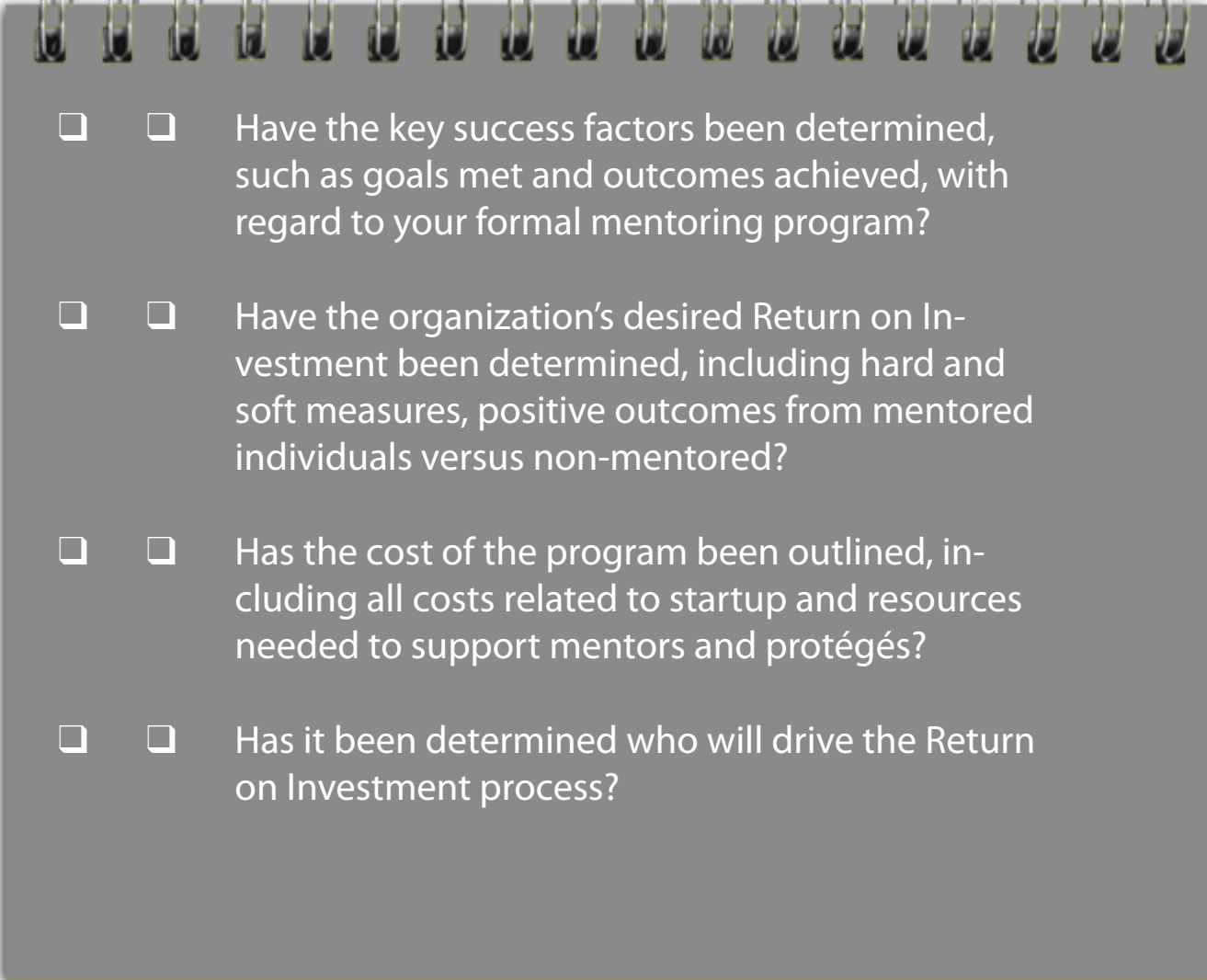
SUCCESS FACTORS ARE MEASUREABLE WHEN...

- There is agreement on the project goals.
- There are clearly defined plans with assigned responsibilities and accountabilities.
- The program scope is managed effectively.
- There is constant and effective communication.

SELF-ASSESSMENT 3

How does your Organization's mentoring program stack up?

