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Regis University
College for Professional Studies Graduate Programs
Final Project/Thesis

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UTILIZING MENTORING TO PROMOTE
LEADERSHIP GROWTH AND DEVELOPMENT
IN A CORPORATE ENVIRONMENT

By

Laura K. Paris

A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Education

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ABSTRACT

Utilizing Mentoring to Promote Leadership

Growth and Development in a Corporate Environment

The existing level of corporate leadership talent is inadequate to sustain successful business enterprises. Inexperienced leaders and managers have limited access to resources and opportunities to gain experience. Training programs are insufficient to promote the development of leadership skills. A mentoring program can address the gaps in leadership development in corporate environments. Relevant literature on mentoring was utilized to develop a recommendation on a mentoring program for leadership growth and development. A PowerPoint presentation was created to illustrate the recommended model.

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Chapter 1

INTRODUCTION

Mentoring can be an effective tool to promote employee development in business environments (Gilbreath, Rose, & Dietrich, 2008; Rekar-Munro, 2009). Individuals can increase their performance and improve their job satisfaction through participation in a mentoring relationship (Alleman & Clarke, 2000). Mentoring is a viable method to support the growth and development of leaders within a corporate environment. Mentoring can result in benefits for the mentor, the protégé, and the organization (Gilbreath et al.). A mentoring program can be a highly valuable technique for increasing leadership talent in a corporate environment (Kristick, 2009).

Statement of the Problem

Recent research indicated that managers believe that leadership skill levels within their organizations are inadequate (Leslie, 2009; Todd, 2007). Businesses must develop leadership skills within their workforce in order to create sustainable organizations (Kristick, 2009). The employees who make up the human resources of a corporation are a vast asset. These individuals must be guided and directed by skillful leaders in order to create efficient enterprises. However, these leaders may not consistently receive sufficient training and direction. Leadership development is an essential and complex concern which requires a multifaceted approach. It is imperative for corporations to identify and implement programs to support the growth and development of leadership talent (Todd).

Purpose of the Project

The purpose of this project was to formulate a recommendation for a leadership development program. The author investigated traditional and alternative approaches to mentoring that may contribute to the increase of leadership skills within the corporation. Based on the findings of this research, the author recommends a mentoring program that can be implemented to enhance leadership abilities. The author designed a PowerPoint presentation to illustrate the recommended model of the mentoring program.

Chapter Summary

Research indicates that mentoring is an effective method of developing the skills and increasing the performance of employees in a business environment (Alleman & Clarke, 2000; Gilbreath et al., 2008; Rekar-Munro, 2009). A mentoring approach may be applied to the development of leadership skills (Kristick, 2009). Beneficial outcomes related to improved leadership abilities may be achieved through the implementation of a mentoring program. In Chapter 2, the literature on mentoring is reviewed in order to identify an approach that may be utilized as a method to promote leadership development in a corporate environment.

Chapter 2

REVIEW OF LITERATURE

The long-term sustainability of an organization is dependent on effective leadership (Kristick, 2009). A mentoring program can increase the skills of leaders within the business environment. Current leaders can share knowledge with rising leaders through mentoring relationships. Mentoring can provide clarity and direction that will assist in the leader's development (Clutterbuck, 2005). The purpose of this project was to create a recommendation for a leadership development program based on mentoring. In this chapter, this author reviews relevant literature related to mentoring.

The Mentor and the Protégé

A typical mentor exhibits characteristics related to guiding and teaching. Through mentoring, an individual with more experience can provide direction to a less experienced person (Baugh & Scandura, 1999; Kram, 1985). The less experienced individual in a mentoring relationship is known as the protégé or mentee (Chao, 2009). Mentors interact with their mentees to assist with professional goals. A mentor plays the part of an advisor, a confidant, and a role model to the protégé (Hegstad & Wentling, 2005). Mentors are committed to helping their protégés succeed.

History of Mentoring

The term mentor is attributed to the character named Mentor in Homer's *Odyssey* (Alleman & Clarke, 2000; Stone, 2004; Swap, Leonard, Shields, & Abrams, 2001). In the story, King Odysseus left Mentor in charge of his household during the Trojan War

(Stone). Mentor became the trusted advisor to the King's son, Telemachus. During Homer's lifetime, mentoring was a common practice in Greece. The typical mentoring relationship at that time was for an older male relative to teach and advise a younger male relative. The older, more experienced person modeled noble values and citizenship that influenced the younger individual to emulate those traits.

Examples of mentoring relationships can be found in history. Ancient Greeks considered it a responsibility to share knowledge with others (Stone, 2004). The relationship between Socrates and Plato is one of the oldest documented examples of knowledge sharing in a mentoring relationship. Plato continued the tradition of mentorship in his relationship with Aristotle. Knowledge transferred from Socrates to Plato, and then to Aristotle. These mentoring relationships supported an increase in understanding over time.

During the Middle Ages, a young person often began a career as an apprentice to a master tradesman (Stone, 2004). The master was a skilled craftsman who had extensive experience in his field and provided training to the apprentice. The apprenticeship could last for years in order for the apprentice to gain experience and learn a complicated trade. The guidance of the master enabled the apprentice to become skilled at the craft over time.

Examples of mentoring can also be found in the field of education. College professors act as mentors to their students (Allen, Russell, & Maetzke, 1997). The guidance of a professor is a key factor contributing to a student's ability to learn. Occupational training plays a role that is similar to apprenticeships (Stone, 2004). Teachers, doctors, and lawyers learn through internships prior to setting out on their own

career. During the internship, they receive direction and advice on their professional skills from experienced practitioners. Mentoring facilitates the transfer of knowledge.

