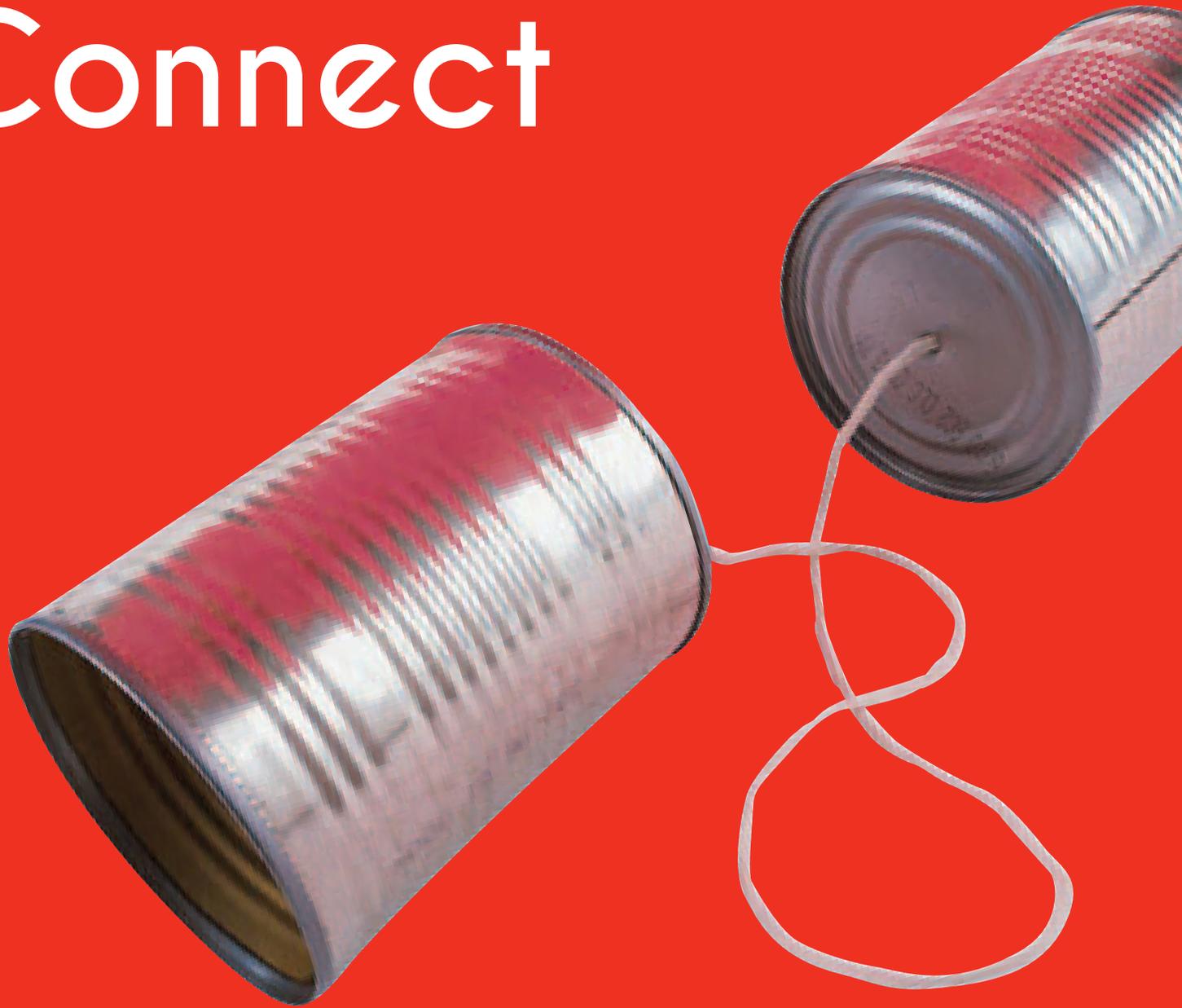


# Connect



# International Mentoring Association

NOVEMBER 2013

LEADERSHIP FOR MENTORING PROGRAMS

## CONNECT

Every person's potential is realized through a mentoring relationship

# Articles

Duality of Roles: Mentor or Supervisor Chad Majiros	2
Interview with Brenda McIntosh Member of the IMA Board of Directors	7
Multiple Mentoring Moments Allison E. McWilliams, Ph.D.	9
Ideas to Enhance Your Mentoring Initiative Shawn Mintz	12
Selling Decision Makers on the Benefits & Need for Mentoring Barry Sweeny	15
How to Build Your Global Brand-Through Mentoring Gail M. Romero	19
Good as Gold: Elmhurst College Accreditation Elmhurst staff and outreach office	22

# FYI

From The Executive Director	1
For Your Calendar	14
Mentoring Program Accreditation	18
What is the International Mentoring Association?	24

Since 1985

## CONNECT

Every person's potential is realized through a mentoring relationship

## CONNECT

a publication of the International Mentoring Association

501 Airport Drive, Ste. 209  
Farmington, NM 87401 USA  
<http://mentoringassociation.org>  
[info@mentoringassociation.org](mailto:info@mentoringassociation.org)

*CONNECT* is published by the International Mentoring Association ©2013.

Articles in *CONNECT* are published by permission of their authors. Authors of articles published in *CONNECT* remain the sole owners of their articles, with all rights and privileges, and the IMA makes no claim of ownership or rights beyond publication in *CONNECT*.

The IMA solicits articles from IMA members. To publish an article in *CONNECT*, contact David Bowman, IMA Executive Director, at [dbowman@mentoringassociation.org](mailto:dbowman@mentoringassociation.org).



## From the Executive Director

On November 2, 2013, the IMA board met in Albuquerque, NM, USA, to examine what we have accomplished during the last year and to set goals and expectations for the upcoming year and beyond. Although we meet monthly by phone conference, this was our annual opportunity to meet face-to-face and have extended discussions about the IMA's leadership and initiatives.

Attendees includes one of the original board of directors members from more than 2 decades ago, as well as a representative from the European Mentoring and Coaching Council, with whom we are exploring strategic collaboration on common initiatives.

### **One Point Was Clear**

Over the last couple of years, the IMA has transformed from resource and support organization for members to a leadership organization for the entire mentoring field. However, our core values have not changed. We still focus on supporting members with access to the best resources and mentoring experts. Now, we also offer services, tools, and standards that will support members more fully and that will lead the entire field of mentoring to greater outcomes.

### **Our Year**

Over the course of a year, we have elected five new board members to enhance our international scope, begun accrediting mentoring programs, launched a publishing branch, rebuilt our website and online presence, established policies to accept IMA affiliates worldwide, and created international regional partnerships. As importantly, we have re-examined our policies and procedures to be more flexible and responsive to the needs of the mentoring community.

### **It has been a good year.**

Some new initiatives are available to members only. For example, IMA members may publish their books and resources through the IMA, and they may submit applications to use IMA logos and other branding. IMA members who lead or direct mentoring programs may apply for program accreditation. As always, IMA members will receive discounts on IMA publications and conference fees, will have access to the approximately 500 articles on the IMA website, and will have direct access to the board for specific advice and guidance.

### **And Now, a Few Specifics.**

#### **Conference 2014**

For your calendar: Join us March 12 – 14 in Gilbert, Arizona, USA (just outside of Phoenix) for the 26th International Conference. Our keynote speaker is the world-renowned mentoring expert Lois Zachary. We will have many, many sessions for practitioners, program leaders, consultants, and experts. The conference theme, “Share, Learn, & Grow,” accurately captures what you will experience at the conference. Registration is online at the new IMA web site.

#### **Using the IMA Name and Logo**

The IMA board has very specific guidelines on how the IMA branding may be used. Some uses are free to all members, past and present, and others require an application. If you are interested in using the IMA name and logo, make sure you understand the requirements.

#### **500 Articles**

We're still migrating and reorganizing the approximately 500 articles on the IMA website. Many are completely open to the public, but most require IMA membership for full access. We're also adding new content monthly from members, researchers, and mentoring experts. The IMA website is truly the place to turn to the best advice and information on mentoring.

As always, I recommend that you access the IMA web site at <http://mentoringassociation.org> for more information about the IMA, and, as always, you are welcome to contact me directly. The IMA board of directors is committed to your success as mentors, protégés, program leaders, researchers, and policy makers.