The following assessment will help determine if your organization has hit the mark in creating a robust formal mentoring program. Complete the following assessment, considering the below questions related to examining the ROI of your mentoring program. If you cannot answer, "Yes," to all parts of a particular question, Mark, "No," for that item.

- 
- Have the key success factors been determined, such as goals met and outcomes achieved, with regard to your formal mentoring program?
 - Have the organization's desired Return on Investment been determined, including hard and soft measures, positive outcomes from mentored individuals versus non-mentored?
 - Has the cost of the program been outlined, including all costs related to startup and resources needed to support mentors and protégés?
 - Has it been determined who will drive the Return on Investment process?

4 MUST HAVE SUCCESS.



MATCHING MENTORS WITH PROTEGES'

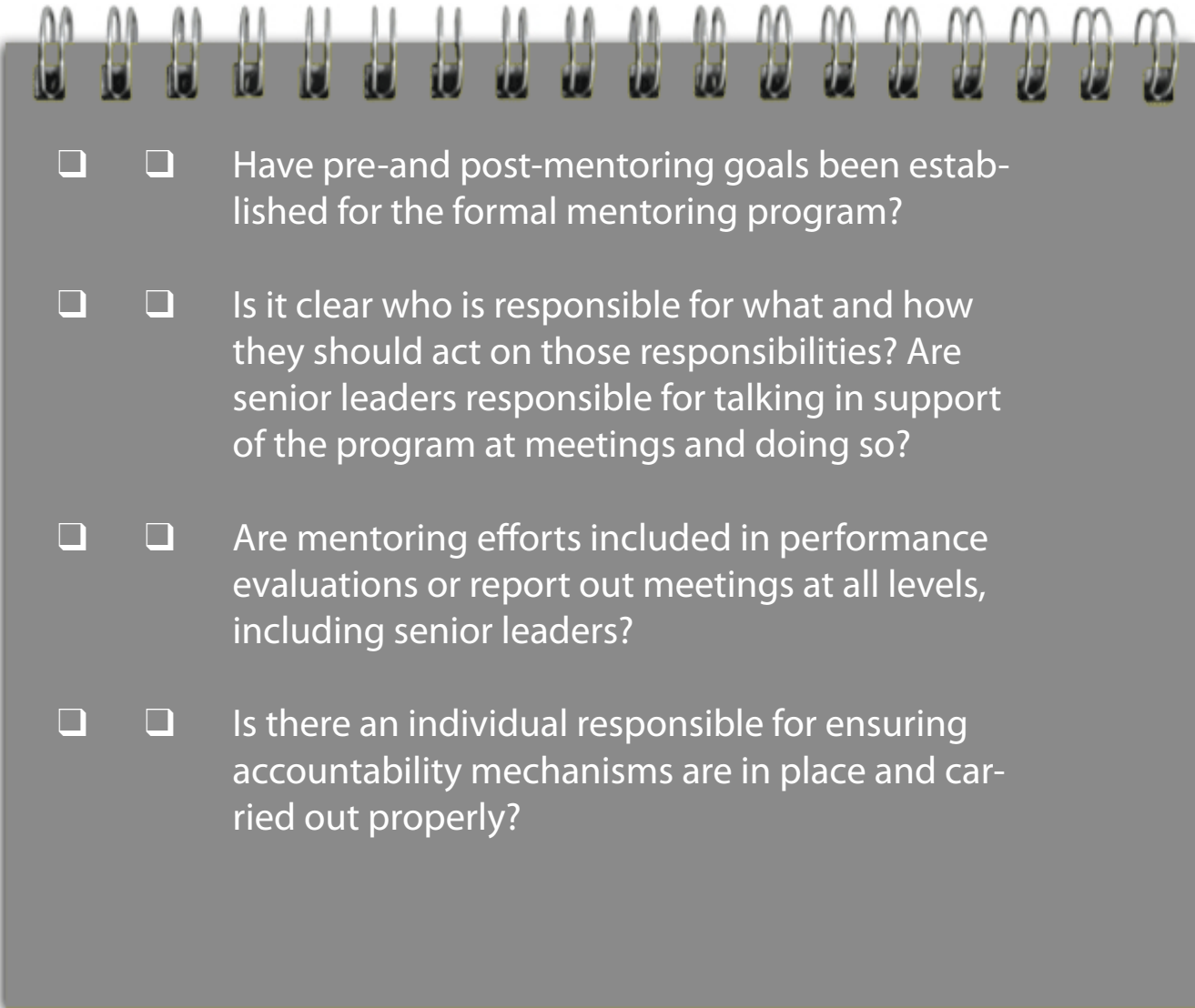
MATCHING MENTORS WITH PROTEGES' IS ACCOMPLISHED BEST..

