A Case Study and Semi-Intervention of Best Practices at AIDS Rochester, Inc.

Marisa L. Quattrini

St. John Fisher College

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Abstract
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A Case Study and Semi-Intervention
of Best Practices at AIDS Rochester, Inc.

Marisa L. Quattrini

Master in Science in Human Resource Development Program

St. John Fisher College

4/16/06
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Thank you a million times over to Ms. Sheila Coney. Without her constant support and encouragement I would not have been able to complete this program.

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I know that I am motivated by the thoughts that once I am done, we can finally move on with our lives. Thank you.

I am blessed and honored to have all of these people care about me and support me. Without their assistance, I would have never been able to work so diligently, and complete my Master’s.
Dedication

I dedicate this paper and my degree to my parents. Their support, encouragement, and patience, have shaped me into the person that I am today. This support has allowed me to pursue my dreams and accomplish my goals. I am truly blessed to have the most wonderful support systems anyone can ask for. Thank you mama and papa.
Abstract

Mentoring programs can provide a foundation so that employees can improve their overall career development and satisfaction. When an organization has even an informal mentoring program, it encourages employees to support one another by learning from each other. When an organization has a formalized and structured mentoring program that is designed to fit the needs of their employees, it can enhance overall productivity and reduce employee stagnation and burn-out.

This study examined the importance of mentoring in for-profit and non-profit organizations. This study has taken relevant literature, benchmarking, and focus group data and adapted the information to make a "Mentoring Program Implementation Plan" for AIDS Rochester, Inc. The findings from this study suggest that mentoring can lead to positive impacts in organizations if the customer requirements are taken into consideration. This study has also presented the benefits and challenges of mentoring, roles and characteristics of successful mentors and mentees, and some key areas of significance for mentoring.

Finally, this case study and semi-intervention has provided ARI with an implementation plan that should increase retention and employee satisfaction and decrease turnover and stagnation. This study is extremely important for ARI to consider and implement in order to increase overall productivity. Since mentoring can encourage employees to solve their own problems, find valuable resources, and become more independent, ARI would also be assisting many individuals to reach their highest potential, both personally and professionally.
Chapter One

Overview

Introduction

Mentoring is not a new term; it is a concept and label that has been around for centuries. In ancient Greek mythology, Odysseus went off to war and entrusted a mythical guardian named Mentor, to watch over his household. Thus, Mentor became a teacher, adviser, friend and surrogate father to Odysseus’s one and only son, Telemachus (Murray, 2001). Today, employees can utilize the same idea of mentoring as Odysseus did, with one another in an organizational context.

Overview of Problem

Mentoring can be a useful process to help employees acquire knowledge related to job tasks, especially when one is new to an organization. Typically when there is a new hire in the organization, the employee goes through an orientation process to help him/her with the transition. After the new hire is familiar with the organization, he or she will have to learn how to complete the specific job effectively. Mentoring programs can encourage the new employee to seek out information from knowledgeable peers, relevant to their job task. This type of knowledge transfer help to bring all employees to the same level.

The problem in many organizations is that they do not sufficiently encourage their employees to seek out knowledge pertinent to their job. They prefer simply to tell them how to do the job. Many managers take on the responsibility of solving problems for their employees, instead of pushing them to find the answer themselves (Brounstein, 2000). Mentoring encourages employees to solve their own problems, find valuable
resources and become more independent. This can lead to career advancement and psychosocial development both personally and professionally for the employees (Kram, 1983).

Many employees think about long term professional goals and what they would like to accomplish in their organization. However, people often lack the guidance to help them through this process. A mentor is someone who can do this by encouraging a person to take more control of his/her life and make important choices. Mentors focus on strategy, not skills per se, by assisting people to see the entire forest, not just one tree. By doing this a mentor enables the person to set goals and create the path to achieve them. A mentor provides the necessary means to achieve the personal or professional goal. A mentor can guide someone to the right path for what they would like to accomplish (Anonymous, 2005).

Formal mentoring has become a widespread practice in public and private organizations over the course of the last ten years (Siebert, 1999). A well thought out formalized mentoring program provides the foundation so that employees can improve their overall career development and satisfaction. People often need someone to help guide them when making work related choices. When an organization has a mentoring program they encourage their employees to support one another by learning from each other. According to Rothwell and Kazanas, (2003), planned learning activities can be directed to satisfy learning needs of an employee and improve employee relationships. When an organization has a formalized mentoring program that is structured to fit the needs of their employees, it can enhance overall productivity.
Problem Statement

AIDS Rochester Inc. (ARI) was established in 1983 as a non profit organization that is dedicated to a world without Human Immunodeficiency Virus (HIV). An initial discussion with the Director of Administration and Personnel revealed that ARI would benefit from developing an employee mentoring program. This need was established by previous research done by an Associate Director of Client Services (Castro-Lichtenberger, 2004). The results from that study were gathered through quantitative and qualitative measures by conducting focus groups and distributing questionnaires that were focused on employee satisfaction and organizational effectiveness at ARI. The researcher had many recommendations. One of the most important recommendations for ARI was to develop an employee mentoring program to alleviate the problem of stagnation and burn out.

ARI has many employees with longevity in the organization. Although the long-term employees felt committed to the organization, they also felt there was “no movement” or opportunity to advance. Since mentoring programs can come in all ‘shapes’ and ‘sizes’, that is they can be used for a variety of purposes, there appeared to be a valid need to customize the application of mentoring to fit the unique needs of ARI’s employees.

Purpose of the Study

The purposes of this case study and semi-intervention are:

1. To determine best practices of mentoring based on the literature and benchmarking interviews with for profit and non profit organizations.
2. To determine ARI’s specific customer requirements for a formalized mentoring program

3. To develop a plan for ARI to implement a formalized mentoring program.

To complete the case study, the researcher conducted a benchmarking study with for-profit and non-profit organizations in Upstate New York that currently have mentoring programs. This data provided ARI with information that will be beneficial to consider when developing their formalized mentoring program. The researcher then completed a semi-intervention with ARI in the form of focus groups, to learn how best to customize mentoring at ARI. Based on the results of the benchmarking, and the feedback from ARI employees, the researcher will provide a detailed “Mentoring Program Implementation Plan” to the ARI Directors.

Research Questions

This semi-intervention and case study at ARI addresses the following research questions:

Q1. What are some best practices in mentoring programs?

Q2. What are the key customer requirements for an effective mentoring program at ARI?

Q3. How could ARI develop and implement a mentoring program that incorporates key best practices and ARI customer requirements? What are the main components of an implementation plan?

Significance of Study

ARI, clients of ARI and Human Resource practitioners will all benefit from this study. ARI will benefit because there will be knowledge transferred between employees.
When employees share information and are engaged in planned learning activities, they may become more satisfied with their overall career development. A formalized mentoring program will familiarize new and more tenured employees with resources that are available to conduct their jobs more effectively. Given this increase of knowledge, ARI employees will be better able to serve the needs of their clients.

Human Resource practitioners may also benefit from the benchmarking and literature study because it details key practices on how mentoring can positively affect employees. Once HR practitioners have this summarized information they should better be able to address the need for mentoring programs with their employees. Hence, this research could lead to the development of mentoring programs in many organizations.

Conceptual Framework

Many organizations have implemented formalized mentoring programs because of the numerous benefits mentoring has on employee development, both personally and professionally. Kram’s (1983) study revealed that a “mentor relationship can significantly enhance development in early adulthood and also in the mid-career stage of the more experienced individual (p. 608).” Koblenz (2003) points out those employers who make their employees feel that their jobs are important tend to retain their employees longer. Koblenz also points out that to make employees feel valued, communication and education, both formal and informal, should be a priority for the organization. Implementing a formalized mentoring program can be one way to ensure that communication and education are one continuous process in an organization.

