MENTORING
PROCESS, GUIDELINES and PROGRAMS

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ACKNOWLEDGEMENTS

To my mentors.

C O N T E N T S

INTRODUCTION

Mentoring has been known for centuries as a form of training, personal development, social responsibility and a manifestation of respect between generations. In a contemporary world, mentoring has taken on new meanings and the concept has expanded its scope, giving both organizations and individuals the impetus to aim for superiority.

This book is focused on the concept of mentoring and its development. The purpose of the research is to effect understanding and provide evidence that the underestimated concept of mentoring has a much wider application for human resource management and individual development in general.

In the dynamic and rapidly evolving times that we live in, we seek for a connection between diverse institutions. This connection can be achieved through mentoring and mentoring programs. The development of mentoring programs is a specific process determined by a combination of factors, such as the particular type of mentoring, the subject of mentoring and a variety of situational settings.

The aim of this book is to implement scholarly analysis, analysis of publications and empirical examination of best practices in order to explore the modern interpretation of mentoring, to consider the mentoring process and the role of the participants, to establish effective and credible guidelines for successful mentoring, and to provide an overview of the specific elements in the process of developing mentoring programs.

The objectives of this research are:

1. An introduction in the concept and history of mentoring
2. An analysis of the different types of mentoring
3. A discussion of the mentoring process
4. An analysis of the impact of mentoring on the participants in the mentoring relationship, as well as on the other stakeholders in the process
5. The creation of guidelines for mentors and mentees
6. An analysis of the ethical principles involved in mentoring
7. An introduction to the specific communication techniques in support of mentors and mentees
8. A comparative analysis of mentoring and coaching

9. A detailed overview of the specific elements in the process of developing mentoring programs

10. An introduction and discussion of the different types of mentoring programs, supported by case studies

This research covers many aspects of mentoring as well as various global tendencies related to the evolution and advancement of the mentoring process. However, it involves certain limitations, such as the fact that the research does not focus on a specific geographical area and it is not defined by national or regional boundaries. In this aspect, the research does not consider cultural differences in the perception of the mentoring concept. Furthermore, the research does not focus on a single type of mentoring or a single mentoring program. Neither does it deal with measuring the impact of mentoring through qualitative or quantitative criteria.

The figure below presents the structure of the work.

INTRODUCTION

CHAPTER ONE:
MENTORING. THE MENTORING PROCESS

Historical Observation	The Concept	The Mentoring Process	Mentors	Mentees	Mentoring vs. Coaching	The Impact of Mentoring

CHAPTER TWO:
GUIDELINES IN THE MENTORING PROCESS

Ethical Code and Guidelines	Guidelines for Mentors	Guidelines for Mentees	Guidelines for Mentoring Programs	Communication Techniques

CHAPTER THREE:
CREATION AND DEVELOPMENT OF MENTORING PROGRAMS

Elements of a Mentoring Program	Academic Mentoring Programs	Business Mentoring Programs	Digital Mentoring Programs	Case Studies

CONCLUSION

CHAPTER ONE

Chapter one of this work contains seven sections.

These sections discuss the basics of mentoring and the mentoring process. The first section presents the history of the term mentoring, starting from ancient times and still evolving in the present. The next section presents a comprehensive definition of the term mentoring, as well as a discussion and differentiation of the types of mentoring which are most popular today. Next, the chapter discusses the specifics of the mentoring process in depth before presenting the mentors and mentees as participants with specific roles, responsibilities and benefits. The chapter also makes the important differentiation between mentoring and another process often mistaken as such – coaching. The chapter concludes with a discussion of the past and present impact of mentoring on people, organizations and the environment in a global sense.

1. Historical Observation | 2. The Concept of Mentoring | 3. The Mentoring Process | 4. Mentors | 5. Mentees | 6. Mentoring versus Coaching | 7. The Impact of Mentoring
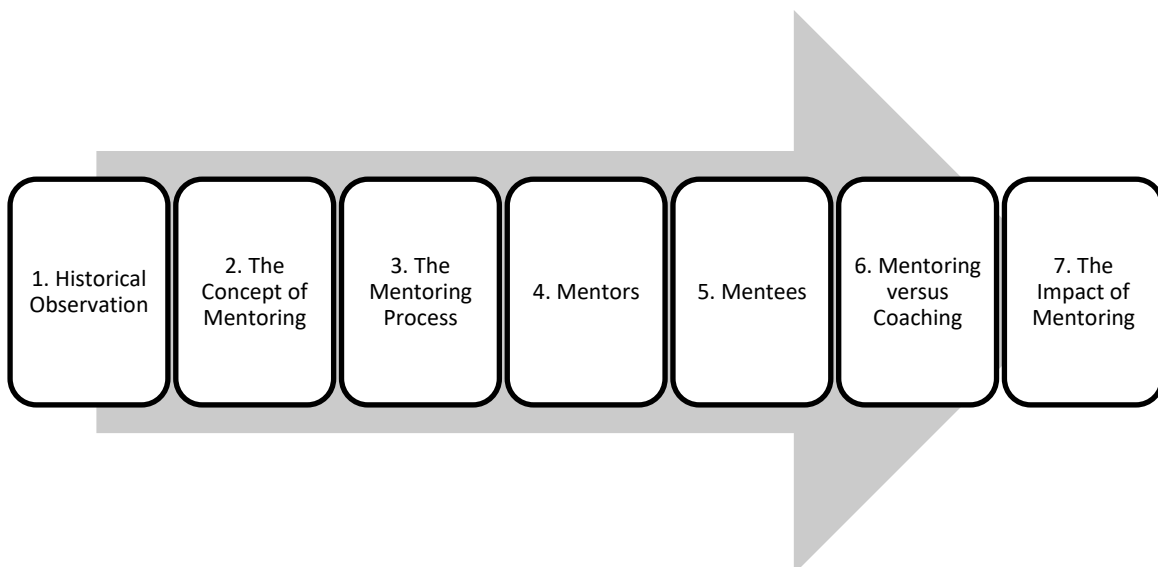
HISTORICAL OBSERVATION

Mentoring is both ancient and modern.

Although the word "mentor" made its first appearance in the English language in 1750, as Nayab discusses[1], in Chestere's work "Letters to Son, 8th March", the concept itself was not established there or then.

It appeared for the first time in antiquity, in "The Odyssey" by the Greek writer and philosopher Homer. The story, created around the year 700 BC, featured a character named Mentor, who was a friend of Odysseus. Mentor was an Ithacan elder who was the incarnation of Athena, the Greek goddess of wisdom.[2] In the famous story, when Odysseus leaves to fight in the Trojan War, his son Telemachus is left in the care of Mentor who has to take care of him and protect the boy as he grows and develops into manhood. [3]

In the year 1699, the French book "Les Aventures de Telemaque", written by François Fénelon as an homage to Homer's classic, made the concept of mentorship popular in modern times. François Fénelon was the tutor to the grandson of King Louis XIV, and the lessons that he expounded in the book were developed to educate his pupil to become a peaceful and wise monarch, as Nayab discusses further.

Elsewhere, the economy of medieval England survived and thrived on craftsmanship. Craftsmen passed on their trade, knowledge and experience to their pupils, in a process very similar to the modern concept of mentoring. Such apprenticeship to a master would normally last for 12 years, or until the apprentices reached 21 years of age. The Industrial Revolution put an end to many of the craftsmanship traditions, Nayab points out, and with it, the informal system of mentoring that they promoted fell into disuse. In the emerging industrial world, young men found their way to the factories and were put through an impersonal system of training, rather than an individual teacher-pupil relationship.

Looking towards the history of the USA, mentoring emerges as a concept in the late 1800s. At that time, a program called Friendly Visiting established a formal mentoring connection

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[1]Nayab, N. (2011) Tracing The Origins Of Mentoring And Its Progression Through The Ages
[2]Hunter, D. (2007) Why Do Mentors Mentor?: A Study Of Motivations In Workplace Mentoring
[3]Dappen, L., and Isernhagen, J. C. (2006). Urban And Nonurban Schools: Examination Of A Statewide Student Mentoring Program. Urban Education, 41(2), 151-168. Doi:10.1177/0042085905282262

between middle-class adults and impoverished children and youth. The program was developed to provide the mentees with role models in order to guarantee them a better future; however, it did not survive for long. The program was formally dissolved at the beginning of the twentieth century. Interestingly, despite the formal disbanding of the mentoring program, certain elements of it survived in some parts of the country as late as the 1960s and 1970s, with a basic model which was very similar to the formal one established before.

One model which stood the test of time in the United States, however, is an organization founded in 1904 by the Men's Club of the Central Presbyterian Church of New York. The organization, called Big Brothers/Big Sisters of America (BBBSA) is a community-based mentoring program in which mentoring relationships are developed on a one-to-one basis, with the mentor and mentee belonging to the same gender, with the goal of helping youth in the community. BBBSA still exists as a successful mentoring organization, it has almost 500 local agencies and millions of children and young people as mentees in all states of the USA. The organization is used as a model for start-up community mentoring programs and frequently cited in research because of its good practices. [4]

A study of prominent figures throughout the course of world history reveals that most of them had mentors who took care to oversee their progress. Alexander the Great had Aristotle, King Arthur of England had Merlin, Chandragupta Muarya of India had Chanakya, Paul of Tarsus, the famous Christian bishop of the first century AD, had Timothy, the poet T. S. Eliot had Ezra Pound, Martin Luther King had Dr. Benjamin Elijah Mays, Beethoven and Mozart had Haydn. The list goes on. A form of mentoring has always been practiced in monasteries, as illustrated by Saint Bede in his "De Corpore" and many other narratives, and continues to this day.[5]

Since the 1980s, mentoring has been an essential part of management training in commercial organizations. Companies such as Xerox, General Electric, Kodak, Intel, and Avon all have well-established and popular mentoring programs.

Today, mentoring is recognized as a highly effective tool for training and development and it is widely used in educational and governmental institutions, universities and business corporations, as well as a bridge between them. Mentoring programs are becoming ever more

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[4]Gray, A. (2011) Measuring The Impact Of A Mentoring Program: Preparing African American Males For Success Beyond High School
[5]Nayab, N. (2011) Tracing the Origins of Mentoring and Its Progression Through the Ages

popular and there is an emerging trend of establishing mentoring as a modern communication tool.

Modern organizational mentorship takes place in the environment of the learning organizations and focuses on developing competence, leadership and lifelong learning. The concept of the ideal mentor is now that of an experienced person who can act as an objective sounding-board with the power to influence events; a person who can help and support people as they manage their own learning to maximize their potential, develop their skills, improve their performance and become the person whom they want to be. All this is in contrast to the earlier notion of providing guidance in accordance with preconceived societal norms of excellence.[6] In support of the modern perception of mentoring, about 70% of Fortune 500 companies today offer mentoring programs.

The evolution of the concept of mentoring from ancient times until today, as well as its ongoing evolution, shows us the direction for mentoring in the future. It demonstrates that even after some forms of mentoring have proven themselves obsolete, the concept is still valid and thriving at the highest levels of business and learning.

Now that a general idea of the historical progression of mentoring has been provided, the various definitions of mentoring are going to be examined, as they are many of them but they all point in the same direction, leading to the very core of mentoring.

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[6] Nayab, N. (2011) Tracing the Origins of Mentoring and Its Progression Through the Ages

TERMINOLOGICAL FRAME

After the history of mentoring has been considered, it is important to analyze what it means today. For different organizations, gurus and leaders in the field, mentoring has different implications, and sometimes it is even mistaken for coaching, as will be discussed in a later section of this chapter. This section provides a discussion and summary of the concept of mentoring, as well as the various types of mentoring which are most popular today.

Pioneering of the Concept of Mentoring

Academic interest in the field of mentoring dates back to the influential study of Levinson published in 1978, which provides valuable insight into the notion of mentoring and its indispensable contribution to individual personal and professional development. By analyzing the evolution of 40 men as they grow through the different stages in life, the study places an emphasis on the crucial role of mentoring practices on individual progress[7] .

In addition, further research on the importance of mentoring and its diverse functions, conducted by renown experts such as Vaillant[8], Roche[9] and Kram[10], supported the previous studies through the recognition of the role of mentoring in the professional and personal advancement of the most successful individuals in modern society, consolidating the perceived impact of mentoring on overall life achievements.

In general, scholarly research in the field of mentoring has provided credible and consistent evidence about the positive impact mentoring techniques and programs have on personal, academic and career outcomes. Moreover, diversified mentoring studies in the fields of psychology, management and education have invariably proven the effectiveness of mentoring relationships which lead to accelerated intellectual development, clarified goals and strategies for enhanced achievements, greater professional aspirations as well as enhanced self-perception and self-reliance.

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[7]Allen, T. and Eby, L. (2010) The Blackwell Handbook of Mentoring, John Wiley and Sons
[8]Vaillant, G. (1977) Adaption to Life. Boston: Little, Brown and Co.
[9]Roche, G. (1979) Much Ado About Mentors. Harvard Business Review, January 1979
[10]Kram, K. and Isabella, L. (1985) Mentoring Alternatives: The Role of Peer Relationships in Career Development. The Academy of Management Journal, Vol. 28, No. 1 (Mar., 1985), pp. 110-132

Definitions of Mentoring

In the majority of traditional definitions of mentoring, the concept is that of a continuing process which involves the establishment of solid interpersonal relations between an older, more experienced and competent expert in a specific field (known as the mentor) and a younger, less knowledgeable individual (the mentee). The paramount goal of the entire relationship is to encourage and support the personal and professional development of the mentored individual, utilizing a diversified set of tools such as knowledge transfer, personal guidance, coaching and constant feedback.[11]

In a rigorous research made by Jacobi [12], the author recognizes the definitional diversity in the field of mentoring and distinguishes between the different conceptual frameworks provided by the academia, the management practitioners and the psychology experts, respectively.

In the scholastic view, mentoring is perceived as an intentional and interactional process between a minimum of two individuals which nurtures the personal development and career growth of the mentee. In addition, mentoring is described as an insightful and inspirational bi-directional communication which results in optimal wisdom transfer and enhancement of capabilities. Mentoring is also believed to be a highly supportive process, involving guidance and protection in order to prepare the mentee for the specifics and requirements of the real world. Finally, leadership by example and role modeling are essential characteristics of the mentoring relationship, providing mentees with the drive and motivation to pursue greater achievements and exemplary behavior.

From the managerial perspective, mentoring involves an individual with a superior position of power and influence who acts as a guide, supporter and patron to a junior, less experienced individual willing to avail oneself of the knowledge, expertise and agency of their mentor.

According to the psychological definition of mentoring, the emphasis of the concept should be placed on the intricacy and superior value of the process, which involves the inextricable connection between the mentor and the mentee and leads to superior results for the mentee's personal and professional development. Furthermore, psychologists advise that mentoring

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[11] Mullen, E. (1994) Framing the Mentoring Relationship as an Information Exchange, *Human Resource Management Review*

[12] Jacobi, M. (1991) Mentoring and Undergraduate Academic Success: A Literature Review, *Review of Educational Research*

should be focused on the specific functions of the process and the essential character of the relationship, rather than placing an emphasis on the formal roles of the participants.

According to Pitton[13], the process of mentoring strives to achieve excellence in every aspect of an individual's personal and career development and fulfills its ultimate goals through the implementation of diverse techniques and tools in order to develop the mentee's full potential and skills. In addition, mentoring provides essential professional and emotional support, guidance and wisdom which trigger the impetus for an enhanced capacity for self-reflection, self-understanding and higher self-esteem.

Another innovative definition of the mentoring process is provided by Gehrke[14], who explains the concept through the prism of a gift-giving process. Mentoring is seen as a process that involves several stages and is directed towards the enrichment of the mentee's knowledge and capabilities and the expansion of their mindset. The creation of the gift is perceived as a rigorous and carefully planned process which involves a transformational element for the mentee and acts as a paradigm-shifter for the overall development and life vision of the individual being mentored. The rationale behind this course of action is said to go through several important phases, including the mindful creation of the gift, followed by the transformational stage of wisdom transfer, known as "the awakening phase", and finally the stage of beneficial alteration in the mindset of the mentee which results in an unwavering desire to "pass the gift" of knowledge to others.

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[13] Pitton, D. (2006) Mentoring Novice Teachers: Fostering a Dialogue Process, *Corwin Press*
[14] Gehrke, N. (2001) Toward a Definition of Mentoring, *Theory into Practice*

knowledge-supportive

paradigm-shifting

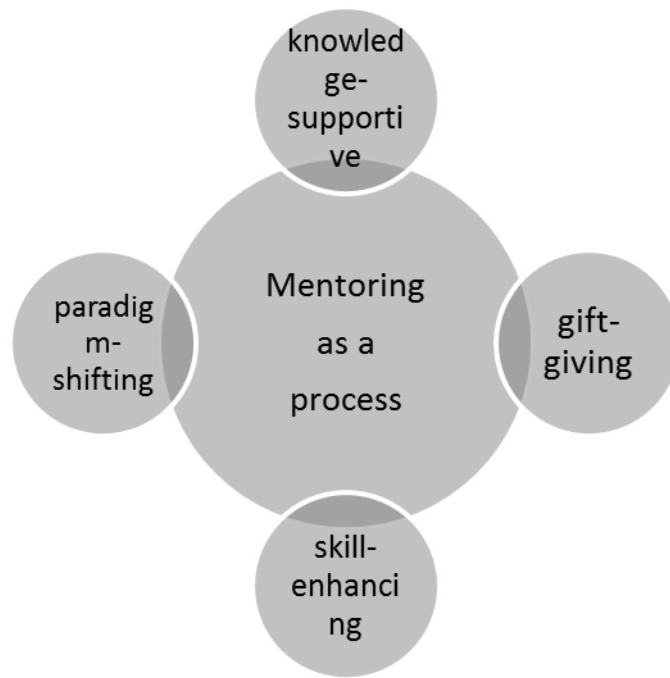Mentoring as a process

gift-giving

skill-enhancing

Figure 1: Mentoring as a process

Another interpretation of the mentoring process and its significance is introduced by Allen and Eby[15], who perceive the concept as a unique relationship between individuals that is based on a solid learning partnership and is characterized by a blend of psychosocial (support, friendship) and instrumental functions (counseling, advocacy, information sharing). Moreover, the authors do not perceive of the impact and role of mentoring as confined to the business environment, but rather see it as a key driver of personal development in a variety of situational settings, proven to be beneficial in both the academic and business realm, where the practice of mentoring has a tremendous influence on the intellectual advancement, professional aspirations and enhanced self-image of the participating individuals.

In addition, Krause[16] defines mentoring as a process of wisdom transfer and knowledge diffusion which results in a heightened sense of self-awareness, motivation, self-regulation and emotional intelligence and is also a key determining factor for improving career discipline and advancement, development of leadership skills and competencies and a heightened sense of diversity and inclusiveness.

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[15] Allen, T. and Eby, L. (2010) The Blackwell Handbook of Mentoring, *John Wiley and Sons*
[16] Krause, M. (2007) The ABCs of Being a Mentor, *Healthcare Executive*

In the view of Chao[17], mentoring is developed to serve several vital functions, among them the vocational function, whereby the mentor promotes professional growth by coaching, providing wisdom and knowledge, and exercising organizational leverage, and the psychosocial function, perceived as the support and encouragement of personal growth through emotional guidance.

Brewerton[18] offers an interesting explanation of the paramount importance of mentoring in the modern world, describing the process as a relationship based on mutual respect and trust, whereby a more experienced individual shares their knowledge willingly and enthusiastically with a less knowledgeable person. Furthermore, the role of the mentor is seen as an amalgam of parent and peer characteristics, offering guidance and advice without having an authoritative function. In his view, the primary function of mentoring is to effect a transitional process in the individual development of the mentee. Additionally, mentoring is said to include several essential tools for the personal and career development of individuals, including coaching, facilitating, counseling and networking.

Mentoring is a complex process which is not restricted to professional development and behavior in the organizational setting but is rather oriented towards merging personal growth and advancement with work performance. What is more, the process of mentoring has proven to be beneficial in various fields, including the academic, business and community fields. Regardless of the physical setting, mentoring is seen as an essential contributor to enhanced academic and professional achievements and a vital promoter of sustainable self-identity and positive self-image.

In a profound study conducted by Llywodraeth Cymru Welsh Government[19], mentoring is clearly distinguished from coaching by virtue of its wider scope of influence and impact on individuals. Moreover, mentoring practices are perceived to provide support beyond the acquisition of specific competencies and are believed to encourage progress through the appraisal and accreditation of practice combined with the provision of valuable guidance and feedback.

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[17] Chao, G. (1998) Invited Reaction: Challenging Research in Mentoring, *Human Resource Development Quarterly*
[18] Brewerton, A. (2002) Mentoring, *Liber Quarterly*
[19] Llywodraeth Cymru Welsh Government (2015) Coaching and Mentoring

Improved knowledge and skills
Better problem-solving skills
Increased reflectivity and clarity of thinking
Improved psychological well-being and confidence
Communication and relationships
Self-management and self-learning

Chart 1: Benefits of mentoring[20]

According to the United States Office of Personnel Management[21], mentoring bears several important roles and can be defined through the following characteristics:

- Capability improvement -- mentoring enables the facilitation of knowledge transfer from experienced, highly competent individuals (mentors) to other less experienced people (mentees), who develop their personal and career aspirations and enhance their skills more easily.

- Professional identification and coherence -- in terms of mentoring in an organizational setting, the process can be extremely helpful to younger, less competent individuals who still lack certain essential skills needed for increased productivity and optimal results in the workplace. By passing the expertise and guiding the mentee through the peculiarities of the environment, the mentor provides indispensable knowledge and stimulates the development of the mentee.

- Personal and career advancement -- mentoring aids the individuals who are being mentored to become more self-reliant and self-consistent and develop a greater understanding of the surrounding environment and its prerequisites for success. Thus, mentors usually develop the mentee's planning and organizing skills and motivate them to become more prudent, resilient and responsible for their own future advancement.

- Acquisition of leadership qualities -- mentoring has proven to be beneficial for the development of leadership competencies through the mentor's exemplary guidance and

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[20] Llywodraeth Cymru Welsh Government (2015) Coaching and Mentoring
[21] United States Office of Personnel Management (2008) Best Practices: Mentoring

experience sharing and the impact that the mentor triggers in the mentee's perception of the world.

- Educational guidance and facilitation – mentoring is vital for bridging the gap between theory and practice. Despite the usefulness of formal education and training in expanding an individual's knowledge and abilities, mentoring is one of the most effective ways to ensure a successful connection between academic knowledge and practical know-how. A competent practitioner in the role of a mentor is a truly valuable asset to a mentee in their struggle for greater practical comprehension and effectiveness.

- Knowledge transfer – above all else, mentoring provides to inexperienced individuals the unique opportunity to avail of the expertise, skills and competence of a senior person and to benefit from the influence of their hands-on experience and successful practices. Nevertheless, it is vital to understand that mentoring is a bi-directional process whereby both mentor and mentee benefit from the relationship.

In general, mentoring is defined by certain essential characteristics and functions which distinguish the nature of the entire process from that of other types of developmental programs. First of all, mentoring is in essence a transformational process in that it involves much more than simply acquiring a specific skill or knowledge, rather being oriented towards optimal results through an overall expansion of the mentee's mindset and abilities. In addition, the focal point of mentoring goes beyond achieving specific learning objectives, towards the acquisition of a plethora of skills and both professional and personal excellence.

Furthermore, mentoring provides the most effective results when it is based on a continuous, long-term relationship which is built in a climate of trust, support and mutual understanding, thus providing the mentee with the opportunity to develop their potential in a secure environment.

In addition, a successful mentoring relationship is always development-driven in that the utmost priority of the mentor-mentee communication is to develop a range of valuable skills and abilities rather than to prepare the mentee for a specific need related to their current career progress. In order to accomplish the desired outcomes, mentoring usually focuses on a spectrum of interpersonal skills, including the development of critical thinking, active listening, leadership and teamwork.

Finally, a very important characteristic of mentoring is the fact that a well-developed mentor-mentee bond is always mutually beneficial, resulting in a two-way personal change and enrichment, as well as the enhancement of both individuals' skills and expertise.
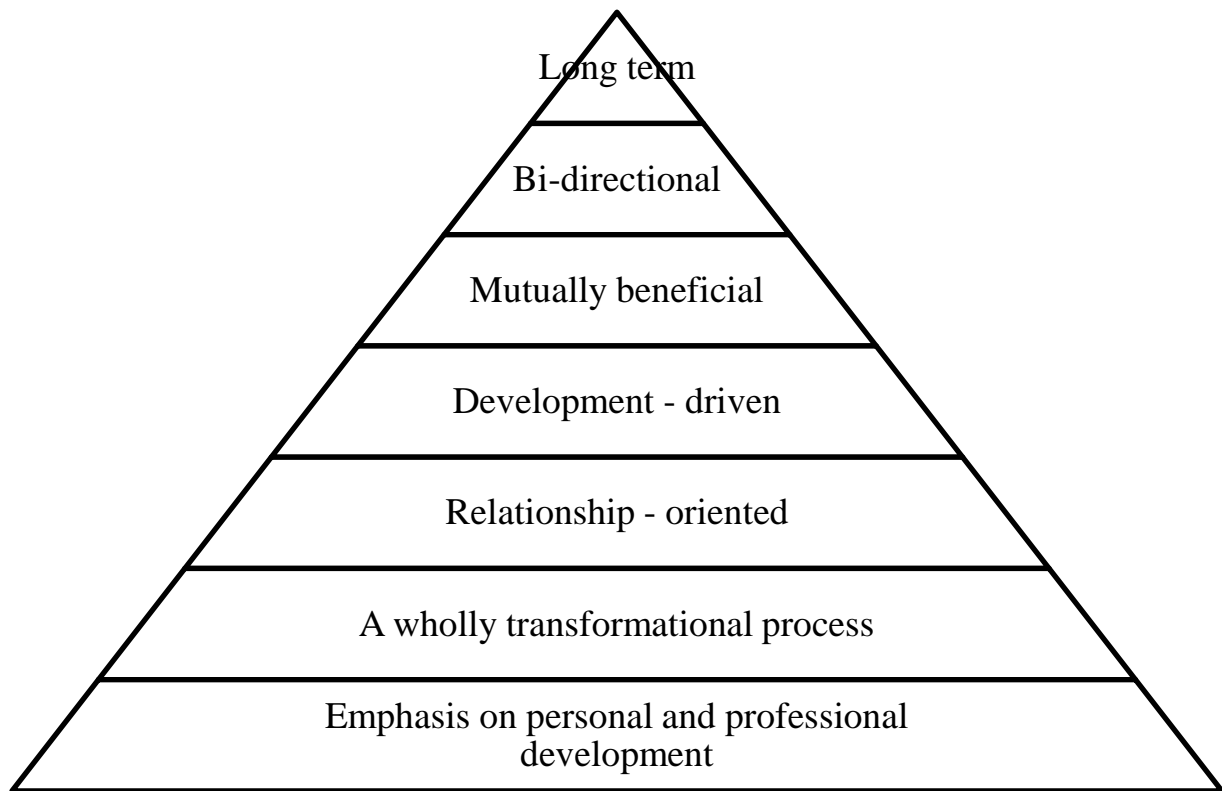
Long term

Bi-directional

Mutually beneficial

Development - driven

Relationship - oriented

A wholly transformational process

Emphasis on personal and professional development

Figure 2: The essence of mentoring

Types of Mentoring

In the last several decades, the concept and practices of mentoring have expanded their scope to include a greater range of functions and to provide additional benefits to the professional and personal development of individuals. As a result of the digitalization and increased socialization of modern people, certain novel types of mentoring have been introduced along the traditional models. According to Packard[22], every type of mentoring can be properly adapted to support specific mentoring functions or achieve specific results. For instance, the structure of peer mentoring may advance psychosocial functions, whereas formal, supervisory mentoring may enhance career progress and opportunities. In addition, multi-mentor structural models may

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[22] Packard, B. (2009) Definition of Mentoring

well be more successful in attaining a wider set of mentoring objectives than the traditional one-to-one mentor relations.

Formal Mentoring

The relationships which are characteristic of formal mentoring occur in organizational settings and are carefully planned and designed in a manner that facilitates the development and maintenance of mentor-mentee bonds[23]. Generally, these mentoring relationships have specific organizational aims and are created in a structured manner[24]. In addition, formal mentoring is characterized by predetermined criteria for matching mentors and mentees on the basis of professional interests, learning orientation and particular personal preferences and shared values. Moreover, predefined guidelines for the goal-setting process and the measurement of the goals (relevant, attainable, time-constrained), as well as specific program objectives (enhanced socialization, career advancement) are generally set and followed in order to provide optimal outcomes.
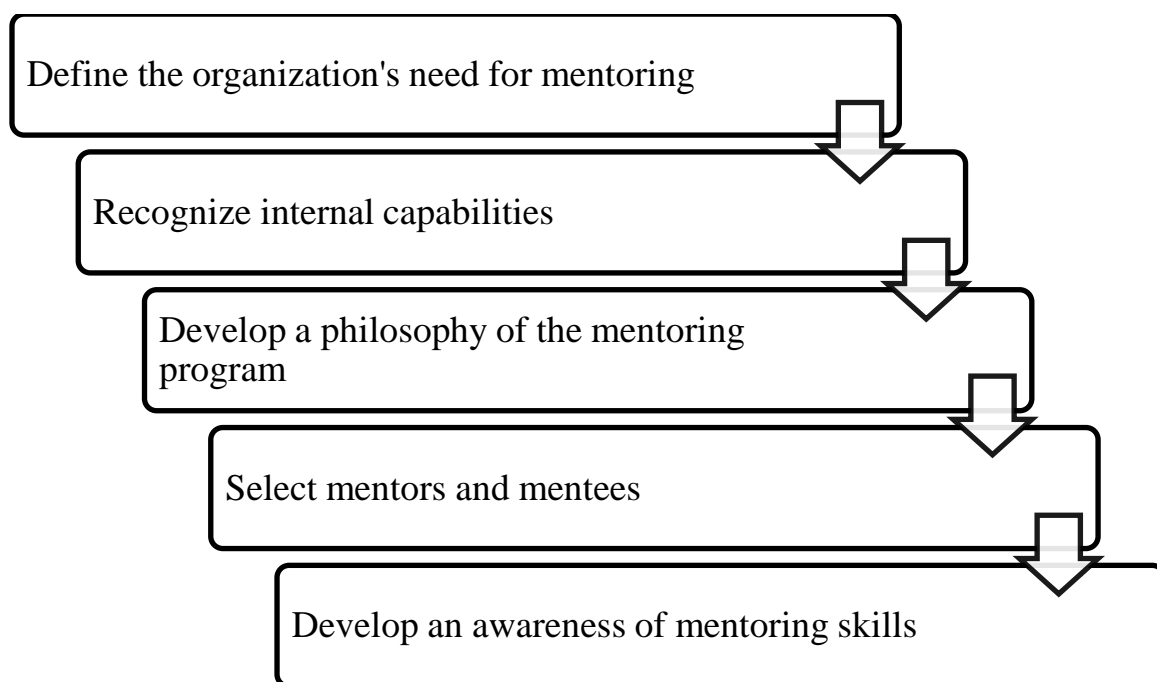
Define the organization's need for mentoring

Recognize internal capabilities

Develop a philosophy of the mentoring program

Select mentors and mentees

Develop an awareness of mentoring skills

Figure 3: Steps for successful formal mentoring

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[23] American Psychological Association (2006) Introduction to Mentoring: A Guide for Mentors and Mentees
[24] United States Office of Personnel Management (2008) Best Practices: Mentoring

According to Chun et al[25], formal mentoring offers valuable opportunities to individuals, such as the chance to enhance the mentee's socialization and learning skills, which in turn results in improved productivity, organizational commitment and work satisfaction. As a consequence, the mentor-mentee relationship leads to mutual benefits, including the emergence of increased self-awareness and improved overall abilities and attitudes towards individual and career accomplishments.

A wide range of studies indicates that formal mentoring is one of the most preferred and valuable types of mentoring for organizations[26]. The collaborative nature of the mentoring process provides superior learning and development opportunities while strengthening the interpersonal links between individuals, thus increasing engagement and motivation. In addition, the primary purpose of mentoring to serve as a communication platform to mentees, offering guidance and support for both career advancement and individual progress, enhances the commitment rate within the organization, promotes an effective learning culture that creates a favorable work environment, and increases the retention rates among mentees.

Moreover, these mentoring practices are an effective way to identify high-potential individuals and endorse them with personal attention, support and counseling in order to maximize their potential and to connect them with successful leaders who will pass on their expertise. In this fashion, the organization manages to nurture its leadership chain and promotes a strong learning culture and improved commitment to the organization.

Generally, mentoring practices within the organization create an ambience based on trust, mutual comprehension, greater engagement and encouragement for a diverse workforce. It provides mentees with the possibility to develop their true potential more efficiently and effectively by voicing their concerns, surmounting obstacles and reaching successful solutions through superior knowledge acquisition and enhanced practical understanding.

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[25] Chun, J. et al (2012) A Longitudinal Study of Mentor and Protégé Outcomes in Formal Mentoring Relationships
[26] Chronus (2013) Why Corporate Mentoring? Five Benefits of a Workplace Mentoring Program

Informal Mentoring

Unlike formal mentoring, informal mentoring does not bear any supervisory functions and is not defined by explicit objectives and specific goals[27]. Furthermore, the development of an informal mentoring relationship is not a structured, precisely determined process, but is rather perceived as an interpersonal acquaintance which gradually transforms into a solid bond founded on mutual understanding, shared values and effective wisdom transfer. In reality, informal mentoring relationships are proven to be one of the most effective ways to pursue combined personal and career advancement in the long run.

Zachary[28] describes informal mentoring as an unstructured, casual and natural process which nurtures idiosyncratic relationships and occurs on a daily basis in diverse settings. Generally, this type of mentoring relations occurs and develops when an individual offers to give advice or guidance, or in turn seeks assistance of this sort. By definition, informal mentoring relationships are not restricted by structured commitments or agreements, but are rather based on a mutual engagement of both mentor and mentee to share their expertise and develop various personal and professional skills and abilities. In addition, these liaisons do not have a specific time span and may continue for a week, months or a lifetime in a serendipitous, self-regulating manner.

A study conducted by the American Psychological Association[29] describes the process of informal mentoring as a spontaneous bond formation which is not strictly managed or expressly acknowledged within a larger organization. In addition, these specific mentoring relationships are generally laid on the foundations of common interests and aspirations and may occur as a result of a particular demand for guidance or advice related to a perplexing situation or task. Moreover, the relationship is likely to be initiated by the mentee as they are in need of support and further enhancement of their professional and personal skills. Nevertheless, informal mentoring may also be initiated by the mentor in a situation where the expert decides to delegate certain tasks related to a specific project, thus laying the foundation of the mentor-mentee relationship.

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[27] United States Office of Personnel Management (2008) Best Practices: Mentoring
[28] Zachary, L. (2010) Informal Mentoring, *Leadership Excellence*
[29] American Psychological Association (2006) Introduction to Mentoring: A Guide for Mentors and Mentees

Overall, informal mentoring occurs in an extemporaneous manner and has a wide range of psychosocial advantages, such as the provision of high levels of emotional support and guidance which in turn result in improved self-confidence and self-reliance[30].

Group Mentoring

Group mentoring is described as the process of creating mentoring relationships between more than two individuals. Generally, group mentoring occurs when one or two senior experts take on the role of mentors with several mentees, sharing their knowledge and experience in order to engage, motivate and enhance their capabilities[31]. Group mentoring promotes heterogeneity in terms of knowledge, insight and ideas and has proven to be successful in providing immediate and practical results by sharing constant feedback from mentors to mentees, thus increasing their understanding, productivity and practical abilities[32].

In addition, group mentoring is extremely beneficial to individuals willing to benefit from the opportunity to receive support and guidance from diverse individuals and to share different perspectives, experiences and knowledge[33].

With respect to contemporary models of group mentoring, digital solutions have provided valuable assistance to the proliferation of group mentoring practices and their effectiveness. Online group mentoring generally involves the creation of virtual social communities where individuals foster relationships through the pursuit of mutual learning goals and efficient knowledge distribution[34]. In addition, online mentoring of groups usually includes a wide range of participants in the role of mentors and mentees and is primarily focused on enhancing the capabilities and knowledge of mentees by discussing and examining the importance of balancing between personal and career commitments, as well as the productive acquisition of professional skills and expertise. One of the major benefits of online group mentoring is that it develops a secure and credible online environment which provides both mentors and mentees with the tranquility and confidence to share and communicate candidly.

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[30] Wong, A. and Premkumar, K. (2007) An Introduction to Mentoring Principles, Processes, and Strategies for Facilitating Mentoring Relationships at a Distance
[31] United States Office of Personnel Management (2008) Best Practices: Mentoring
[32] Emelo, R. (2011) Creating a New Mindset: Guidelines for Mentorship in Today's Workplace
[33] Bergelson, M. (2014) Developing Tomorrow's Leaders: Innovative Approaches to Mentorship, *People&Strategy*
[34] American Society for Training and Development (2011) Online Group Mentoring: A Solution for Today's Socially Addicted Employee

Peer Mentoring

Peer mentoring is considered to be one of the most beneficial types of mentoring in contemporary society, being characterized by the relationship of two equal individuals who are typically either on the same level or position in the hierarchy or fall into the same age group.[35] Normally, peer mentoring relations are defined by a certain commonality in status, interests, experience and knowledge.

A mentor-mentee relationship between peers presupposes the existence of a certain equality of rank, authority and responsibility between individuals who usually share the same organizational setting[36] and a common understanding of the specificities of the environment. As a result of this thorough inside knowledge, peer mentoring can become a great tool for social support and guidance, provide mentees with essential advice on the peculiarities of the work process.

In general, peer mentoring is strongly perceived to possess favorable vocational and psychosocial functions which contribute significantly to personal and career development through effective performance and personal feedback provided on a constant basis, as well as valuable information sharing and emotional support in the organizational environment[37]. This collaboration and cooperation of similarly experienced individuals achieves optimal levels of learning and effective development of problem-solving skills.[38]

Reverse Mentoring

One of the novel approaches in contemporary mentoring practice is the reverse mentoring model, which provides younger, less experienced individuals with the opportunity to adopt the role of mentors and share their knowledge on a particular topic with a senior expert. Meister and Willyerd[39] explain that through their participation in the process as mentors, junior mentors are exposed to the routines and practices of senior professionals and thus benefit from the opportunity to view their environment in a more profound manner.