- Knowing that the perceived quality of the mentor/protégé relationship is more important than the program design.
- By establishing selection criteria and a decision-making process, i.e., a) general participation guidelines, b) protégé selection, c) mentor recruitment, and d) mentor selection.
- When protégé selection is driven by program goals and objectives.

SELF-ASSESSMENT 4

How does your organization's mentoring program stack up?

The following assessment will help determine if your Conference has hit the mark in creating a robust formal mentoring program. Complete the following assessment, considering the below questions related to accountability mechanisms of your formal mentoring program.

- 
- Have pre-and post-mentoring goals been established for the formal mentoring program?
 - Is it clear who is responsible for what and how they should act on those responsibilities? Are senior leaders responsible for talking in support of the program at meetings and doing so?
 - Are mentoring efforts included in performance evaluations or report out meetings at all levels, including senior leaders?
 - Is there an individual responsible for ensuring accountability mechanisms are in place and carried out properly?

5

MUST HAVE SUCCESS:

for



SUPERVISION AND SUPPORT

SUPERVISION AND SUPPORT IS ACCOMPLISHED IN FOUR AREAS...

- Challenge Function: a) critical friend of the mentor, b) devils advocate, c) constructive and/or challenging feedback, d) spot mentoring.
- Development Function: a) opportunity to reflect on practice, b) learning from other mentors, c) reflecting on skills.
- Training Function: a) identifying a mentoring process, b) understanding different phases/stages and process.
- Quality Assurance/Audit Function: a) acceptance, empathy, and congruence. b) Quality assurance to bestow an aura of professionalism.

Needs Assessment

1

Organizational Analysis

- Is mentoring needed to achieve our mission objectives?
- Is there willingness to spend time and money on formal mentoring?
- What resources are available to devote to formal mentoring?
- What are the environmental constraints?
- Can the program be integrated and aligned with other development strategies already in place?
- Can we develop and run the program ourselves or will we need external assistance?

Person Analysis

- Who is our target group for mentoring?
- Who could serve as mentors?
- How will we identify participants in the program?
- What will be the characteristics of program participants?
- What gaps exist in people's willingness and readiness to serve as a protégé or mentor?
- Are we prepared to address those gaps?

**SIX
DESIGN
STEPS**

6 DESIGN STEPS

Program Administration

2

- Provides oversight of the mentoring program.
- Communicates as needed with the program stakeholders.
- Obtains and maintains support from the senior leadership.
- Recommends mentor and protégé matches.
- Is available to mentors and protégés, to address problems, and provide resources.
- Provides oversight of the program-related training.
- Conducts program evaluation.
- Reports program results.
- Monitors and revises the program structure as needed.

**SIX
DESIGN
STEPS**

6 DESIGN STEPS

Program Evaluation³

Reaction Measures

- Could be: Satisfaction with the mentoring relationship; the perceived usefulness of the relationship; the degree to which progress is being made toward goals; written comments about what worked well, not well, and what needs to be improved.

Learning Measures

- Could be: Improvement between pre-test and post-test results on a measure of knowledge; performing a task or activity more effectively immediately after training; understanding a greater number of influence tactics; observing performance on a simulated task immediately after training.

Behavioral Change

- Could be: Improved job performance; improved 360° feedback ratings; higher performance appraisal ratings; the number of meetings between mentor and protégé; protégé self-reports, and mentor's continued participation.

Mission Results

- This is an organizational-level measure demonstrating the programs contribution to mission accomplishment.

**SIX
DESIGN
STEPS**

Participant Recruitment

4

Protégés

- Narrow the pool of potential protégés to the goals of the program and the desired target number, given resources.
- Determine if the protégé selection will be voluntary or mandatory.
- Determine the protégé screening criteria and how to measure those criteria.
- Screen the protégés and select the final pool.