Thank you for all you do!

# Duality of Roles: Mentor or Supervisor

by Chad Majiros

The concept of mentoring, in one form or another, has played a significant role in human development, especially in the workplace setting. Many would agree that mentoring is both an art and science; however, the discussion deepens when we talk about the major components that comprise effective mentoring relationships as it relates to the duality of roles for being a supervisor and mentor at the organizational level. This brief literature review explores some of those components. Ultimately, using the leader-member exchange perspective to further explore mentoring dynamics is necessary for examining the concept of supervision. Examining the psychosocial aspects in mentoring relationships, specifically the necessity to promote mutual respect and trust, between employees is a novel idea that requires further study within the context of individual, group, and organizational culture. An ecological perspective is aptly suited for investigating the barriers to, behavioral elements

of, and best practices for fostering effective mentoring relationships for knowledge transfer between employees.

## THE FOUNDATION FOR WORKPLACE MENTORING RELATIONSHIPS

The consensus throughout the literature is that the concept of mentoring first originated in Homer's *Odyssey*. Odysseus, king of Ithaca, fights in the Trojan War and entrusts the care of his household to Mentor, who serves as teacher and overseer of Odysseus' son, Telemachus. The word *Mentor* evolved to mean trusted advisor, friend, teacher, and wise person. The International Mentoring Association defines *mentoring* as "the developmental relationship of a mentor and protégé, which is characterized by confidentiality, trust, caring, and mutual support and challenge for growth" (Sweeny, 2006).

Across applications and disciplines, the common elements in effective mentoring relationships include formal or

## About the Author

Chad Majiros

Chad is completing his final year of doctoral studies at The Catholic University of America, Washington, DC in the National Catholic School of Social Service with an interest in workplace learning organizations and mentoring relationships. Chad currently works in Training and Development at the Department of Veterans Affairs and previously served as a Presidential Management Fellow at the Department of State, Washington, DC. He worked at a national non-profit human services agency for several years following 11 years of service in the US Navy. Chad holds a Master's of Social Work from Boston University and a BA in Philosophy from The Pennsylvania State University. He is a member of the American Society for Training and Development (ASTD), International Mentoring Association (IMA), and National Association of Social Workers (NASW).



informal relationships, interpersonal skills, mutual respect, professional knowledge, reciprocity, time commitment, trust, and an understanding of adult learning principles (Cohen, 1999a; Fouché & Lunt, 2010; Higgins & Kram, 2001; Shea, 2002; Zachary, 2000). For example, Zachary (2000) emphasizes the importance of mentor preparation and reflection to better facilitate learning for the mentee while highlighting experiential learning within the environment. Zachary's approach is grounded in a relationship model centered on adult learning principles (Zachary, 2000). In contrast, Shea (2002) articulates the importance of behavior in developing mentor- and mentee-like skills. Shea's stance focuses on modeling behavior and teaching skills within a framework of varying levels of formality and length of intervention (Shea, 2002). As well, Cohen emphasizes the mentor's ability to exercise flexibility within the relationship by assuming various *roles*

in *dimensions*. Simply, the mentor acts within the dimensions of *confrontive*, *informative*, *employee vision*, *facilitative*, *mentor model*, and *relationship* (Cohen, 1999a; Cohen, 1999b). In a more holistic approach, Higgins and Kram (2001) suggest that mentoring takes place across multiple relationships using a *developmental network perspective*. Accordingly, the relationship depends on diverse and strong associations between parties (Higgins & Kram, 2001; Dunn, 2006). Similarly, Fouché and Lunt (2010) published results from a study looking at tertiary relationships between social service providers in New Zealand. The study tested the concept of *nested mentoring relationships* whereby relationship development was not restricted to the horizontal or vertical structures within organizations, but established connections across agencies (Fouché & Lunt, 2010). See Table 1 for a summary of the previously discussed relational concepts.

**Table 1**  
Summary of Mentoring Relationship Functionality

Author	Relationship Element	Characteristics
Zachary	Ecological	reflective, supportive
Shea	Behavioral	skill development, practical
Cohen	Dimensional	roles, modal
Higgins & Kram	Developmental	network of diversity and strength
Fouché & Lunt	Nested	external to organizational structure

Source: Adapted and composed from Cohen (1999a); Fouché & Lunt (2010); Higgins & Kram (2001); Shea (2002); Zachary (2000).

## Mentoring as a Form of Leadership

Wayne, Shore, and Liden (1997) explain the relationship as a *leader-member exchange* suggesting that some degree of leadership responsibility is inherent in the mentoring relationship. The application of leader-member exchange frames the mentoring relationship around transformational and transactional currency (Howell & Hall-Merenda, 1999; Scandura & Schriesheim, 1994; Sparrowe & Liden, 1997). On one hand, the leader as mentor transforms the employee as mentee by means of change management and socialization. On the other hand, the leader provides emotional support and critical insider information based on the degree of followership received in return. For instance, Raabe and Beehr (2003) surveyed mentors and mentees in two companies while exploring the leader-member exchange framework further. The study deployed a questionnaire to 175 established mentor-mentee pairs. The response rates were 57% for mentors and 49% for mentees. Findings suggested that “there was no evidence that the mentoring relationships were perceived in the same way by the two members of the mentor-mentee dyads” (Raabe & Beehr, 2003, p.284). Interestingly, this study also identified a potential barrier to applying leader-member exchange principles to mentoring relationships in that “the lack of agreement about reciprocal relationships across vertical organizational boundaries” may reinforce a power differential (Raabe & Beehr, p.284). In this context, the elements and essence when defining the relationship, such as openness, respect, and trust, may be compromised by the duality of roles assumed by the supervisor as mentor (Raabe & Beehr, 2003). Further research in examining mentor and mentee’s perspectives within the leader-member framework is warranted (Ensher, Thomas, & Murphy, 2001; Raabe & Beehr, 2003).

One such study was conducted by Payne and Huffman (2005), where 1,334 U.S. Army officers were surveyed to measure levels of affective and continuance commitment as it related to mentoring effectiveness and organizational turnover. In this study, 81% of the officers reported having at least one mentor with 68% identifying supervisors as their mentors, and 85% reporting that they received

career and job-related guidance from their mentors (Payne & Huffman, 2005). Findings suggest that the relationship between mentoring and commitment is enhanced when supervisors serve as mentors.

Lastly, the literature suggests that workplace leadership and mentoring are related to levels of employee satisfaction as it applies to accomplishment, level of role modeling, and psychosocial support received (Ensher, Thomas, & Murphy, 2001; Gerstein, 1985; Higgins & Kram, 2001). In an organizational context, the mentoring relationship is defined by connection with emotional and temporal dimensions (Colley, 2002; Dutton & Heaphy, n.d.) whereby participants agree to “rules of reciprocity” (Cropanzano & Mitchell, 2005) while acknowledging the reality of a “social ledger” (Labianca & Brass, 2006) and the significance of positive and negative relations within the workplace. Emerson was recognized for advancing the psychological framework of social exchange theory in his presentation of *power* and *social influence* (Ritzer, 2010). Emerson labeled the exchange as restricted, by defining it as either *reciprocal exchange*, “sequential giving with unspecified terms and obligations”, or *negotiated exchange*, “agreement with specified terms and obligations” (Lawler & Thye, 1999, p.219). This concept led to Cook’s work in labeling *exchange networks*. Cook contends that individuals make rational decisions to engage in workplace interactions with the goal of career and professional benefit (Cook & Whitmeyer, 1992). Consequently, the interaction between self and other within a socially constructed environment results in the strengthening of *approval* and *prestige* as significant commodities or rewards. The social exchange is deepened by cultural and relational interactions where all parties benefit by contributing (Fouché & Lunt, 2010; Liu, D., Liu, J., Kwan, H. K., & Mao, Y., 2009).

In closing, it appears that knowledge transfer between employees through dyadic mentoring relationships in a hierarchical environment be further studied. Considering Foucault’s notion that knowledge is power, Hurley and Green (2005) raise the point that employees may only share knowledge if they perceive it to benefit or favor themselves (Hurley & Green, 2005). Therefore, self-interest as a dichotomous factor influencing the balance of

mentoring behavior and supervisory practice in the application of leader-member exchange becomes one of ethical concern and workplace justice.