Mentoring in the work environment is a more recent application of the concept (Hegstad & Wentling, 2005; Swap et al., 2001). Mentoring has been recognized as a powerful tool to support training and development. Some corporations view mentoring programs as a strategic approach to the development of the workforce. By implementing a formal mentoring program, a business is positioned to become a learning organization and an industry leader.

Functions of Mentoring

According to Kram (1985), mentors fulfill multiple roles that can be aligned in two categories: career development roles and psychosocial roles. A third category of role modeling has also been suggested (Baugh & Scandura, 1999; Allen et al., 1997). The literature does not indicate a clear consensus on whether role modeling is a separate function of mentoring or part of the psychosocial category.

Career Development

Career development roles support the protégés' ability to advance within their chosen profession (Kram, 1985). Through the role of career support, the mentor provides advice and coaching. The mentor can create opportunities for the protégé to be visible to higher management. The mentor may recommend the mentee for challenging assignments in another area of the business. In addition, a mentor may protect the protégé from conflict or negative consequences. These types of actions facilitate the career progress of the protégé.

Psychosocial Support

Psychosocial support includes the more personal aspects of the mentoring relationship (Kram, 1985). The interactions between the mentor and the mentee can lead to friendship. The mentor may also act as a counselor and provide emotional support to the protégé. Some aspects of psychosocial support may include gender-related advice (Parker & Kram, 1993). For example, a junior businesswoman may seek advice on balancing work and family responsibilities from her female mentor. The supportive actions of a mentor fulfill the psychosocial role.

Role Modeling

The literature is inconclusive on whether or not role modeling should be classified as a separate function of mentoring. Role modeling can be considered a separate category of mentoring, or it may be included in the psychosocial support category (Baugh & Scandura, 1999; Kram, 1985). Kram (1985) grouped role modeling behaviors with the psychosocial support roles. However, other researchers have indicated that role modeling may not align with the personal aspect of the psychosocial roles (Allen, Eby, & Lentz, 2006; Baugh & Scandura).

Beneficial Outcomes of Mentoring

Beneficial outcomes of mentoring have been documented through research. Participation in a mentoring relationship can benefit the mentor, the mentee, and the organization (Chao, 2009; Clutterbuck, 2005; Gilbreath et al., 2008). The knowledge shared through mentoring relationships may lead to growth in multiple areas such as increased skills and improved job satisfaction (Clutterbuck; Ragins & Kram, 2007). A mentor can enable a protégé to become more resourceful and capable (Stead, 2005).

Mentoring can assist an individual in achieving his or her career aspirations (Rekar-Munro, 2009). Mentoring may provide enduring benefits to the protégé that extend years past the end of the relationship (Kram, 1985). The findings of some of the relevant research are reviewed in this section.

Personal and Professional Growth

Mentoring provides an opportunity for both the mentor and the mentee to learn and grow (Chao, 2009; Ragins & Kram, 2007). Mentors and protégés gain new skills and knowledge through the relationship (Rekar-Munro, 2009). A mentoring relationship can contribute to an increase of understanding through collaboration and synergy (Ragins & Kram). Mentors may evaluate and improve their performance by engaging in reflection (Chao). The mentee values the expertise from the mentor and transfers the mentor's advice into practice. Both participants may increase their abilities to provide psychosocial support to others. Mentoring can be a framework to increase knowledge and develop talent personally and professionally.

Lankau and Scandura (2002) examined personal and professional learning in mentoring relationships. The researchers hypothesized that mentoring contributes to personal learning and vocational skill development. Lankau and Scandura conducted a qualitative survey of 232 protégés in a health care environment. Lankau and Scandura developed a taxonomy to measure the learning acquired through mentoring relationships. The researchers found that participants in mentoring relationships learn new skills and have increased understanding of different perspectives. In addition, Lankau and Scandura found that protégés adopt successful behaviors that they observe in their

mentors. The findings indicated that mentorships result in personal learning that increases professional growth and development.

Career Advancement

Participants in a mentoring relationship experience benefits related to their career progression. Mentoring contributes to the career success of participants (Talley, 2008). A mentor can help a mentee define career goals and plan actions to achieve those goals (Chao, 2009). Individuals who are mentored have higher career advancement and increased pay over employees who are not mentored (Rekar-Munro, 2009; Scandura & Schriesheim, 1994).

In a study by Scandura and Schriesheim (1994), career mentoring was compared to the leader-member exchange approach to leadership. The researchers defined supervisory career mentoring as a transformational approach and leader-member exchange as a transactional approach. Scandura and Schriesheim hypothesized that both approaches would be positively related to performance, increased salary, and promotion rate. Surveys were used to collect data from supervisors and subordinates in a large manufacturing firm. Matching the subordinate and supervisor surveys resulted in a total of 183 pairs. The researchers found that career mentoring was positively related to salary progress and promotion of subordinates. However, the transactional approach of leader-member exchange was not found to significantly influence salary or promotion. Scandura and Schriesheim concluded that mentoring contributed to long-term beneficial outcomes related to career advancement.

Job Satisfaction and Commitment

Mentoring increases skills and reduces role ambiguity in the work environment, which improves job satisfaction (Baugh & Scandura, 1999; Lankau & Scandura, 2002). Mentoring relationships contribute to the development of both the mentor and the protégé. Individuals who participate in mentoring are more satisfied and committed to their career (Chao, 2009). A mentor gains intrinsic satisfaction from assisting a mentee. The mentee benefits from integration and socialization into the corporation, which leads to greater commitment.

