

Establishing a Mentorship Program Framework

November 8, 2011



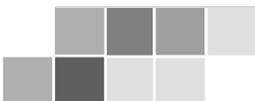
Project Summary

More and more organizations are creating formal mentoring programs for various reasons. From increased morale to increased organizational productivity and career development, the benefits of an organization that actively supports mentoring are numerous. However, successful mentoring programs do not just happen. Organizations must first make a strong business case to demonstrate why the organization should devote the time, attention and resources required to make a formal mentoring process work. Reasons for establishing a mentoring program must be linked to the organization's business goals. Some of the reasons why agencies choose to establish mentoring programs include:

- **On-boarding process**
- **Skills Enhancement**
- **Professional Identity**
- **Career Development**
- **Leadership and Management Development**
- **Education Support**
- **Organizational Development and Culture Change**
- **Customer Service**
- **Staff Retention**
- **Recruitment**
- **Knowledge Management/Knowledge**

Project Goal

- **As part of the On-boarding process** -- mentoring helps new recruits, trainees or graduates settle into the organization;
- **Skills Enhancement** -- mentoring enables experienced, highly competent staff to pass their expertise to others who need to acquire specified skills;
- **Professional Identity** -- when younger employees are early in their careers, they need help understanding what it means to be a professional in their working environment. Professionals embody the values of the profession and are self-initiating and self-regulating. Mentors play a key role in defining professional behavior for new employees. This is most important when employees first enter employment in State government;
- **Career Development** -- mentoring helps employees plan, develop, and manage their careers. It also helps them become more resilient in times of change, more self-reliant in their careers and more responsible as self-directed learners;
- **Leadership and Management Development** -- mentoring encourages the development of leadership competencies. These competencies are often more easily gained through example, guided practice, or experience rather than solely education and training;
- **Education Support** -- mentoring helps bridge the gap between theory and practice. Formal education and training is complemented by the knowledge and hands-on experience of a competent practitioner;
- **Organizational Development and Culture Change** -- mentoring can help communicate the values, vision and mission of the organization; a one-to-one relationship can help employees understand the organizational culture and make any necessary changes;
- **Customer Service** -- mentoring assists in modeling desired behaviors, encouraging the development of competencies in support of customer service, and above all, cultivating the right attitudes;
- **Staff Retention** -- mentoring provides an encouraging environment through ongoing interactions, coaching, teaching, and role modeling that facilitates progression within the organization; mentoring has been found to influence employee retention because it helps



establish an organizational culture that is attractive to the top talent clamoring for growth opportunities. Mentoring is a tangible way to show employees that they are valued and that the company's future includes them;

- **Recruitment** -- mentoring can enhance recruitment goals by offering additional incentives to prospective employees; and
- **Knowledge Management/Knowledge Transfer** -- mentoring provides for the interchange/exchange of information/knowledge between members of different organizations.

Project Outcome

Develop a framework for the implementation of a Mentoring program at any state agency.

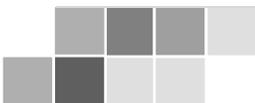
Project Benefits

Because a mentoring program, either for career or interpersonal enhancement, is built on mutual trust and respect of the individuals involved, much care should be given to its development and implementation. While organizational mentoring programs may take on different shapes and structures, there are certain critical steps that must be considered by any group embarking on establishing a mentoring program. Below are elements of effective practice that have proven effective in a wide range of existing mentoring programs. **[Note:** These activities are taken from Best Practices of current mentoring programs from State and Federal agencies, private sector, and from secondary research.]

Project Team

For more information about this project, contact team members

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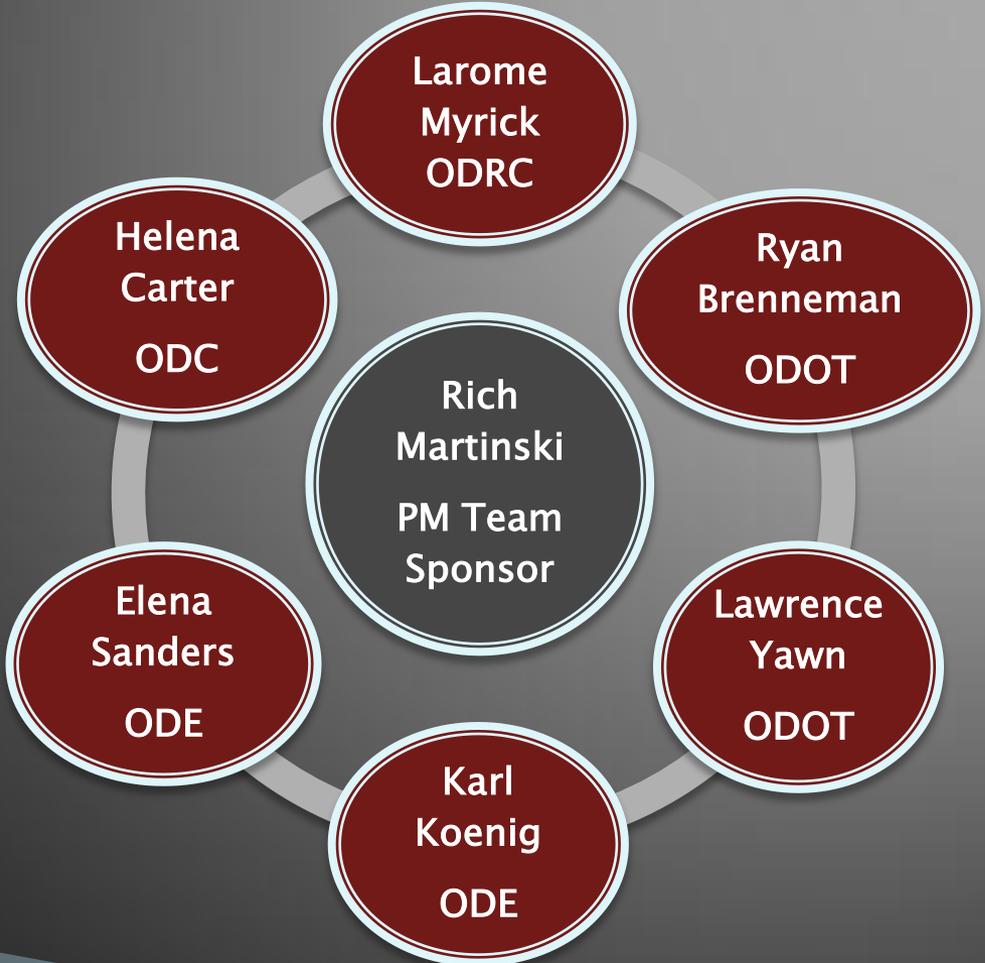


Getting MORE from Managers



A framework for implementing mentorship
programs within your agency

Project Management Training Program
Ohio Department of Administrative Services
Office of Learning and Professional Development



Today's Agenda

- ▶ Introduction
- ▶ Business Case
- ▶ Project Charter/Scope
- ▶ Project Cost Management
- ▶ Risk Management/Quality
- ▶ Communication Plan
- ▶ Lessons Learned

Business Case

Provide agencies with the resources necessary to start a Mentorship programs



Low cost, internal professional development during tough economic times



MORE from Managers

Project Scope

By November 3, 2011 the project team must deliver to the sponsor:

- ▶ Executive Summary
- ▶ Best Practice manual
- ▶ Power Point overview
- ▶ Mentorship Training materials repository
- ▶ Project documents

Out of Scope

- ▶ Expecting agencies utilizing a mentorship program will have a more productive and stable workforce
- ▶ Mentees who participate in the program will stay with the agency for the foreseeable future