### References

- Cohen, N. H. (1999a). *The manager's pocket guide to effective mentoring*. Amherst, MA: HRD Press.
- Cohen, N. H. (1999b). *The mentee's guide to mentoring*. Amherst, MA: HRD Press.
- Colley, H. (2002). A 'rough guide' to the history of mentoring from a Marxist feminist perspective. *Journal of Education for Teaching*, 28(3), 247-263.
- Cook, K. S., & Whitmeyer, J. M. (1992). Two approaches to social structure: Exchange theory and network analysis. *Annual Review of Sociology*, 18, 109-127. Retrieved from <http://www.jstor.org/stable/2083448>
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874-900.
- Dunn, M. B. (2006). *Socialization for innovation: The role of developmental networks* (Doctoral Dissertation, Boston College). Retrieved from <http://www.escholarship.bc.edu/Dissertations/AAI3209820>.
- Dutton, J. E., & Heaphy, E. D. (n.d.). The power of high quality connections. *Meanings and Connections*, pp. 263-278.
- Ensher, E. A., Thomas, C., & Murphy, S. E. (2001). Comparison of traditional, step-ahead, and peer mentoring on protégés' support, satisfaction, and perceptions of career success: a social exchange perspective. *Journal of Business and Psychology*, 15(3), 419-437.
- Fiol, C. M., O'Connor, E. J., & Aquinis, H. (2001). All for one and one for all? The development and transfer of power across organizational levels. *The Academy of Management Review*, 26(2), 224-242.
- Fouché, C., & Lunt, N. (2010). Nested mentoring relationships: Reflections on a practice project for mentoring research capacity amongst social work practitioners. *Journal of Social Work*, 10(4), 391-406.
- Gerstein, M. (1985). Mentoring: An age old practice in a knowledge-based society. *Journal of Counseling and Development*, 64, 156-157.
- Higgins, M. C., & Kram, K. E. (2001). Reconceptualizing mentoring at work: A developmental network perspective. *The Academy of Management Review*, 26(2), 264-288.
- Howell, J. M., & Hall-Merenda, K. E. (1999). The ties that bind: the impact of leader-member exchange, transformational, and transactional leadership, and distance on predicting follower performance. *Journal of Applied Psychology*, 84(5), 680-694.
- Hurley, T. A., & Green, C. W. (2005). Knowledge management and the nonprofit industry: A within and between approach. *Journal of Knowledge Management Practice*. Retrieved from <http://www.tlinc.com/articl79.html>
- Labianca, G., & Brass, D. J. (2006). Exploring the social ledger: negative relationships and negative asymmetry in social networks in organizations. *The Academy of Management Review*, 31(3), 596-614.
- Lawler, E. J., & Thye, S. R. (1999). Bringing emotions into social exchange theory. *Annual Review of Sociology*, 25, 217-244.
- Liu, D., Liu, J., Kwan, H. K., & Mao, Y. (2009). What can I gain as a mentor? The effect of mentoring on the job performance and social status of mentors in China. *Journal of Occupational and Organizational Psychology*, 82, 871-895.
- Mason, M. K. (2010, September 29). Re: Debate over coaching and mentoring in today's workplace [Web log comment]. Retrieved from <http://www.moyak.com/papers/coaching-mentoring-definitions.html>
- Payne, S.C., & Huffman, A.H. (2005). A longitudinal

examination of the influence of mentoring on organizational commitment and turnover. *The Academy of Management*, 48(1), 158-168.

Raabe, B., & Beehr, T. A. (2003). Formal mentoring versus supervisor and coworker relationships: differences in perceptions and impact. *Journal of Organizational Behavior*, 24, 271-293. doi: 10.1002/job.193

Ritzer, G. (2010). *Contemporary social theory & its classical roots: The basics* (3<sup>rd</sup> ed.). New York, NY: McGraw Hill.

Scandura, T. A., & Schriesheim, C. A. (1994). Leader-member exchange and supervisor career mentoring as complementary constructs in leadership research. *The Academy of Management Journal*, 37(6), 1588-1602.

Shea, G. F. (2002). *How to develop successful mentor behaviors*. (3<sup>rd</sup> ed.). Landham, MD: National Book Network, Inc.

Shea, G. F. (1999). *Making the most of being mentored: How to grow from a mentoring partnership*.

## Mentoring Inspiration

**Anne Mulcahy (CEO of Xerox) was told by her mentor, “When everything gets really complicated and you feel overwhelmed, you gotta do three things: first get the cow out of the ditch; second, find out how the cow got into the ditch; and third, make sure you do whatever it takes so the cow doesn’t go in the ditch again.”**

**“We can’t help everyone, but everyone can help someone.”  
Dr. Loretta Scott**

## Mentoring Creates Mentors

Roscoe “Fatty” Arbuckle was a mentor to Buster Keaton. Buster Keaton was a mentor to Lucille Ball. Lucille Ball was a mentor to Carole Cook and Ruth Buzzi.

Jerry Lewis, Stanley Kubrick, & Steve Ross were mentors to Steven Spielberg. Steven Spielberg was a mentor to Robert Zemeckis.

Fred Bridgen was a mentor to Glen Loates. Glen Loates was a mentor to Janice Tanton.

George Wythe & George Mason were mentors to Thomas Jefferson. Thomas Jefferson was a mentor to Meriwether Lewis & James Monroe.

Ludwig von Mises was a mentor to Ronald Reagan. Ronald Reagan was a mentor to Christine Todd Whitman.

# Interview with Brenda McIntosh

*Member of the IMA Board of Directors*

*1. What about mentoring inspires you?*

I am inspired by mentoring because it gives me the opportunity to invest in others' personal and professional growth and to make a positive difference in their lives.

*2. How, and when, did you get into the mentoring field?*

I entered in the mentoring field in 2001 while employed as a human resource director for the MTA New York City Transit (NYCT). At that time, I was charged with researching how to develop and administer a mentoring program for the NYCT professional and managerial workforce. As result of my research, the Transit-wide Mentoring Program was launched in 2003.

*3. What do you know now that you wish you knew then?*

I am now aware of various resources, organizations, universities, and companies that have information on how to successfully establish and implement mentoring programs. When I embarked on my mentoring research journey, the method was "trial and error."

*4. Other than being an IMA board member, what is your role now, and how does it contribute to the mentoring field?*

I have been a member of the Women in Transportation Seminar (WTS) since 2003 and was the co-chair of the WTS Greater New York Mentoring Program from 2005–2010. I retired from NYCT in 2008 and continued as WTS co-chair until 2010. I am now associated on a consultant basis as needed. In addition, I obtained certification in Executive/Organizational Coaching from New York University in 2007 and now have a coaching service that focuses on mentoring and coaching in the workplace (<http://www.positivetransitionssite.com>).

*5. Describe a specific success story and how it occurred.*

I received the WTS Greater New York "Rosa Parks" Diversity Award for my dedication to the success of the WTS Mentoring Program.

*6. Describe a specific challenge in your work as a mentoring leader and how you addressed it.*

Part of my role as the director of the Transit-wide Mentoring program (TWMP) was to engage stakeholders (specifically, the supervisors and managers of the participants) to allow the

**Brenda McIntosh**

**Brenda McIntosh is a member of the executive board of the International Mentoring Association, where she serves as the secretary-treasurer. Her current board term is 2012–2016. In her position with the IMA board of directors, she may be reached at [bmcintosh@mentoringassociation.org](mailto:bmcintosh@mentoringassociation.org). Brenda McIntosh has over 22 years of human resource director experience for a major transportation company in the NYC tri-state area. She holds a certification in Executive Coaching from New York University and is certified in "Emotional Intelligence." Brenda was the co-chair of the New York chapter of the Women in Transportation Seminar (WTS) Mentoring Program from 2004–2010. She was also a co-founder of the transit-wide mentoring program in 2002. Brenda received the WTS Rosa Parks Diversity Award in 2007.**



mentees from their departments to have release time during their tour of duty to meet with their mentors. There were times that the mentees advised me that their supervisors or managers were not releasing them to participate in the program. To eliminate this problem, I wrote a letter to be sent to all supervisors and managers describing the TWMP in detail and the return of their investment (i.e., the release of the mentee to participate) that they could expect to receive. Once the supervisors and managers had a better understanding of the program, this problem became minimal. In retrospect, the letter of information should have been sent out prior to the initiation of the program.

