2015 Mentoring Benchmarking Survey Report, 34, 160, 201

Α

Accountability framework

- design and planning, 144, 149-150
- evaluation plan, as element of, 212, 216, 236
- high level of accountability, list of practices to ensure, 150
- large vs. small organizations, 236-237
- monitoring plan, as element of, 151, 198, 199-200, 236
- program success, 240

Acculturation, 16-17

Action plan

- blueprint for core monitoring activities, 198
- boards of mentors, 78
- evaluation of program, 236
- examination of four key organizational domains in planning stage, 152
- formal agreement in structuring mentoring relationship, 182
- guiding principles, 240
- mentoring methods, 126-127
- organizational domains, four, 240

Alignment with business strategy, 83, 93, 132-133 Alignment with organizational culture, 117

Alignment with organizational vision mandatory, 116

Alternatives to mentoring program, considering, 207-208, 213, 220, 222, 227-228

Arrangements, 55–57

В

Benefits of mentoring, 33–35, *see also* Mentee benefits; Mentor benefits; Organization benefits

Best practices

- program expansion and maintenance, 244-245
- • communication, 245
- •• good rapport, 245
- • monitor, evaluate and adjust, 245
- move slow and ensure all activities follow similar steps, 244
- program manager regularly monitors mentoring relationship and provides feedback, 244
- • strong engagement, 244
- •• time commitment of each party, 244
- • trusting relationship, 244
- program start-up, 242-243
- clear communication, 243
- • monitoring and evaluation, 243

Best practices (cont'd)

- mentoring established as organizational cultural trait, 243
- senior management commitment, 242-243
- • stakeholder engagement, 243
- Boards of mentors, 55, 78, 79, 240

Business case, preparing and presenting, 113

С

Career development and advancement key objective of mentoring relationship, 19

Career development and employee retention, 108

Career development and mentoring programs, 17-18, 19

Challenges, 89, 90, 91, 93

Code of conduct, establishing, 12, 26-27, 156, 158-159, 192

Collaborative mentoring, 1, 2, 66, 74, 79, 124, 125

- approach by mentor, 74
- diversity mentoring, 66
- social mentoring networks, 79
- supportive and complementary, 124, 125
- team-based culture, 113
- uni-directional vs. collaborative, 1, 2

Co-mentoring, 2

Communication strategy

- design and planning phase, 106, 115, 136, 139-140, 142, 144, 146–149
- implementation and maintenance stage, 171, 180

• monitoring and evaluation stage, 215, 220

Contemporary notion of mentoring, 1-2

Conventional mentoring, 12

Conventional methods of matching mentors and mentees, 170

- Core function of mentoring
- helping people, 165
- transmission of knowledge and skills, 25

Critical constructive mentoring, 2

Cross-jurisdictional mentoring, 71-72

Cultural or institutional change, 46

D

"Decision theoretic method" for determining program objectives, 222

Design and planning (Phase 2)

- components, 115
- design considerations, 120–132
- • content, 124-125
- "mentoring job-fit" model, 125 data, 132
- • employee competencies, 125-126
- • matching process, 127–132
- ••• competencies, 130
- ••• distance between mentor and mentee, 131-132
- ••• mentors' and mentee's objectives, understanding, 127-128
- personality compatibility, 129-130

Design and planning (Phase 2) (*cont'd*) ••• program objectives,

- understanding, 127
- ••• roles, 130
- ••• self-determination, 131
- ••• technological support (software), 130-131
- methods of mentoring, 126-127
- • objectives, 120-121
- • participants, 121–124
- • competencies, 122-123
- • mentor roles, 124
- • personal attributes of mentees and mentors, 122
- ••• roles and responsibilities, clarity around, 123-124
- ••• voluntary vs. mandatory participation, 121-122
- participants' mentoring objectives, 128-129
- ••• alignment, 129
- ••• attainability, 128
- ••• clarity and specificity, 128
- ••• measurement and quantification, 129
- ••• timeline, 129
- design determines success, 119
- guiding principles, 115–118, 240, *see also* Guiding principles for design and planning
- key organizational domains, 115, 132
- planning, 132–152, *see also* Planning
- accountability framework, 149–152
- • communication strategy, 146–149
- key organizational domains, 132–139

