# Federal Workplace Mentoring Primer

## Welcome

The **Federal Workplace Mentoring Primer** was developed for any federal government employee interested in learning the basics of workplace mentoring and how to apply them within the federal government. Readers will learn basic practices as well as some specific strategies, tools and activities for establishing formal mentoring relationships and programs within a federal government workplace.

This primer was developed to promote the use of workplace mentoring as a strategy to increase the retention, job performance and career advancement of any employee in the federal workforce. To ensure that this tool adequately supports the inclusion, retention, job performance and career advancement of employees with disabilities, women and minorities, the primer includes information, considerations, and strategies to promote workplace diversity and inclusion.

This primer is designed to complement the U.S. Office of Personnel Management's 2008 publication, **Best Practices: Mentoring,** which provides guidance to agencies for creating a business case for mentoring and outlines critical steps for developing and implementing a formal mentoring program.

Developed by the Institute for Educational Leadership in partnership with the Cornell National Technical Assistance, Policy and Research Center for Employers on Employment of People with Disabilities. The primer was created as part of a federally funded grant from the Office of Disability Employment Policy (ODEP), U. S. Department of Labor.

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## Introduction

Let's face it. Few if any people who become successful professionals and leaders in their workplace got there all on their own. Ask most successful professionals how they got to where they are today and they will probably tell you about the person or people who helped them to get started, to learn the ropes and to develop and advance professionally. No doubt individual talents, ideas, hard work and persistence are essential ingredients to professional success, but the guidance and support of other professionals are also critical, especially when an individual is first entering the workforce and as they prepare to grow into positions with greater and more complex responsibilities.

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

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

Mentoring plays an important role in employee engagement and retention both of which contribute significantly to employee and organizational productivity. According to a 2008 study by the U. S. Merit Systems Protection Board, the federal agencies with the most engaged employees, based upon employee surveys, had the highest PART performance outcome ratings. Agencies with the most engaged employees also had lower average rates of sick days used. Finally, the employees who reported the highest level of engagement also reported the least likelihood of leaving their agency (U.S. Merit Systems Protection Board, 2008). In its conclusions, the Board recommended mentoring as a way to increase employee engagement and other strategies to make employees feel valued from day one.

Without a formal mentoring program, new hires and less experienced employees in federal government may struggle to find other professionals they connect with and who are willing to help them learn, grow, and advance in the workplace. Employees who don't feel engaged or supported are less likely to stay with their employer. Mentoring may make all the difference in how an employee performs on the job and whether he/she decides to stay or seek employment opportunities elsewhere.

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

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

### The Federal Government's Need for Formal Workplace Mentoring

Now is an opportune time for federal government agencies to adopt or expand mentoring as a part of their talent development strategy. Mentoring can help agencies attract, develop, and retain new employees at a time when a large segment of the federal workforce - the Baby Boomers - are preparing to retire. According to U. S. Office of Personnel Management estimates using 2006 data, approximately 60 percent of the federal government's non-seasonal full-time permanent will be eligible to retire in 2016 (U.S. Office of Personnel Management, 2008). In order to deal with the anticipated wave of retirements, federal agencies are focusing attention on succession planning and preparing the next generation of leaders to take the reins.

At the same time, the federal government is concerned that the number of federal employees with targeted disabilities is low and declining. According to the National Council on Disability, persons with targeted disabilities made up less than one percent of the FY2007 federal workforce and the FY2007 federal employment rate of persons with disabilities was about 14 percent lower than the FY1998 rate (National Council on Disability, 2009). The Equal Employment Opportunity Commission (EEOC) has the responsibility within the federal government for LEAD (Leadership for the Employment of Americans with Disabilities), an initiative aimed at increasing the number of people with disabilities hired by the federal government by two percent by 2010 (Wills, Cokley, & Holmes, 2009).

In October 2009, the Obama Administration announced its commitment to ensuring Americans with disabilities have equal access to employment opportunities (The White House Office of the Press Secretary, 2009). On July 26, 2010, President Obama followed up on this commitment by issuing an executive order by which all federal agencies must establish an agency specific plan with specific targets for increasing the number of persons with disabilities hired and retained in federal government positions (The White House Office of the Press Secretary, 2010). OPM Director John Berry echoed President Obama's commitment in his October 2009 remarks, "America includes an amazing untapped talent pool of people with disabilities who are eager and ready to join the federal government. We must do more than just enact inclusive policies, we must actively recruit, develop, retain and promote a workforce that is drawn from and represents the diverse faces of this nation" (U. S. Office of Personnel Management, 2009).

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

To see some examples of mentoring programs offered by various federal agencies, go to Table 1. Federal Mentoring Program Examples.

For more information on mentoring, its benefits and various approaches to mentoring.

Learn More about how agencies can develop a culture of mentoring.

### Table 1: Federal Mentoring Program Examples

| Agency | Mentor Program(s) | Approach |
|---|---|---|
| United States Department of Commerce | Mentoring is a component of the following employee development programs: Aspiring Leaders Development Program (ALDP), Executive Leadership Development Program (ELDP), and Senior Executive Service Candidate Development Program (SES CDP) | A combination of traditional one-on-one mentoring and virtual mentoring |
| Natural Resources Conservation Service, USDA | Mentoring programs are offered by various NRCS state offices. | Traditional one-on-one mentoring |
| State Disability Determination Service (DDS) agencies | Mentoring for State Disability Determination Service (DDS) Examiners | Traditional one-on-one mentoring |
| U. S. Geological Survey, Department of the Interior | One-Year Guided Mentoring Program | Traditional one-on-one, primarily virtual mentoring with some in-person interactions |
| U. S. Department of Labor | DOL Mentoring Program | Traditional one-on-one mentoring |
| NASA | NASA FIRST Mentoring Program | Traditional one-on-one |
| NASA Goddard Space Flight Center | OnBoarding Ambassador Program | Peer mentoring |

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| NASA | Forum of Master Project Managers | Group mentoring |
| NASA | Forum of Master Project Managers | Group mentoring |
| U.S. Department of Justice | Senior Executive Service Candidate Development Program (SES CDP) | Traditional one-on-one mentoring |
| All Federal government agencies | USDA Graduate School Executive Leadership Program (ELP) | Traditional one-on-one mentoring |

## What is Mentoring?

Traditionally, mentoring is an one-on-one relationship between a younger protégé and an older mentor who meet regularly in-person; however, modern mentoring occurs in a variety of forms. Some of the approaches to mentoring are: peer mentoring, group mentoring, virtual mentoring, flash mentoring and reverse mentoring (younger employees mentor older ones). To address increasing diversity among employees, some agencies and businesses have adopted cross-cultural, cross-gender, and cross-generational strategies in their mentoring programs.

In a review of federal government mentoring practices prepared for the U.S. Department of Labor/ Office of Disability Employment Policy, the Institute for Educational Leadership found federal agencies use various forms of mentoring depending on the agency or department's objectives for mentoring efforts (Wills, Cokley, & Holmes, 2009). Regardless of the approach, mentoring is an effective method of supporting and developing federal employees at all levels of government.

In her April 2010 testimony to Congress, the U. S. Office of Personnel Management's Associate Director and Chief Human Capital Officer Nancy H. Kichak described the use of mentoring by federal agencies:

> "Mentoring is critical and can happen in many ways - through formal programs and through day-to-day interaction with one's supervisors and fellow employees. The Federal Workforce Flexibility Act requires agencies to provide training to managers and supervisors on mentoring their employees. Within the federal government, mentoring is often a component in developmental programs like the Senior Executive Service Candidate Development Program (SESCDP), the Presidential Management Fellow Program (PMF), or the USDA Graduate School Executive Leadership Program (ELP). Many agencies run formal stand-alone mentoring programs to enhance personal and career development. Formal mentoring programs have structure, oversight, and clear and specific organizational goals."
>
> *(U. S. Office of Personnel Management, 2010)*

In a workplace context, mentoring is a trusting relationship in which an employee receives guidance, support, and encouragement from another employee. The mentor is typically someone outside the employee's chain of supervision. While mentoring relationships can develop and operate informally, a more formal and structured approach is often most effective. According to OPM (2008), successful mentoring programs involve thoughtful planning, dedicated resources and staff to implement a structured program, and an evaluation component to measure outcomes and inform program improvement.

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

- Mentors and protégés make a long-term commitment to working together (generally a year);
- Mentors take time to build trust and respect with their protégé;

- Protégés and mentors set high, clear, and fair expectations for themselves and their mentoring partner; and
- Mentors and protégés meet or communicate with enough regularity to develop a strong relationship (Hare, 2008).

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

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

- Orienting the protégé to how an organization or an agency is structured and operates;
- Helping the protégé learn about and adjust to the culture of a new workplace environment;
- Introducing and connecting the protégé to other professionals within and outside the agency to expand their professional network;
- Serving as a sounding board for and providing feedback to the protégé during periods of learning, growth or change;
- Encouraging the protégé to pursue his/her own professional goals and persevere in the face of challenges at work; and
- Assisting the protégé with mastering a particular skill-set or gaining further content and subject knowledge required to maximize job performance and advance professionally.

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

## Why Mentoring Matters

Workplace mentoring has many benefits for federal government employers and agencies as well as protégés and mentors.

### Benefits to Employers

Mentoring can help federal agencies, which face fierce private sector competition, to attract, support and retain talented employees at all levels. In an age of rigorous performance standards and severe budget constraints, mentoring aids in improving employee performance, motivation, and accountability. As masses of Baby Boomers prepare to retire from government service, mentoring may be most valuable as a means of transferring knowledge from one generation to the next and preparing future leaders to fill the vacancies of retirees.

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

In her April 2010 testimony to Congress, the U. S. Office of Personnel Management's Associate Director and Chief Human Capital Officer Nancy H. Kichak described the important role mentoring plays in developing a diverse federal workforce:

"Mentoring is...an integral part of developing and retaining a diverse workforce. Federal agencies need managers and supervisors with the skills to manage and mentor diverse populations. Managing diversity within the workplace means creating an environment where everyone is empowered to contribute to the work of the unit; it requires sensitivity to and awareness of the interactions among staff and between staff and leadership, and knowing how to articulate clear expectations. Effective mentoring in a multicultural setting involves understanding diverse learning styles and approaches to problem-solving, as well as other cultural differences, and appreciating how to use those differences to serve the organization's mission. Mentoring to diverse populations is crucial to meeting and exceeding organizational goals" (U. S. Office of Personnel Management, 2010).

While federal agencies primarily use formal classroom based or online training and education to achieve talent development and performance improvement goals, mentoring complements these strategies by promoting continuous learning and skills development guided and supported by the mentor. Mentoring also fosters positive workplace relationships across generations of employees or among groups of peers.

Employees who receive ongoing training, support and encouragement from a workplace mentor often report greater job satisfaction, an important factor when it comes to increasing employee retention and productivity. Mentoring is a common practice in many private sector workplaces for this very reason. A KPMG employee explains how mentoring benefits their company as follows: "It has resulted in higher employee satisfaction, lower turnover and professionals who are better aligned with the organization

and feel part of the team" (Owens, 2006). The Social Security Administration credits its use of mentoring at all levels of the agency with increasing employee job satisfaction and engagement ratings (Walker, 2007). The SSA moved from a number 21 ranking in 2005 to a number 7 ranking in the 2007 "Best Places to Work in the Federal Government" study conducted annually by the Partnership for Public Service and American University. More ways in which mentoring benefits employers are outlined in Table 2.

While most mentoring research focuses on individual outcomes among protégés, some studies demonstrate tangible organizational outcomes. Most notably, a five-year research study of the mentoring program at Sun Microsystems found the annual job performance ratings of employees who received mentoring were 40 percent higher on average than the performance ratings of non-participants (Dickinson, Jankot, & Gracon, 2009). The study also found the job retention rate of both protégés and mentors was about 20 percent greater than the job retention rate of non-participants (Holincheck, 2006, cited in Triple Creek Associates, 2010).Researchers calculated the return on the company's investment in the mentoring program to be 1000 percent based on the higher rates of retention and job performance among mentoring participants (Dickinson, Jankot, & Gracon, 2009).

### Benefits to Protégés

As a guide, the mentor can help the employee choose the best path or strategies to accomplish his/her work thereby increasing the protégé's productivity. As a sounding board, the mentor can help the employee assess his/her interests, values, and skills, but ultimately leaves it up to the employee to define his/her goals. The mentor can also help the employee consider various options when faced with tough decisions and identify and remove potential barriers to success. The ways in which mentoring benefits employees are outlined in Table 2.