Moreover, reverse mentoring generally leads to an enhanced mutual understanding and collaboration and a better sense of self-management, leadership and functional knowledge for the young mentors. With regard to the senior mentees, this type of mentoring is an effective

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[35]Zachary, L. (2010) Informal Mentoring, *Leadership Excellence*
[36]Emelo, R. (2011) Creating a New Mindset: Guidelines for Mentorship in Today's Workplace
[37]United States Office of Personnel Management (2008) Best Practices: Mentoring
[38]Bergelson, M. (2014) Developing Tomorrow's Leaders: Innovative Approaches to Mentorship, *People&Strategy*
[39]Meister, J. and Willyerd, K. (2010) Mentoring Millenials, *Harvard Business Review*

way to determine the strengths and weaknesses of the younger individuals, as well as to gain insight into a particular segment of the workforce.

In general, reverse mentoring provides numerous benefits to both mentors and mentees, such as the creation of a favorable work ambience which is founded on the values of openness, equality and fairness rather than on status and power functions. This novel mentoring type also acknowledges the intrinsic value and ingenuity of young people and allows them to share their ideas and perspectives with senior and more experienced individuals[40].

In addition, reverse mentoring is extremely useful for the development of effective communication and joint contribution by individuals from different generations who participate in a bi-directional learning and teaching process and thus succeed in creating a productive and pleasant organizational environment[41].

Situational Mentoring

Situational mentoring is the most recent advancement in mentoring practice. The primary role of situational mentoring is to provide valuable advice and counseling in response to a particular situation, problem or challenge. The mentor-mentee relationship is usually short-term, as it is concerned with an urgent issue or task, although it is still possible for the communication to evolve and strengthen in the long run[42].

Moreover, mentoring relationships formed on the basis of situational factors give mentees the opportunity to receive immediate aid and guidance related to specific topics of their interest, usually being assisted by one or several individuals assuming the role and responsibilities of mentors[43].

Owing to the proliferation of social media and various online communication platforms, individuals tend to feel more secure and comfortable sharing their concerns in the virtual realm and connecting with different people who can share valuable knowledge and offer guidance. Due to this, the emphasis of situational mentoring is placed on formalizing this learning process through careful evaluation of goals, increased focus on competency gains and pursuit of superior results. In general, the mentee receives beneficial information and counseling from a

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[40]Bergelson, M. (2014) Developing Tomorrow's Leaders: Innovative Approaches to Mentorship, *People&Strategy*
[41] Shikari, A. (2011) Mentoring for 2020 Workplaces, *Human Capital*
[42] United States Office of Personnel Management (2008) Best Practices: Mentoring
[43] Emelo, R. (2011) Creating a New Mindset: Guidelines for Mentorship in Today's Workplace

number of distinct mentors who offer insight and share their experiences, thus providing the mentee with diverse knowledge on the topic in question.

E-Mentoring

Even though mentoring is understood by the majority of society to mean exclusively one-to-one interactions whereby a senior expert establishes a long-lasting liaison with a younger and less experienced individual in order to support their development, the contemporary notion of mentoring involves a more flexible and efficient approach to mentor-mentee interactions.

Nowadays, mentoring has shifted towards the virtual reality, taking advantage of the digital realm in order to improve the efficiency of the mentoring process and to enable an increased number of individuals to benefit from the advantages of mentoring practices[44]. In addition, mentoring software is a very useful tool for the facilitation of the mentoring process, as it facilitates collecting mentor-mentee information and preliminary matching procedures of mentors and mentees.

E-mentoring is also known as virtual mentoring, online mentoring or telementoring and is one of the most popular contemporary versions of the traditional concept of mentoring. According to Rowland[45], virtual mentoring involves the integration of classic mentoring practices with electronic means of communication, with the objective of developing effective mentor-mentee relationships in order to transfer knowledge, skills and support to a less experienced individual (the mentee) from a more capable and competent one (the mentor). Through the use of various electronic tools, such as different types of conferencing programs, online platforms and email communication, E-mentoring succeeds in establishing a more flexible but nevertheless strong bond between mentor and mentee and results in a more effective transfer of knowledge and skills as well as an enhanced sense of adaptability and cultural comprehension.

In addition, technology is a key factor in E-mentoring relationships as the implementation of diverse electronic tools has a positive effect on bridging the mentor-mentee relation more efficiently and fostering a combination of indispensable functions, including the vocational, role-modeling and psychosocial capacities of the individual.

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[44]Emelo, R. (2011) Creating a New Mindset: Guidelines for Mentorship in Today's Workplace
[45]Rowland, K. (2012) E-Mentoring: An Innovative Twist to Traditional Mentoring, *Journal of Technology, Management&Innovation*

As a result, the utilization of wireless technologies, multimedia-enabled networks, online learning tools and diverse methods of communication transforms the virtual mentoring reality into a borderless and choice-abundant environment in which mentors and mentees may easily encounter each other and benefit from the diversity and availability of options for knowledge acquisition. Furthermore, E-mentoring is appropriate for both one-to-one mentoring relationships and group mentoring, thus generating additional advantages such as the increased flexibility of the mentor-mentee communication and the fostering of relationships with a heightened focus on inclusion and heterogeneity rather than on partiality, gender and ethnicity issues.
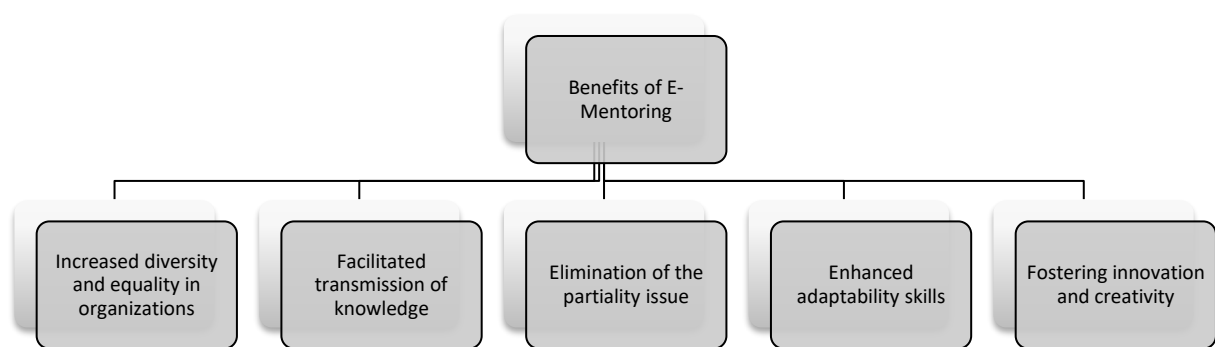

Figure 4: Benefits of E-mentoring

Hussain[46] states that E-mentoring may serve as a powerful tool for improving the interpersonal and social skills of individuals who tend to feel more insecure and hesitant to share personal information and communicate freely in person but are rather confident in expressing their thoughts and experiences in the online realm, thus facilitating the two-way communication and outcomes.

With respect to effective virtual mentoring solutions, data-driven mentoring is a new approach which is gaining popularity in the field of formal mentoring in organizations. The model utilizes rigorous data techniques to enhance the effectiveness and positive experience of the entire mentoring process[47]. The rationale behind the process is based on the usage of smart data solutions which allows for a more efficient matching of mentors and mentees from diverse organizational settings and develops successful cross-organizational mentoring relationships which have higher rates of mentee satisfaction and promote continuous engagement.

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[46]Hussain, Z. (2009) The Good Mentoring Guide, *Global Synergy Solutions*
[47]Bergelson, M. (2014) Developing Tomorrow's Leaders: Innovative Approaches to Mentorship, *People&Strategy*

The significance of the mentoring concept and its diverse functions have initiated a wide range of scholarly efforts in the fields of academic study, management and psychological research. As a result, a plethora of diverse definitions of the mentoring concept and its influence on the personal and professional development of individuals have been introduced, each one providing its own rationale for understanding the process. Nevertheless, both academic experts and practitioners have agreed upon the core functions of mentoring and the positive impact of mentoring practices on sustainable personal and career growth.

In addition, the emergence of diverse types of mentoring in contemporary society gives consistent evidence about the importance of mentoring relationships for the progress of individuals and the benefits they provide for both mentors and mentees.

THE MENTORING PROCESS

As per the definitions previously discussed, mentoring is a learning process which involves building mutually beneficial, personal, and reciprocal relationships while focusing on achievement through the key element of emotional support. Within mentoring relationships, mentees develop and learn through conversations with more experienced mentors who share knowledge and skills that can be incorporated into their thinking and practice. By comparison, tutoring or coaching is the provision of academic and professional assistance in a particular area with the sole focus on developing competence, as discussed in more depth in the section "Mentoring versus Coaching" in this chapter. This section will delve into the nature of mentoring as a process through understanding the characteristics which define it as a process, as well as how it works.

Mentoring is an **intentional and nurturing process** which fosters the development of the mentee towards the goal of achieving their full potential. Mentoring is also an **insightful process** in which the wisdom of the mentor is acquired and applied by the beneficiary.

According to Wong and Premkumar, the process of mentoring may be analyzed in accordance with three different models – the apprentice, competency and reflective models. In the **apprentice model**, the mentee observes the mentor and learns. In the **competency model**, the mentor gives the mentee systematic feedback about performance and progress. In the **reflective model**, the mentor helps the mentee become a reflective practitioner.

The mentoring process relates to the reflective model in which mentoring is seen as an intentional, nurturing and insightful process which provides a powerful growth experience for both the mentor and mentee. Further, the authors describe the mentoring relationship process as consisting of four stages – preparing, negotiating, enabling and reaching closure.[48]

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[48] Wong, A., Premkumar, K. (2007) An Introduction to Mentoring Principles, Processes, and Strategies for Facilitating Mentoring Relationships at a Distance
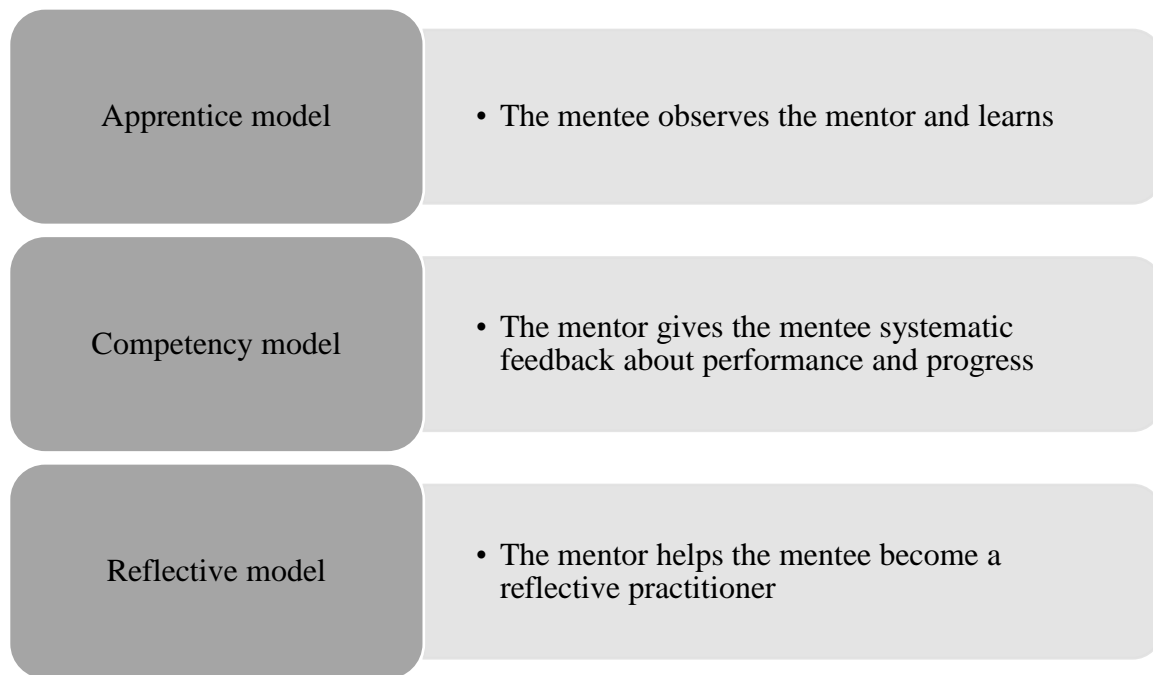
Apprentice model	• The mentee observes the mentor and learns
Competency model	• The mentor gives the mentee systematic feedback about performance and progress
Reflective model	• The mentor helps the mentee become a reflective practitioner

Figure 5: Mentoring models

The American Psychological Association Four Stages of the Mentoring Process

In a guide for mentors and mentees developed by the American Psychological Association, the mentoring process is presented as consisting of four stages – the stages of initiation, cultivation, separation, and redefinition. In the *initiation stage*, two individuals enter into a mentoring relationship. There are different approaches based on the formality of the mentoring relationship. For informal mentoring, the matching process occurs through professional or social interactions between potential mentors and mentees. Potential mentees search for experienced, successful people whom they respect, admire and perceive as good role models. Potential mentors search for talented people who are "mentorable." The research on mentoring defines this stage as a period when potential mentees prove themselves worthy of a mentor's attention and time. Both parties seek a positive, enjoyable relationship that would validate the extra time and effort required for the mentoring process.

Formal mentoring programs manage the matching process instead of letting these relationships emerge on their own. Good matching programs are sensitive to demographic variables as well as common professional interests. The assignment of a mentee to a mentor varies greatly across formal mentoring programs. Program administrators may match mentors and mentees, or otherwise mentors may review mentee profiles and make their own selection. Irrespective of

the method, a good formal mentoring program would require both parties to explore the relationship and evaluate the appropriateness of the mentor–mentee match.

The *cultivation stage* is the primary stage of learning and development. Presupposing a successful initiation stage, during the cultivation stage the mentee learns from the mentor. During this stage, two broad mentoring functions are at their peak. The career-related purpose frequently emerges first when the mentor guides the mentee on how to work effectively and efficiently. Internal mentoring may be active within the mentee's organization when a mentor assigns challenging assignments to the mentee, maximizes the mentee's exposure and visibility in the organization, and actively sponsors the mentee through advancements and recognition. Mentors who are external for the organization can also provide valuable advice on how to succeed and advance; however, there is an inherent risk that such mentors lack the organizational power to assist directly the mentee's organizational career advancements.

The psychosocial function emerges after the mentor and mentee have established an interpersonal bond. Within this function, the mentor accepts and confirms the mentee's professional identity and the relationship matures into a strong friendship. The cultivation stage is normally a positive one for both mentor and mentee. The mentor teaches the mentee valuable lessons gained from the mentor's experience and proficiency. The mentee may also teach the mentor valuable lessons related to new technologies, new methodologies, and emerging issues in the field.

The *separation stage* largely describes the end of a mentoring relationship. The relationship may end for a number of reasons, among which the fact that there is nothing more to learn at this stage, the desire of the mentee to establish an independent identity, or the mentor's decision that it is time for the mentee to continue on their own. If the end of the relationship is not acceptable for both parties, this stage can be stressful, with one party unwilling to accept the loss. Problems may emerge between the mentor and mentee when only one party wants to dismiss the mentoring relationship. Mentees may feel abandoned, betrayed, or unprepared to be on their own if they perceive the moment of separation to be miscalculated.

On the other side, mentors may feel betrayed or used if the mentee no longer seeks their guidance or support.

Throughout the *redefinition stage,* both mentor and mentee realize that their relationship may continue but that it will not be the same as their mentoring relationship. If both parties successfully renegotiate their respective positions through the separation stage, the relationship

can evolve into a collegial relationship or social friendship. Unlike the cultivation stage, the focus of the relationship is no longer placed singularly on the mentee's career development. The former mentor may establish mentoring relationships with new mentees. Likewise, the former mentee may in turn become a mentor to others.[49]
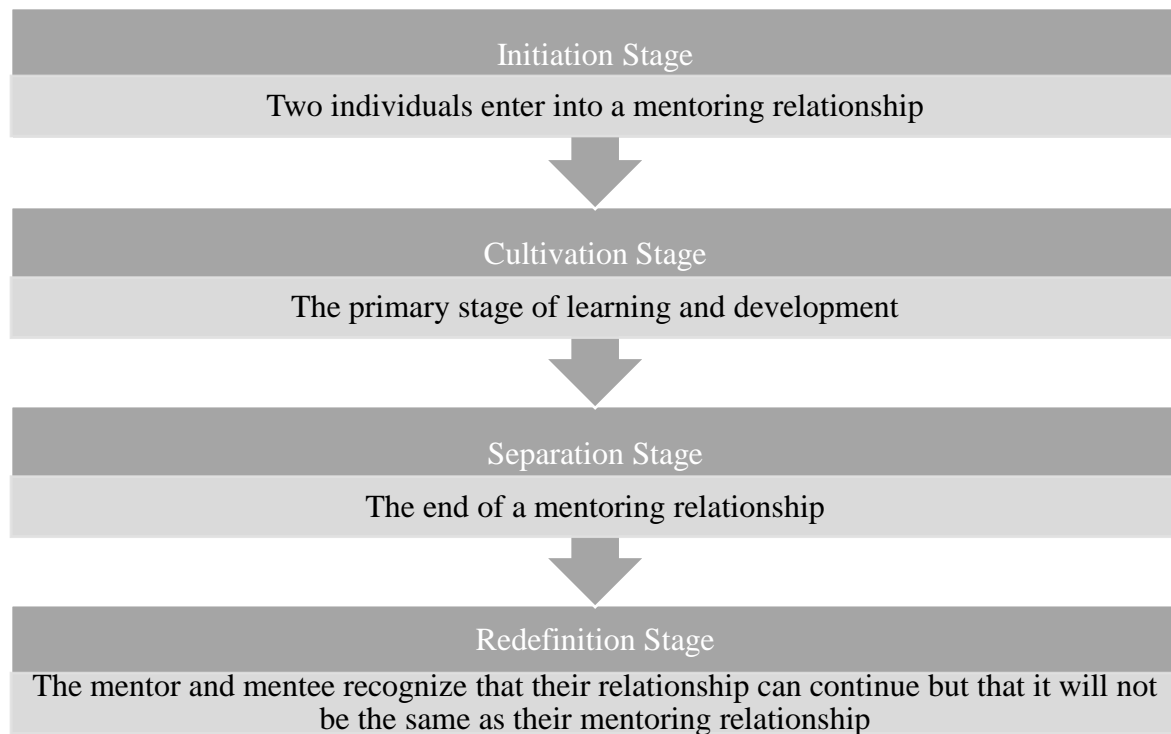
Initiation Stage
Two individuals enter into a mentoring relationship

Cultivation Stage
The primary stage of learning and development

Separation Stage
The end of a mentoring relationship

Redefinition Stage
The mentor and mentee recognize that their relationship can continue but that it will not be the same as their mentoring relationship

Figure 6: The American Psychological Association Four Stages of the Mentoring Process

The Agricultural Analogy for the Mentoring Process

Another view of the mentoring process is presented by Zachary[50] who applied an agricultural analogy to demonstrate how the mentoring process phases can be connected to each other. Mentoring relationships progress through predictable phases, each one building on the previous phase to form a developmental sequence:

This initial phase is called **preparing** and can be compared to tilling the soil before planting. It can involve a number of processes such as fertilizing, aerating, and ploughing the soil. One of

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[49]Presidential Task Force American Psychological Association (2006) Introduction To Mentoring: A Guide For Mentors And Mentees, Centering On Mentoring

[50]Zachary, L. J. (2000). The Mentor's Guide: Facilitating Effective Learning Relationships (2nd Ed.). San Francisco, CA: Jossey-Bass. 261. ISBN 978-0-470-90772

the big challenges for potential mentors is to go through a variety of processes to evaluate their own motivations and willingness for the prospective mentoring relationship.

The next phase is called **negotiating** and it represents the process of planting seeds in a well-cultivated soil. The successful completion of this phase ensures a greater probability for an effective realization of the mentoring relationship.

The next phase - **enabling** - can be compared to nurturing growth as the seeds take root. It takes longer to complete than the other phases, as it is the crucial phase of implementation of the relationship. The final stage is **coming to closure**, and the author compares this phase to reaping the harvest. Regardless of whether the mentoring relationship has been helpful or not, this phase offers opportunity for the mentoring partners to harvest their learning and move on.
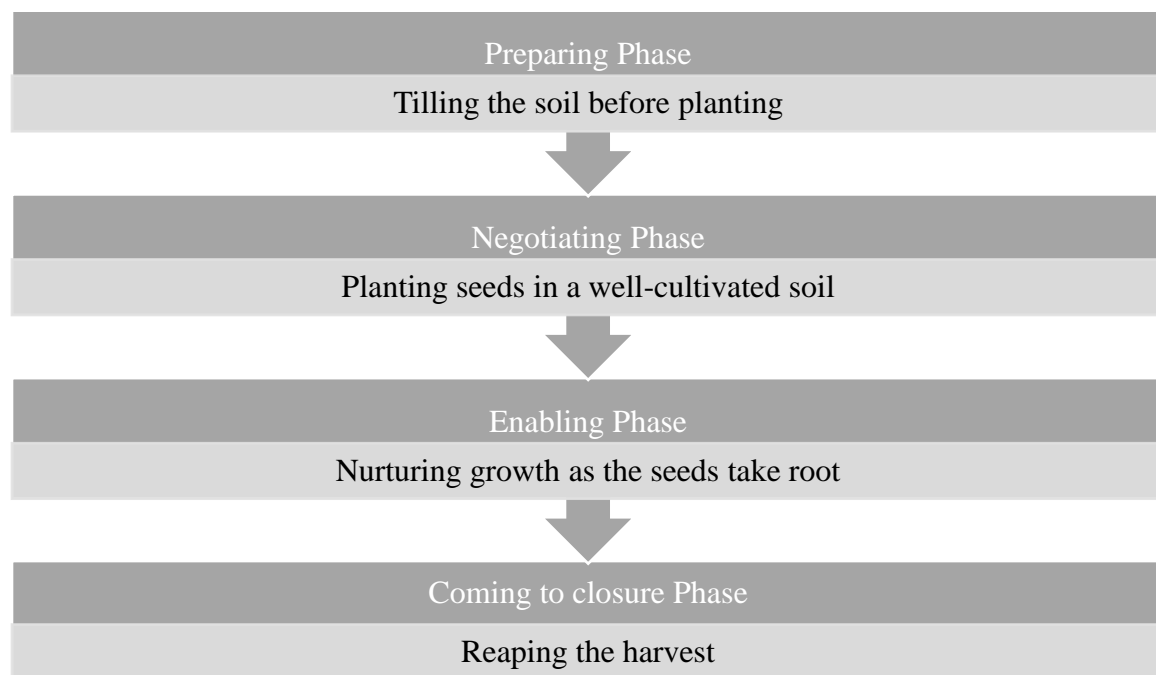
Preparing Phase
Tilling the soil before planting

Negotiating Phase
Planting seeds in a well-cultivated soil

Enabling Phase
Nurturing growth as the seeds take root

Coming to closure Phase
Reaping the harvest

Figure 7: The Agricultural Analogy of the Mentoring Process

Proper understanding of the subsequent phases of the process is important for developing successful mentoring relationships, including the awareness of the fact that there may be overlaps between the phases. For example, during the enabling phase, one mentoring partner may move geographically to another location and thereby trigger a need to renegotiate the mentoring agreement or to experiment with technology-mediated tools in order to support the relationship.

In the following part of this section, each of the four phases is presented in greater detail and some process tools and strategies are introduced.

Preparing Phase

It is important to realize that having substantial expertise and solid experience is not enough for being a mentor. Mentors who assume the mentor role without preparing themselves are often left disappointed and dissatisfied. Potential mentors need to reflect on their motivation for engaging in a mentoring relationship and to assess their own readiness and willingness to participate in the mentoring process.

Motivation has a significant impact on the future sustainability of the mentoring relationship. Mentors also need to be comfortable using a range of process skills. The modern mentoring relationship shifts the role of the mentor from "sage on the stage" to the "guide on the side."

Mentors are no longer "for all seasons and all reasons" and this is one of the major reasons why many qualified potential mentors do not get involved into a mentor role. Instead of the mentor taking full responsibility for the mentee's learning curve, the mentee should learn to set progress priorities and become more and more self-directed. If the mentee is not ready to assume this level of responsibility, the mentor encourages the mentee's capacity for self-direction over the course of the mentoring relationship. Given the trends in lifelong learning in all sectors of work and community life, it may be more desirable for an individual to have multiple mentors over a lifetime, and perhaps even multiple mentors at the same time.[51]

According to Bateson[52], in order to build a solid foundation for an effective mentoring relationship, mentors should have a clear understanding of their own personal journeys. Brookfield[53] states that an important element in facilitating adult learning is helping learners become aware of their own idiosyncratic learning styles. Learning styles refers to the pattern of preferred responses an individual uses in a learning situation. An open dialogue between the participants in the mentoring process at the negotiation phase could assist the mentor in knowing when to step forward and when to hold back, and to respect different styles that may have a positive impact on the mentoring relationship.

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[51] Wong, A., Premkumar, K. (2007) An Introduction to Mentoring Principles, Processes, and Strategies for Facilitating Mentoring Relationships at a Distance
[52] Bateson, M. (1989) Composing a Life
[53] Brookfield, S. (1986) Understanding and Facilitating Adult Learning

Negotiating Phase

During this phase, the mentoring partners come to an agreement on the learning objectives and outline the content and process of the relationship. The discussion is usually informal, in the shape of a free-flowing conversation that takes place over the course of one or more meetings and leads to a mutual understanding of the desired outcomes and a detailed description of the shared responsibilities. At the end of this phase, the mentoring process participants should reach an agreement on:

- Desired learning outcomes – what the mentee wants to achieve throughout the mentoring relationship
- Criteria for measuring success – how will the mentee and mentor know that they have reached the desired outcome
- Mutual responsibilities – how are responsibilities distributed throughout the process and how will the participants assume mutual responsibilities
- Accountability assurances - who is accountable for what and what are the time frames for the different tasks to be completed
- Protocols for addressing problems – how will problems be addressed
- An action plan for achieving the learning goal – a timeline of the different tasks to be completed along the path leading to the desired learning outcome

One possible approach to support diversity in communication and learning styles and to promote accountability is to use notes to summarize the mentoring session. These notes can be revised by the mentee and mentor at the beginning of each session and can be used as a trigger for conversation. Notes also help to monitor the progress throughout the mentoring relationship.

One of the most important aspects of the negotiating phase is **setting the limits** by both the mentor and the mentee. From the mentor's perspective, limits have to do with expectations of availability and time. The mentor has to define the mentee's access to the mentor for the duration of the relationship. Both mentoring partners need to decide on the meeting locations, the meeting agendas, and the plan for progression.

Enabling Phase

Anderson and Shannon[54] believe that good mentors should be committed to three values. First, mentors should be willing to open themselves to their mentees – for example, to allow their mentees to observe them in action and to discuss with them the reasons behind their decisions and actions. Second, mentors should be prepared to lead their mentees incrementally over time. Third, mentors should be willing to express care and concern about the personal and professional welfare of their mentees.

Zachary[55] points out that mentors need to be familiar with specific **process skills** that can facilitate the mentoring process, in addition to their already present expertise and experience. Specific communication techniques are presented in more detail in Chapter two of this work. This is only a brief outline of a few useful strategies presented there:

1. *Asking questions* that will help mentees to reflect on and reframe their own thinking.
2. *Reformulating statements* helps mentors to clarify their own understanding and encourage mentees to reflect on what they have expressed.
3. *Summarizing* helps to remind the mentoring partners of what has emerged in the process and allows both parties to monitor their expectations.
4. *Listening for silence* – Silence may indicate boredom, confusion, discomfort or embarrassment. However, the mentor and mentee should be aware that some people prefer silence in order to process information and to reflect on what is being discussed.
5. *Providing feedback* that is authentic and suggests future action is an essential part of the mentoring relationship.

By definition, mentors possess specific experience and knowledge, therefore they can guide a mentee's sense of the possible. Modeling behavior and sharing stories helps to inspire and inform the mentee. By nurturing reflective practice, the mentor helps the mentee to take a long term view and create a vision of what might be. Reflective practice should be encouraged during and after the mentoring relationship.[56]

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[54] Anderson, E., Shannon, A. (1988) Toward a Conceptualization of Mentoring
[55] Zachary, L. J. (2000) The Mentor's Guide: Facilitating Effective Learning Relationships (2nd ed.). San Francisco, CA: Jossey-Bass. ISBN 978-0-470-90772
[56] Wong, A., Premkumar, K. (2007) An Introduction to Mentoring Principles, Processes, and Strategies for Facilitating Mentoring Relationships at a Distance

Schon's[57] reflection-in-action model outlines the expertise that knowledgeable practitioners reveal in their spontaneous, skillful execution of a publicly observable performance.

Experts often experience difficulty in making the performance verbally explicit; they characteristically know more than they can convey in speech. Polanyi[58] invented the term **tacit knowledge** to describe this type of knowledge. Mentors can model reflection-in-action by pausing and verbalizing their thoughts about what they have done in order to discover how an action may have added to both anticipated and unanticipated results.

Individuals in particular professional fields may have very different proficiency bases, experiences and manners of execution of activities. However, most have common explicit knowledge. Explicit knowledge is the specific way in which people perceive and decode information from the environment in professional situations; the set of more or less systematically organized beliefs, understandings, procedures and norms which help them along. Throughout the mentoring process, mentees are exposed to the explicit knowledge of their mentors in their professional conduct and are, in a way, introduced and initiated into this explicit knowledge. Mentees learn how to conduct conversations, how to handle themselves, what are the boundaries of pre-existing constraints. This is of great help to mentees to feel comfortable in their fields when they are left on their own, after the mentoring process has come to an end.

Coming to Closure Phase

There are different approaches to this phase, depending on the formality of the mentoring relationship. When the relationship occurs within a formal mentoring program, there is usually an externally structured timeline for the mentoring relationship to come to an end. Within an informal mentoring relationship, it is advisable for the mentor and mentee to take time at the beginning to agree upon the precise process of coming to closure.

The process of coming to closure can be situated around a focused conversation about the specific learning that has taken place during and as a result of the mentoring relationship. According to Murray[59], a constructive conversation is a blameless, no-fault, reflective conversation about both the process and the content of the learning. Both mentors and mentees

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[57] Schön, D. (1983) *The Reflective Practitioner. How professionals think in action*, London: Temple Smith

[58] Polanyi, M. (1967) The Tacit Dimension, London, Routledge & K. Paul

[59] Murray, M. (1991) Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Program. San Francisco: Jossey-Bass.

share what they have learned and how they could apply and benefit from that knowledge in the future.

The conclusion of a successful mentoring relationship can be acknowledged and celebrated by both mentor and mentee through various verbal and non-verbal expressions of appreciation.

The closure phase links the shared present to the separate futures of both mentor and mentee.[60]

The Lifecycle Model of the Mentoring Process

The final approach to the mentoring process analyzed as such is the lifecycle model developed by Clutterbuck.[61] Mentoring schemes either have a fixed lifetime or allow participants to find their own timing, meaning that the mentoring relationship is not limited within a specific time frame. In contrast to the previous models of the mentoring process in which it was presented in four stages/phases, the Lifecycle model illustrates that a mentoring relationship moves through five recognizable phases. In the following part of this section, the phases are presented with the activities relevant to each phase.
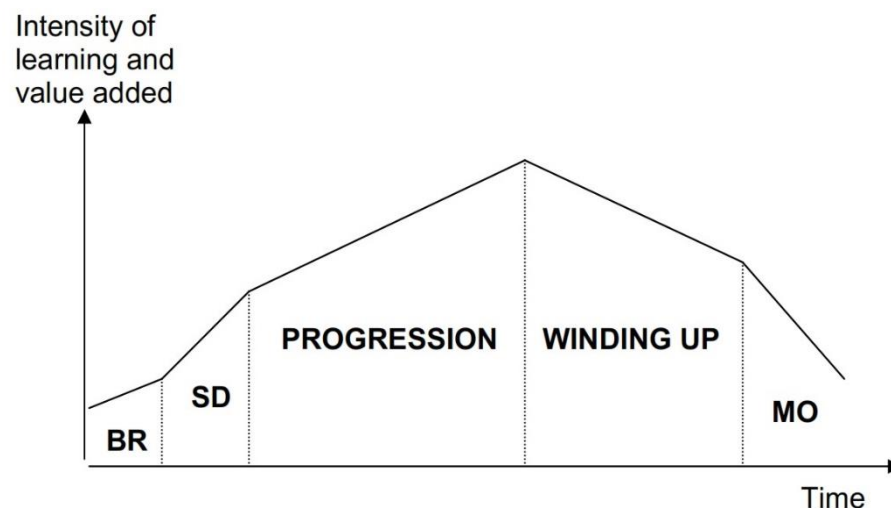

Figure 8: The Lifecycle Model of the Mentoring Process

Phase 1: BR = Building Rapport

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[60] Wong, A., Premkumar, K. (2007) An Introduction to Mentoring Principles, Processes, and Strategies for Facilitating Mentoring Relationships at a Distance
[61] Megginson D & Clutterbuck D. (1997) Mentoring in Action: A Practical Guide for Managers, Kogan Page.

Phase 2: SD = Setting Direction

Phase 3: Progression

Phase 4: Winding Up

Phase 5: MO = Moving On

Phase 1: Building Rapport

In this phase, it is essential to search for the values which the mentor and the mentee share, as well as agree upon the way that they are going to work together. There are five key components which are essential for rapport:

- Trust – there should be a mutual agreement between the mentor and mentee that all matters discussed between them will be kept confidential and both parties will act as they say they will.
- Focus – the attention needs to be fully on the mentor/mentee relationship. Open, active and non-judgmental listening should take place at all times.
- Empathy – mutual respect between mentor and mentee is mandatory. Both parties need to try and understand the other person's point of view, their feelings, ambitions and motivations.
- Congruence – there should be a shared sense of the purpose of the relationship and confidence to talk about possible fears, weaknesses or mistakes of both individuals as they manifest themselves.
- Empowerment – the mentoring relationship needs to be liberating for both sides.

Some of the indicators showing good level of rapport are:

- Body language of mentor and mentee
- Number of uncomfortable matters being discussed
- Dynamism and complexity of discussions
- Demonstrated enthusiasm about learning

The first meeting provides a great opportunity to build personal rapport which is crucial for the success of the partnership. Mentor and mentee must be prepared to talk about their expectations

and hopes for the relationship. It is also very important for the mentor and mentee to share some personal interests and stories to help establish common ground.

The mentor and mentee both need to prepare prior to the meeting by asking themselves some of the following questions:

Mentee	Mentor
• What are my strengths? • What are my major needs? • What are my short, medium and long term objectives? • What are the things that the mentor can help me with? • How can I help the mentor help me? • What do I want out of the mentoring relationship? • How will I know if the mentoring is working or not?	• What can I offer the mentee? • What do I want out of the relationship? • What career and life experiences have helped me most in my own personal and professional development? • What are the important lessons that I have learned? • How can I use these to help my mentee? • How will I know if the mentoring is working or not?

Chart 2: Questions before the first meeting

Rapport is further presented and analyzed in Chapter two, in the section Communication Techniques.

For the successful conduction of the mentoring process, it is very important that specific ground rules for the relationship are discussed and agreed up front, whether or not in a written formal contract or a mutual verbal agreement.

- What is expected from the mentoring relationship by both parties?
- How, when and where will the meetings take place?
- What are the boundaries of the relationship?
- How can you ensure that other people (e.g. line manager) are comfortable with the relationship?
- How will you measure/review progress?
- How will you conclude the relationship, both while it is working and/or when it is not working?

Chart 3: Setting ground rules

Phase 2: Setting Direction

In this phase, the mentor helps the mentee to reach clear aims and objectives, creating a sense of purpose and in some respect urgency. The mentee needs to focus on the kind of transition that they want to achieve. The mentor can help with this process by using questions like:

- What does the mentee want to do and/or achieve in the short, medium and long term?

- Where does the mentee want to be in 12 months' time?

- How will the mentee know what progress has been made?

- What sort of help, advice and support is the mentee looking for?

Phase 3: Progression

This phase of the timeline is the mature and most productive stage of the mentoring relationship as the relationship between mentor and mentee is well-established by that time. The mentee achieves more independence, their confidence grows, and less support and advice from the mentor is needed.

The best use of all learning opportunities can be made through planning meeting agendas, structured meetings, applying good timing, etc. At this stage, it is strongly recommended to make a review of all the elements of the mentoring relationship and to allow adjustments and new plans if necessary.

Phase 4: Winding Up

In this phase, the relationship has reached a level of mutual learning and support. The mentee gradually reaches higher levels of self-confidence. By this stage, the mentor's role has become more reactive rather than proactive, as the mentee is increasingly in charge of the mentoring process. During this stage, it is essential that the mentor and mentee review frequently what both parties are getting out of the relationship and allow matters to take their course.

By this time, the goals outlined at the start of the mentoring relationship are gradually achieved and the mentor begins to see the conclusion of the relationship. Alternatively, a much wider range of issues may be approached with mutual agreement - some more personal and outside the scope of the mentee's initial objectives. If a situation of this kind occurs, it is advisable that the mentor remains within the boundaries of the mentoring role and does not move into a counseling role.

Phase 5: Moving On

This is the stage in the mentoring relationship when it is appropriate to move on. This can be defined by the specifics of the mentoring scheme or when the mentee has achieved most or all of their goals. It can also happen when discussions are no longer productive and either the mentor or the mentee begin to feel constrained by the relationship.

There are some key questions and issues which should be considered in the final phase. For example:

- Has the mentee become too reliant on the mentor to let go?
- A formal ending is a "release" from commitment
- It is better to end within a mentoring session
- The mentee should be left with a structure for further development
- The mentor should ensure that the mentee has a network of other sources of support

The chart below serves as a guideline for some actions that the mentor should aim for or alternatively avoid.