- management structure and process, 139–146
- •• problems, 152-153
- Directory of employees' competencies, 125-126
- Diverse work approaches, 67
- **Diversity and inclusion and building corporate reputation**, 108
- Diversity and inclusion and utilizing talent, 108

Diversity mentoring

- advantages, 66
- contemporary model, 6
- disadvantage, 66-67
- diverse work approaches, 67
- individual mentoring, type of, 59
- logic model, 107
 - objective of equitable employment for minority groups, 65
 - objectives, 207, 223, 224
 - occupational groups, applicable to all, 65
 - turnover rate, decrease in, 48
 - two schools of thought, 117

Ε

Employee growth culture, 112

Employee retention and engagement

- management approaches, 12, 29
- organizational culture, 29-30
- relationship between mentoring and, 7, 28, 53, 108, 239

Employee support groups, 26

Ending mentorship, 191

Evaluation, *see also* Monitoring and evaluation (Phase 4), evaluation

- approaches, 217-218
- decision-focused, 217-218
- • experimental, 217
- goal oriented, 217
- responsive (focuses on stakeholders), 218
- user-oriented, 217-218
- evaluators and program implications, 210-211
- • external evaluator, 210
- internal evaluator, 210-211
- program manager, 210
- findings and recommendations, communicating, 230-231
- user-friendly data analysis and presentation, 231
- information and data, types of, 224-225
- integral part of accountability, 236
- key purpose, 236
- limitations of program evaluation, 235
- measurement indicators, 221–224
- demarcation line between "success" and "failure,", 224
- Mentoring Effectiveness Scale, 223-224
- Mentorship Profile Questionnaire, 223-224
- methods, 218–221
- case studies, 221
- • data mining, 219–220
- documentary reviews, 220
- focus groups, 220
- • interviews, 220-221
- • observations, 221

- •• surveys, 219
- plan, elements of, 211–216
- accountability framework, 216
- approaches, methods and tools, 213-214
- ••• decision-focus, 213, 225
- ••• experimental, 213, 225
- ••• goal-oriented, 213, 225
- ••• responsive, 213, 225
 - user-centred, 213, 225
- budget, 215
- communication and evaluation results, 214-215
- components to be evaluated, determining which, 212-213
- indicators, 214
- indicators, identification and selection of, 214
- information and data collection and analysis, 214
- social or organizational context, determining, 212
- •• time frame, 215-216
- practical considerations, 231–235
- • anxiety, 233-234
- lack of baseline data common problem, 233
- manage expectations, 233
- management issues, 234-235
- methodological rigor and constraints, 232
- • limiting scope and complexity, 232
- stakeholder approval, 231-232
- professional standards for evaluators, 211
- accuracy, 211
- feasibility, 211

Evaluation (cont'd)

- propriety, 211
- •• utility, 211
- types, 205
- • formative, 205, 230
- •• summative, 205, 230

Evolution of mentoring, 1-2, 8-9

External mentoring

- consultant to train managers of monitoring program, 100
- flexibility around topics, duration and format, 13-14, 72
- global, 3, 72
- individual mentoring, 55, 59
- local v. global mentoring, 3
- non-profit or community agencies, 74
- recruitment, 73-74
- recruitment and selection, 3-14
- shifting nature of work necessitates new models of mentoring, 6
- software, 72, 88, 90
- virtual mentorship, 79

F

Favouritism, impression of, 61

Female mentees, 35, 37, 105

- Female mentors, benefits of, 34-35, 66, 117
- First meeting between mentor and mentee, 182-183
- Flash mentoring, 49, 75-76

Framework for mentoring, 158-159

Future-oriented developmental activity, mentoring as, 8

G

Global vs. local mentoring, 3

Good talent management tool, mentoring as, 47

Group mentorship

- benefits, 76
- boards, 55, 78
- definition, 58
- management level programs, 79
- mentor circles, 55
- rotational, 55, 77
- social mentorship networks, 55, 78-79
- types, list of, 55, 59, 76, 239, 240

Guiding principles for design and planning

- diversity and inclusion, 117-118
- differing backgrounds of mentormentee, 117-118
- shared background of mentormentee, 117
- model variations, 119
- organizational culture, 115-117
- management role, 117
- organizational vision, 116
- stakeholder engagement, 118

Н

- High quality relationships crucial to success of programs, 183-184
- Historical patterns of mentorship development, 3-4
- HRIS (human resources information system), 90
- HRPA (Human Resources Professional Association), 49, 63