Mentors

- Determine the qualities needed in mentors based on the goals of the program.
- Determine the number of mentors needed based on the number of protégés.
- Recruit potential mentors.
- Determine the mentor screening criteria and how to measure those criteria.
- Screen the potential mentors.

**SIX
DESIGN
STEPS**

6 DESIGN STEPS

Training

5

Level One

- Basic, foundational topics such as defining mentoring, outlining the program's objectives, reviewing roles and responsibilities for the mentor and/or the protégé, outlining protégé and mentor expectations, setting expectations and understanding the program's limitations, and introducing participants to problems typical of formal mentoring relationships.

Level Two

- Information is tailored to the needs, objectives, structure, and design of the organization's unique mentoring program. Including, how to participate in the mentoring program, how to use mentoring tools, how often mentor/protégé are to meet, and how progress will be monitored and evaluated.

Level Three

- Focus is on building specific skills and knowledge that protégés and mentors need in order to develop and maintain the mentoring relationship.

Level Four

- Advanced issues dealing with the success of close, organizational relationships. These include challenges and obstacles within the mentoring relationship.

**SIX
DESIGN
STEPS**

6 DESIGN STEPS

Post-Training Support

6

- An evaluation strategy to evaluate the training program.
- Post-training activities to reinforce the knowledge, skills, abilities, behaviors, etc. learned in the training phase.
- Forum for mentors to share their own best practices with other mentors and problem solve.
- Mentors access to the program administrators to discuss challenges, experiences, and to seek assistance.

**SIX
DESIGN
STEPS**

6 DESIGN STEPS

References

- Allen, T., Finkelstein, L., & Poteet, M. (2009). *Designing Workplace Mentoring Programs: An Evidence-Based Approach*. Chichester, West Sussex, UK: John Wiley.
- Daniel, J. (2006). *Introduction to Mentoring: A Guide for Mentors and Mentees*. American Psychological Association Presidential Task Force Centering on Mentoring. Retrieved from <http://www.apa.org/education/grad/mentor-task-force.aspx>.
- Dinolfo, S., & Nugent, J. (2010). *Making Mentoring Work*. New York, New York: Catalyst. Retrieved from http://www.catalyst.org/system/files/Making_Mentoring_Work.pdf.
- Garvey, R. & Westlander, G. (2013). Training Mentors-Behaviors Which Bring Positive Outcomes in Mentoring, In *The Wiley Blackwell Handbook of the Psychology of Coaching and Mentoring*, First Edition. Edited by Jonathan Passmore, David B. Peterson, and Teresa Freire. copyright 2013 John Wiley & Sons, Ltd. Published 2016 by John Wiley & Sons, Ltd.
- Huges, S. (2010). Five Critical Success Factors for Project Managers. Retrieved from <https://www.ies.ncsu.edu/blog/five-critical-success-factors-for-project-managers/>.
- Ortiz-Walters, R., Gilson, L. (2013). Mentoring Programs For under-Represented Groups, In *The Wiley Blackwell Handbook of the Psychology of Coaching and Mentoring*, First Edition. Edited by Jonathan Passmore, David B. Peterson, and Teresa Freire. copyright 2013 John Wiley & Sons, Ltd. Published 2016 by John Wiley & Sons, Ltd.
- Stokes, P., & Merrick, L. (2013). Designing Mentoring Schemes for Organizations. In *The Wiley Blackwell Handbook of the Psychology of Coaching and Mentoring*, First Edition. Edited by Jonathan Passmore, David B. Peterson, and Teresa Freire. copyright 2013 John Wiley & Sons, Ltd. Published 2016 by John Wiley & Sons, Ltd.
- Tong, C. & Kram, K. (2013). The Efficacy of Mentoring-The Benefits for Mentees, Mentors, and Organizations, In *The Wiley Blackwell Handbook of the Psychology of Coaching and Mentoring*, First Edition. Edited by Jonathan Passmore, David B. Peterson, and Teresa Freire. copyright 2013 John Wiley & Sons, Ltd. Published 2016 by John Wiley & Sons, Ltd.