DO	DO NOT
• Prepare for the transition ahead of time • Frequently review the relationship • Emphasize mutual learning • Be open and honest about your feelings • Celebrate the successes • Help the mentee plan how to manage on their own • Encourage the mentee to become a mentor • Agree how/when you will keep in touch	• Allow things to drift away • Make an abrupt break • Allow friendship to obscure the practical purposes • Make your mentee feel guilty about their independence • Try to keep the relationship going above a very reduced level

Chart 4: A guide for proper closure[62]

The following chart summarizes all stages and phases of the various models of the mentoring process. The different processes discussed involve similar activities within similar process steps.
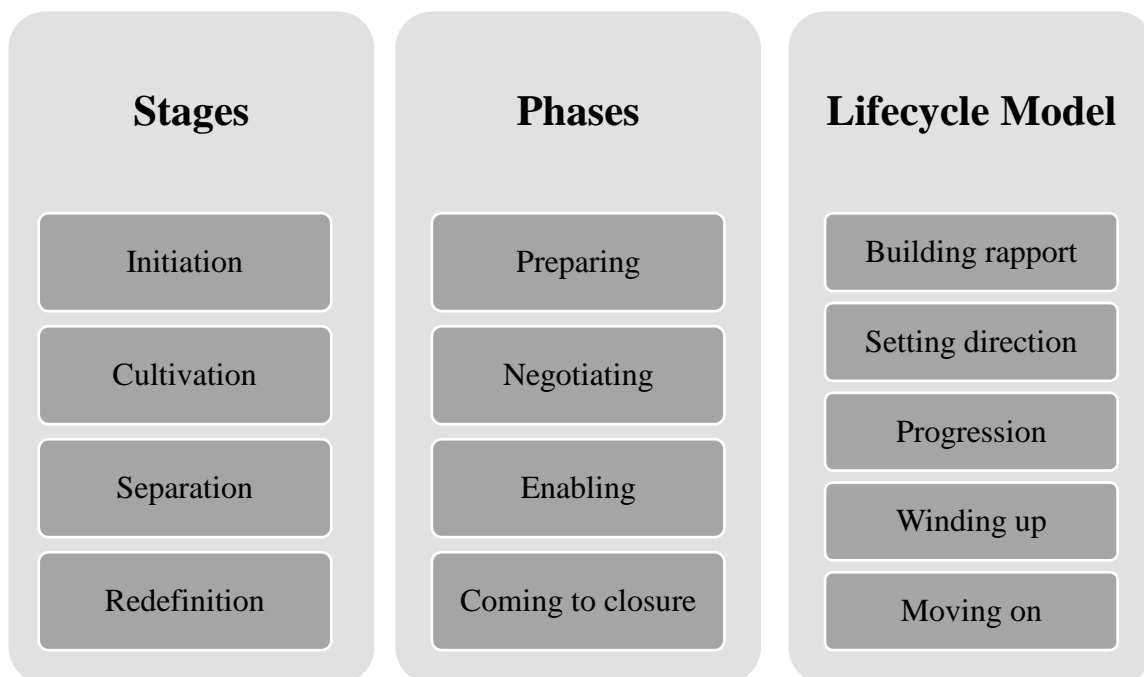
Stages	Phases	Lifecycle Model
Initiation	Preparing	Building rapport
Cultivation	Negotiating	Setting direction
Separation	Enabling	Progression
Redefinition	Coming to closure	Winding up
		Moving on

Chart 5: Comparison between the different models of the mentoring process

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[62] Hussain, Z. (2009) The Good Mentoring Guide, LSC Changing Attitudes Program, Global Synergy Solutions

MENTORS

The nature and the technical process of mentoring have already been discussed, yet it is important to differentiate the roles, responsibilities and expectations for mentors and mentees. Grensing-Pophal[63] notes that in order to explore the depths and importance of the mentor's true role, it is of vital importance to remove the mysticism surrounding the term and to establish what a mentor actually is.

Defining the mentor

Many definitions for this role have been proposed in scientific and popular literature. For the purposes of this paper, some of them are going to be examined more thoroughly in order to reach a more concise and complete idea of the mentor's role which can be used further on.

Hussain[64] discusses that similarly to the concept of mentoring as a process of guiding the less knowledgeable and experienced towards more desirable outcomes, the core definition of the mentor has remained constant throughout cultures and ages. And while that may be true, and the core idea of what a mentor is has stayed relatively similar to the original, there have been some changes in the perception of the peripheral roles and responsibilities involved, adding to the definition.

For example, The Regents of the University of Michigan[65] add to the definition the notion that a mentor is someone who has not only a professional but also a personal connection to their mentee, one that is guided primarily by the mentee and not the mentor. The mentor, according to their definition, is an agile individual who can change and shape their behavior to fit the needs of the specific mentee and is willing to help the mentee reach the outcome they are striving towards. This differs from the original concept about a relationship which resembles the one involved in a traditional apprenticeship - a following of the path the mentor has chosen for themselves, rather than a carving of a new path for the mentee.

Furthermore, as Handelsman et al[66] point out, a mentor is someone who constantly adapts to and evolves alongside the environment in order to accommodate new practices and tools and

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[63] Grensing-Pophal, L. (2004) "Better Mentors". Credit Union Management, july 2004, pp 20-23
[64] Hussain, Z. (2009) "The Good Mentoring Guide" Global Synergy Solutions 2009
[65] The Regents of the University of Michigan (2014) How to Mentor Students: A Guide for Faculty.
[66] Handelsman, J. et al (2005) "Entering mentoring", Board of Regents of the University of Wisconsin System

use them in the mentoring process. In other words, mentors are aware that they need to be constantly bettering themselves in order to better others and strive in that direction. This is one of the greatest benefits of being a mentor – the constant striving towards excellence is motivated by the process of mentoring and the responsibilities that the mentors have towards their mentees. Moreover, as Sorcinelli and Yun[67] point out, in a society in which the range of possibilities and the amount of available information are vaster than ever before, mentees may have more than one mentor, which means that mentors would often collaborate with each other in order to provide the optimal conditions for success for their mentees. A mentor, therefore, may be a part of a mentoring team, or can act as the single mentor to more than one individual. All this adds to the definition of the mentor in that mentors are individuals willing to share their expertise and offer their help in any shape and under any circumstance, even if those differ from the traditional.

An interesting definition can be found in the work of Grensing-Pophal[68], even though it is confined to organizational mentoring – it proposes an acronym for MENTOR according to which being a mentor means "*m*odeling, *e*ncouraging, *n*urturing and *t*eaching *o*rganizational *r*eality". Aside from the inherent limitations of the analysis of organizational mentoring, this definition neatly sums up the main functions which constitute a mentor.

To summarize the various definitions and notions described above, a mentor is:

- An advisor and educator to one or many mentees, alone or together in a team with other mentors;
- A collaborator in the establishment and achievement of the mentee's goals and successes, led by the mentee's desires and inspired to help them evolve;
- An agile, adaptive and constantly self-improving individual;
- An encouraging and nurturing role model.

[67] Sorcinelli, M. and Yun, J. (2007) "From Mentor to Mentoring Networks: Mentoring in the New Academy", Change, November/December 2007, pp 58-61
[68] Grensing-Pophal, L. (2004) "Better Mentors". Credit Union Management, july 2004, pp 20-23
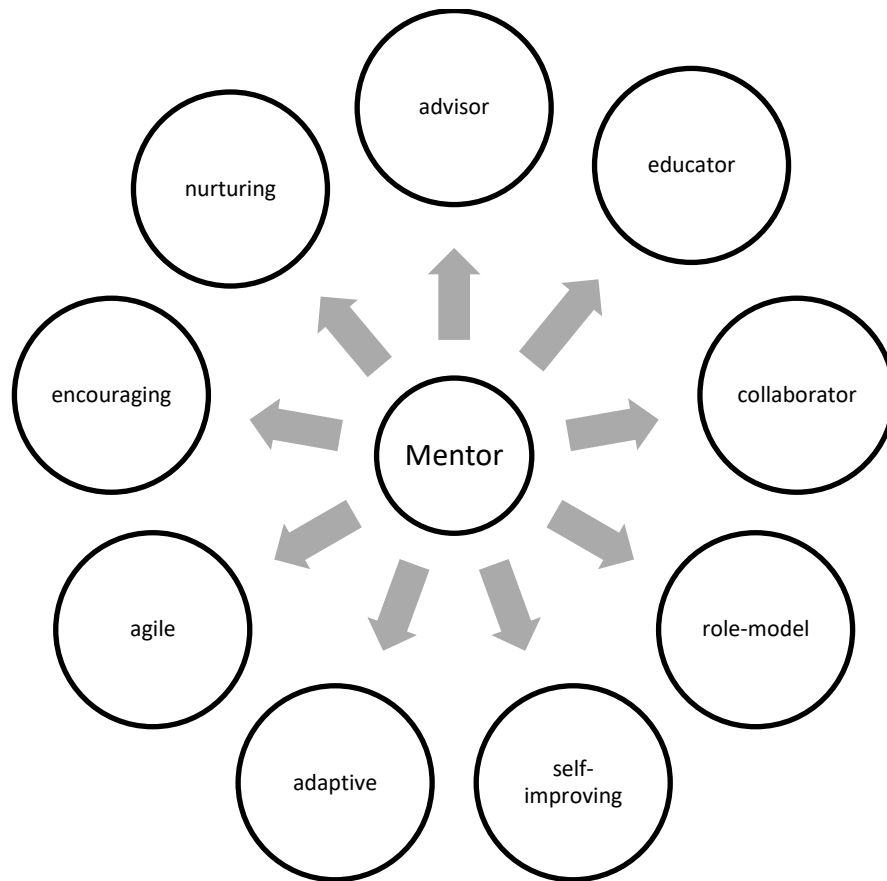
Figure 9: Defining the mentor

Becoming a mentor

To start off, it is important to note that individuals may become mentors without consciously trying to. One can sometimes act as a mentor even to people they might not suspect to be their mentees - or even to people with whom they are not personally acquainted. Viewed in this light, becoming a mentor would not necessarily involve any change in the lifestyle of the prospective individual. As Mary Krause[69] points out though, more productive mentoring relationships result from the deliberate effort of both parties which means that a more effective mentor would be one who is consciously working towards achieving the mentee's goals in collaboration with them.

All this leads to the question: how does one become a mentor?

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[69] Krause, M. (2007) "The ABCs of being a mentor" Healthcare Executive May/June 2007, pp 62-66

Firstly, the decision to become a mentor needs to be made consciously. Self-reflection is important to understand what any individual can offer from a personal and professional perspective. Marie Herman[70] observes that in order to find a mentee, one crucial skill is communication. In Chapter two, some vital communication techniques for both mentors and mentees are going to be discussed in depth.

Herman also points out that one of the best ways to approach becoming a mentor is by contacting a potential mentee and offering help which might be desirable for them. Naturally, the process of approaching may be initiated from the other side, by the mentee - not necessarily in the form of asking for help but also that of searching for guidance or input in the solving of a specific problem. In that case, it may be up to the approached party to decide whether it is in their range of knowledge and competency to become a mentor at all.

A Mentor's guide[71] lists different opportunities for mentors to find their mentees on their own. For example, the guide suggests individuals facing change, or individuals with obvious potential who are not assertive enough to reach it. Naturally, it is up to the mentor to see where they could be of help and with whom they would feel comfortable sharing their time and expertise.

And finally, there is the option of joining a mentoring program, which will be discussed thoroughly in Chapter three. Mentoring programs can provide a lot of benefits for potential mentors, essential guidance for them and their mentees when it comes to choosing the right people, the right tools and strategies to work with, as well as help with communication and performance issues.

The role of the mentor

The role of the mentor may vary significantly, due to different methods of mentoring, diverse possible goals of the mentee, varying nature of the mentoring relationship and many others. It is important for all parties involved to make certain that they understand the respective roles of the mentor and the mentee in the given situation, in order for expectations to be fulfilled and performance to be optimal.

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[70]Herman, M. (2006) "Mentoring: The Path to Success" OfficePRO June/July 2006, pp 28-31
[71]National Center for Women & Information Technology and Anita Borg Institute for Women in Technology "Mentoring Basics - A Mentor's Guide to Success"

Earlier in the paper, in defining what a mentor is, it was clarified that the role of the mentor is not necessarily limited to the professional advancement of the mentee. Therefore, the role of the mentor can be that of a personal advisor, confidant and backer – roles of personal support which may be of great help for the advancement of the mentee.

The definition of the mentor involves the additional aspect of a role model in a professional or personal sense. Research made by Brown and Treviño[72] proves that having an ethical career role model who is closer than top management (closer leadership) leads to a better perception of the organization and more ethical behavior from the individuals concerned. Therefore, the positive behavior of a role model will elicit positive behavior from the mentee, which is a desired result of the relationship.

When discussing the abbreviation MENTOR earlier, it was mentioned that the last three constituent words ("teaching organizational reality") are not always applicable as mentoring is not necessarily an in-organization activity. However, they can be adapted to signify yet another additional role of the mentor – that of a teacher. Even if the context differs, the mentor is invariably a teacher to the mentee, transferring knowledge and understanding from experience. It is worth mentioning that in a productive mentoring relationship, the mentor can also be the student even as the mentee assumes the role of the teacher, in a different area of expertise. In those instances, it is important for mentors to see and understand the benefits of the change in the dynamic, instead of seeing it as a threat to their authority and position.

In mentoring programs, mentors can also take on the role of a facilitator for the program, making the process easier and more accessible to mentees with more personalized approach and support.

Finally, Be A Mentor's guide for mentors[73] classifies the roles of the mentor in four categories of areas in which the mentor provides support: academic, career, emotional and social experience. These four categories include the majority of the roles which a mentor has to take upon themselves.

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[72] Brown, M. and Treviño, L. (2014) "Do Role Models Matter? An Investigation of Role Modeling as an Antecedent of Perceived Ethical Leadership." *Journal of Business Ethics*, Jul2014, Vol. 122, Issue 4, pp 587-598
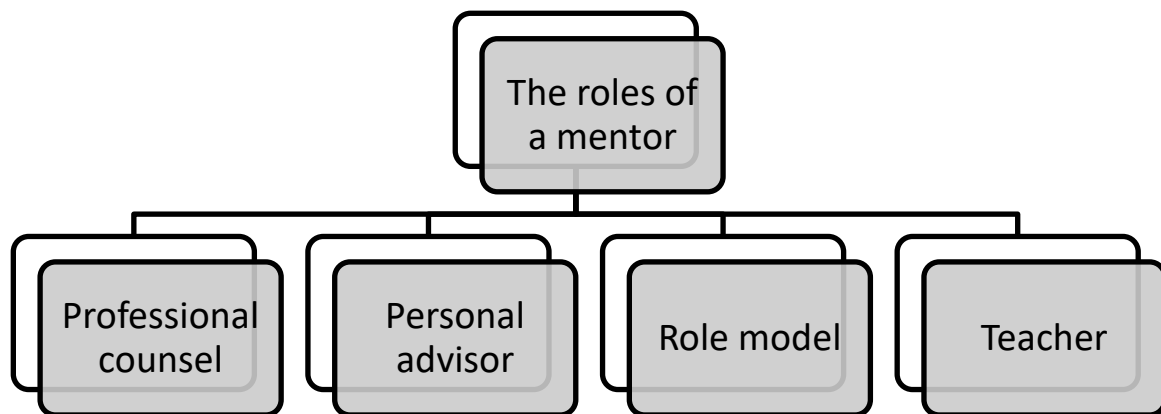[73] Be a mentor, Inc. (2006) "Training Guide for Volunteer Mentors"

Figure 10: The roles of a mentor

The responsibilities of the mentor

Once an individual takes upon the collective role of mentor and finds their mentee/mentees, it is imperative for the mentor to keep sight of the responsibilities which come with this title. Depending on the involvement and type of mentoring (discussed later in this chapter), responsibilities may naturally vary, therefore they must be mapped out, discussed and agreed upon by the mentor and mentee/mentees.

The responsibilities of the mentor may include facilitating the communication and keeping a schedule of meetings or activities in which to participate with the mentee in order to help the them achieve a goal or improve in a field. Establishing and maintaining an accessible and useful way of communication for all parties may also be a responsibility of the mentor.

The mentor may take on the responsibility of motivating and helping their mentee along, as First's mentoring guide[74] prescribes, as well as support them emotionally, with trust and respect.

Mentoring as volunteer work

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[74] First (2007) "Mentoring Guide"

In their research paper about motivation in volunteers, Christauskas, Petrauskiene and Marcinkeviciute[75] use a definition of the volunteer is an individual who contributes to society by helping in various ways without seeking monetary compensation, motivated instead by the sense of self-actualization and stronger connectedness with the society that they are improving. Mentoring can easily fit into that description.

The work mentors do is exceptionally important for the well-being and development of communities and organizations. The nurturing of talent and helping their mentees navigate a world they would otherwise find problematic accelerates and enriches the process of succession and continuity, of furthering the knowledge and expertise in whole fields, be it in sciences or humanities. As Grensing-Pophal[76] notes, the existence and nurturing of mentoring relationships within any given organization is crucial for its sustainable success.

Therefore, mentors exercise a considerable impact on organizations, societies and world progress. However, the benefits of being a mentor go beyond the benefits to society and community to extend toward the mentors themselves. As Hussain[77] points out, as a result of their mentoring work mentors experience heightened levels of motivation and excitement for the development of their own career and personal lives; mentors elevate their interpersonal and communication skills and may even improve the quality of their own work and personal networks; moreover, mentoring brings the mentors a deeper understanding of future generations and the similarities and differences between generations – a skill that may be very useful in their personal and professional lives. Naturally, mentors also refine their own knowledge and understanding of the world through helping others understand it.

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[75] Christauskas, C., Petrauskiene, R. and Marcinkeviciute, L. (2012) Theoretical and Practical Aspects of Volunteer Organisation Members (Volunteers) Motivation. *Engineering Economics*. 2012, Vol. 23 Issue 5, p517-524
[76] Grensing-Pophal, L. (2004) "Better Mentors". Credit Union Management, july 2004, pp 20-23
[77] Hussain, Z. (2009) "The Good Mentoring Guide" Global Synergy Solutions 2009

MENTEES

After discussing in depth the mentoring process and the inherent role of the mentor, next it is important to delve into the role of the mentee and to clarify the notions, responsibilities and benefits linked to this role. Armed with a deeper understanding of their own functions, mentees can concentrate on them more fully in order to collaborate with their mentors in establishing a more productive and beneficial mentoring relationship.

Defining the mentee

Viewed from a more superficial perspective on the respective roles of mentor and mentee, the latter may sometimes be seen as a passive subject onto whom knowledge, know-how and a certain understanding of the world are imparted. That should never be the case, as Zerzan et al[78] point out, because the mentee is as active a participant in the mentoring process as is the mentor or mentors. Mentees are engaged and involved in the shaping of the mentoring process, in deciding on a direction in which they would like the mentoring process to lead them and potentially changing this direction should the need arise.

Mentees need to have a lot of qualities which can facilitate the process and make it more productive. As individuals, they should be perceptive and willing to learn from their mentors and they need to be able to discuss freely their own weaknesses and problems with the mentor in order to get the most beneficial experience and the best results. Aside from a clear awareness of their weaknesses and the potential threats to their optimal fulfillment, mentees need to be mindful of the goals they have set for themselves and keep an open mind about their ideas of how to achieve them. For the purposes of this paper, it is important to differentiate between the terms protégé and mentee. The term protégé has a well-documented history in mentoring research and primarily applies to individuals engaged in senior–mentor and junior–protégé relationships within an organization where protégés are clearly identified as "under the wing" of a mentor – protected and nurtured over time. The term mentee is used here to refer to the broader range of individuals who may be in the role of "learner" in mentoring relationships,

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[78] Zerzan, J., Hess, R., Schur, E., Phillips, R. and Rigotti, N. (2009) Making the Most of Mentors: A Guide for Mentees. Academic Medicine, Vol. 84, No. 1 / January 2009

regardless of the age or position of the mentor and mentee.[79] The mentee can be a protégé but is not limited to that role.

Mentees are not only listeners with an open mind – they have their own opinions about the world and therefore need to possess the important trait of being open towards a different worldview and the idea that their opinions and values, while valid, may be influenced directly and consistently by others. Naturally, in this process mentees maintain their individuality and remain critical of the information they receive, so that they may be the ones changing the opinions and worldviews of their mentors – a considerable power that they exercise over how other people and other generations may perceive them.

Moreover, mentees need to be enthusiastic and ambitious in their goals and their studies[80] in order to reap steady and positive results from the mentoring process.

To sum up the definitions above, a mentee is:

- A student of a more knowledgeable and experienced individual/individuals;
- A protégé to a mentor/mentors, who accepts advice critically but openly and has the desire and strength to push towards positive results;
- An open-minded individual, ready to delve into the world with enthusiasm and ambition;
- An individual who wants to extend their career and/or personal opportunities and is open enough to ask and receive outside help.

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[79] The American Psychological Association (2006) Introduction to Mentoring: A Guide for Mentors and Mentees.
[80] Canadian Society of Exploration Physicists – "Mentee Roles and Responsibilities"
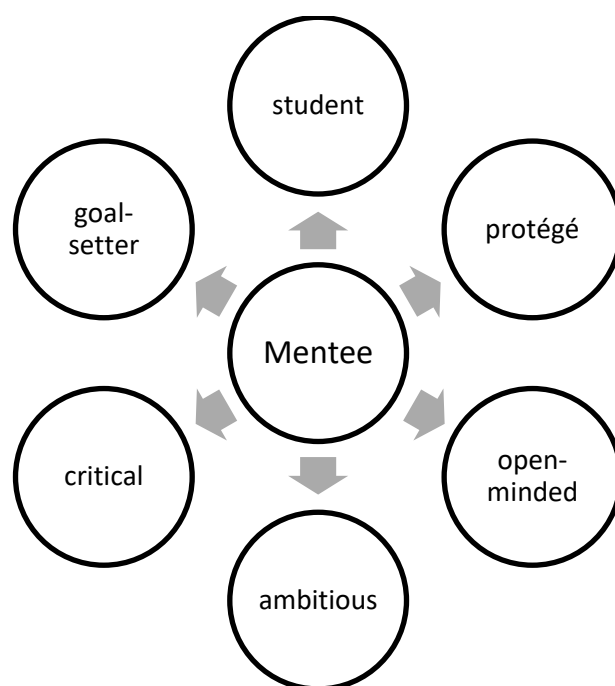
Figure 11: Defining the mentee

Becoming a mentee

As Herman[81] discusses, there are multiple occasions in which people may find themselves searching for a mentor or even becoming a mentee without going through the search. Examples include the occasions in which the individual is taking on a new leadership role or entering a new profession; starting their active career growth or their own business; exploring a new career path or hobby. Understanding the need for a mentor could be the first step towards becoming a mentee.

The mentoring process does not necessarily start with planning from the side of the mentee. The mentor may be the one initiating the relationship and mentees have the right to choose whether they want to be a part of that relationship – whether they think the person initiating it will be the right fit for their needs and whether they feel comfortable enough in their presence to share with them details about their life and problematic professional and/or personal issues.

In Herman's view, the mentoring process is best started with a type of self-reflection – after finding their own reason to become a mentee, the individual should look in others for the qualities that they would like to develop in themselves. Finding excellence and inspiration in

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[81] Herman, M. (2006) "Mentoring: The Path to Success" OfficePRO June/July 2006, pp 28-31

other people's achievements and actions can be a good way for a future mentee to choose a prospective mentor. This can also be basis on which to approach the potential mentor and talk to them about initiating this sort of relationship. Another way to initiate contact with the potential mentor would be through referrals of co-workers, friends or other people in the mentee's life. Zerzan et al[82] point out that a big issue in the initiating phase of the mentoring relationships is the insecurity of mentees – the thought that other people would be too busy to help, or simply not interested enough. The best option for these potential mentees is to persevere and to take a chance in communications and requests. Even if they do not find the mentor in the people they chose or those people are, indeed, too busy to take on mentees, the potential mentors could be referrals or point out to other individuals who may help in the matter.

Being honest with the potential mentor about the possible issues which would be targeted in the course of the mentoring process, the desired results, the nature and depth of the future relationship, etc. is extremely important at the beginning of the mentoring relationship. Complete understanding and established rapport between the parties will be sure to bring a more mutually beneficial relationship. Establishing rapport and other communication techniques which can help facilitate and develop the mentoring relationship are further discussed in Chapter two.

Zerzan et al also mention that it is important for mentees to have a plan in place when first meeting their prospective mentor – what to talk about, how to present themselves, what to ask, etc. This will help the mentees feel more prepared and confident in themselves, facilitating the communication.

The role and responsibilities of the mentee

The main role of the mentee is that of an active student. This means that the mentee is not only there to listen and absorb, not to copy the behavior they consider inspiring or good, but to become a more skilled, better-rounded individual and professional.

Mentees need to be curious and proactive about their fields of interest and improvement. Asking questions and showing interest can only perfect the communication and further the benefits of it. As Zerzan et al point out, a big part of having a fulfilling relationship is for the mentee to share their opinions and thoughts on different subjects while keeping an open mind to

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[82] Zerzan, J., Hess, R., Schur, E., Phillips, R. and Rigotti, N. (2009) Making the Most of Mentors: A Guide for Mentees. Academic Medicine, Vol. 84, No. 1 / January 2009

constructive feedback or disagreement from their mentor. Mentees should not feel disheartened if and when a disagreement occurs; instead, they should get the most out of the disagreement by transforming it into a beneficial and enriching conversation.

The mentee can freely take on some additional responsibilities which will greatly benefit the mentoring process. For example, developing a work plan with short- and long-term goals, which should be reviewed and edited as often as needed, is going to help set the direction of the mentoring and will help the mentor in figuring out how to be of assistance. Goal-setting will be discussed in more detail in Chapter two, along with other guidelines for mentees.

The mentee should not relinquish all responsibility for their progress to the mentor - the mentees need to be proactive about new opportunities to learn and gain experience. Furthermore, even if mentors are the ones who should organize the meetings, mentees have the responsibility to show up prepared – at least with an idea of what topics there are to discuss and whether some of them have priority over others.[83] The ethical responsibilities of mentees are also discussed in depth in Chapter two of this paper.

Communication, as already established, is crucial for the success of the mentoring relationship. The mentee has the responsibility to try their best to maintain the communication honest and complete, filling in the mentor about developments which may affect the progress, direction or goals of the mentee. Discussions on those (and all other) topics can only increase the benefits that both sides can receive from the mentoring relationship.

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[83] The Regents of the University of Michigan (2014) How to Get the Mentoring You Want: A Guide for Graduate Students
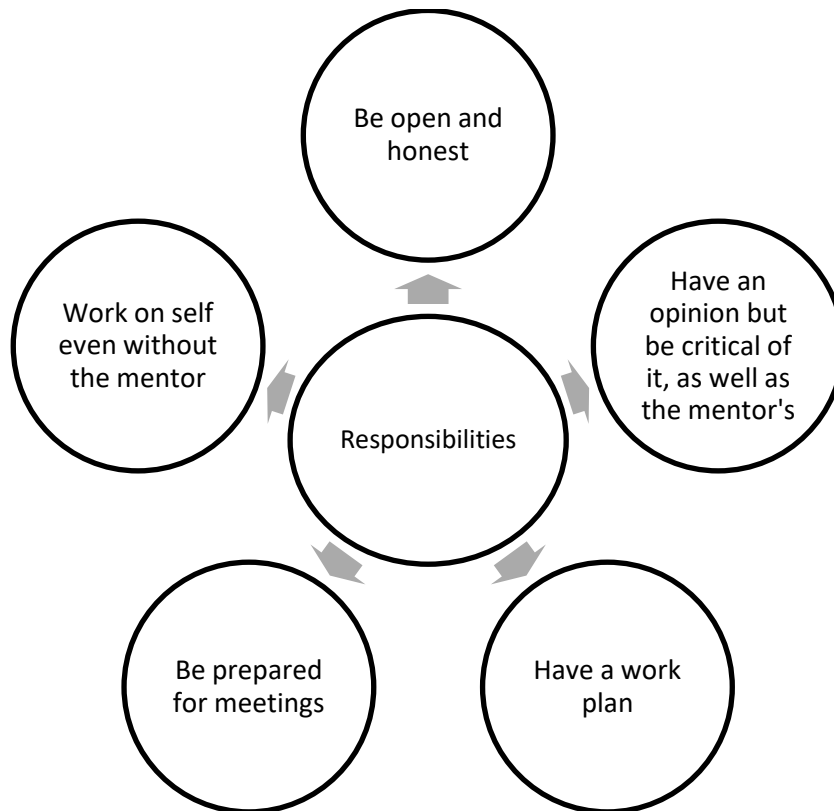
Figure 12: Responsibilities of the mentee

Benefits of being a mentee

A study[84] on the topic of the benefits from the mentoring process for the mentees shows that having a mentor for individuals starting their own new business can compensate for their lack of previous experience and knowledge. Individuals who have had mentors also exhibit a tendency to recognize opportunities more easily and accurately.

Additional benefits for mentees may stem from the regularity and principled nature of the work that they do with the mentor – mentees become more organized and self-aware thanks to continual goal-setting; they are more certain of themselves as responsible participants in their organization and society as a whole; they develop the habit of being more prepared for meetings with clients, managers, etc.

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[84] St-Jean, E. and Tremblay, M. (2011) Opportunity Recognition For Novice Entrepreneurs: The Benefits Of Learning With A Mentor. Academy of Entrepreneurship Journal. 2011, Vol. 17 Issue 2, p37-48

Furthermore, as Hart[85] mentions, the nurturing of a mentoring relationship develops an increased adaptability and an improved professional mobility in the mentee; mentees become more adept at solving problems and conflicts which results in reduced levels of work-related stress.

There are, of course, challenges related to being a mentee as well. As Zerzan et all discuss, the mentoring process involves finding a partner and working out a relationship just like it would be in a friendship or a romantic relationship. Challenges may arise from a mismatch of goals or expectations, as well as from a mismatch of the amount of work and time invested in the relationship. There could also be personality clashes or misunderstandings in the relationship. These issues can be spotted by either the mentor/mentee or from an outsider, and they can only be solved through the combined efforts of both sides in the relationship. There is, of course, the possibility that the mentoring relationship may end in disagreement, but this can also be a learning experience for both parties – what they thought was good or bad could be transferred or amended in future relationships. Otherwise, as Zerzal et al discuss, most separations of mentors and mentees are conducted in accordance with a plan, after the mentee has reached a desired or sufficient level of development to continue on their own. In the last part of this section, the future of a mentee who has separated from their mentor will be discussed, along with other possible outcomes.

The future of the mentee

As demonstrated above, being a mentee is a vastly beneficial experience to individuals who establish a nurturing, open and positive relationship with their mentors. It leads to a higher level of job satisfaction, a higher chance of sustained career growth and a higher level of personal satisfaction with life.

All this means that mentees will typically evolve into exactly the kind of people who are most suitable to become mentors themselves.

Studies[86] show that a good (self-reported) mentoring experience for the mentees increases the chance of the mentees expressing a desire to become peer mentors themselves. Individuals who

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[85] Hart, E. (2009) In Focus/Mentoring—Nurturing Relationships Provide Many Benefits. Leadership in Action. Mar/Apr2009, Vol. 29 Issue 1, p17-20

[86] Roszkowski, M. and Badmus, P. (2014) Mentee's Interest in Becoming a Peer Mentor as a Function of Perceived Quality of the Mentorship Experience. International Journal of Evidence Based Coaching & Mentoring. Feb2014, Vol. 12 Issue 1, p123-137

reported that their mentors have been helpful and available to them have subsequently increased a desire to become mentors themselves with greater frequency.

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┌─────────────┐  ┌─────────────┐  ┌─────────────┐
│   Mentee    │> │    Peer     │> │   Mentor    │>
│             │> │   mentor    │> │             │>
└─────────────┘  └─────────────┘  └─────────────┘
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Figure 13: The progression of a mentee becoming a mentor

This natural progression – from mentee through peer mentoring to mentoring - can be seen as a driving force of goodwill. The patience, time and knowledge that the mentors devote to their mentees are in this way transferred to a next generation of capable mentors who will be ready to share their expertise and teach others.

Mentees, as seen in this section, have more roles and responsibilities than is usually perceived. The active attitudes that mentees need to have in order to be effective in the mentoring process develop further throughout their mentoring and make them more successful in their lives. Some additional benefits of being a mentee will be discussed in the later section of this paper dedicated to the overall impact of mentoring; guidelines and advice on how to be a better mentee will be given in Chapter two.

MENTORING versus COACHING

Mentoring has already been defined and analyzed as the provision of advice and guidance, with the mentor and the mentee as the participants in the mentoring process. There is another process with certain characteristics that are very similar to some of the characteristics of mentoring - the process of coaching. It is a common mistake to mistake one term for the other in practical usage, so this section of the chapter defines the concept of coaching as opposed to mentoring.

Coaching

The in-depth discussion of coaching necessarily starts with a precise definition of the term. Coaching is a developmental ongoing interaction between two people - the coach and the client. Coaches assist their clients in developing their capabilities, achieving their goals and objectives and producing successful results. The coach facilitates change through verbal and non-verbal communication (questions, reflections, explanations, metaphors, tasks, guided focus, exercises, etc.). The coach promotes and supports the client's growth, learning, professional and personal development. The coach creates and facilitates change, elicits, selects, trains, asks meaningful questions, motivates, creates insights, explains, sets tasks, evokes, challenges, stimulates, supports and encourages the client's self-expression.

Term	Working definition	Provider	Recipient
Mentoring	Provision of advice and guidance on a range of professional issues.	Mentor	Mentee
Coaching	Provision of guidance on specific skills and competencies.	Coach	Coachee

Chart 6: Working definitions of mentoring and coaching

Uses of coaching

There are many different chunk levels at which to describe the uses of coaching. Some examples include:

- Life coaching

- Relationship coaching

- Business coaching

- Sports coaching

- Performance coaching

There are numerous areas in which coaching can be used. The following list is detailed but not exhaustive:

accepting change, adaptability, anger management, career development, change of position, commitment issues, communicating emotions, communication issues, company/business or personal positioning, conflicts and conflict resolution, cultural differences, decision making, emotional intelligence, feeling left out or left behind, gender communication, job selection, language precision, leadership competences, learning issues, mediation, modeling for excellence, motivation (self and others), negotiation skills, nervousness, organizational issues, performance enhancement, personal organization, presentation skills, process coaching, procrastination, project planning, relationship issues, role issues, self-esteem issues, social skills, stage fright or negative emotions, stress management, test anxiety, time management, work-life balance, etc.
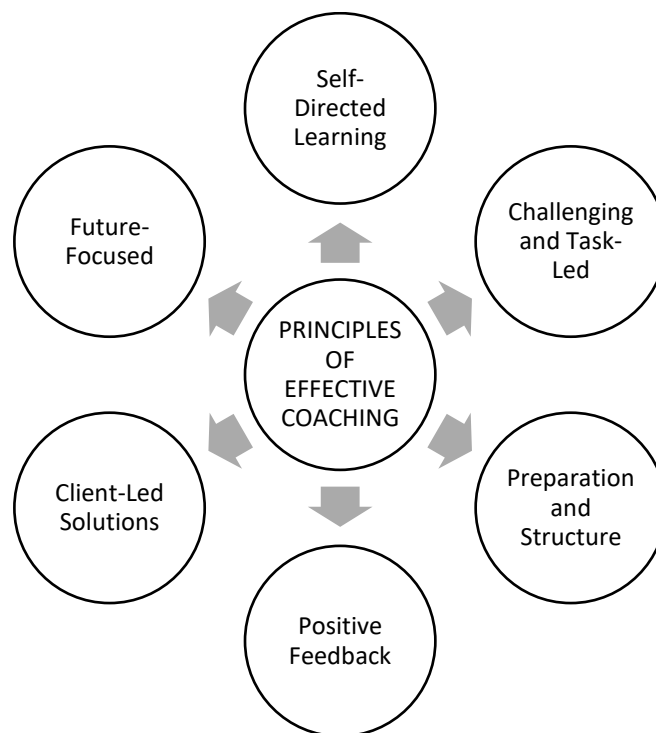
Principles of effective coaching

Figure 14: Principles of effective coaching

Self-Directed Learning

The biggest improvement occurs when one is discovering things for oneself. People prefer to create their own solutions rather than be told what to do. When a child learns to walk, all the child needs is encouragement, not instruction. In coaching, there is no place for blame; the client is likely to learn more from actions that they have not completed than from those that they have.

Preparation and Structure

Having a framework in place liberates us to use our own creative powers and intuition.

Challenging and Task-Led

People like to be challenged and to have the limits of their abilities stretched in a supportive environment. Coaches challenge their clients to move them forward.

Positive Feedback

Positive feedback builds confidence and makes us want to do more.

Client-Led Solutions

The coach is in charge of the process, and the client is in charge of the content, e.g. taking action. If coaches get involved in the content, they are no longer coaching the client, and the client will not make the necessary changes.

Future-Focused

When we dwell on a problem, it gets bigger. When we focus on the solution, the problem becomes manageable and we are able to find more energy to deal with it.

Coaching Tools

The most important tools used in the coaching process are sometimes similar to the communication tools used in the mentoring process (as discussed in Chapter two), but adjusted to fit the frame of coaching:

Rapport

Building and maintaining rapport are vital in effective coaching. It is important that rapport is built outside of the client's conscious awareness.

Sensory Acuity

It is important for the coach to place attention outside of themselves and on the client. In this way the coach will be able to see, hear, feel and sense more than seems possible. Placing attention on the client facilitates the building of rapport and makes listening much more effective.

Listening Skills

Effective coaching can only happen when the coach truly listens to what is being said and not being said. The coach needs to be able to understand and appreciate where the client is coming from and to make sure that the coaching work is conducted within the client's model of the world.

When the coach is attentively listening (watching body language, eyes, tone of voice, pace of speech and usage of words), they will begin to understand:

- Who the client really is and what they are trying to communicate
- Where the client is on their path of development (do they have goals, are they confident, are they confused, do their goals fit their values)
- What is really happening in a particular situation described by the client as they perceive it
- What the client is really asking for in their communication with the coach – what do they need most right now and how the coach can help.

If the client feels listened to and heard, they will be much more calm and able to attend the sessions with an open frame of mind.

Questioning Skills

As well as to listen to what the client is saying, it is also essential for the coach to know how to ask appropriate questions and to understand that questioning is very important in the coaching relationship.

For the purpose of coaching, an effective question will be seeking information, direction and guidance towards an insight. Coaches are expected to place themselves in the world of the client and see the world through the client's life experience.

Coaching makes use of questioning for a number of reasons:

- To develop rapport
- To gather information which might not available otherwise
- As a key to "unlock" the client
- To encourage the client to go deeper inside to help clarify what the real issue is or what they really want
- To enable the client to recognize emotions
- To encourage the client to think about different perspectives on a situation
- To help the client hear what they need to hear
- To keep the client focused and on track – drawing their attention back to the goal or the coaching process

There are some useful rules which can be used as guidelines for questioning as part of the coaching process. Of course, all questions should be asked bearing in mind that there are no "right" or "wrong" questions.

Staying in the present

The coach should not attempt to anticipate what the client's answer will be. The coach should be actively listening while the client is answering a question.