Human resources administration and mentoring

- accommodation program, 27-28
- awards program, 26
- code of conduct, 26-27
- diversity and inclusion, 22-24
- employees with diverse backgrounds, 22-23
- Millennials, 23
- women, 23-24, 37
- employee support groups, 26
- health and safety program, 27
- transition back to work program, 25
- workplace policies, 24-25

Human resources development and mentoring

- career development, 17-18, 19
- leadership development, 21
- on-boarding and mentoring, 15–17
- acculturation, 16-17
- • software, 16
- performance management, 19-20
- promotion, 18-19
- succession management, 20-21
- bonding effect, 20
- • "preventive approach", 21
- training / occupational upgrading, 18

Human resources information system (HRIS) use, 90

Human Resources Professional Association (HRPA), 49, 63

Human resources programs, relationship between mentoring and, 12, 13-14, 52

I

Implementation, four components of

- communicating objectives, 240
- infrastructure and processes put in place, 241
- policies, procedures and code of conduct, establishing, 241
- policy establishment, 241
- resources, allocating and mobilizing, 240

Implementation and maintenance (Phase 3)

- creating more mentoring relationships, 155
- implementation, 156–183
- communicating program objectives, 157-158
- establishing policies, procedures and code of conduct, 158-159
- expanding program, 156, 157
- infrastructure and processes put in place, 158
- ••• expansion problems, 158
- ••• management components, 158
- key components, list of, 156
- mentoring relationships, creating, 159–172
- resources, mobilizing and allocating, 156-157
- maintenance, 183–192
- • building trust, 184
- • commitment strengthening, 185
- • ending mentorship, 191
- engagement of all key players, 185-186
- existential crises, dealing with, 191-192
- key messages, refreshing, 188-189

Implementation and maintenance (Phase 3) (*cont'd*)

- • negative relationships, 183
- positive attitudes of mentors and mentees, 186-187
- problem solving, 190-191
- relationship management, 187-188
- ••• final stage graduation, 188
- ••• first stage initial meeting, 187
- ••• second stage sustained development, 187-188
- rematching and reassigning, 191
- simplified process, 187
- support for program visibility, 189
- transparent culture, creating, 189
- mentoring relationships, creating, 159–172, see also Mentoring relationships, creating

Individual mentorship

- definition, 58
- diversity, 55
- external, 55
- formal arrangements, 60
- shortcomings, 60
- generally, 59
- peer, *see* Peer mentoring
- reverse, see Reverse mentoring
- situational, see Situational mentoring
- traditional, *see* Traditional mentoring
- types, list of, 55, 59, 239
- virtual, see Virtual mentoring

J

"Just-in-time" guidance and advice, 5

"Just-in-time" improvement in knowledge and skills, 50

L

- Lack of senior management commitment and support, 113
- Leadership and management visibly involved in mentoring program, 149

Leadership development

- benefits for mentees, 12, 34-35, 52
- benefits for mentors, 42, 45, 53, 164
- common mentoring objective, 120
- employee growth culture, 112
- group mentoring at management level, 79
- identifying mentees, 167-168, 170
- relevant mentoring approaches, 174
- roles of mentors and mentees, 178
- succession management, 20, 21, 24, 48, 109
- technical support, 130
- virtual mentoring, 71
- voluntary participation in mentorship, 121

Local vs. global mentoring, 3, 71

- Logic model needed for evaluation, 121, 206-207, 213, 222-223
- Long-term vs. short-term mentoring, 3

Μ

- Maintenance, see Implementation and maintenance (Phase 3), maintenance
- Male mentees, 58, 66, 105

Male mentors, 35

Management components, 158

Management level mentorship

- boards of members, 78
- group, 79
- peer, 69

Management structure and process, 240

Managerial mentor, 124

Matching

- conventional methods, 170
- design and planning phase, 127-132
- most important component of any mentoring program, 169
- process, 169–172
- recruitment, selection and matching, 140-141
- rematching, 191
- software, 102, 104-105, *see also* Software

Maximizing training opportunities of mentees, 18

Mentee benefits

- career development, 36, 52-53, 239
- professional network connection, 36
- role-modelling, 36
- diversity advancement, 38-39
- employee engagement and job satisfaction, 39-40
- leadership development, 12, 34-35, 52, 239
- • female vs. male mentors, 35
- motivation and regeneration, 40-41
- on-boarding, 39, 239
- personal awareness, 41
- transitioning, 37-38, 239