*7. What mentoring program models have you experienced, and what seems to work best and in what conditions?*

My experience in mentoring is based on the *formal mentoring program* model. The *one-on-one mentor-mentee partnership* has worked best for me in a workplace mentoring program. This model is structured and enables the mentees to receive individual help. Issues can be discussed that may be uncomfortable if shared in a group. One-on-one partnerships present the opportunity for establishing trust, goal setting, developmental plans, and a time line of completion.

*8. What are the top challenges faced by mentoring programs, and what advice do you have for overcoming those challenges?*

Some of the top challenges of mentoring programs are maintaining an ample number of mentors, arranging for

reassignment of mentors to mentees when partnerships for some reason don't gel. Another challenge for mentoring programs is obtaining buy-in of stakeholders. Also, another challenge is sometimes obtaining funding for mentoring programs. It is imperative to establish a mentoring committee to work through all challenges. It is also imperative to anticipate challenges that may be experienced and, along with the committee, put into place initial responses prior to beginning the mentoring program.

*9. How do you respond to people who think formal mentoring programs are unnecessary?*

I let them know that there are options for models of mentoring programs to choose from and, at the same time, give them the positive attributes of a formal mentoring program, including some of the attributes previously described.

*10. What needs to happen to further develop the field and profession of mentoring?*

I believe that a "Mentoring Code of Ethics" should be developed similar to the International Coaching Federation (ICF) Code of Ethics, especially for the IMA mentoring program accreditation and consultant endeavor.

*11. Where would you like to see the mentoring field in 20 years, and why?*

I would like to see mentoring as a unified process that includes a mentoring code of ethics. I believe this would present mentoring as a natural and recognized process in all venues of mentoring.

## Best Advice From a Mentor

**Advice from Dr. Lois Zachary, the keynote speaker for the 2014 IMA Conference and my formal mentor for 2 years during a transition period in my career. She is the consummate mentor . . . and literally "wrote the book(s)" on mentoring!** Set goals, put them in S.M.A.R.T. language (make them measurable), visualize your goal being met, monitor your progress, adjust and forgive yourself when you have "behavioral drift," keep in contact with your mentor for accountability, then CELEBRATE together when you reach each one!  
(Submitted by Linda S.)

**Advice from my grandfather to my father, and my father to me (and me to my daughter).**

My first mentor was my father, and he advised me to be open and honest and to view my choices. He did his best to guide me and favored not telling me what to do nor how to do anything. This was a tough road for me sometimes when I often wanted to be told what to do rather than figure out my choices and consequences. Of course, he was a proud father throughout life's journey.  
(Submitted by Nancy B.)

# Multiple Mentoring Moments

**ALLISON E. McWILLIAMS, PH.D.**  
**DIRECTOR, MENTORING RESOURCE CENTER**  
**WAKE FOREST UNIVERSITY**

As a leader of mentoring initiatives and programs on a college campus, I am constantly looking for new methods and opportunities to connect with our students, to help them to build community and to explore their choices and decisions in meaningful, intentional ways. We have, of course, the usual formal mentoring programs and encourage informal mentoring relationships across the campus. But we have found that these programs still only reach a limited population of our students. Those who are our high achievers will seek out those formal mentoring programs as they recognize the value there to connect with a faculty or staff member or a peer, and to gain critical feedback and perspective. Similarly, these same students may look for informal mentoring relationships with faculty, staff, alumni, or peers; more often, a faculty member or staff member will choose to take a student “under his or her wing,” and provide ongoing support and developmental opportunities. This is, of course, the foundational model of mentoring relationships in higher education: the faculty member/advisor who works with a student advisee to help them to transition into college, be successful academically, and transition out to a job or graduate school (Crisp & Cruz, 2009; Lentz & Allen, 2010).

These formal and informal relationships are important ones, and ones we continue to grow and develop in intentional ways. In an ideal world, all of our students would participate in one or more of these relationships. But just as there are many different types of learners, we have also learned over the past few years that there are opportunities to have other kinds of mentoring interactions, *mentoring moments*, if you will. These mentoring moments do not require the same kind of investment on the part

of the mentor, but can still have considerable impact on the mentee. Some of the mentoring moments we are experimenting with take the form of short-term, highly structured mentoring relationships, group mentoring, and even one-time interactions. Each of these provides a different type of engagement for students, one that is both valued and needed.

## *Short-Term, Highly-Structured*

Most of our formal mentoring programs take place over the course of a semester or a year, and require at a minimum monthly interactions, preferably every two weeks, between mentoring partners. In 2011 we launched a series of for-credit career courses in collaboration with our department of counseling to help students to explore personal attributes that influence future academic and professional decisions and to consider the factors that create a meaningful, fulfilling life after college. In 2012, the third of these courses was implemented and included a formal mentoring relationship between students and young alumni. Due to the half-semester length of the courses, these mentoring relationships are by necessity highly-structured and require just three meetings between mentor and mentee with explicit topics of focus provided for each meeting to coincide with the learning that was taking place within the classroom:

1. Get to know each other and discuss the concept of a personal brand
2. Discuss dealing with change and taking positive action towards achieving your goals
3. Feedback on resume, cover letter, and mock interview; discuss lessons learned and future application

Feedback from these short-term mentoring relationships has been overwhelmingly positive. The mentors like the structure and the short-term commitment, and the mentees find that learning from their mentors’ personal experiences brings the classroom material to life.

## Group Mentoring

A group mentoring model allows for mentees to learn from one another as well as to interact with a trained mentor/facilitator. While we have had a group mentoring model for our first-year students for a number of years, led by faculty and student advisors and focused on transition into college and developing academic goals, this year we are piloting a number of mentoring groups for our juniors and seniors and young alumni. These groups were created in response to an identified need to help these upperclassmen and women and young alumni to navigate issues of community, identity, and transition. Seven junior/senior groups, each led by a trained faculty/staff mentor, will meet four times over the course of this academic year to discuss values, choices, goals, and moving towards that transition to the “real world.” Three young alumni mentoring groups, one each in DC, NYC, and Winston-Salem, are meeting regularly to discuss life after college and associated challenges and opportunities. Each of these groups provides students with a safe space for discussion and reflection, connection with an adult or more senior mentor, and, perhaps most importantly, a model for building community both on-campus and in post-college life.

## One-Time Interactions

Starting in 2012, in collaboration with our Office of Alumni Services and Office of Campus Life, we have implemented a series of dinners between students, faculty and staff, and alumni that provide structured conversation and engagement opportunities with limited time commitment. Our “Dining with the Deacs” dinners are hosted by several local alumni, either in their homes or in a restaurant. Groups of 6-8 upperclassmen and women students are paired with each host and both students and alumni are provided guidance on expectations and behavior. The alumni are given the freedom to choose a discussion topic that appeals to them; most take the form of “life after college” or “life as a [banker, lawyer, doctor, etc.]” In another format, we host dinners on campus for 18-20 students and 5-6 faculty, staff, and alumni. Over the meal the mentors lead discussions at their tables on topics such as definitions of success, overcoming challenges, and creating a balanced life. After dinner we lead a discussion with the entire room to expand upon these topics. There is no expectation

for interaction between participants after these evenings conclude. However, what we find is that both the students and the mentors make an authentic connection and often will make plans to meet again or exchange business cards to follow-up.

These are just a few of the ways that we are experimenting with the model of meaningful mentoring moments, and I would love to hear from other institutions about what they are doing to build opportunities for conversation and connection outside of the norms of traditional mentoring relationships. Below are a few “lessons learned” from our experience so far:

1. **Structure matters.** Even if you are doing something that seems informal, the more structure that you can provide to your participants, the better. In our short-term mentoring relationships, we provide a formal orientation, outline times to meet, and provide discussion topics. In our mentoring groups, we train our mentors, provide expectations to both students and mentors, and provide regular check-in times. In our dinners, we provide written expectations to both students and mentors and help facilitate conversation. Just like with any mentoring program, don’t ask people to just “wing it.” Set them up for success and give them the tools and resources that they need.
2. **Develop collaborative partnerships.** Here at Wake Forest, we operate a decentralized model of mentoring, so all of our work depends upon successful collaborative partnerships. But especially with these programs, building bridges with other campus offices is the key to gaining buy-in from the different constituents involved including faculty, staff, alumni, and even the students.
3. **Don’t underestimate the value of interpersonal interaction.** We often hear that this generation of students is the most tech savvy, most wired generation ever (Jacobsen & Forste, 2011). This may be true, but my personal experience is, either in spite of this or perhaps because of it, they are craving meaningful, personal interaction. Our dinner spots fill up in 15 minutes. We had to add a junior/senior mentoring group and cut off registrations due to the demand. To me, this speaks to the value

and need to provide these opportunities for our students. And we consistently hear from faculty, staff, and alumni who participate in these programs that they love the opportunity to engage with students in these ways.