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

### Benefits to Mentors

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

- Mentors gain personal and professional satisfaction from helping another person;
- Mentors gain recognition from their peers and the agency for contributing their time and expertise;
- Mentors improve their interpersonal skills by exercising many of same skills required to effectively supervise and manage their own employees;
- Mentors have an opportunity to focus energy outside of themselves;
- Mentors gain a deeper understanding of other employees' experiences; and

- Mentoring prepares those who serve as mentors to take on greater responsibilities and leadership roles within the agency.

Higher job retention rates found among mentors in the Sun Microsystems mentoring program study are a concrete example of how participation affects mentors (Holincheck, 2006, cited in Triple Creek Associates, 2010).

### Table 2: Benefits of Mentoring

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

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| | direction, re-evaluate strengths and professional development needs, and pursue new opportunities.<br>▪ Provides an opportunity to pass on what they know, demonstrate to others how to do things, and help someone else accomplish their goals. | |

## Considerations for a Diverse & Inclusive Workplace

Mentoring practices today must take into account the increasing diversity of the workforce and shifts in organizational structures and practices. Both the private and public sectors have responded by developing diversity initiatives to ensure women, minorities and persons with disabilities have equal opportunities to grow in the workplace. While mentoring is valuable for any employee, it may be especially beneficial for women, minorities and persons with disabilities. These employees may find it challenging to connect with mentors and role models at work due to the small number of women, minorities, and persons with disabilities who hold leadership positions. As one individual explains, "When you are part of a minority group, often you don't know the networks to help you advance or how to get yourself in front of the people who make decisions" (Tyler, 2007). As a result, women, minorities and persons with disabilities may be required to look outside their workplace for support in developing their professional identities because "the people inside their workplace often can not provide the core internal sense of career that is so crucial to building a total career self-concept" (Thomas & Higgins, 1995, p. 9, cited in Darwin, 2000).

In recognition of this problem, an increasing number of employers are intentionally fostering the career growth of women and minorities through special initiatives; however, similar efforts rarely explicitly target employees with disabilities (Wills, Cokley, & Holmes, 2009). Laws protecting the confidentiality of persons with disability in the workplace undoubtedly prevent employers from overtly targeting this population. Reluctance among person with disabilities to disclose their disability also makes it impossible to determine the degree to which they are participating in mentoring programs offered to any employee.

Although employed persons with disabilities demonstrate daily that they can perform the same range of jobs and work responsibilities as employees without disabilities, many report having less access to professional growth opportunity in the workplace than their co-workers without disabilities do (Harris Interactive, 2007). According to one nationwide survey, 39 percent of workers with disabilities said their employer was not providing them with the same training opportunities as other workers and 41 percent said they were passed up for project assignments with greater company visibility (Harris Interactive, 2007). Unequal professional growth opportunities may occur because of organizational leaders' and co-workers' misperceptions or low expectations about what the person with a disability is capable of doing. Other times, exclusion is inadvertent and occurs when other employees simply overlook the employee with a disability, failing to consider the accommodations he/she may need to fully participate. If the workplace culture does not feel welcoming or supportive, persons with disabilities may not feel comfortable getting to know and building relationships with other professionals at work or seeking out career growth opportunities.

The existence of a workplace diversity initiative is not always sufficient to ensure inclusion of persons with disabilities because the definition of diversity is rarely inclusive of all employee differences (Wills, Cokley, & Holmes, 2009). Two groups that often get overlooked in the diversity discussion are employees who are gay, lesbian, bisexual, transgender and questioning (GLBTQ) and employees with disabilities. These two groups of employees share a similar challenge - whether or not to disclose to

others in the workplace. This dilemma may be one of the reasons diversity initiatives often neglect to focus on these groups.

One institution that is promoting professional growth opportunities for persons with disabilities and members of the GLBTQ community is the UCLA Anderson School of Management in Los Angeles, CA (Babcock, 2010). With support from the U. S. Department of Labor's Office of Disability Employment Policy, UCLA offers the Leadership Institute for Managers with Disabilities and the LGBT Leadership Institute (UCLA, n.d.). The institutes are encouraging employees from these under-represented groups to pursue upper management and leadership positions and helping them grapple with the unique challenges they face in the workplace including decisions about disclosure.

Because of their discreet nature, one-on-one workplace mentoring relationships may be an especially advantageous strategy for supporting and fostering career growth among employees with disabilities and other under-represented groups. While workplace-wide diversity initiatives are essential to ensure the workplace culture supports positive relationships and teamwork among all employees, the addition of mentoring promises to deepen employees' sense that they are valued and supported as individuals. Mentoring also enables employees to request and receive one-on-one support that matches their individual goals and needs.

### Ways Mentors Support Diverse Employees

Some ways a mentor could support women, minorities and persons with disabilities in the workplace include:

- Introducing the protégé to people at various levels within the agency or department who otherwise might not get to know him/her due to misperceptions or other barriers;
- Helping raise expectations of the protégé's capabilities and correct misperceptions by communicating to others about the protégé's competencies, accomplishments, interests and goals.
- Promoting inclusion of the protégé in various workplace discussions, projects, professional growth opportunities and organizational initiatives;
- Providing input to the protégé on how to effectively communicate his/her perspective and experiences, including how to communicate needs for accommodations, where appropriate.
- Encouraging the protégé to share ideas about how the agency and employees could be more inclusive of or sensitive to women, minorities and persons with disabilities.

At the end of the day, promoting diversity is good business. In the private sector, employers like Wells Fargo proactively recruit, hire and develop diverse employees, including persons with disabilities, to ensure their workforce is representative of their customers and to develop their reputation as an "employer of choice" (Younes, 2001). Mentoring is one strategy Wells Fargo uses to support the development of persons with disabilities and promote a culture of diversity in the workplace. Committing to developing a diverse and inclusive workforce, as Wells Fargo has, is good business

because it improves staff recruitment and retention, thereby lowing staff recruitment costs, and it improves customer satisfaction, which ultimately benefits shareholders by increasing the organization's profitability or in the case of a federal government agency, it increases the return on investment of taxpayers' dollars.

To ensure your agency's mentoring programs are welcoming and accessible to all employees, see the Fostering Diversity & Inclusion Checklist under **Practices & Tools.**

# Approaches

**Overview of Mentoring Approaches - Adapted from Hare 2008**

Traditional One-to-One: A model of mentoring where one individual is paired with another individual. Programs typically utilize an extensive matching process to ensure the pair has potential to form a strong, long-term relationship. For more on this approach.

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

Professional Networking: Akin to peer mentoring, professional networking is another professional development strategy that fosters peer-to-peer knowledge sharing and mutual support. For more on Professional Networking.

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

Virtual Mentoring: A contemporary model commonly used when face-to-face interaction is not possible or impractical. Like traditional mentoring, virtual mentoring approaches typically involve a one-to-one matching; however the individuals communicate using electronic methods such as e-mail correspondence and instant messaging. Virtual mentoring may be especially suitable for agencies with offices and employees in different geographical locations. As electronic communications replaces face-to-face interactions more and more in the modern workplace, virtual mentoring is also becoming more commonplace; however occasional face-to-face interactions are advised, where possible, to develop a trusting, personal relationship. For more on this approach.

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

Flash Mentoring: This form of mentoring pairs a more junior professional seeking leadership development with a more senior professional from the same or a similar field, in a one-time, one-hour, coaching session. In this rare instance, the mentoring relationship does not require a long-term commitment from the mentor. This form of mentoring was developed for the purpose of connecting upcoming professionals with senior level professionals who have limited time to devote to mentoring. For more on this approach.

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

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

Cross-Generational Mentoring: This form of mentoring involves pairing a person from one generation with a person from a different generation with the purpose of helping both individuals learn about the perspectives and experiences of the other generation. For more on this approach.

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

## Traditional One-on-One Approach

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

The **USGS One-Year Guided Mentoring Program** is an example of a traditional one-on-one mentoring model in which an employee in Senior Executive Service (SES) position is paired with an early career professional with 0-5 years of experience at the agency (U. S. Geological Survey, 2010). Mentor pairs are formed based on the professional development needs and goals of the protégés, and to help further orient employees to the agency. Based on research the USGS did prior to setting up the program, the mentoring relationships last for a year. Typically, a mentoring relationship includes both electronic communications and some face-to-face interaction. Mentors and protégés are usually not co-located, and instead are matched across bureaus and across disciplines, according to goals and objectives. USGS facilitates two cycles of formal mentoring matches annually with 30 partnerships formed per cycle.

At the **Department of Justice**, a traditional one-on-one mentoring approach is followed for the **Senior Executive Service (SES) Candidate Development Program (CDP)**. CDP is a competitive professional development program designed to create candidate pools for SES positions (Wills, Cokley, & Holmes, 2009). Mentoring is a major component of the program, and formal mentoring takes place at the individual department level. In the past, candidates for the CDP program were responsible for selecting their mentor on their own. More recently, the DOJ has asked members of senior level management to volunteer to serve as mentors and allowed candidates to pick from this pool of mentors who had already expressed interest in this program. Over 50 percent of eligible senior level management have applied to serve as a mentor. This program is only made available to individuals perceived as future leaders inside of the agency and GS 14-15 positions. Mentors are required to work closely with their candidates throughout the entire program, to attend an orientation/training session, and to sign a Mentoring Agreement. The mentor is critical to the candidate's success in the program and instrumental in their success should they become an executive with the DOJ.

## Peer Mentoring

Peer mentoring is an approach to mentoring in which a professional who is new or less experienced is matched with a more experienced peer - someone whose job is at the same level - who provides support and guidance to the protégé. Peers can be close in age or further apart, depending on the situation and goals of the mentoring relationship. OPM describes peer mentoring as "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" (U. S. Office of Personnel Management, 2008, p. 15).

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

The **OnBoarding Ambassador Program at the NASA Goddard Space Flight Center** is an example of peer mentoring (NASA Goddard Space Flight Center, 2008). Following their new employee orientation workshop, each new hire meets with another employee from their new office who has been at the Center for a minimum of six months. The Ambassador shows the new employee around the office on their first day. During the first few weeks on the job, the Ambassador is responsible for answering questions, sharing knowledge about resources, and helping the new employee get familiar with his/her new workplace. Ambassadors are required to complete training on their role.

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

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

Akin to peer mentoring, professional networking is another professional development strategy that fosters peer-to-peer knowledge sharing and mutual support. For more information on Professional Networking.

## Professional Networking

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

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

Within the workplace, employee support or employee resource networks are a common form of agency sponsored networking. In the private sector, Aetna is a leader in the use of employee resource groups (ERGs) (Frankel, 2009). According to Aetna's website, the company currently has 11 different ERGs including: Aetna African American ERG, Aetna Hispanic ERG, Aetna Native-American ERG, Aetna ERG of Gay, Lesbian, Bisexual and Transgender Employees, Aetna Women's ERG, Aetna Working Mothers' ERG, AetnAbilities ERG, Asian-American ERG, Boomers ERG, Caregivers ERG, and the Telework Community ERG (AETNA, 2010). In 2008, Aetna created the EnRgy group for Generation Y employees when one new employee just out of college approached the company's Office of Diversity with the idea to form a group specifically for employees from her generation (Frankel, 2009). As the group's founder explains, "We brainstorm and work collaboratively to bring ideas to the office. For example, we call attention to young individuals - why the joined Aetna, why their jobs are meaningful, how they work together in teams and how they make a difference" (Frankel, 2009, p. 16).

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

Within the federal government, employees who are lesbian, gay, bisexual, transgender or questioning have formed employee support groups called GLOBE within different agencies and government-wide. These groups serve as a supportive network for employees to share and discuss common concerns and experiences and promote acceptance and understanding of the LGBTQ community. For example, the **GLOBE chapter within the Food and Drug Administration (FDA)** describes its mission as follows: "Supports lesbian, gay, bisexual, transgender, and questioning (LGBTQ) employees of the Food and Drug Administration, providing an organized way to meet and discuss issues and special concerns related to sexual orientation and identity; serves to represent the LGBTQ community within the FDA; helps to promote understanding and acceptance of the LGBTQ community within the FDA, and improves the environment for all employees" (FDA GLOBE, n. d.).