Mentee-driven mentoring, 2, 168

Mentor benefits

- broadened perspectives, 42
- career development, 42-43, 53, 239
- diversity perspectives, 44-45
- job performance enhanced, 44
- job satisfaction increased, 43, 53
- leadership development, 42, 45, 53, 164
- reputation-building, 45
- reverse mentoring, benefits of, 42

Mentor circles, 55, 76-77

Mentor definitions, 60, 61

- Mentor roles
- managerial, 124
- pragmatic, 124
- supportive and complementary, 124

Mentor-driven vs. mentee-driven mentoring, 2

Mentoring as human resources program, 55, 239, *see also* Human resources administration and mentoring; Human resources development and mentoring; Human resources programs, relationship between mentoring and

Mentoring chain, 48

Mentoring definition, 1-2, 146

Mentoring females, 37

- Mentoring relationships, creating, 159–172
- matching process, 169–172
- problems, 171-172
- •• detachment, 171
- • lack of respect, 172
- misalignment, 171

Mentoring relationships,

creating (cont'd)

- ••• shifting preference and priority, 171
- success factors, 170-171
- • career backgrounds of mentors made available to mentees, 170
- ••• clear objectives, 170
- ••• communications, 171
- • mentees choose mentors, 170-171
- ••• select and weight competencies, 170
- mentees, 167-169
- assessing mentees, 168-169
- finding mentees, 167–169
- finding mentees through performance management, 167-168
- • orienting mentees, 168
- mentors, 165-167
- assessing mentors, 165–167
- ••• relationship-oriented characteristics, 166, 167
- ••• task-oriented characteristics, 166, 167
- finding mentors, 159–163
- ••• challenges, 162-163
- ••• employee search, 161
- ••• external search, 162
- ••• management search, 160-161
- ••• management search, problems with, 161
- orienting potential mentors, 163–165
- ••• benefits for mentors, 164-165
- ••• expectations of mentors, 164
- ••• mentor competencies, 165

- ••• mentoring objectives, 164
- preparing managers, 179–182
- • confidentiality expected, 181-182
- feedback, 181
- objectives and implementation process, 180-181
- • organizational benefits, 180
- role of managers, clear understanding of, 181
- • time required, 180
- preparing mentors, mentees and managers, 172–182
- • preparing mentees, 177–179
- ••• commitment required, 177
 - interpersonal skills, strong, 178
- • learning styles, 178
- ••• management of mentoring relationship, 179
- • personal objectives, 177-178
- phasing of mentoring relationship, 179
- ••• potential barriers, 178-179
- ••• understanding and respecting mentor roles, 178
- preparing mentors, 172–177
- general mentoring skills, 175–177
- • mentee expectations clearly defined, 174
- ••• mentor benefits, 173
 - mentoring content and activities, 173
- ••• mentoring process, 173-174
 - mentoring skills, *see also* Mentoring skills
- ••• potential challenges and solutions, 175
- ••• priority of competencies, 174

- Mentoring relationships, •• boards of mentors, 78
- creating (cont'd)
- ••• program objectives, 173
- ••• relevant mentoring approaches, 174-175
- structuring a mentoring relationship, 182-183
- formal agreement or action plan, 182

Mentoring skills

- coaching, 176
- communication, 175-176
- goal-setting, 176
- interpersonal, 175
- motivating, 176
- time-management, 176-177

Mentorship as criterion in measuring employee performance, 20

Millennials, 23, 35, 41, 48-49, 63, 64-65

Models

- diversity, 6, 65-67
- external, 3, 72–74
- formal arrangements, 55–57
- benefits to organization, 55
- • customized models, 56
- definition of, 55
- • diverse background inclusion, 57
- not precluding informal arrangements, 57
- • objectives, 56
- • official part of organization, 55
- • operational specifics, 56–57
- • program priorities, 56
- terms of reference, 56
- group, 76–80

- mentor circles, 76-77
- • rotational mentorship, 77
- • social mentoring networks, 78-79
- informal arrangements, 57-58
- • external mentoring, 58
- • negatives, 57-58
- job-fit, 125
- peer mentoring, 67–69
- reverse mentoring, 2, 6, 61-65
- situational mentoring, 74-76
- virtual mentoring, 3, 69-72