4. **Assess for success.** As with any strategic developmental initiative, assessment is imperative to learn what is working and what isn't. We assess each of our dinners with an evaluation form that is sent to both mentors and mentees to ask for their feedback. The participants in our mentoring groups just completed a pre-assessment of their perceived current state; this assessment will both influence the discussion topics and be used in comparison to a post-assessment administered at the end of the year to assess change. Participants in the career course mentoring program have recently completed an in-depth survey as part of a research project exploring perceived gains in knowledge and ability. Each of these assessment tools will be used to improve upon these mentoring initiatives in the future.

Research demonstrates the need for mentees to develop effective mentoring networks to provide access to a diversity of perspectives and resources (Higgins & Kram, 2001). We, as administrators and leaders, also need to provide a diversity of opportunities for mentees to engage with potential mentors in meaningful ways. Formal and informal mentoring programs and relationships are one means of interaction. Intentional, facilitated mentoring moments – whether highly-structured or more informal – are another tool at your disposal to help mentees to build these networks, gain wisdom and insight based on personal perspective, and develop effective relationships for personal and professional growth.

### References

- Crisp, G., & Cruz, I. (2009). Mentoring college students: A critical review of the literature between 1990 and 2007. *Research in Higher Education*, 50, 525-545.
- Higgins, M.C., & Kram, K.E. (2001) Reconceptualizing mentoring at work: A developmental network perspective. *The Academy of Management Review*, 26(2), 264-288.
- Jacobsen, W.C., & Forste, R. (2011). The wired generation: Academic and social outcomes of electronic media use among university students. *Cyberpsychology, Behavior, and Social Networking*, 14(5), 275-280.
- Lentz, E., & Allen, T.D. (2010). Reflections on naturally occurring mentoring relationships. In Tammy D. Allen & Lillian T. Eby (Eds.), *The Blackwell handbook of mentoring: A multiple perspectives approach* (pp.159-162). Malden, MA: Blackwell Publishing Ltd.

## About the Author

DR. ALLISON MCWILLIAMS HAS MORE THAN 16 YEARS OF DEVELOPING, MANAGING, AND ADMINISTERING PROGRAMS FOR FACULTY, STAFF, AND STUDENTS, AND PROGRAMS FOR EXTERNAL STAKEHOLDERS, INCLUDING PRACTITIONERS AND STATE AND LOCAL POLICY MAKERS. AS THE FORMER DIRECTOR OF MENTORING AND PROFESSIONAL DEVELOPMENT, SHE IS WAKE FOREST'S NEW DIRECTOR OF THE MENTORING RESOURCE CENTER ([HTTP://MENTORING.OPCD.WFU.EDU/](http://mentoring.opcd.wfu.edu/))

ALLISON IS ALSO ON THE IMA BOARD OF DIRECTORS' NEWEST MEMBERS, WHERE SHE MAY BE REACHED AT [AMCWILLIAMS@MENTORINGASSOCIATION.ORG](mailto:AMCWILLIAMS@MENTORINGASSOCIATION.ORG).



# Ideas to Enhance Your Mentoring Initiative

## SHAWN MINTZ

Have you started a mentoring program or are you thinking about starting one? This is great news, because mentoring is one of the most effective ways to transfer knowledge, keep your members energized, engaged and to help them develop important skills. Whether your mentoring initiative is informal or has a formal structure, here are a few ideas on how you can build some buzz.

### *Have a mentoring team*

The mentoring team will be responsible for defining the mentoring program's goals and objectives. They will create a plan outlining the organizational benefits, member benefits, who the mentors and mentees are, the number of projected matches for the year, and how to measure the program's success.

They will also be responsible for running the program on a day-to-day basis. You should define each team member's roles and responsibilities. After deciding who will be the project lead, you should appoint individuals to be in charge of training and events; marketing and communications; providing customer service and support to the participants. If you decide to create a virtual resource centre with up-to-date reports, articles and videos about mentoring, this can be assigned to a team member as well.

The mentoring team will also want to have regularly scheduled meetings to ensure everything is on track and to start incorporating some of the participant's feedback into the program.

### *Promote your marketing initiative*

Marketing is one of the key components of any successful mentoring program. The trick here is to develop a comprehensive marketing and communications plan for your program's launch and then to maintain or build the enthusiasm as

the program matures and adapts to your company's needs.

You can create posters, send out a monthly email recognizing your members and sharing success stories, post event photos on your internal/external social media sites, leave a Hershey Kiss with a mentoring tip on everyone's desk, get media coverage about your initiative, and have your executive ambassadors speak about your mentoring program whenever an opportunity presents itself.

### *Host training sessions and events*

You will want to schedule regular orientation sessions which can be attended by both mentors and mentees and that will provide everyone with an understanding of how the mentoring program works and its objectives.

You may also want to train your participants in the art of mentorship by providing them with the knowledge and tools they need to have meaningful mentoring relationships.

Also, host events that will bring everyone together—you can book inspirational speakers who will address some of the common goals of the mentoring community such as leadership development, do an express mentoring event (think speed dating), host a discussion with some of the participants who can share their experiences and answer questions.

### *Lots of Recognition and Incentives*

Build in a few ways to recognize people for participating in your mentoring program such as recognizing a mentor every week for providing the best piece of advice.

You can also offer points for every mentoring relationship established or the number of hours in a relationship. Points can be redeemed for merchandise, vacation days, gift certificates and professional development.

Another idea is to enter your members in a monthly draw for a mentoring meeting with the CEO over coffee. Nothing will encourage participation more than seeing that everybody in your organization – from the top on down – is invested in the success of

## About Shawn Mintz

**Shawn Mintz has over 10 years' experience in the career and employment services sector. He has developed innovative mentoring solutions that have helped thousands of people to achieve greater success.**

**His latest innovation is MentorCity, which is based on several mentoring best practices. The website effectively matches mentees to mentors and then guides them through the mentoring process.**

**MentorCity can be accessed by everyone at no-cost <https://www.mentorcity.com>. There are also options to customize MentorCity to reflect your organization's brand and to establish a mentoring community for your employees, alumni, members, and/or customers <https://our.mentorcity.com>.**



## Best Advice from a Mentor

**Advice from Eckhart Tolle, author of The Power of Now**

“Accept what is as though you have chosen it.” As explained to me (which was required because I was hesitant to embrace this), it’s about facing reality, dealing with pain, setbacks, loss, etc. Life goes on and must go on, and the sooner we can accept it as though we have chosen it, the happier we can be. (Submitted by Scott B.)

**Advice from my mother**

When my mother was teaching me to ride a horse Western style, she told me to keep my hips loose and my legs tight, that way I would not bounce in the saddle like a greenhorn. “There shouldn’t be any sky showing between you and the horse. This has become a metaphor for how to “ride” through intellectual situations whether it’s understanding a poem or helping a person meet a goal. (Submitted by Rachel Y.)

**Advice from a district superintendent**

As a new Vice-Principal, I was told by a seasoned administrator: “You are not being paid more to work longer hours, you are being paid to make difficult, sound decisions.” (Submitted by Chuck B.)

**Advice from my parents**

“Be slow to speak...and quick to listen.” Have you ever noticed that the older you get the more brilliant your parents become? I am blessed... my best mentors consistently were my parents. (Submitted by Ron K.)

# For Your Calendar...

## IMA's 2014 INTERNATIONAL CONFERENCE



Learn, Share, & Grow  
March 12–14, 2014  
Gilbert, Arizona, USA

The International Conference is the place for

- mentoring program leaders
- mentoring consultants

- mentors to learn from expert practitioners, researchers, and leaders in the mentoring field. Join with approximately 500 mentoring colleagues for 3 fun and valuable days of learning and sharing.