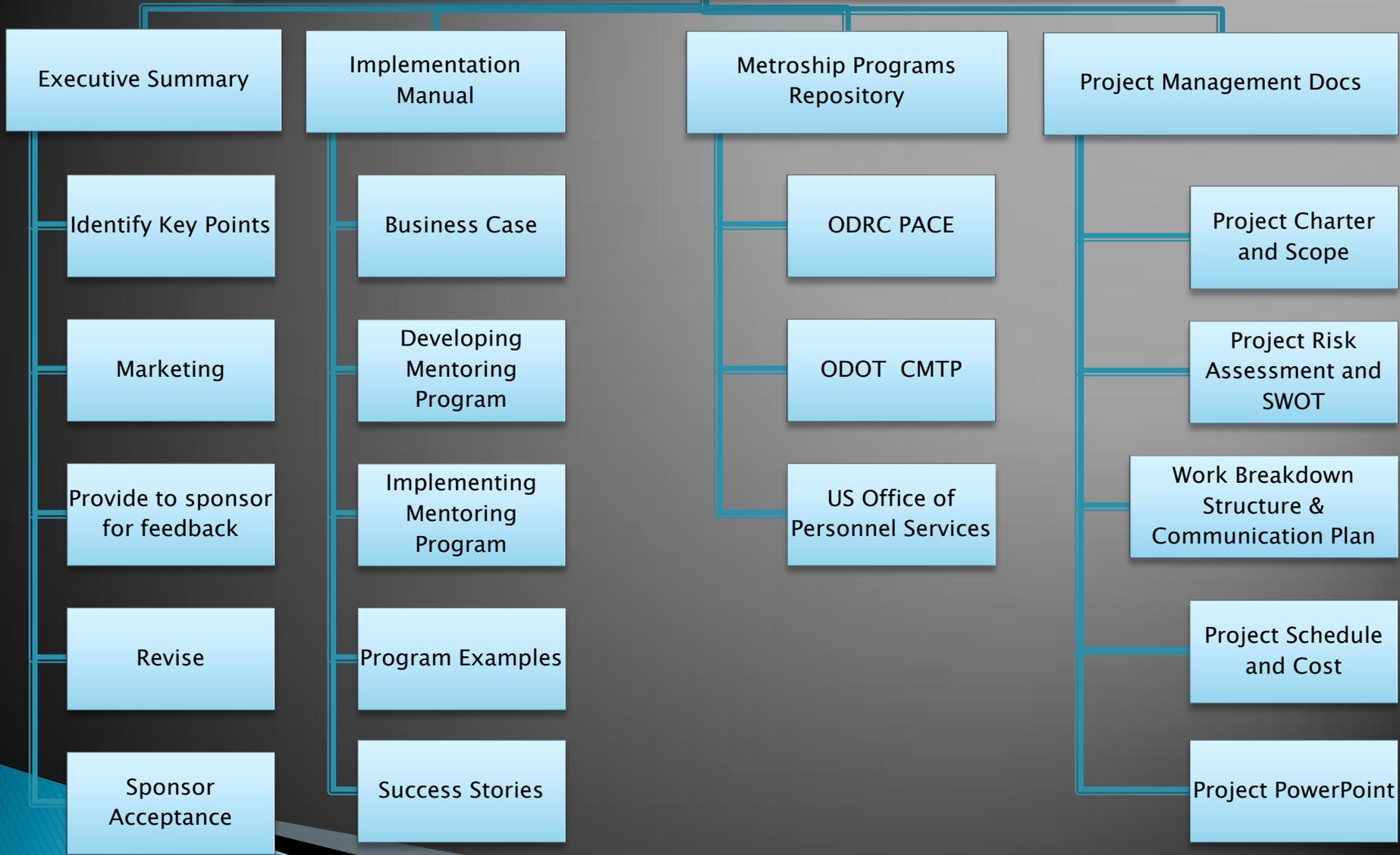
Project Assumptions

- ▶ Materials developed for one agency can, with minor changes, be utilized by other agencies
- ▶ Our project sponsor will be our lead SME
- ▶ DAS has the capacity to market the finish product

Project Constraints

- ▶ Constraint: Not all project members will be available to meet during scheduled project meetings due to previous obligations
- ▶ Constraint: Access to several SME's will be limited
- ▶ Limited project time (ex. 6 weeks)

Framework for Mentorship Programs



Project Schedule

Task Name	Durat	Start	Finish	Pr	Resource Names	Cost	Oct 16, '11							Oct 23, '11						
							F	S	S	M	T	W	T	F	S	S	M	T	W	T
[-] Mentoring and Coaching Model	7 wks	Thu 9/22/11	Wed 11/9/11		Elena Sanders[20%],Helena		[Gantt bar]													
[-] Executive Summary	13 days	Mon 10/10/11	Wed 10/26/11		Karl Koenig		[Gantt bar]													
Identify Key Points	1 day	Thu 10/13/11	Thu 10/13/11		Lawrence Yawn		[Gantt bar]													
Marketing	1 day	Thu 10/13/11	Thu 10/13/11		Karl Koenig		[Gantt bar]													
Provide to sponsor for feedback	3 days	Fri 10/14/11	Tue 10/18/11	3,4	Karl Koenig		[Gantt bar]													
Revise	1 day	Wed 10/19/11	Wed 10/19/11	5	Karl Koenig[20%]		[Gantt bar]													
Sponsor Acceptance	1 day	Wed 10/19/11	Wed 10/19/11	5	Karl Koenig		[Gantt bar]													
[-] Implementation Manual	21 days	Thu 10/6/11	Thu 11/3/11		Larome Myrck[20%],Ryan E		[Gantt bar]													
Business Case	13 days	Thu 10/13/11	Mon 10/31/11		Larome Myrck[20%],Ryan E		[Gantt bar]													
Developing Mentoring Program	1 day	Thu 10/13/11	Thu 10/13/11		Ryan Brenneman[20%]		[Gantt bar]													
Implementing Mentoring Program	11 days	Thu 10/13/11	Thu 10/27/11		Larome Myrck[20%],Ryan Brenneman[20%]		[Gantt bar]													
Program Examples	1 day	Thu 10/13/11	Thu 10/13/11		Larome Myrck[20%],Ryan E		[Gantt bar]													
Success Stories	1 day	Thu 10/13/11	Thu 10/13/11		Larome Myrck[20%],Ryan E		[Gantt bar]													
[-] Mentorship Program Reporsit	12 days	Wed 10/12/11	Thu 10/27/11		Lawrence Yawn[20%]		[Gantt bar]													
ODCR PACE	16 days	Thu 9/29/11	Thu 10/20/11		Larome Myrck[20%]		[Gantt bar]													
US OPS	11 days	Thu 10/13/11	Thu 10/27/11		Elena Sanders[20%]		[Gantt bar]													
ODOT CMTP	6 days	Thu 9/29/11	Thu 10/6/11		Ryan Brenneman[20%]		[Gantt bar]													
[-] Documentation	37 days	Thu 9/15/11	Fri 11/4/11		Lawrence Yawn[20%]		[Gantt bar]													
Meeting Agenda	31 days	Thu 9/15/11	Thu 10/27/11		Lawrence Yawn		[Gantt bar]													
Meeting Minutes	26 days	Thu 9/22/11	Thu 10/27/11		Lawrence Yawn		[Gantt bar]													
Project SOW	1 day	Thu 9/22/11	Thu 9/22/11		Larome Myrck		[Gantt bar]													
Project Charter	3 days	Fri 9/23/11	Tue 9/27/11	21	Ryan Brenneman		[Gantt bar]													
Project Management Plan	3 days	Wed 9/28/11	Fri 9/30/11		Larome Myrck		[Gantt bar]													

Project Cost Management

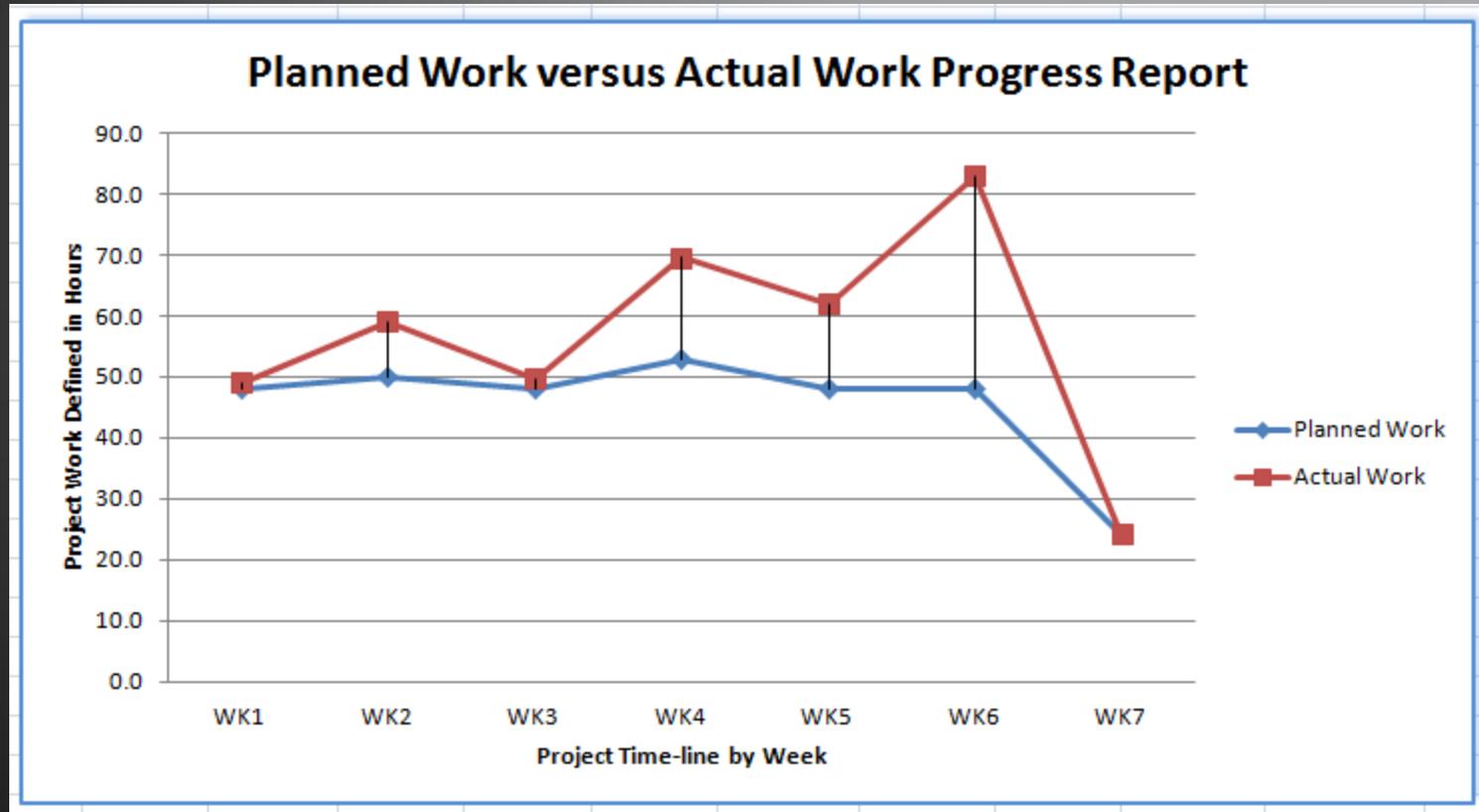


Initial Budget Estimate \$15,950	• Labor – 319 hours at \$50/h blended rate
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Actual Project Cost \$19,800	• Labor – 396 hours at \$50/h blended rate
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Actual Cost Variance \$3,850	• Labor – 77 hours at \$50/h blended rate
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Dashboard



SWOT Analysis

Strengths

- Providing future managers with practical knowledge
- Employee Retention
- Cost Savings
- Increase knowledge base of employees
- More focused to mission statement of agency

SWOT (Cont.)

Weaknesses

- “Buy In” – Managers & Employees
- Commitment
- Agency Support – Decrease

Opportunity

- Employee Advancement
- Communication w/experienced managers

SWOT (Cont.)