Research suggested that mentoring relationships increase job satisfaction and commitment in organizational settings (Baugh & Scandura, 1999). Baugh and Scandura analyzed the effect of multiple mentoring relationships on the attitudes of mentees. Data was collected from 275 corporate executives by means of a survey. Approximately half of the respondents indicated that they were currently participating in a mentoring relationship. The survey was designed to capture the protégé's perceptions on mentoring related to organizational commitment and job satisfaction. Data indicated that having one or more mentoring relationships may result in improved job satisfaction and commitment. The researchers also found that multiple mentoring relationships may increase role ambiguity or conflict. Baugh and Scandura concluded that organizations can encourage mentoring as a method to increase development, commitment, and satisfaction in the workforce.

Additional Benefits

Ortiz-Walters (2009) examined the effects of mentoring collaborations on the job performance of protégés. The researcher hypothesized that collaboration between a

mentor and a protégé contributes to increased job performance. Ortiz-Walters reasoned that protégés could acquire more knowledge, skills, and abilities through collaborative mentoring, which would contribute to higher job performance. Participants were doctoral students in an academic setting who were participating in a mentoring relationship with an advisor. These students worked collaboratively with their professors and advisors on research and publications. Ortiz-Walters used a longitudinal method to measure job performance based on the number of joint scholarly articles published by the protégés. Ortiz-Walters found that protégés with greater numbers of collaborations with professors or advisors exhibited stronger job performance. In addition, the increase in job performance occurred after the protégé's academic career had been established. This study was limited to an academic environment; however, the researcher stated that mentoring collaborations may increase organizational performance as well. Ortiz-Walter's study supports the previous research findings that mentoring has enduring benefits that continue past the end of the mentoring relationship (Kram, 1985).

Other beneficial outcomes of mentoring relationships have been identified. Protégés gain a greater understanding of diverse views and increase their relational skills (Clutterbuck, 2005). Through the process of mentoring, a mentor may experience intrinsic benefits related to helping others (Chao, 2009). Participants in a mentoring relationship may increase their capacity for compassion and empathy (Ragins & Kram, 2007). In addition, mentors and mentees may experience reduced conflict between their professional and personal lives. Research continues to reveal additional benefits from mentoring.

Mentoring Approaches

Researchers have examined various approaches to mentoring relationships. Approaches to mentoring can range from highly organized, formal programs to unstructured, informal interactions (Clutterbuck, 2005; Ragins & Cotton, 1999). Traditional, formal mentoring employs a planned approach. Informal mentoring may occur during unplanned, spontaneous interactions. New approaches to mentoring have materialized that reflect a rapidly changing society (Ragins & Kram, 2007). Team-based organizations have encouraged alternatives such as peer mentoring. Technological advances enable mentoring relationships to occur across distances. Mentoring approaches have evolved to meet the needs of a dynamic environment.

Traditional Mentoring

The traditional approach to mentoring is typically a formal, structured approach (Chao, 2009; Clutterbuck, 2005; Ragins & Cotton, 1999; Rekar-Munro, 2009). An organization can implement a variety of formal mentoring programs that may include selection criteria, training programs, and tracking mechanisms (Allen et al., 2006; Clutterbuck; Hegstad & Wentling, 2005). Structured programs may also include training for mentors and mentees (Allen et al., 2006). These traditional programs have the benefit of organizational support and can contribute to the development of a culture of learning.

In traditional mentoring, the geographic location and availability of the mentor can limit the establishment of a mentoring relationship (de Janasz, Ensher, & Heun, 2008; Hegstad & Wentling, 2005). Formal mentoring typically occurs during face to face interactions that required the mentor and the mentee to be in physical proximity. Traditional relationships usually have an imposed duration of no more than 1 to 2 years

(Chao, 2009; Clutterbuck, 2005). Matching and selection criteria may result in the exclusion of some individuals in an attempt to control the size and scope of the mentoring program. In addition, research indicates that some traditional programs may deliberately restrict learning opportunities in order to focus on specific areas (Clutterbuck). These limitations may reduce the effectiveness of traditional approaches to mentoring.

Informal Mentoring

In informal mentoring, participants voluntarily engage in the relationship (Allen et al., 2006; Ragins & Cotton, 1999). The association can be initiated by either the mentor or the mentee (Clutterbuck, 2005). Informal mentoring can be described as a situational relationship (Zachary, 2009). When one individual needs assistance, he or she may seek mentoring. In addition, when someone is struggling, another individual may notice and offer support through informal mentoring. Since there is no matching mechanism in informal mentoring, mentoring relationships develop sporadically. A disadvantage to informal mentoring is that a person in need of mentoring may fail to reach out to establish the relationship.

An informal relationship between the mentor and the protégé typically develops over a period of time (Clutterbuck, 2005). The pair may meet regularly or on an unscheduled basis. Informal mentoring relationships tend to last longer than traditional mentoring relationships (Ragins & Cotton, 1999). In addition, informal mentoring may have increased long term benefits over traditional mentoring. Research suggests that formal mentoring programs should not substitute for informal relationships, but should supplement them.

Peer to Peer Mentoring

Research has found that peers provide mentoring support in formal and informal ways (Allen & Finkelstein, 2003; Allen et al., 1997; Kram, 1985). Allen et al. (1997) examined peer mentoring relationships in MBA students. This study evaluated a formal peer mentoring program. Sixty-eight students were surveyed on their satisfaction with the program and their suggestions for improvements. The researchers found that the participants' satisfaction with the mentoring relationship was positively related to their perception of effectiveness. Furthermore, satisfaction was positively related to the participants' willingness to engage in mentoring in the future. The researchers indicated that mentoring should be viewed as a series of activities and relationships leading to increased development.