Listening without judgment

Most importantly, the client's answer should be accepted by the coach as being true in their particular case. The client may otherwise start telling the coach what the coach wants to hear and not what the client is really thinking and feeling.

Not being attached to the outcome

Coaches should be results oriented and make sure that they do not anticipate the "right" answer to a question, e.g. by suggesting the correct answer.

Staying focused on asking open questions

Questions such as "Who…? What…? Where…? When…? And…? How…?" will provide the coach with more information from the answers. A "Did…?" question usually elicits a "Yes/No" answer which is not helpful in the coaching process. A "Why...?" question is occasionally useful to get a client to see the different motives of others or picture themselves in a different situation, but the coach needs to be aware that this type of question can also prompt the client to present "reasons and excuses" and to position themselves as the effect instead of the cause.

Staying curious

Curiosity is the natural human condition. This natural state of mind can be utilized by the coach by demonstrating curiosity and excitement towards the client while encouraging the client to retain equal curiosity and excitement about themselves and their lives.

Remembering that all answers are "right"

The client is more likely to answer a question more confidently and truthfully when they do not fear giving the coach the "wrong" answer. Once the client is convinced that whatever is happening, they can learn from it and appreciate it, it will be easier for them to let go of their fear of the future.

As an essential part of coaching, questioning provides the following benefits:

- Establishing a relationship and a process for rapport building
- Making a person think – causing activity in their mind
- Making a person feel – causing activity in the body
- Gathering information
- Opening up choices
- Leading to a realization or a new perspective
- Stimulating a number of possible answers in the client's mind. An open question will allow the client to explore a number of possible solutions rather than searching for a single "right" answer that a closed question presupposes
- Questions empower the client to discover the answers for themselves, and will increase their confidence levels. By contrast, the process of "giving" advice to the client is more likely to make them feel diminished and less knowledgeable than the coach. In truth, although the coach may be more of a specialist in relation to the coaching process, the client is inevitably more of a specialist in the "thing" being coached (i.e., themselves)

Well-formulated questions may lead to a number of different results:

- Verifying to the client that they have the answers inside themselves if only they look for them
- Slowing down the process of automatic thinking and responses from the client (not letting the client get away with a one-sided perception of how things are and causing them to look deeper and in a more diversified manner)

- Encouraging the client to think "out of the box". The client's experience of the world is intensified when they stop to rethink and gain a greater understanding of the situation or issue which is being considered

- Breaking up current perceptions and patterns of behavior in the client. If the client reaches a new realization, they are more likely to feel a new influx of energy and effect a change of behavior in themselves

- Stimulating creativity

- Encouraging the client to feel empowered and even more curious as they learn and grow. This state of empowerment will cause the client to pursue and achieve their goals
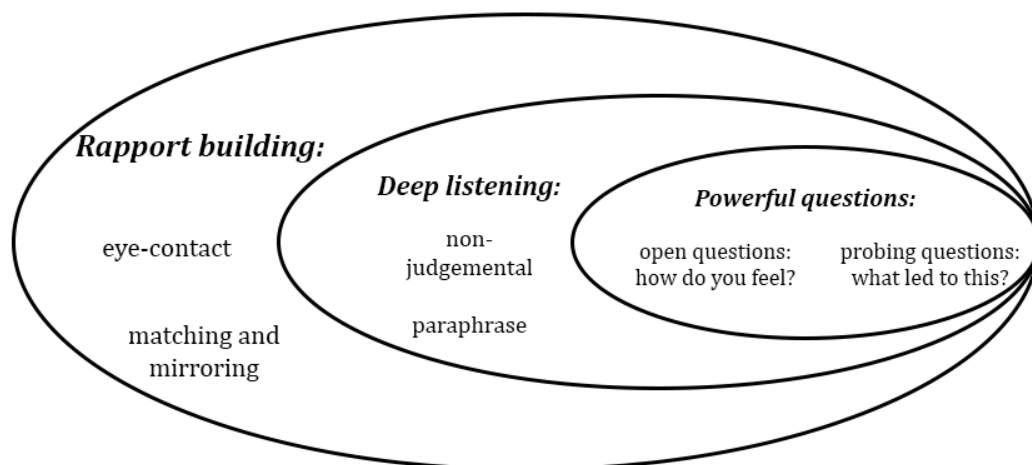
Figure 15: Characteristics of an effective coaching and mentoring conversation[87]

Here is a summary of the definition and characteristics of coaching before the focus is shifted towards the differences between coaching and mentoring. Coaching is a relationship developed to support clients in achieving their full potential in any and all aspects of their lives, whilst strictly adhering to the client's own agenda for change. Coaching provides the opportunity for a client to develop their relationship with themselves to a higher level than ever before, due to the steadfast commitment and compassion shown by the coach to whatever their client brings to the relationship.

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[87] Llywodraeth Cymru Welsh Government (2015) Coaching and Mentoring

Coaching versus Mentoring

As discussed so far in this work, mentors focus on providing sage advice and wisdom gathered through experience and knowledge when asked for their insight. Mentors can be considered a library of human knowledge in the particular areas of life in which they have gained expertise. Mentors normally focus on providing knowledge, understanding and direction, but have been known to help in the improvement of the mentee as a person as well.

In coaching, the coach does not offer advice on what to do; the coach coaches the client how to utilize their own capabilities and already existing strategies, values, etc. By discovering and understanding the client's intrinsic abilities, the coach can assist in maximizing those abilities, and in this way make it possible for the client to take the necessary actions to achieve the desired results. Coaching concentrates on the client implementing the best of their resources in order to achieve the desired goals and objectives.[88]

The chart below presents a summary of the most significant differences between coaching and mentoring:

Coaching	vs.	Mentoring
Task oriented: The aim is to introduce the coachee to new skills and knowledge, with a focus on specific issues, which requires a credible expert (who can communicate effectively) on the subject.	**Relationship oriented:** The aim is to create an environment in which the mentee can share the issues they encounter in their personal and professional lives. The process of building this relationship may be based on specific goals, but the main focus is on the overall balance of life and other intrinsic issues.	
Short term: The process usually lasts as long as the coachee needs to understand and	**Long term:** Building an effective relationship between two people, which mentoring entails, takes a long period of	

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[88] Inspire 360 Master Coaching Manual 2012

develop the necessary skills for the specific task addressed in the coaching.	time. In order for a mentoring relationship to be useful and beneficial, it needs to last at least nine months.
Driven by performance: The process of coaching starts with specific performance requirements and ends with them being fulfilled.	**Driven by development:** Mentoring has as a goal to develop the individual (mentee) - not just within the current work position but in the long term as well.
There is no design required: In the case of coaching a larger group of individuals, some level of design for a program may be needed, but otherwise coaching can be started whenever needed, quickly and without prior preparations.	**Requires a design phase:** The mentoring process is designed with a view towards the strategic goals of the relationship, outlining the goals and directions of the process.
Immediate management is strongly involved: The coaches often use information about their coachees obtained directly from management, in order to gain an insight on the issues and goals on which to focus. The coach and the manager are usually partners in the process.	**Immediate management is indirectly involved:** In order to maintain the feeling of security in the relationship, the manager and the mentor do not interact, aside from maybe the initial contact between the mentee and the mentor which can be facilitated by the manager.
Easily evaluated as a return on investment (ROI): Results from coaching can be easily quantified in increased input, more efficient task completion, etc.	**Difficult to quantify:** Personal goals, which may be achieved by the mentoring relationship, are impossible to quantify. Development in professional qualities such as leadership, active listening, etc., is also difficult to measure objectively.
Reliance on performance management systems: The coaching process depends on background information in order to find the needed focus of the coaching.	**No reliance on outside performance management systems:** As specific competency areas are not the main focus of mentoring, specific measurements are less important as well.

Feedback is provided from coach to manager: In order for the progress to be monitored, the coach reports to the manager.	**Mentoring prohibits feedback from mentor to manager:** The goal of mentoring is to provide an environment where the mentee can feel safe to share the real issues that they have. If a direct link existed between the manager and the mentor, this would not be possible.
Coaches are financially compensated for their services: The coach is paid by the company to provide a service to the employee. The coach has a vested interest in making sure that the coachee performs better, which changes the way coaching is conducted.	**Mentors are not paid for mentoring:** Being a mentor can even be seen as volunteer work (see Chapter one: Mentors). The absence of a direct connection between mentoring and the income of the mentor can bring on more objectivity to the mentoring relationship.
No need for specific training before the coaching: As mentioned before, the coaching process can start anytime – the coach is presumed already knowledgeable, and the coachee needs just a basic understanding of the process.	**Mentoring demands training for both the mentor and mentee in order for them to understand the dynamics of the relationship:** Mentoring relationships might easily fail due to lack of understanding of the roles and responsibilities of the parties involved. In order for mentoring to be successful, the participants need to understand what mentoring entails and what it does not.
Focus on professional problems: There is no need for personal engagement or development outside the initial goal of the coaching.	**Maintain equilibrium between professional and personal problems:** Both behavioral and inner changes are sought, therefore a more deep and personal relationship is required.
Modest monetary investment: If a coach is called in for a short period of time and a small number of individuals, the investment can be relatively small.	**Higher initial cost, which diminishes over time:** A mentor cannot be called in for a single individual – a whole mentoring system must be developed instead. For this reason,

	the initial investment is higher, but the lasting cost of mentoring would be lesser than that of coaching.
Coaches are involves in the organization only for as long as the task is on hand: If the company needs the expertise of the coach again, the company will call the person back in.	**Mentors are a part of the organization and its resources:** Mentors can continue to mentor for years and impart their wisdom and knowledge, creating new mentors along the way.
Coaches are most often extrinsic to the unit/organization: They do not need to possess specific knowledge for the culture or values.	**Mentors are intrinsic experts:** They are a part of the organization and know the inner workings, culture and values. This enhances the mentee's experience.
Coaching can be started with corrective purposes: For example, in order to save a position and its current employee if they do not perform at the necessary level.	**Mentoring should never be remedial:** Because mentoring does not focus on immediate tasks and responsibilities, the process is not used to salvage a position in jeopardy.
Coaches are not in any way connected to the organization's strategy: The politics inside the organization rarely affect the coach.	**Mentors are a part of the organization and often come from higher management:** This creates the risk of the mentors being picked for their status in the organization, which should be avoided.
The focus is on developing expertise in individuals: This means that no changes in organizational culture are expected.	**The mentoring relationship leads to changes in the participants and the culture:** As discussed earlier in this chapter, mentoring is a two-way process and therefore transformational for both parties. When there is more than one mentee involved, the impact grows exponentially.
Coaches are experts in specific areas: Content expertise is required for effective coaching. The coach is the sole teacher to guide the coachee.	**A mentor is a developmental facilitator:** The mentor can only help the mentee to find their own solutions to their problems.

A coach can also be the manager of the coachee: What is more, managers have that responsibility towards their subordinates. External experts can, of course, also be brought in.	**A mentor is always outside of the mentee's own direct supervisory line:** Because of the relationship that mentoring demands of the participants, if the mentor were to be the mentee's direct supervisor, the relationship would be impossible to achieve.
One-directional: Coaching is focused on transferring knowledge or expertise from coach to coachee.	**Bi-directional:** There are benefits from the mentoring process for both parties.
Interested in behavioral transformation: When the necessary change is made in order for the coachee to be more effective, the coach is not concerned with further development.	**Interested in personal transformation:** The mentoring process focuses on the development of personal characteristics to help the mentee along in both professional and personal aspects.

Chart 7: Mentoring vs Coaching, adapted[89]
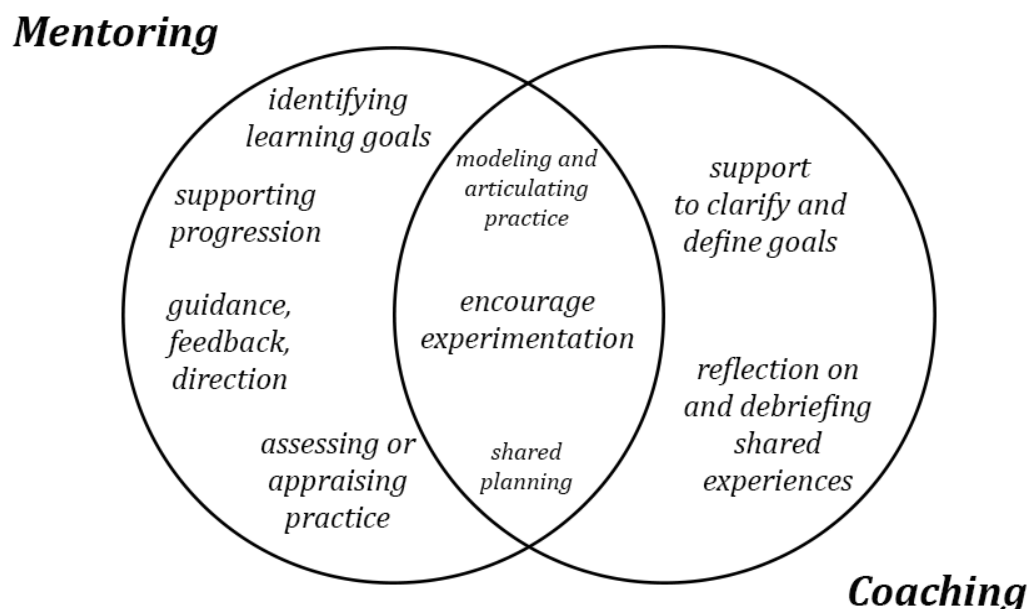
Figure 16: Functions of mentoring and coaching

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[89] Management Mentors (2013) Coaching vs Mentoring: 25 Ways They Are Different; white paper.

Both coaching and mentoring enjoy popularity and significance in academic, personal and business development. It is the needs and goals of the person that define which of the two processes to accommodate and use to effect the desired change. Still, it is essential to differentiate clearly between mentoring and coaching when considering the processes, guidelines and programs discussed in this work.

THE IMPACT OF MENTORING

It was previously discussed that both mentors and mentees reap various benefits from the mentoring process. This section of the work contains a more detailed discussion of the benefits for both mentors and mentees, as well as other groups affected by the mentoring process.

Mentoring centers around the support mentors provide for their mentees in all respects, even if that support is difficult to measure, as it manifests itself in higher self-awareness, changes in beliefs and attitudes, a deeper perception of the world and the development of skills such as active listening, questioning and self-management. In addition, mentoring encourages mentees to build their self-esteem correctly, as well as develop more thorough problem-solving skills. Young mentees become more resilient and they learn from experience how to build, cultivate and care for a relationship with an adult. They also learn how to model behavior, acquire new skills and seek new experiences in a more mature state of mind. [90]

What is more, these improvements do not manifest themselves only in mentees and mentors – the mentoring process impacts the so-called "mentees' learners" who are not directly involved in the process but benefit from the improvement of the mentees themselves. As opposed to coaching, mentoring often has indirect effects, which may be more subtle and impossible to trace or measure, but they are as long-term and positive as the directly achieved results.[91]

When discussing specific areas of the impact of mentoring, the first one that comes to mind in terms of importance is health. It has been proven that mentoring is an effective tool for developing a number of personal characteristics with direct impact on health and well-being. For example, in their 2008 study, Rhodes and DuBois[92] share the findings that young people in mentoring relationships often improve in health, as well as other areas such as behavioral issues and school performance, which will be discussed in more detail later. Loeser's 2008 research enriches this theory with findings which link youth mentoring directly and indirectly to lower rates of youth suicide, depression, sexual truancy and teenage pregnancy. Moreover, a different

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[90] Loeser, J., Cooperative Learning, Research Starters Education;1/1/2015, p1
[91] Klasen, N., Clutterbuck, D. (2007) Implementing Mentoring Schemes: A Practical Guide to Successful Programs. Oxford: Elsevier
[92] Rhodes, J. and DuBois, D. (2008) Mentoring Relationships and Programs for Youth. Current Directions in Psychological Science (Wiley-Blackwell). Aug2008, Vol. 17, Issue 4, pp. 254-258

study's findings show that a mentor increases the chances of an adolescent engaging in physical activities and keeping healthy, as well as using medication properly and efficiently (including birth control). Furthermore, adolescents who are involved in a mentoring relationship are more likely to avoid substance abuse behavior.[93]

In addition, mentoring relationships have a positive impact on youth in regard to their education and school behavior. The impact of successful adult-youth mentoring programs has been widely examined and even if the specific results vary throughout studies, the collective result of all such studies is that mentoring has a positive impact on school performance. In a study from 2000, Rhodes, Grossman, and Resch[94] show that mentoring makes a positive difference in youth academic efforts, attitudes and academic performance. As mentioned before, mentoring develops a mentee's self-esteem, which in turn manifests in academic performance through motivating the mentees to attend classes and perform with more bravado.[95] Examples of this improvement can be found in a study[96], in which 54% of participants had a mentor; the interviewed mentees showed an overall higher interest in education and a more positive attitude towards the educational institution. Moreover, a study conducted by the BBBSA (Big Brothers Big Sisters of America)[97] shows that after a year and a half of mentoring youth, the mentees exhibited a number of improvements in their academic performance, e.g. an increase of GPA and better grades, 37% fewer cases of skipping class, as well as a scholastic competence score of 10% higher than that of a comparable control group. In their study of achievement and school behavior, Hickman and Garvey (2006)[98] found that youths who were involved in mentoring relationships skip school 50% less often than those from a control group featuring youths who were not involved in mentoring relationships. Another study[99] found that adolescents who find

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[93] Gray, A. (2011) Measuring The Impact Of A Mentoring Program: Preparing African American Males For Success Beyond High School, Rowan

[94] Jean E. Rhodes, Jean B. Grossman, And Nancy L. Resch, Agents Of Change: Pathways Through Which Mentoring Relationships Influence Adolescents' Academic Adjustment

[95] Loeser, J., Cooperative Learning, Research Starters Education;1/1/2015, P1

[96] Jean Rhodes & Sarah Ryan Lowe, Youth Mentoring And Resilience: Implications For Practice, Child Care In Practice Vol. 14, No. 1, January 2008, Pp. 9!17

[97] Tierney, J., Grossman, J. and Resch, N. (2000) Making a Difference An Impact Study of Big Brothers Big Sisters. www.bbbs.com

[98]Hickman, G., and Garvey, I. (2006). An Analysis of Academic Achievement and School Behavior Problems as Indices of Program Effectiveness Among Adolescents Enrolled in a Youth-Based Mentoring Program. Journal of At-Risk Issues, 12(1)

[99] Dondero, G. (1997). Mentors: Beacons of Hope. Adolescence, 32, pp. 881-886

themselves dropping out of school cite as a reason for this the lack of support from adults in their lives.

Mentors impact the lives of their mentees deeply, especially when the mentees are youths and adolescents, through guiding them and providing them with emotional and intellectual support. This presents the mentees with the opportunity to see the world from a larger perspective and keeps them interested in their personal development and their own future, as the mentors demonstrate and guide them through the different opportunities ahead of them.

Even though extensive research shows that mentoring has long-term positive effects on mentees' development and goals and other intangible qualities and soft skills which are extremely hard to measure and report, organizations still focus on measuring human beings in ways which are inefficient and counterproductive for the purposes of the organizations themselves. [100]

Global impact of mentoring

Mentoring leads to improved attitude towards lifelong learning, more confidence in the ability to learn and more positive relationships in learning and working environments. A key benefit of mentoring is that it bridges the gap between students, businesspeople and/or teachers, reinforcing labor mobility, cultural and scientific exchange. The virtual possibilities for mentoring allow for a reduction of time and physical space needed for learning and teaching processes, making them accessible for adults with physical disabilities and compatible with personal and professional constraints. People participating in mentoring processes increase their career opportunities as they improve their acquired skills and knowledge.

General impact – strengthening the competitiveness and growth of companies

Mentoring programs serve as a connection between business/industry and academia. Such programs improve the transferring of new knowledge and strengthening the industry's capacity through:

- Simple collaboration between business/industry and academia;
- Access to experience, knowledge and wisdom;

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[100] Eliahoo. R. (2011) Dilemmas In Measuring The Impact Of Subject-Specific Mentoring On Mentees' Learners In The Lifelong Learning Sector

- Knowledge preservation and awareness.

Many strategic documents posit that SMEs are the backbone of the European economy, comprising 99% of all business. The main factors for the economic growth are the investments in human resources in the context of new skills for new jobs. Mentoring programs influence human resources in different aspects.

The first general impact affecting all target groups is directly related to the development of human assets. More than ever before, contemporary economic relationships in most industries consider human assets as more important than physical and financial assets. Physical assets can be bought and financial are readily available in the capital markets. The human factor, in contrast, is the sole source of innovation and creation of value which highlights the company among its competitors and increases the company's potential to gain market advantages. Formal education is not sufficient as practice is considered more valuable than theoretical knowledge. The mentoring process helps both mentors and mentees to develop their potential and upgrade their expertise.

The second general impact is the transfer of so-called "tacit" knowledge which is difficult to encode and store in writing or database. This type of know-how is not available for all but it is often extremely important for career development. Therefore, mentoring provides a channel for the transmission of tacit knowledge from one generation to the next, especially from experienced specialists to beginners. Tacit knowledge is not taught in textbooks and regular lectures, but it is essential that it is passed on to future generations. Mentoring serves as a tool for observation and analysis of companies' needs for knowledge and skills in order to improve the educational content and process and adapt it to the fast-changing labor market.

The third general impact manifests itself in the sphere of recruitment and retention of the right people for specific positions. The economic damage caused by the global financial and economic crisis (2007-2009) shifted the layers of labor supply and demand. More than ever, business insists on having access to a qualified and more adaptive labor force. In every single strategic document in the field of education and/or the labor market, the link between educational institutions and employers is highlighted. Mentoring programs act decisively to reduce the imbalance between the supply and demand of qualified labor force. By increasing the awareness and understanding of the labor environment and various professional activities, mentoring helps students to navigate the start of their careers and to find a job that corresponds

to their studies and expectations. This acts towards increasing the duration of their first labor experiences and consequently decreasing employee turnover in companies.

Studies show that in organizations which are familiar with the mentoring process, there are considerable differences between those employees who participate in mentoring programs and those who do not. After a 5-year mentoring process, the impact from the mentoring process was measured by researchers and showed definitive advantages for the participants. 25% of employees who participated in mentoring programs enjoyed an increase of 25% to their salary, as opposed to only 5% in the group with non-participants. Moreover, 70% of employees in the mentoring programs stayed in the same organizations, as opposed to 49% from the non-participants.
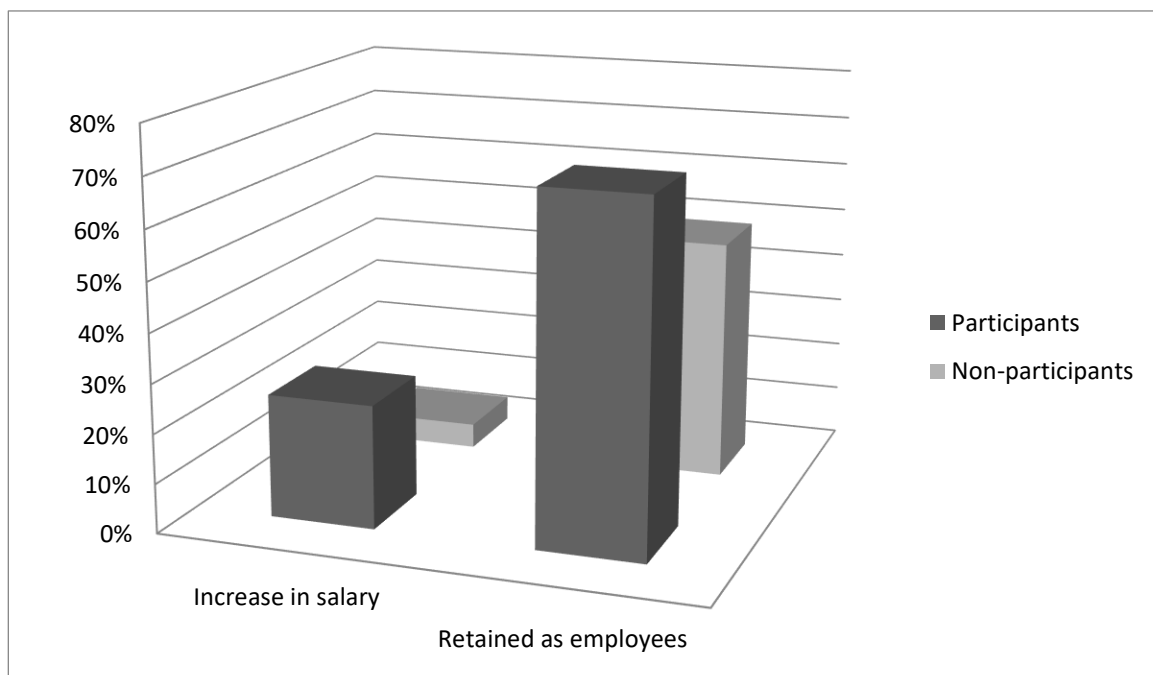
Figure 17: Results from a study in organizations on the mentoring impact

The mentoring approach is recognized by the companies but it is time-consuming and costly. Thus, the development of such mentoring programs in the educational system is the more efficient way to create better employees and prepare young people to accomplish complex tasks from their first day on the job.

In conclusion, mentoring and mentoring programs can be expected to effect:

- A company's revenue growth, profitability and employment;
- A decrease in recruitment costs;
- A decrease of employee turnover and a higher level of satisfaction for employees as well as for employers;
- The establishment of a global know-how on mentoring at all business and academic levels, applicable internationally;
- The establishment of sustainable partnerships with educational and business institutions in the form of governmental, educational, and private sector partnerships.

Specific social and environmental impact

We can distinguish three target groups on which mentoring can have an impact – mentors, mentees and various educational, business and governmental institutions. For each of these participants, there are different benefits and impacts.

The impact on mentees

The main target group on which mentoring has an impact is that of the mentees – most of whom are young people. Mentoring provides an opportunity to help young people attain developmental assets or life skills needed to deal better with the challenges of their life and career. By participating in a mentoring process, young people will:

- become more self-confident;
- receive positive influence from peers and adults – professionals who encourage them to be and do their best;
- feel part of a team and be ready to contribute to the community;
- receive practical advice and extend their scope of interests;
- achieve a better understanding of their chosen profession and learn to respect it;
- benefit from a variety of learning experiences, including the desire for academic success and a belief in their own abilities;
- develop positive values, principles and social competencies;
- create career opportunities.

The impact on mentors

Mentors also benefit from their involvement in the process of mentoring. Mentoring has an impact on their career development and stimulates their participation in lifelong learning. The participation of professionals as mentors in mentoring programs provides a variety of benefits for them, such as:

- encouraging a learning culture through mentoring;
- stimulating innovation, cultivating creativity, and steering business strategies;
- empowering the exchange of opinions, ideas, knowledge, and experiences on a level playing field;
- creating an environment of trust, belonging, understanding, support, and encouragement for the professionals;
- encouraging continuous learning and gaining of up-to-date information on the latest business technologies and workplace trends.

The impact on institutions

New and innovative forms of learning increase the rating of any educational institution. Some studies have shown that mentoring has significant positive effects on two early indicators among high school drop-outs: high levels of absenteeism[101] and recurring behavior problems.[102]

In summary, the main impacts can be measured in:

- increased personal development, enriched career opportunities and skill capacity in academic students;
- personalized, tailor-made and informal approach towards academic students;
- development and introduction of innovative digital learning and teaching resources;
- establishment of mentoring centers and mentoring virtual environments;
- strengthened collaboration between academics, students and business, and as added value, with European union institutions;

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[101] Kennelly, L., Monrad, M. (2007) Approaches to Dropout Prevention: Heeding Early Warning Signs With Appropriate Interventions, The National High School Center

[102] Thurlow, M. L., & Johnson, D. R. (2011). *The high school dropout dilemma and special education students.* Report #18. Santa Barbara, CA: UC Santa Barbara, California Dropout Research Project.

- enhancement of innovation capacity and integration of new knowledge in the educational institutions;
- increased confidence that employees take an active role in spreading knowledge and best practices;
- increased corporate responsibility and improved new hire onboarding allowing new employees to pursue their goals of engagement, learning, and satisfaction.

We can conclude that measuring mentoring impact is not an easy task, given the fact that there are no specific measurement criteria. It is difficult to define the qualitative and quantitative criteria to be used in measuring the effects of mentoring. However, when certain requirements are followed, there are proven benefits for both mentors and mentees, as well as positive outcomes from the mentoring process for all parties involved directly or indirectly in it.

CONCLUSION OF CHAPTER ONE

The first chapter of this work explored the foundations of mentoring and the mentoring process.

Mentoring has been defined as a wholly transformational, long-term, bi-directional process which is mutually beneficial to the mentor and mentee and places an emphasis on personal and professional development. Furthermore, relevant types of mentoring were discussed in depth.

This chapter also analyzed three models of the mentoring process in order to give a complete picture of how the mentoring relationships start, develop, and end.

The chapter presented the definitions, roles, responsibilities, and benefits to being both the mentor and the mentee in a contemporary mentoring relationship.

The differences between the processes of mentoring and coaching were discussed and comprehensively summarized, and finally, the impact of mentoring on the global and local environment was presented.

"Mentoring is a responsibility incumbent on all leaders."

Jocelyn E. Scott

CHAPTER TWO

Chapter two of this work contains four sections.

This chapter focuses on providing academically researched, practicality driven advice in relation to the mentoring process. First, the ethical issues, moral codes and guidelines for creating the latter in the framework of a mentoring relationship or a mentoring program are explored, as those should be the foundation of every mentoring relationship or program. After that, guidelines both for mentors and mentees are provided, in order to help achieve a higher level of effectiveness in the relationship and maximum benefits for both parties. In these sections, success stories of mentoring relationships are provided as advice and addition to the guidelines. The chapter concludes with a focus on communication techniques and models developed and used for the benefit of a mentoring relationship.

| 1.Ethical guidelines | 2.Guidelines for mentors | 3.Guidelines for mentees | 4.Communication techniques |
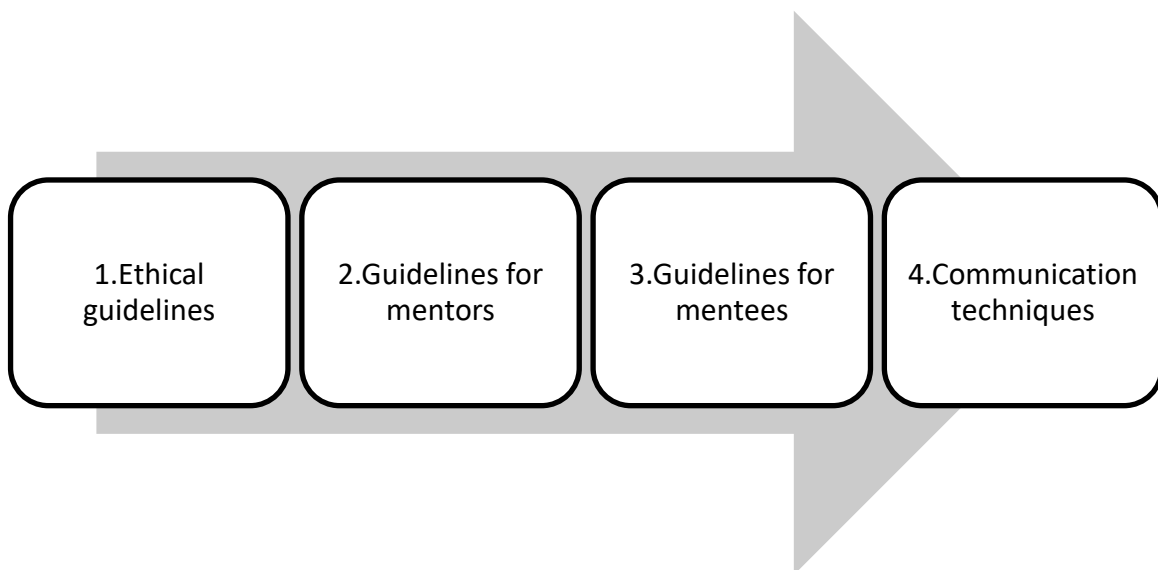
ETHICAL GUIDELINES

Mentoring occurs in the field of human relations and thus it is essential that a set of moral principles is provided and followed. Ethical principles affect how people make decisions and how they act in their personal and professional life. Ethics is concerned with what is good for individuals and society and is also described as moral philosophy.

According to the OECD characteristics of codes, codes of ethics are written to guide behavior. Any final analysis of the impact of a code must include how well it affects behavior. Academic debates about codes generally revolve around the questions whether more general codes amount to anything more than clichés, and whether more detailed codes would require regulations on behavior about which reasonable people can disagree. Academics even debate on the question of whether ethics codes are necessary at all, because good people should know how to act ethically without any guidance.[103] Codes of ethics increase the possibility that people will behave in certain ways. Good ethics codes can focus people on actions that result in doing the right things for the right reasons. Ethical behavior should become a habit and effective codes allow testing one's own actions against expected standards. Repeated over time, this kind of habit becomes installed in the individual and embedded in the organization. It is often claimed that codes of ethics can take away one's own moral autonomy or release the public servant from the obligation to reason, but codes of ethics provide at most a strong prima facie reason to act in a certain way. If necessary, these can be overridden by strong, reasoned objection. The expectation is that the norm should not violate the code and such violations can only be justified because of a higher ethical principle.

Ethics can provide a moral map, a framework that can be used in the process of mentoring as well.

The European Mentoring and Coaching Council (EMCC) has been established to promote best practices and to ensure that high standards are maintained in the mentoring relationship,

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[103] Stuart C. Gilman, Ph.D. , Ethics Codes and Codes of Conduct as Tools for Promoting an Ethical and Professional Public Service: Comparative Successes and Lessons, Prepared for the PREM, the World Bank Washington, DC Winter 2005, Source: www.oecd.org

whatever form that might take, so that the mentoring environment provides the greatest opportunity for learning and development.

The EMCC Code of Ethics describes what the mentee can expect from the mentor in a mentoring, training or supervisory relationship, and this should form the starting point for any further contractual agreement. The term "mentoring" is used to describe all types of mentoring that may take place, both in and outside of the work environment. The EMCC recognizes that there are many types of mentoring and that more specific detailed standards must be produced to cover them all.

The term "client" denotes someone using the services of a coach/mentor. According to EMCC, the term "client" is interchangeable with any other term that the participants in the mentoring relationship might be more comfortable with, such as "colleague", "learner", "partner", "coachee" or "mentee". It is recognized that there are circumstances where the mentor may have two or more "clients" - the individual being mentored and the organization which may have commissioned the coaching/mentoring. In the EMCC Code, the term "sponsor" is used to differentiate the latter. The terms "supervision" and "supervisor" describe the process by which the work of the mentor is administered and all necessary advice or guidance is provided. The terminology is one and the same, but the process may differ significantly from the corresponding processes in other fields such as psychotherapy and counseling.

The EMCC code requires the mentor to acknowledge the dignity of all humanity. Mentors should conduct themselves in a way that respects diversity and promotes equal opportunities. It is the prime obligation of the mentor to provide the best possible service to the client and to act in such a way as to cause no harm to any client or sponsor. The mentor should be committed to acting from a position of dignity, autonomy and personal responsibility.

The EMCC Code of Ethics consists of five sections: Competence, Context, Boundary management, Integrity, and Professionalism. The following chart will present the concepts and the principles of the code. All sections of the code instruct the behavior of the mentors, not the mentees, because of the reasons discussed above.

Competence	The mentor should:
- Ensure that their level of experience and knowledge is sufficient to meet the needs of the client. - Ensure that their capability is sufficient to enable them to operate according to this Code of Ethics and any standards that may subsequently be produced. - Develop and then enhance their level of competence by participating in relevant training and appropriate Continuing Professional Development activities.	
Context	The mentor should:
- Understand and ensure that the mentoring relationship reflects the context within which the mentoring is taking place. - Ensure that the expectations of the client and the sponsor are understood and that they themselves understand how those expectations are to be met.	
Boundary management	The mentor should:
- At all times operate within the limits of their own competence, recognize where that competence has the potential to be exceeded and when necessary, either refer the client to a more experienced mentor or support the client in seeking the help of another professional. - Be aware of the potential for conflicts of interest of either a commercial or emotional nature to arise through the coach/mentoring relationship and deal with them quickly and effectively to ensure there is no detriment to the client or sponsor.	
Integrity	The mentor should:
- Maintain the appropriate level of confidentiality, agreed upon at the start of the relationship. - Disclose information only in cases explicitly agreed upon with the client and sponsor, unless the mentor believes that there is convincing evidence of serious danger to the client or others if the information is withheld.	

• **Act within applicable law and not encourage, assist or collude with others engaged in conduct which is dishonest, unlawful, unprofessional or discriminatory.**	
Professionalism	**The mentor should:**

• **Respond to the client's learning and development needs as defined by the agenda brought to the mentoring relationship.**
 	
• **Not exploit the client in any manner, including, but not limited to, financial, sexual or those matters within the professional relationship.**
 	
• **Understand that professional responsibilities continue beyond the termination of any mentoring relationship. These include the following:**
    • **Maintenance of agreed confidentiality of all information (as well as records and data) relating to clients and sponsors.**
    • **Provision of any follow-up which has been agreed to**
 	
• **Demonstrate respect for the variety of different approaches to coaching and mentoring and other individuals in the profession.**
 	
• **Never represent the work and views of others as their own.**
 	
• **Ensure that any claim of professional competence, qualifications or accreditation is clearly and accurately explained to potential clients and that no false or misleading claims are made or implied in any published material.**	

Chart 8: EMCC code of ethics[104]

The EMCC Code of Ethics also discusses how to deal with possible breaches.

First of all, the procedure dictates that any suspicions of violations of the code should be addressed firstly to the member concerned. The EMCC can provide support for solving issues when prompted from either party.

If, however, the client or sponsor is not satisfied with the results acquired in such a manner, there is a procedure in place for formal complaints. This is an issue for which every mentoring program should have a solution in place, utilizing an organization like the EMCC, a designated professional or a different solution which is deemed appropriate.

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[104] Official Code of Ethics, EMCC, source: www.emcc.com

Another view to the ethical guidelines of mentoring is presented by the American Psychological Association. This different approach to the criteria for the ethical principles in mentoring originates from the perspective of psychology. The APA has divided the ethical code into five principles which are presented in the chart below.