Moderate approach to mentoring, 59

Monitoring and evaluation (Phase 4), 240

- application of core research principles, 195-196
- evaluation, 204–235, *see also* Evaluation
- analysis of results, 226–229
- data collection, scope of, 225-226
- • data collection tools, 225
- evaluation approaches, 217-218
- evaluation methods, 218–221
- evaluation plan, elements of, 211–216
- • evaluation types, 205
- evaluators and program implications, 210-211
- findings and recommendations, communicating, 230-231
- information and data, types of, 224-225
- integral part of accountability, 236
- key purpose, 236

Monitoring and evaluation (Phase 4) (cont'd)

• •

- limitations of program evaluation, 235
- measurement indicators, 221-224
- practical considerations, 231-235
- professional standards for evaluators, 211
- . . program evaluation questions, 206-210
- rationale for evaluation, 205-206
- monitoring, 196
- analysis of monitoring results, 203-204
- information and data collection, • • 201-203
- observations, 202
- program participants, 203
- program records, 202
- program staff, 203 .
- integral part of accountability, 236
- • key purpose, 236
- measurement indicators and mechanisms, 201
- methods, 200-201
- qualitative, 200
- quantitative, 201
- monitoring plan elements, • • 198-200
- . . . accountability framework, 199-200
- consistency of monitoring methods important, 199
- indicators, quantitative and qualitative, 198-199
- measurement and analysis frequency, 199

- monitoring methods and tools, . . . 199
- program components, 198 . . .
- reporting frequency, 199
- • prepare monitoring process prior to launch of program, 196
- • problems caused by inability to incorporate at start of program, 237
- rational for monitoring, 197-198 • •
- reporting, 204 • •
- Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2014), 195

Ν

Needs assessments conducted periodically, 143

Negative relationships, 183

Non-consensus, 88

0

- **Objectives of mentoring**, 12-13
- Occupational vs. personal mentoring, 3

Occupation-specific program, 174

On-boarding

- employee retention, 108
- mentoring generally, 15-17, 239

Organization benefits

- career development, 51
- diversity turnover rate, decrease in, 48
- employee loyalty and retention, increase in, 48-50
- formal mentoring program as human resources activities, 45

Organization benefits (*cont'd*)

- institutional knowledge and skills, transfer of, 46-47
- list of, 45
- productivity increased, 50-51
- • "just-in-time" improvement, 50
- reputation improved, 51-52
- success of programs dependent on fostering mentoring culture, 51, 53
- succession management, 48
- transmission of organizational culture, 46, 117

Organizational culture, transmission of, 46, 117

Organizational culture changed through mentoring, 46, 111–113

Organizational readiness, *see* Preparation (Phase 1); Readying organization for formal mentoring program

Orientation and training of mentors and mentees, 240

"Outcomes-and-impacts-based" evaluations, 143

Ρ

Peer mentoring

- career growth opportunities, 68
- cost-effective vehicle for learning, 69
- individual mentoring, part of, 59
- mentor benefits, 69
- new hires, 68
- participants have similar power and status level, 2, 67
- team-based culture, 113
- traditional, at same time as, 79
- weakness, 69

Personal attributes of mentors and mentees, 169

Personal vs. occupational mentoring, 3

Phases of formal mentoring program

- 1: Program preparation, *see* Preparation (Phase 1)
- 2: Program design and planning, *see* Panning and design (Phase 2)
- 3: Program Implementation and Maintenance, *see* Implementation and maintenance (Phase 3)
- 4: Program monitoring and evaluation, *see* Monitoring and evaluation (Phase 4)

Phases of mentoring relationship, 179

Pilot test, 145, 155

Planning

- accountability framework, 149-152
- built-in indicators of mentoring in performance appraisals, 151
- clear delineation of roles and responsibilities, 150-151
- communication of objectives, policies and procedures, and deliverables, 150
- regular measurement, monitoring and review of results, 151-152
- communication strategy, 146–149
- •• goals, 146-147
- •• plan, 147-148
- program visibility, 148-149
- key organizational domains, 132–139
- culture, addressing issues in organizational, 138-139