Team or group mentoring can be considered another form of peer to peer mentoring (Zachary, 2009). These relationships typically consist of individuals with similar needs for support or learning. The team is often self-directed, but a leader may be selected from the participants in the group. Team mentoring may be used for a variety of purposes such as sharing knowledge, examining issues, or solving problems. Participants benefit from the multiple perspectives and ideas that are shared in a group setting (Baugh & Scandura, 1999; Kram & Higgins, 2008; Ragins & Kram, 2007).

Caldwell, Dodd, and Wilkes (2008) examined a team approach to mentoring in a healthcare environment. These researchers felt that team mentoring could be utilized as an effective approach to improve learning and job performance in nursing students. Participants in the pilot study included nursing students and employees in a healthcare environment. The pilot mentoring team consisted of a student coordinator, an

experienced charge nurse, and other students. The researchers evaluated the pilot program based on stability of the team, job performance, and communication. Findings indicated that the team mentoring approach encouraged a more positive learning experience for students when compared to other individual mentoring efforts. Caldwell et al. concluded that team mentoring was an effective method to increase competency levels. However, the researchers noted that a lack of communication created a risk of failure in the team mentoring model.

Additional Approaches to Mentoring

Approaches to mentoring have evolved into amalgams and new forms (Ragins & Kram, 2007). Research has shown that a variety of approaches can be utilized for effective mentoring relationships. Advances in technology have created electronic methods of interaction that can be utilized for mentoring (de Janasz et al., 2008; Rekar-Munro, 2009). A series of formal and informal mentoring relationships supports an individual's ongoing developmental efforts (Baugh & Scandura, 1999). In addition, multiple mentoring relationships may lead to the creation of networks that provide deeper developmental support to participants (Ragins & Kram).

Electronic Mentoring

Technological advances have enabled a virtual approach to mentoring relationships that can eliminate the traditional requirement for proximity. Researchers have explored electronic mentoring as a new method to connect a mentor and protégé despite geographical and time differences (de Janasz et al., 2008; Rekar-Munro, 2009). A recent study was completed on electronic mentoring in an academic environment (de Janasz et al.). One hundred eighty-three business students participated in this study to

examine the outcomes of electronic mentoring. The researchers analyzed the antecedents and functions of the mentoring relationship as well as the participants' satisfaction. The findings indicated that perceived similarity of participants was a strong predictor of a successful relationship; however, actual similarity was not. In addition, de Janasz et al. found that the quantity of mentoring interactions was directly related to participant satisfaction. These findings are dependent on the subjective perceptions reported by the participants. The researchers indicated that electronic and traditional mentoring relationships have similar benefits. In addition, the researchers recommended the inclusion of an electronic mentoring option in traditional mentoring programs.

Multiple Mentoring Relationships

An individual may engage in numerous mentoring relationships over time. Participation in multiple mentoring relationships may provide increased benefit to mentors and protégés. The beneficial outcomes from mentoring can be magnified through a series of relationships (Allen et al., 1997; Baugh & Scandura, 1999; Kram & Higgins, 2008; Ragins & Kram, 2007). These relationships may be a combination of formal and informal relationships and may employ various approaches (Clutterbuck, 2005). Participants may gain a more diverse perspective through multifarious interactions. An individual may achieve greater learning, job satisfaction, and career progression through participation in various mentoring relationships (Baugh & Scandura).

Developmental Networks

Social networking theory has provided a lens to examine mentoring at a deeper level, which has led to greater understanding of developmental networks (Kram &

Higgins, 2008; Ragins & Kram, 2007). A developmental network is a collection of concurrent relationships. A developmental network can be created by cultivating mentoring relationships with a group of trusted advisors. This group can include more experienced individuals as well as peers. A developmental network provides the beneficial outcomes of mentoring plus additional advantages. The network is a source of multiple resources for mutual learning, developmental support, increased emotional connections, and strategic advice.

Elements of an Effective Mentoring Program

Various elements have been identified as components of effective mentoring programs. Research illustrates the importance of a matching and selection process to create constructive relationships (Chao, 2009; Ragins & Kram, 2007; Stead, 2005). Mentoring requires time and commitment from the participants in order to develop sustainable relationships (Chao; Ragins & Kram). A supportive organizational structure contributes to the success of a mentoring program (Chao; Parker & Kram, 1993; Stead). These factors as well as others can promote an environment in which mentoring can provide the maximum benefit to participants. In this section, the author discusses various elements of effective mentoring programs.

Matching Mentor to Protégé

Research indicated that matching mentor to protégé is a key element of mentoring relationships (Chao, 2009; de Janasz et al., 2008; Stead, 2005). An effective mentoring program will implement processes for recruiting and matching participants. Affinity and reciprocity are needed for the development of a mentoring relationship (Ragins & Kram, 2007). The matching process should consider elements such as geography, availability,

and common interests. In addition, matching participants based on similar demography, experiences, needs, and goals can contribute to effective relationships (de Janasz et al.). The long term viability of the mentoring relationship may depend on the mentor's and protégé's ability to relate to each other.

Chao (2009) investigated mentoring through a case study of a traditional mentoring program. Recruitment efforts for the pilot program resulted in 74 participants. Potential mentors and mentees were surveyed and matched based on shared interests, mentor strengths, and mentee needs. Chao indicated that the matching process was difficult due to the limited number of participants. Matching resulted in 29 mentor-mentee relationships. After 1 year in the pilot program, the participants were asked to complete an evaluation. Twenty-four evaluations were returned. Those participants who sustained mentoring interactions throughout the pilot reported satisfaction with the relationship. Participants from failed relationships were generally dissatisfied. Chao concluded that the matching process was critical. Mentoring participants must perceive a match and be committed to the relationship in order to sustain it. Chao also noted that utilizing a matching process will not guarantee that a successful mentoring relationship will develop.