Threat

- Employee fear of replacement
- Delay in retirements
- Employees leave agency despite program

Risk Management Analysis

ISSUE OF RISK	1-10 SEVERITY	1-10 LIKELIHOOD	1-10 DETECTABILITY	RISK SCORE
Work Allocation	8	5	5	200
Resources	7	8	6	336
Lack of Materials	5	7	5	175
Threat of not completing project	3	5	9	135
Low number of SME"s	2	5	1	10

Project Communication Plan

Event	Target Audience	Message Objectives	Timing	Vehicles	Sender	Feedback	Impact
Project Core Team Meeting Minutes and Agenda	PM Team	Review of assigned action items; General review of the project status; Record activities/ SME Notes ; Risk assessment; Review change request	Agenda circulated to core team within 48 hrs. of meeting; Meeting minutes circulated no later than 72 hrs. after meeting	E-mail Face to Face	Lawrence Yawn	Meeting minutes and agenda will be archived on the DAS Sharepoint Site	Low
Project Core Team Communications	PM Team	Record action items that have been completed or worked on; Record of actual PM Team effort,	Daily	E-mail SharePoint Face-to-Face	Team	Project core team communications will be archived contained on DAS Sharepoint Site	Med
Weekly Project Status Updates	PM Team Sponsor (Rich Martinski) Nelson Gonzalez	Project status updates; Risks encountered; Constraints encountered; Project timeline update	Weekly	E-mail SharePoint Face-to-Face	Team	Weekly project status updates will be archived on the DAS Sharepoint Site	Med
Bi-Weekly Project Updates	PM Team	Status & Progress report	As needed	E-mail SharePoint Face-to-Face	Team		Med

Change Control Management

Submit change control requests to sponsor for approval

Quality Control

Are deliverables addressed and meet sponsor expectations?

**Is formatting standard & consistent?
Are spelling and grammar correct?**

Lessons Learned

Positives

- ▶ Understanding the value of a WBS
- ▶ Developing and following a project schedule is critical for success
- ▶ Resourceful sponsors make a project successful
- ▶ Full involvement by entire team

Lessons Learned

Negatives

- ▶ Understanding the difference between the “project” expectations and the “product” expectations
- ▶ More time

Product Presentation

- ▶ As one of the deliverables from our Sponsor, our project team developed a PowerPoint presentation that can be used to demonstrate the benefits of mentoring and how to implement a program in their agency.

Getting MORE from Managers



A framework for implementing mentorship
programs within your agency

Mentoring gets MORE from Managers

*"Mentoring is a brain to pick, an ear to listen, and a push in the right direction."
– John Crosby*

- ▶ Morale
- ▶ Organizational Development
- ▶ Retention
- ▶ Efficiency

Morale

Mentoring is a low cost way for agencies to improve the morale of mid-level managers by taking an active approach in professional development.

Organizational Development

- ▶ As with morale, a mentorship program is a low-cost option that allows agencies to provide professional development tailored to their agency.
- ▶ Implementing mentoring will foster collective growth of both mentors and mentees.

Retention

- ▶ Mentoring provides a way to keep knowledge within your agency.
- ▶ By having managers mentor with other managers, they expand their skills and retain institutional knowledge.

Efficiency

- ▶ Confident managers improve morale and efficiency
- ▶ Confident managers bring consistency and stabilization to your agency.

Business Case: Why Organizations Implement Mentoring Programs



Developing and Implementing a Formal Mentoring Program



Examples of Agency Developed Mentoring Programs

Ohio Department of Rehabilitation and Correction (ODRC) Professional Alliance of Correctional Employees (PACE)

PACE is an interdepartmental organization that assists employees with career advancement.

- Voluntary program for both mentors and mentees
- Mentors and Mentees meet for one day (8 hours) once a month for six months
- Takes 54 hours to complete the program (approximately 2.6% of their time during a fiscal year)



Ohio Department of Transportation (ODOT) County Manager Training Program (CMTP)

- Pairs experienced County Managers with less experienced managers
- Shared projects allow for collaboration and knowledge transfers
- Journals are reviewed and assessed



Mentoring Gets MORE From Managers



A framework for implementing mentorship
programs within your agency

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Mentoring gets MORE from Managers

"Mentoring is a brain to pick, an ear to listen, and a push in the right direction." - John Crosby

Budget cuts, diminishing workforce due to retirement of an aging workforce, and more expectations are problems every agency in the State of Ohio must solve in order to provide the services expected in the 21st Century. Pairing your mid-level managers with a mentor can provide your agency a way to approach solving the problems listed above. By providing employees opportunities to learn from another manager, you diversify your existing workforce. By following the template, your agency can implement a strategy that is a viable succession planning option.

Mentoring gets **MORE** from managers.

Morale

Organizational development

Retention

Efficiency

Morale: Mentoring is a low cost way for agencies to improve the morale of mid-level managers by taking an active approach in professional development. Starting a mentoring program will show confidence in employees and gets them to start thinking about your agency long-term. Employees who feel they can grow and see a place within your agency are happier and more productive.

Organizational Development: As with morale, a mentorship program is a low-cost option that allows agencies to provide professional development tailored to their agency. Implementing mentoring will foster collective growth of both mentors and mentees. By working together on common problems, agencies develop a network of capable managers who can come together to tackle future issues. As the managers learn from one another, the insight and lessons learned can be passed throughout the agency, moving your agency forward.

Retention: Mentoring provides a way to keep knowledge within your agency. By having managers mentor with other managers, they expand their skills and retain institutional knowledge. The documents your mentors and mentees produce will provide your

agency with best practices and insight into process. With an aging workforce, it is critical for agencies to think about how to keep process knowledge within their agency. Mentoring is a low-cost approach allowing training for their own employees, providing the agency with another person who is familiar with a process and can be called upon to move the agency forward when turnover or the unforeseeable happens.

Efficiency: Confident managers improve morale and efficiency. By giving your employees an opportunity to learn more, Best Practices are shared. Approaches from other areas can be applied; streamlining process and diminishing the silo effect bring consistency and stabilization to your agency.

Our process has a two-fold approach to create a mentorship program within your agency. By identifying the right candidates to serve as a mentor and selecting the best candidates to become a mentee, agencies will take an active part in the growth of their agency. Our template will provide an overview of the benefits of mentoring and the steps necessary to start this process allowing your agency to select a program that will work for you.

By undertaking this process, your agency will get **MORE** from your managers.

Introduction to Mentoring

Mentoring can be a formal or informal relationship between two people—a senior mentor (usually outside the mentee’s chain of supervision) and a junior mentee. Mentoring has been identified as an important influence in professional development in both the public and private sector. Within the State of Ohio some agencies have their own mentoring programs but there is not a framework that would allow an agency to start a program. Successful mentoring programs require proper understanding, planning, implementation and evaluation. This document will provide your agency insight into how to implement a mentoring program within their agency to get **MORE** from managers.

Business Case: Why Organizations Implement Mentoring Programs

More and more organizations are creating formal mentoring programs for various reasons. From increased morale to increased organizational productivity and career development, the benefits of an organization that actively supports mentoring are numerous. However, successful mentoring programs do not just happen. Organizations must first make a strong business case to demonstrate why the organization should devote the time, attention and resources required to make a formal mentoring process work. Reasons for establishing a mentoring program must be linked to the organization’s business goals. Some of the reasons why agencies choose to establish mentoring programs include:

- **As part of the On-boarding process** -- mentoring helps new recruits, trainees or graduates settle into the organization;
- **Skills Enhancement** -- mentoring enables experienced, highly competent staff to pass their expertise to others who need to acquire specified skills;
- **Professional Identity** -- when younger employees are early in their careers, they need help understanding what it means to be a professional in their working environment. Professionals embody the values of the profession and are self-initiating and self-regulating. Mentors play a key role in defining professional behavior for new employees. This is most important when employees first enter employment in State government;
- **Career Development** -- mentoring helps employees plan, develop, and manage their careers. It also helps them become more resilient in times of change, more self-reliant in their careers and more responsible as self-directed learners;
- **Leadership and Management Development** -- mentoring encourages the development of leadership competencies. These competencies are often more easily gained through example, guided practice, or experience rather than solely education and training;
- **Education Support** -- mentoring helps bridge the gap between theory and practice. Formal education and training is complemented by the knowledge and hands-on experience of a competent practitioner;

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- **Organizational Development and Culture Change** -- mentoring can help communicate the values, vision and mission of the organization; a one-to-one relationship can help employees understand the organizational culture and make any necessary changes;
- **Customer Service** -- mentoring assists in modeling desired behaviors, encouraging the development of competencies in support of customer service, and above all, cultivating the right attitudes;
- **Staff Retention** -- mentoring provides an encouraging environment through ongoing interactions, coaching, teaching, and role modeling that facilitates progression within the organization; mentoring has been found to influence employee retention because it helps establish an organizational culture that is attractive to the top talent clamoring for growth opportunities. Mentoring is a tangible way to show employees that they are valued and that the company's future includes them;
- **Recruitment** -- mentoring can enhance recruitment goals by offering additional incentives to prospective employees; and
- **Knowledge Management/Knowledge Transfer** -- mentoring provides for the interchange/exchange of information/knowledge between members of different organizations.

Types of Mentors

There are mainly four types of mentors:

Career Guide -- promotes development through career guidance, counseling and visibility;

Information Source -- provides information about formal and informal expectations;

Friend -- interacts with the mentee socially and provides information about people; and

Intellectual Guide -- promotes an equal relationship, collaborates on research projects and provides constructive feedback and criticism.

When planning and developing mentoring programs, agencies must consider the types of mentors and decide which type(s) of help will be most appropriate given the program goals.

Formal and Informal Mentoring Programs

Formal mentoring programs are structured, have oversight, and have clear and specific organizational goals (for example, the Ohio Department of Transportation (ODOT) County Management Training Program (CMTP) and the Ohio Department of Rehabilitation and Correction (ODRC) Professional Alliance of Correctional Employees (PACE) programs. Unlike formal mentoring, informal mentoring has minimal to no structure and oversight and may or may not have a clear and specific goal. Informal mentoring is normally for interpersonal enhancement, but can also promote career development. Nevertheless, the success of either type of mentoring is greatly dependent upon clearly defined roles

and expectations in addition to the participants' awareness of the benefits of participating in the mentoring program.