## WHAT YOU CAN EXPECT FROM THE CONFERENCE:



- New approaches to mentoring and leading
- Step-by-step advice on building, sustaining, and expanding mentoring programs
- Interactive sessions that help

- you challenge the status quo
- Connections, networking, and sharing with your colleagues

Keynote Speaker: Lois Zachary (Do I need to say more?)

## CONFERENCE TIMELINE OVERVIEW:



- March 12, Pre-conference workshops
- March 13–14, Main conference, with over 50 quality sessions

Need something to do while you are at the conference? We have arranged “flight-seeing” air adventures for conference attendees. Come early, stay late,

and have fun. And... If you have something to share, let us know. We are currently accepting presentation proposals through October 31.

Registration opens October 15. Visit the ever-growing IMA 2014 Conference web site for more information.

More conference details and registration  
<http://mentoringassociation.org/IMA-2014-conference/>

## Barry Sweeny



Barry Sweeny was a leader not only in the IMA as a former emeritus board member but also in the mentoring field worldwide. Mr. Sweeny's specialty was the development of teacher mentoring and induction programs and practices that result in high quality instruction and increased student learning. Barry trained thousands of mentors and administrators, and helped develop or improve hundreds of programs in school districts, professional associations and collaboratives, universities, regional agencies, community

and governmental agencies, and businesses. His "High Impact" model of induction and mentoring is used all over the world for accomplishing the goals of supporting and guiding new teachers into the profession and for creating programs that help districts accomplish their strategic initiatives. Barry was a founder of the ASCD Mentoring Leadership and Resource Network and was a Director Emeritus of the International Mentoring Association.

# Selling Decision Makers on the Benefits & Need For Mentoring

## BARRY SWEENEY, 2010

This article is posted online at

<http://mentoringassociation.org/1999-selling-decision-makers-the-benefits-need-for-mentoring-pg-21/>.

### Context

*The following text is a response to a person who had requested advice for the content of a presentation to decision makers in his organization. His purpose was to explain the value of and need for a mentoring program. He had expressed his own ideas about what to say, which included the usual ideas about the needs of new employees for support and guidance, and the stress and discouragement that many of them feel during their first few years in the profession. Following is the response from the author.*

### Barry's Response

By the way, good luck with your presentation to the "bosses" next week. I agree that they should know and understand the plight of beginning employees. Most decision makers will have no way

of understanding what a challenge it is that new employees face and the effects of that struggle on a whole career. Here are some of the conclusions we have reached from research and our own experience that will help them see the dreadful impact of having no support program and the potential for good that a quality mentoring program can have.

In case you have not thought to do so, I recommend giving them some additional items beyond what your email stated. These items are offered in consideration of the make up and background of many decision makers, and what they feel to be their responsibilities. They often perceive themselves as the guardians of the budget and know that they are expected to keep the budget "within reason." This means that they must be shown and must understand the *non-educational reasons* for a mentoring program. Here are my ideas.

## 1. TWO ESTIMATES OF COSTS

Do not present your program without giving them a clear picture of the potential costs for the program. Describe what you believe to be an effective program and what providing such a program will require in terms of time and costs. That means you must do some considerable work to develop credible figures that you will have to live with for a long time (three years?). I suggest that you offer them two estimates of costs.

A. Cost of the program given the number of new employees you project will be involved in the program when it starts.

B. Cost of the program for another number, say twice as many. Place this cost in a chart that allows comparison to the first cost (A above).

This is very important because it will illustrate that costs do not double when services double. For example, the costs for the whole group portions of any orientation meetings (or other meetings) remain the same whether 10 or 50 attend. Of course, this is not the case for food and materials, etc. and there will be increased stipends to cover an increase in the number of any break out session leaders needed. There is, however, some economy of scale, and they should understand this or they may place unreasonable limits on the program.

## 2. ESTIMATES OF RETURN ON INVESTMENT (ROI)

There are a number of ways to illustrate that there are many hidden costs already in the current budget that are the current costs of NOT providing support to new employees. You want them to realize that though a mentoring program costs more (it does), it can save the organization money from existing and hidden costs so that the program will be perceived as more “cost effective” and “worth it.” Here are some things to consider that can help you demonstrate this effect.

A. Employee Retention

- What number of new employees are not retained in the system currently?
- What number of veterans leave the organization or, at least, lose their enthusiasm for their work and could benefit from a new challenge and focus on

a conversation about excellence?

The power of mentoring programs to improve the ability to attract the best new candidates and to dramatically increase their retention is very well documented. Increased attraction is critical because of the following.

- It increases the quality of the pool of applicants.
- It increases the number of applicants from which they can select.
- It creates the high expectation that if you are selected for a position, you are an exceptional person. That establishes the norm for expecting exceptional work.
- It establishes the norm (even before hiring) that this organization expects and supports collaborative action to improve performance and the desired results.

B. What is the cost to the organization when a new employee leaves or is not rehired?

- What are your organization’s costs for new employee recruitment, especially for recruiting the kind of diverse staff a great organization wants?
- What are your organization’s costs for new employee orientation and training during the first year or two?
- What are your organization’s costs in productivity and results during the year or two that a new employee is learning to teach?
- What are your organization’s costs in productivity and results when a new employee leaves with what they have learned from trial and error, and when a new employee is hired without that hard-won experience and starts over at the beginning.
- What are your organization’s costs for the loss of work flow when new employees leave or are not rehired because they are not as successful as required?
- What are your organization’s costs for manager time spent orienting, evaluating, coaching, developing, and supporting new employees who are not retained?

C. What is the cost, even when employees

stay in the organization, when struggling novice employees must focus more on their own needs than needs of the clients or customers, and on their own day-to-day survival because they have little support, assistance, and guidance toward more effective practice. The fact is that struggling, unsupported employees adopt coping strategies that often are less effective practices, and those practices will tend to persist throughout a career. This tragic effect is well documented, and the cost is immeasurable.

D. What is the cost to the organization of veteran employees who need renewal and new ways to contribute to the needs of their colleagues and the goals of the organization but who have no appropriate avenue for that?

E. What is the cost to the organization when excellent, gifted employees seek to make a greater impact and find the only role choice is to leave the work force and become a manager? Such employees need the opportunity to serve as employee leaders, and service as a mentor is just what the doctor ordered. When such options do not exist, the resources and potential employee leadership that is lost is immeasurable.

### 3. CLAIMS OF OTHER BENEFITS

A. Mentoring can increase the collaboration and professionalism of employees and positively impact the climate and working environment, if mentoring is defined as such and if mentors are prepared to do so. *What is the value of such a work environment?*

B. Mentoring and coaching models the importance of being life-long learners. *What is the value gained when others see that everyone must keep learning?*

C. Mentoring establishes the norm and expectation in the minds of new employees that career-long professional growth is an expected part of the work. *What is the value gained when employees work every day at getting better?*

D. Mentoring increases the opportunities for positive leadership by employees. *What is the value gained when the organization can demonstrate its support for employee empowerment in positive directions that contribute to organization*

*agendas?*

E. Mentoring is a perfect means of incorporating new staff members into the culture and traditions of the organization. *What is the value of ensuring that new staff members are brought into, adapt to, and contribute to the initiatives of the organization (strategic plan, goals, etc.)?*

Many of these “costs” are almost impossible to measure or to describe, but I do recommend that you try to do as much as you can to market the mentoring program in terms of “Return on Investment” with all levels of specific and general benefits included. Try to provide a list of valued benefits and results that are reasonable to expect from a mentoring program.

### 4. CHECK YOUR MESSAGE

Check the wording of the purposes or goals for the mentoring program to be sure they are aligned with the benefits concepts you are presenting. In other words, ensure that it is clear in the program purposes

- What the desired results of the program are;
- What the program can contribute to the organization;
- What costs the program can save for the organization;
- What quality of programming is needed to capture the expected benefits;
- What is likely to happen without the described mentoring program; and
- What, regarding each of those purposes, you expect to accomplish in the first three years of the mentoring program.

(The next section explains why this last item is so critical to getting approval for your program.)

### 5. PROPOSE AN EVALUATION

Finally, propose a program evaluation process over at least three years that will be perceived as rigorous and that is designed to demonstrate the extent to which the program purposes can be accomplished in those three years.