Whittaker and Cartwright (2000) say that mentoring can be a useful way of developing cross-departmental working and co-operations by arranging mentors from one
department to be matched up with "mentees", or, those who receive the mentoring, from a different department. Developing a mentoring program in one department can be a pilot approach to test the program. If the program is successful, it can be adjusted to fit other departmental needs. Whittaker and Cartwright also state, "mentoring can help to bring about change and continuous improvement within the organization because the process actively encourages the ongoing reflection of behaviors and actions as well as identifying options for doing things differently or better next time around" (pg. 58). Reflection on past behaviors is a great tool to increase effectiveness within the organization and will help an employee focus on furthering his/her career. The benefit of cross departmental working is that the available resources are multiplied and sharing information becomes a goal.

According to Kram (1983), a mentor relationship has the potential to facilitate both career advancement and psychosocial development. A mentoring partnership can enhance the possibility for completing career goals at any level of an organization. The mentoring relationship can improve both the mentor and the mentee by promoting a learning environment in the organization. Through career development processes such as sponsorship, coaching, protection, exposure-and-visibility, and challenging work assignments, an individual is assisted in the learning processes of the organization and is prepared for advancement opportunities.

Mullen (1994) says that the benefit of a mentoring program on one's career development is that the mentorship serves as a mechanism for information exchange and knowledge acquisitions. The mentor has connections that can lead to opportunities for the mentee to become familiar with new social networks. Career related mentoring consists
of behaviors that prepare the mentee for career advancement, so it makes sense that those who are mentored would achieve greater career success than those who have not been mentored (Allen, Eby, Poteet, Lentz & Lima, 2004).

The goal of ARI's mentoring program will be to focus on what resources are needed to serve the clients and help to better the employee's career development within the organization. Given this, a mentoring partnership can enhance the possibility for completing career goals at any level of an organization. The mentoring relationship can enhance both the mentor and the mentee by promoting a learning environment in the organization.

Research Design Overview

Qualitative data gathering was used to complete this case study and semi-intervention. The researcher conducted a benchmarking study that included for-profit and non-profit organizations in Upstate New York that currently have mentoring programs. The researcher conducted one on one interviews with the Human Resource Manager or the Mentoring director. The questions used in these interviews were developed by the researcher. In addition, four employee focus groups with the Client Services Department at ARI were conducted using a series of questions developed by the researcher.

Key Terms to Identify

Mentor: Brounstein (2000) defines a mentor as someone who makes an effort to challenge and develop their staff to think and do for themselves and to grow in their capabilities. Mentors are often seen as senior level employees that have a vast amount of
knowledge to share. The key to being a mentor is to gain personal satisfaction as a result of being an effective mentor (Whittaker and Cartwright, 2000).

Mentee: Whittaker and Cartwright (2000), state that mentee is someone that gains increased confidence as a result of personal achievement and has new targets for which to aim. The mentee will obtain this achievement and confidence from the guidance of a good mentor.

Organization Acclimation: getting an employee to become accustomed to the organization.

Knowledge transfer: when information is shared by two or more people and can be applied to assist an individual to become more developed in a given area of expertise.

Informal mentoring: encouraged in an organization but it is not supported or tracked by the organization. This is between two or more individuals inside an organization and continues with minimal structure.

Formalized Mentoring: a structured program that engages two individuals together to increase knowledge transfer and employee satisfaction. This type of mentoring is typically initiated, measured, and supported by the organization.
Chapter Two

Literature Review

Introduction

In recent years, mentoring has become a widely implemented strategy of employee development in both for-profit and non-profit organizations. When institutions formally introduce a mentoring program, there are various questions to be considered. This chapter will provide a brief review of the literature in mentoring, and address the following questions:

1) What is mentoring?
2) Who should be a mentor?
3) Who should be mentored?
4) What are the differences between formal and informal mentoring?
5) What are the benefits and negative aspects of mentoring?

This chapter will also discuss specific case studies that have shown various results of mentoring in organizations.

What is mentoring?

"Mentoring is one of the broadest methods of encouraging human growth" (Shea, 2002 pg. 8). Mentoring can come in many different forms and styles depending on the goals that are expected. A mentor is someone who offers any type of knowledge, insight, perspective and/or wisdom to another individual that will be beneficial to that person. A mentee is someone who will accept this knowledge transfer and work with the mentor to reach his/her goals. Mentoring can be a short-term intervention or a life long relationship, depending on the needs of the individual. Mentoring can be useful to gain knowledge pertinent to job tasks, especially when someone is new to an organization.
When a new hire joins an organization, he/she may go through an orientation process to assist with the transition into the organization. After the employee is somewhat familiar with the organization, he or she will have to learn how to perform the job effectively. Ideally, mentoring programs should encourage the new hire to seek out information and coaching from peers as it relates to their new role. This type of knowledge transfer is a key mechanism that can bring all employees up to the same level.

Problems may arise if organizations do not encourage their employees to seek out the knowledge pertinent to their job, but rather assume they already know how to do something. Many managers take on the responsibility of solving problems for their employees instead of encouraging them to find the answers themselves (Brounstein, 2000). Mentoring guides employees to solve their own problems, while finding valuable resources and hopefully becoming self-sufficient along the way. This can lead to career advancement and positive psychosocial development for the employee, both personally and professionally (Kram, 1983).

Who should be a mentor?

In order to be a successful mentor, one must use various interpersonal and communication techniques that are similar to that of a facilitator. According to Knowles (1980), a good facilitator must allow individuals to be involved in the entire process of job success, including knowing what the end results may be. Thus, employees will create their own objectives and be encouraged to identify their own resources. This will lead employees to use the identified resources to be effective in their job. A mentor can use the same coaching techniques with a mentee. By doing this a mentor can have a great impact on the employee’s career satisfaction. This allows them to develop personal goals
and expectations that can be carried with them beyond their career. Many employees think about their professional goals and what they would like to accomplish in their careers. However, these employees often lack guidance as to where to ask for assistance in this process. A mentor is someone who can do this by encouraging a person to take more control of his/her life. Mentors focus on strategies and skills to reach goals, realizing that individuals are different and their needs for job success and happiness may differ as well. Mentors deliver guidance to employees and allow them to realize it should be about the entire ‘forest’ not just the one ‘tree’. A mentor can guide someone to the right path for what they would like to accomplish (Anonymous, 2005).

Roles and characteristics of a mentor

Mentoring is typically additional to the mentor’s job requirements. Being a mentor can take time away from the mentor’s daily responsibilities and place extra time on them to assist another individual with pertinent issues (Allen, Poteet & Burroughs, 1997). Mentors have to be willing to go the extra distance in assisting the mentee with career or personal issues.

A mentor’s role will depend on the level of need of the mentee. These roles may include: teacher, guide, counselor, motivator, sponsor, coach, advisor, referral agent, role model, and door opener. (Desired characteristics of a mentor and roles/responsibilities of mentors, http://pradoweb.org/story.my?n=10001 n.d). Shea (2002) states, “Effective mentors tend to focus on what the mentee does in response to the mentor’s help rather than how he or she does it” (pg. 22). Permitting the employee to develop his/her own way of task completion, draws the immediate focus back to the mentee, and allows them to take ownership and increase job responsibility.
A mentor should possess certain characteristics such as being supportive, having patience, warmth, and a genuine concern for the mentee’s progress and welfare. Organizations with formal mentoring programs should also insist that the mentor be a “people-person” a sufficient motivator, and an effective teacher. Perhaps the most important qualities a mentor should possess include their own level of personal comfort with themselves, with the organization, and above all else respect for the employee’s needs (Quartermaster warrant officer mentorship program, http://www.quartermaster.army.mil/oqmg/warrant_officer_propoency/Mentorship_Program/GUIDE/Chapter_III.htm n.d).