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

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

**The Hidden Army** is an example of a professional network operating outside of the workplace that was created by and for professionals with disabilities in Washington, D.C. The network was started by two young federal government employees, one of whom was new to the D.C. area, to provide cross-agency networking opportunities, peer support, and professional development to the next generation of disability policy professionals (up to age 35), both with and without disabilities (Wills, Cokley, & Holmes, 2009). The network extends across government agencies and includes the non-profit sector (non-disability organizations that employ people with disabilities and disability organizations that may include professionals with and without disabilities), foundations, and congressional staff. The Hidden Army has a formalized list-serv with more than 75 members where members share job announcements, report releases, relevant news articles, and invitations to hear speakers and social gatherings via email. The moderators or other group members typically coordinate in-person events each month, including both informal mixers and more formal issue presentations. This group has served as a model to the disability community of the type of peer networks needed, and other states have already begun to create their own chapters.

## Group Mentoring

Group mentoring involves one or more experienced professionals providing guidance and support to a group of more junior employees. Mentors and protégés typically participate in structured group activities. Group mentoring has become more common, especially in settings in which recruiting a sufficient number of volunteers for one-to-one mentoring is difficult (Timmons, Mack, Sims, Hare, & Wills, 2006). Unlike one-to-one mentoring, many group mentoring relationships focus more on peer interaction with the mentor acting as a group facilitator. Consequently, fewer group mentoring relationships result in a deep connection between mentor and protégé (Herrera, Vang, & Gale, 2002; in Timmons, Mack, Sims, Hare, & Wills, 2006). OPM describes group mentoring as "one mentor 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" (U. S. Office of Personnel Management, 2008).

Two examples of group mentoring at **NASA** are the **Forum of Master Project Managers and the Transfer Wisdom Workshops**. NASA conducts the Forum of Master Project Managers twice per year at a location outside the workplace (Corporate Executive Board, 2005). At these forums, experienced project managers who have been highly successful talks with other employees about their experiences and insights working on high-profile projects. The Transfer Wisdom Workshops are one day workshops held within an individual department or center. During the workshops, employees review and discuss case studies and how lessons from cases could be applied to their work (Corporate Executive Board, 2005).

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

## Virtual Mentoring

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

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

Virtual mentoring is often used by employers who want their employees to connect with and mentor students and upcoming professionals in the same professional field. For example, the **National Institutes of Health's National Heart Lung and Blood Institute** has an **eMentoring Initiative** which matches NHLBI-supported scientists with college students, post baccalaureate individuals, post docs and non-tenured faculty in the same fields (National Heart, Lung, and Blood Institute, 2010). To participate, the mentor candidates complete an online profile and protégé candidates receive information about possible mentors in their field of interest. The protégé selects a match and contacts the mentor by email to request the opportunity to be mentored by him/her for an 8-month period. If the mentor believes it is a good match and agrees to work with the protégé, the mentoring partnership officially starts and both mentors and protégés are expected to communicate regularly with each other by email for 8 months.

## Reverse Mentoring

Reverse mentoring is a mentoring relationship in which a more senior professional is mentored by a more junior professional when the junior person has certain knowledge or skills that the more senior person aims to learn. Reverse mentoring is commonly used to support older professionals in learning how to use new technology, a skill that younger generations tend to know or pick up on more quickly. OPM (2008) describes reverse mentoring as the mentoring of a senior person (in terms of age, experience or position) by a junior (in terms of age, experience or position) individual with the aim of helping older, more senior people learn from the knowledge of younger people, usually in the field of information technology, computing, and Internet communications. OPM emphasizes that the mentoring partners need to create and maintain an attitude of openness to the experience and dissolve the barriers of status, power and position in order for a reverse mentoring relationship to be successful (U. S. Office of Personnel Management, 2008).

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

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

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

## Flash Mentoring

Flash mentoring is a new concept that involves brief or one-time mentoring exchanges. Typically, a more junior professional seeking leadership development is paired with a more senior professional from the same or a similar field, for a one-time coaching session (Wills, Cokley, & Holmes, 2009). Coaching sessions may be as brief as one hour long. In this rare instance, the mentoring relationship does not require a long-term commitment from the mentor. This form of mentoring was developed for the purpose of connecting upcoming professionals with senior level professionals who have limited time to devote to mentoring.

Flash mentoring has grown in popularity due to the recognition that time is a valuable commodity that often impedes participation by busy senior level professionals. Flash mentoring is particularly suitable for small organizations such as non-profits, in which small staff sizes make it challenging for top level employees to mentor more junior staff over a long period of time. Due to its brief nature, flash mentoring enables the most senior staff to mentor more individuals for a shorter amount of time.

In its 2008 report on mentoring, OPM described one instance of flash mentoring among federal government professionals that took place in 2007, the **13 L Flash Mentoring Program**, as follows:

"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."

"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" (U. S. Office of Personnel Management, 2008).

## Cross-Group Mentoring

*Including Cross-cultural, Cross-gender, and Cross-generational*

Cross-group mentoring involves pairing a person of one group or segment of the agency's employee population with a person of a different group. Employees may differ in terms of gender, age, race, ethnicity, religion, sexual orientation, physical ability or any other significant difference that can affect how employees interact and relate to one another. Cross-cultural, cross-gender, and cross-generational mentoring are all examples of cross-group mentoring. Learn more about cross-generational mentoring.

Cross-group mentoring is primarily used when the employer aims to increase both individuals' awareness and appreciation for differences and diversity and to improve how diverse employees work interact and communicate in the workplace. With the exception of cross-generational mentoring, individuals who are paired do not have to differ in age or level authority because the purpose of the relationship is to help both individuals learn from each other.

The practice of cross-group mentoring is growing as part of organizational diversity or inclusion strategies. In addition to providing opportunities to identify and develop future leaders from under-represented groups, these programs help organizations to create a culture of understanding and collaboration between groups (Smet & Willems, 2007). In their study of career and leadership development among minority executives, Thomas and Gabarro (1999) identified several benefits of cross-group mentoring include:

- Creating career development opportunities for under-represented groups;
- Signaling to all employees the seriousness and personal investment of organizational leaders in promoting diversity through mentoring;
- Expanding the perspectives and experiences of employees from both under-represented and majority groups;
- Improving the abilities of all employees to work with other employees and customers from diverse groups.

An article in the newsletter MOSAICS for the Society of Human Resource Management echoed these benefits in a vignette about a cross-cultural mentoring program at the Lawrence Livermore National Laboratory (Digh, 1999). Not only do these relationships benefit the participants' worldview and perceptions of others, they also create a more inclusive work environment.

Cross-gender mentoring is often used when employers aim to increase opportunities for women in senior management and leadership roles within the organization. Businesses often pair more junior female professionals with senior male professionals for the purpose of helping women make in-roads in a largely male dominated profession or workplace. For example, Johnson and Johnson developed their Women's Leadership Initiative (WLI) to drive gender diversity within the company (Wills, Cokley, & Holmes, 2009). The mentoring program, established as part of WLI, pairs 17 board members, 16 of which are men, with a senior female executive. The goals of this program are both individual and

organizational. Beyond the development of the senior executive, the organization hopes to create a company culture more inclusive of gender diversity and develop male managers more aware of women's working conditions.

Whether it's cross-gender, cross-cultural, or cross-generational, training on group and cultural differences in recommended for participants in cross-group mentoring (Tyler, 2007). Diversity awareness training is important at the onset of a mentoring relationship in order to make both partners aware of any differences that could create barriers to working well together. One diversity expert explains how cultural differences may influence mentoring relationships, "A white male mentor with an Asian protégé may give the advice: 'You're just going to have to toot your own horn.' But while that advice may work for the white male, it may go against the cultural norm for many Asians; tooting your own horn may be viewed as rude and inappropriate in many cultures" (Tyler, 2007, p. 5).

Organizations that have used cross-group mentoring also recommend allowing protégés to choose their mentors based on what they personally need and want in a mentoring relationship (Tyler, 2007). While some protégés may want to partner with a professional from a difference group or culture, others may find it more beneficial to have a mentor of a similar race, ethnicity, gender, or otherwise similar when possible. Program coordinators can use information about protégés' goals, interests, and needs to identify a diverse pool of mentors with matching skills, knowledge and attributes. If the mentor candidate pool is diverse enough, protégés may be encouraged to pair up with someone different from themselves who still matches their goals and needs.

## Cross-Generational Mentoring

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

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

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

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

The authors further distinguish these four generations in terms of their core values and perspectives on work as illustrated in Table 3.

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

Information on generational personality differences can be useful for employees who are matched with a mentor or protégé from a different generation. Understanding the typical traits and preferences of the

generation to which the mentor or protégé belongs enables mentoring partners to tailor their communication and interaction style appropriately to the partner. For example, the generation personality of Generation X suggests these individuals may prefer a casual and flexible working arrangement that respects their independence and adaptability while the members of the Millennial Generation prefer a more structured and team-oriented workplace experience (Thielfoldt & Scheef, 2004). As a result, mentors of Gen-Xers may need to approach mentoring with a more flexible style while mentors of Millennials may need to provide more structure to their protégés.

Whatever the generation, tailoring one's approach to one's mentoring partner is important to building a positive relationship that suits each partner and meets their personal goals and expectations. While knowing the generational personality traits of the mentoring partner may not guarantee one partner knows the other's true preferences, it can serve as a starting point for assessing and discussing personal preferences and styles at the onset of the relationship.

### Table 3: Generational Characteristics

***Characteristics of the Intergenerational Workplace***

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

### *Perceptions of Key Concepts in the Workplace*

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

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

## Cross-Agency Mentoring

Cross-agency mentoring involves pairing a person from one agency with a person outside their own agency. This approach is most commonly used in a traditional one-on-one mentoring program to provide a junior level protégé with guidance and perspective from a senior level professional outside his/her own workplace. Cross-agency mentoring is especially useful when a program aims to mentor junior level professionals from a particular under-represented group (ex: women, African Americans, Asian Americans) and senior level professionals from the same group are limited in number within the agency. Another advantage of cross-agency mentoring is the ability for employees to gain new perspectives and learn about different practices from external mentors.

**The Federal Employed Women's (FEW) mentoring program** is an example of cross-agency mentoring. FEW is a professional association for women who work in federal government agencies across the United States. FEW offers its formal mentoring program as a way to match more junior level female employees with senior level women in federal government agencies to provide career guidance and support. Because there are fewer females than males in senior level positions in federal government agencies, it is often necessary for female employees to seek mentors outside their own agency if they desire to be mentored by a female.

An example of cross-agency mentoring among diverse peers is the **Federal Partners in Transition group**. In the mid-1990s, the career-staff at the Office of Disability Policy in the U.S. Department of Labor reached out to their counterparts in multiple federal agencies to create the Federal Partners in Transition. This group consists of mid-level career administrators and project officers in the Departments of Education, Health & Human Services, and Labor as well as the National Council on Disability and the Social Security Administration who work on issues related to transition-age youth, including those with disabilities. This cross-agency peer network is still in existence, and represents a diverse set of federal employees (e.g., gender, ethnicity, sexual orientation, disability) who learn and grow from each other, including several spontaneous mentoring relationships.

A primary challenge in operating a formal cross-agency mentoring program is identifying and recruiting professionals from other agencies to serve as mentors for employees within one's own agency. To address this issue, some organizations work with a company that specializes in recruiting and matching employees from one organization with external professionals. Menttium is one business that provides this service to organizations. For example, Menttium worked with ING U.S. Financial Services to launch a mentoring program for employees identified as having high leadership potential (Human Capital Institute, 2008).

# Practices & Tools

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

Developing a Mentoring Culture

Fostering Diversity & Inclusion Checklist

Recruitment Strategies

Matching Mentoring Partners

Training

## Developing A Mentoring Culture

The culture of an organization consists of "the assumptions, beliefs, values, expectations, and habits that constitute the norm for that organization" (Dufour, Dufour, & Eaker, 2008, p. 90). While policies, procedures and programs can be established fairly easily, these measures may have limited impact on the thinking, attitudes and inclinations of employees. Nonetheless, the first step in changing organizational culture is taking actions that change behavior by initiating new practices and processes that promote a new way of thinking.

According to Dufour, Dufour and Eaker (2008), a cultural change occurs over time when an organization gets employees to act in a different way that eventually changes the way they feel, what they assume, and what they believe.