Principle A – Beneficence and Non-maleficence
Mentors should try to help others and be careful not to harm them. Even though it is obligatory to follow this advice, it is hard to define both help and harm in the mentoring relationship in comparison with more formal psychological relationships. When considering this principle, psychologists must also be aware that mentoring is a mutual relationship. Although the mentor is the member of this relationship who is viewed as having information and skills that will assist the mentee, the relationship is mutual: each participant can benefit from the other over the course of the relationship. Therefore, it is not just the mentor who must follow this principle but also the mentee. The actual process of addressing this principle is related to the purpose of the mentoring. If the mentoring occurs within a research context, there could be issues related to workload and publication credit. If the mentoring is in an organizational context, then the issues may be related to confidentiality and navigation of internal political systems.
Principle B – Fidelity and Responsibility
The mentor is required to clarify the roles of each party in the relationship. Part of this clarification process is setting priorities for the mentee and prioritizing the mentor's career advancements. Establishing the roles is important but it is also crucial for both parties to recognize that these roles may develop over time. A functional mentoring relationship matures over time and both the roles and the responsibilities change to accommodate that process of maturation. It is important for both the mentor and mentee to be aware of any changes that may occur.
Principle C – Integrity
Both the mentor and mentee need to do what they have agreed to do when establishing the relationship. If a conflict or misunderstanding arises, each party should aim to resolve the issue.

Principle D – Justice
Mentors are urged to aspire to fairness, and to ensure that access to mentoring provision is bias-free. This principle must be considered in the choices which mentors make regarding with whom they enter into a mentoring relationship, and mentors must explore their reasons for choosing a particular mentee as opposed to other possible individuals who may desire such a relationship.
Principle E – Respect for people's rights and dignity
Both the mentor and mentee are to consider personal differences so that any differences do not bias their interactions. This principle also serves as a reminder that in some mentoring relationships, there may be a power differential that could impact the process.

Chart 9: APA code of ethics[105]

There are further ethical requirements concerning the mentoring process and they are in the field of personal data protection. The proper functioning of the mentoring interaction, and more specifically mentoring programs, might involve the need to collect personal data. According to EU law, personal data may only be gathered legally under strict conditions for a legitimate purpose. Each of the partnering institutions in a mentoring program is obliged to represent a data protection document issued by the responsible national administration. Those who are not obliged by national law could still be asked to apply for such document before the relevant competent institutions. Until they receive such a document, they might have restricted access to the personal data in a mentoring program.

Beside these measures, data protection can be ensured through:

Identification of purpose: all collected data should be related to the functionality of the mentoring platform;

Limited collection: The collection of personal data should be reduced to the required fields that are strictly necessary for the proper mentoring process;

Objective collection: The data should be collected in a lawful and objective manner;

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[105] American Psychological Association (2010) Ethical Principles of Psychologists and Code of Conduct

Limited use, disclosure and storage: Personal information cannot be used or disclosed for purposes other than those for which it was collected;

Accountability: the mentoring program should be developed in a manner that allows to store, keep and protect personal data from any third-party attacks.

Gender equality

Gender aspects are the subject of serious discussion in all contemporary relationships, and the close monitoring and observation of issues related to questions of gender balance are a must over the course of a mentoring relationship. All mentoring programs should aim to ensure a balanced participation of both sexes in all the envisaged activities. This concerns particularly the collaboration with stakeholders in various workshops, conference participation and selection of relevant literature written from both male and female perspectives. Moreover, women and men in mentoring programs should be given equal roles in leadership and decision-making when designing and implementing mentoring program activities.

The European Commission "Strategy for Equality between Women and Men (2010-2015)" promotes "non-discriminatory gender roles in all areas of life, such as education, career choices, etc." and requires "active contribution, support and participation of women" in the implementation of the above mentioned policy goals.

An important aspect of every mentoring project should be to generate insights into elements of access and marginalization on the basis of gender. This could be highlighted through analysis of statistical data depicting the social and economic experiences of women in various European countries, as well as the effects of the economic crisis (where applicable) on women's value and belief systems across different national contexts.

As the European Commission points out, crisis situations, regardless of origin, "are not gender neutral". It is the Commission's approach that genders in crisis situations are differentiated on the basis of their vulnerabilities, their needs, as well as their coping mechanisms.

Every mentoring program should be conducted with an increased sensitivity to gender and minority issues, critical self-reflection and awareness for a wider resistance to prejudices and stereotypes within the program regulations and ethical codes. This requires a critical engagement with wider social developments, with existing power structures, and with the

gender-specific consequences of the crisis in variously facilitating or inhibiting citizens' resilience. This also resonates with the broader understanding of gender as relating to, and intersecting with, other structures of power and inequality. In other words, the consideration of all aspects of gender extends to a wider analytical and critical engagement with the experiences of, and exclusions endured by, marginalized groups in general.

Hussein summarizes the principles for a general code of practice in the mentoring relationship, presented in the chart below.

Mentoring is a confidential activity in which both parties have a duty of care towards each other.
The mentor's role is to respond to the mentee's developmental needs and agenda and not to impose one of their own.
Mentor and mentee should discuss and agree upon the aims and objectives of the mentoring relationship, as well as on some ground rules to govern their relationship.
The mentee must accept increasing responsibility for managing the relationship and the mentor must empower them to do so.
Mentor and mentee must be open and truthful to each other about the relationship itself, regularly reviewing how it might be improved.
Mentor and mentee may end the relationship at any time if it is not working for them. However, they have a responsibility for discussing the matter together, as part of mutual learning.
Mentor and mentee share responsibility for the smooth winding down of the relationship, when it has achieved its purpose.

Chart 10: LSC Changing Attitudes Program's code of practice[106]

While the EMCC places the responsibility for providing and keeping ethicality in the mentoring relationship solely on the mentor, this work places significant importance on the role of the mentee – the ethics involved are no exception. As the APA code states, the relationship is mutual, and that means that responsibilities should be shared in every respect, in the manner that Hussein prescribes.

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[106] Hussain, Z. (2009) The Good Mentoring Guide, LSC Changing Attitudes Program, Global Synergy Solutions, 2009

There are certain common traits in most guidelines, which have been discussed, and it is the choice of every specific program which parts to combine to best suit the specific requirements. It is important, though, that an ethics code has a place in every mentoring program, in order to ensure the best experience for both mentors and mentees and to avoid preventable issues, as discussed in Chapter three of this work.

GUILDELINES FOR MENTORS

In the first chapter, a mentor was defined as a number of things: an encouraging advisor, an agile collaborator, a nurturing role model. In the next part of the work, some guidelines are going to be provided for mentors in order to direct them how to be the best, most productive and effective mentors they can be. The guidelines are compiled with the mentee and the overall relationship in mind, as the benefits for the mentor will surely stem from the assistance extended towards the mentee and the experience gained through the mentoring process.

Communication with the mentee

Establishing the right relationship with the mentee

As the chart below shows, there are some questions about the depth and the boundaries of the mentoring relationship which should be considered by the mentor as well as the mentee. Questions should be posed regarding the mutual expectations for the relationship and a consensus should be reached on what level of depth both sides are comfortable with. Furthermore, the boundaries between the parties should be set clearly. It falls to the mentor to initiate this discussion as the likely more experienced party in regard to relationships. Finally, practicalities are not to be left out in meetings, as they help the mentoring relationship run more smoothly and without additional pressure caused by wondering how to initiate contact or what type of communication works for both sides of the relationship.

The conversation regarding all these facets of the mentoring relationship clears the path towards the handling of specific actual issues which need to be tackled and resolved in order for the mentee do achieve growth and development.

It is important to keep in mind that all three of those areas of conversation are subject to discussion and possible change, initiated by both sides of the mentoring relationship. As the relationship develops and deepens, it is reasonable to expect some changes in the initially set boundaries. Of course, practicalities are both the easiest to change and most often in need of an adjustment.

Expectations	Boundaries	Practicalities
• What is our understanding? • What do we want to achieve?	• How will we deal with difficulties? • Confidentiality and ethics	• Where will we meet? • How will we contact each other?
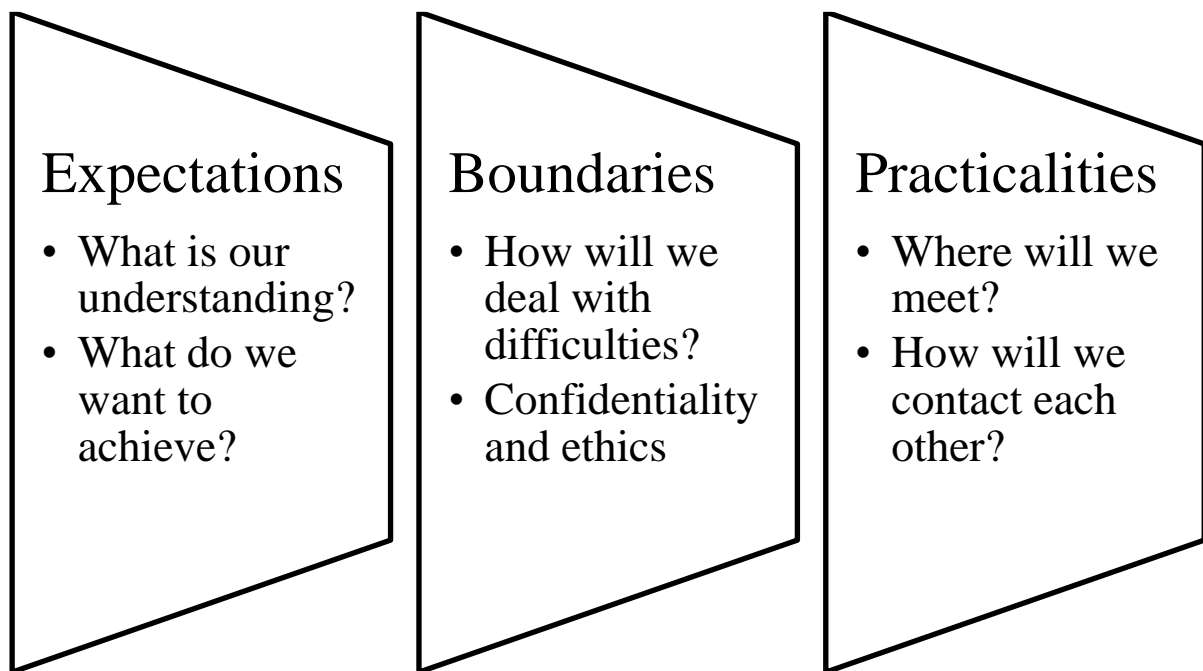
Figure 18: A "contracting checklist" for mentoring[107]

Asking the right questions

Mentoring is about teaching mentees how to think, rather than what to think.[108] In order to achieve that, asking productive questions can be a crucial tool. Productive questions do not have a single correct answer and are not rhetorical. Instead, they search for the mentee's opinion and encourage them to use their creativity in problem-solving; to look for a solution themselves instead of relying on the mentor for ready-made resolutions. The responsibility of solving issues lies with the mentee; however, the mentor provides some guidance and an open and intelligent board for listening to possible solutions, as well as offering insights and advice.

Further on, when discussing communication techniques, the equally important issue of asking the right questions when setting goals will be tackled.

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[107] Department for Education and Skills of the Welsh Government (2015) Coaching and Mentoring information booklet.

[108] Thompson, E. (2010) How to Be a Better Mentor. Journal of Accountancy. Nov2010, Vol. 210, Issue 5, pp.42-46.

Being a good mentor means

Being positive

A research conducted in 2010[109] found that mentors with a positive attitude towards their mentees yielded better results from the mentoring relationship than those with negative attitudes. Positive mentors had a huge impact on the development of mentees who were previously disconnected from their schoolwork; meanwhile, the second group with similar mentees coupled with negative mentors did not yield the same inspiring results.

Giving the mentee space to fail

Of course, neither the mentee nor the mentor benefit from continuous failure to achieve the set goals. However, as mentioned earlier, mentors are not supposed to solve all problems but to provide the mentee with the opportunity to solve problems on their own. Moreover, if a mentee fails in solving a problem, the mentor is not to panic and never let that happen again – instead, it is more productive to discuss the mistake or failure with the mentee and work together to extract the lessons which can be learned from that mistake.

Mentees can learn a lot from listening to stories about the mentor's past mistakes - however, they are not exempt from making their own mistakes and learning from them as well. The mentor, though, should be especially supportive of the mentee when such a mistake occurs, to prevent them from feeling discouraged about their goals. [110]

Keeping an open mind

Supporting another person may prove challenging for anyone. Because of differences in age, race, gender, background and even goals for the future, as already discussed, mentors can face a big problem in understanding their mentees. This is why being a good mentor means keeping an open mind and trying to understand all points of view, as well as accepting the different background and conditions which have formed the mentee's perception of the world. In order to keep the mentoring relationship integral and effective, both mentor and mentee need to

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[109] Karcher, M., Davidson, A., Rhodes, J. and Herrera, C. (2010) Pygmalion in the Program: The Role of Teenage Peer Mentors' Attitudes in Shaping Their Mentees' Outcomes. Applied Developmental Science. Oct-Dec2010, Vol. 14 Issue 4, p212-227.

[110] Terrill, M. (2004) On Finding a Teacher Darrell D. Friedman as Mentor. Journal of Jewish Communal Service, Winter2004, Vol. 80, Issue 1, pp. 25-29

understand that they are working with a person who is completely different from themselves, even if the two happen to share viewpoints, values or future goals.[111]

Keeping an open mind can save the mentoring relationship from dissolving and is certain to be beneficial for the mentor in their personal continuous development, as much as it will be for the mentee.

Searching within for what a mentee would want to get out of the experience

For the mentor, the skill of putting oneself into another individual's place and a high level of empathy are essential for the relationship. Imagining what the mentee would feel like, what the mentee would experience while the process of mentoring is underway, is key in helping them benefit from that experience.

This skill is very important for mentors and can be seen as furthering the quality of open-mindedness. The benefits from this skill transcend the practical uses of the mentoring relationship and being more productive as a mentor, furthering the personal development of the mentor.

Listening actively and attentively

As Holden[112] discusses, listening carefully and actively can be more beneficial for the mentee than hurrying to give advice without listening to the whole story. Moreover, sometimes even without the advice, just being a supportive and attentive listener can have a tremendous effect on the ability of the mentee to feel confident in themselves and reach for their goals.

Being an effective mentor also includes:
1. Relating sensitively to mentees
2. Modeling expertise
3. Relating guidance
4. Offering a range of support
5. Observing, analyzing and reflecting on practices, which can benefit the mentee

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[111] National Center for Women & Information Technology and Anita Borg Institute for Women in Technology "Mentoring Basics - A Mentor's Guide to Success"
[112] Holden, D. (2014) The Lost Art of Inspired Mentoring. Industrial Management, November/December 2014, pp. 11-15

6.	Directing mentees towards further improvement
7.	Providing feedback and reading the feedback the mentor gets from the mentee

Chart 11: Being an effective mentor[113]

Guidelines on how to enhance the mentoring experience

Continuous improvement

As a mentor, an individual has the opportunity and responsibility to look at themselves more closely than they normally would, and more critically as well.[114] This gives them the chance to continually build on their knowledge base, to review and question their values and attempt to discover a new viewpoint for problem-solving.

Moreover, mentoring is a great chance for mentors to examine their level of emotional intelligence and their specific sensitivities. Additionally, monitoring and working with a mentee on achieving their goals can be a strong motivator to strive towards a continuous improvement on the mentor's own aspirations. A good advice for mentors is to look for personal growth in themselves, as well as in their mentees. The personal growth in the mentor is sure to provide a good example for the mentee and bring benefits to both parties.

Working on the mentor's own goals as well as the goals of the mentee

As part of being a role model, it is a good idea for the mentor to set their own goals for the duration of the mentoring relationship. This new focus will bring the mentor and mentee closer, as they are both working towards achieving their separate levels of success, and will provide the mentee with a new perspective in regard to achieving their goals.

Furthermore, ongoing evaluation is important for both sides of the mentoring relationship.[115] As the senior party in the relationship, the mentor has the responsibility to ensure the existence of a mutual understanding that goals are not static and should be reevaluated from both sides.

As mentioned above, mentors should have their own goals, independent of the mentees, and their goals need to be reevaluated as well. Helping the mentee reevaluate their goals can be a starting point for the mentor, but even more than that, the mentor, as a role model, should

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[113] Department for Education and Skills of the Welsh Government (2015) Coaching and Mentoring information booklet.

[114] Krause, M. (2007) The ABCs of Being a Mentor. Healthcare Executive, May/June 2007, pp. 62-64

[115] Grensing-Pophal, L. (2004) Better Mentors. Credit Union Management, July 2004, pp. 20-23

demonstrate to the mentee how important it is to keep the goals up-to-date and relevant to the person they are now and the changing environment.

Enjoying the mentee's success

At the end of the mentoring relationship, as a mentee is beginning to work on their individual conduct outside the relationship, it is important for the mentor to avoid the feeling of discouragement or being left behind.[116] Instead, this is a chance for the mentor to experience the extent of their accomplishment through seeing the independent work of their mentees whom they have helped shape. This is a great opportunity for the mentor to look back at their own progress throughout the mentoring relationship and to feel proud of their accomplishment.

Success stories and other guidelines for mentors

As discussed above, there are numerous organizations and individuals providing advice on successful mentoring. Still, in order to get the complete picture, it is important to experience some real-life examples of successful mentoring from the viewpoint of the mentor.

For example, Lance Wilson has had experience as both mentee and mentor and that, he claims, has taught him a lot of the things which have made him successful. His opinion, supported by others[117] who have acted as both mentors and mentees, is that mentoring relationships should originate without the outside interference of matching mentor and mentee pairs, as that is more natural and yields better results. In this view, being a mentor sometimes teaches more valuable lessons than being a mentee, because of the shift in power and position.

Another example is Bob Wright, who has even received rewards on excellence in mentoring. He shares[118] that one of the biggest benefits of being a mentor is bearing witness to your mentees' successes. In his view, the mentees are usually people mentors like and genuinely want to succeed, so that actually happening is very gratifying. Moreover, Wright shares that he gains new knowledge from his mentees every day, as they are savvy in different fields and thus able to enrich him in different ways, even on the level of content knowledge.

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[116] Centeno, A. (2002) How to Enjoy Your Mentee's Success and Learn from It. Medical Education. Dec2002, Vol. 36, Issue 12, pp.1214-1215

[117] Nash, K. (2008) How To Be A Successful Mentor. CIO. 5/15/2008, Vol. 21, Issue 15, pp. 47-50

[118] Ensher, E. and Murphy, S. (2005) Power Mentoring : How Successful Mentors and Protégés Get the Most Out of Their Relationships. Jossey-Bass, San Francisco, CA.

The same book also discusses the relationship between Marc Buckland and his mentee, Laura J. Medina, both directors of feature films and television series. Both have benefited greatly from their relationship, and Buckland notes that one of the biggest benefits for him was getting Medina's honest and unbiased informed opinion on his own work. Buckland claims that the new perspective and honesty of an outsider to his projects improved his work greatly. His mentee, on the other hand, has gained technical and impersonal skills, and she reports feeling extremely happy to be able to help her mentor with her worldview and opinions.

In conclusion, being a mentor is a big responsibility for anyone willing to take that role upon themselves. It requires investing a lot of time and giving the mentee one's all in order to teach them the ways of the trade, much more so than simply transferring knowledge to a junior. However, it is a very rewarding experience, bringing many diverse benefits to the mentors.
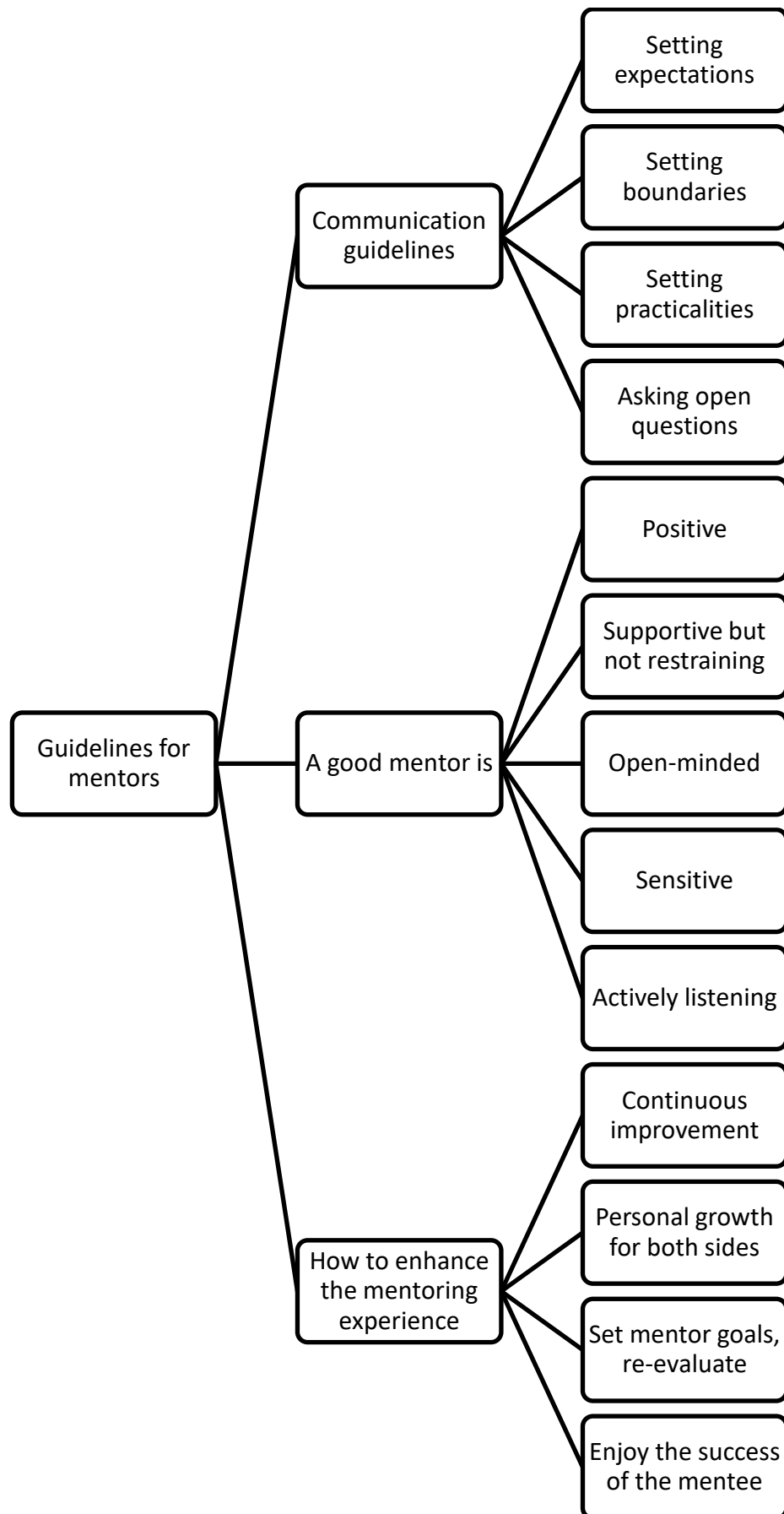
Figure 19: Guidelines for mentors

GUIDELINES FOR MENTEES

As discussed in Chapter one, mentees are not just students of their mentors – mentees are active participants in a mutually beneficial relationship. In order for that to be true, mentees need to be patient and open-minded, ambitious and driven, curious and willing to act on that curiosity. The following guidelines are presented in order to provide mentees with a general direction on how to improve their mentoring relationship and benefit the most from the mentoring process.

Communicating with the mentor

Communication is perhaps the most important part of the mentoring process. This is why techniques for effective communication are going to be reviewed in detail later on in this chapter. However, aside from techniques mentees can use and incorporate into their communicating skills, there are a few tips on general directions for mentees to follow when communicating with their mentor. After all, most problems in mentoring relationships arise because of misunderstandings or lack of explicit communication[119].

Be honest about issues and/or solutions to them

In the course of the mentoring process and the achievement of different goals, many issues may arise which neither the mentee nor the mentor have expected. It is crucial that they be acknowledged on both sides in order for the right steps to be taken.

Furthermore, in the solutions to already established issues, some disagreements about values may arise. Sharing the mentee's concerns with the mentor and discussing them openly can change the direction of the process of resolving the issue. In this respect, disagreements can be very productive and provide the reason for finding a consensus and forming a deeper relationship, or alternatively finding a creative new approach towards solving the problem.

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[119] The Regents of the University of Michigan (2014) How to Get the Mentoring You Want: A Guide for Graduate Students

Provide timely feedback

As a study[120] of the mentoring experiences of individuals shows, mentors need honest and specific feedback in order to adjust according to the mentee's needs and to be more effective in their mentoring. However, even more importantly than being honest and specific, the feedback must be timely.

In an ongoing mentoring relationship, feedback should be a part of the communication – provided not just timely but effortlessly, as part of the dialogue.[121] This allows for the building of trust and respect between mentor and mentee and provides a helpful tool for quick problem-solving and concise decision-making.

Admit your mistakes and learn from them

It is a normal part of the learning process to make mistakes – in the mentee's work or study, communication, setting goals, etc. It is essential not to allow this to become a setback to the overall mentoring process. Mistakes mentees make, especially at the beginning of the mentoring relationship when everything is still new and uncertain for them, can be difficult to admit. However, doing so will only enhance the experience – it will give both the mentee and the mentor a task to focus on and resolve together; it can trigger a productive discussion about how or why the mistake was made and how such mistakes can be avoided in the future.

Making mistakes is a part of life and learning and mistakes should be seen for what they are – a hurdle to be overcome and not the end. Mentors can play a big role in teaching mentees how to own up to their mistakes by providing personal example. Discussing mistakes which mentors have made in the past can act as a relief for the mentee, as well as a great teaching tool[122].

Do not back out of responsibilities / Remind your mentor of the responsibilities they have taken upon themselves

The responsibilities which mentees have taken upon themselves - the completion of a task, the meeting of a certain deadline, etc. - should be taken seriously as part of the mentoring experience. Being punctual, accurate and conscientious about tasks and deadlines can bring a

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[120]Jones, J. (2013) Factors Influencing Mentees' and Mentors' Learning Throughout Formal Mentoring Relationships. Human Resource Development International. Sep2013, Vol. 16 Issue 4, p390-408

[121] Hauer, K. and Kogan, J. (2012) Realising the Potential Value of Feedback. Medical Education. Feb2012, Vol. 46 Issue 2, p140-142

[122] Margaret J. Blauvelt and Mary L. Spath (2008) Passing The Torch: A Faculty Mentoring Program at One School of Nursing. Nursing Education Perspectives: January 2008, Vol. 29, No. 1, pp. 29-33

new level of mutual respect to the mentoring relationships. It is also a strong educational tool for mentees to teach themselves how to be good team workers, reliable and trustworthy.

Additionally, mentees should remember that while mentors have an obligation to them to keep their responsibilities, sometimes their work and personal engagements may be overwhelming and they might forget an obligation themselves. While this is not commendable, it does happen sometimes and the proper reaction from the mentee would be to remind the mentor and to point out their mistake without judgment.

Setting goals as a mentee

When describing the responsibilities of a mentee in Chapter one, goals were mentioned more than once. This is because most of the mentoring process is defined by the goals the mentees set for themselves throughout the experience, and the way they adjust them. Having clear and concise goals can be a deciding factor for the success of the mentoring relationship.

How to set initial goals

When creating a set of goals in any field and for any purpose, it is widely advised that the goals be SMART – specific, measurable, attainable, realistic, and timely. This way of approaching goal-setting ensures maximum effectiveness and increases the chances of the goals being ultimately fulfilled. [123] This holds true for setting and achieving goals by the mentee as well.

There is also the issue of whether the goals should be set by the mentee alone or with the help of the mentor. A good idea is for the mentee to draft the goals by themselves, or to at least think about the general direction they want to head in and the issues they would like to overcome; and then consult with their mentor. The conversation between mentor and mentee about goals is a crucial formative part of the mentoring process[124]. It gives the mentor a clearer idea of the scope and direction of the mentoring process, and it can adjust the mentee's views on what is achievable and most desirable. Additionally, it can lead to the creation of creative solutions to issues which may seem overwhelming to the mentee because of the difference in experience and the new point of view.

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[123] Lawlor, K. and Hornyak, M. (2012) Smart Goals: How The Application Of Smart Goals Can Contribute To Achievement Of Student Learning Outcomes. Developments in Business Simulation and Experiential Learning, volume 39, 2012
[124] Lois J. Zachary and Lory A. Fischler (2011) Begin with the End in Mind. T+D, January 2011, pp 50-53

It is a good organizational tool to separate the goals in categories, in order to make them easier to overcome, and in order to combine them accordingly. Research[125] has shown that the best strategy for setting goals which individuals can keep to is to combine short-term and long-term goals.

Reevaluating goals while being mentored

Throughout the mentoring process, changes caused by a number of exterior and interior factors may arise. These changes may motivate the mentee to reevaluate the direction they are pursuing or the issues they want to overcome. Additionally, these changes may cause a change of pace for achieving the goals – adjusting it so that the mentee does not feel overwhelmed with responsibilities which feel unattainable, or otherwise not sufficiently motivated by a schedule which is too slack.

Reevaluating goals can be addressed either when one side feels the need to do so, or as a part of scheduled meetings and discussions between mentees and mentors. These meetings can be seen as a discussion which need not necessarily lead to changes in the plans, but which can do so if needed.

Assessing the progress

As well as the meetings arranged in order to discuss whether the set goals are still valid and desirable, the mentors and mentees should establish meetings to assess the progress. Such meetings should be organized in the same way that goals are set (SMART) and provide the mentoring team with the opportunity to evaluate the progress they are making towards achieving short-term and long-term goals.

The consistency of such meetings over time creates discipline and an increased sense of responsibility towards the achievement of the set goals. The resulting accountability can be seen as an additional motivator and the regular discussions such meetings entail will provide both mentor and mentee with the opportunity to rediscover the importance of achieving the goals.

Finding balance in goal-setting as a mentee

From the perspective of a mentee, setting goals in a relationship which can be extremely beneficial and life-altering may end up being a staggering experience. It is difficult to decide

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[125] Bateman, T. and Barry, B. (2012) Masters of the Long Haul: Pursuing Long-Term Work Goals. Journal of Organizational Behavior. Oct2012, Vol. 33 Issue 7, p984-1006

which goals to prioritize, which to leave out and how many to keep of the total number of goals that one individual wants to achieve in their life.

Therefore, it is important for mentees to keep track not just of their most urgent goals but also the reasoning behind any goal, as well as what it would take in order for this goal to be achieved.

What	Why	How
Object of desire	Reasons to achieve the object	Plan to achieve the object
ex.: Career growth	ex.: Progress in life	ex.: Becoming more assertive
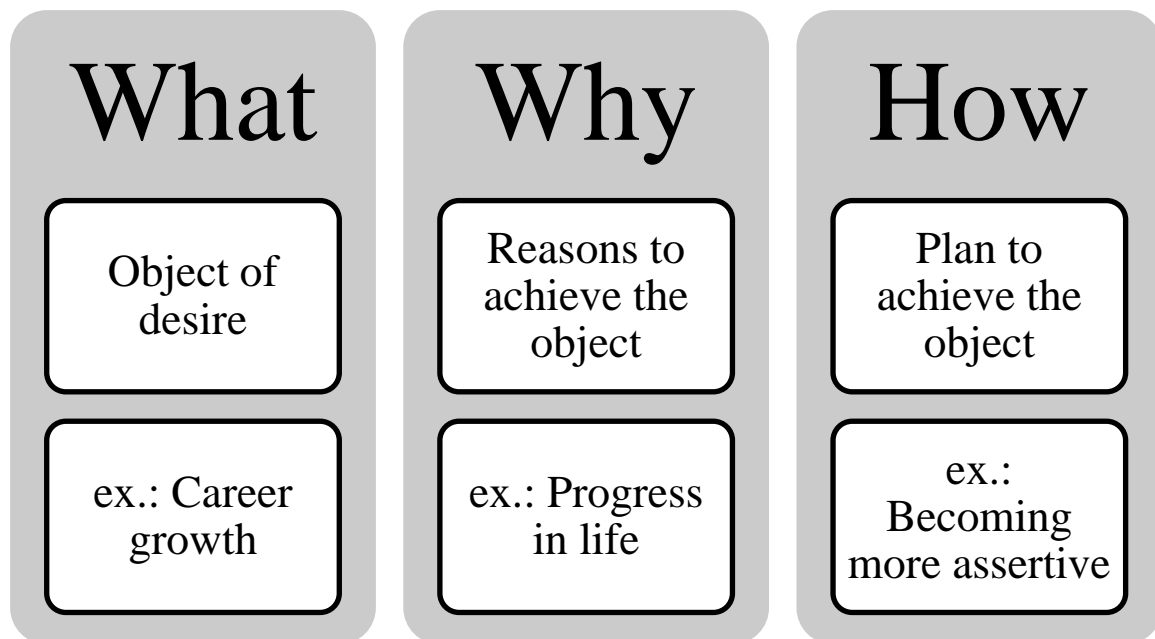
Figure 20: Balance of goals[126]

This chart can help mentees to identify their most important goals at the current point of their lives, prioritize them and concentrate on the goals which would be meaningful and achievable in their current position.

The balance which is valid and true for the mentee at a certain point in their life is sure to change as they evolve and grow as people, therefore this evaluation is not designed to be used as a one-time tool for orientation, but as a continuous guide through the desires experienced by the mentees.

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[126] Tracy, B. (2015) Infographic: 3 Key Goals to Keep Your Life in Balance. Brian Tracy International, online.

Finding a balance in the mentoring relationship

As discussed in the previous section, balance is essential for every single facet of any experience or relationship that individuals may have, and the mentoring process is no exception.

To start with, balance in the relationship should be found between mentoring in a personal and professional sense. Most mentoring relationships originate from the professional side of life; however, it is very beneficial for mentees to look up to their mentors in a personal sense as well.[127] The balance between the two is strictly specific to the participants. However, both parties should be aware that in this kind of close relationship, it is very difficult for a mentoring relationship to remain just professional, and they need to consider how much of their personal lives they are willing to share and act on those self-imposed restrictions in order to avoid feeling too exposed afterwards.

Additionally, the mentoring process may sometimes become overwhelming for mentees if their mentors act too protectively or in a restraining manner towards their mentees. A balance should be achieved in regard to the levels of monitoring and supervision power which the mentor has over the mentee.[128] As Shaw discusses, the imbalance of power in such a relationship can bring about anxieties on both sides, although possibly more so for the mentees. Anxieties can be related to a feeling of being judged or restricted in their capacities. This balance of freedom and help has to be negotiated between the mentor and mentee as well.

Guidelines and advice on how to go about these types of conversations with the mentor will be provided in the next part of the chapter, as guidelines for communication.

Success stories and other guidelines for mentees

So far, it has been discussed how mentoring can be of help for both parties, and the impact it can have on the participants in the mentoring relationship, as well as on society as a whole. However, it is important for mentees to be exposed to examples of other mentees who have

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[127] Cho, C., Ramanan, R. and Feldman, F. (2011) Defining the Ideal Qualities of Mentorship: A Qualitative Analysis of the Characteristics of Outstanding Mentors. The American Journal of Medicine (2011) 124, pp. 453-458

[128] Shaw, E. (2013) Mentoring or Monitoring: Formulating a Balance in Systemic Supervision. Australian & New Zealand Journal of Family Therapy. Dec2013, Vol. 34 Issue 4, p296-310.

experienced the process, and see how and why they have ended up in a better position after the mentoring relationship.

History abounds in success stories of mentees in mentoring relationships, as was discussed in the introduction of this work through the historical context of mentoring – Alexander the Great had Aristotle for a mentor, Beethoven and Mozart had Haydn, etc. More than that, though, mentoring has had a huge impact on contemporary people who are not necessarily famous because of it, but their lives have been greatly improved by this experience nevertheless.

One example is found in a published study[129] about mentoring African American adolescent girls into writing about their experiences, thoughts and feelings. The paper explains the role of a direct mentor who gives guidance to the girls – giving them texts to read, encouraging their writing through reading and critiquing, etc., as well as the indirect mentoring of the text the mentees read in order to find new facets of their own perception of the world. The paper demonstrates that this mentoring has improved the lives and creative productivity of the mentees through helping them generate ideas for their own writing more rapidly and effectively; through showing them new ways in which to perceive themselves and their community, as well as to represent them and assert their own identities in their writing; through teaching them to perceive and understand on a deeper level the choice of literary techniques and forms with which they can express themselves; and finally, through empowering them to write and feel appreciated and heard. This mentoring program influenced the adolescent girls not only by giving them advice on how to write better, but also by enriching their understanding of themselves and the world around them.

Another great example of the benefits of mentoring for mentees can be found in the life of James Dyson[130], who, as he explains, would have otherwise never reached the business heights he commands to this day - a position which has inspired him to create a vast mentoring program encouraging young people to become engineers. Because of his extremely positive experience of being a mentee to his first employer, Dyson learned a lot about how to conduct business and how to help others, and now he directs 15% of his company's earnings towards the mentoring program he has created. Encouraging a new generation of mentees to be just like him has become one of the life goals of this UK entrepreneur.

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[129] Muhammad, G. (2015) The Role of Literary Mentors in Writing Development: How African American Women's Literature Supported the Writings of Adolescent Girls. Journal Of Education, Volume 195, N.2, 2015
[130] Magee, B. (2006) Two Heads, One Mind. Director. Nov2006, Vol. 60 Issue 4, p68-71

Finally, the example of a mentoring program for homeless adolescents[131] shows both the success and occasional failure of a mentoring program. While mentoring has positive effects on the mentees in regards to problem behaviors related to substance abuse, mentoring can also have huge drawbacks for mentees who might turn a mentoring relationship into an all-or-nothing part of their life. When that happens, the mentors can far too easily disappoint their mentees by spending too little time on them or not paying as much attention as the mentee needs in that context, which could be detrimental to the mentee's psychological well-being. While that study is valid mostly for individuals with a past of child abuse and abandonment, to a lesser extent it is true for others as well. This is a lesson in that, as discussed earlier, the mentoring relationship needs to have predetermined boundaries known to both sides and strive to achieve a balance to keep both sides satisfied and the relationship beneficial.

To sum up, mentees have a lot to gain from a prospering mentoring relationship – they are, after all, the intended beneficiaries of it. In order to make certain that the process is indeed advantageous to them and their mentors, mentees can follow the guidelines which have been discussed in the text above and summarized in the chart below.