The following chart (Figure 1) presents a set of roles and characteristics that a mentor should carry out in order to build an effective relationship with their mentee. According to Murray (2001), a mentor carries out some or all of these following functions in the mentoring relationship (pg. 14-15).

<table>
<thead>
<tr>
<th>Role/Responsibility</th>
<th>Function/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act as a source of information on the mission and goals of the organization</td>
<td>Serve as a confidant in times of personal crisis and problems</td>
</tr>
<tr>
<td>Offer insight into the organization’s philosophy of human resource development</td>
<td>Agree to a no-fault conclusion of the mentoring relationship for any reason the time is right</td>
</tr>
<tr>
<td>Tutor special skills, effective behavior, and how to function in the organization</td>
<td>Meet with the mentee at agreed time intervals for feedback and planning</td>
</tr>
<tr>
<td>Give feedback on observed performances</td>
<td>Assist the mentee in plotting career path</td>
</tr>
<tr>
<td>Coach activities that add experience and skill development</td>
<td>Maintain the integrity of the relationship between the mentee, and boss/team leader</td>
</tr>
</tbody>
</table>

*Figure 1. Roles and characteristics of a mentor*
Whittaker and Cartwright (2000) state that an effective mentor should demonstrate the following skills and support key areas of the organization. These skills and areas should include: the mentor having an outlook that is both positive and realistic; the mentor should be prepared to give quality time to others; the mentor is able to listen and not pre-judge; the mentor will retain an interest in their own growth and development; the mentor has a degree of self-assurance which will enable them to be challenged and receive criticism (and to give it), and; the mentor should be prepared for occasional feelings of discomfort (pg. 72).

Who should be mentored?

Russell & Adams (1997) state that “in the early 1970’s, mentoring became a popular tool primarily for training new managers. Today, as the workforce composition becomes more diversified, organizations need to focus on ways to develop all of their employees and help them advance” (pg. 5). Individuals that receive mentoring can be referred to as mentees. Good candidates in an organization to be mentees are: new hires, newly promoted individuals, minorities, “fast trackers”, and/or critical skill positions. A mentee can be anyone inside the organization that wants to learn and grow both personally and professionally.

According to Shea (2002) “the mentee is called upon to consider changes suggested by his or her mentor” (pg. 31). These changes may be a personal achievement that the employee would like to work on or a new expectation by the individual of the organization. A successful mentoring relationship does not depend solely on the characteristics of the mentor but on the characteristics of the mentee. In order for this program to have success, the mentee’s roles should be clearly defined.
**Roles and characteristics of a mentee**

For a successful mentoring relationship, the 'ideal' mentee must have an eagerness to learn new ways of completing tasks, have the ability to work as a team player, have patience with themselves first and then with others, be a sincere risk taker, and have a positive attitude and outlook on their work. A mentee does not need to possess all of these qualities in order to be a receptive mentee, but the mentee needs to have at least some of these characteristics.


The following chart (Figure 2) presents roles and characteristics identified by Murray (2001) as being imperative for a mentee to possess (pg. 15).

| Willingness to assume responsibility for his/her own growth and development | A record of seeking challenging assignments and new responsibilities |
| Assessed and self-perceived growth potential | Ability to perform in more than one skill area |
| Receptivity to feedback and coaching |

*Figure 2. Roles and characteristics of a mentee*

Murray (2002) states, "achievement is one of the key motivators" (pg. 131). When an organization can guarantee success through the guidance of a mentor, the eagerness and motivation to participate from the mentee increases, which in turn has positive results. Overall, mentees have to want to be part of a mentoring process and should try to be open-minded to all the possibilities that could be available to them from this relationship.
Mentoring relationship

The mentor relationship is one of the more complex relationships one can have, and is one of the most developmentally important relationships in an adult’s life (Levinson, Darrow, Klein, Levinson & McKee, 1978). According to Levinson et al. (1978), a mentor should be supportive and assist the mentee in the facilitation of his/her “dream”. A mentor can do this by believing in the mentee and assisting employees as they develop and define themselves within their new environment. Mentoring relationships can be a highly structured part of an employee orientation program, and/or the unconscious assistance of one employee to another (Shea, 2002). Whether mentoring is formalized and supported by the institution, or informally done by the employees of the organization, it needs to be encouraged as a planned learning activity (Rothwell & Kazanas, 2003). The following chart (Figure 3) presents a framework for organizing mentoring relationships by the dimensions of structure and duration (Shea, 2002, pg. 9).
<table>
<thead>
<tr>
<th>Highly Structured</th>
<th>Informal, short term.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly structured, short term.</strong></td>
<td>This type of off-the-cuff mentoring ranges from one-shot or spontaneous help to occasional or as-needed counseling. There may be no ongoing relationship. This type of intervention is often thought through and heavily change-oriented.</td>
</tr>
<tr>
<td><strong>Highly structured, long term.</strong></td>
<td>Often used for succession planning, this relationship involves grooming someone to take over a departing person's job or functions or to master a craft.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Informal, long term.</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Friendship mentoring&quot; consists of being available as needed to discuss problems, or listen, or to share special knowledge.</td>
</tr>
</tbody>
</table>

**Length of Intervention**

| Short-Term, spontaneous | Long-Term, even for life |

*Figure 3. Types of mentoring relationships*

Mullen and Noe's (1999) study hypothesized that mentor characteristics and perceptions of relationships will be related to how the mentor seeks information from their mentee. The results showed that this is indeed taking place, as long as the mentor believes that his/her mentee is competent enough to handle the task at hand. The mentoring relationship has to be able to provide both the mentor and mentee with transfer of knowledge. If this is not taking place both individuals could become "burned out", or give up on the relationship. People who are willing to share their knowledge with others seem to be continuously open to learning. New experiences and opportunities begin to
flourish for the mentee, both personally and professionally, ultimately allowing them to
grow and gain a tremendous amount of insight.

Another study conducted by Olian, Carroll, Giannantonio & Feren (1988) showed
the determinants of the potential attraction between the mentor and the mentee. Results of
this study were: 1) any level of interpersonal competence shown by the mentor will affect
the mentees’ relationship with the mentor; 2) integration of the mentor with the decision
making process of the organization only affected the mentee’s attraction to the mentor, if
the mentor had low interpersonal skills; 3) there was no consistent evidence of preference
in regards to same gender mentor/mentee relationships; 4) younger respondents were
more attracted to potential mentors than older mentees and; 5) work experience and the
age of the potential mentor did not have a significant effect on the attraction to the
manager as a mentor.

Mentoring relationships have been studied for their impact on career advancement
and psychosocial functions (Kram, 1983), and the level of competency that attracts a
mentor and mentee to one another (Olian, et al. 1988). It was Mullen (1998) who took
these two areas and linked them together to see if vocational and psychosocial functions
are impacted by competency levels. The results showed that the greatest levels of
vocational and psychosocial mentoring functions were performed by: 1) mentors who
initiate the relationship; 2) mentors who feel they add value to the organization
(organization based self-esteem); 3) mentors who allow their mentees to influence
themselves; and 4) mentors who spend more time with their mentees. Results also
showed that mentors, who believe their mentee to be competent, were more willing to
invest time and effort into serving both the vocational and psychosocial functions. This
follows the time old tradition that as long as something is deemed worthwhile, it is worth investing time and effort.