Time and Commitment

Mentoring requires time and commitment from the participants (Kram, 1985). Mentoring can be a mutually beneficial investment if the participants are committed to the relationship (Ragins & Kram, 2007). Some mentoring relationships fail due to commitment issues. Both the mentor and the protégé must be willing to contribute time to the relationship (Chao, 2009). Chao's research indicated that a lack of time causes

commitment problems in mentoring. In addition, time constraints may prevent a participant from engaging in the mentoring interactions. The absence of commitment can cause dissatisfaction and early termination of mentoring relationships.

Some factors may increase the participants' commitment to mentoring. A supportive organizational culture can encourage involvement in mentoring activities (Ragins & Kram, 2007). Managers in organizations can promote mentoring by legitimizing the time spent on mentoring relationships. If the workforce values learning, the organizational environment is more conducive to mentoring. The participants' commitment to learning may increase their commitment to the mentoring relationship (Clutterbuck, 2005). Individuals who desire to increase their skills and knowledge are more likely to invest time in a mentoring relationship.

Organizational Support

A supportive organizational culture is needed for an effective mentoring program (Chao, 2009; Parker & Kram, 1993; Stead, 2005). A culture that promotes the learning and development of employees facilitates the formation of mentoring relationships (Kram, 1985). Mentoring is supported when characteristics such as open communication, learning, and professional growth are valued in an organization. In contrast, an environment of exclusion or negative stereotyping will inhibit mentoring relationships (Parker & Kram).

Hegstad and Wentling (2005) studied formal mentoring programs in Fortune 500 companies. The researchers used an exploratory approach to complete a qualitative study of the programs implemented in these organizations. Hegstad and Wentling collected data through two methods. They reviewed corporate documentation from 17 companies

and conducted structured interviews with 29 representatives from those companies. The researchers found that supportive culture and structure were required for a successful mentoring program. Top management support, flat organizational structure, and open communication were needed to create an environment conducive to mentoring. Hegstad and Wentling concluded that the lack of support and commitment from the organization creates a risk of failure in a formal mentoring program.

Additional Considerations

Research has identified additional elements that may contribute to effective mentoring relationships. A training program prepares the mentor and the protégé for the relationship (Alleman & Clarke, 2000; Kram, 1985; Rekar-Munro, 2009). A self-nomination mechanism makes it possible for participants to volunteer for the program (Chao, 2009; Stott & Sweeney, 2005). A feedback process allows mentors and protégés to make suggestions for improvement (Allen et al., 2006; Rekar-Munro). An evaluation of the program should be planned and lessons learned should be applied to future mentoring activities (Alleman & Clarke; Kram). Training, self-selection and input into the program result in greater satisfaction and commitment in participants.

Alternate Sources of Support

An individual may receive support from sources other than mentoring relationships. Alternative resources may fill career development or psychosocial needs (Allen & Finkelstein, 2003; Kram, 1985). Support may come from coworkers or from other sources such as family members or friends. These relationships develop from informal interactions over time that increase trust between the participants. Additionally, educational environments and professional organizations may be sources of support.

Participants can receive career advice, emotional support, and confirmation from these alternative sources.

Allen and Finkelstein (2003) completed research on other sources of support. In this exploratory study, the researchers surveyed 88 professionals from a large university. Participants were asked to identify alternate sources of support other than mentoring relationships. The researchers determined that individuals may have multiple concurrent sources for support. The most commonly identified source was coworkers. In addition, participants reported that support was received from other sources such as family members, friends, educational opportunities, and professional associations. The researchers found that alternative sources fulfill roles that are similar to traditional mentoring roles. Allen and Finkelstein stated that their research illustrates the importance of alternatives to developmental support.

Chapter Summary

Research has suggested that mentoring promotes career and psychosocial development (Kram, 1985). A mentoring program can be implemented within organizational settings to increase performance and satisfaction (Clutterbuck, 2005; Ragins & Kram, 2007). Mentoring may provide lasting benefits as participants transfer acquired knowledge and skills to new situations (Kram). Mentoring can be a valuable component of an organization's strategy to increase learning and performance (Hegstad & Wentling, 2005).

Organizational performance and sustainability are dependent on effective leadership (Kristick, 2009). The development needs of leaders are multifaceted (Stead, 2005). A leadership mentoring program can address diverse learning needs and increase

the skills of leaders within the business environment. In Chapter 3, the author describes the method used to create a PowerPoint presentation that illustrates an approach for a leadership mentoring program.

Chapter 3

METHOD

In her role as a mid-level manager, this author observed that there were insufficient leadership skills in her corporate environment. Research supports this observation (Leslie, 2009; Todd, 2007). In order to remain sustainable enterprises, organizations must invest in training and developmental activities to improve leadership skills. A mentoring program can be an effective method to increase leadership expertise in an organization (Stead, 2005). The purpose of this project was to recommend an approach for a mentoring program that promotes leadership development.