- Planning (cont'd)
- • people, 133-134
- ••• board of directors, 133
- ••• employees, all other, 134
- ••• management groups, 133-134
- ••• manager, program, 134
- ••• target participants, 134
- • resources, 134–136
- ••• financial, 134-135
- • human resources, 135
- ••• time and facilities/equipment, 135-136
- systems, management, 136–138
- ••• component questions, 136–138
- management structure and process, 139–146
- • core components, 139–143
- ••• communication and marketing, 139-140
- ••• evaluation of program "outcomes-and-impacts-based,", 143
- ••• evaluation of program "process-based,", 143
- ••• monitoring program, 141-142
- ••• orientation and training, 141
- ••• recruitment, selection and matching, 140-141
- • phases of program, 143–146
- ••• Phase 1 program preparation, 143-144
- ••• Phase 2 design and planning, 144-145
- ••• Phase 3 implementation and maintenance, 145
- • Phase 4 monitoring and evaluation, 146
- problems, 152-153

- lack of clarity, 152
- lack of leadership involvement in new programs, 153
- lack of stakeholder involvement, 153
- planners separated from those in daily operations, 153

Policies, establishing, 158-159

Policy statement of mentoring linked to policy statement of organization, 148

Pragmatic mentor, 124

Preparation (Phase 1)

- organizational culture, 91-93
- organizational needs assessment, 82–86
- • assessment results, 86
- • individual needs, 84
- methods, 84-85
- • data review, 85
- ••• stakeholder consultation, 84-85
- organizational needs, 83-84
- organizational readiness assessment, 86–93, 240
- • culture, 91–93
- ••• individualistic, 92-93
- ••• non-supportive, 91
- ••• top-down, 92
- people, 86–88
- ••• clarity around program mentors and mentees, 88
- ••• clarity around program objectives, 87
- • management capabilities, 88
- senior management commitment and support, 86–87

- Preparation (Phase 1) (cont'd)
- resources, 88-89
- ••• financing, 88-89
- ••• time investment, 89
- signs organization not ready, 93
- systems, 89
- ••• data, 90-91
- ••• management, 90
- readying the organization, 93–113
- three questions, 82

"Preventive approach" of mentoring, 21

Procedures of program, establishing, 158-159

"Process-based" evaluation, 143

"Pulse" of the mentorship, 188

Q

Qualitative research methods, 200, 228

Quantitative research methods, 201, 228

R

Readying organization for formal mentoring program

- consensus and clarity, obtaining, 98-99
- financial resources, securing, 100-101
- business growth perspective, approaching from, 100-101
- problem-solving perspective, approaching from, 100
- management capabilities, bolstering, 99-100
- • external options, 100

- inadequate capabilities, 99
- mentorship-conducive culture, fostering, 111–113
- • employee growth culture, 112
- • supportive culture, 112
- team-based culture, 113
- negative signs, 113
- preparing and presenting a business case, 94–98
- • elements, 95–98
- ••• benefits for organization, 96
- ••• context for program, 95
- ••• cost, 96
- goals and objectives of program, 95
- monitoring and reviewing program, proposed, 97
- • outcomes expected, 98
- ••• potential risks, 96
- presenting positive aspects / ROI, 97
- • program management, 97
- ••• status of mentoring among business competitors, 95
- first steps, 94
- senior management support, obtaining, 98, 113
- software, assessing, 101-106, 107
- •• advantages of using, 102–104, 106
- ••• administration and data, 103-104
- ••• administration and data cost reduction, 104
- • convenience, 103
- • customization, 103
- ••• evaluation of ROI, 104
- ••• matching made easier, 102

Readying organization for formal mentoring program (*cont'd*)

- ••• measurement and evaluation, increased efficiency, 107
- ••• multiple locations, 106
- ••• one-stop shopping, 102
- • resources, access to additional, 103
- ••• size of organization, 106
- disadvantages, 104-105
- ••• inaccurate and unreliable matching, 104-105
- ••• suboptimal matching, 105
- ••• survey results, unreliable, 105
- • management time limited, 106
- software selection criteria, 107-111
- alignment with organizational goals, 107–109
- • cost-effectiveness, 111
- • customization options, 110
- data collection tools, 110
- • data security, 111
- functionality, flexible, 109
- organizational goals and corresponding mentoring program objectives, 108-109
- • reporting tools, 110
- tabulation tools, 110
- •• use, ease of, 109-110
- time investment, procuring, 101