Mullen (1998) goes on to say that the results would lead one to believe that when an organization initiates the relationship between mentor and mentee, the mentor is less likely to serve both vocational and psychosocial functions. When an organization introduces a formalized mentoring program and allows the mentor the opportunity to “pick” their mentee and initiate contact, the relationship will fulfill both a vocational and psychosocial function because of the perceived level of competency.

*Formalized Mentoring Programs vs. Informal Mentoring Programs*

A well thought out formalized mentoring program should provide the foundation for employees to improve their overall career satisfaction and personal development in the workplace. People often need someone to help guide them when making work related choices. When an organization has a mentoring program, they encourage employees to support one another by learning from each other. Society has proven time and time again that we learn a great deal of information from our peers. According to Rothwell and Kazanas (2003), planned learning activities can be directed to satisfy learning needs of an employee and improve employee relationships. When an organization has a formalized mentoring program that is structured to fit the needs of their employees, it will enhance overall productivity.

Formal mentoring has become a widespread practice in public and private organizations over the course of the last ten years (Siebert, 1999). Siebert examined the effectiveness of a formalized mentoring program on employee job satisfaction. The results showed that employees who had a mentor reported a higher level of job
satisfaction compared to those who did not have a mentor. In this study, there were no significant statistical differences between those who had a mentor and those who did not in relation to organizational commitment and “work-role stress or self esteem.” Siebert states that “the results suggest that a formal mentor program can have positive effects on individual and organizational outcomes” (pg 483).

The major difference between formal and informal mentoring programs is how the mentoring relationship is built or structured (Chao, Walz & Gardner, 1992). Informal mentoring relationships are not structured, managed or formally recognized by the organization. Chao et al. (1999) suggest that informal mentoring relationships “are spontaneous relationships that occur without external involvement from the organization” (pg. 620). On the other hand, formal mentoring relationships are managed and sanctioned by the organization. The problem is not whether organizations use formal or informal mentoring; the problem is that organizations do not encourage employees to seek information from one another to create supportive relationships.

Chao et al. (1992) studied the comparison between formal and informal mentorships in relation to the career and psychosocial functions reported by Kram (1983). Chao et al. took three different groups of employees: 1) individuals that were involved with formal mentor relationships; 2) individuals involved with informal mentoring relationships; and 3) individuals who had no mentor. Chao et al. wanted to see what type of function the mentor served and what outcome this function had on the mentoring relationship. The results showed that individuals who were in informal mentoring relationships reported more career-related support from their mentors and had higher salaries than mentees in formal mentor relationships.
In Kram's study (1983), she discusses mentor/mentee relationships and the facilitation of career advancement and psychosocial development. For this to happen, the mentor and the mentee must define their relationship in terms of different phases, which seems similar to the facilitation process. Mentoring then becomes a well thought out process with different phases to enhance the blooming relationship and keep the goals and objectives in perspective.

*Kram's Four Phases of a Mentoring Relationship*

Kram (1983) discusses four phases, including: "an initiation phase, in which the relationship is started; a cultivation phase, in which the range of functions provided expands to the maximum; a separation phase, in which the established nature of the relationship is substantially altered by structural changes in the organization context and/or psychological changes within one or both individuals; and a redefinition phase, in which the relationship evolves into a new form that is significantly different from the past, or the relationship ends entirely" (1983, p. 61). When these phases are properly implemented, the mentee will have gathered and retained enough information from the mentor to succeed beyond their career expectations.

Chao et al. (1999) suggests that formal and informal mentoring relationships can be significantly different at the *initiation* phase discussed by Kram (1983). Chao et al. states that "informal mentorship's grow out of informal relationships and interactions between senior and junior organizational members" (pg. 621). As new employees are introduced to the organization, they are often taken "under the wing" of a senior employee because the senior individual might believe that the newer employee deserves more attention to feel accepted into the organization. On the contrary, formal mentor
relationships do not start informally; these partnerships are often assigned by the organization or a subcommittee. Chao et al suggest that formally assigning mentors and mentees might have a negative impact on the *initiation* phase because the mentor might not believe his/her mentee is worth the extra attention. In addition, assigned mentors and mentees need to develop a relationship, getting to know general information about one another prior to starting the actual mentoring process. When the mentor and the mentee have a previous informal relationship they can skip "getting to know one another", and move directly into the career and psychosocial functions of the mentoring process.

Chao et al. (1992) discusses another factor that separates formal and informal mentoring relationships, that is, motivation. Informal relationships suggest that each person wants to be a part of the relationship, they want to learn, and they are willing to open up to another individual. When individuals are engaged in formal relationships they feel pressure as if being forced to take part in the relationship. This can lead to a decrease in motivation on the mentor’s part and especially on the part of the mentee.

Informal relationship and interactions can lead to positive mentoring between the two individuals. When individuals are self-motivated to learn from one another, then the sharing of information can be less structured and evenly distributed. Formal, assigned relationships can decrease self-motivation and increase pressure in the relationship. A formal mentoring program, that is recognized and supported by the organization, is useful to increase the transfer of knowledge between employees, but it must stem from an informal initiation phase in order to be productive. The bottom line is that mentoring, formally or informally, is a positive way to increase partnerships between individuals in
an organization. When these relationships are naturally formed, and formally supported by the organization, they are considered to be most effective for all parties involved.

Many organizations have implemented formalized mentoring programs because of the numerous benefits that this type of program has on employee development at the personal and professional level. Kram's (1983) study revealed that a "mentor relationship can significantly enhance development in early adulthood and also in the mid-career stage of the more experienced individual (p. 608)."

According to Kram (1983), a mentor relationship has the potential to facilitate both career advancement and psychosocial development. A mentoring partnership should enhance the possibility for completing career goals at any level of any organization. The mentoring relationship can improve both the mentor and the mentee by promoting a learning environment inside the organization. Through career functions such as sponsorship, coaching, protection, exposure-and-visibility, and challenging work assignments, an individual is taken into the learning process all throughout the organization and hopefully prepares for advancement opportunities within the institution.

The career functions are complimented by the psychosocial functions such as: role modeling, acceptance-and-confirmation, counseling and friendship, which ultimately leads to self-confidence and self-competence as one moves up the management level (Kram 1983). A mentee gains a considerable amount of knowledge when an experienced individual offers insight to the issue being addressed. This could lead to both positive and negative results.
Benefits of Mentoring

Mullen (1994) suggests that the benefit of a mentoring program on one's career development is that the mentorship serves as a mechanism for information exchange and knowledge acquisition. The mentor will have networks that can lead to opportunities for the mentee. Career related mentoring, coaching and teaching, consists of behaviors that prepare the mentee for career advancement, so it makes sense that those who are mentored would achieve greater career success than those who have not been mentored (Allen et al., 2004).

Koblenz (2003) points out that employers who make their employees feel their jobs are important tend to retain their employees longer. It seems reasonable that if you feel happy about your overall job performance and the environment you work in, you would want to stay with the organization. Koblenz points out that to make employees feel valued, both communication and education should formally and informally be the priorities inside an organization's daily routine. Implementing a formalized mentoring program can be one way to ensure that communication and education are continuous processes inside the institution.