The developmental requirements of leaders are complex (Stead, 2005). A training program with a singular focus will not meet the multifaceted needs of leaders. Through mentoring, a more experienced leader can share knowledge with a less experienced protégé (Baugh & Scandura, 1999; Kram, 1985). Since interactions are unique, the mentee's specific developmental needs can be addressed through the mentoring relationship. Based on the review of literature, the author developed a recommendation for a mentoring program that may enhance leadership abilities. The recommended approach incorporates elements identified through research that contribute to effective mentoring programs. As a result of this research, the author designed a PowerPoint presentation to illustrate the recommended model of the mentoring program.

Target Audience

The target audience of the PowerPoint presentation is executive managers in a corporate environment. Through this presentation, these executives will hear about the beneficial outcomes that can be achieved through a mentoring program. In addition, they will hear how a mentoring program can be utilized to increase leadership competencies in the organization.

The primary audience of the recommended mentoring program will be first-level supervisors and managers in the organization. These leaders typically have less than 2 years experience in a leadership role. In addition, the program will be expandable so that leaders who receive mentoring can mentor other individuals in the future.

Organization of Project

After a review of relevant literature, the author defined an approach to mentoring that can be utilized for leadership development in a large corporation. The recommended approach includes various elements that have proven to be effective methods of mentoring. The author created a PowerPoint presentation to illustrate a recommended model for the mentoring program. The presentation includes a definition of mentoring, a discussion of the functions and benefits of mentoring, and a review of approaches and alternatives to mentoring. The presentation concludes with the author's recommendations for the implementation of a mentoring program.

Peer Assessment Plan

After developing the PowerPoint presentation, the author sought feedback from multiple sources within the organization. Input was solicited from three peers who hold mid-level management roles. Additionally, an experienced leader from the human

resources department was included in the peer assessment. The author reviewed the PowerPoint presentation with these individuals. The managers were asked to provide feedback on the content, clarity, and feasibility of the recommendation. In addition, the author sought input on visual appeal, spelling, grammar, and length of the presentation. The author reviewed the feedback and incorporated it into the final presentation. The peer feedback is discussed in Chapter 5.

Chapter Summary

After a review of literature, the author developed a recommendation for a formal mentoring program. The purpose of the mentoring program is to increase leadership skills in a large corporate organization. The author created a PowerPoint presentation illustrating the recommended model. The author sought input through a peer review. The author presented the recommended mentoring program to selected managers in the organization for their assessment and input. In Chapter 4, this author provides the PowerPoint presentation that contains the recommended mentoring model.

Chapter 4

RESULTS

Introduction

The purpose of this project was to formulate a recommendation to address the need for leadership development in a corporate environment. After a review of relevant literature on mentoring, the author developed a recommendation for a mentoring program. The recommended program was designed to improve the leadership skills of participants. The author prepared a PowerPoint presentation to illustrate the recommended model. This chapter contains the PowerPoint presentation.

Mentoring for Leadership Growth and Development

A recommendation presented by
Laura K. Paris

Introduction

- Current leadership development approaches are insufficient
- Inexperienced leaders need opportunities to increase their skills
- Leadership training programs are inadequate
- Leaders' needs are complex and multifaceted
- A diverse corporation needs leaders with diverse skills

How do we address these concerns?

Mentoring

A proven method for promoting the growth and development of leaders

Mentoring: What does the research tell us?

- Increases the skills of leaders
- Refines best practices
- Improves knowledge transfer
- Provides direction to less experienced leaders
- Promotes diversity
- Communicates corporate culture
- Improves job satisfaction
- Enables succession planning

The Mentor and the Protégé



Functions of Mentoring

Career Development

- Career advice
- Visibility
- Job opportunities
- High profile projects
- Challenging assignments

Psychosocial Support

- Emotional support
- Friendship
- Advice on work/family balance
- Counselor
- Professional confidant

Role Modeling

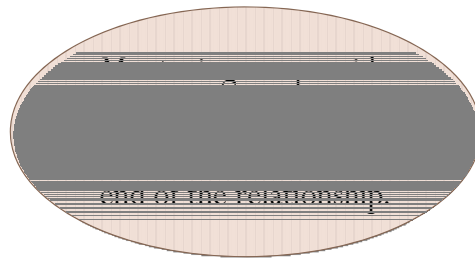
- Provide examples of actions and behaviors
- Share past experiences
- Generate understanding of corporate culture
- Demonstrate soft skills that can be emulated

Benefits

The potential benefits of mentoring

Beneficial Outcomes

- Personal and professional growth
- Career advancement
- Job satisfaction and commitment
- Additional benefits



Personal and Professional Growth

Both mentors and protégés:

- Gain new skills and knowledge
 - Personal
 - Professional
- Enhance collaboration and cooperation
- Improve performance
- Increase emotional intelligence and ability to support others

Protégés

- Benefit from mentor's experience level
- Transfer mentor's advice into practice

Career Advancement

Mentor's role

- Works with protégé to define career goals
- Assists with action plans to achieve goals
- Provides visibility
- Identifies opportunities for advancement

Protégé's outcomes

- Career progression
- Increased pay
- Promotion

Job Satisfaction and Commitment



Additional Benefits

- Increased teamwork and collaborations
- Improved relational skills
- Greater understanding and acceptance of diverse views
- Increased capacity for compassion and empathy
- Reduced conflict between personal and professional lives

Approaches

A variety of approaches to mentoring can be effective

Mentoring Approaches

- Traditional mentoring
- Informal mentoring
- Peer to peer mentoring
- Additional approaches

Traditional Mentoring

- Formal program
- Structured
- More experienced mentor with less experienced protégé
- Face to face interactions
- Exclusive or restrictive participation
- Matching and/or selection criteria
- Full support of corporate management