Organizational change experts suggest the following actions are critical to implementing change within an organization:

- **Establish a sense of urgency and compelling reason for changing** the ways things are currently done. This is critical in order to combat complacency, which can counter efforts to move in a new direction and adopt new practices.
- **Create a sufficiently powerful guiding coalition** and "critical mass of people within the organization who will champion the change process together." It is especially important to involve the people who are being asked to change in the planning process and allow them to voice their concerns. Concerns should be addressed early in the planning process and options explored to prevent them from becoming obstacles.
- **Develop a shared vision** in order to "direct, align and inspire the actions of members of the organization." The vision needs to clearly communicate what future benefits are expected to result from change.
- **Ensure that organizational leaders consistently and continuously communicate the vision**and model the desire change through their own actions. If leaders fail to prioritize, they may send too many messages about what the organization's priorities are, thereby diluting the message.
- **Identify and remove obstacles that block change.** "These obstacles typically include 1) structures that make it difficult for people to act; 2) insufficient training and support for people who are critical to the initiative's success; 3) supervisors who do not endorse change; and d) information and reward systems that are not aligned with the new vision. Conducting a small scale pilot allows organizations to learn early on what obstacles it can expect and what actions are required to successfully implement change on a wider scale.
- **Create short-term goals and celebrate short-term results** to provide tangible evidence that the effort is yielding the desired outcomes. This is where conducting a program evaluation is essential. Evaluation ensures that short- and long-term goals are defined upfront and data is collected and analyzed in order to identify and communicate the outcomes to all stakeholders.

Evaluation also ensures accountability for achieving the promised results (Kotter, 1996; Blanchard, 2007; in Dufour, Dufour, & Eaker, 2008, p. 99-102).

Federal agencies that limit the use of mentoring to only a subgroup of the organization such as those employees being groomed for top level positions are unlikely to find the culture of their organization changed. Adopting a culture of mentoring organization-wide requires offering mentoring opportunities to employees at various levels of the organization and taking strategic actions to support its implementation.

The **U.S. Geological Survey (USGS) at the U.S. Department of the Interior** is an example of a federal agency that has developed a culture of mentoring. The vision of the USGS Mentoring Program is "to build and sustain a culture that fosters meaningful partnerships and connections among interested employees in order to increase skills, knowledge and satisfaction" (U. S. Geological Survey, 2010). The agency encourages all employees to participate in one of two forms of mentoring supported by its Office of Organizational and Employee Development - the Self Directed approach and the One-Year Guided Mentoring Program, a formal, structured program.

Every six months, the One-Year Guided Program matches 30 early career employees, those with 0-5 years' experience, with a mentor within the agency. Mentors and protégés participate in an introductory training and a two-day shadowing event, meet face-to-face, by phone or virtually two to four hours per month for one year, and receive follow-up training and support from the Mentoring Program Manager. The Self-Directed option supports employees at any level as they seek their own mentor and establish an informal mentoring relationship. Employees who elect to participate in this mentoring approach receive training through a three-hour online seminar on how to find a mentor and develop and manage their own mentoring partnership.

USGS has made mentoring a part of its culture by:

- Recognizing and valuing mentoring as beneficial to organizational and employee development: The agency views mentoring as a cost-effective training and development tool that encourages professional and personal growth among all employees including the mentors.
- Offering training on mentoring: The agency requires all employees who are being mentored or are serving as mentors to complete training on how to develop and maintain a positive mentoring partnership.
- Offering options: The agency operates both a structured formal program for early career employees and an informal program, the Self Directed approach, for employees at any level. Participants in either approach receive training and support to varying extents.
- Starting new cycles of formal mentoring frequently: The agency initiates new mentor-protégé matches for the formal program every six months rather than just once per year. This enables any new employee to apply for a formal mentor within 6 months of their start at the agency.

- Requiring supervisor buy-in: The agency requires all mentoring participants to obtain their supervisors' approval and keep their supervisors informed by discussing the goals and objectives of the mentoring partnership. The Program Manager invites input from the supervisors during the year and solicits their feedback at the end of the year-long mentoring program.

- Encouraging all experienced employees to mentor: The agency encourages all employees who have five or more years of experience to voluntarily serve as a mentor to someone more junior.

- Regularly evaluating and continuously improving mentoring: The agency ensures the mentoring program remains relevant and responsive to its employees by collecting feedback from participants, supervisors and senior leaders regularly and using the feedback to make improvements each year.

### Steps for Adopting a Mentoring Culture

Some other tips for agencies seeking to institutionalize the practice of mentoring include:

- Secure upfront buy-in from the agency's top leaders and ensure these leaders consistently communicate the value of mentoring as it relates to the organization's goals and objectives.

- Incorporate mentoring into job descriptions and performance requirements where appropriate. For example, some agencies have added "mentoring other employees" as a responsibility on the job descriptions and performance evaluations of senior level employees. This practice is consistent with recent federal regulations under the Federal Workforce Flexibility Act of 2004, which mandates that all supervisors receive training on how to mentor employees as well as other skills for supervisory positions.

- Allocate funding for formal mentoring programs. The primary costs of a formal mentoring program are typically associated with personnel needed to implement, monitor and evaluate the program. Other costs may include technology for virtual mentoring or matching and materials for training events, marketing and evaluation.

- Designate mentoring as one of the option an employee can use to fulfill annual professional development requirements, where appropriate. While some professional goals will require formal training or certification, other goals lend themselves to learning through a professional mentoring relationship with someone more experienced or knowledgeable. If mentoring will be used to fulfill a training requirement, develop appropriate documentation the employee can use to report the time he/she spend on this professional development activity and specific learning objectives and outcomes relevant to the performance goal.

- Add mentoring as a component of formal training programs where appropriate. For example, State Disability Determination Service (DDS) agencies use mentoring as an extension of the formal training for new DDS examiners (U. S. Government Accountability Office, 2004). New employees are mentored by experienced examiners until they become proficient at the examiner duties.

- Make mentoring a central component of the agency's on-boarding or orientation process for new hires. For example, the NASA Goddard Space Flight Center uses a peer mentoring approach called the "OnBoarding Ambassador Program" to help new employees get acclimated (NASA Goddard Space Flight Center, 2008). Following a new employee orientation workshop, an employee from the new hire's office who has been at the Center for a minimum of six months meets the new employee and shows him/her around the office. During the employee's first few weeks on the job, the ambassador is responsible for answering questions, sharing knowledge about resources, and helping the new employee get familiar with his/her new workplace. Ambassadors are required to complete a training on their role.

## Fostering Diversity & Inclusion Checklist

**Does Your Workplace Mentoring Program Foster Diversity & Inclusion?**

### Checklist & Suggestions for Program Managers

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

If your organization conducts a needs assessment and program evaluation to inform planning and evaluate results, consider adding a few questions to employee and program participant surveys, questionnaires, or focus groups related to issues of diversity and inclusion.

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

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

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

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

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

Consider whether the individuals serving on your program's planning or advisory committee or board represent the full range of cultural differences and perspectives of the agency's employees. If the group lacks diversity, make a point to ask employees from various backgrounds or with different experiences to join.

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

Having an explicit goal related to promoting employee diversity and inclusion will push the program to be intentional in its efforts to reach and engage all employees and reduce any barriers to participation among typically under-represented groups. An example program goal is: "The Mentoring Program aims to engage, support and develop the potential of a diverse group of agency employees."

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

Whether you share information with interested employees and participants online or in print form, make sure the information is readily available in an accessible format for persons with disabilities. For guidance on making online information, documents and materials accessible, see the Job

Accommodation Network's Technical Series: Tips for Designing Accessible Websites. For suggestions about appropriate accommodations for a person with a specific disability, search JAN's Searchable Online Accommodation Resource (SOAR) system.

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

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

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

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

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

Mentoring programs may find it challenging to recruit a diverse pool of mentors if the demographic make-up of the agency lacks diversity. Programs may need to take a two-pronged approach to recruiting a diverse group of mentors, combining general agency wide appeals with targeted outreach. General recruitment appeals should be made to all employees, where appropriate, to ensure all segments of the agency's workforce are encouraged to participate. If any employee seeking a mentor has specifically expressed a preference to be matched with a mentor from a similar background or cultural perspective, targeted outreach may be needed to ensure employees from under-represented groups have received the recruitment message and understand how participating as a mentor could benefit another employee. Employees should not be coerced into volunteering as a mentor but a personal, targeted appeal may motivate them to volunteer willingly to support another employee's growth.

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

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

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

Cultural differences may or may not impact the success of mentor-protégé relationships. It just depends on the individuals. Some employees may find it easy to get to know and partner effectively with an employee who is different than him/her while other employees may struggle with differences. If the agency already offers diversity awareness training and resources to employees, consider using some of the same training content or materials to briefly address diversity awareness and cultural differences in your mentoring program training.

If your agency does not have diversity awareness training resources, consider using some online resources such as:

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

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

While training for mentors and protégés may only briefly touch upon diversity awareness and cultural differences, consider providing a list of resources to both mentors and protégés and encourage them to individually learn about each other's different cultural backgrounds and experiences. The best way to learn about another person's culture and experiences is to ask them personally in a non-confrontational way; however, reading some background information on the Internet may help as well.

In addition to the resources listed for training in question #9, other helpful resources include:

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

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

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

## Recruitment Strategies

Before mentoring program recruitment begins, an agency or organization must be clear on whom the mentoring program aims to provide mentoring to and for what purposes. Employers frequently target a specific segment or level of employees to receive mentoring such as all new hires or rising professionals identified as potential supervisors or leaders. In its 2008 report Best Practices: Mentoring, OPM recommends conducting a needs assessment and creating a "roadmap" or plan that addresses these and other questions regarding the program intent and target participants. For more guidance from OPM's report on critical steps for Developing a Mentoring Program.

Once the targeted recipients of mentoring are clearly defined and the program has determine which **mentoring approach** it plans to use, it is possible to specify the target population for mentor recruitment efforts. Mentoring programs often specify a minimum number of years of experience with the agency that mentors should have. If the mentoring program aims to support protégés' development of certain skills and knowledge such as supervisory skills, it may want to require mentors to have requisite experience and demonstrated skills. Table 4 provides guidance on whom to target as mentors for different groups of recipients when using different mentoring approaches.

### Table 4: Targeting Mentor Recruitment by Recipient & Approach

| Who will be mentored | Who could serve as mentor based on the mentoring approach |
|---|---|
| New Hires in Entry-level Positions | **Traditional one-on-one approach:** A more senior professional with one or more years of experience at the same agency/department who can share knowledge and introduce the new hire to other colleagues at various levels.<br><br>**Peer mentoring approach:** A professional at the same or a similar position within the agency with one or more years of experience at the same agency/department who can share knowledge and introduce the new hire to other colleagues at various levels.<br><br>**Cross-group approach:** A professional from a different group or segment of the agency's employee population (difference may be gender, age, race, ethnicity, religion, sexual orientation, physical ability or any other significant difference depending upon the mentoring program goals). The mentors level within the organization is less important as the aim of cross-group mentoring is increasing partners' awareness and ability to work with employees and customers who are different from oneself. |
| Non-Supervisory Employees with over one year of | **Traditional one-on-one approach:** A more senior professional with skills, knowledge, experience, and professional contacts relevant to the |

| | |
|---|---|
| experience | employee's professional development goals and needs.<br><br>**Peer mentoring approach:** A professional whose position within the organization is at the same level who has skills, knowledge, experience, and professional contacts relevant to the employee's professional development goals and needs.<br><br>**Cross-group approach:** Same for all protégés - see New Hire/Entry-level description. |
| Supervisory Employees with over one year of experience (Someone who is new as a supervisor or is preparing to become a supervisor) | **Traditional one-on-one approach:** A more senior professional with supervisory skills, knowledge, experience, and professional contacts relevant to the employee's professional development goals and advancement goals.<br><br>**Peer mentoring approach:** A professional whose position within the organization is at the same level who has supervisory skills, knowledge, experience, and professional contacts relevant to the employee's professional development goals and advancement goals.<br><br>**Cross-group approach:** Same for all protégés - see New Hire/Entry-level description. |
| Senior level Employees | **Traditional one-on-one approach:** A more senior professional within the agency or from another agency or organization who has demonstrated skills, knowledge, experience, and professional contacts relevant to the employee's professional development goals and advancement goals.<br><br>**Peer mentoring approach:** A professional whose position at the same or similar professional level within the agency or from another agency or organization who has demonstrated skills, knowledge, experience, and professional contacts relevant to the employee's professional development goals and advancement goals.<br><br>**Reverse mentoring approach:** A more junior level or entry level professional who has knowledge, skills and experiences to share that relate to the employee's learning goals. Cross-group approach: Same for all protégés - see New Hire/Entry-level description. |

To meet the intended goals for a specific group of recipients, it is helpful to use a targeted recruitment strategy. Targeted recruitment is recruitment focused on identifying and enlisting individuals with specific attributes, experience, skills or knowledge that align with the recipients' needs and goals. In

order to target individuals with the desired attributes, the program manager should collect and analyze information from the potential recipients about their goals and needs. Targeted recruitment may be most appropriate for formal mentoring programs that have small cohorts of protégés and aim to support development of specific skills sets such as supervisory skills, leadership skills, or technical knowledge.