Whittaker and Cartwright (2000) say that mentoring can be a useful way of developing cross-departmental working and co-operation by arranging mentors from one department to be matched up with mentees from a different department. Developing a mentoring program in one department could be used as a pilot approach to test the program. If the program is successful then it can be adjusted to fit other departmental needs. Whittaker and Cartwright (2000) also state, "mentoring can help to bring about change and continuous improvement in the organization because the process actively
encourages the ongoing reflection of behaviors and actions as well as identifying options for doing things differently or better next time around” (pg. 58). Reflection on past behaviors is a great tool to increase effectiveness within the organization and will help an employee focus on furthering his/her career. The benefit of cross-departmental working is that the available resources are multiplied and sharing information becomes a goal.

A mentee can become more acclimated to their job when they know about the available resources needed to complete it effectively. When this goal is completed, an employee can measure his/her own success based on their career satisfaction. “Career satisfaction is typically a multi-item, self-report measure of how happy one is with one’s career or how successful an individual believes he or she has been in his or her career to date” (Allen et al. 2004, pg. 129).

Negative Results of Mentoring

In some instances, a mentoring program can become too personal and can even become destructive for one or both individuals (Kram, 1983). “Individuals may feel challenged, stimulated, and creative in providing mentoring functions as they become “senior adults” with the wisdom to share; alternatively, they may feel a rivalry or a threat towards a younger adult’s growth and advancement” (Kram, 1983, p.609). Examples of this are: unprofessional boundaries between the mentor and mentee and/or the younger employee being held back by the mentor’s fear of being surpassed by their mentee. To avoid the negative impacts of a mentoring relationship, one should model the mutual connection outlined in Kram’s (1983) empirical study.

Another negative impact of mentoring relationships is if the mentor and the mentee are forced to take part in the relationship. Chao et al. (1992) discussed that
relationships that are forced to take place can lead to a decrease in motivation and an increase in pressure among participants. This could have a negative impact on the mentor, the mentee and the organization, if the organization forces its employees to take part in mentoring. To avoid this, a formalized mentoring program needs to be outlined by the organization and indicate some aspects of choice for the mentor and the mentee. This outline should include: 1) all participants should be willing to take part in the mentoring process and that mentors and mentees can form their own relationships; 2) mentors and mentees should be allowed to pick their own relationships and set their own parameters, which align with the organization’s expectations.

Conclusion

Mentoring is useful to assist in the knowledge transfer between less and more experienced individuals in an organization. These types of relationships can enhance individuals both personally and professionally. There are specific roles and characteristics that both the mentor and mentee must possess in order to make the partnership work. When there are successful mentoring relationships and employees are satisfied, the organization will benefit as well as the employees.
Chapter Three

Methodology

Introduction

This chapter will present the methodology that was used to collect the data for the case study and semi-intervention at AIDS Rochester, Inc. The first section will discuss the methods used to find some best practices in current and local mentoring programs. The next section will outline the methods used to find the key customer requirements that ARI will need to develop a mentoring program. The final section of this chapter will discuss the limitations and the delimitations of the study.

Methodology

This case study and semi-intervention was developed after an initial discussion with the Director of Administration and Personnel at ARI. It was revealed that ARI would benefit from developing an employee-mentoring program. This need was established by previous research done by an Associate Director of Client Services (Castro-Lichtenberger, 2004). The results from this study were gathered through quantitative and qualitative measures, that is, conducting focus groups and distributing questionnaires that focused on employee satisfaction and organizational effectiveness at ARI. Castro-Lichtenberger (2004) had many recommendations, one of the key suggestions being to develop a mentoring program to alleviate the problem of employee stagnation and burnout.

Rationale for qualitative data gathering

Collecting and analyzing data is a necessary component to complete the case study and semi-intervention at ARI. Qualitative data was gathered through interviews and focus
groups. Oishi (2003) says that qualitative interview methods are "used by researchers who are concerned with uncovering meanings. In qualitative survey studies, the interaction between the interviewer and respondent is intended to get at deeper levels of meaning on the subject of study. Results are analyzed conceptually" (pg. 206). Given the exploratory nature of this study, with the practical advice sought by the case organization, qualitative data gathering was deemed to be more relevant and appropriate for this project. Interview data was collected through the benchmarked organizations.

The researcher also conducted focus groups at the case organization. A focus group, defined by Oishi (2006), is "a carefully selected group of people who are brought together to give their opinions and offer their perspectives on specific topics. Questioning is conducted as a group interview in which the individual responses as well as group interaction are part of the data collected" (pg. 205). Accordingly, the researcher conducted focus groups with the Client Services Department at ARI to determine ARI's specific needs of an organizational mentoring program.

The methodology that was used in this case study and semi-intervention could be considered triangulation. Fink (2003) defines this as "the collection of data from different sources (such as interviews and field notes) or different surveyors in different places, based on the assumption that if multiple sources of information produce similar results, the creditability of the study's findings are enhanced" (pg. 165).
Data Collection Procedure

Research Question 1: What are some best practices in mentoring?

Literature Review

The researcher reviewed relevant academic literature from 1978 to present day related to mentoring. This process helped the researcher outline what mentoring is about; who would be good candidates for this process; positive and negative aspects of mentoring; goals of mentoring; and the differences between formal and informal mentoring. Reviewing this relevant literature assisted the researcher in identifying key questions to be addressed in the benchmarking interviews.

Benchmarking data collection

The researcher completed interviews with one for-profit organization and three non-profit organizations. Within each organization the researcher interviewed mentors and mentees. The research supplied a consent form (Appendix A) and fact sheet (Appendix B) about the project to each participant prior to collecting the data. These organizations were a convenience sample noted for having mentoring programs. The researcher also had personal networks at these organizations. The following chart (Figure 4) presents the organizations that were benchmarked and the job title of the person that was contacted.
<table>
<thead>
<tr>
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<td>N/A</td>
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</table>

Figure 4. Organizations benchmarked in mentoring

The participants for the interviews were contacted by phone or through e-mail correspondence. These individuals were all asked the same questions, with follow-up questions asked if appropriate. The questions asked to the participating individuals were:

1) Can you provide a brief overview of your Mentoring Program at this organization? Is it formal or informal?

2) What are some strengths of your program that seem to work well?

3) What are some critical challenges and/or mistakes that you have experienced? What have you learned?

4) How do you measure progress and/or success of this program?

5) What would be five items of advice to a new program that is starting at a non-profit agency?

The data were analyzed by identifying key themes from the interviews. The interviews were conducted over a one-month period of time from January 15, 2006 to February 15, 2006. The researcher compiled feedback from the interviews to determine best practices of mentoring from organizations that currently participate in mentoring programs.
Overview of benchmarked organizations

The first interviews were done with employees at Johnson and Johnson Health Care Systems. J&J is a for-profit organization that manufactures health care products as well as providing related services for a variety of other markets. The researcher spoke to one mentor and two mentees. The mentor was a Vice President of Regional and National Accounts (respondent one), one mentee was a member of the Information Management Division (respondent two), and one mentee was Director of Change Management for the Contract Excellence Program at J&J (respondent three). The mentoring program at J&J is a formalized program for all employees, with cross-departmental mentoring.

The second set of interviews was completed at Preferred Care. Preferred Care is a not for profit organization that has managed health care plans that service nine counties in NYS and has national coverage. The researcher spoke to a Service Center Training Specialist who leads the mentoring program at Preferred Care (respondent four), and a mentee of the program who is a Customer Service Representative (respondent five). The mentoring program at Preferred Care is a formalized program, only for the Customer Service Department.

The third interview was conducted with two different organizations. Compeer Inc. is a non-profit organization that uses community volunteers in supportive relationships to help children and adults in mental health treatment lead healthy and productive lives. The researcher interviewed the Vice President and Director of the Rochester based office (respondent six). This organization has a formal mentoring program.