Your goal is to be perceived as

- Convinced of the efficacy of the mentoring program and the ability of an effective

- program to deliver on valued purposes;
- Willing to be held accountable for demonstrating the effectiveness of your mentoring program;
  - Expectant that business persons who must make a profit and must run efficient and effective programs will understand the value of a proactive, cost-effective program that targets improved performance and results.

Of course, agreeing to be held publicly accountable for being a good steward of precious organization resources and accomplishing valued purposes is a frightening commitment. That is why the last item in #4 above is so crucial. Be realistic.

### *Author's Notes*

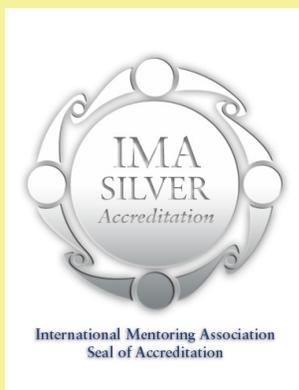
1. While the research cited is in the new teacher context and educationally based organizations, this author recommends confident use of the conclusions as a guide for program design, evaluation, and mentoring practice in all settings, even those outside of education, such as business and health care. The author has over 23 years of experience in applying and evaluating the validity of these findings in all such settings and has found they are universal. People deserve and benefit from peer support that is well designed and facilitated by thoughtful leaders.
2. Do not commit to accomplishing valuable things for employees and their students without the resources and tools that will be needed to do the work well. You will not gain that level of support later if you demonstrate in the earlier years that your program can do a good job without adequate training, support, and time.

## *Mentoring Program Accreditation*

The International Mentoring Association (IMA) provides accreditation of mentoring programs to recognize programs that meet rigorous mentoring program standards based on years of research and practice in the field of mentoring. All accredited programs are well designed, meet participant developmental and growth needs, and achieve the program's purposes.

### **Accreditation provides many benefits:**

- Provides program leadership with an external review of their program design and implementation—in support of their continuous improvement efforts;
- Rewards program management and participants for their commitment to personal and professional growth;
- Provides organizations with a competitive edge for attracting candidates and applicants; and
- Helps programs gain or maintain funding by confirming their value.



# How to Build Your Global Brand ~Through Mentoring

**Gail M. Romero**

What if the world could assess your skills and expertise based only on a simple graphic or icon? When you see you know the intrinsic value proposition, products, services and impact. What if that was you? What if people could understand your global essence through twitter?

That is the crux of what it requires today to build a personal brand identity that stands out. To be clearly above the rest, the dramatic differentiator is your global intention. Consider this though, how do you prove it? I would like to suggest you can demonstrate through active learning, practice and sharing what you know. Mentoring has been proven to be one of the best ways to show the world how you hone and integrate your skills and attributes into your world... but let's not get ahead of ourselves.

At this point, you may ask yourself, am I a brand? The answer is yes and no. You are an individual, not a company or a product. You are not repeatable yet you may have similarities. To capture the interest of others, potential clients, business partners, future employers or a global audience as an emerging or emerged expert you do have to secure the position. To break through, you need to make an indelible impression (synonym to brand) on your intended audience. There are numerous ways to build your brand, simply Google "build your personal brand" and there are over 500 experts – bloggers, journalists, coaches, branding experts and marketers with dozens of great ideas. To make it easy, simply follow their suggestions to build your brand and voila – you have it. Ahhhh, but wait. Is it truly differentiating you from the global

masses? Remember, the world is so much smaller than it used to be. Does it accurately identify you as the true expert in your field just because you say so or... because you have demonstrated it? After reviewing hundreds of sights – yes, that's why I know there are over 500 "experts" out there when you Google the subject – I found several that really hit home with me. Everything from the strategy that you need to build your own brand, which entails creating an original visual identity—AND verbal identity to the five easy steps, or seven, or ten, that you need to follow to get known. They all have seriously good content, information and features that can help.

## A STEP FURTHER...

Sure, we need to have a strategy—which is the tactical foundation, pulling all of your planning for each visual and verbal expression of your personal brand. The strategy defines your deliverable. Who are you? What significance do you bring to the relationship? You formulate your strategy that differentiates and positions you against the rest of the field, or the world. Your strategy is based on your skills and personal attributes and qualities that you have honed and developed through experience and engagement. This is where you need to ask yourself two critical questions – "How will others perceive me as the expert in my areas of skill?", and "How can I prove that the attributes I profess are truly qualities that have been tested and practiced?"

## BUT WAIT, THERE'S MORE...

What if you could demonstrate to the world of your continued development in your core skill areas, your personal attributes AND show your desire to be more than an educated professional but a life-long learner and teacher? In other words, you haven't stopped honing your skills or developing your personal attributes because you chose to join in the growing network of mentoring.

This may come as a revelation to many of you but we all go through a process of learning that encompasses three stages. First we are taught; initially it may be through an experience or class room or even individual educational goals such as books, webinars or certifications. We take notes,

we may even take tests to see if we retain the knowledge. It is not until we actually practice; not just writing the business plan but implementing it, not just understanding what a budget is and does but actually developing one and holding to it, not just saying “I have integrity” but practicing it, do we really incorporate the teaching. These activities are what help us assimilate the knowledge into our skill set and what hone our personal attributes such as honesty, integrity and agility thinking.

## PERSONAL PRACTICE—ETHICS

My favorite university “practice” when I am privileged enough to be a guest speaker or visiting professor, is to propose the following scenario to help others understand the issue of practice and the importance for us all.

“You go into a grocery store, knowing you have \$50.00 in your account until payday. You complete your shopping adding it all up in your head and consider yourself lucky that you came in under budget. You determine that it must have been the in-store sales that helped you stay under and you walk out with \$9.50 in your pocket. As you are loading your supplies into the car you realize that they failed to charge you for the bag of dog food on the bottom of the cart. What do you do? What if it was only a \$2.00 item? What if you were in charge of a \$350,000,000 budget and you found out you were undercharged on a contract by \$1,750,000. What if it was only \$600.00? What do you do? When you can actually not just say what you would do, but walk back into the store and connect with the store manager have you truly integrated ethics into your being. Practice!

## SO, WHAT MAKES A GOOD MENTOR?

The following information came via courtesy of one of my online Google searches that we consistently use with all of our mentors – it succinctly covers some of the best characteristics of leadership that you can integrate into your core skills and personal attributes and is arguably a true representation of what it takes to be a strong leader.

**Active Listening** A mentor listens well and demonstrates to their mentees that

their concerns and issues have been heard and understood. This promotes confidence and builds trust, which is essential for any great mentoring relationship.

**Build Trust** The more a mentee trusts you, the more committed he/she will be to the relationship. Be realistic and understand that trust develops over time, through spending quality time together, respecting your mentee’s boundaries, following through on your promises.

**Identify Goals and Vision** A good mentor will help the mentee identify their goals, what’s important to them, their strengths and development needs.

**Encouragement** Effective mentors encourage their mentees. It is as simple as complimenting your mentee on their accomplishments and positive traits, and commending them in front of others. Give them confidence to move forward despite their fears and doubts.

**Informal Teaching** As a mentor, you may need to do some informal teaching, so keep your eye out for teachable moments. Help your mentee find necessary resources and contacts. If appropriate, teach them new skills and help them acquire knowledge. Add model effective behavior.

**Inspire Greatness** Do inspiring things yourself and model greatness; be a role model. Set a great example and help your mentees find other inspirational people and situations.

**Provide Developmental Feedback** If you observe your mentee making mistakes, you should be direct with him or her and provide corrective feedback. Indicate some better ways to do something or how to act. Offer useful suggestions on what the mentee can do the next time.

**Connector** Try to provide visibility for your mentee and their strengths. If possible, open doors for them to meet new people and take on challenging assignments. Make sure their abilities and strengths are noticed by others.

**Learn** Don’t be too proud to learn from the protégé’s questions and experiences. The best mentoring is a two-way relationship in which people with various experiences, cultures and places in life learn from one another. One of the best ways to gain global mindset is through learning – and

global mindset is one of the top rated skills looked for from leaders in this global economy.

**Build Your Brand** Walk the talk and show your mentee the importance of working ON their career and personal brand, and not just IN their career. Encourage them to get 360 feedback, engage in self-reflection, and determine what makes them unique, compelling, and differentiated. Encourage your mentee to engage in building their network, connections and impact through groups, social networks like LinkedIn and help them become the emerging “expert” in their own field.