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

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

Each program should define the desired mentor characteristics that match the program's goals and objectives. For example, see the characteristics that NASA looks for in mentors by clicking here.

Recruiting volunteer mentors is a critical step in starting and sustaining a mentoring program. In order to attract volunteers, it is important to clearly communicate the program's goals, the potential benefits for all participants and what is required of mentors. Being honest about expectations upfront helps those who volunteer as mentors to make an informed decision and improves mentor retention.

Programs typically make an organization-wide announcement and appeal for volunteers to serve as mentors. While not all employees may choose to volunteer, informing everyone about the program is nonetheless important to the program's success. Mentor recruitment activities present an opportunity to increase the mentoring program's visibility in the agency, which can help build employee/ employer support needed to expand and sustain mentoring throughout the organization.

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

the recruitment message and understand how participating as a mentor could benefit another employee. Employees should not be coerced into volunteering as a mentor but a personal, targeted appeal may motivate them to volunteer willingly to support another employee's growth.

Where possible, ask individuals who have served as mentors or have been mentored (i.e. protégés) to assist with recruitment by sharing insights from their experiences. Testimonials from previous participants can illustrate the value of mentoring to others.

Other strategies for mentor recruitment include:

- Soliciting individual recommendations or nominations from agency and department leaders and employees.
- Sending an email explaining what the program is looking for in a mentor (qualifications and expectations) along with a mentor application to all departments/employees.
- Holding an information meeting or conference call for anyone interested in learning more about becoming a mentor.
- Asking individuals who have served as mentors before to speak or write about their experience and the rewards of participating.

In its 2008 report, Best Practices: Mentoring, OPM recommended federal agencies develop a communication and marketing strategy to ensure successful mentor recruitment. To read an excerpt from the OPM report on **Develop a Recruitment and Marketing Strategy**, click here.

Some federal agency mentoring programs use electronic database systems to gather information about employees interested in mentoring while others have staff responsible for collecting applications from any interested employee. For example, all **U.S. Department of Commerce** employees are invited to sign up to serve as a mentor or receive mentoring through an online external mentoring database system called **Mentoring Connection System**. Any employee who is interested in participating completes the online application. In contrast, the **Natural Resources Conservation Service (NRCS)** in West Virginia invites any interested employees to submit an application to the Human Resources development to either serve as a mentor or receive mentoring.

Examples of NRCS mentoring applications are available online - see Mentee Application and Mentor Application.

The following application templates may be useful to programs during recruitment:

## Mentor Application Template

Name:
Title:
Agency/ Department:
Office Address:
Email Address:
Phone number(s):

How long have you worked in your current position?

How long have you worked at the agency?

Describe your current and prior professional experience and responsibilities:

How would you describe yourself in terms of personal attributes as well as professional knowledge and skills?

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

What are your main interests and passions outside of work?

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

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

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

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

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

## Protégé Application Template

Name:
Title:
Agency/ Department:
Office Address:
Email Address:
Phone number(s):

How long have you worked in your current position?

How long have you worked at the agency?

Describe your current and prior professional experience and responsibilities:

What are your short term professional goals?

What is your long term career goal or aspiration?

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

What are your main interests and passions outside of work?

Why are you interested in working with a mentor?

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

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

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

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

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

## Characteristics of Mentors (NASA Example)

The following is an example of characteristics the NASA FIRST Mentor Program looks for in employees when it is recruiting mentors.

**NASA Mentor Program - Characteristics of Mentors**

**People Oriented:**

One who is genuinely interested in people and has a desire to help others develop and grow. A successful mentor is one who provides sufficient time with the mentee, possesses good people skills and knows how to effectively communicate and actively listen. Active listening is a skill that includes paying attention to the body language and other sensory cues of the mentee. A mentor must also be able to resolve conflicts and give appropriate feedback.

**Good Motivator:**

A mentor needs to be able to motivate a mentee through encouraging feedback and challenging work assignments. A mentor will expand a mentee's experiences while noting the advantages and rewards associated with accepting new challenges.

**Effective Teacher:**

A mentor must thoroughly understand the skills and knowledge required by the mentee's position and goals, and is able to effectively teach these skills to the mentee. A mentor also manages the learning of the mentee.

**Secure in Position:**

A mentor must be confident in his or her career so pride for the mentee's accomplishments can be genuinely expressed. A mentor should appreciate a mentee's developing strengths and abilities, without viewing these accomplishments as a threat. A mentor enjoys being a part of the mentee's growth and expansion.

**Technical excellence:**

A successful mentor is usually one who has been successful in their field of expertise and possesses the educational background and experience needed for achievement. A skilled mentor possesses and maintains current, up-to-date technological knowledge and /or skills; he/she takes on more responsibility than is required by the job and volunteers for additional activities/learning. A mentor attempts to inspire a mentee with the same drive for achievement.

**NASA Values and Work:**

A mentor takes pride in NASA. A mentor understands NASA's mission, vision, and values and supports NASA's initiatives. A mentor is respected by his or her peers and management and serves as a role

model. Keep in mind that a mentee looks to his or her mentor for guidance on interpreting policies and procedures. In order to provide this guidance, a mentor needs to know and understand this information.

**Respects Others:**

A mentor is one who shows respect for another's well-being. Every person, including the mentor, has certain vulnerabilities and imperfections that must be accepted. A mentor should learn to accept a mentee's weaknesses and minor flaws, just as the mentee must learn to accept the weaknesses and flaws of the mentor. Mentors can, in fact, help a mentee explore his or her vulnerabilities and imperfections. Without passing judgment, a mentor must also recognize that differences in opinions, values, and interests will exist. By accepting such differences, a mentor projects openness to others. Not all of these characteristics are equally found in every one.

**Other Aspects:**

Individuals that have had positive formal or informal experiences with a mentor tend to be good mentors themselves. Good mentors are experienced individuals that have a good reputation for helping others develop their skills. Maintaining the confidentiality of the mentor/mentee relationship is also crucial for success.

**Source:** NASA FIRST Mentoring Program. Retrieved September 9, 2010 from http://leadership.nasa.gov/nasa_first/Mentoring_Handbook.doc.

## Develop a Recruitment & Marketing Strategy (OPM Excerpt)

**Excerpt from OPM Report, Best Practices: Mentoring (2008)**

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:

- Develop brochures, flyers, and posters to distribute around the agency (Note: Contact information should be clearly displayed on any marketing materials);
- 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.

## Matching Mentoring Partners

The success of a mentoring partnership often hinges on compatibility. For this reason, programs should carefully consider how to match mentors and protégés to ensure they are well suited as partners. Some federal workplace mentoring programs leave the matching decision entirely in the hands of the protégé. When this approach is used, programs typically provide information, such as biographical profiles or applications, to the protégés and allow them to select one or more for consideration. Protégé may have an opportunity to talk or meet with a few mentor candidates before selecting one.

More often programs have either staff, a committee or even a third party entity review information about both protégés and mentors and identify potential matches. When someone other than the protégé or mentor determines the match, a matching criteria is needed to guide the process. One primary factor to consider in determining compatibility is how well the mentor candidate's skills and experience align with the professional goals of the protégé.

Other factors programs may consider are:

- shared professional experiences or interests (e.g. both previously served in the military);
- shared personal interests, hobbies or experiences (e.g. both are single mothers or enjoy traveling internationally or speak a certain language);
- alignment of the mentor's greatest strength with the protégé's greatest area for improvement; and
- alignment of the mentor's current organizational role/position with the role/position the protégé aspires to attain.

While personal information may be collected to aid in matching, program staff should not share any demographic information or medical information, in the case of an employee with a disability, with other employees including mentors or protégés of the employee. Decisions about whether and what information to disclose about oneself to other people are very personal and can have negative repercussions in the workplace; therefore, always protect the privacy and confidentiality of any personal information pertaining to mentoring participants. Let all employees know it is up to them to decide what if any personal information they will share with their mentor or protégé. According to OPM's report (2008), many federal agency mentoring programs use computerized matching systems. These programs may be especially useful for mentoring programs with large numbers of participants, such as agency wide mentoring. Read an excerpt from the OPM report, Match Mentors and Protégés.

## Match Mentors & Protégés (OPM Excerpt)

**Excerpt from OPM Report, Best Practices: Mentoring (2008)**

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.

Read the U.S. Office of Personnel Management's 2008 full report, Best Practices: Mentoring.

## Training

Training for mentors and protégés is a common component of successful mentoring programs (Wills, Cokley, & Holmes, 2009). When formal mentoring programs start out with little structure and minimal training for participants, they often find the program results are less than expected and training is needed to improve the experience for mentors and protégés. The Chief Human Capital Officer at the **Social Security Administration** explains their agency's experience, "We've had some of our mentors say, 'we really want to be better at this.'" Training for both mentors and protégés is critical because both partners need to understand upfront the goals of mentoring, what their role and responsibilities are, and how to develop and sustain a positive relationship. All individuals bring preconceived ideas about mentoring that may or may not match up with the goals and expectations an organization has for the mentoring relationship. The organization needs to provide some initial training, often called orientation, in order to set the tone and provide guidance for developing the mentoring partnership.

Formal mentoring programs can provide training and guidance to mentors and protégés through in-person or online training formats. The U. S. Geological Society is an example of a federal agency that uses both. The USGS One Year Guided Mentoring Program requires mentors and mentees to participate in a self-paced online training and a live webinar. The topics covered through online training include participant roles and responsibilities, keys to a successful mentoring relationship, and how to handle communication and scheduling challenge. This training is followed up by a two-day shadowing experience in which the protégé travels to the mentor's workplace (mentors and protégés typically work in different parts of the country) to meet in person and collaboratively develop the protégé's learning goals, objectives, and plan.

**NASA Goddard Space Center** provides a two-day in-person orientation for mentors and protégés and additional training workshops on various topics such as listening skills and giving and receiving feedback. Descriptions of their training courses are available on their website.

Whether training is delivered in-person or online, the following are common training topics:

**1) Mentoring Program Goals**

Explain and discuss the mentoring program goals and objectives and how they relate to the organization's mission and goals. Every organization has its own specific purpose for formal mentoring opportunities based on the organization's goals and needs related to human resources. In order to ensure the organization's goals are met through mentoring, the program goals must be clearly defined and articulated to participants so they understand what role they plan in furthering the organization's goals as well as protégé's development and learning goals.

For example, the **Texas Natural Resources Conservation Service** provides the following explanation of its mentoring program objectives:

"The objectives of the mentor program are as follows:

- Improve morale, motivation, job performance, and job satisfaction.

- Increase employee retention.
- Provide career enhancement through increased self-awareness, improved communication/ Interpersonal skills and a broadened understanding of agency activities.
- Enhance leadership and decision making skills.
- Provide a forum to exchange ideas, understanding and appreciation for different organizational sections and disciplines within the agency".

**2) Roles & Responsibilities**

Explain and discuss the role and responsibilities of both mentors and protégés and also consider providing guidance on the role and responsibilities of the protégé's supervisor as it relates to the mentoring partnership as well as mentoring program staff. Be sure that all participants know what is expected of them and what they can expect from others throughout the mentoring program.

See an example of **Mentoring Roles & Responsibilities** from the NASA FIRST Mentoring Program Handbook.

**3) Principles for Successful Mentoring Relationships**

Depending on the specific goals and approach, each formal mentoring program should clearly communicate the principles and processes it expects mentors and protégés to abide by during the program. It is up to the organization to define principles and processes in advance. For example, who should take the lead on defining the goals of the mentoring relationship - the mentor or the protégé? If the organization adopts the principle that mentoring should be "learner-centered" rather than "mentor-directed," then "learner-centered" is a principle that should be explicitly explained to the participants as a part of the training (Fischler & Zachary, 2009). The training could include a discussion about the difference between a mentoring relationship that is learner-centered and one that is mentor-driven and how mentoring partners can adopt a learner-centered style in their interactions.