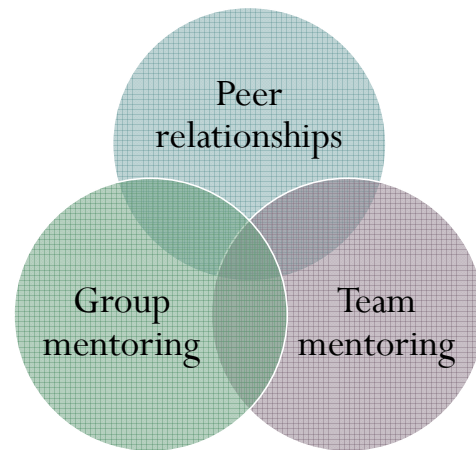
Informal Mentoring

- Voluntary participation
- Inclusive
- Initiated by either the mentor or the protégé
- Relationships develop sporadically over time
- Interactions between mentors and protégés may continue for many years
- Increased long term benefits over traditional mentoring

Peer to Peer Mentoring

Peers can:

- Share knowledge
- Collaborate
- Enhance development
- Examine issues
- Solve problems
- Improve job performance



Additional Approaches

- Electronic mentoring
- Multiple mentoring relationships
- Developmental networks

Electronic Mentoring

- Virtual approach
- Eliminates geographical restrictions on participation
- Minimizes time zone constraints with asynchronous communications
- Utilizes technology for interactions
 - Email
 - Online discussion board
 - Blogs

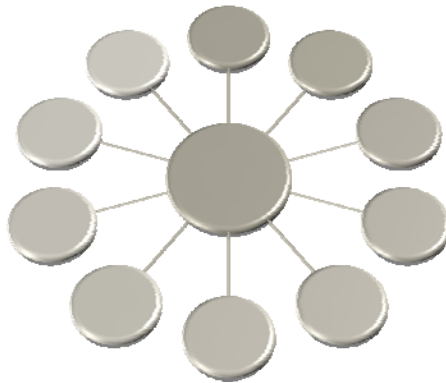
Multiple Mentoring Relationships

A series of mentoring relationships provides increased benefits

- Combination of formal and informal relationships
- Exposure to multiple perspectives
- Increases understanding of various approaches



Developmental Networks



- A collection of concurrent relationships
- A group of trusted advisors
- Includes professional and personal contacts
 - Peers
 - Senior managers and executives
 - Subject matter experts
 - Friends
 - Clergy or other religious advisors
 - Industry or affinity groups

Elements

The components of a successful mentoring program

Elements of an Effective Program

- Matching and selection
- Time and commitment
- Organizational support
- Additional considerations

Matching and Selection

Participants must perceive a good match in order to relate to each other.

Criteria

Affinity

Reciprocity

Geography

Availability

Shared Interests

Demographic Similarity

Common Goals

Time and Commitment

The most common causes of failure in mentoring relationships:

Lack of time

Lack of
commitment

Organizational Support

An organizational culture that supports mentoring

- Promotes learning and development activities
- Values employees
- Fosters open communication
- Exhibits inclusive practices
- Includes sponsorship from senior management

Additional Considerations

Other elements that contribute
to successful mentoring programs

- Training sessions for participants
- A self-nomination mechanism
- Feedback loop
- Program evaluation

Alternatives to mentoring

Other sources of support

Alternate Sources of Support

- Coworkers
- Family members
- Friends
- Educational opportunities and activities
- Professional associations

The Mentoring Model

A recommendation for a mentoring program

Create an Online Community

- The Mentoring Community
 - A SharePoint site accessible by all team members
 - Employees can self-nominate into the program
 - Registration will capture matching criteria
 - Discussion boards will be created for online discussion
 - Training material will be stored on the site

Benefits of the Mentoring Program

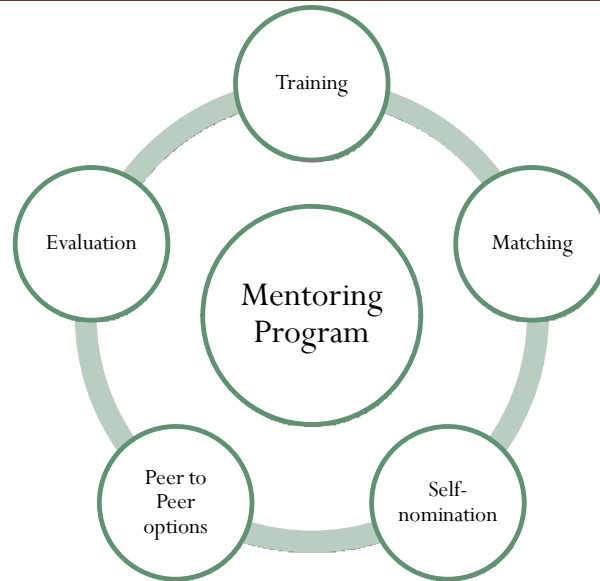
- Improve collaboration between employees
- Promote informal mentoring relationships with a structured approach
- Serve as a developmental network
- Improve interactions between teams
- Increase employee satisfaction

Expected Outcomes

Participants will:

- Increase their leadership skills
- Gain greater understanding of diverse perspectives
- Connect with subject matter experts
- Share their knowledge with others
- Improve their communication skills
- Build a network of resources

Recommended Components



The Mentoring Community

Mockup

Mentoring Community Site

Mentoring Community

Mentoring Community

View All Site Content

Surveys

- Registration

Documents

- Shared Documents
- Training Material
- Shared Tools and Templates

Lists

- Calendar
- Tasks

Discussions

- Team Discussion
- Mentoring Best Practices
- Issues and Advice
- Newcomers Area

Sites

People and Groups

- Recycle Bin

Bing, Laura K > Mentoring Community

An online community of people who want to participant in mentoring relationship for the purpose of improving their leadership skills.