Benefits of Mentoring for the Mentor

As a result of being a mentor, the person:

- Renews their enthusiasm for the role of expert;
- Obtains a greater understanding of the barriers experienced at lower levels of the organization;
- Enhances skills in coaching, counseling, listening, and modeling;
- Develops and practices a more personal style of leadership;
- Demonstrates expertise and shares knowledge, and;
- Increases generational awareness.

Benefits of Mentoring for the Mentee

As a result of having a mentor, the employee:

- Makes a smoother transition into the workforce;
- Furthers his/her development as a professional;
- Gains the capacity to translate values and strategies into productive actions;
- Complements ongoing formal study and/or training and development activities;
- Gains some career development opportunities;
- Develops new and/or different perspectives;
- Gets assistance with ideas;
- Demonstrates strengths and explores potential, and;
- Increases career networks and receives greater agency exposure.

Things to Consider in Developing and Implementing a Formal Mentoring Program

Because a mentoring program, either for career or interpersonal enhancement, is built on mutual trust and respect of the individuals involved, much care should be given to its development and implementation. While organizational mentoring programs may take on different shapes and structures, there are certain critical steps that must be considered by any group embarking on

establishing a mentoring program. Below are elements of effective practice that have proven effective in a wide range of existing mentoring programs. **[Note:** These activities are taken from Best Practices of current mentoring programs from State and Federal agencies, private sector, and from secondary research.]

Developing a Mentoring Program

1. Conduct Needs Assessment

Any organization interested in developing a formal mentoring program needs to create a business case and address why this program is needed, what the organization hopes to gain, and what components the program should include. Needs Assessments can be conducted by the agency's human resource office, training office, or a steering committee/working group via on-line or paper surveys (e.g., organizational assessment surveys and exit surveys), focus groups, and interviews with staff. Statistical data from secondary research such as retirement trends, attrition rates, succession plans, knowledge management processes, and performance ratings can be used in the needs assessment. Depending upon the goal of the program and the target group the audience can include new hires, junior employees, mid-level employees, managers, senior level experts, and senior leaders. Here are some sample questions that can be included in a survey, focus group and/or interview:

- If the agency were to develop and implement a formal mentoring program, how would you benefit?
- Would you participate as a mentee?
- Are you available to be a mentor?
- What specific knowledge, skills and abilities do you look for in a mentor and/or mentee?
- Do you have access to mentors outside this agency?
- What kinds of activities would you like to see implemented in a mentoring program?
- Do you utilize other career development activities provided to employees? If so, how have you benefited from these activities?
- Do you believe the agency encourages a mentoring culture (e.g., creating readiness for mentoring within the organization, facilitating multiple mentoring opportunities)?
- Do you currently receive any type of mentoring? If so, are you getting any benefits out of the mentoring relationship?
- Do you have access to mentors in this agency?

2. Develop a Mentoring Program Roadmap

A mentoring program roadmap should include a business case, project plan, and implementations plan. A roadmap should also include needs assessment findings, project plans with key milestones, and the program description. The program description should include:

- The goal(s) of the mentoring program;
- Success factors and desired outcomes;
- Targeted population;

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- Duration of the program;
- How the agency plans to market and recruit mentors and mentees;
- Benefits to mentors and mentees;
- Benefits to the agency (e.g., increased morale, transfer of knowledge from one employee to another);
- Budget (include contractor cost if planning to use one);
- Matching process;
- Outline of the orientation session;
- Types of materials provided to mentors, mentees, and supervisors; and
- Potential mentoring and career development activities.

3. Gain Upper Management Support and Commitment

A formal mentoring program will succeed only if senior leadership supports the program and makes it part of the learning culture. It is best to identify a champion (preferably a senior leader) of the program who will play a major role in marketing the program and recruiting mentors. Agencies currently operating successful formal mentoring programs have support and commitment from leadership and management. Not only do these leaders pledge their support and commitment, they participate as mentors. When senior leaders participate as mentors it shows a true commitment to the program and will encourage agency employees to participate.

To help maintain commitment from senior leaders, it is advisable to ask senior leadership to define a “successful mentoring program.” After Senior Leaders are able to define a successful mentoring program, present them with continuous success stories and best practices contributing to their definition of a successful mentoring program. When leadership and management see the program is successful, they will continue to support it and possibly provide more resources.

4. Commit a Program Manager

Most successful mentoring programs have a full-time employee dedicated to managing and administering the mentoring program. The program manager’s role is crucial in making the program a success. The role of the program manager involves:

- Working with the Steering Committee or Working Group (see #5) to assist in developing a needs assessment, building a business case, and implementing the goals and objectives of the program;
- Creating the roadmap (see #2);
- Developing and working with the budget;
- Working with a contractor/vendor if services are acquired;
- Marketing the program;
- Recruiting and following-up with mentors and mentees;
- Developing activities for the program including orientation, training workshops, and the closing ceremony;
- Maintaining a database on a pool of mentors and mentees, and mentoring pairs;

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- Sustaining relationships with mentors and mentees; and,
- Assisting with any problems that occur throughout the duration of the program.

5. Create a Steering Committee or Working Group

A formal mentoring program is tied directly to the organization's leadership. To represent that leadership, a steering committee or working group should set the goals and objectives of the mentoring program. This committee or group should consist of representatives from different offices of the agency, not primarily from the human resource or human capital office. The committee members should be committed to creating a learning culture within the agency. The committee or working group should establish a charter. The charter should contain the following:

- The purpose of the committee or working group;
- List of members;
- Roles and responsibilities (includes hiring or designating a program coordinator, reaching out to leadership and management for support and commitment);
- Tasks to complete (includes building a business case);
- Outcomes; and,
- Program Evaluation.

The committee or working group can also take the lead in conducting a needs assessment to establish a need for a mentoring program.

Implementing a Mentoring Program

1. Develop a Recruitment and Marketing Strategy

Communication is crucial in assuring a successful mentoring program. A good marketing strategy will effectively advertise the program and help recruit mentors and mentees. In addition to other challenges in communication, one of the biggest challenges of a mentoring program is recruiting mentors. Oftentimes, employees who could be potential mentors do not understand the value of participating in a mentoring program. To combat this problem, an agency's marketing strategy showcases benefits to both mentors and mentees. Here are other strategies to recruit mentors and mentees. [**Note:** Contact information should be clearly displayed on any marketing materials]:

- Develop brochures, fliers, and posters to distribute around the agency;
- Send an email from the "Champion" (either the agency head or another senior leader) asking for participants;
- Post a message on the agency's intranet site advertising the program and asking for participants;
- Conduct "brown bags" or career development sessions on the importance of mentoring;
- Ask for supervisors and office chiefs to advertise the program and encourage participation from their employees;

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- Work with organizational leaders to set a target number of mentees for each senior person to mentor (3 to 5 is considered a reasonable number);
- Provide agency-wide feedback regarding the value of mentoring along with program results; and
- Provide ongoing recognition of mentors.

2. Match Mentors and Mentees

Agencies have found web-based mentoring tools as valuable in the mentor/mentee matching process. Web-based mentoring tools reduce the administrative and paper burden of matching mentors and mentees by electronically matching participants, tracking meetings, and providing participants access to career development materials. A web-based tool also assists with:

- Identifying competency strengths and opportunities for growth;
- Determining the goal(s) of the mentoring relationship;
- Determining preferences for a possible mentor (e.g. a mentor with similar interests, mentor of the same race, ethnicity, or gender)
- Identifying choices for possible mentors (or mentees);
- Tracking dates and other mentoring activities;
- Accessing resources for additional learning needs;
- Conducting evaluations by sending an online evaluation to all participants; and
- Analyzing results from the evaluations and providing an overall report.

Future directions for web-based mentoring tools include virtual mentoring meetings and group mentoring activities. Paper-based matching requires the collection of bios from mentors. The mentees review the bios, and indicate their top choices (usually two or three). The program coordinator then matches the mentee with one of their top choices, if possible. Mentees should be matched with mentors outside their office or unit. Some mentees may prefer to be matched with their supervisor's boss or another senior manager in their chain of command; however, matching a mentee with a mentor within the same chain of command may cause conflict within the office or unit.

It should be noted that sometimes mentoring relationships do not work. In such cases, the program manager should intervene and explore whether the mentoring relationship should be revised or terminated. In these cases there should be a process in place to amicably terminate the relationship and match the mentee with another, more suitable, mentor.

3. Conduct an Orientation Program

The orientation is a vehicle for matching pairs to get acquainted, establish a mentoring agreement, and begin working on a mentoring action plan. Orientation is usually a half to a full day. The orientation can include a workshop or session on tools and techniques to begin and enhance a mentoring relationship.

Exercises during the orientation should allow mentors and mentees to practice the tools and techniques presented to them.

4. Develop an Instruction Guide for Mentors and Mentees

The instruction guide for mentors and mentees should:

- Define a mentoring relationship;
- Make clear roles and expectations;
- Recommend topics to cover at mentor/mentee meetings;
- Present other ideas to enhance the mentoring relationship;
- Highlight the time commitment for both mentors and mentees;
- Highlight qualities a mentor and mentee should either have before the beginning of the relationship or work to improve during the relationship;
- List critical skills and/or competencies for a successful mentoring relationship; and
- Explain a successful mentoring relationship depends on the commitment to the relationship and the participants understanding of their roles.

Instruction guides can include exercises for both mentors and mentees to build the mentoring relationship and improve on critical interpersonal skills including listening, negotiating, and providing constructive feedback. Some books, articles and organizations in the Resources section below discuss critical skills and qualities of both a mentor and mentee.

5. Develop an Instruction Guides for Supervisors

It is a good idea to develop a separate instruction guide for supervisors. Supervisors can be critical to the success of a mentoring relationship. Without the support of the supervisor, the mentor and mentee may not have the opportunity to accomplish their goals. The supervisor can suggest developmental goals to the pair and provide continuous feedback to both the mentor and mentee. This guide should include:

- Time commitments from mentors and mentees;
- Benefits to the mentor and mentee;
- Benefits to the supervisor; and
- The role of the supervisor during the program.