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[131] Bartle-Haring, S., Slesnick, N., Collins, J., Erdem, G., Buettner, C. (2012) The Utility of Mentoring Homeless Adolescents: A Pilot Study. American Journal of Drug & Alcohol Abuse. Jul2012, Vol. 38 Issue 4, p350-358
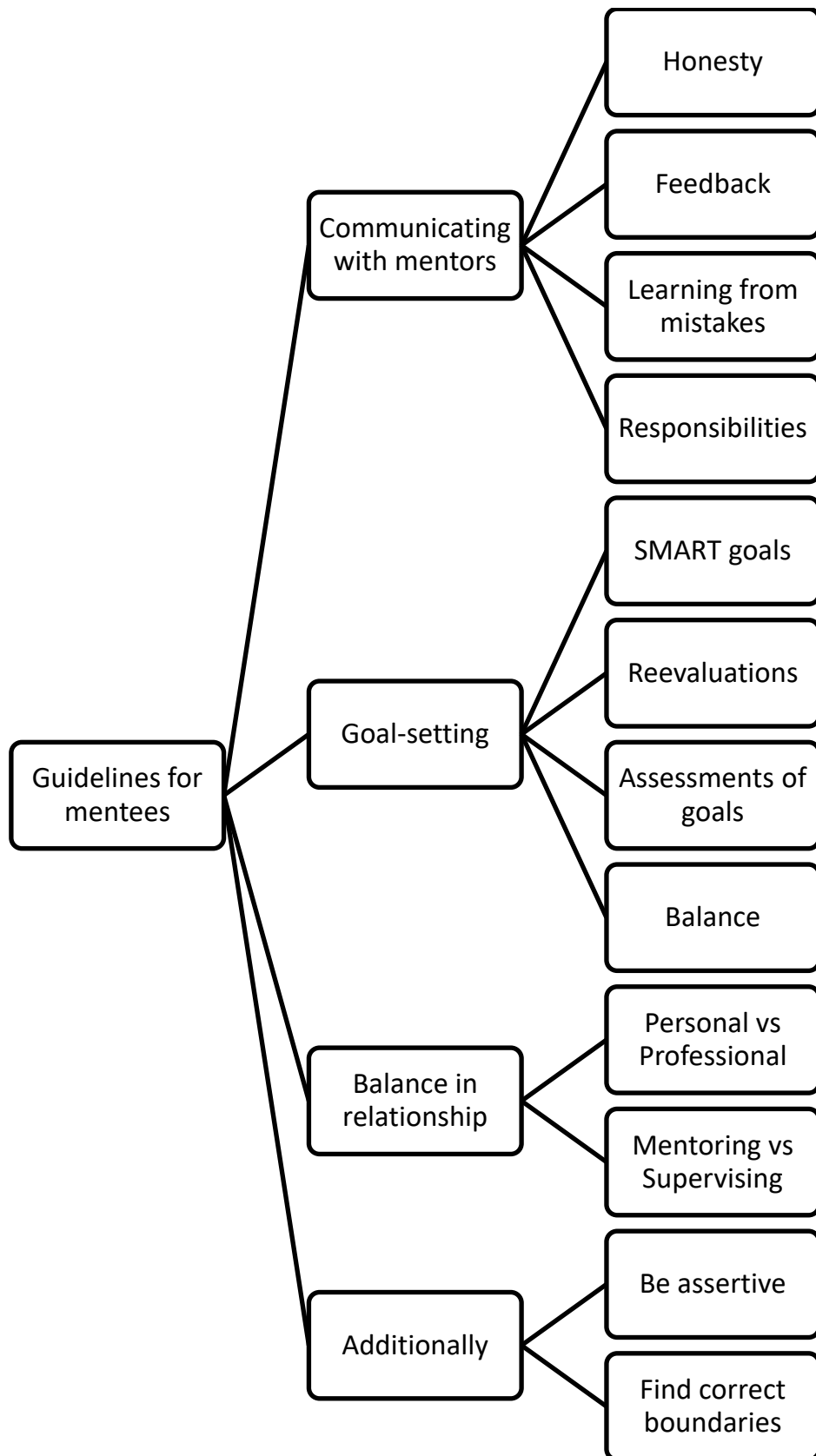
Figure 21: Guidelines for mentees

COMMUNICATION TECHNIQUES

In the process of mentoring, there are several communication techniques which can be helpful to both mentors and mentees. It is essential to establish a good communication relationship within the mentoring process so that all parties involved can benefit the most from it. Some of these techniques have been touched upon in previous sections, but will be considered in more detail below.

Rapport

Rapport is a natural human process in which the participants in the communication learn what is the difference that makes the difference, so it can be used effectively and consciously. Rapport is the ability to relate to others in a way that creates a climate of trust and understanding. The basis of rapport is that when people are like each other, they like each other. Rapport is the process of responsiveness, not necessarily "liking". In the context of mentoring, it is important to point out that rapport can be useful in face-to-face mentoring sessions or digital sessions, but in both cases the mentor and mentee should have a visual connection.

In education, therapy, counseling, business, selling and training, rapport or empathy is essential to establish an atmosphere of trust, confidence and participation, within which people can respond freely. We gain rapport with people to create a relationship of trust and responsiveness, to refine and extend the natural skill of communication. Communication seems to flow when two people are in rapport, their bodies as well as their words match each other. Body language and tonality are the most important elements in the process of building rapport.[132] According to Mehrabian, words constitute only 7% of the communication.[133] Prof. Mehrabian, who was an engineer before he developed an interest in psychology, suggested that in certain face-to-face communications – especially when someone is trying to interpret attitudes – there are three major components:

- What is said
- How it is said

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[132] O'Connor, J., Seymour, J. (2002) "Introducing NLP". Psychological Skills for Understanding and Influencing People. Harper Element
[133] Mehrabian, Albert (2009) ""Silent Messages" – A Wealth of Information About Nonverbal Communication (Body Language)". *Personality & Emotion Tests & Software: Psychological Books & Articles of Popular Interest*. Los Angeles, CA

- The facial expressions

The most interesting outcome of his research into the process of understanding in communication, especially in interpreting the feelings and attitude of the other person, was that if their body language did not match what they were saying (a phenomenon known in psychology as incongruence), it was the body language that was the deciding factor.
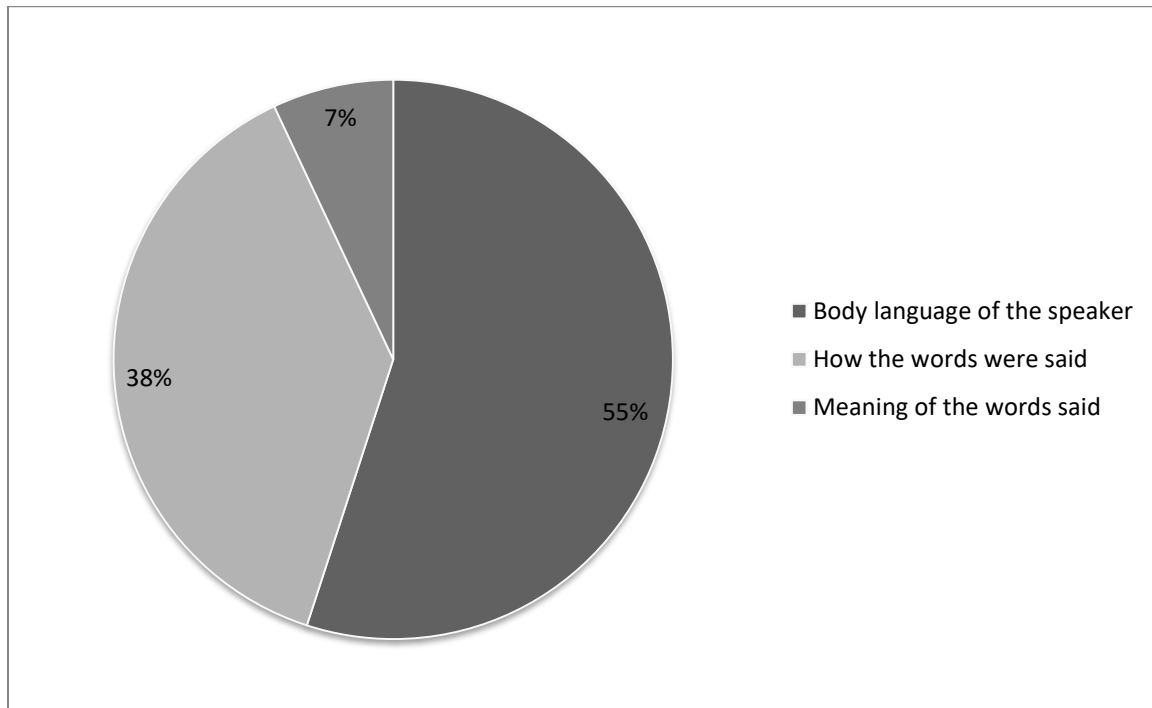
Figure 22: The three main channels of communication

It should be noted that there have been many subsequent studies of Mehrabian's work calling into question these percentages, such as that by Argyle.[134] Nevetherless, even as psychologists argue over the exact ratios, the significance of body language in the context of understanding and comprehension must invariably be recognized and acknowledged.

The words employed might be what the mentor or mentee wishes to present, but how they are delivered conveys the real meaning of the speaker.[135]

People who are in rapport tend to mirror and match each other in posture, gesture and eye contact. They are engaged in mutual responsiveness and their body language is complementary.

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[134] Argyle, M., Dean, J. (1965) Eye Contact, Distance and Affiliation, Sociometry , Volume 28, Issue 3, Sept. 1965, 289-304
[135] Eggert, M. (2010) "Brilliant Body Language", Pearson Education Limited

When people are not in rapport, their bodies reflect it – whatever they are saying, their bodies will not be matching.

Common experiences bond people together, even when the experience is not their own. All opportunities to find a common theme on the basis of which to create a bond can be employed to make the rapport stronger.[136]

Successful people create rapport, and rapport creates trust. By matching and mirroring body language and tonality, mentors and mentees can gain rapport very quickly. Matching eye contact is an obvious rapport skill and usually the only one that is consciously taught in English culture. To create rapport, the mentor and mentee can attempt to match each other's body language, sensitively and with mutual respect. This helps to build a "bridge" between their models of the world and assist them into uniting their background and overcoming the barriers. It should be noted, however, that matching does not constitute an obvious and exaggerated mimicry of copying the other person's movements.

Rapport is established by matching and mirroring, wherein mirroring is the replication of the mirror image of a person's physiology, and matching is the replication of the same aspects of a person's physiology. Cross-over matching and mirroring is when one aspect of a person's physiology is matched and mirrored with a different aspect of our own physiology, such as breathing with a finger movement.

Copying, mimicking, imitating different types of body language, posture, gestures, and voice characteristics helps both the mentor and mentee to develop a more confident relationship and build trust, but it will also give them more flexibility in behavior.

The time taken to create and build rapport pays dividends in the influencing process between the mentor and mentee. Lasting rapport requires sincerity, integrity and receptivity.

Sensory acuity is a powerful technique used to gain awareness of another person's unconscious responses. Mentors and mentees are rarely trained to perceive another person's unconscious feedback. By close observation through the visual, auditory and kinesthetic senses, mentors and mentees can benefit by the indication of a tremendous amount of information.

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[136] Moldon, D., Hutchinson, P. (2008) "How to be Confident with NLP", Pearson Education Limited

Sensory awareness helps to establish rapport and to determine the response of the other person we communicate with. When mentors and mentees are more sensory aware, they are able to notice when something is not working in the process of communication and to change the direction to reach the desired outcome. By learning to gather information through the senses, mentors and mentees will be able to take note of information during communication of which they were previously unaware. By using sensory specific language, based on observations of change, both mentors and mentees prevent the practice of mind reading and guessing about the other person's behavior.

Metaphors

There is a remarkable quote by Goethe: "All things are metaphors". The manner in which we think, understand and interpret the immediate environment around us and the universe as a whole, is through metaphors. Metaphors are by definition literary instruments used in a poetic sense, but more than that, they are fundamental tools, used by humankind since the beginning of language to help form thought and action. Metaphors are a necessary part of our communication as a species - they are so universal and entrenched in our way of thinking that they can be forgotten and passed by unrecognized when used.[137]

Metaphor plays an important part in our daily life to categorize the reality of the world around us by interacting with the creation of meaning. Metaphors can also serve to redefine the process of solving communication problems and can be utilized as a research tool to comprehend new subject areas in order to create new ideas for better communication.

Metaphors organize our mind by classifying the world we live in according to our senses. Thus, metaphors serve to display how we conceptualize the ambience of the world as visualized mentally. Metaphorical thinking creates equivalent thoughts about the particular concepts that it evokes. For example, "smooth-mannered", "quiet", "sane", "enjoys life" are all suitable expressions when describing a balanced person; "unstable", "emotionally extreme" or "freak" might represent the opposite idea. Therefore, balance is calm and imbalance is hectic. This conceptualizing system has a basic function, not only as a model for analyzing ideas, but also to enhance metaphorical thinking. Metaphors are a tool for creating new concepts and meanings

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[137] Lumby, J., & English, F. W. (2010) Leadership as Lunacy: And Other Metaphors for Educational Leadership, chapter 1. Thousand Oaks, CA: Corwin Press

by using familiar objects which are transformed into abstract circumstances. Thinking metaphorically is a way of thinking which relates to perception and description of the object focusing on prominent features.[138]

Metaphors compare two things to explain or to entertain. Metaphors can compare the known to the unknown; the abstract to the concrete; or they can transform dry facts to fascinating topics. Metaphors are often used to facilitate the easier explanation of complex topics.

Each person holds to their current view of reality and that view can not be changed by intellectual understanding alone. In communication, we aim to appeal to the "right-brain" functions - the more holistic, creative, spontaneous, nonverbal, metaphorical selves. A metaphor is any communication, verbal or nonverbal, that uses analogies and symbols to create new meaning. This new way of looking at things can transport a person into a new reality.

Metaphors are used in mentoring to convey hidden messages or hidden meanings. Typically used by more experienced mentors, metaphors are a very useful communication tool to guide someone's thinking into a new direction, or in other words – to reframe a situation or a perception.

Use of metaphors:
- Helps mentees achieve better understanding about the object or idea to which the metaphor is applied;
- Induces rapport;
- Makes speaking and writing more lively and interesting;
- Communicates a deeper meaning with a single word or phrase;
- Creates a mind shift as metaphors imply rather than directly state relationships
- Encourages mentees to think about what they are hearing and take on new learnings.

Metaphors can be used to improve communication. They can add impact or help the mentor explain a difficult concept by association with a more familiar one. Metaphorical thinking can also be used to help solve problems.

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[138] Yalçınkaya, Y., The Power of Metaphors in Communication, Izmir University of Economics, Faculty of Fine Arts and Design Department of Visual Communication Design, 2012

Metaphors are powerful shortcuts to instant and memorable understanding. They evoke vivid images and allow "seeing" things from a new perspective, and so are useful tools for creative problem solving.

Metaphors should be applied in the contemporary context of culture diversity which is one of the basic assumptions of approaching communication through language, because the thoughts of people from different cultures cannot be defined as universal. Metaphors can be a powerful tool for mentors to develop user experience by getting an idea of what is expected. Being conscious of the importance of mental visualizing helps to differentiate the unfamiliar parts in a problem. Metaphors are used to build a sense of familiarity, to create solutions by examining the problem from a new conceptual perspective. Mentors can take advantage of using metaphors in order to help mentees solve problems with a new approach. Metaphors are perfect for drawing the attention of mentees to a new way of thinking.

The GROW Model

The GROW Model is a simple yet powerful framework for structuring a mentoring session.

The GROW model was developed in the UK by Sir John Whitmore and is central to his best-selling book "Coaching for Performance", used extensively in coaching and mentoring during the late 1980s and 1990s. GROW is an acronym standing for Goal, Current Reality, Options and Will. A useful metaphor for the GROW model is the plan that a person might make for an important journey. A journey always starts with the map. The model is a very useful tool in a mentoring session as it allows the mentor to help the mentee decide where they are going (the Goal) and establish where they currently are (their Reality). In the next step, mentor and mentee work together to explore various ways (Options) of realizing the journey. In the final step, the mentor will need to establish how committed the mentee is to get to the end of the journey (the Will), and whether they are prepared for the conditions and obstacles they may meet on their way. Using the GROW model, the mentor can begin the discussion by asking the mentee to define the topic in order to understand what the mentee wants to talk about specifically, the scale of challenges they face, the importance and emotional significance of the topic to the mentee and the mentee's long-term vision or goal.

The mentor's ultimate aim is to assist the mentee to identify goals, options and actions for themselves, including:

- What the mentee is going to do
- When the mentee will do it
- Whether it will help them meet their goals
- What difficulties might be faced and how they may be dealt with
- Who the mentee will confide in and what support they may try to get to assist their actions

Overall, the GROW model provides a helpful practical framework to assist mentees to set goals and move towards them.

To structure a mentoring session using the GROW Model, the following steps can be taken:

1. Establish the Goal

First, the mentor and mentee need to look at the behavior which has to change, and then structure this change as a goal that the mentee wants to achieve.

Both mentor and mentee have to make sure that the goal is SMART: Specific, Measurable, Attainable, Realistic, and Time-bound.

When doing this, it's useful for the mentor to ask questions like:

- How will the mentee know that they have achieved this goal?
- How will the mentee know that the problem or issue is solved?
- Does this goal fit with the mentee's overall career or personal objectives?

2. Examine the Current Reality

Next, the mentor can ask the mentee to describe their current reality.

This is an important step. Too often, people try to solve a problem or reach a goal without fully considering their starting point, and they are frequently missing some information that they need in order to reach their goal effectively.

As the mentee describes their current reality, the solution may start to emerge.

Useful mentoring questions in this step include the following:

- What is happening now (what, who, when, and how often)?

- What is the effect or result of this?
- Have you already taken any steps towards your goal?
- Does this goal conflict with any other goals or objectives?

3. Explore the Options

Once the mentor and mentee have explored the current reality, it is time to determine what is possible – meaning all of the possible options for reaching the mentee's objective.

The mentor can help the mentee brainstorm as many good options as possible. Then they should be discussed to help the mentee decide on the best ones.

At this stage, the mentor can offer their own suggestions. Still, the mentor should let the mentee offer suggestions first, and let them do most of the talking. It is important to guide the mentee in the right direction, without actually making decisions for them.

Typical questions that the mentor can use to explore options are as follows:

- What else could you do?
- What if this or that constraint were removed? Would that change things?
- What are the advantages and disadvantages of each option?
- What factors or considerations will you use to weigh the options?
- What do you need to stop doing in order to achieve this goal?
- What obstacles stand in your way?

4. Establish the Will

By examining the current reality and exploring the options, the mentee will obtain a good idea of how they can achieve the goal.

The final step is to get the mentee to commit to specific actions in order to move forward towards the goal. In doing this, the mentor helps the mentee to establish their will and boost their motivation.

Useful questions to ask at this stage include:

- So, what will you do now, and when? What else will you do?
- What could stop you moving forward? How will you overcome this?
- How can you keep yourself motivated?
- When do you need to review progress? Daily, weekly, monthly?

Finally, both mentor and mentee should decide on a future date on which to review the mentee's progress. This will provide accountability and allow the mentee to change their approach if the original plan is not working.

The EXACT Model

The EXACT model was created by Carol Wilson, a former coach to Sir Richard Branson. The EXACT model works similarly to the SMART (goals should be specific, measurable, achievable, realistic and time-related) model, with a stronger focus on the values and aims of a person. One of the key elements to achieving a goal is to know how to get there. So it is essential for the mentee to have a clear understanding of what he or she wants to achieve so that the mentor can explore the ways in which the mentee is going to reach their destination. The EXACT model was adapted to take the mentee through a process to help them identify objectives that are congruent with their own values.

EXciting	• Positive • Inspiring
Assessable	• Measurable
Challenging	• Stretching
Time-framed	• Within a deadline
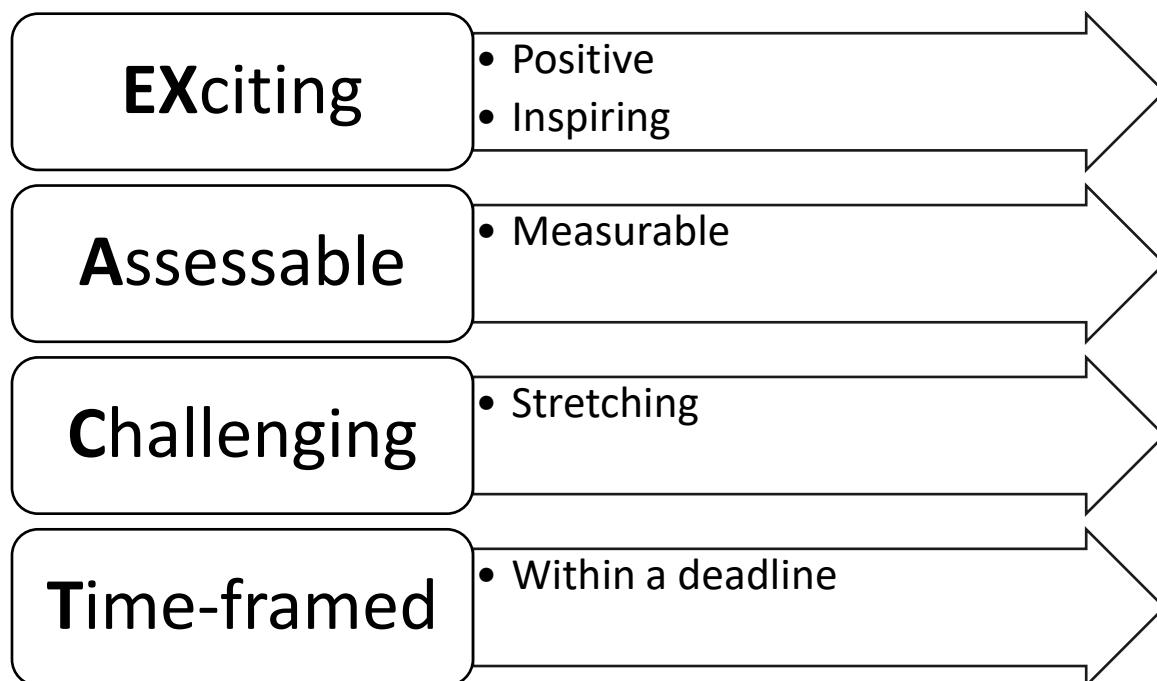
Figure 23: EXACT model

There are two criteria to follow:

1. Single focus: more than one focus will dilute the goal

2. Succinct: a few words that are easy to remember so that the goal works for the mentee at all times without the need to look it up

These parameters provide the goal with energy and focus, keeping the mentee motivated to achieve what they may not have thought possible.

EQ Model

The name of the EQ model comes from the term Emotional Intelligence - an extensive field developed by many psychologists and other practitioners over the last 35 years, the most well-known being Daniel Goleman in the 1990s.

Goleman hypothesizes that to become successful at work, we require a ratio of 1/3 of IQ (Intellectual Intelligence) to 2/3 of EQ. To demonstrate the quadrants of EQ, the diagram below provides an example of a conflicting situation with one or more mentees and how to help them reach an understanding of why they feel the way they do, and how to reduce conflicts.

Emotional Intelligence (EQ) is the ability to sense, understand, and effectively apply the power and acumen of emotions to facilitate high levels of collaboration and productivity.[139] Emotional Intelligence is at the very heart of a leader's ability to create the kind of positive climate that inspires loyalty and motivates performance. The overall score indicates one's level of overall Emotional Intelligence.[140]

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[139] Cooper, R. and Sawaf, A. (1998) Executive E. Q.: Emotional Intelligence in Leadership and Organizations. The Berkley Publishing Group, New York.
[140] EQ Mentor, found at www.eqmentor.com
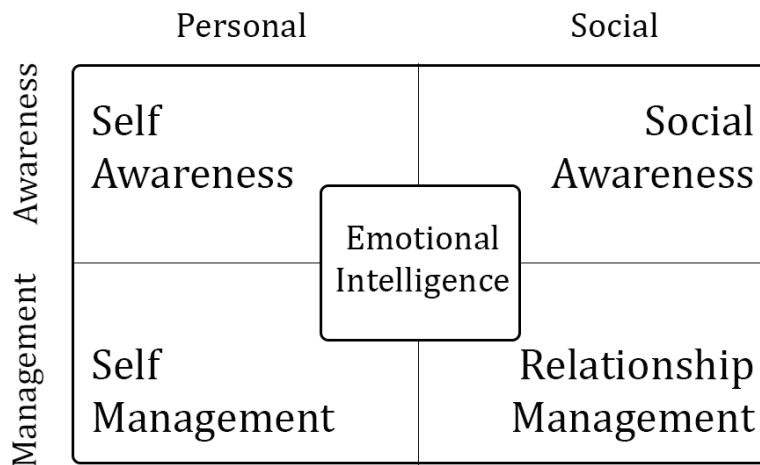
Figure 24: Goleman's model of emotional intelligence

In Goleman's model, self-awareness is what leads to all other qualities. This means being aware of what is happening now, not in the past or the future.

In Goleman's analysis, self-awareness is perhaps the most crucial ability because it allows the person to exercise self-control. The idea is not to repress feeling, but rather to do what Aristotle considered "the hard work of the will". In the Nicomachean Ethics, he wrote: "Anyone can become angry, that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – this is not easy."

The presented communication techniques can provide support to both mentors and mentees. Given the fact that mentoring is primarily a communication process, it is important that mentors and mentees enhance their communication skills and ability to transfer effectively the purpose of their relationship.

Some of the presented techniques can be used at the initial stages of the mentoring process, and others can contribute to the elaboration or conclusion stages of the mentoring process.

CONCLUSION OF CHAPTER TWO

The second chapter of the work provided considerable guidance and significant advice on different aspects of the mentoring process.

Ethical guidelines were collated from The European Mentoring and Coaching Council, The American Psychological Association, and the LSC Changing Attitudes Programme, and conclusions were drawn on how to create new ethical guidelines as the stable foundation for any mentoring relationship or program.

Guidelines for both mentors and mentees were presented, analyzed and supported with case studies of successful mentoring relationships. Advice on how to create the most effective and beneficial mentoring relationship was presented in charts at the end of the sections.

At the end of this chapter, communication techniques which can be useful for participants in mentoring relationships were introduced and discussed. The techniques described are meant to assist the mentors and mentees throughout the mentoring process and help them to create the best relationship possible.

"Many ideas grow better when transplanted into another mind than in the one where they sprung up."

Oliver Wendell Holmes

C H A P T E R   T H R E E

Chapter three of this work contains five sections.

This final chapter focuses exclusively on complete mentoring programs. It begins with a thorough discussion, analysis and advice on the necessary elements of any mentoring program, providing a comprehensive guide on how to compile a mentoring program in its entirety.

After that, the chapter discusses three types of mentoring programs separately – academic, business and digital mentoring programs; assessing their positive and negative sides, their structures and the benefits they provide for all parties involved. The chapter concludes with a discussion on a number of existing mentoring programs as successful examples for creating the mentoring relationships described so far.

| 1. Elements of a mentoring program | 2.Academic mentoring programs | 3.Business mentoring programs | 4.Digital mentoring programs | 5. Case studies of mentoring programs |
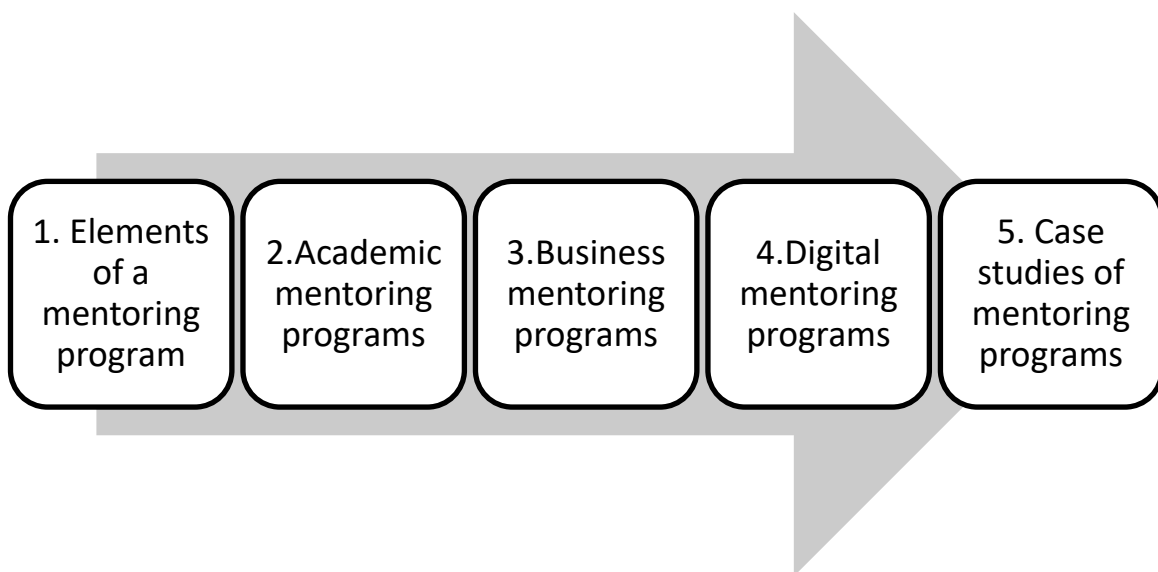
ELEMENTS OF A MENTORING PROGRAM

Mentoring programs are ever more popular with individuals, both at the start and in subsequent phases of their careers. Organizations are increasingly finding value in such programs. A survey done by AICPA discovered a significant leap in the percentage of companies that include mentoring and training as part of their compensation formula, from 3% in 2010 to 18% in 2014.[141] For the successful creation and implementation of a mentoring program, certain elements are of the utmost importance and contribute to the effective purpose accomplishment.

For the purposes of the successful execution of a mentoring program, a detailed plan of the main elements is proposed and summarized at the end of this section.

Needs Assessment

The needs assessment related to the creation of a mentoring program should identify any gaps between "what is" and "what needs to be". A specific set of procedures can be used to determine the need for a specific mentoring program, to examine its nature and causes, and to set priorities for future action. As with any other program planning, needs assessments are conducted to help program planners identify and select the right job before doing the job right.

Goals and objectives arise out of the needs assessment. They determine many of the features of the mentoring program design and implementation. Clear goals and objectives are important to the entire process of program development and execution.

The goal of a mentoring program is the broad statement of the program's purpose. It arises from the philosophy of the particular organization and its needs, be it an academic or a business organization. The goal is not measurable, and it does not play part in the program evaluation. A program may have more than one goal and for each goal, there is a need for a series of objectives.

The program's objectives state the specific intent of a mentoring program. There could be a series of objectives for each goal. Objectives must include three elements:

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[141] Survey by the American Institute of CPAs, found at: www.aicpa.org/Research/Pages/Research.aspx

Who: The specific people who will participate in the main activities of the mentoring program

What: The intent of the objective of the mentoring program

When: Specific timelines for the *who* to accomplish the *what* related to the mentoring program activities

A Three-Phase Model of Needs Assessment helps to identify the specific needs of a mentoring program. The model is presented in the chart below and is elaborated further into a more detailed review presenting specific actions and outcomes.

I Explore "What Is"	II Gather & Analyze Data	III Make Decisions
❑ Prepare a Management Plan	❑ Determine Target Groups	❑ Set Priority Needs
❑ Identify Concerns	❑ Gather Data to Define Needs	❑ Identify Possible Solutions
❑ Determine Measurable Indicators	❑ Prioritize Needs	❑ Select Solution Strategies
❑ Consider Data Sources	❑ Identify & Analyze Causes	❑ Propose Action Plan
❑ Decide Preliminary Priorities	❑ Summarize Findings	❑ Prepare Report

Chart 12: The three-phase model of needs assessment

I Explore "What Is"	II Gather & Analyze Data	III Make Decisions
Set up management plan for needs assessment	Select target group(s)	Prioritize needs
Conduct preliminary investigation of "what is"	Gather data on need indicators to formulate need statements (describing the discrepancy between "what is" and "what should be")	Identify potential solution strategies to meet the needs
Identify major concerns or factors	Prioritize needs	Evaluate alternative solutions
Determine indicators of need in each area of concern	Perform causal analyses	Select one or more solutions
Identify the best potential sources of data to fully define each need indicator	Identify factors within program control	Propose an action plan to implement the solutions
Set preliminary priorities for each need indicator (by level) to focus data gathering	Analyze and interpret all data, summarize findings	Prepare written reports and oral briefings
Outcome:	**Outcome:**	**Outcome:**
Preliminary plan for data collection in Phase 2	Criteria for action based on high-priority needs	Action plan(s), written and oral briefings, and final report

Chart 13: Review of the three phases of needs assessment model[142]

Planning

The planning phase includes a research phase, needs analysis, and survey of best practices in order to meet the actual requirements of both mentors and mentees. The results of the research

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[142] Comprehensive Needs Assessment, Materials Adapted From "Planning And Conducting Needs Assessments: A Practical Guide" (1995), Office Of Migrant Education: 2001 New Directors Orientation

and analysis can be integrated in a final study. Thus a specific guide for mentoring, operating rules for mentors, ethics and relationships with mentees can be established at this stage.

The specific objectives at this stage are:

- to define the target groups that the program will serve (mentees - young population, start-up/SMEs representatives; and mentors – senior citizens, business employees, academics, etc.)
- to determine the type of mentoring that the program will offer
- to structure the mentoring program
- to define the nature of the mentoring sessions (such as career involvement, academic support and socialization)
- to decide how to assess the training results

The basic points for the development of a mentoring program are:

- Needs of the mentors and mentees
- Competences to be developed
- Learning outcomes and didactic objectives
- Contents to be addressed
- Learning instruments to be applied for each content
- Duration of each module

The planning function aims at ensuring a sound management of the project, both in terms of monitoring the progress of the project and ensuring compliance with the work plan and with the total of the necessary administrative and financial reporting. In particular:

- to create and maintain an appropriate framework linking together all the project components and maintaining communications with the commissioning body;
- to co-ordinate the technical activities of the project, involving the interests of all key players;
- to ensure the overall legal, contractual, ethical, financial and administrative management of the consortium;

- to ensure the compliance of the deliverables and results foreseen in the project work plan and a high quality of work implementation;
- to co-ordinate knowledge management and other innovation-related activities.

Management Team

During the project management of a mentoring program, an action plan needs to be developed. The management can be carried out through a variety of timeframes (between 6 and 36 months). It aims to ensure sound management in terms of monitoring the progress of the program, compliance with the work plan and dealing with all administrative and financial issues. The main outputs of this activity are the preparation of a financial and a technical report.

The execution comprises of the development of a mentoring program, the development of a digital platform (when needed) and the data integration into the system (when applicable). The development of the program aims to define the structure and the development of the didactic materials. It should be designed taking into account the results of the research and needs analysis and should serve as a base for the architecture design of the program platform. The next stage is the main pillar of the work plan as it contains the IT process involved, including the development of a digital platform, mobile application and a testing phase. There should also be support in terms of the training of administrators who will maintain and administrate the platform during its pilot testing and further on, in the operational phase.

The role of the program manager or coordinator is of the utmost importance for any mentoring program. The project coordinator provides the management of all administrative and financial issues related to the program (technical and financial reports, communication with the parties involved, the distribution of resources). Financial rules, reporting guidelines and a FAQ document will be made available to project partners. Project partners will be asked to deliver to the coordinator semi-annual financial and management reports, including a report on dissemination activities, in order to prevent any shortcomings in view of the interim and final financial and technical reports to be delivered.

Every program dissemination features project meetings, discussion events, dissemination events, opening and final conferences, whereby the stakeholders are involved in the project

activities during the whole life cycle of the project through surveys, participation in info days, conferences, workshops and other planned dissemination activities.

The program manager sets up a communication system and the necessary collaborative tools to be used (intranet, file sharing, mailing lists, etc.), as well as the schedule of project meetings and review meetings.

The management's main task should be the overall program coordination, the achievement of the set objectives and stipulated deliverables, the quality standard assurance and the promotion of the effective involvement organizations and individuals as mentors.

The Management Board and in particular the program manager/coordinator should ensure positive interactions and synergies between the program and other initiatives relevant for the program objectives and activities.

The project coordinator along with other members of the team should set up a detailed action plan for the implementation of planned activities. The way of structuring the implementation of a project depends on the specific experience of each partner. Fragmentation of the main activities of individual assignments should allow for easier organization and management. The plan should include performance indicators, and the prepared action plan should become the main tool in support of the program manager to ensure proper and effective implementation of the program activities.

Creation of the management structure and coordination

To ensure the smooth running of the mentoring program and to guarantee a maximum transparency in relation to all participants and other parties involved, the following management structure is appropriate:

- Coordination Team (CT)
- Management Board (MB)

The program coordinator together with the Coordination Team (CT) assure the day-to-day management of the program in terms of personnel dedicated to reaching the program's goals and efficient communication flow among the program participants and management.

Policies and Procedures

The quality assurance element governs the work methods, reporting procedures and ethical norms to be followed by all staff working on the project. It establishes and defines roles and responsibilities, communication routines and procedures, standards and reference documents to be followed.

There are specific risks that can influence the successful implementation of a mentoring program which can be identified and addressed. In order to define the preconditions for the emergence of such risks, there is a need for each activity to be analyzed and the risks to be minimized.

It was found that the most common risks that may arise are related to the human factor. The reaction and behavior of the participants during the implementation of project activities is a key prerequisite for the emergence of the majority of risks that may endanger the aim of a program. That is why the human related risks should be monitored and managed continuously.

Other conditions that may pose risks are due to force majeure objective factors. For the purposes of risk analysis, these risks are divided into two sub-groups: external and internal risks, depending on the reasons for their occurrence. Division of risks in groups and subgroups allows for proper identification and assessment of their impact and proposal of specific measures to respond to their management. To avoid risks occurrence, a methodology for risk assessment and management should be prepared. The following methods could be used:

- Monitoring risk generators at each stage of the implementation of the program and assessment of risk occurrence likelihood;
- Timely reporting of identified problems and their causes;
- Proper distribution of tasks within the team and inclusion of competent and experienced experts, as well as taking timely corrective action based on information obtained from monitoring.

The externalities which may hamper the implementation of the mentoring program project activities are related to risks that are outside of the project management control. Such risks can arise from the economic, social, and political environments, as well as from natural calamities or general cyberattacks. The potential consequences of such externalities can affect the project's target audiences and thus might hamper the timely completion of planned activities.