The fourth and final interview was conducted with an Assistant Professor of Pediatrics and Director of the Asthma Study Groups at the University of Rochester
Medical Center, Strong Memorial Hospital (respondent seven). The individual is a mentee that has been engaged in the mentoring program at SMH. The University of Rochester Medical Center, Strong Memorial Hospital is a non-profit organization, and is one of the largest medical facilities serving the Upstate New York area.

Research Question 2: What are the key customer requirements for an effective mentoring program at ARI?

Focus group data collection

All of the participants for the focus groups were employees at ARI. They were a "convenience sample" for the semi-intervention. Fink (2003) defines a convenience sample as "a sample made up of individuals the researcher finds to be easily available and willing to participate" (pg. 161). In addition to being a convenience sample, the individuals, all from the Client Services Department, were a representation of the population that would be utilizing the pilot-mentoring program at ARI. The researcher compiled the data from the focus groups over a two month time period to determine ARI’s specific customer requirements for a formalized mentoring program.

The participants were in focus groups divided by level in the organization:

1) Director and Associate Directors of Client Services (5 participants)

2) Case Managers and Assistant Case Managers of Client Services (16 participants).

The focus groups were conducted on site at ARI. This was a familiar, safe and common location for all the individuals who participated. The first focus group was attended by the Director and Associate Directors of Client Services. This was a request
of the agency, so that the direct reports were able to feel more comfortable knowing that their supervisors already went through this process. All of the Case Managers and Assistant Case Managers were then asked to take part in the focus groups.

At each focus group, the researcher provided and went over with the participants the consent form (Appendix A), and the fact sheet (Appendix C) regarding the semi-intervention. After the participants voluntarily agreed to take part in the semi-intervention, they were given the focus group questionnaire. The researcher read aloud each question, and then asked the individuals to write down their thoughts on the provided questionnaire.

After a few minutes the researcher asked the participants to put down their pens and encouraged them to participate in a discussion with one another. The researcher listened as the participants engaged in discussion and recorded their responses with questions on flip chart paper. All participants were asked the same questions. The following is the list of questions that the participants were asked:

1) What is your definition of a mentor?
2) Do you feel that you have a mentor at ARI? Has this person been helpful to you? Why or Why not? If you have not had a mentor at ARI, is there someone else in your professional or personal life that has taken on this role.
3) What are some good qualities that a mentor should possess? What are some bad qualities that a mentor should not possess?
4) If ARI had a mentoring program, what types of information pertinent to your job, would be beneficial to include?
5) What type of mentor would you be the most comfortable with? A peer, a 3 or 5 year employee or an Associate Director or Director? Why?
6) Would you want to be partnered with a mentor/mentee or pick your own mentor/mentee? Why?

7) If you were a mentee, what are some qualities that you would possess, good bad and why?

The data were analyzed comparing the Directors and Associate Directors responses to the Case Managers and Assistant Case Managers responses. The researcher used tables to compare and contrast the responses between groups.

Research Question 3: How could ARI implement a mentoring program that incorporates key best practices and ARI customer requirements? What are the main components of an implementation plan?

The findings from the previous two research questions were utilized to complete two different reports. The first report is “Pilot Mentoring Implementation Plan” that will be provided to ARI. This document is the resulting outcome of the benchmarking data and the ARI focus group data. The “Pilot Mentoring Implementation Plan” will be formally presented to the Director of Client Services, the Director of Personnel and Administration and other ARI administration, as appropriate. Depending on the next steps determined at the presentation, the researcher may present the “Pilot Mentoring Implementation Plan” to the ARI Board of Directors.

The second report is, in effect, the fulfillment of the 590 project at SJFC to obtain a Master’s Degree in Human Resource Development.

Limitations

Limitations are factors beyond the control of the researcher that limit the generalizability of the study’s findings and recommendations. These limitations will
place restrictions on anyone that would like to replicate this case study and semi-intervention. Limitations in the benchmarking study included: lack of qualifying organizations that had a formalized mentoring program, and the lack of sufficient time to contact a wider selection of organizations. Limitations of the focus groups were that all of the participants were from one department at ARI.

Delimitations

Delimitations are factors under the control of the researcher that also limit the study with the generalizability of the conclusions. The delimitations: 1) limited question set; 2) limited number of benchmarked organizations; 3) the researcher used a theme analysis to compile data versus a word coupling or scheme analysis; 5) the researcher collected data from one case study organization; and 6) benchmarked organizations were all from Upstate New York.

Conclusion

The researcher utilized various methods to collect data for this case study and semi-intervention. There was data collected from reviewing the literature, conducting interviews and from focus groups. Benchmarking and interview data analyzed using a theme analysis. The focus group data was also analyzed using a theme analysis. The data collected were analyzed for Research Questions 1 and 2 and were used to determine the answer to Research Question 3.
Chapter Four

Results

Introduction
This section summarizes the qualitative data gathered from the case study and semi-intervention at AIDS Rochester Inc. The results are derived from personal interviews and focus groups. The data obtained from the interviews is organized by question. Each interview question is followed by a summary of each respondent’s answers. At the end of that section are the top three to five summary points from that question. The remaining interview questions follow this format.

The focus group questions are divided into two categories, responses from management and responses from their subordinates. The focus group question is stated, followed by a summary of the responses given by employees at ARI, comparing the two types of groups and their responses. At the end of the focus group section are the “Top Ten” customer requirements as gathered from the focus groups. The final section outlines the “Mentoring Program Implementation Plan.”

Benchmarking interview results

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<td>Service Training Specialist (respondent #4)</td>
<td>Vice President and Director of Rochester office (respondent #6)</td>
<td>N/A</td>
</tr>
<tr>
<td>MENTEE</td>
<td>Information Management Division employee (respondent #2) &amp; Director of Change Management (respondent #3)</td>
<td>Customer Service Representative (respondent #5)</td>
<td>N/A</td>
<td>Assistant Professor of Pediatrics and Director of the Asthma study Groups (respondent #7)</td>
</tr>
</tbody>
</table>

Figure 5: Organizations benchmarked in mentoring with respondent number
Q1. Can you provide a brief overview of your Mentoring Program at this organization? Is it formal or informal?

Respondent 1: Formalized. The mentors (senior management) and mentee (all other employees) were asked to take part in the program. The mentees were provided with a list of mentors and asked to pick three possible mentors. The mentees interviewed the mentors to find out what the mentor could provide to them. The two chairs of the program collected feedback from the mentees and matched them to a mentor that they “clicked with”. The mentors and mentees were notified of the pairing and then encouraged to set up their own schedule for meetings and goals.

Respondent 2: Formalized. The program provides the framework to enroll, and match prospective mentoring partners and to provide guidelines on this process will work. After the matching process is complete, it is up to the mentee to initiate the meetings and set the agendas as to what they would like to work on.

Respondent 3: Formalized. A formal process to provide a sounding board to guide associates through strategic and tactical components of their career. Things discussed include goals related to work and life; stressors in the workplace; networking; sharing of lessons learned by mentor for the benefit of the mentee. Not therapy. Mentee is accountable to make all appointments and follow the goals of the program.