6. Conduct a Pilot

Before an agency implements a full-blown mentoring program, it is suggested the agency begins with a pilot. A pilot does not need to have all the components listed above but can be implemented piecemeal. For example, the first phase could include the matching process, orientation, instruction guides, and evaluation. If the pilot is successful, the agency could add career development activities to the next phase. A rigorous pilot should include a mechanism that allows continuous feedback and input. Feedback can be received in numerous forms including:

- Evaluation forms;

Mentoring gets MORE from Managers

- Surveys;
- Interviews;
- Focus Groups; and
- Direct Observations.

Once the pilot has been completed and all feedback and data have been collected, the data should be presented to senior leadership along with lessons learned and recommendations for improvement to the program. Once changes are made and the program is fully implemented, it is wise to continue to present results, Best Practices, lessons learned, and further recommendations for improvement to senior leadership. This is important in maintaining ongoing commitment and support for the program.

7. Develop a Mentoring Agreement

Agencies can allow mentors and mentees to develop their own mentoring agreements or develop a standard mentoring agreement to use during the program. An agreement should contain:

- The roles, responsibilities, and expectations during the program duration for a mentor and mentee;
- An action plan completion date;
- The number of times the mentor and mentee will meet;
- A confidentiality clause;
- Termination of agreement rules, and;
- Signatures of the mentor and mentee.

This agreement can be included in one's Individual Development Plan (IDP). Some of the goals/activities can be included in both the IDP and action plan.

8. Develop a Mentoring Action Plan

Agencies with successful formal mentoring programs require the mentees to develop a personal action plan or developmental plan (similar to an IDP). These plans include goals and objectives, learning activities to accomplish the set goals and objectives, and desired outcomes. Numerous web-based tools provide electronic mentoring action plans as a convenience to mentors and mentees (see *Organizations* under the Resources section).

9. Provide a List of Topics to Discuss

To assist mentors and mentees in their discussions, the program coordinator can suggest periodic topics to discuss during the mentor and mentee's meetings. Some suggested topics are:

- Managing conflict within the office or unit;
- Career progression;
- Networking;
- Influencing others;

Mentoring gets MORE from Managers

- Managing politics in the office and organization;
- Newest trends in technology;
- Time management;
- Work/life balance; and
- Leadership development.

10. Provide Developmental Activities

Most successful mentoring programs offer numerous developmental opportunities to participants. Some activities are:

- Career development seminars;
- Training activities that provide tools and techniques to maintain effective mentoring relationships;
- Networking events; and
- Guest speakers – possible guest speakers can include community leaders, clergy, school (teachers, students, and administrators), retirees and other organizations.

Mentors and mentees can attend these together, discuss what they learned and develop a plan to implement the knowledge gained into their current and future work. It may be difficult to get full or at least a large percentage of mentors and mentees to participate in these activities due to schedules and other work priorities so web based activities like webinars may be more appropriate in some cases. Materials from developmental activities should be made available to those participants who are unable to attend.

11. Conduct an Evaluation

Evaluations should be conducted throughout the program. They can be conducted online using a web-based mentoring tool or manually using traditional paper evaluations. Evaluations should be conducted for mentors, mentees and supervisors. Evaluating the experience for both the mentor and the mentee is a critical step to ensure a successful program. Evaluation can aid the mentoring program by capturing relevant information such as interaction, activity and satisfaction level. It is also critical for supervisors to evaluate the program from their point of view. The supervisor can provide feedback on ways the mentoring program has improved the employee's performance and contributed to their office or unit goals. Supervisors can also make valuable recommendations on improving the program.

The evaluation process should occur at least twice throughout the duration of the program or agencies can conduct an annual evaluation of the program/participant results. One evaluation should be conducted at mid-point and the other at the end of the program. Here are some sample questions that could be included in an evaluation:

- What were the goals of the mentoring relationship?
- Were the goals met?
- How many times did the mentor/mentee pair meet?
- What were some obstacles that prevented you from accomplishing the goals?

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- How suitable was your mentor/mentee match (possible response scale – Excellent, Good, Poor, and Not Sure)?
- How supportive has your supervisor been during the mentoring program (possible response scale: Very Supportive, Somewhat Supportive, Not Supportive, and Not Sure)?
- What have you learned so far from the mentoring program?
- What aspect of the mentoring program would you like to see improved?

In addition to a program evaluation, mentors can provide written reports to their mentees on their thoughts of the program, accomplishments as a pair, and recommendations for future interaction. Mentees could also provide a similar report to their mentors.

12. Conduct an End-of-Program Graduation/Recognition Ceremony

Agencies with successful formal mentoring programs have a program graduation/recognition ceremony. Senior leaders should be invited to speak on behalf of the program. Awards, such as certificates and/or books can be presented to the mentors and mentees.

Why Focus Mentoring Program to Only Managers?

Starting a mentoring program within your agency will take careful planning and implementation. Focusing on a small or narrow pool of mentees allows for greater emphasis on the development of the program. Once the process has been refined, your agency could expand to include more employees. Another benefit of limiting the programs to managers in the initial stages is that it will have a trickle down affect. By focusing on employees that currently oversee other employees, knowledge and skills learned as a result of this program will have a chance to be passed down from the supervisor to employee.

If your agency has employees who are in the bargaining unit, careful consideration should be given when looking at the possibility of expanding this program beyond managers. As part of the bargaining unit contract, your agency cannot engage in practices that can be considered prior selection. Expanding this program to employees in the bargaining unit should be research with consultation from your Human Resources department, Union Leadership, Legal Counsel, and Upper Management.

Examples of Agency Developed Mentoring Programs

The preceding sections provide an understanding of the benefits of implementing a mentoring program within your agency. Steps are given to show how your agency could go about developing and implementing a mentoring program. Rather than start the process from the beginning, our process provides two examples of State of Ohio agency created programs. Both agencies completed Needs Assessments and determined that a mentoring program would be beneficial to their agencies. The type of program (mixture of formal and informal versus formal), program design (free formed versus structured), and selection process (voluntarily versus targeted) are different. The purpose of including these examples is to illustrate how developing a mentoring program will take careful consideration within your agency. What will work best with your existing workforce must be decided by a collaborative effort within your agency to determine which approach will work best. Our process should show you the benefits of implementing a mentoring program; it is up to you to decide which will work best for your agency.

Ohio Department of Rehabilitation and Correction (ODRC) Professional Alliance of Correctional Employees (PACE)

PACE is an interdepartmental program that assists employees with career advancement. PACE specifically conducts motivational and developmental training conferences for DRC employees interested in promotional opportunities and learning more about the agency. The group also organizes staff mentor pairing, which typically manifests into a “shadowing” experience. Similar to on-the-job training, when an employee shadows another staff member, he or she spends the day with the person learning about his or her specific job duties. Other activities also are designed specifically for correctional staff. The PACE program has one conference annually; for instance, the FY 10 graduates will be recognized in the Fall 2011.

- PACE is a voluntary program for both mentors and mentees.
- Programs are facilitated by PACE coordinators with the Department of Rehabilitation and Corrections.
- PACE participants seek permission from their supervisors to have release time equaling 54 hours to complete the program (approximately 2.6% of their time during a fiscal year).
- Mentors and Mentees meet for one day (8 hours) once a month for six months.
- Mentees are required to produce a report at the end of the program to the PACE coordinator.
- Mentors are encouraged to give mentees an assignment or project which will give the Mentor a tool at evaluating their mentee as well as gives the mentee practical experience.

Calendar of Events:

- **April:** Applications are posted and those interested have 1 month to get the application turned in to their PACE Coordinator.
- **July:** Applications receive approval or denial from their supervisors/designated authority
- **August:** Mentors are sought out to mentor the mentees. Mentors and mentees are matched up.
- **September:** Interested parties are notified of their acceptance/rejection into the PACE program. If accepted, employees are given instructions to report for a one day seminar explaining what exactly the PACE program entails.
- **October:** PACE Kickoff Symposium. Each year there is a different theme. At each event, the Director normally comes in and speaks about the event. Also, past mentors and mentees receive their certificates for attendance and participation in the program. Also, the Mentor of the Year is announced. At this time, the mentors and mentees are introduced to one another. There are also breakout sessions that are separate for the mentee and the mentor.
- **November- May:** Employees are given 8 hours per month to spend time with their mentor. Employees are given 6 visits to spend time with one another.

Ohio Department of Transportation (ODOT) County Manager Training Program (CMTP)

The Ohio Department of Transportation (ODOT) realized they were facing a problem with their workforce. After an analysis of their existing workforce, ODOT determined the majority of their upper management would be eligible to retire within five years. As a solution to this problem, the CMTP program was developed by the Office of Training within ODOT.

CMTP is a training program established to train and mentor current managers in preparation for a large portion of county managers that were eligible to retire. This program allows current County Managers to mentor existing lower-level managers to facilitate a knowledge transfer between mentor and mentees. The knowledge transfer between the mentors and mentees allowed ODOT to improve the level of skill of their existing workforce by using the resources within. Using a structured training program, mentors and mentees would attend trainings together and then work through problems together. The program's primary focus is communication and documenting the shared knowledge between mentor and mentee.

- Each region's Human Resource department was required to nominate a County Manager to participate in the program as a mentor.
- Mentees participate on voluntary basis within ODOT as long as they were in a management level position.
- CMTP is facilitated by the Office of Training with ODOT.
- The CMTP program has three levels – each with several required classes for mentors and mentees.
 - Level One: 6 months
 - Level Two: 12 months
 - Level Three: 12 months
- Subject Matter Experts (SME)s are invited to teach the variety of classes offered as part of the CMTP.
- Journals authored by mentors and mentees are expected at the end of each class.
- ODOT estimates the cost for participating in the program to be \$2,362 per trained employee.