Other principles considered by Fischler and Zachary (2009) to be essential to the success of mentoring relationships are: reciprocity, learning, relationships, partnership, collaboration, mutually defined goals, and development. An organization may choose to include these and/or other principles in its guidance for mentors and protégés.

For example, the **U.S. Department of Justice** cites the following principles of mentoring in its Guidelines for Creating Successful Mentoring Partnerships:

- Mentoring is an enabling process that facilitates career development and skills exchange.
- The mentor and protégé are mutually committed to a beneficial mentoring relationship.
- Mentoring is based on an absolute commitment to trust and confidentiality between participants (U. S. Department of Justice Learning & Development Council, 2010).

Respect for confidentiality is important to the success of any mentoring relationship. Without a promise of confidentiality, mentors and protégés are unlikely to establish the trust necessary to honestly communicate with one another about their experiences, goals, and challenges. Training for mentors and protégés should include a discussion of expectations and requirements around maintaining confidentiality throughout and even after the mentoring relationship ends. Many programs require both mentors and protégés to sign a mentoring agreement that includes a statement about maintaining confidentiality.

**4) Structured Activities**

Training should also address any specific structured activities both mentors and protégés are expected to complete. Some structured activities common among mentoring programs are:

- Creating a partnership agreement;
- Completing a professional or personal assessment;
- Defining professional development goals;
- Developing a professional development plan;
- Attending professional networking or learning activities; and
- Submitting feedback and progress updates to the protégé's supervisor and/or program staff.

For example, the **U.S. Department of Justice's Candidate Development Program** utilizes an individual 360-degree assessment based on 27 competencies derived from Office of Personnel Management's five "Executive Core Qualifications (ECQs)" which are leadership skills that executives need to succeed in senior management positions (Wills, Cokley, & Holmes, 2009). After they complete the assessment, protégés create an individual development plan (IDP) for improving in targeted areas based on the assessment results.

The structured activities of the **U.S. Geological Society One-Year Guided Mentoring Program** include creating a mentoring partnership agreement, which includes a confidentiality agreement, and setting career development goals and creating an action plan (U. S. Geological Survey, 2010). The program also provides worksheets for participants to guide their initial conversation to help partners get acquainted and questions for reflecting each month on the mentoring relationship and professional goals and challenges (See USGS Mentoring Program Worksheets).

Requirements for submitting progress reports to either the program staff or supervisor should also be clearly explained upfront. See an example of the Progress Report form used by the Natural Resources Conservation Service in Oklahoma.

Read an excerpt from the OPM report with recommendations for structured activities.

**5) Tips for Working Together**

Finally, both mentors and protégés will benefits from tips about how to develop and sustain the mentoring relationship. Programs can develop mentoring tips and guidance from existing resources and literature on workplace mentoring (See Recommended Training Resources) as well as by asking current and past participants to share tips based on their firsthand experience as a mentor or protégé.

For example, a topic covered in NASA Goddard Space Center's mentoring program orientation includes understanding each other's behavioral and communication styles (participants complete a style assessment before the training) and learning how to blend these styles to have an effective relationship.

## Developing A Mentoring Program (OPM Excerpt)

**Excerpt from OPM Report, Best Practices: Mentoring (2008)**

**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.

Read the U.S. Office of Personnel Management's 2008 full report, Best Practices: Mentoring.

# Structured Activities

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

Some structured activities common among mentoring programs are:

- Creating a partnership agreement;
- Completing a professional or personal assessment;
- Defining professional development goals;
- Developing a professional development plan;
- Attending professional networking or learning activities; and
- Submitting feedback and progress updates to the protégé's supervisor and/or program staff.

Examples of structured activities utilized by federal agencies in their mentoring programs include:

- 360-degree assessment based on 27 competencies derived from Office of Personnel Management's five Executive Core Qualifications (ECQs) - U. S. Department of Justice's Candidate Development Program
- Mentoring Agreement and Reflection Worksheets - U. S. Geological Society One-Year Guided Mentoring Program
- Progress Reports - Oklahoma Natural Resources Conservation Service (NRCS)

Read an excerpt from the OPM report with recommendations for structured activities.

Other structured activities that mentoring programs could use include:

- Protégé Self-Assessment
- Mentor Self-Assessment
- Understanding Oneself (For Protégés)
- Understanding the Organization
- Understanding One's Job and Performance Expectations
- Working with the Supervisor
- Working with Co-workers

- Understanding Processes, Procedures & Policies
- Handling Workplace Challenges
- Handling Personal Challenges
- Seeking Out Professional Development Opportunities

## Protégé Self-Assessment

*This self-assessment is a self-reflection activity for the protégé to complete on his/her own, ideally before a mentor-protégé match has been decided. The protégé may choose to seek input from his/her supervisor as it relates to professional development needs and goals, but doing so is not necessary. The purpose of this activity is to help the protégé identify what he/she wants to gain from a mentoring relationship and what traits he/she should look for or request in a mentor.*

| **Define Protégé Wants & Needs - Answer each question below.** | **Define Mentor's Role - The ways I would like a mentor to help me with this are:** | **Define Desirable Mentor Traits - To help me with this, my mentor may need these characteristics (include skills, knowledge, contacts):** |
|---|---|---|
| My immediate professional goal is: | | |
| What I need to learn right now to succeed at work is: | | |
| What I want to do at work right now is: | | |
| My long term career interest or aspiration is: | | |
| What I need to pursue this longer term career interest/ goal is: | | |

**MY PRIMARY GOALS FOR MENTORING**

Based on this quick assessment, the two things I want a mentor to help me with most are:

- 
- 

**PRIMARY TRAITS I AM SEEKING IN A MENTOR**

The main two traits I want my mentor to have are:

- 
- 

## Mentor Self-Assessment

*This self-assessment is a self-reflection activity for the potential mentor to complete on his/her own, ideally before a mentor-protégé match has been decided. The purpose of this activity is to help the mentor candidate identify what he/she could bring to a mentoring relationship and what traits he/she has that could benefit a protégé.*

| **Answer each question below.** |
|---|
| I am very knowledgeable about: |
| My greatest skills include: |
| I would describe myself (my attributes) as: |
| My previous professional experience includes: |
| My current professional responsibilities are: |
| The ways in which I'd like to help and think I'd be good at helping another professional are: |
| I am not really interested in or don't think I would be good at doing the following as a mentor: |
| On a personal level, my interests and passions include (things I enjoy doing outside of work): |

**MY PRIMARY INTERESTS FOR MENTORING**

Based on this quick assessment, the two primary things I would like to help another professional accomplish or do through mentoring are:

- 
- 

**PRIMARY CONTRIBUTIONS AS A MENTOR**

The main things about myself (skills, knowledge, attributes, experience) I'd like to share or contribute through mentoring are:

- 
- 

## Understanding Oneself (for Protégé)

*This is one of several structured activities designed for mentoring partnerships for employees who are "learning the ropes." This activity is intended to be used as a self-reflection exercise that the protégé can discuss with his/her mentor.*

### Career Interests & Preferences

During my last job search, I was looking for a job position and employer that provided the following:

I chose this job position and employer over other possibilities because:

What interests me most about this job position and my agency or department's work/ mission is:

Other job positions or career paths that also interest me are:

What excites me the most about this current job is:

The aspects of my job I enjoy the most are:

What concerns me the most about this current job is:

The aspects of my job I enjoy the least are:

Through my current job, I am expecting I will be able to:

### Career Objectives

In the short-term, intermediate and long-term, I hope to be working (describe job position, responsibilities and characteristics of future job positions that currently interest you):

| | |
|---|---|
| **Short-Term (1-5 yrs)** | |
| **Intermediate (5-10 yrs)** | |
| **Long-Term (10-15 yrs)** | |

Other goals and objectives I have for my life are (includes relationships/family, living situation, personal interests outside work, health/wellness):

The ways in which my current job position relates to my career objectives are:

The ways in which my current job position relate to my other life goals/objectives:

### Knowledge, Skills & Attributes (KSAs) Self-Assessment

**CURRENT JOB POSITION:** In column 1, make a list the knowledge, skills and attributes that are required to perform your current job well. Then rate yourself on each to identify which are current strengths and which are areas for improvement.

**Rate yourself by placing an "X" in one of the columns.**

| **Specific Knowledge, Skill or Attribute** | **STRENGTH I am strong in this.** | **AVERAGE I am okay in this/could use some improvement.** | **WEAKNESS I am weak in this/need to learn or improve a lot.** |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**FUTURE JOB POSITION(S):** In column 1, make a list the knowledge, skills and attributes that are required to perform well in a future job position you would like to attain. Then rate yourself on each to identify which are current strengths and which are areas for improvement.

Rate yourself by placing an "X" in one of the columns.

| **Specific Knowledge, Skill or Attribute** | **STRENGTH I am strong in this.** | **AVERAGE I am okay in this/could use some improvement.** | **WEAKNESS I am weak in this/need to learn or improve a lot.** |
|---|---|---|---|
| | | | |
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|---|---|---|---|
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| | | | |

## Goal-Setting

Based on the above assessment of professional strengths and weaknesses related to both your current position and future positions you aspire to attain, write at least two (2) professional development goals to focus on during the coming year:

| | |
|---|---|
| **Goal #1** | |
| **Goal #2** | |

## Understanding the Organization

*This is one of several structured activities designed for mentoring partnerships for employees who are "learning the ropes." This activity is intended to be used as a self-reflection exercise that the protégé can discuss with his/her mentor.*

- In my own words, the organization's mission is:
- The organization's yearly goals and objectives are:
- The organization measures its success in terms of:
- The values the organization seeks to operate by are:
- The organization's culture is characterized by:
- Key leaders of my organization are:
- The primary customers/ clients of my organization are:
- The primary partners of my organization are:
- Current changes occurring within my organization are:
- Recent accomplishments or successes of my organization are:
- The organization's primary challenges at present are:
- I expect my job could be affected by what I have learned about my organization in the following ways:

| **Questions or requests for assistance for my mentor related to "Understanding My Organization" are:** |
| --- |
| |

## Understanding One's Job

*This is one of several structured activities designed for mentoring partnerships for employees who are "learning the ropes." This activity is intended to be used as a self-reflection exercise that the protégé can discuss with his/her mentor.*

As I currently understand it, my role and responsibilities are:

As I currently understand it, my role and responsibilities are relevant to the organization's mission, goals and objectives in the following way:

As I currently understand it, my supervisor and/or co-workers will rate my job performance, **either formally or informally**, based on the following:

| **Primary Tasks - I am responsible for completing the following major tasks or projects:** | **Indicators of Quality - Doing this task well means the following qualities will be present in my work:** | **Target Outcomes - If I do this task well, the expected end result will be:** |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Questions I have for my supervisor and co-workers about my role, responsibilities and the job performance expectations are:

| **Questions or requests for assistance for my mentor related to "Understanding My Job & Performance Expectations" are:** |
|---|
| |

## Understanding Processes, Procedures & Policies

*This is one of several structured activities designed for mentoring partnerships for employees who are "learning the ropes." This activity is intended to be used as a self-reflection exercise that the protégé can discuss with his/her mentor.*

The following organizational processes, procedures, and policies have specific relevance and bearing upon my job in the following ways:

| **Specific Process, Procedure, or Policy** | **Relevance to My Job - The implication(s) for my job is:** | **Remaining Questions - What I still need to learn about this is:** |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

| **Questions or requests for assistance for my mentor related to "Understanding Processes, Procedures & Policies" are:** |
|---|
| |

## Working with the Supervisor

*This is one of several structured activities designed for mentoring partnerships for employees who are "learning the ropes." This activity is intended to be used as a self-reflection exercise that the protégé can discuss with his/her mentor.*

As I currently understand it, my supervisor prefers to work and communicate with me in the following ways for the following purposes/ situations:

| **My supervisor prefers...** | **Specific Purpose or Situations** |
|---|---|
| I consult him/her when: | |
| I consult others when: | |
| I complete the work independently when: | |

| **Type of Interaction** | **My supervisor prefers this why, when, where, how often:** | **Implications for my work:** |
|---|---|---|
| Meet face-to-face one-on-one | | |
| Meet face-to-face as a group | | |
| Talk by telephone | | |
| Communicate by email | | |
| Communicate by written memo or report | | |

| **Questions or requests for assistance for my mentor related to "Working & Communicating with my Supervisor" are:** |
|---|
| |

## Working with Co-workers

*This is one of several structured activities designed for mentoring partnerships for employees who are "learning the ropes." This activity is intended to be used as a self-reflection exercise that the protégé can discuss with his/her mentor.*

Our job performance is not just a result of our own hard work. We may work alongside other employees to jointly perform certain responsibilities and we may rely on others performing their responsibilities so we can perform our own. Just as we may depend on others to perform their jobs well, other employees may depend on us. For this reason, it is important to develop a clear understanding about both how our work affects others and how our work may be affected by others. Learning the ropes requires learning about and considering the perspectives and expectations of other employees with whom our job responsibilities intersect.