Respondent 4: Formalized, there are set guidelines and times tables that the mentee and the mentor must follow. The objective of this customer service mentoring program is to give customer service rep trainees an opportunity to apply on the floor what they are leaning in the classroom. It is an eight week program. Trainees are assigned to a mentor and a “back up” mentor. The first three weeks of the program the mentee/trainee listens to the mentor making phone calls, watches them using the computer systems while taking notes. The fourth week, the mentee will navigate through the system with the mentor talks them through it. The fifth week the roles change; the mentor navigates through the system while the mentee talks them through it. By the sixth week the mentee should be talking and using the system, and the mentor listens to make sure that the information is accurate.

Respondent 5: Informal because there was no agenda to follow. It was a shadowing experience for additional learning and comprehension. It was only eight weeks long.

Respondent 6: Formalized. This company is designed as a mentoring organization to serve specific populations: children and adults with mental health illnesses, children imprisoned, recreation mentoring, compere calling, juvenile justice initiative and skill builders. Each program is run differently but the basis is the same.

Respondent 7: Mix of formal and informal. Every new faculty member has a mentor, but the relationship is different depending on the needs of the individual. When we apply for faculty grants, we are required to make these relationships formalized to have a specific research mentor. Many people have less formal mentors outside the organization who may have an expertise in the area that the faculty is interested in exploring.
Summary of key points

1. Formalized mentoring programs seem to have set agendas, guidelines, rules and processes to follow.
2. A matching process is beneficial when trying to match potential mentors with mentees.
3. Mentoring programs should be designed to meet specific criteria and share the experiences of one another.
4. Mentoring programs can be a way to learn about different areas of the organization or gain networks of individuals to contact when situations occur.
5. Mentoring programs can be both for personal and professional goals.
6. The mentoring process needs to be "bought into" by participating individuals, supported by the organization and adhered to by both the mentor and the mentee.

Q2. What are some strengths of your program that seem to work well?

Respondent 1: Matched based on strengths/weaknesses of mentor with strengths and weaknesses of mentee to gain and share knowledge. Promo pads of paper to encourage dialogue between pairing. Online survey every six months to complete to give feedback to chairs of the program.

Respondent 2: Matching process, company commitment to the program, and individual's commitment to the program.

Respondent 3: Formal structure with reminders and check ins. Periodic "scorecards" completed by the mentor and the mentee to see is milestones are being met.

Respondent 4: Mentees see important and applicability of what they are learning. Program tests whether the mentee/Trainee will be able to apply what they are learning to their jobs and our customers. After completion the trainee feels comfortable going to at least one person on the floor when they have questions.

Respondent 5: Ability to see what you are doing before actually doing it. Get helpful hints and ways to do things. Program allows for a new person to see results before actually completing something.

Respondent 6: Mentoring program is recognized by the American Psychological Association. The recruitment of mentors, orientation, screening, training and monitoring of procedures are designed to support the matching of mentor and mentee to result in positive outcomes. The collaboration that has developed with the mental health community is a key to the success of the mental health consumer in their recovery process.

Respondent 6: Fits the needs of each individual. The informal process allows the individuals to meet as needed with a set agenda.

Summary of key points

1. Matching mentors and mentees based on what they need or what they would like to accomplish from the program.
2. Having a check and balance type of system where the mentor and the mentee can track progress.
3. Knowing that you can go to your mentor with questions or concerns.
4. Learning helpful things that can assist an individual in their daily work activities or personal life.
Q3. What are some critical challenges and/or mistakes that you have experienced?  
What have you learned?

Respondent 1: Set measurable goals. Confidentiality is important. Set boundaries, and expectations up front.

Respondent 2: Working with someone from a different functional area than you are in is ok. Availability of each person is key.

Respondent 3: Ok to be casual in our meetings, but return to the normal hierarchy in the work environment. Nothing will be shared outside of our meetings.

Respondent 4: Challenge: limited number of mentors compared to mentees. Many mentors jump to answer/fix the problem instead of providing the tools that the mentee will need to answer/fix their own problem. Checklists for what the mentee should know and what the mentor should be assisting them with. These lists are key to not overstep boundaries. This program is for the call center; so many times the scheduling (which is around the clock) becomes a huge factor. Making sure that there is a mentor on hand when needed is always a challenge.

Respondent 5: As a mentee the overwhelming feeling that there is so much information to know and little time to learn it in. As a mentor a challenge is slowing down something that you are good at to be able to teach and reiterate the material. Learning styles are tricky, because each person learns so differently.

Respondent 6: Recruiting enough volunteers to meet our client's needs. Ongoing funding. Combating the stigma of mental health illness through constant education.

Respondent 7: Having a mentor that is your direct boss. Even though you change the role you are in, it makes discussing matters very difficult at times.

Summary of key points

1. Ability to know that what happens in the mentoring relationship stays in the mentoring relationship.
2. Availability of mentors or the lack of suitable mentors can be an issue.
3. Checklists and guidelines need to be provided.
4. Measurable goals and expectations laid out by the mentor and mentee before the process gets underway.
5. If your mentee is your direct report then more serious boundaries need to be set. This might not be the best match or it could be the best as long as it is thought through and defined properly.
Q4. How do you measure progress and/or success of this program?

**Respondent 1:** Six month online survey and another one at the end of the program. One year follow up meeting. Consistent feedback between the mentor and the mentee.

**Respondent 2:** Not quantifiable. The program hits the "softer" personal skills

**Respondent 3:** Simple measurement "feel good factor". The personal attention received is enough of a progress check.

**Respondent 4:** Evaluation at end of the program. It is a personal perception of how well the mentee trainee feels. Also how well they do on the floor after completion of the program. This evaluation is a satisfaction type survey.

**Respondent 5:** 50% of personal success is because of mentoring. Visuals seem to stay in people's minds, so if they learned something they will be able to project it.

**Respondent 6:** Mentors are responsible for monthly update reports and these are shared with referring mental health professional. Annual surveys are sent to mentor, mentee and referring mental health professional, all to check effectiveness of the program.

**Respondent 7:** There is no formal way to measure a mentoring program. There are awards given at the end of the year for outstanding mentorship.

**Summary of key points**

1. Some type of evaluation is needed at six months and one year.
2. The evaluation should be for all mentors and mentees.
3. Each year there could be an award given for the best mentor.
4. Measuring mentoring success can be a personal achievement and does not have to be quantifiable.

Q5: What would be five items of advice to a new program that is starting at a non profit agency?

**Respondent 1:** Match mentors/mentees with one another, set expectations, set boundaries, let the mentor and mentee set attainable/measurable goals that they would like to work on. Clarify how feedback is going to be given.

**Respondent 2:** Participation should be voluntary, level of job does not matter; need to make time, need to have trust between the two participating individuals. Company needs to be supportive.

**Respondent 3:** Mentors should be qualified and have something to offer, must be trained to be mentors, strict guidelines to follow, mentors must be committed. Mentees must be willing to accept their role, not to be defensive, be open to new perspectives, and make commitment in time and quality of engagement.

**Respondent 4:** Do not assume people who know a lot will make good mentors. Create expectations for both mentor and mentee. Make sure that mentor/mentee get along with one another (i.e. personality conflicts). Do not expect buy in immediately, management might believe that it is a waste of time.

**Respondent 5:** Organization of program, detailed outline of what the program is all out.

**Respondent 6:** Needs assessments. Assess community support for your services. Develop a model program with your target population in mind. Re-evaluate the program for continuous improvement. Develop strategic partnerships with other community agencies that have a similar mission. Community collaborations are key to develop resources.

**Respondent 7:** Provide mentors with guidelines about their roles. Do not have direct supervisor as your mentor. Mentee should have expectations and ideas as to what they would like to work on with mentor.
Summary of key points

1. Use a matching system to pair mentor and mentee.
2. Process should be voluntary by all and any participants.
3. Provide guidelines, roles and responsibilities to both mentors and mentees.
4. Let the mentor and mentee develop their own expectations, goals, boundaries and how their partnership is going to work.
5. Evaluate and re-evaluate the program to ensure constant improvement.