The following risks can be identified and the appropriate measures taken:

- *Financial risk:* underspent/overspent budget

Measure: regular financial monitoring

- *Management risk:* organizational problems for project meetings

Measure: creation of a general calendar for project meeting dates; regular communication with partners for meeting preparation and reporting of the activities

- *Participation risk:* mentor/mentee does not contribute to the program with the requested inputs

Measure: regular revision of activity; support by coordinator or other program members

- *Communication and dissemination risk*: lack of visibility at local, regional and European level of the program

Measure: planning of weekly updates providing news and information on the program website to ensure good positioning in research tools; sound communication strategy within the dissemination plan and monitoring tools to be set up for implementation

- *Program size:* a potential risk when the program is highly diversified, with a major trans-discipline orientation - which, however, is a good opportunity to bring together business and academia

Measure: timetabling for finding the right individuals, highly experienced staff, detailed job descriptions and involvement of more than one person in the management of the program

- *Working languages and methods:* in multi-national programs, the implementation of a common working language (English) is required, whereas the approach of interested parties requires the use of their native languages.

Measure: each program has the responsibility to provide all relevant materials both in its native language and in English

The corrective measures envisaged to counter those externalities should be discussed and a Risk Management Strategy should be implemented in case of the occurrence of risks. The planned Risk Management Strategy should focus on identifying and taking advantage of opportunities, such as cost-savings and schedule advancement, which can be predicted and reported similarly. At all times, efforts should be focused on tracking and reporting on the likelihood of the occurrence of such risks, and a proactive risk management consulting should be in place.

Apart from policies and procedures addressing the staff and human resources involved in the management, there is a need for such policies and regulations addressing the main target groups

of each program – the mentors and mentees. A detailed analysis of the ethical guidelines has been presented in Chapter two.

The specific objectives for creating operating ethical rules for mentors and mentees are:

- to define the specific requirements for mentors and mentees;
- to define the roles of mentor and mentee;
- to provide a definition of the process of mentoring;
- to establish standards of the mentoring process;
- to explain the key principles of the implementation of mentoring and the relationships between mentors and mentees;
- to introduce the main types of documents and forms by defining their sequence and purpose;
- to submit the mandatory elements of the content of the mentoring process;
- to introduce an ethical code of conduct for mentors;
- to create a monitoring methodology and self-assessment tools

The storage and the use of data should be in line with EU research principles for a reliable, effective, cross-disciplinary and cross-border data sharing which will protect the integrity and ownership of the data sets.

Training and Professional Development

Along with this activity, support and guidance can be elaborated in order to provide specific advice, leadership and advocacy for mentees and mentors. The platform of the program should contain a combination of supportive data providing training for mentors, illustration of the mentoring program tools and support in understanding the roles of mentors and mentees and the best ways for the mentors to deliver the training programs to the mentees. The training should ensure that mentors have a thorough understanding of the concept of mentoring and are comfortable using the program's platform. Moreover, a mentoring pack should be developed to support mentors and mentees in the autonomous delivery of the mentoring service.

Budget

In designing the budget, all efforts should be aimed at providing cost-effectiveness to the program development and management, as well as consistency between objectives, activities and costs. Each element of the program should be carefully estimated in regard to the required resources in order to ensure that optimal contributions are involved.

When spreading the resources between participants and tasks, the duration and the complexity of the tasks and the expected results should be taken into account.

A sample proposal including budget items was created by Jean Lahage Cohen[143] and will be used for the purpose of this list of elements of a mentoring program.

BUDGET ITEMS FOR A MENTORING PROGRAM

Staff Salaries and Benefits:

- Mentoring program coordinator; other full-time personnel
- Part-time personnel

Operating Expenses:

- Marketing and recruitment materials;
- Postage;
- Training materials;
- Office supplies;
- Liability insurance (many mentoring programs are adjunct programs to other organizations that hold liability insurance covering the mentoring program as well);
- Screening fees (fingerprinting, criminal background check, DMV check, etc.);
- Outside interview service to conduct mentor screening (can also be done in-house);
- IT support;
- Volunteer travel.

Program Activities:

- Food and beverage;
- Activities (equipment, craft supplies, etc.);
- Fairs participation, trips and other relocation activities (ticket price, transportation, meal vouchers, etc.);
- Awards/recognition events or kick-off celebrations;
- Thank-you gifts for mentors and volunteers.

Occupancy/Office:

- Rent/utilities;

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[143] Jean Lahage Cohen, Mentoring Partnership of Long Island

- Telephone and internet service.

Program Implementation

The launch of the mentoring program should be carried out according to the planned timeline of the project, with the aim of promoting the activities of the project and engaging the right participants according to the purpose of the mentoring program. A dissemination plan should be developed at the beginning of the project and the performed activities should be constantly monitored to ensure their effectiveness. Quality assurance is a key element and should be carried out throughout the lifespan of the project. The monitoring and controlling process involves managing and tracking the project, so that potential problems can be identified quickly and corrective action can be taken. In order to do this, a quality assurance plan should be developed. Monitoring and controlling include measuring the ongoing project activities and monitoring the project variables (cost, effort, scope) against the action plan and the project timetable.

Mentor Recruitment
- Recruitment strategies describing the benefits, advantages, practices and challenges of mentoring;
- Eligibility requirements for mentors;
- Program overview or fact sheet describing the overall framework and design of the mentor's participating organization;
- Description of the mentor's roles and responsibilities;
- Application form, including a section for references;
- Screening process;
- Face-to-face interviews;
- Mentor matching form;
- Mentor agreement;
- Confidentiality statement;
- Mentor activities policy sheet;
- Mentor-mentee selection eligibility criteria;
- Benefits of mentoring and any other necessary information.

Mentee Recruitments

- Recruitment strategies describing what mentoring is, what they can expect from a mentoring relationship, the benefits and advantages;
- Eligibility requirements for mentees;
- Program overview or fact sheet stating benefits for the prospective participants;
- Description of the mentee's roles and responsibilities;
- Application form, including a statement of why they want to be involved in the program;
- Screening process;
- An interest inventory;
- Mentee agreement form;
- Any other necessary information.

Mentor and mentee recruitments may vary in their strictness. As mentioned in previous chapters, the informality of the mentoring process and the opportunity to find your own mentee or mentor may significantly improve the effectiveness of the process. The listed items are not mandatory for the smooth conduction of every mentoring program, but some measure of screening is always a good idea.

Mentor Training

The mentor training includes the following topics: program rules; mentor's goals and expectations for the mentor/mentee relationship; communication tools and techniques to support the mentor; relationship development and maintenance; ethical issues that may arise; effective closure of the relationship; and sources of assistance.

Mentee Training

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Both mentors and mentees should have available support information during the mentoring process, such as video materials, tutorials, requirements, rules, ethics codes, webinars, online courses and trainings, assessments and tests, video training, online library, etc.

Matching

Matching is frequently one of the most challenging aspects of a program. Participants bring to the program various competencies, backgrounds, learning styles and needs. A great match for one person may be a bad match for another.

Matching starts by deciding which type of matching the program will offer: self-matching or admin-matching. The program should consider giving the mentees the right to participate in the matching process by allowing them to select a particular mentor or submit their top selections. Self-matching provides a relief for the administration, which is a plus in larger programs.

For more structured programs, admin-matching is preferable. Various match combinations should be evaluated before finalizing the selection, as providing quality mentors for hard-to-match mentees is a major challenge.[144]

The matching process can be conducted on the basis of similarities such as age, gender and mutual interests, as well as various criteria such as geographical location, language, industry. Alternatively, the program itself can consider the characteristics of the mentor and mentee (e.g. interests, proximity, availability, age, gender, race, ethnicity, personality and expressed preferences of mentor and mentee) when making the match.

Monitoring and Support

For the purposes of demonstrable effectiveness of the proposed measures, a monitoring plan should be introduced to help in the evaluation process. Through the adoption of a monitoring plan, a proper implementation of individual measures is ensured, as well as a periodical monitoring of the degree of the achieved impact. The monitoring plan usually consists of qualitative and quantitative indicators. The plan engages all participants to complete their tasks and to work on achieving the required results. It facilitates the communication of occurring risks and the prevention of possible problems during the program implementation. Moreover, the monitoring plan assists in establishing an evidence-based approach to monitoring and

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[144] How to Start a Mentoring Program, Chronus, source: www.chronus.com

evaluation. By including specific indicators of results and impacts, the program managers are able to monitor how the proposed measures work and make the decision to approve them or replace them with others. Throughout the lifetime of the program, there should be readiness to adopt any other new technologies that can help in achieving the required impact.

The overall objective of the monitoring process is to collect, process and analyze empirical and other data to identify problems and trends in the mentoring relation between mentors and mentees.

Developing a methodology for gathering the necessary data includes:

- an empirical approach;
- a documentary approach;
- opportunities for controlling the quality of the implementation of the study.

Matches that are monitored and supported are more satisfying and successful, therefore mentors and mentees should be contacted frequently. The program should provide mentors with access to resources, such as web-based documents and databases, publications and experienced mentors. It should also provide group activities for mentors and mentees in order to strengthen the relationship between them.

Closure

A relationship could end for several reasons, both planned such as the end of the calendar/academic year, or unpredictable such as illness or relocation. Also, closure may occur as a result of interpersonal or practical challenges that result in the mentor or mentees losing interest or motivation to sustain the mentoring relationship. The program should conduct and document an exit interview with the mentor and the mentee which allows them to evaluate one another. The mentor could evaluate the mentee(s) on the basis of the business tasks performed during the relationship, while the mentee could give "star" points. If the program uses a star assessment method for mentors, this will allow the best mentors to receive certificates and recommendations which provide additional motivation at the end of each year of mentoring activities.

Program Evaluation and Feedback

Evaluation is of the utmost importance for the dissemination process as it provides the opportunity to see to what extent the aims were reached. Evaluating the results and the success of the mentoring program is an iterative process. A database with indicators should be created, maintained and monitored regularly. The indicators could include the number of institutions, mentors, mentees and researchers involved, web/platform site hits, and inquiries received.

Another indicator that could be monitored is the feedback obtained from users on how easy-to-use and accessible they consider the product, and what is needed for its further development. These findings could be monitored through the forum on the platform of the mentoring program and the various inquires launched on the program's website, if one has been developed.

Testing of the competences/skills/knowledge/satisfaction acquired by the mentees could be carried out by the mentors through mentoring program training, while evaluation questionnaires could be circulated among the mentees to collect feedback and input for the satisfaction of the mentors. Based on the feedback collected by mentors and the results of the mentees feedback, the training program, the functionalities of the mentoring program platform and the mobile application (when applicable) should be reviewed and adjusted.

- Perception of value of mentoring program by both mentor and mentee
- Perception of the appropriateness of the match by both parties
- Level of trust in the mentoring relationship experienced by both parties
- Feelings of interpersonal connectedness in the workplace setting
- Comfort in the workplace setting
- Self-efficacy in the workplace setting
- Job satisfaction
- Technical skills
- Career opportunities
- Career satisfaction
- Career path over time
- Salary trend over time

To summarize the elements of a mentoring program, they are presented in the chart below:
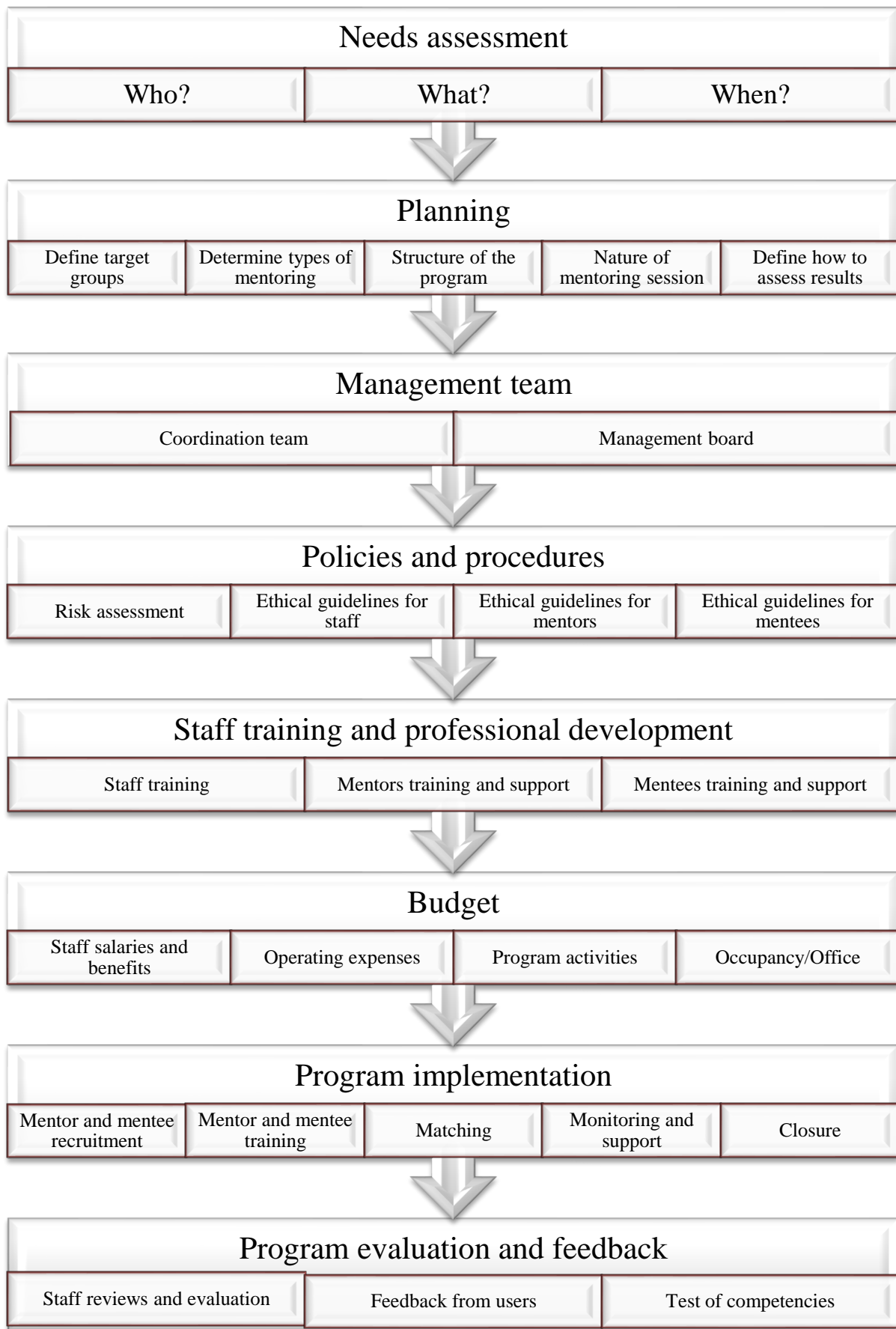
Needs assessment		
Who?	What?	When?

Planning				
Define target groups	Determine types of mentoring	Structure of the program	Nature of mentoring session	Define how to assess results

Management team	
Coordination team	Management board

Policies and procedures			
Risk assessment	Ethical guidelines for staff	Ethical guidelines for mentors	Ethical guidelines for mentees

Staff training and professional development		
Staff training	Mentors training and support	Mentees training and support

Budget			
Staff salaries and benefits	Operating expenses	Program activities	Occupancy/Office

Program implementation				
Mentor and mentee recruitment	Mentor and mentee training	Matching	Monitoring and support	Closure

Program evaluation and feedback		
Staff reviews and evaluation	Feedback from users	Test of competencies

Figure 25: Elements of a mentoring program

ACADEMIC MENTORING PROGRAMS

Good relationships and communication between business and academia are crucial in the contemporary climate. Business wants students to come fully prepared from the university, and universities need to know the expectations of business in order to provide adequate preparation on the academic field.

The precedent analysis of the relevant literature proved that mentoring is a powerful approach of communication with students as a tool for personal development and better employment opportunities.[145]
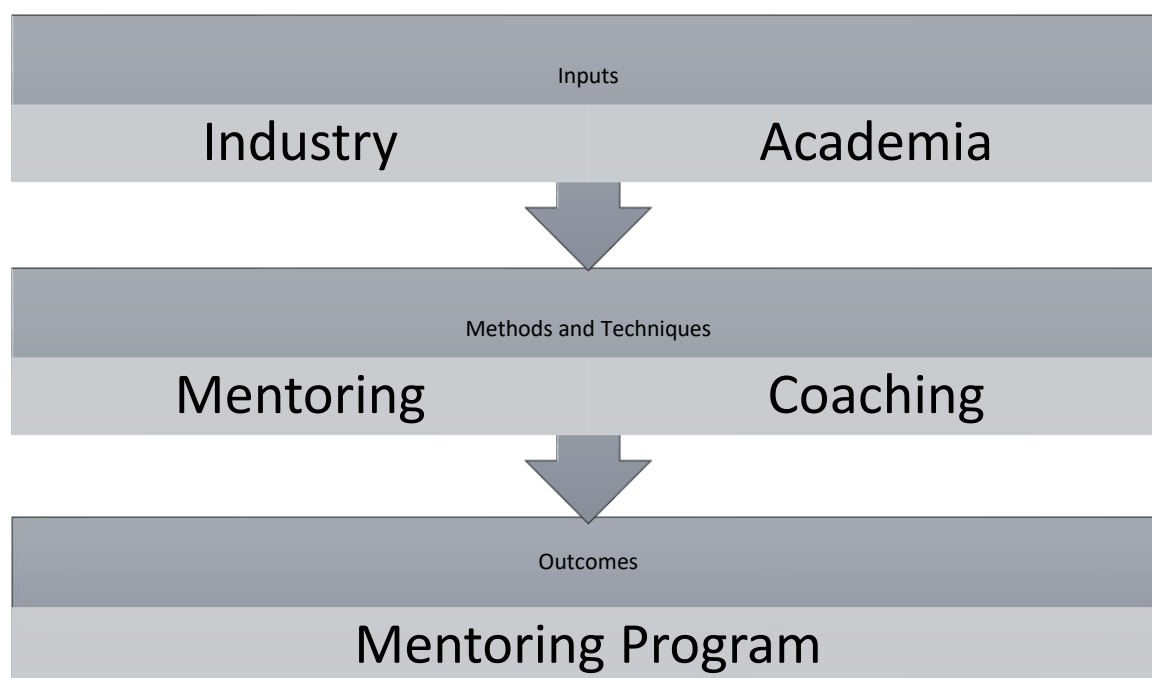
Figure 26: Academic mentoring programs

A popular opinion about mentoring, voiced and supported by Dr. Jean Rhodes, is that the nature of the mentoring relationship is what predicts the positive results of the mentoring process. A close, trusting relationship, nurtured by continuous support and supervision from the very

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[145] Koleva, D., Applying Mentoring Programs In Universities To Improve The Communication Between Business And Academia

beginning and throughout the complete duration of the process, is certain to yield positive results. There are many potential pitfalls in such an important and involved relationship, and Dr. Rhodes provides four essential practices for strengthening academic mentoring relationships and making them effective:
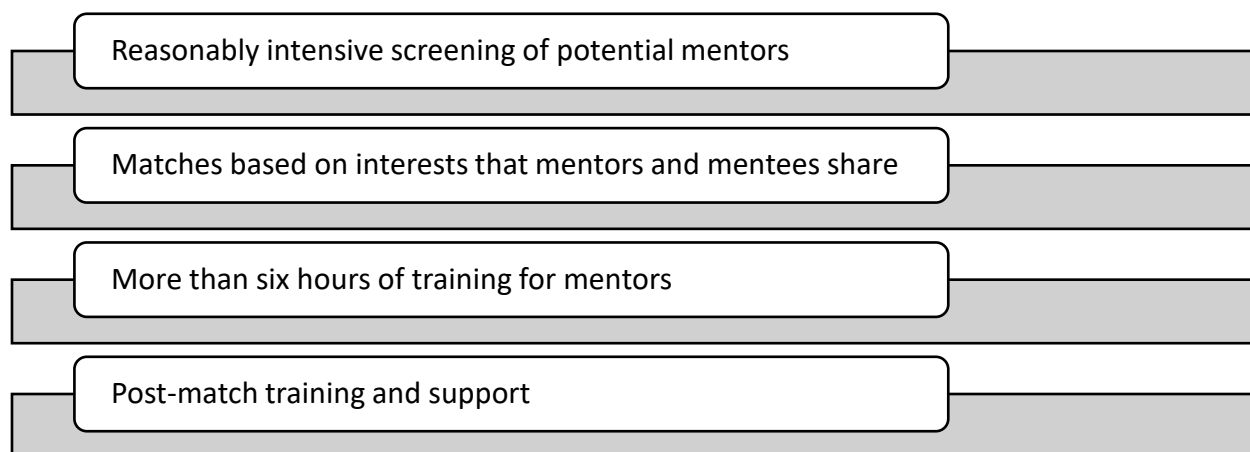
Reasonably intensive screening of potential mentors

Matches based on interests that mentors and mentees share

More than six hours of training for mentors

Post-match training and support

Chart 14: Practices for better mentoring relationships[146]

Higher education institutions, being aware of the positive effects that mentoring can exert, often mistake mentoring for other relationships which can exist between a member of the faculty and a student, such as role modeling or advising, although they are not mentoring in the complete sense of the term. As discussed in Chapter one, it is vital to understand the complexity and depth of the role of a mentor, therefore it is important to develop a written definition for every mentoring program in order to have a common understanding. Many universities overlook this necessity which results in missed opportunities for students.[147]

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[146]MENTOR (2009) Elements of Effective Practice for Mentoring™, Third Edition
[147]Schunk, D. and Mullen, C. (2013) Toward a Conceptual Model of Mentoring Research: Integration with Self-Regulated Learning, Published online: 25 June 2013 # Springer Science+Business Media New York 2013
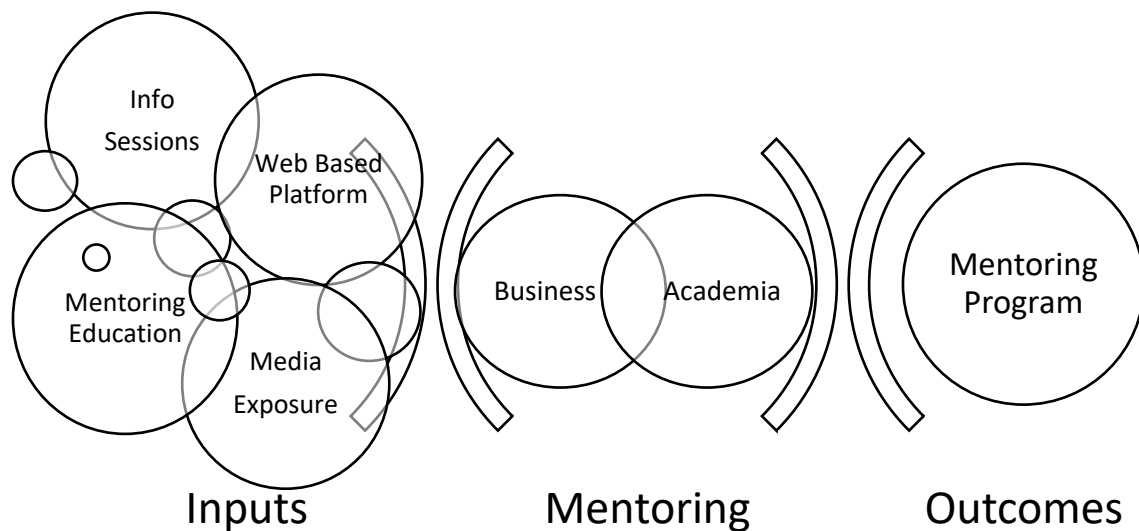
Figure 27: The academic mentoring process

Mentoring relationships are a form of social support. A mentoring relationship can have a powerful impact on students, both personally and professionally. Beginning graduate students often need emotional support and guidance to successfully achieve their goals. Mentors can expedite the progress through graduate school requirements and help the students define their career goals. Reskin[148] found that students with mentors demonstrated higher levels of productivity in research, publication, and presentation of conference papers. Additional benefits of mentoring reported by graduate students include an increased confidence to try new behaviors, more effective communication skills, and the increased ability to access the political workings of organizations.

Mentors experience a number of benefits as well. Mentors gain satisfaction in witnessing the development of the students with whom they work, are able to contribute to the future of the profession, enjoy a sense of rejuvenation and creativity, and in the case of faculty mentors, gain assistance in research endeavors.[149]

Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the

[148]Reskin, B. (1979) Academic Sponsorship and Scientists' Careers. Sociology of Education, 52, pp. 129-146.
[149]Bowman, R. and Bowman, V. (1990) Mentoring in a Graduate Counseling Program: Students Counselor Education & Supervision, 1990, Vol. 30, Issue 1, Psychology and Behavioral Sciences Collection

competence and character of the mentee. Frequently, the recognition of the support comes at a later stage of the mentee's life and career.

The rationale for academic mentoring is to support the professional growth of individuals who are in the early stages of their careers and to promote excellence in teaching and learning, research and academic leadership.

Academic mentoring programs have a structured approach to pairing students with faculty members or business mentors who match the interests and needs of the students. Effective mentoring advances the relevant disciplines, as mentored students often start to make significant contributions long before they have completed their graduate degrees. Such students are more likely to have productive, distinguished, and ethical careers which credit their mentors and enrich the relevant academic discipline. Effective mentoring helps to ensure the quality of research, scholarship and teaching well into the future.[150]

The specific advantages recognized in academic and other types of mentoring programs:

- Increased confidence and skills of mentees.
- Improved active attendance.
- More opportunities for the mentee.
- A rewarding relationship for both participants.

Mentoring is an effective method to form, generate, capture, and distribute knowledge. It supports short- and long-term situational as well as topical learning among individuals and groups. It also reduces the time required for knowledge transfer by providing direct access to a range of experts and peers who can share the required knowledge and skills in a setting that promotes fast learning.

As 80% of learning is informal, mentoring empowers learning in ways that manuals, intranets, and training programs can not.[151] It shortens the learning curve, enhances efficiency, and helps mentees to align to their personal strategy. In addition, knowledge transfer fuels succession

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[150]The Regents of the University of Michigan (2014) How to Get the Mentoring You Want: A Guide for Graduate Students

[151] Cross, J., Informal Learning – Rediscovering the Natural Pathways That Inspire Innovation and Performance

planning, ensuring that once executives retire, someone with plenty of company knowledge will be ready to step into their place.[152]

Mentoring is a time-proven strategy that can help young people of all circumstances achieve their potential. In the academic environment, mentors are considered to be caring individuals who, along with parents or guardians, provide young people with support, counsel, friendship, reinforcement and a constructive example. But mentoring is not a one-size-fits-all scheme. Each young person who benefits from a mentoring relationship has their own individual needs. Effective mentoring programs offer sufficient flexibility to help meet each mentee's personal needs, simultaneously allowing for mentoring connections to flourish within a safe structure.[153]

In the broadest sense, mentoring is the process by which an individual (the mentor) guides the career and development of another individual (the mentee). For an academic mentoring relationship to succeed, it needs to be supported by the following principles:

- The ownership of the mentoring process rests with the mentees and it is they who drive the mentoring agenda;
- The engagement in the mentoring relationship is a voluntary act for both the mentor and the mentee;
- The mentoring relationship is confidential - the discussions between the mentor and the mentee are a subject of confidentiality and should not be divulged to a third party, unless this is agreed upon by both parties;
- Mentoring is non-directive in its approach;
- It is a relationship built upon mutual respect and trust;
- The mentor empowers the mentee to take responsibility for their own learning and career development during their academic life;
- The mentor offers a safe environment to the mentee within which they can discuss academic issues and explore possible solutions.[154]

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[152] Chronus Mentoring and Talent Development Solutions, "Five Benefits of a Workplace Mentoring Program"
[153] Koleva, D., Applying Mentoring Programs in Universities to Improve the Connection Between Business and Academia
[154] Principles underpinning Mentoring, University College Dublin, found at: http://www.ucd.ie

In conclusion, academic mentoring programs have a huge impact on the development of students and their future success. Academic mentoring programs provide an effective link between academia and business and create a more motivated, more aware and useful labor force, and they help students find their place in the industries they choose. Many higher education institutions have implemented various mentoring programs which have proven a bonus for the institution – a tool with which to attract the best students and staff. In the final section of this chapter, successfully implemented mentoring programs in various universities are going to be discussed.

BUSINESS MENTORING PROGRAMS

The role of mentoring as a useful tool for personal development in both business and academia has already been discussed, as well as academic mentoring programs. Many business organizations apply mentoring programs as part of their staff recruiting and staff development programs as well. Mentoring programs in business organizations are important not only for business but also in their function as a bridge between business and academia.[155]
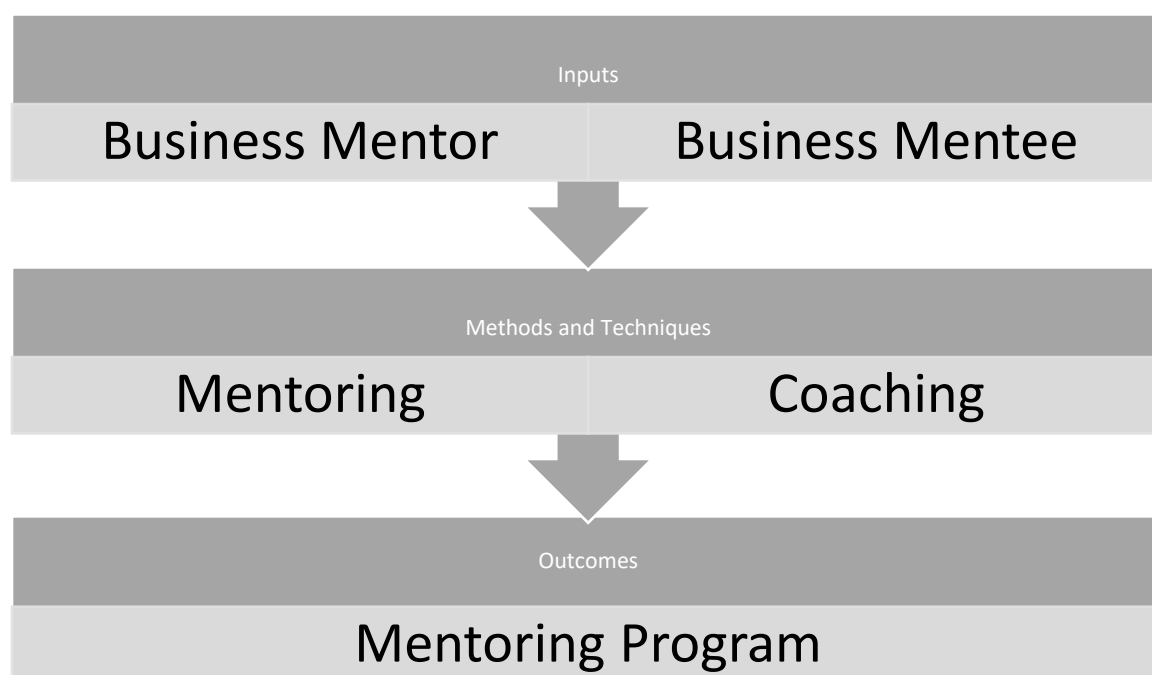

Figure 28: Business mentoring programs

Although mentoring has been known as an educational tool for centuries, it has recently become a particularly trendy technique for professional development, primarily used within business organizations in the form of personal advising and coaching. On a micro-level scale, there are many start-up forums which provide mentoring for starting businesses in the "incubator" phase.

A business mentoring program can serve as a forum for observation, practice and mastering of professional and business communication skills, creative thinking, ethical decision making, teamwork, interpersonal skills, and social responsibility. Being very flexible, the program might

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[155] Koleva, D. (2015) The Importance of Mentoring Programs in Business

be used exclusively for learning and teaching purposes, for career development purposes, or both at the same time.

The practice of mentoring has changed in the contemporary world, expanding into the realm of virtual relationships and multi-participant interactions. Leaders of mentoring programs need to help reposition the user mindset about what mentoring is, what it can be, and how it can affect participants. The contemporary definition of mentoring allows for a richer experience and more value than those achieved through mentoring in the past. Understanding the significant shifts in the practice of mentoring can help lay the groundwork for creating a new mentoring mindset.[156] Only a decade ago, the sole purpose of mentoring was career advancement and promotion, which is why mentoring used to be seen exclusively as an activity to groom the next generation of leaders. The goal of mentoring today has shifted to focus on helping anyone gain new insights and capabilities.

Successful business mentoring programs match mentors with more experienced staff to reduce the necessary time needed to achieve competency, transfer knowledge and increase internal talent. About 70% of all Fortune 500 companies today practice formalized mentoring programs. About half of all other companies have some kind of mentoring function in place. The most successful and long-term programs are structured with organized mentor/mentee profiles, training on mentoring best practices, and instruction on using a specific mentoring software developed for the purpose of the program. The mentoring process participants commit to work together for a certain period of time, mostly not more than one year. Some mentors work with more than one employee and may also be mentees themselves. Mentor/mentee relationships may exist across lines of business and through digitalization - even across geographies.[157]

Mentoring programs meet both the developmental needs of employees and the business needs of organizations by addressing human resources challenges, supporting recruitment and retention, helping in succession planning, and fostering cultural change. Mentoring programs are used as recruitment tools when provided to new hires; programs can also help with retention by conveying the message that employees are valued. Mentoring programs are also used to augment succession-planning strategies by allowing senior managers to identify and evaluate

[156]Emelo, R. (2011) Creating a New Mindset, Guidelines for Mentorship in Today's Workplace
[157]Schooley, C. (2010) Drive Employee Talent Development Through Business Mentoring Programs, Forrester Research Report

the skills of lower-level employees. In terms of cultural exchange, mentoring programs can alleviate intercultural challenges and create a culture that fosters creativity by providing a safe environment for participants to develop new ideas and obtain feedback.[158] In summary, mentoring saves money, retains workers, builds leadership, and cultivates talent.

Three elements of the organization benefit from a formal mentoring program: the mentor, the mentee, and the organization itself.

Mentoring contributes to employee growth and tenure. In the long run, a well-organized and managed program can save the company a lot of financial resources.

Specific benefits to the organization include:

- **Reduced turnover and recruiting costs.** Mentoring relationships can help retain talented people because they have a stronger commitment to the organization. Talented people are less likely to leave if they feel supported in their work and aware of new opportunities suggested by their mentor. Organizations frequently discover that their strong mentoring programs attract new talent.

- **Assistance in transferring knowledge from the retiring workforce to new workers.** Many mentoring relationships help younger employees learn from those who will retire soon. Pairing junior workforce with more senior workforce can refresh the enthusiasm of senior employees as they transfer crucial knowledge to the next generation of workers. It also reduces the loss of tacit knowledge from experts leaving the workforce.

- **Helping employees learn skills and gain knowledge.** Mentoring is an excellent example of informal learning, as this is the way people learn 80% of the time in the world of business.

- **A mentoring program reduces training costs** due to the informal learning relationship between mentor and mentee which often deals on a one-to-one basis with content otherwise covered in a formal course. It also helps new employees to accelerate their development in their first months of employment.

- **Assistance in career growth, building leadership capacity, and increasing bench strength.** Mentees can reach fast track learning within mentoring programs. If their goal is towards management, the mentoring process may focus on becoming a better leader

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[158] Douglas, C. (1997) Formal Mentoring Programs in Organizations, Center for Creative Leadership

and manager. When mentors share their own knowledge, gives advice, and suggests readings, online courses, and other experiences to help other employees move toward their goals, they build their own leadership skills in the process. Enhanced bench strength in company leadership ensures successful succession planning and increased productivity.

- **Mentors enhance the leadership and management skills of their mentees.** Some employees resist becoming mentors because they feel the process is not worth the time and energy that they must put into the relationship. Normally mentors do not get paid for their time, although some organizations recognize a mentor's work within an employee's salary bonus. While mentoring is a big decision that needs careful consideration, the majority of mentors who volunteer in well-organized mentoring programs find that they get more than they expected out of the relationship.

Mentors testify that their own benefits include:

- **Enhanced professional growth.** Mentors refine their coaching, leadership, and communication skills as they advise their mentees, and the knowledge and skills acquired in the process can be applied in turn in the mentor's own day-to-day work. Some mentors find that the mentoring process revitalizes them by empowering them to bring new business ideas to life.

- **Increased knowledge and insights about other employees.** Mentoring challenges mentors to work with employees of high diversity - different ages, backgrounds, values, working styles, and professional expertise. This kind of relationship breaks down barriers and updates mentees about other areas of the business. Mentors enhance their employee network at different levels and know more about the current organizational situation.

- **Gaining a fresh perspective on performance.** Mentors often find that they gain new insight into their job and their own performance. When mentees ask why a mentor does things a certain way, it often causes the mentor to reexamine their advice, take a critical look at how they function in terms of leadership, and explore what areas they may need to adjust for improvement.

- **Helping others grow in their profession.** Mentors experience satisfaction when sharing their experiences with others and take pleasure in observing the outcomes of their work. This process enhances the mentor's own morale as their mentees gain more

self-confidence in their work, get the promotions they looked for, or choose a career direction that the mentor suggested - sometimes in a different part of the organization.

- **Keeping strong talent in the organization.** Mentors develop and retain talent by helping new employees learn more about the organization both formally and informally, and feel more a part of the culture. Mentors help employees consider how they would like to grow as a professional and suggest company programs to join in, new skills to advance, and career progression areas to follow.

Mentees - key beneficiaries of mentoring programs

Employees may pursue mentoring for a number of reasons. One could be that they are new employees and need assistance and advice; another could be that they want to explore career options; a further reason could be a mentee's goal within the present stage of their career that they need help achieving; and finally - employees might need assistance mastering a specific skill.

Programs designed to benefit mentored employees incorporate the following and other benefits:

- **Ongoing support and encouragement in the job.** Strong support remains crucial to mentoring associations. Mentees should expect to receive direct but invariably constructive feedback from their mentors. Mentees should also feel free to raise questions or concerns in confidence, because a mentoring relationship is by definition not a supervisory or reporting relationship.

- **Inside advice from experienced and successful employees.** Mentees who have specific goals that they aim to achieve in their work can gather important understanding from mentors who have vast knowledge and years of experience to share. Apart from encouragement, inspiration, and motivation, mentees gain insider viewpoints into the best ways to advance their skills, navigate their career, and network within the organization.

- **Encouragement and challenges to achieve new goals and explore careers.** Mentors help their organizational mentees define how to make informed choices about their career development. In an ideal setting, mentors would attend the mentoring sessions carefully, ask questions, and identify skills gaps to encourage the employees to rethink or to reframe their career success prospects.

- **Learning about the do's and don'ts of the organization.** Mentoring programs help employees to adapt to new employments more quickly, especially employees who are new to the organization. Mentors help drive employee talent development through business mentoring programs, whereas employees meet new people who are important to know and may suggest social networking groups within the organization to be joined in order to get familiar with the culture.