In the space provided below, list any people your work may affect and also any people whose work may affect you. Ask yourself the following questions as you reflect on the implications for your work:

How will each person listed be affected by my work and job performance and what expectations are they communicating to me about the intersection of our jobs?

How will each person listed affect my work and job performance and what expectations do I need to communicate to him/her about the intersection of our jobs?

| **Specific Person & Their Role/ Responsibility** | **How Our Work Intersects - The way our work relates and what this means for my job is:** | **Remaining Questions - What I still need to learn about working & communicating with this person is:** |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

| **Questions or requests for assistance for my mentor related to "Working & Communicating with Others" are:** |
|---|
| |

## Handling Workplace Challenges

*This activity is intended to be used as a self-reflection exercise that the protégé can discuss with his/her mentor. Mentors may also choose to use this activity to frame a discussion with the protégé.*

A workplace challenge is a situation or condition experienced at work that makes performing your job well difficult. Your mentor can serve as a sounding board and resource for handling challenges that you may encounter at work. If you are experiencing a challenge, use this worksheet to reflect upon and articulate the problem and how it is affecting you. Ask your mentor to help you identify strategies or resources for addressing the challenges. Some potential challenges or concerns are discussed below and relevant resources for federal employees are provided.

A challenge I am faced with at work is:

The ways in which this is affecting me and my job performance are:

Some actions I might take or resources I might use to address this challenge are:

### Resources for Potential Workplace Challenges

All individuals face challenges at work at times that cause stress and may interfere with job performance and productivity. Your mentor can be a valuable source of support for handling these challenges. In addition to listening and offering encouragement, your mentor may have helpful suggestions for handling challenges based on his/her own personal experiences or knowledge of resources.

If you are looking for support and helpful resources, a good place to start is the **Employee Assistance Program (EAP)** at your agency. All federal government agencies have an EAP that offers free, voluntary, confidential short-term counseling and referral for various issues affecting employee mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders. See the U.S. Office of Personnel Management's Frequently Asked Questions regarding EAPs.

Here are some suggestions and resources for potential challenges you might be facing.

- Dealing with Difficult People
- Decisions about Disclosure
- Disability Related Challenges
- Discrimination
- Workplace Violence
- Concerns about Terror Attacks or Coping with other Traumatic Events

### *Dealing with Difficult People*

Everyone encounters difficult people in the workplace. Determining how to handle a conflict with someone at work takes careful consideration. One human resources expert offers the following advice on how to handle a difficult person:

- Consider whether you are over-reacting and whether they "pressed a button" that is a re-occurring area of sensitivity for you;
- If you don't think you're overreacting, discuss the experience with a trusted confidante such as a mentor or friend and brainstorm possible strategies you could take to address the problem with the difficult person if it warrants action;
- If you plan to confront the issue with the difficult person, prepared a simple statement that explains to the person what bothered you and how it affected you. Use I statements. Also prepare to offer a resolution such as "I would appreciate it if you did/didn't...from now on";
- Speak with the difficult person privately. Say what you want to say to him/her in a non-emotional fact-based manner, then let the person respond by listening rather than arguing. Try to reach agreement on how you can positively resolve your concern. Be willing to negotiate about what the resolution should be but do not argue;
- If the situation does not improve after you have discussed it, consider a follow-up discussion or request assistance from your supervisor if necessary. If you seek assistance from your supervisor, explain your concern in terms of how it is affecting your productivity and job performance. Ask for his/her advice or assistance to resolve the problem (Heathfield, n. d.).

### *Decisions about Disclosure*

For individuals with hidden or invisible disabilities, decisions about whether, when and how to disclose one's disability can be challenging. Similarly, individuals who are lesbian, gay, bisexual and transgendered may struggle with decisions about disclosing their sexual identity and orientation to coworkers. If you are challenged by decisions about workplace disclosure, talk it over with a trusted friend or confidante who knows you well and is unlikely to judge you. Recognize that it is your personal decision and warrants careful consideration.

Consider the various benefits and the potential risks of disclosing before you decide. For the individual with a disability, a primary advantage of disclosing is to receive reasonable accommodations that will help the individual perform his or her job. Employers are required to provide reasonable accommodation only for the known physical or mental limitations of a qualified individual with a disability. Employees are responsible for informing the employer that an accommodation is needed (Job Accommodation Network, n .d.).

See Table 5 for information on advantages and disadvantages of disclosing a disability. More information on disability disclosure in the workplace is available from the Job Accommodation Network

(JAN) such as the fact sheet, Dos & Don'ts of Disclosure. LGBT individuals can find helpful guidance on disclosure, including advantages and disadvantages, in the Human Rights Campaign's Resource Guide to Coming Out.

### Table 5: Advantages & Disadvantages of Disclosing a Disability

Excerpt from National Collaborative on Workforce & Disability for Youth (2008)

There is no easy answer to the question "should I disclose?" The list of advantages and disadvantages provided below can serve as a guide when making the decision to disclose a disability or not.

| **Advantages of Disclosure** | **Disadvantages of Disclosure** |
|---|---|
| ▪ It can facilitate access to reasonable accommodations which may be needed by the individual to function most effectively in work, school, or community settings.<br>▪ It provides legal protection against discrimination (as specified in the Americans with Disabilities Act (ADA) and other disability nondiscrimination laws).<br>▪ It may reduce stress, since protecting a "secret" can take a lot of energy.<br>▪ It ensures that the person is getting what s/he needs in order to be successful (for example through an accommodation or medication).<br>▪ It provides greater freedom to communicate should you face changes in your particular situation.<br>▪ It may help to improve the individual's self-image through self-advocacy and self-confidence. | ▪ It can lead to the individual experiencing exclusion.<br>▪ It can cause the individual to become an object of curiosity.<br>▪ It can lead to the individual being treated differently than others.<br>▪ It can lead to the individual being viewed as needy, not self-sufficient, or unable to perform on par with peers.<br>▪ It can bring up conflicting feelings about the individual's self-image.<br>▪ Disclosing personal and sensitive information can be extremely difficult and embarrassing. |

**Source:** National Collaborative on Workforce & Disability for Youth. (2008, May). Youth and Disability Disclosure: The Role of Families and Advocates, InfoBrief Issue 21. Retrieved from: http://www.ncwd-youth.info/information-brief-21.

### *Disability-Related Workplace Challenges*

The challenges an individual with a disability may face include practical challenges such as obtaining appropriate accommodations and interpersonal challenges such as being treated differently by co-workers and supervisors. Friends, peers or a mentor can all serve as a sounding board for thinking through approaches to addressing various challenges. If you are experiencing challenges related to accommodations and employee rights, you can obtain helpful information from the Job Accommodation Network (JAN) by calling (800)526-7234 (Voice)/ (877)781-9403 (TTY) or visiting the website athttp://askjan.org/. One helpful publication available from JAN is the Employees' Practical Guide to Negotiating and Requesting Reasonable Accommodations Under the Americans with Disabilities Act (ADA).

Also see the **Office of Disability Employment Policy's** webpage with information specifically for federal managers and employees at: http://www.dol.gov/odep/pubs/misc/advance.htm.

OPM also provides information and resources for federal employees with disabilities at: http://www.opm.gov/disability/index.asp.

### *Discrimination*

If you are experiencing discrimination at work, contact your agency's **Equal Employment Opportunity (EEO) counselor** to discuss your concerns. The Equal Employment Opportunity Commission, the federal agency responsible for enforcing laws which prohibit this workplace discrimination, provides information and assistance related to filing a complaint. See more information at: http://www.eeoc.gov/employees/charge.cfm. You can contact the commission by calling 202-663-4900 or visiting their website: www.eeoc.gov.

### *Workplace Violence*

While violence in the workplace is rare, it can happen. If you experience or witness a violent act or threat, contact your agency's Employee Assistance Program, Security, and/or Employee Relations staff to report what happened and seek assistance. Your agency may provide guidance and training for employees on how to prevent and respond to violence in the workplace.

The U. S. Office of Personnel Management provides guidance and resources on workplace violence for federal employees and managers.

### *Traumatic Events/ Terror Attacks*

It's not unusual for government employees to feel worried or have concerns about possible terror attacks. A healthy response to these concerns is to prepare yourself personally and discuss with other

staff in your office how to respond in the case of an attack or threat. Each office within federal government agencies is responsible for developing its own emergency preparedness plan. Ask your supervisor, co-workers, and human resources staff about your agency's plan.

The U. S. Office of Personnel Management provides **A Federal Employee's Emergency Guide** as well as a manager's/decision-maker's guide on its website at: http://www.opm.gov/Employment_and_Benefits/worklife/healthwellness/EAP/.

Employees and managers may also find useful information for coping with traumatic events in OPM's **Manager's Handbook: Handling Traumatic Events**, online at: http://www.opm.gov/Employment_and_Benefits/WorkLife/OfficialDocuments/handbooksguides/Trauma/index.asp

## Handling Personal Challenges

*This activity is intended to be used as a self-reflection exercise that the protégé can discuss with his/her mentor. Mentors may also choose to use this activity to frame a discussion with the protégé.*

A personal challenge is a difficult situation or condition experienced outside of work. Personal challenges can have an adverse effect on your job performance and career. Your mentor can serve as a sounding board and resource for handling challenges that you may encounter outside of work. If you are experiencing a challenge, use this worksheet to reflect upon and articulate the problem and how it is affecting you. Ask your mentor to help you identify strategies or resources for addressing the challenges. Some potential challenges or concerns are discussed below and relevant resources for federal employees are provided.

A challenge I am faced with outside of work is:

The ways in which this is affecting me (may or may not include effects on job performance) are:

Some actions I might take or resources I might use to address this challenge are:

### Resources for Potential Personal Challenges

All individuals face personal challenges outside of work at times that cause stress and may interfere with job performance to some degree. Your mentor can be a valuable source of support during difficult times. Opening up to him or her about personal challenges may help you cope with stressful or anxious feelings. In addition to listening and offering encouragement, your mentor may have helpful suggestions for handling your challenges based on his/her own personal experiences or knowledge of resources related to your challenge.

If you are looking for support and helpful resources, a good place to start is the **Employee Assistance Program (EAP)** at your agency. All federal government agencies have an EAP that offers free, voluntary, confidential short-term counseling and referral for various issues affecting employee mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders. See the U. S. Office of Personnel Management's Frequently Asked Questions regarding EAPs.

Here are some suggested resources for potential challenges you might be facing.

- Stress, Anxiety & Other Mental Health Concerns
- Health & Fitness Challenges
- Financial Challenges
- Legal Challenges
- Disability-related Challenges

### *Stress, Anxiety & Mental Health Concerns*

It is normal to feel stressed and anxious at times due to frustrating or difficult experiences. If feelings of stress and anxiety are prolonged or intense, they can be harmful to your health and well-being. Medical professionals recommend identifying the source of your stress or anxiety if possible and talking with a trusted friend or other supportive person (National Institutes of Health, 2010). If feelings of stress and anxiety persist or you feel depressed or have symptoms of another mental health problem, see your doctor for further evaluation and help. The following internet resources from the National Institutes of Health provide more information and recommendations on managing stress and anxiety:

- **Managing Stress:** http://www.nlm.nih.gov/medlineplus/tutorials/managingstress/hp069103.pdf
- **Stress & Anxiety:** http://www.nlm.nih.gov/medlineplus/ency/article/003211.htm
- **Various Mental Health Topics, National Institute of Mental Health:** http://www.nimh.nih.gov/health/index.shtml.
- **Suicide Prevention:** If you are experiencing a suicidal crisis or emotional distress, contact the Suicide Prevention Lifeline, a free, 24-hour hotline, at 1-800-273-TALK (8255), http://www.suicidepreventionlifeline.org/.