References:

Ferdinand F. Fournies (2000). **Coaching for Improved Work Performance.**

Sophie Oberstein (2009). **10 Steps to Successful Coaching.**

Ohio Department of Rehabilitation and Corrections (ongoing). **Professional Alliance of Correctional Employees (PACE).**

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United States Office of Personnel Management (2008). **Best Practices: Mentoring.**

UNITED STATES OFFICE OF PERSONNEL MANAGEMENT

BEST PRACTICES: MENTORING

September 2008

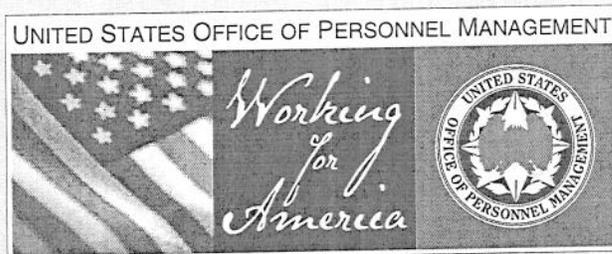


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Introduction

Mentoring is usually a formal or informal relationship between two people—a senior mentor (usually outside the protégé’s chain of supervision) and a junior protégé. Mentoring has been identified as an important influence in professional development in both the public and private sector. Within the Federal government, mentoring is often a component of different types of development, including comprehensive career development programs like the Senior Executive Service Candidate Development Program (SESCDP), the Executive Leadership Program (ELP) and the Presidential Management Fellowship (PMF) Program. The major function of mentoring within these programs is to promote the protégé’s development in specific areas and to facilitate successful completion of the program. While these mentoring relationships can produce positive developmental and organizational outcomes, both mentoring programs and relationships sometimes fail due to a variety of causes and problems (e.g., lack of participation, no leadership involvement, poor planning, unrealistic expectations, and “fuzzy” goals). Successful mentoring programs require proper understanding, planning, implementation and evaluation.

In addition to the stand-alone benefits of mentoring, on October 30, 2004, the President signed the Federal Workforce Flexibility Act of 2004, Public Law 108-411, into law. The Act makes several significant changes in the law governing the training and development of Federal employees, supervisors, managers, and executives. One major change requires agencies, in consultation with OPM, to provide training to managers on mentoring employees. In collaboration with the Department of State, Department of Energy, Nuclear Regulatory Commission, Environmental Protection Agency, National Aeronautics and Space Administration, Alcohol, Tobacco and Firearms, and Corporation for National and Community Service, noted for their innovative and effective mentoring programs and best practices, we have developed this document as a tool to assist agencies in creating a business case for mentoring and as an outline of the critical steps in developing and implementing a formal mentoring program.

Why Organizations Implement Mentoring Programs

More and more organizations are creating formal mentoring programs for various reasons. From increased morale to increased organizational productivity and career development, the benefits of an organization that actively supports mentoring are numerous. However, successful mentoring programs do not just happen. Organizations must first make a strong business case to demonstrate why the organization should devote the time, attention and resources required to make a formal mentoring process work. Reasons for establishing a mentoring program must be linked to the organization’s business goals. For example, an agency forecasting tremendous growth in a specific job series may want a mentoring program to help prepare high-potential employees for future managerial positions in that series. Also, an organization planning a reorganization may be interested in a mentoring program to help facilitate continuity of organizational

performance. Listed below are some reasons why agencies choose to establish mentoring programs.

- ✓ **As part of the Onboarding process** -- mentoring helps new recruits, trainees or graduates settle into the organization;
- ✓ **Skills Enhancement** -- mentoring enables experienced, highly competent staff to pass their expertise on to others who need to acquire specified skills;
- **Professional Identity** -- when younger employees are early in their careers, they need help understanding what it means to be a professional in their working environment. Professionals embody the values of the profession and are self-initiating and self-regulating. Mentors play a key role in defining professional behavior for new employees. This is most important when employees first enter the federal workforce;
- ✓ **Career Development** -- mentoring helps employees plan, develop, and manage their careers. It also helps them become more resilient in times of change, more self-reliant in their careers and more responsible as self-directed learners;
- ✓ **Leadership and Management Development** -- mentoring encourages the development of leadership competencies. These competencies are often more easily gained through example, guided practice or experience than by education and training;
- **Education Support** -- mentoring helps bridge the gap between theory and practice. Formal education and training is complemented by the knowledge and hands-on experience of a competent practitioner;
- **Organizational Development and Culture Change** -- mentoring can help communicate the values, vision and mission of the organization; a one-to-one relationship can help employees understand the organizational culture and make any necessary changes;
- **Customer Service** -- mentoring assists in modeling desired behaviors, encouraging the development of competencies in support of customer service, and above all, cultivating the right attitudes;
- **Staff retention** -- mentoring provides an encouraging environment through ongoing interactions, coaching, teaching, and role modeling that facilitates progression within the organization; mentoring has been found to influence employee retention because it helps establish an organizational culture that is attractive to the top talent clamoring for growth opportunities. Mentoring is a tangible way to show employees that they are valued and that the company's future includes them;
- **Recruitment** -- mentoring can enhance recruitment goals by offering additional incentives to prospective employees; and
- ✓ **Knowledge Management/Knowledge Transfer** -- mentoring provides for the interchange/exchange of information/knowledge between members of different organizations.

Types of Mentors

There are mainly four types of mentors:

- **Career Guide** -- promotes development through career guidance, counseling and visibility;
- **Information Source** -- provides information about formal and informal expectations;
- **Friend** -- interacts with the protégé socially and provides information about people; and
- **Intellectual Guide** -- promotes an equal relationship, collaborates on research projects and provides constructive feedback and criticism.

When planning and developing mentoring programs, agencies must consider the types of mentors and decide which type(s) of help will be most appropriate given the program goals.

Formal and Informal Mentoring Programs

Formal mentoring programs are structured, have oversight, and have clear and specific organizational goals. For example, some agencies, as part of their formal onboarding process, assign mentors or “peer buddies” to new hires as an information source allowing new employees the opportunity to better navigate a new work environment. Unlike formal mentoring, informal mentoring has minimal to no structure and oversight and may or may not have a clear and specific goal. Informal mentoring is normally for interpersonal enhancement, but can also promote career development. Nevertheless, the success of either type of mentoring is greatly dependent upon clearly defined roles and expectations in addition to the participants’ awareness of the benefits of participating in the mentoring program.

Benefits of Mentoring for the Mentor

As a result of being a mentor, the person:

- Renews their enthusiasm for the role of expert;
- Obtains a greater understanding of the barriers experienced at lower levels of the organization;
- Enhances skills in coaching, counseling, listening, and modeling;
- Develops and practices a more personal style of leadership;
- Demonstrates expertise and shares knowledge, and;
- Increases generational awareness.

Benefits of Mentoring for the Protégé

As a result of having a mentor, the employee:

- Makes a smoother transition into the workforce;
- Furthers his/her development as a professional;
- Gains the capacity to translate values and strategies into productive actions;
- Complements ongoing formal study and/or training and development activities;
- Gains some career development opportunities;
- Develops new and/or different perspectives;
- Gets assistance with ideas;
- Demonstrates strengths and explores potential, and;
- Increases career networks and receives greater agency exposure.

Things to Consider in Developing and Implementing a Formal Mentoring Program

Because a mentoring program, either for career or interpersonal enhancement, is built on mutual trust and respect of the individuals involved, much care should be given to its development and implementation. While organizational mentoring programs may take on different shapes and structures, there are certain critical steps that must be considered by any group embarking on establishing a mentoring program. Below are elements of effective practice that have proven effective in a wide range of existing mentoring programs throughout the Federal government. [Note: These activities are taken from best practices of current mentoring programs from Federal agencies, private sector, and from secondary research.]

Developing a Mentoring Program

1. Conduct Needs Assessment

Any organization interested in developing a formal mentoring program needs to create a business case and address why this program is needed, what the organization hopes to gain, and what components the program should include. Needs Assessments can be conducted by the agency's human resource office, training office, or a steering committee/working group via on-line or paper surveys (e.g., organizational assessment surveys and exit surveys), focus groups, and interviews with staff. Statistical data from secondary research like, retirement trends, attrition rates, succession plans, knowledge management processes, and performance ratings can also be used in the needs assessment. Depending upon the goal of the program and the target group the audience can include new hires, junior employees, mid-level employees, managers, senior level experts, and senior leaders. Here are some sample questions that can be included in a survey, focus group and/or interview:

- If the agency were to develop and implement a formal mentoring program, how would you benefit?
- Would you participate as a protégé?
- Are you available to be a mentor?
- What specific knowledge, skills and abilities do you look for in a mentor and/or protégé?
- Do you have access to mentors outside this agency?
- What kinds of activities would you like to see implemented in a mentoring program?
- Do you utilize other career development activities provided to employees? If so, how have you benefited from these activities?

- Do you believe the agency encourages a mentoring culture (e.g., creating readiness for mentoring within the organization, facilitating multiple mentoring opportunities)?
- Do you currently receive any type of mentoring? If so, are you getting any benefits out of the mentoring relationship?
- Do you have access to mentors in this agency?

2. Develop a Mentoring Program Roadmap

A mentoring program roadmap should include a business case, project plan, and implementation plan. A roadmap should also include needs assessment findings, project plans with key milestones, and the program description. The program description should include:

- The goal(s) of the mentoring program;
- Success factors and desired outcomes;
- Targeted population (e.g., all GS employees, specific occupations, new employees, new SES members, new supervisors);
- Duration of the program;
- How the agency plans to market and recruit mentors and protégés;
- Benefits to mentors and protégés;
- Benefits to the agency (e.g., increased morale, transfer of knowledge from one employee to another);
- Budget (include contractor cost if planning to use one);
- Matching process;
- Outline of the orientation session;
- Types of materials provided to mentors, protégés, and supervisors; and
- Potential mentoring and career development activities.

3. Gain Top Management Support and Commitment

A formal mentoring program will succeed only if senior leadership supports the program and makes it part of the learning culture. It is best to identify a champion (preferably a senior leader) of the program who will play a major role in marketing the program and recruiting mentors. Agencies currently operating successful formal mentoring programs have support and commitment from leadership and management. Not only do these leaders pledge their support and commitment, they participate as mentors. When senior leaders participate as mentors it shows a true commitment to the program and will encourage agency employees to participate.