Relationship-oriented characteristics in assessing mentors, 166, 167

Relationships in crisis, reasons for, 190

Reverse mentoring

- benefits, 62
- closing generational gap, 63

- definition, 61
- diversity knowledge, 64-65
- downsides, 62-63
- individual mentorship, 59
- mentor benefits, 42
- Millennials, 22, 23, 49
- "power relations,", 62-63
- recommended by HRPA, 63
- response to workforce diversity, 6
- technological talents, 63-64
- disadvantage, 64
- top-down vs. reverse mentoring, 2
- traditional mentoring, combined with, 22
- transfer of knowledge, 63
- transfer of new technology knowledge, 47
- **Reverse mentorship**, *see* Reverse mentoring
- **ROI** (return on investment), 94, 95, 97, 104, 192

Role of mentees, traditional, 124

Roles of mentors

- managerial, 124
- pragmatic, 124
- supportive and complementary, 124

Rotational mentorship, 55, 77

S

Self-esteem not increased, 33

Short-term vs. long-term mentoring, 3

Situational mentoring

- appeals to Millennials, 49
- benefits to new executives, 76

Situational mentoring (cont'd)

- directory of employee competencies, 125
- flash mentoring, 75, 76
- individual mentoring, type of, 59
- just-in-time, 75
- one-on-one mentorship, form of, 74

Skills development and business competitiveness, 108

Small-scale (test) program, 155

SMART (specific, measurable, achievable, realistic and timebound) objectives, 176

Social context of mentorship, 4-8

- changing workforce, 4-6
- new mentoring needs, 5-6
- ••• job security, 6
- •• lifelong learning, 6
- ••• training and development, 5
- future of mentorship, 8
- globalization, 7
- mentoring models, new, 6
- • diversity mentoring, 6
- reverse mentoring, 6

Social mentorship networks, 55, 78-79

Software

- administrative technical support, 130-131
- advantages, 102-104
- assessing mentees, 168
- costs, 88, 90
- data collection and tabulation, 132, 142
- disadvantages, 104-105
- external mentoring, 72

- management systems, 59, 136
- matching mentors and mentees, 75, 157
- monitoring and evaluation, 146
- selection and matching, 59, 70, 72, 74, 140-141
- selection criteria, 107–111
- virtual mentoring, provides, 70

"Solutions strategy", mentoring as a, 20

Sourcing new talent, 72-73

Stakeholder concerns, 233-234

Stand-alone management system needed, 90

Structure, 115

Success factors, see Best practices

- Success of program depends on relationship between mentor and mentee, 241-242
- Supportive and complementary mentor, 124

Т

Task-oriented characteristics in assessing mentors, 166, 167

Team-based culture, 113

Time frame for mentoring, 161

Top-down, one-directional flow of knowledge and skills, 1

Top-down vs. reverse mentoring, 2

Traditional mentoring

- benefits, 41, 60-61, 69
- definition, 60
- individual mentorship, 239-240
- individual mentorship, part of, 59

Traditional mentoring (cont'd)learning plan required, 75

- mentor, definition, 60
- performance management, 19
- purposes, 60
- shortcomings, 61
- top-down, 1, 2, 12
- value of, 19-20

Training replaced by mentoring, 126

Training tool, mentoring as, 47

Transmission of knowledge and skills core function of mentoring, 25

Triad of mentoring relationship, 33

U

Unexpected results in program evaluation, 228

Uni-directional vs. collaborative mentoring, 1-2

V

Value of mentoring relationship

- aids succession management, 34
- builds mentoring culture, 34
- connecting mentees with human resources programs, 30-31
- enhances fulfillment of objectives of accommodation program, 27-28
- ensures health and safety of mentees, 27
- ensures transfer of institutional knowledge, 34
- heightens organizational reputation, 34
- help acquire qualified applicants through larger pool, 31

- help develop employees and leaders, 31, 35, 36
- improves organizational productivity, 34
- increases employee loyalty and retention, 34
- instills ethical principles and norms (code of conduct), 27
- transmission of organizational culture, 34

Verbal mentoring arrangements, 182

Virtual mentoring

- appeal to Millennials, 49
- benefits, 70-71
- cross-jurisdictional mentoring, 71-72
- disadvantages, 72
- global, 3, 7, 71
- individual mentoring, part of, 59
- inexpensive alternative to face-toface mentoring, 69
- software, 70

Voluntary vs. mandatory participation, 121-122

W

Women-focused mentoring programs, 46

Work-role stress not lessened, 33