- **Establishing a presence in professional and social networks.** Mentors often recommend suitable societies and groups that can benefit mentees professionally and to serve as a support or sounding board on work challenges. Some groups also provide more social interaction, which can help mentees achieve work/life balance.[159]

Listed below are some reasons why organizations decide on establishing mentoring programs:

- **As part of the onboarding process -** mentoring helps new recruits, trainees or graduates become and feel part of the organization;

- **Skills development** - mentoring enables experienced, highly competent workforce to pass their expertise on to others who need to acquire specified skills;

- **Professional identity** - when younger employees are at an early stage of their career, they need help understanding what it means to be a professional in their working environment. Professionals represent the values of their chosen occupation and are self-initiating and self-regulating. Mentors play a key role in defining the frame of professional codes for new employees. This is of the utmost importance when employees enter the business environment for the first time;

- **Career development** - mentoring helps employees plan, develop, and manage their careers. The mentoring process also helps business mentees become more resistant in times of change, more self-confident in their careers and more reliable as self-directed learners;

- **Leadership and management development** -- mentoring encourages the growth of leadership competencies. These competencies are easier developed by example, guided practice or direct experience than by educational programs and training courses;

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[159] Schooley, C. (2010) Drive Employee Talent Development Through Business Mentoring Programs, Forrester Research Report, 2010

- **Education support** - mentoring helps bridge the gap between theory and practice. Formal education and training is complemented by the knowledge and hands-on experience of a competent practitioner;

- **Organizational development and culture change** – mentoring programs can help communicate the values, vision and mission of the organization; a one-to-one mentoring relationship can help mentees understand the organizational culture and adapt any required changes;

- **Customer service** - mentoring contributes to modeling desired behaviors, encouraging the expansion of competencies in support of customer service, and promoting the correct attitudes;

- **Staff retention** - mentoring provides an encouraging environment through ongoing interactions, coaching, teaching, and role modeling that enables progression within the organization; mentoring can influence employee retention because it helps the establishment of an organizational culture which is attractive to the top talent on their way to growth opportunities. Mentoring is a tangible way to show employees that they are valued and that the company's future includes them;

- **Recruitment** - mentoring can improve recruitment goals by offering added incentives to potential employees;

- **Knowledge management/knowledge transfer** - mentoring supports the exchange of information and knowledge between members of different organizations.[160]

Business mentoring is frequently confused with management consulting and business coaching, but it differs from them in many respects.

- **Management consulting** is based on the expertise, knowledge, skill set and technology of the consultant. The consultant's skill set is focused on building their own internal resources, in order to apply them for the client company's benefit.

- **Business coaching** assumes that the client has the necessary capability and helps them to discover it for themselves.

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[160] United States Office of Personnel Management (2008) Best Practices: Mentoring

- **Business mentoring** targets the personal development of people who are specialists in their fundamental skills but need extra assistance in other skills areas, expertise or knowledge.[161]

It is also necessary to differentiate between the different types of supervision in a business relationship in order to define business mentoring as such.

- **Guiding:** directing an individual or a group along the path leading from their current state to a desired state;
- **Coaching:** helping another person to improve awareness, to set and achieve goals in order to improve a particular behavioral performance;
- **Teaching:** helping an individual or a group of individuals to develop cognitive skills and special capabilities;
- **Mentoring:** helping to shape an individual's beliefs and values in a positive way; frequently involves a longer-term career relationship with someone who has "done it before";
- **Counseling:** helping an individual to improve performance by resolving situations from the past.[162]

We can conclude and anticipate that a business mentoring program can also effect:

- Revenue growth, profitability and employment;
- Decrease in recruitment costs;
- Decrease of employee turnover and a higher level of satisfaction for employees as well as employers;
- Establishment of a global know-how on mentoring at all business and academic levels, applicable internationally;
- Establishment of sustainable partnerships with other educational and business institutions in the form of governmental, educational, and private sector partnerships.

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[161]TCii Strategic and Management Consultants (2011) UK: Business Mentoring – A Guide For Mentors And Mentees
[162]Brefi Group Resources (2015) Coaching and Mentoring – the Difference, found at: http://www.brefigroup.co.uk

In conclusion, business mentoring programs are extremely beneficial for the participating mentors, mentees and to the organizations which facilitate them, in a number of different ways. Creating and implementing a business mentoring program may have its challenges in every organization, big or small, but the benefits which the program would bring are immeasurable. Successful practices of business mentoring programs will be presented in the final section of this chapter.

DIGITAL MENTORING PROGRAMS

Technology is increasingly used in the mentoring process because of its widespread accessibility and potential to overcome the barriers of time and geographical location between mentors and mentees. A number of benefits as well as specific challenges of technology-mediated mentoring are introduced in this chapter, followed by further selected strategies that enhance communication and understanding when mentoring relationships occur at a distance.[163]
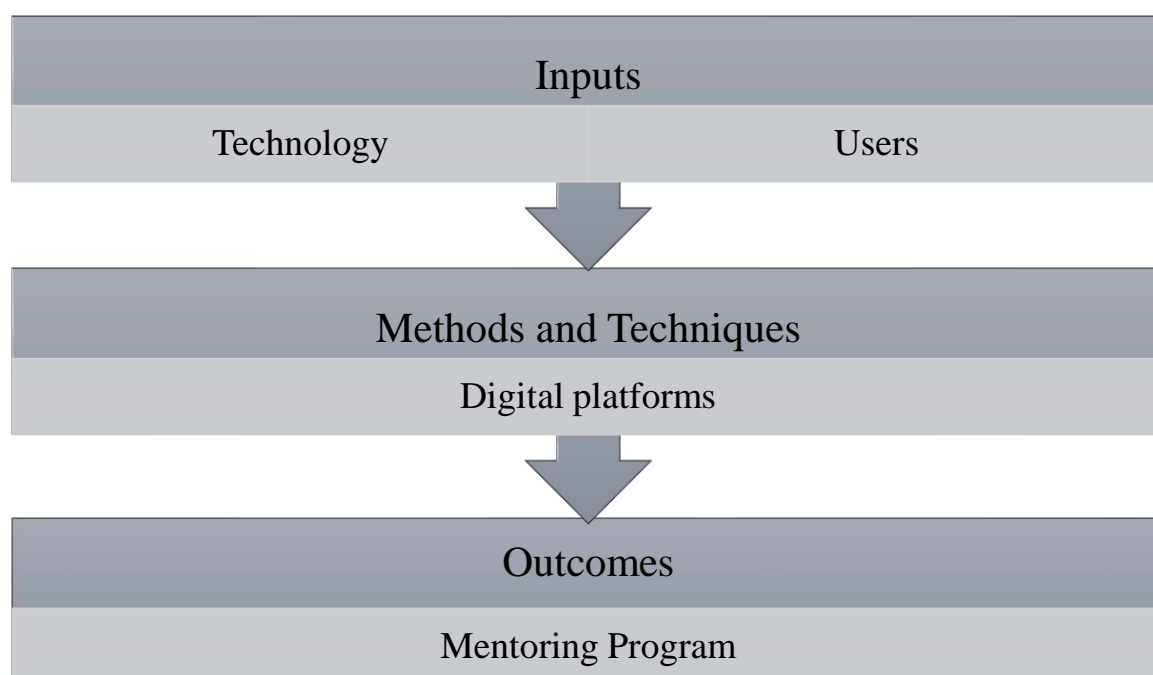
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Figure 29: Digital mentoring programs

In accordance with the general trend of digitalization, the aim of digital mentoring programs is to develop and implement a mentoring process based entirely on digital support, creating a smart and innovative career orientation environment. Digital mentoring programs offer a large range of services and functionalities of learning, coaching and networking, and assemble academics, students and professionals in a virtual reality. The use of a web-based platform and possibly a mobile application to support it determines the user-friendly aspects of the digital mentoring program, as well as its high level of accessibility. Digital mentoring complies

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[163] Wong, A., Premkumar, K. (2007) An Introduction to Mentoring Principles, Processes, and Strategies for Facilitating Mentoring Relationships at a Distance

innovatively with the current market needs of the fast changing environment and society. The mentoring process eases the transition from academic to professional life that each graduate student is facing. The mentor-mentee relationship often starts in the academic environment in a way which is similar to the learning practices, and then evolves into business development mentoring sessions allowing for a better preparation for the business environment.

Digital mentoring clearly addresses specific challenges by developing and implementing digital platforms which can be used in academic environments for the purpose of linking the academic knowledge of students with the way it will be applied later on in their professional life. Digital mentoring programs can complete the learning process with a coaching element which helps the student to grasp the ultimate purpose of their academic experience.

Concept and approach

Digital mentoring programs are web-based digital platforms aiming to serve as a link between mentors and mentees from business and academia, from business to business or from academia to academia. Such programs connect students with business mentors and provide opportunities for personal and career development, knowledge sharing, and networking. In such programs, similarly to other mentoring programs, the mentor is a caring adult volunteer coming from the academic or business sector who is willing to spend time helping a younger, less experienced person (a mentee) to succeed. The mentor communicates with the mentee on a regular basis. The mentor should be carefully screened and trained in the specific mentoring program methodology.

Digital mentoring programs serve as a forum for observation, practice and mastering of professional and business communication skills, creative thinking, ethical decision making, teamwork, interpersonal skills, and social responsibility. Due to their flexibility and the absence of time and physical space constraints, digital programs may be used exclusively for learning and teaching purposes, for career development purposes, or for both at the same time.

The mentoring methodology used in digital mentoring (also known as e-mentoring) is based on standard mentoring and coaching approaches and techniques, but it has an innovative nature due to the new features and applications of the concept. The digital mentoring platform should

be developed as a dynamic web application. Here are some model divisions/sections presented into modules:

- **Public web page for unregistered users** - the public page contains help information and general information about the mentoring process and career opportunities. It could also contain a registration form for mentees and an application form for mentors.

- **Private dashboard pages for mentors and mentees** - the private pages are different for mentors and mentees. The mentors' page allows the mentor to create and modify courses and mentor information, as well as to communicate with their mentees. Through the dashboard page, the mentor is also able to manage the mentees who are attending their mentoring session(s), and to generate reports containing information about their role. The mentees' dashboard page could show aggregated news and notifications about the available courses, as well as cases or tasks to perform, posted by the program or by the mentor(s). On a later stage of the development of a digital mentoring platform, mentors or institutions could be able to setup payment methods for non-free courses, search for courses and sign up. The dashboard pages could be available on mobile devices to allow for a convenient way for all users to monitor the mentoring process.

- **Mentoring sub-site -** The mentoring sub-site should be accessible by both mentors and mentees. It could be used in the mentoring process, providing information about mentoring courses, tests, video lectures, task management, access to library, etc. Mentors will be able to setup their courses and use the application to create various tests, deadlines and send notifications to their mentees. Mentees should be able to communicate with their mentor/s, use the materials provided by the mentor during their training, take tests, complete tasks, etc.

- **Administration and reporting module -** the administration and reporting module should be accessible only to internal users and administrators of the application/platform. It allows administrators to configure the applications and monitor all services and data. The administration module also contains user management. The reporting services provide data like statistics about courses, mentors, mentees, etc. It can also be used to monitor payments and resolve ethical conflicts or other issues that may arise. The mentoring platform could be designed on a modular basis which allows for easy scalability and further on-demand feature additions. This is subject to IT development and proper support. During the different stages of the digital program

development, it is expected to set up research and development activities in order to carry the idea to its application in a real environment.

In order to build an innovative mentoring program, a detailed research of market needs in terms of mentoring activity and a virtual mentoring environment should be conducted to ensure the implementation of a digital mentoring platform which will attract businesses and universities. The available digital access should be used to involve business organizations through educational and informative sessions on the benefits of mentoring, as well as on the social responsibility impact of the mentoring program. The involvement of schools, universities and career centers, and the improvement of their relation to businesses is also considered a key element of the project methodology. The latter could be built around an integrated digital educational tool which allows overcoming time and space constraints for both mentees and mentors. This makes the mentoring program accessible for people with disabilities and for interested parties who do not have the possibility to engage in a formal form of mentoring session.

In order to increase the program's success, volunteers, governmental institutions and media should be involved to secure higher exposure, deeper societal impact and the involvement of more beneficiaries.

When building up a digital mentoring program, significant attention must be paid to gender equality and wide geographical coverage. The platform outline and the use of the program should be suited for all people, regardless of gender, nationality and ethnicity.

A digital mentoring program also has significant potential as an innovative tool for recruitment and human resources management. It can be an alternative to employment forums and events that companies often organize in collaboration with universities, as the contact between students and professionals at such organized meetings is sporadic and hardly gives the opportunity for both parties to understand and evaluate the expectations and the potential of each other. The digital mentoring concept gives the chance to establish professional relations between students and businesses at an earlier stage of higher education.

A typical digital mentoring program collects and generates various types of data, therefore the question of data privacy policy should be considered very seriously. The registration to the platform could require personal data (personal identification number) in order to prevent the

participation of individuals who are not committed to the activities. The collected data could include first and last name; gender; age; personal identification number; phone number; address and postal code; education – level and expertise; scope of interests; previous work experience (if any); past trainings; current position and years within position; country. Thus it is important that only partnering organizations which have presented documents for data protection (Ethical Annex) should have administrative access to the platform and the personal information of the individuals. Some of the information could be used only for administrative purposes and not be available for public use. The information which is publicly generated and available for all users should not be subject to the protections described in the privacy policy. This type of data should be used only for statistical purposes, for example the number of mentees from different countries, number of mentors from different business sectors, etc. In this manner, a digital mentoring platform can aggregate information about the users with other stakeholders. This information shows user activity in general, rather than on an individual basis, and thus cannot be used for individual identification.

The privacy of children should be taken into consideration and any personal information from children under the age of 16 should not be knowingly collected. The age limitations and law restrictions concerning youth mentoring are specific for each country or region and should be carefully considered before application.

In digital mentoring, different types of security standards for data protection can be used. It is important that all data is classified in categories: confidential (for administrative purposes); restricted (data shared between mentee and mentor, when they agree to set up a mentoring relationship); internal (data that can only be used by universities, business organizations and other institutions which have acquired full access to the platform) and public data (accessible to anyone who uses the platform's website).

All these information classifications should be included in a guide which covers standards for the use of the digital platform, configuration, and care of passwords, minimum two-factor authentication, single sign-on and shared accounts. The standards should cover collection, storage, access, transmission, and destruction of the information as well as auditing and incident handling functions.

At present, there is no comprehensive unified platform for mentoring and coaching services applicable among all EU member states. Separate modules exist to provide basic services, but

they are not part of a comprehensive platform and their operation does not achieve the desired effects – accessible and efficient mentoring and coaching services for the European market.

A digitalized mentoring program provides an innovative element in the process of selecting mentors for mentees. It is usually done through a matching system that puts together mentees' needs and expectations with mentors' expertise and professional experience. Other matching criteria can certainly be applied as well, such as geographical location, language, etc.

The innovation potential of digital mentoring platforms has a primarily social dimension. By digitalizing the already existing concept of mentoring in an innovative way, such a program could offer a sustainable and effective tool to deal with unemployment issues and to educate a more flexible and adaptive young generation which understands better its own role in society and is more responsible and involved in its development.

It is important to bear in mind, however, that the mentoring process must be driven by the purposes and goals of the mentoring programs and the human nature of mentoring relationships, rather than the advantages provided by technology.[164]

Digital mentoring programs eliminate boundaries in a prospective mentoring relationship and make the mentoring process more effective and the participants more active. As they can be applied in any environment, digital mentoring programs are certain to proliferate exponentially and transform many lives. Examples of already implemented and working digital mentoring programs are going to be discussed in the next section of this chapter, in order to gain a more complete understanding of their purpose.

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[164] Wong, A., Premkumar, K. (2007) An Introduction to Mentoring Principles, Processes, and Strategies for Facilitating Mentoring Relationships at a Distance

MENTORING PROGRAMS – CASE STUDIES

Examining the theoretical specifics of mentoring programs, the subject of the previous sections of this chapter, is vital for the conception of a new mentoring program. Understanding the elements of a working mentoring program, as well as understanding how already implemented mentoring programs translate and fit into their fields, however, can be facilitated by the consideration of successful examples. In this final section of the chapter, case studies from various types of mentoring programs are going to be examined and discussed in order to present a more comprehensive picture.

Academic mentoring programs

The University of Sheffield Tutoring Program

The University of Sheffield has devised an academic mentoring program which aims to help students manage their academic work, as well as assist them with advice and information on their university careers. The program connects students with personal tutors who are available to their tutees for scheduled sessions, but also outside them, in order to assist with solving academic as well as professional problems.

The general purpose of the personal tutors in this program is to follow the academic progress of the student and to help along with it if needed. However, tutors frequently offer assistance beyond that and make themselves available to their students for personal issues as well. Furthermore, personal tutors help students with dissertations, research, assessed work and module choices, as well as further education and career choices.[165]

The Xavier University Mentor Program

The Xavier University established its mentoring program in 2003 to connect students with active practitioners and career experts. The goal of the mentoring program is to prepare the students with more practical application of the knowledge and skills they have acquired in classes, such as communication or networking techniques, as well as their respective specialties.

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[165] The University of Sheffield (2015) Personal Tutors. https://www.shef.ac.uk/is/current/personaltutors

The program helps students make more informed career decisions, develop their teamwork and leadership skills, and provides them with advice for their personal career growth and development. So far, the program has connected over 2500 students with professionals from over 560 organizations.

The university has developed a process for choosing the most appropriate mentors and most dedicated mentees, as well as handouts and schedules in order to make the experience easier for the professionals, who have busy schedules, and the mentees, who need to be studying towards their degree in the meantime. [166]

Stanford Alumni Mentoring (SAM)

The mentoring program of Stanford University was started in 2002 by Stanford alumni with the help of the university's career center, after they had experienced great mentoring relationships themselves. Even though SAM is supported by the university and its career center, it remains a volunteer organization, aimed at creating a mentoring tradition in the university between alumni and current students in one-to-one continuous relationships. The program is designed so that mentoring relationships last formally for 6 months, after which time the pair can remain in the mentoring relationship on their own terms if they would like to do so.

The program has an online platform which allows students to search for a prospective mentor, but the platform does not conduct the matching between mentors and mentees – the connection happens through students approaching the alumni from a dedicated network. SAM encourages mentee proactivity and open-mindedness and provides mentors and mentees alike with numerous resources with which to educate themselves on the subject of mentoring and optimizing their mentoring relationship.[167]

University of Notre Dame Mentoring Programs

The University of Notre Dame has created two types of mentoring programs in order to cater to the differences in location and career path. Both programs, however, are developed with the single purpose of connecting students with alumni or more experienced individuals in order to

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[166] Xavier University (2015) The Xavier University Mentor Program. http://www.xavier.edu/career/mentor/
[167] Stanford Alumni Mentoring (2015) https://mentoring.stanford.edu/index.php?content/overview

get the students more involved in professional activities and help them with finding and delving into a career path.

The first pair of programs of the University of Notre Dame is Chicago and DC Mentoring Programs, developed with the explicit purpose of connecting current students of the university with university alumni. [168]

The other mentoring program developed by the University of Notre Dame is the Monogram Club Career Mentoring Program. This mentoring program is aimed towards student athletes who can be connected to members of the Monogram Club, Notre Dame alumni as well as other professionals in the field, in order to support the student athletes and foster their further development. [169]

Brown University Mentoring Programs

Brown University has two mentoring programs as well – ALANA and IMP.

ALANA

ALANA was founded in 1994 as a mentoring program for African American, Latino, Asian/Asian American, and Native American students. The program connects current students of color from Brown to mentors of color who could be alumni, graduate students or staff, with the aim of creating meaningful relationships. These relationships are there to provide support, advice and guidance for the students; the ALANA program also organizes different events with which to foster nurturing relationships and help mentors and mentees connect. [170]

IMP

The International Mentoring Program at Brown University is aimed at international students. The program exists in order to help international students get acquainted with U.S. and Brown

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[168]University of Notre Dame (2015) Mentoring Programs. http://careercenter.nd.edu/students/experiential-career-programs/mentoring-programs/
[169]CBS Interactive (2015) Monogram Club Career Mentoring Program. http://www.und.com/sports/monogramclub/spec-rel/121009aad.html
[170]Brown University (2015) ALANA Mentoring Program. http://www.brown.edu/campus-life/support/students-of-color/alana-mentoring-program

culture, and to offer support and guidance to international students. The program is run by undergraduate international students and relies on peer mentoring. [171]

Washington State University Mentoring Programs

Washington State University has two mentoring programs. One is developed to involve new students in the University activities and environment (Multicultural Student Mentor Program), as well as helping them acquaint themselves with the new culture and environment. This program is based on formal peer mentoring, and the student-mentors are encouraged to participate by awarding them with academic credit for helping new students.

The other mentoring program developed in Washington State University is the Team Mentoring Program, designed to motivate and retain STEM (science, technology, engineering, mathematics) students. The mentors in this program are both other STEM students and members of staff, and the mentoring program organizes academic activities, helps mentees get involved in research or internships, and prepares the students for the next steps in their academic or professional careers.[172] This mentoring program has had a huge impact on retention of female STEM students, which have been historically discouraged from pursuing careers in these fields. A study shows[173] that the mentoring program has doubled retention rates – from an average of 25% for the years 1997-2004 to 50% since 2007.

ASEEES Mentoring

ASEEES (The Association for Slavic, East European & Eurasian Studies), based in the University of Pittsburgh, has an established formal mentoring program as well. The goal of the program is to create a connection between volunteer mentors and mentees interested in Slavic, East European and Eurasian studies, in order to further their education and help them in their endeavors. Mentors in this program are scholars and professionals, and the mentees are graduate

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[171]Brown University (2015) International Mentoring Program. https://www.brown.edu/campus-life/support/international-mentoring-program/
[172] Washington State University (2015) Mentoring Programs. http://mss.wsu.edu/programs/mentoring-programs/
[173] Poor, C. and Brown, S. (2013) Increasing Retention Of Women In Engineering At WSU: A Model For A Women's Mentoring Program. College Student Journal, Fall2013, Vol. 47, Issue 3, pp. 421-428

students from all levels of education. The matching is made by a committee from the association and the relationship lasts formally for a single academic year. [174]

Business mentoring programs

Mentorsme.co.uk

mentorsme.co.uk is Britain's first online gateway for small and medium-sized enterprises looking for mentoring services.

The free site offers businesses access to a list of quality-assured business mentoring organizations across Britain. An easy-to-use search engine allows businesses to refine their searches according to the life stage of their business and their location in Britain.

The objective of the site is to help businesses find a mentoring organization to suit their needs in a fast and easy way.

The site also allows business professionals to offer their services as business mentors via the mentoring organizations listed. Aspiring mentors may want to work in a particular area of Britain and have a particular area of expertise to offer. The search engine allows them to locate mentoring organizations that are the closest match to their profile.

mentorsme.co.uk also aims to raise awareness about the benefits of business mentoring through its library of online resources, which includes articles about mentoring and case studies of successful business mentoring relationships.

mentorsme.co.uk is operated by the Business Finance Taskforce, which has been set up by the British Bankers' Association and is made up of five banks: Barclays, HSBC, Lloyds Banking Group, Royal Bank of Scotland and Santander. The taskforce was established to help businesses access the finance they need to grow.

The portal is intended to provide interested parties with a single, easy to use search engine to locate organizations that provide mentor services to small businesses and those interested in starting a business.

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[174] Association for Slavic, East European, and Eurasian Studies (2015) ASEEES Mentoring Program. http://aseees.org/programs/mentoring

Their aim is to provide users with access to all existing mentoring organizations and networks under one umbrella, whilst not duplicating or competing with the identities, relationships and services that such organizations already provide.

Twenty/Twenty

Twenty/Twenty is the innovative business mentoring program from the UK-based DBA (Design Business Association).

"The time I have spent with my mentor has given me great insights into all aspects of leadership and has helped me realize the importance of dedicating time and resources to the project of 'creating a business'."

Utilizing the wisdom and vision of design industry pioneers found within the DBA's membership, the program inspires a new wave of leaders to make better informed decisions about their businesses, their people and themselves.

"The matching process has been fantastic and my mentor has been an inspiring person to be working with."

"Twenty/Twenty has provided me with a structure where I am responsible to something bigger than just my clients, it has given me a focal point every month that helps drive me forward and keeps me on the right track."

The Aspire Foundation

The US- and UK-based Aspire Foundation mentoring program is a practical way to share ideas, support and development between the business and nonprofit sectors.

The Aspire Foundation mentoring program partners the expertise and experience of women leaders in the business and corporate world with aspiring women in the charity, non-profit and social enterprise world and allows them to share their ideas and suggestions of what has worked for them with regard to their life, management and leadership experience and so support their mentee to apply it to their specific role, career and organization.

"45% of business women volunteer or do pro-bono work and 74% of business women who don't do pro-bono work now would consider doing so."

The Aspire Foundation mentoring program aims to harness the expertise and experience of senior women in the business and corporate world to support women in the charity, not-for-profit and social enterprise world. Therefore, mentors in the program will share their ideas and suggestions of what has worked for them with regard to their career, management and leadership experience and they will provide their mentees with support to apply it to their own specific role, career and organization. The benefits the foundation provides are:

- Advice, encouragement and support from a senior woman in business around areas such as team management, communication, work/life balance and career planning.
- An external perspective from someone outside the sector of the mentee.
- The opportunity for the mentees to share their challenges and brainstorm ways to overcome them with an independent counsel.

There is no cost in becoming an Aspire Foundation mentee. The commitment is one hour per month for 6 months.

Mowgli

Mowgli is an award winning, UK-headquartered mentoring organization founded to support the sustainable development of societies through the mentoring and evolution of entrepreneurs and leaders. The incubation, development and support of sustainable entrepreneurship and small and medium sized enterprises (SMEs) is crucial to increasing employment and economic generation. Mowgli provides mentoring that inspires, connects and guides entrepreneurs and leaders to overcome life's personal and business challenges.

The program creators believe that there are 4 key elements required for an entrepreneurship ecosystem to enable and empower entrepreneurs to grow and succeed:

1. Environment; including society/culture, role models
2. Finance; including angel investment, debt/loans, working capital
3. Infrastructure; including government and policies, and property rights
4. Human Capital; including capacity building, governance and mentoring

Mowgli's primary motivation is economic and job creation.

In the UK, when an SME leader is mentored, the business is twice as likely to surpass its fifth anniversary of being in business, therefore enhancing the business' profitability, sustainability and ability to expand its workforce.

By providing entrepreneurs and leaders with mentoring relationships that inspire and empowering them to achieve their personal and business potential and by placing a mentoring culture at the heart of the entrepreneurship ecosystem, the creators of Mowgli believe that, together with their partners and sponsors, they can improve this statistic and positively change the general trend that only 20-25% of all startups survive.

The Mowgli Mentoring Experience (MME), their unique and unparalleled 12-month facilitated mentoring program, offers this very opportunity. The MME is a 12-month one-to-one and peer mentoring program, which begins with an intensive 3-day Kickstart workshop. Within this highly interactive and experiential workshop, a maximum of 15 entrepreneurs and 15 Mowgli trained mentors learn, connect, build relationships and are matched for their yearlong program of mutual growth and development. Together they will develop a working agreement that will form the basis of their mentoring relationship over the 12 months.[175]

The CLIMBIZ Mentorship Program

The aim of the CLIMBIZ Mentorship Program is to support the participating ventures through guidance, strategic perspectives and sector-specific know-how. By doing so, the CLIMBIZ Challengers get the advice, skills and networks necessary to advance their mission and scale up. But most importantly, CLIMBIZ Challengers are part of a growing network of supporters and peers.

The Mentors-Pool of the CLIMBIZ Acceleration Program is comprised of distinguished individuals from expert organizations, companies and academia across Central and Eastern Europe. With this unique group of professionals, their wealth of experience, contacts and know-how, the CLIMBIZ Challengers will be best guided through the Acceleration Program. [176]

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[175]Koleva, D. (2015) The Importance of Mentoring Programs in Business
[176]Climbiz Official Website, found at: www.climbiz.org

WoMentor

The mission of WoMentor is gender equality through mentoring. The European Federation of Mentoring for Girls and Women (abbreviated to WoMentor) was established in 2008 in Austria. It has 14 members from 10 different countries. WoMentor objectives are: reduction of gender gaps in employment and payment; gender segregation; equal work and career opportunities; balance in personal and family life. WoMentor supports member organizations from outside the EU as well.[177]

The WoMentor project WE:MENTOR brought together experienced program coordinators and less experienced coordinators of mentoring programs (particularly focused on women) in order to share knowledge and best practice and thus increase the potential quality of programs provided for both mentors and mentees. The main objective was to encourage participants to combine their new knowledge of these methods and ideas for future activities and implement them in new lifelong learning projects. A series of practical workshops ran throughout the partnership, facilitated by partners with the most experience in that particular field. Possibilities like mentoring volunteers and ICT tools for future mentors and program leaders were introduced and participants were encouraged to use these tools to bring more innovation and variety into the field of mentoring.

The project led to greater European co-operation between mentoring coordinators, their organizations, mentors and female mentees across Europe. Through sharing knowledge and experiences gained in different countries and cultures, the partnership also developed greater awareness of the cultural experiences of mentors and female mentees across Europe which led to better understanding of differences as strengths.

Running mentoring programs (and in particular those focused on women) involves specialist experience and expertise which is often costly and time-consuming to acquire through formal training and education. In addition, mentoring programs are often run by social and voluntary organizations in which individuals from a variety of non-related occupations may be trainers.

As a result, many mentoring programs are run by inexperienced coordinators who often have to learn "on the job". Whilst this can be an effective method for learning, it can be time-consuming for the learners (coordinators) and does not guarantee that best practice is embedded

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[177]Official website of WoMentor – European Federation for Mentoring of Girls and Women, found at: www.womentor.eu

in the program, as there is no opportunity for the coordinator to make sure that they are following best practice approaches or guidelines, usually through lack of experience.

Due to the amount of academic information available on mentoring, it is often difficult for coordinators to find sources of information and training aimed at providing "hands on" approaches to learning about coordinating mentoring programs to ensure the best experience for mentors and mentees. There was therefore a need to bring together experienced program coordinators and less experienced coordinators of mentoring programs (particularly focused on women) in order to share knowledge and best practice in order to increase the potential quality of programs provided for both mentors and mentees.

Also, partners of the project found in their discussions that mentors and mentoring programs use innovative and non-traditional methods for mentoring only infrequently and reluctantly. So they introduced different options such as ICT tools for future mentors and program leaders and encouraged them to use these tools and therefore bring more innovation and variety into the field of mentoring. In addition, it is very difficult to develop projects about innovative methods (ICT tools, mentoring volunteers) if the author of the project is not familiar with the subject. WE:MENTOR aimed to encourage participants to combine their new knowledge of these methods and ideas for future activities and implement them in new lifelong learning projects.

Digital mentoring programs

MicroMentor.org

MicroMentor.org is one of the latest and most innovative digital mentoring programs which uses social networks in order to assist in the process of matching and bonding of mentors and mentees in the realms of business and entrepreneurship. The rationale behind the idea of MicroMentor is to provide an arena where growing entrepreneurs connect with successful mentors from different positions in the managerial hierarchy, who nevertheless have sufficient experience, knowledge and capabilities to aid and guide entrepreneurs on diverse business and personal issues.[178]

By volunteering in this project, business mentors provide indispensable counseling and advice to their mentees and thus help them expand both their scope of professional operations and their

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[178] MicroMentor (2015) Why Mentoring? http://www.micromentor.org/#why-mentoring

personal mindset. In addition, the greatest advantage of the program is that it is easily accessible from any point on the planet, providing entrepreneurs with the opportunity to develop valuable mentoring relationships without any geographical or time constraints.

FindAMentor.com

Find a Mentor is another online platform which is developed with the primary aim of facilitating the initial matching phase of the mentor-mentee relationship and creating a diverse network of mentors who are experts in various fields and possess profound knowledge and skills.[179]

The primary commitment of the digital program is to provide valuable guidance and insight to individuals challenged in finding a mentor who will match their personal values and professional zeal for success. Moreover, the objective of Find a Mentor is to reach and affiliate as many mentors and mentees as possible, with a final goal of creating strong mentoring relationships and promoting continuous learning and development for one million individuals. Through the provision of approximately 1400 diverse categories of interest, the platform offers its potential mentees the ability to connect easily with a mentor from the particular area that they are interested in, thus gaining the opportunity to develop strong interpersonal communications and learn from the most knowledgeable experts in their field.

Shieldyouth.com

Another digital mentoring program with a distinct focus on empowering and inspiring young individuals is the SHIELD mentor program. By utilizing a broad spectrum of digital solutions convenient for mentoring purposes, such as the specially designed iMentor interactive online mentoring tool, the program encourages young and bright individuals to develop valuable skills and capabilities and to fulfill their potential to the optimal levels.[180]

Furthermore, the program uses a combination of different types of mentoring, including group, peer and online mentoring, in order to structure the learning process more effectively and to give mentees access to a wider range of mentors so that each of the latter can provide them with unique guidance and advice.

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[179]Find a Mentor (2015) How Find a Mentor works. http://findamentor.com/how-findamentor-works/
[180]SHIELD mentoring Program (2015) SHIELD Mentoring Model . http://www.shieldyouth.com/Pages/Model.aspx

In addition, the program succeeds in accomplishing its mission to Strengthen, Help, Inspire and Encourage Leadership Development (SHIELD) owing to its integration of digital tools (webinars, e-mail communication, online trainings) which facilitate the transmission of knowledge and provide efficient assistance in the mentoring process.

Mentornet.org

Mentornet's digital mentoring program has the paramount goal of creating and proliferating mentoring practices among higher-education students. The online platform matches professionals who adopt the role of mentors with younger individuals who need guidance and support, by the usage of a rigorous mentoring model. The platform requires that all participants in the mentoring process have profiles complete with detailed personal information on the platform, so that they can be used in the procedure of matching mentors and mentees.[181]

Furthermore, both professionals and students go through online training programs and make use of diverse online tools such as personalized e-mails, online chat interface, and popular virtual platforms such as Google and Skype. The implementation of digital tools enhances the mentoring process by introducing facilitated channels for communication and establishing secure and open mentor-mentee interactions. The effectiveness of the program leads to a higher rate of enlightened young individuals who in turn decide to distribute the knowledge and experience acquired from the digital platform, thus fostering a prevalent culture of mentoring.

Mentoring-works.com

Mentoring Works offers individuals a unique set of functions which enable mentees to upgrade their knowledge in specific areas of interest and to take advantage of diverse online tools that can boost their effectiveness, productivity and overall development.[182] The platform provides users with the opportunity to gain valuable knowledge through the diverse resources available at the website, including e-books, webinars, articles, videos, etc. In addition, the Mentoring Network matches mentors with mentees and allows less experienced individuals to benefit from the guidance, counseling and advice of the senior mentors.

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[181]Mentor Net (2015) How MentorNet Works. http://mentornet.org/howitworks/index.html
[182]Mentoring Works (2015) Mentoring Network. http://mentoring-works.com/mentoring-network/

To sum up, numerous successful mentoring programs have been implemented in all three fields discussed in previous sections of this chapter. The case studies discussed above demonstrate that human ingenuity and the desire to pass on knowledge and create a brighter future have achieved incredible results in the field of mentoring. Professionals and academics from all fields have found that implementing mentoring is the right decision for the betterment of their fields, organizations, associations, etc.

CONCLUSION OF CHAPTER THREE

The final chapter of this work focused on specific types of mentoring programs and presented case studies which demonstrate how they function in reality.

First, the elements of a functioning mentoring program were described and discussed. A comprehensive list of elements which are necessary or beneficial to the creation of a mentoring program was presented in the end of the section. The list can be used in the development of new mentoring programs, regardless of their type.

Three types of mentoring programs were explored: academic, business and digital mentoring programs. For each, the benefits of the particular type were discussed, along with some guidelines on how or why to create them in the first place. It is important to remember the goals of the mentoring programs, which is why they were summarized at the beginning of each section in the form of a chart presenting the dynamic of the input to output process that mentoring is.

The final section of this chapter depicted case studies of the three discussed types of mentoring programs. Its goal was to give concrete examples of successful implementation of the theory discussed in the previous sections and chapters, as well as an encouragement to those who would like to develop new mentoring programs.

The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.

Steven Spielberg

CONCLUSION

Mentoring is one of the most ancient and intricate concepts studied in the academic, psychological and business fields. A range of various definitions of mentoring have been presented, each emphasizing the diverse advantages of the concept with respect to both positive individual development and organizational progress and productivity.

The paramount goal of this study was to provide credible evidence for the significance of the mentoring process and the beneficial influence of mentoring programs and practices on individuals' personal and professional development. Furthermore, the conducted research placed an emphasis on the peculiarity and profundity of the entire process, by means of a rigorous analysis of the historical evolution and advancement of the mentoring concept and its ramifications.

The adoption of a versatile approach towards the examination of mentoring roles and responsibilities provided valuable and comprehensive information about the broad spectrum of benefits derived from mentoring relationships, resulting in greater knowledge proliferation, enhanced sociocultural skills and a superior drive towards true self-actualization. In addition to this, the research provided important insight into the impact of mentoring on a variety of stakeholders, thus proving the indispensability of mentoring practices for the general advancement of global society.

The practical purposefulness of the research was further supported by the introduction of detailed codes of conduct, communication techniques, moral prerequisites and guidelines for mentors and mentees. The combination of these norms provides the participants in a mentoring relationship with the opportunity to lay solid foundations of the mentoring relation and to achieve a higher level of effectiveness in the process.

The final part of the research is a contribution to the comprehension and relevant implementation of different types of mentoring programs. An enhanced understanding of the elements of mentoring programs and the method of compiling a particular mentoring program are accomplished by means of providing structured advice and guidance on the specifics of the process. In support of the discussion and analysis of distinct mentoring programs, a varied evaluation of the three most popular types of programs was conducted, providing valuable insight into the advantages and drawbacks of academic, business and digital mentoring

programs. Conclusively, case studies of successful practices regarding the implementation of different mentoring programs were introduced, providing additional information about the benefits and impact of mentoring practices.

In conclusion, the research has provided indisputable evidence for the fundamental value of mentoring practices with respect to the expansion of both an individual's mindset and their professional expertise. Regardless of the limitations presented in the introduction of this study, the profundity of the research conducted has given resolute evidence about the effectiveness and importance of mentoring on a global scale and has outlined specific guidelines for developing a mentoring program.

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