To help maintain commitment from senior leaders, it is advisable to ask senior leadership to define a “successful mentoring program”. After senior leaders are able to define a successful mentoring program, present them with continuous success stories and best practices contributing to their definition of a successful mentoring

program. When leadership and management see the program is successful, they will continue to support it and possibly provide more resources.

4. Commit a Program Manager

Most successful mentoring programs have a full-time employee dedicated to managing and administering the mentoring program. The program manager's role is crucial in making the program a success. The role of the program manager involves:

- Working with the Steering Committee or Working Group (see #5) to assist in developing a needs assessment, building a business case, and implementing the goals and objectives of the program;
- Creating the roadmap (see #2);
- Developing and working with the budget;
- Working with a contractor/vendor if services are acquired;
- Marketing the program;
- Recruiting and following-up with mentors and protégés;
- Developing activities for the program including orientation, training workshops, and the closing ceremony;
- Maintaining a database on a pool of mentors and protégés, and mentoring pairs;
- Sustaining relationships with mentors and protégés; and,
- Assisting with any problems that occur throughout the duration of the program.

5. Create a Steering Committee or Working Group

A formal mentoring program is tied directly to the organization's leadership. To represent that leadership, a steering committee or working group should set the goals and objectives of the mentoring program. This committee or group should consist of representatives from different offices of the agency, not primarily from the human resource or human capital office. The committee members should be committed to creating a learning culture within the agency. The committee or working group should establish a charter. The charter should contain the following:

- The purpose of the committee or working group;
- List of members;
- Roles and responsibilities (includes hiring or designating a program coordinator, reaching out to leadership and management for support and commitment);
- Tasks to complete (includes building a business case);
- Outcomes; and,
- Program evaluation.

The committee or working group can also take the lead in conducting a needs assessment to establish a need for a mentoring program.

Implementing a Mentoring Program

1. Develop a Recruitment and Marketing Strategy

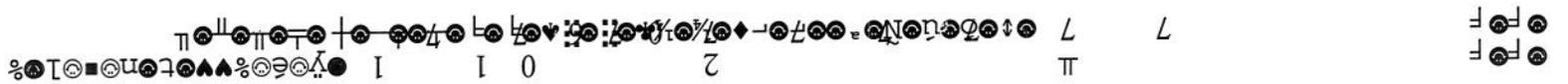
Communication is crucial in assuring a successful mentoring program. A good marketing strategy will effectively advertise the program and help recruit mentors and protégés. In addition to other challenges in communication, one of the biggest challenges of a mentoring program is recruiting mentors. Oftentimes, employees who could be potential mentors do not understand the value of participating in a mentoring program. To combat this problem, an agency's marketing strategy showcases benefits to both mentors and protégés. Here are other strategies to recruit mentors and protégés. [Note: Contact information should be clearly displayed on any marketing materials]:

- Develop brochures, flyers, and posters to distribute around the agency;
- Send an email from the champion (either the agency head or another senior leader) asking for participants;
- Post a message on the agency's intranet site advertising the program and asking for participants;
- Conduct brown bags or career development sessions on the importance of mentoring;
- Ask for supervisors and office chiefs to advertise the program and encourage participation from their employees;
- Work with organizational leaders to set a target number of protégés for each senior person to mentor – 3 to 5 is considered a reasonable number;
- Provide agency-wide feedback regarding the value of mentoring along with program results; and
- Provide ongoing recognition of mentors.

2. Match Mentors and Protégés

Agencies have found web-based mentoring tools as valuable in the mentor/protégé matching process. Web-based mentoring tools reduce the administrative and paper burden of matching mentors and protégés by electronically matching participants, tracking meetings, and providing participants access to career development materials. A web-based tool also assists with:

- Identifying competency strengths and opportunities for growth;
- Determining the goal(s) of the mentoring relationship;
- Determining preferences for a possible mentor (e.g. a mentor with similar interests, mentor of the same race, ethnicity, or gender)



- Identifying choices for possible mentors (or protégés);
- Tracking dates and other mentoring activities;
- Accessing resources for additional learning needs;
- Conducting evaluations by sending an online evaluation to all participants; and
- Analyzing results from the evaluations and providing an overall report.

Future directions for web-based mentoring tools include virtual mentoring meetings and group mentoring activities. Paper-based matching requires the collection of bios from mentors. The protégés review the bios, and indicate their top choices (usually two or three). The program coordinator then matches the protégé with one of their top choices, if possible. Protégés should be matched with mentors outside their office or unit. Some protégés may prefer to be matched with their supervisor's boss or another senior manager in their chain of command; however, matching a protégé with a mentor within the same chain of command may cause conflict within the office or unit.

It should be noted that sometimes mentoring relationships do not work. In such cases, the program manager should intervene and explore whether the mentoring relationship should be revised or terminated. In these cases there should be a process in place to amicably terminate the relationship and match the protégé with another, more suitable, mentor.

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- Highlight the time commitment for both mentors and protégés;
- Highlight qualities a mentor and protégé should either have before the beginning of the relationship or work to improve during the relationship;
- List critical skills and/or competencies for a successful mentoring relationship; and

- Explain a successful mentoring relationship depends on the commitment to the relationship and the participants understanding of their roles.

Instruction guides can include exercises for both mentors and protégés to build the mentoring relationship and improve on critical interpersonal skills including listening, negotiating, and providing constructive feedback. Some books, articles and organizations in the Resources section below discuss critical skills and qualities of both a mentor and protégé.

5. Develop an Instruction Guides for Supervisors

It is a good idea to develop a separate instruction guide for supervisors. Supervisors can be critical to the success of a mentoring relationship. Without the support of the supervisor, the mentor and protégé may not have the opportunity to accomplish their goals. The supervisor can suggest developmental goals to the pair and provide continuous feedback to both the mentor and protégé. This guide should include:

- Time commitments from mentors and protégés;
- Benefits to the mentor and protégé;
- Benefits to the supervisor; and
- The role of the supervisor during the program.

6. Conduct a Pilot

Before an agency implements a full-blown mentoring program, it is suggested the agency begins with a pilot. A pilot does not need to have all the components listed above but can be implemented piecemeal. For example, the first phase could include the matching process, orientation, instruction guides, and evaluation. If the pilot is successful, the agency could add career development activities to the next phase. A rigorous pilot should include a mechanism that allows continuous feedback and input. Feedback can be received in numerous forms including:

- Evaluation forms;
- Surveys;
- Interviews;
- Focus Groups; and
- Observations.

Once the pilot has been completed and all feedback and data have been collected, the data should be presented to senior leadership along with lessons learned and recommendations for improvement to the program. Once changes are made and the program is fully implemented, it is wise to continue to present results, best practices, lessons learned, and further recommendations for improvement to senior leadership. This is important in maintaining ongoing commitment and support for the program.

7. Develop a Mentoring Agreement

Agencies can allow mentors and protégés to develop their own mentoring agreements or develop a standard mentoring agreement to use during the program. An agreement should contain:

- The roles, responsibilities, and expectations during the program duration for a mentor and protégé;
- An action plan completion date;
- The number of times the mentor and protégé will meet;
- A confidentiality clause;
- Termination of agreement rules, and;
- Signatures of both the mentor and protégé.

This agreement can be included in one's Individual Development Plan (IDP). Some of the goals and/or activities can be included in both the IDP and action plan.

8. Develop a Mentoring Action Plan

Agencies with successful formal mentoring programs require the protégés to develop a personal action plan or developmental plan (similar to an IDP). These plans include goals and objectives, learning activities to accomplish the set goals and objectives, and desired outcomes. Numerous web-based tools provide electronic mentoring action plans as a convenience to mentors and protégés (see *Organizations* under the Resources section).

9. Provide a List of Topics to Discuss

To assist mentors and protégés in their discussions, the program coordinator can suggest periodic topics to discuss during the mentor and protégé's meetings. Some suggested topics are:

- Managing conflict within the office or unit;
- Career progression;
- Networking;
- Influencing others;
- Managing politics in the office and organization;
- Newest trends in technology;
- Time management;
- Work/life balance; and
- Leadership development.

10. Provide Developmental Activities

Most successful mentoring programs offer numerous developmental opportunities to participants. Some activities are:

- Career development seminars;
- Training activities that provide tools and techniques to maintain effective mentoring relationships;
- Networking events; and
- Guest speakers – possible guest speakers can include community leaders, clergy, school (teachers, students, and administrators), retirees and other organizations.

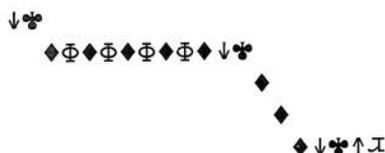
Mentors and protégés can attend these together, discuss what they learned and develop a plan to implement the knowledge gained into their current and future work. It may be difficult to get full or at least a large percentage of mentors and protégés to participate in these activities due to schedules and other work priorities so web based activities like webinars may be more appropriate in some cases. Materials from developmental activities should be made available to those participants who could not attend.

11. Conduct an Evaluation

Evaluations should be conducted throughout the program. They can be conducted online using a web-based mentoring tool or manually using traditional paper evaluations. Evaluations should be conducted for mentors, protégés and supervisors. Evaluating the experience for both the mentor and the protégé is a critical step in ensuring a successful program. Evaluation can aid the mentoring program by capturing relevant information such as interaction, activity and satisfaction level. It is also critical for supervisors to evaluate the program from their point of view. The supervisor can provide feedback on ways the mentoring program has improved the employee's performance and contributed to their office or unit goals. Supervisors can also make valuable recommendations on improving the program.

The evaluation process should occur at least twice throughout the duration of the program or agencies can conduct an annual evaluation of the program/participant results. One evaluation should be conducted at mid-point and the other at the end of the program. Here are some sample questions that could be included in an evaluation:

- What were the goals of the mentoring relationship?
- Were the goals met?
- How many times did the mentor/protégé pair meet?
- What were some obstacles that prevented you from accomplishing the goals?
- How suitable was your mentor/protégé match (possible response scale – Excellent, Good, Poor, and Not Sure)?
- How supportive has your supervisor been during the mentoring program (possible response scale: Very Supportive, Somewhat Supportive, Not Supportive, and Not Sure)?
- What have you learned so far from the mentoring program?