Announcements

Welcome to the new online mentoring community! ^{NEW}

3/18/2010 5:29 PM

by Bing, Laura K

This site is designed to link potential mentors and protégés. Please explore the content to learn about mentoring. If you would like to join the community, click the registration link in the left column.

Add new announcement

Calendar

March, 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	1	2	3	4 2:00 PM Group Mentoring - Open session	5	6
7	8	9	10	11 2:00 PM Group Mentoring - Open session	12	13
14	15	16	17	18 2:00 PM Group Mentoring - Open session	19	20
21	22	23	24	25 2:00 PM Group Mentoring - Open session	26	27

Registration

- Participants can opt into the program by registering
- Registered participants must be willing to be mentored and to mentor others

Registration: Respond to this Survey

Finish Cancel

Name:

Skills I can share (areas of expertise):

- Coaching
- Employee Satisfaction
- Employee Development
- Time Management
- Process Improvement
- Written Communication
- Verbal Communication
- General leadership/management
- Specify your own value:

Skills I want to improve (development needs):

- Coaching
- Employee Satisfaction
- Employee Development
- Time Management
- Process Improvement
- Written Communication
- Verbal Communication
- General leadership/management
- Specify your own value:

Preferred contact method

- Phone
- Email
- Instant Message

Next Steps

- Seek approval from senior management
- Establish a workgroup to implement the program
- Create the SharePoint site
- Compile training material
- Develop communications plan
- Mentoring Community roll-out
- Evaluate the program and refine as needed

Chapter Summary

In Chapter 4, the author applied her research on mentoring to the area of leadership growth and development. A recommendation for a mentoring program was developed. A PowerPoint presentation was created to illustrate the recommended mentoring program. In Chapter 5, the author discusses the contributions and limitations of this project, and makes recommendations for future improvements.

Chapter 5

DISCUSSION

The purpose of this project was to develop a recommendation for a mentoring program that would increase leadership skills. The literature indicates that mentoring can result in beneficial outcomes related to learning and job performance. Mentoring is an effective method to improve the skills of leaders (Gilbreath et al., 2008; Rekar-Munro, 2009). Research has proven the effectiveness of various mentoring techniques. The recommended model of mentoring incorporates many of the proven elements.

Contribution of the Project

Corporate executives believe that leadership skills are not adequate in the workplace (Leslie, 2009; Todd, 2007). In order to create sustainable organizations, corporations must implement programs to develop the skills of the next generation of leaders. This project addresses the gap in leadership development programs by making a recommendation for a mentoring program. The recommended model provides a framework to increase the skills of leaders in a corporate environment.

Limitations

This project is limited by the author's inability to review and incorporate all current research on mentoring, social network theory, and developmental networks. The research in these areas is rapidly expanding the foundation of knowledge as it relates to mentoring. This author believes that developmental networks will continue to progress as a mechanism to support collaboration and learning. It was not possible for this author

to review all current research in this area; therefore, this project excluded valuable knowledge which could enhance the recommendation.

The author has worked to combine proven mentoring approaches into an unproven model. The recommended mentoring program is based on technological components and incorporates electronic communications. This model represents an unconventional approach to mentoring and may be viewed with skepticism by potential participants. The contributions of this project may be limited by the participants' ability to adapt to the recommended model.

Peer Assessment Results

Four managers were asked to review the PowerPoint presentation and provide feedback to the author. The PowerPoint presentation was submitted to these individuals via email. The author then met with each reviewer to discuss the presentation. The reviewers were asked to provide input on content, flow, and clarity of the presentation. In addition, the author sought feedback on visual appeal, spelling, and grammar. Finally, the author asked each reviewer to provide any additional comments on the presentation and suggestions for improvement.

Peer reviewers found some grammatical errors and awkward wording which the author corrected. Reviewers noticed formatting problems on two slides which made the slides difficult to read. This author edited the two slides to correct the formatting problems. One reviewer commented on the alignment of some titles and bullet points. The author made minor adjustments based on this input. Another reviewer stated that the color scheme was appealing to him because it was different than most other presentations he had seen.

The peer feedback on flow and content was positive. The reviewers agreed that the proposed mentoring model could contribute to an increase of leadership skills in the organization. One reviewer indicated that he felt the program would support his goals related to leadership development and succession planning. The author feels this input confirms the potential usefulness of the recommended mentoring program.

Recommendations for Further Development

If implemented, the recommended approach to mentoring can be improved through participant feedback and evaluation. Matching criteria should be refined to incorporate the goals and needs of the participants. Discussion boards can be expanded to include additional topics of interest. A process to review the participants' feedback and suggestions would provide a mechanism for continuous improvement of the program.

In addition, this author believes that mentoring becomes more valuable as the number of mentoring relationships increases. The recommended model of mentoring may be improved by incorporating aspects of the social network theory into the design. Current research on developmental networks may improve the mentoring program and increase the value to participants and corporations. The inclusion of social network theory may improve understanding and facilitate the use of mentoring as part of complex developmental networks.

Project Summary

In this research project, the author formulated a recommendation for a mentoring program to support leadership development in a corporate environment. A review of literature was completed to identify approaches to mentoring that improve leadership skills. Mentoring is an effective method to increase leadership abilities (Alleman &

Clarke, 2000; Gilbreath et al., 2008; Rekar-Monro, 2000). The author incorporated proven mentoring techniques in the recommended model and created a PowerPoint presentation to illustrate the model for management.

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