### *Health & Fitness Challenges*

Taking care of your physical health is important for both your personal and professional well-being. A health problem, whether large or small, can impede your productivity at work and cause stress and worry. Many federal government agencies have work-life programs that include health and wellness activities and resources "to help employees enhance mental and physical well-being, prevent health problems, engage in health-promoting behaviors, and find assistance and support in times of need" (OPM, 2010). Contact your agency's human resources department to find out if the agency provides any health and wellness activities and resources.

The Office of Personnel Management has its own health promotion initiative called HealthierFeds, online at http://www.healthierfeds.opm.gov/, which provides information for all federal employees on a wide range of issues including physical activity, nutrition, obesity, and tobacco cessation.

You can also find useful information on a range of health and wellness topics online at: http://www.healthfinder.gov/

### *Financial Challenges*

Another common challenge is personal finance. Whether you're struggling to manage debt or unsure how to plan for your future, you may want to seek advice and financial assistance from a professional. Ask your agency's **Employee Assistance Program (EAP)** if they offer assistance with financial issues.

Consider seeking financial advice or assistance from your bank or your current lending institution, a local community organization that assists with financial planning, or a private financial planner.

Individuals in need of financial management education and free, reliable financial information can find it through the **MyMoney.gov website**, and the toll-free 1-888-MyMoney hotline, supported by the Treasury Department's Office of Financial Education: http://www.mymoney.gov/

### *Legal Challenges*

Personal legal challenges can arise as a result of family situations (divorce, separation, elder care, adoption), home and housing situations, and a range of other incidents in one's life (accidents, health insurance issues, disability, tax liability). If you find you are in need of legal advice or counsel for a personal situation, ask friends if they can recommend any legal professionals they may know personally or professionally. Ask your agency's **Employee Assistance Program (EAP)** if they can refer you to a legal professional.

Internet resources may also provide some helpful legal information and free advice such as the American Bar Association, http://www.abanet.org/, and Law Guru, www.lawguru.com.

Low-income individuals who meet eligibility criteria can seek civil legal assistance from local legal aid or assistance providers. The Legal Services Corporation provides information on local legal assistance providers: http://www.lsc.gov/map/state_T32_R54.php.

### *Disability-Related Personal Challenges*

Challenges outside of work related to having a disability range from housing needs to transportation challenges to the search for a personal assistant. Many resources are available through local, state, and national organizations and agencies to address the various challenges individuals with disabilities face daily. A good place to start when looking for information and resources on a range of issues is the federal government website, www.Disability.gov. This useful web site provides resources and links to programs, services, laws and regulations to help people with disabilities lead full, independent lives. The topics covered include: Benefits, Civil Rights, Community Life, Education, Emergency Preparedness, Employment, Health, Housing, Technology, and Transportation.

## Professional Development Opportunities

*This activity is intended to be used as a self-reflection exercise that the protégé can discuss with his/her mentor. Mentors may also choose to use this activity to frame a discussion with the protégé.*

Federal government agencies offer their employees a variety of training and professional development opportunities designed to improve job specific skills and knowledge. Once you've identified your own professional development and job performance goals (see the Understanding Oneself self assessment and goal-setting activity), learn more about the professional development options offered by your agency and the federal government. Ask your mentor, your supervisor, co-workers, and human resources staff what training and professional development programs are offered within your own agency. The next page provides information about some of the federal government's training and professional development programs.

*In the spaces below, identify two professional development goals for the coming year and activities that will help you achieve your goals:*

**Goal #1:**

Professional development activities I will pursue in order to achieve this goal are:

**Goal #2:**

Professional development activities I will pursue in order to achieve this goal are:

### Resources for Professional Development

The following are federal government wide opportunities you may want to explore. These professional development and leadership development programs are not only a great way to develop your professional competencies but also a forum for networking with other professionals and identifying potential mentors.

**Detail Assignments**

A detail assignment is an opportunity for an employee to work within a different office, department or agency for a set period of time in order to enhance the employee's professional development and temporarily fill the staffing needs of the other office/ department/ agency. Find out more about details by asking your mentor, your supervisor or co-workers about their own experience or knowledge with detail assignments. Obtaining a detail assignment requires finding the opportunity within another office/ department/ agency, then persuading your supervisor to approve you for the detail.

**Leadership Development & Training Courses, U. S. Office of Personnel Management**

The U. S. Office of Personnel Management offers training and leadership programs for employees at various levels of the federal government through the Executive Federal Institute (EFI) and two regional management development centers. The course offerings are organized into four levels: Aspiring Leaders, Supervisors/ Managers, SES/ Executives, and Training Officers. The Executive Federal Institute provides

courses for senior level executives and federal employees at GS 15 level. For less experienced employees with leadership potential, the LEAD Certificate program provides several courses on leadership and management skills that culminate in a certificate. Information on the various courses and programs OM offers is available on their website at: https://www.leadership.opm.gov/.

**Presidential Management Fellowship**

The Presidential Management Fellowship, a program operated by OPM, is open to individuals not currently working for the federal government who are completing an advanced degree and interested in working in federal government. Individuals in PMF complete a two-year paid fellowship and receive extensive training and professional development opportunities throughout the program. For more information, see the PMF website at: https://www.pmf.opm.gov/.

**USDA Graduate School**

The U. S. Department of Agriculture operates the Graduate School which provides training and classes for government employees as well as individuals and organizations in the private sector. Over 800 courses are offered. TO learn more about the course offerings, visit their website at: http://www.graduateschool.edu/program/GovernmentTrainingH.php.

## Recommended Structured Activities (OPM Excerpt)

**Excerpt from OPM Report, Best Practices: Mentoring (2008)**

**1) 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.

**2) 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).

**3) 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.

**4) 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.

Read the U. S. Office of Personnel Management's 2008 full report, Best Practices: Mentoring.

# Other Resources

**Best Practices: Mentoring, 2008 report by U. S. Office of Personnel Management**
http://www.opm.gov/hrd/lead/mentoring.asp

**Building & Maintaining a Diverse, High Quality Workforce: A Guide for Federal Agencies, U. S. Office of Personnel Management**
http://www.opm.gov/diversity/guide.htm

**Catalyst, Inc., Making Mentoring Work**
http://catalyst.org/publication/365/making-mentoring-work

**Center for Mentoring Excellence & Leadership Development Services**
http://www.centerformentoringexcellence.com/articles.php
http://www.leadservs.com/articles.php
Various articles by Lois Zachary and colleagues are available online include:

- Those Who Mentor, Lead, ASTD PDF Version

**Disability & HR: Tips for Human Resource (HR) Professionals, Cornell University**
http://www.ilr.cornell.edu/edi/hr_tips/home.cfm

**Diversity Central: Resources for Cultural Diversity at Work**
http://www.diversityhotwire.com/. (See one case scenario about cultural differences and mentoring at http://www.diversitycentral.com/tools_and_resources/diversitydilemma.php)

**Diversity, Inc.**
http://www.diversityinc.com
Articles of interest include:

- Successful diversity training: http://www.diversityinc.com/article/7372/6-Secrets-for-Highly-Effective-Diversity-Training/.
- Generational Employee-Resource Groups: http://diversityinc.com/resource-groups-2/do-you-need-a-generational-employee-resource-group/

**Employer Assistance and Resource Network (EARN)**
EARN (AskEARN.org) is a free resource for employers seeking to recruit, hire, retain and advance qualified employees with disabilities, and provides up-to-date online information to promote the inclusion of employees with disabilities in the workplace.

**Guidelines for Conducting Diversity Training, U. S. Office of Personnel Management**
http://www.opm.gov/hrd/lead/policy/divers97.asp

**Human Capital Institute**
http://www.hci.org/cfe/library/directories/research/ebriefings. Articles of interest include:

- Award-winning stories: Mentoring as a career development tool
  http://www.hci.org/files/field_content_file/hciLibraryPaper_79824.pdf

**Job Accommodation Network (JAN)**
The Job Accommodation Network (JAN) is the leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues. Working toward practical solutions that benefit both employer and employee, JAN helps people with disabilities enhance their employability, and shows employers how to capitalize on the value and talent that people with disabilities add to the workplace. http://askjan.org/

- JAN's Technical Series: Tips for Designing Accessible Websites provides information on how to ensure information about mentoring and other opportunities is accessible:
  http://askjan.org/media/webpages.html.
- JAN's Searchable Online Accommodation Resource (SOAR) system provides suggestions about appropriate accommodations for a person with a specific disability:
  http://askjan.org/soar/disabilities.html.

**Mentoring Connection System**
http://www.mentoringconnection.com/

**National Mentoring Center, Mentor/Mentee Training and Relationship Support Resources**
http://educationnorthwest.org/resource/364
While this resource was created for mentoring program for youth, some of the training exercise may be equally as useful for training individuals involved in adult mentoring relationships.

**Race Matters Toolkit, Annie E. Casey Foundation**
http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx

**The Mentoring Group - Mentoring Ideas**
http://www.mentoringgroup.com/advancedtrng.html

**U.S. Department of Labor Office of Disability Employment Policy (ODEP)**
http://www.dol.gov/odep/

**Workforce Discovery: Diversity and Disability in the Workplace**
http://www.transcen.org/DandD/intro.html
This site provides in-depth training on disability awareness with the provisions of the Americans with Disabilities Act (ADA) integrated throughout each training module. The five modules include: 1)

Typecasting: Understanding Disability; 2) Legal Implications: An Overview of the Americans with Disabilities Act; 3) Reasonable Accommodations; 4) Etiquette: Communication and Interaction; and 5) Best Practices for Trainers.

### Resources cited by OPM in Best Practices: Mentoring report:

**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 Biech00 (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.

**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*.

### Recommended Training Resources

Some ideas and resources for mentoring program training include:

- Center for Mentoring Excellence & Leadership Development Services
  Various articles by Lois Zachary and colleagues are available online.
- The Mentoring Group - Mentoring Ideas
- Ongoing Training for Mentors: Twelve Interactive Sessions for U.S. Department of Education Mentoring Programs, U. S. Department of Education
  *While this resource was created for mentoring program for youth, some of the training exercise may be equally as useful for training individuals involved in adult mentoring relationships.*

To ensure cultural differences do not create barriers to the success of mentor-protégé relationships, consider covering diversity awareness and cultural differences in your mentoring program training. Some online resources for training focus on diversity and cultural difference include:

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

# Terminology

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

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

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

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

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

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

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

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

**Cross-Generational Mentoring** - An approach to mentoring which involves pairing a person from one generation with a person from a different generation with the purpose of helping both individuals learn about the perspectives and experiences of the other generation.

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

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

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

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

**Flash Mentoring** - This form of mentoring pairs a more junior professional seeking leadership development with a more senior professional from the same or a similar field, in a one-time, one-hour, coaching session. In this rare instance, the mentoring relationship does not require a long-term

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

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

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

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

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

**Group Mentoring** - An approach to mentoring in which one or more experienced professionals provide guidance and support to a group of more junior employees; the mentors and protégés typically participate in structured group activities.

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

**Instant Messaging** - Instant messaging, or IM, consists of sending real time messages to another Internet user. Instant messaging is comparable to chatting in your own private chat room, with only those people you choose to invite. Instant messaging is a bit more private than a typical chat room, and it is a much faster and simpler way to communicate than using email. Since instant messaging allows users to communicate in real time, users can respond quickly to questions or comments (Wise Geek, n.d.).

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

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

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

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

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

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

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

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

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

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

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

**Protégé** - The individual who is mentored.

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

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

**Senior Executive Service (SES)** - Positions of executive level leadership within the federal government. At the time it was created, the SES was intended to be a corps of mobile and experienced career executives that could move across agencies, gaining extensive knowledge of government and applying their executive skills to a wide array of management challenges (Partnership for Public Service, 2009).

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

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

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

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

**Targeted Disabilities** - Targeted disabilities are the most severe kinds of disabilities. Individuals that have these types of disabilities have great difficulty finding employment. As a matter of policy, targeted disabilities are those that the federal government has identified for special emphasis in recruitment and hiring. This is the only protected group for which federal agencies may have a hiring goal. The targeted disabilities are: deafness; blindness; missing extremities; partial paralysis; complete paralysis; convulsive disorders; mental retardation; mental illness; and distortion of limb or spine (Federal Aviation Administration, 2009).

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

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

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

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

**360-Degree Assessment** - A multi-input approach to providing an employee with feedback on his/her job performance in which a circle of people who work or interact with the employee provide feedback. The circle of raters typically includes supervisors, peers, subordinates, customers, and oneself (U. S. Office of Personnel Management, 1997).

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