- Is there any part of the mentoring program you would like to see improved (Yes/No)? If yes, what part?

In addition to a program evaluation, mentors can provide written reports to their protégés on their thoughts of the program, accomplishments as a pair, and recommendations for future interaction. Protégés could also provide a similar report to their mentors.

There are several evaluation models agencies can use but the majority of agencies with established formal mentoring programs use the Kirkpatrick four-level evaluation model¹. See Appendix A for details on Kirkpatrick’s model.

12. Conduct an End-of-Program Graduation/Recognition Ceremony

Agencies with successful formal mentoring programs have a program graduation/recognition ceremony. Senior leaders should be invited to speak on behalf of the program. Awards, such as certificates and/or books can be presented to the mentors and protégés.

¹ ASTD Handbook for Workplace Learning Professionals (2008): Kirkpatrick, Donald L., “Section VI: Measuring and Evaluating Impact.”

Other Types of Mentoring

Flash Mentoring-- is a new concept in mentoring which is growing in popularity. 13L is a leadership collective of 13 committed mid-career federal employees who have a strong interest in issues related to leadership in the Federal Government. They have worked with the National Academy of Public Administration to develop a pilot Flash Mentoring program for the Federal Government. It is a low budget and simple option to recruit busy executives and other senior staff to become mentors without investing a lot of time. The only requirement is one-hour or less of a mentor's time to meet with a protégé. During the one-hour session, mentors can share lessons learned, life experiences and advice to aspiring protégés. After this meeting, mentors and protégés can decide if they would like to continue the relationship. The matching process is simple. Mentors and protégés are matched with little or no criteria. Protégés may recruit their own mentors or a 13L staff person can request participants' resumes then match them at random. Once a protégé is assigned a mentor, it is the protégé's responsibility to contact the mentor within an established timeframe. After the initial meeting, the mentor and protégé decide whether or not to continue the relationship.

Some of the activities mentioned in the formal mentoring program section should be addressed in this type of program. At a minimum, basic instructions on roles and expectations should be given to both the mentor and protégé. Follow-up after the meeting and an evaluation form should also be included in this type of program.

Group Mentoring -- is when one mentor can be teamed with several protégés who meet at the same time. As the mentor poses questions, listens and reflects he or she engages all members of the group into the conversation. Each one has their own experience and insight to share and can draw their own learning from the discussion.

Peer Mentoring -- is usually a relationship with an individual within the same grade, organization, and/or job series. 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.

Reverse Mentoring -- is the mentoring of a senior person (in terms of age, experience or position) by a junior (in terms of age, experience or position) individual. Reverse mentoring aims to help older, more senior people learn from the knowledge of younger people, usually in the field of information technology, computing, and Internet communications. The key to success in reverse mentoring is the ability to create and maintain an attitude of openness to the experience and dissolve the barriers of status, power and position.

Situational Mentoring -- is the right help at the right time provided by a mentor when a protégé needs guidance and advice. It is usually short term addressing an immediate situation but can transition to a more long-term connection.

Supervisory Mentoring -- is an inherent responsibility of leadership. The Individual Development Plan usually outlines expectations for supervisory coaching and feedback. Most frequently, this mentoring is informal and related to day-to-day guidance about the current job. As leaders, supervisors should also encourage outside mentoring partnerships, informal and formal, and allow their employees the time to work on them.

Team Mentoring -- involves more than one mentor working with one protégé or a group of protégés. Team mentoring allows mentors to work together or separately to help the protégé reach identified developmental goals (If mentors work separately, they should communicate regularly to share information and ideas.)

Virtual Mentoring -- uses videoconferencing, the Internet, and e-mail to mentor individuals. This is beneficial for those who are unable to leave their workplace and for those who live in rural or remote communities. Virtual mentoring is usually less expensive compared to face-to-face mentoring and provides an individual with more choices for mentors. Even with virtual mentoring, it is recommended the mentor and protégé meet face-to-face at least once.



- I have more confidence in the performance of the graduate after he/she completed the Mentoring Program.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

- To what extent do you agree the performance of your unit has improved as a result of your employee attending the Mentoring Program?
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

The last type of evaluation in Kirkpatrick's model is the Level 4, Results. A Level 4 evaluation can not be conducted without conducting Level 1, 2, and 3 evaluations. Results are the last to evaluate, however, this level should be considered in the planning stages. Questions including "what results do we hope to achieve" and what behaviors are needed to accomplish these results"³ should be included in the program roadmap. Measures should also be identified at the planning stages. Some measures of success to include in a Level 4 evaluation are:

- Improvement of retention rates;
- Increased morale;
- Decreased absenteeism;
- Improvement in overall job performance; and
- Increase in promotion rates.

Similar data collection methods listed in a Level 3 evaluation can also be used to collect data in a Level 4 evaluation. This type of evaluation should be conducted at least nine to twelve months after the completion of the program. This allows for the environment to change and results to occur.

It is helpful to have a control group to compare these measures. The control group should consist of employees who did not participate in the program but who are demographically similar and who work in similar work environments. Also, to the extent possible, the control group should be isolated from the group that participated in the program⁴. Results from both groups can then be analyzed and evidence of either program effectiveness or ineffectiveness can be confidently reported.

³ ASTD Handbook for Workplace Learning Professionals (2008): Kirkpatrick, p.490.

⁴ ASTD Handbook for Workplace Learning Professionals (2008): Kirkpatrick, pp.547-548

There are many resources available that discuss Kirkpatrick's four level evaluation model and other evaluation models on evaluating training programs. A few of these resources are listed in the *Resources for Mentoring* section.

Resources for Mentoring

Disclaimer: These resources have been used successfully by a number of organizations and top researchers in the field. OPM does not endorse these resources. This is for informational purposes only.

Books:

Power Mentoring: *How Successful Mentors And Protégés Get The Most Out Of Their Relationships*, by Ellen Ensher and Susan Murphy (2005). This book provides the fundamentals for mentors and protégés who want to create a connection or improve on the mentor/protégé relationship. The book is filled with illustrative examples from the most successful mentors and protégés.

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

The Mentoring Advantage: *Creating the Next Generation of Leaders*, by Florence Stone (2004). This book provides a general introduction to mentoring and its benefits to those who are new to mentoring. 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. You can also find useful checklists, worksheets, templates, assessment tools, case studies, and tips to use in 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 an effective mentoring relationship. 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). This book 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). This guide includes detailed information on how to design, manage, and evaluate a program. Guide topics include: Coordinator's View of Mentoring, Strategic Considerations, Glossary of Mentoring Terms, The Formal Mentoring Process, Skills for Successful Mentoring, Etiquette of Mentoring, Challenges in Planned Mentoring, Identifying Target Groups and Needs, Finalizing Your Design, Communicating about the Mentoring Initiative, Recruiting Participants, Selecting and Matching Mentors and Mentees, Role of the Mentee's Immediate Manager, Developing Mentors and Mentees, Helping Mentees Set Compelling Goals, Evaluating a Mentoring Initiative, and Special Topics in Mentoring (enhanced informal mentoring, distance mentoring, mentoring groups, reverse mentoring, and cross-difference mentoring).

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

ASTD Handbook for Workplace Learning Professionals, edited by Elaine Biech (2008). This handbook contains best practices in the field of learning and development. Topics included in the handbook are needs assessment and analysis, designing and developing effective learning, and measuring and evaluating impact.

Organizations:

The Mentoring Group-THE MENTORING GROUP is a division of the not-for-profit corporation, the Coalition of Counseling Centers (CCC). CCC was founded in 1980 by Dr. Brian Jones, Dr. Linda Phillips-Jones, and some colleagues in the San Francisco Bay area. In the mid-80's, Brian and Linda organized THE MENTORING GROUP to provide consulting/technical assistance, skill-based training, skill assessment, research/evaluation, and publications related to mentoring.

Triple Creek Associates Mentoring – This organization provides free resources including a monthly mentoring newsletter. The newsletter provides practical and valuable tips to those wanting to cultivate successful mentoring relationships. The organization offers their 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 – The Mentoring Connection (TMC) is 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 – 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 – SkillSoft offers multi-level learning solutions through a combination of e-learning content, online information resources, flexible learning technologies, and other

support services. SkillSoft offers a mentoring essentials courseware series for organizations 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*.

References:

Linney, B.J. (1999). **Characteristics of Good Mentors**. *Physician Executive*, 70-72. This article describes the characteristics and traits of a good mentor and gives accounts of actual mentoring relationships (formal and informal).

Mentoring Programs in the Federal Public Service: Status and Best Practices, Government of Canada (2004). This study contains useful information on existing mentoring programs in the Public Service of Canada and explains why these programs are successful. The recommendations made for a successful mentoring program can easily apply to Federal agencies interested in either establishing a new mentoring program or improving current mentoring programs.

Smith, W.J., Howard, J.T., Harrington K.V. (2005). **Essential Formal Mentoring Characteristics and Functions in Governmental and Non-governmental Organizations from the Program Administrator's and Mentor's Perspective**. *Public Personnel Management*. 34.1, 1-28. This study examines who mentors are as well as what mentors do in four types of organizations (i.e., academic, business, military-armed forces, and military academic organizations).

Sosik, J.J., & Lee, D.L. (2002). **Mentoring in Organizations: A Social Judgment Perspective for Developing Tomorrow's Leaders**. *The Journal of Leadership Studies*, 8, 17-32. This paper presents a theory of mentoring that proposes effective mentorship fundamentally depends on the mentor's ability to help solve various complex social problems that arise in the protégé's career.

Young, A.M., & Perrewé P.L. (2004). **An Analysis of Mentor and Protégé Expectations in Relation to Perceived Support**. *Journal of Managerial Issues*, 16, 103-126. This article describes the impact of perception and attitudes on participation (based on general beliefs and past experiences of participants).

Kirkpatrick's Learning and Training Evaluation Theory (www.stfrancis.edu/assessment/Kirkpatrick_1.pdf). This website provides an overview of Donald Kirkpatrick's four levels of learning evaluation model.