## YOU AND YOUR WORLD

It may seem a bit sweeping to imply that your global outlook on the world can create a prodigious personal brand, but in the real world, it is precisely your attitude that has guided you to your profession and has helped you develop your talents, skills and attributes. It is how you learn, practice and teach those skills as a mentor and leader that will make

a difference in the world – not just your brand. In a 2012 audit of some of the Fortune 500 companies I found that there were five key personal attributes that consistently were brought up in conversation and responded to as critical for leadership development and positioning. I have incorporated them into a process that I call GLEAN™. They are not new, and I did not invent them, but they have been brought together into a concise process that helps leaders understand how they relate to their leadership skills, their leadership brand and their leadership success. Global Mindset, Leadership Quotient, Ethics, Agility Thinking and Negotiation and Communications Skills in the Virtual World are all part of GLEAN™. As a mentor I integrate them into my own mentoring style and share them with my mentees wherever applicable. As a professional in the global economics of business education, mentoring and futurist learning it is integrated into our own company as a critical component of leadership success.

### GAIL M. ROMERO CFRE

CEO, Author, Media Expert, Executive Producer, Ambassador



**Gail Romero** has worked for numerous organizations throughout the world to build successful missions and enhance visions with social, political and economic impact. As the founder and CEO for Collective Changes, she provides the #1 technology platform to business mentors for women’s SMEs in developing nations in conjunction with IBM Tool Kit, Chronus Mentor Software and their latest partner Grameen Financial Services. Gail continues to drive support for empowering women in business and global recognition of the economic engine that women can provide to their nations. As an author, opinion writer and often quoted media analyst she has been looked to as a “Shesource” for commentary by Financial Times, Bloomberg Businessweek, US News and World Report, CBS Radio, EU Media outlets, Media Online, Online MBA and CNN. Gail is also Senior Advisor for MacKenzie-Romero Consulting, Executive Producer for Rainmakers TV and carried the title of Ambassador – Global Health for the American Cancer Society until August of 2011. Gail has spent the last two decades creating and directing the development and integration of innovative economic ideas and campaigns and strategic alliances with various policy makers, educational communities, associations, media, academics, politicians, community leaders, foundations and corporations to raise resources, awareness and support for numerous organizations with a passion to advance women in leadership throughout the world.

# Good As Gold



**THE CENTER FOR PROFESSIONAL EXCELLENCE TEAM: LARRY CARROLL, JULIE NEARING-GONZALES, AND PEGGY KILLIAN (PHOTO BY ROARK JOHNSON)**

*The mentoring program at Elmhurst College's Center for Professional Excellence (CPE) is proud to have earned the IMA's Gold accreditation*

Now that the mentoring program at the CPE has earned the coveted Gold accreditation from the International Mentoring Association, CPE executive director Larry Carroll has set himself another task: sharing news of the honor with the rest of the world.

"To have the group that is at the intellectual forefront of the mentoring world say that we're doing our job very well means a lot to us," Carroll said. "This says we're at the cutting edge of best practices, and we want to communicate that. Learning to effectively understand and be engaged in the process of mentoring is important for students in their professional and personal development."

The International Mentoring Association (IMA) awarded Elmhurst's CPE its gold accreditation, the highest level possible, in August. The CPE's mentoring program, which matches students with professionals from fields of interest to the students, earned 100 out of an available 100 points in the IMA's evaluation.

The mentoring program at Elmhurst makes more than 200 volunteer mentors available to students each year. About 150 students are participating in the program in the 2013–2014 school year, Carroll said. Students meet regularly—some as often as weekly—with mentors who provide advice and insight into ways for students to grow professionally and personally.

“We connect students with mentors of high integrity and good character that model how to be a responsible person in a global professional world,” Carroll said. “This fits into the focus we have at Elmhurst on student development and professional preparation. We want students to learn from people who are out in the professional world.”

The IMA’s evaluation was led by Karen Posa-Amrhein, a member of the IMA’s Board of Directors, and David James, president emeritus of the IMA. They reviewed documents submitted by Elmhurst that detailed how the mentoring program is structured and organized; how connections between mentors and protégés are established; how the program’s effectiveness is evaluated; and how the program is supported by the organization’s budget. Posa-Amrhein and James also conducted extensive interviews with two mentors and two protégés from Elmhurst’s mentoring program and with three staff members of the CPE who oversee the program: Carroll; Peggy Killian, director of career education; and Julie Nearing Gonzales, the program’s coordinator.

Posa-Amrhein and James spent more than 90 hours reviewing documents, conducting interviews, and preparing their report. The IMA’s board of directors on August 12 voted unanimously to accept their recommendation that the CPE mentoring program be awarded the Gold accreditation. The accreditation status remains in effect through August 11, 2016.

As gratified as he was to have the mentoring program accredited by the IMA, Carroll said the application process itself was an important step for his staff at the CPE. He said the documentation submitted to the IMA included information on how mentors are trained, how staff tracks the quality of mentoring relationships, how assessments and feedback are processed, and how problems in the mentoring process are resolved.

“We learned so much from the process,” he said. “It has already helped us in a lot of ways. We’ve come away with insights about ways we can better communicate how the program works, for example.”

Carroll said the mentoring program’s administrators have also committed to being more responsive to mentors and protégés who make suggestions about improvements to the program.

“We need to do more to communicate to those people that we appreciate their feedback and that we have found ways to use it,” Carroll said.

The IMA’s evaluation made several specific recommendations to Carroll and this staff: to “continue to address the needs expressed by the protégés and mentors in surveys,” to seek budget support for the program, and to encourage staff to attend the IMA’s annual international mentoring conference.

Carroll said he was pleased by the recommendations.

“That’s one of the reasons why we went through this process. We wanted to hear not just what we’re doing well but also learn about ways we could improve,” he said.

The CPE at Elmhurst, founded in 1997, encourages professional preparation and personal development in students by offering a range of academic and pre-professional experiences, including service-learning, internships, study abroad, and intercultural education. Carroll said the mentoring program is vital to the center’s mission.

“We want that to be part of our brand: that we prepare students professionally and personally by connecting them with professionals of high integrity and character,” he said. “This accreditation says that we have the best practices in place that are recognized by the best in the field. We’re doing the right things for our students.”

## Learn More about the CPE and Accreditation

Visit the Center for Professional Excellence online at <http://public.elmhurst.edu/cpe/>

The Center Professional Excellence team will be presenting at the IMA’s 2014 international conference, March 12–14, 2014, in Gilbert, Arizona, USA.

# What is the International Mentoring Association?

The IMA is a worldwide leader in mentoring. The IMA is an association of mentoring professionals, practitioners, and leaders. The IMA believes that every person's fullest potential is realized through a mentoring relationship, and the IMA provides the leadership, services, and opportunities to make this vision a reality. The IMA provides a host of leadership services to the mentoring community, in general, and to IMA members, in specific.

## Current Leadership Services to the Mentoring Field

### MEMBERSHIP

The IMA provides various levels of membership, from student and individual memberships to corporate and organizational memberships. Not only does membership provide discount rates on international conferences but also provides access to all content and articles on the IMA website. Members can participate in the services described below.

### MENTORING PROGRAM ACCREDITATION

The International Mentoring Association (IMA) provides accreditation of mentoring programs to recognize programs that meet our rigorous mentoring program standards. Accreditation provides program leadership with an external review of their program design and implementation, rewards program management and participants for their commitment to personal and professional growth, and improves the credentials of program participants. The IMA board of directors also offers specific advantages to accredited programs, including international recognition and the use of IMA accreditation logos.

### AFFILIATION WITH THE IMA

IMA affiliates are independent organizations that have been authorized to provide services on behalf of the IMA. We recognize that, given our international scope, local organizations may be better positioned in some cases to respond to various program needs. Although affiliation is available at this time, the board of directors is continuing to refine the process for affiliation.

### PUBLICATION

The International Mentoring Association accepts manuscripts and manuscript proposals from IMA members. We welcome any and all submissions with the potential to promote and enhance the field of mentoring. Authors receive royalty payments that are more generous than major publishing companies, and authors retain all copyrights. Publications are sold through a wide variety of channels, on- and off-line.

### INTERNATIONAL CONFERENCE

Join us for annual our international conferences where we bring together experts, leaders, and practitioners in mentoring. Next conference: March 12 – 14, 2014.