Focus group results

This section reviews the results from the focus groups that were conducted at ARI. This section provides each question followed by a summary of responses from the individuals who participated in the focus groups. The responses are classified into two groups: summary of responses by the management; and a summary of answers by the other participating individuals. At the end of this section are the ‘Top Ten’ customer requirements needed for ARI to develop a mentoring program.

Q1. What is your definition of a mentor?

Management responses: An experienced individual whom provides guidance on how to manage job responsibilities and balance in the workplace. This person should lead by example and provide skills and abilities to motivate and teach another employee. This person should be respected and be willing to be a mentor.

Other employee’s responses: A person who guides, teaches, and helps another individual. This person should be available to provide assistance to another individual, and willing to share their knowledge and experiences. Someone that can provide direction to another individual, while keeping with agency policy and procedures. A mentor should encourage another person to accomplish a goal with as much independence as possible.
Q2. Do you feel that you have a mentor at ARI? Has this person been helpful to you? Why or Why not? If you have not had a mentor at ARI, is there someone else in your professional or personal life that has taken on this role? If yes, what qualities does this person possess that have made them a positive mentor?

Management responses: All management reported having a mentor at ARI. Qualities possessed by mentor: honesty, good listener, experienced, provides good feedback and ideas on how to improve skills.

Other employee’s responses: All employees but one responded to having a mentor at ARI. Qualities possessed by mentor: informative, knowledge, caring, patience, good communication skills, honest, organized, provided insight on time management, and documentation skills, good listener, hold me accountable for choices made, good teaching skills, open door policy, smart, sense of humor, reassuring, willing to let people make mistakes and ability to turn a situation into a teachable moment.

Q3. What positive characteristics should a mentor possess? What are negative characteristics that a mentor should not possess?

Management responses: Positive- accurate, experiences, positive attitude but willing to confront, calmness, humor, patience, honesty, wide perspective, good listener, trustworthy, non threatening, leadership qualities, willing to share. Negative- punitive, controlling, not be “burned out”, impatient, gossiper, bad attitude, closed minded, inexperienced, self-centered, negative outlook.

Other employee’s response: Positive- good attitude, good leadership/communication skills, patient, non judgmental, ability to correct without destroying the individual, organized, comfortable with “team” approach, ability to listen, genuine concern, set positive examples, persistent, knowledgeable, humorous, willingness, approachable, flexible, supportive, willing to let people make mistakes, open door policy, dedicated, eager, forthright, understanding, and experienced. Negative- sarcastic, “hurry attitude”, pushy, demanding, impatient, arrogant, condescending, unorganized, mean, short, dishonest, ignore you, yell at you in front of people, stand offish, short tempered, always has to be right, poor attitude, poor communication skills, harshness, false expectations, lazy, passive, and they should not be more interested in themselves.
Q4. What are some helpful aspects of mentoring that would be effective to incorporate in a mentoring program at ARI?

Management responses: Provides a "go to" person who can refer individual to correct staff for answers. Assist with orientation process. Provides leadership, communication and skill building. Help to reduce stress and increase productivity. Learn aspects of your job and position you would like to aspire to. This will help to keep long term employees feeling valued while providing the necessary skills needed for the future. New employees to work with a seasoned employee on paperwork and the demands of the job responsibilities.

Other employee’s responses: Go over necessary paperwork, community resources, and documentation skills. This program should be incorporated into the orientation process. Follow another employee around for a period of time to understand job, information pertaining to all medical facilities, and available services. If someone participates in program it should be acknowledged in their annual review. Newer employees will benefit from this program if paired with someone that has had at least five years of experience with the agency. Make this process a peer review type of setting, where any and all questions can be answered.

Q5. What types of information would you want to learn or talk about with your mentor?

Management response: Expectations of position, agency culture, paperwork ins/outs navigating through all the systems, resources. How to deal with difficult situations. How to best serve the clients and deal with certain situations that are reoccurring, boundaries between clients and co-workers.

Other employee’s responses: Work related paperwork: assessments, reassessments, releases, non intensive case management plans, verification forms, social security paperwork, public assistance paperwork, community resources, and guidelines for the job. Personal interests. ARI could provide a "pre-filled" rolodex of community resources or sample paperwork necessary for job completion. This program should not be an orientation of the agency, but a specific goal related program that fit the needs of the individual. Personalized.

Q6. What type of mentor would you be the most comfortable with? Why? A peer, a 3 to 5 year employee, or a Director or an Associate director?

Management responses: All management responded that a peer whom has worked at the agency for 3 to 5 years is an ideal candidate. This employee would have the most accurate information and perspective as well as will be non threatening if they are a peer. This person has also "been through the mill" and will have experienced multiple situations where they can share their insight.

Other employee’s response: All, but two employees responded that they would prefer to be mentored by a 3 to 5 year peer. This person would be at a point in their job where they are comfortable and they also have been where the new employee is at. There is also a beneficial aspect because they are an “equal” to one another and the intimidation factor would be limited, if exists at all. Other responses included: Director and an Associate Director would not make good candidates if they do not have recent experience outside of supervisory skills, but it would depend on the goals and expectations that one would want to get out of the program.
Q7. Would you want to be partnered with the mentor/mentee or pick your own mentor/mentee? Why?

Management responses: Partnered up by having someone pick. As the mentee, pick your own to feel safe in the situation and feel trusted.

Other employee’s response: Pick your own, which allows for personalities to be matched up together. Partnered with someone, which will allow you to learn something from someone that you necessarily would not have picked. No matter, ability to change if negative outcomes occur. Be told who is available and then pick from there. The mentee should be the one that picks who they would like to be mentored by for personality and adaptability purposes.

Q8. What type of obligations would you have to the organization and the mentor relationship?

Management response: Mentee would have to agree to stay with organization for a period of time after program is completed. Overall commitment to the mentor. If someone agrees to take on more responsibilities than possibly changing their title (Senior Case Manager).

Other employee’s response: To be able to perform your job with a minimal amount of mistakes, quality assurance, accountability, checks and balances, year to year contract, dependability, availability, willing to participate. Some reported not volunteering to be part of the program, but if required or expected to be involved they would. Mutual respect, honesty, voluntary commitment with an expectation that both will be committed.

Q9. What advice would you give to ARI to develop and maintain a mentoring program?

Management response: Increase job responsibilities; possibly increase planned time off by two days a year instead of salary increase. Flexibility for mentor to have time to work with mentee. Realization that person will probably take skills to another agency if there is not a chance for them to grow within ARI.

Other employee’s response: Staff supervisors need to give 100%, express how important program is and what the benefits will be, have a structured program, have some type of tracking progress report, every three months do a review to see progress, provide a syllabus type structure, should be mandatory for new employees, give employees a one hour lunch break to meet together. Program should be voluntary. Outline the program requirements and start with a “small scale” program first to see if it is worth the investment of time and energy. Make sure there is some type of measure for success.
A 'Top Ten' summary of customer requirements

1. A mentor should be an experienced individual who provides guidance on how to manage job responsibilities and balance in the workplace. This person should be available to provide assistance to others, and be willing to share their knowledge and experiences. A mentor should encourage another person to accomplish a goal with as much independence as possible.

2. A mentor should possess the following positive characteristics: good communication/listening skills, honesty, good organizational skills, willingness to share experiences, dedication to organization and program, trustworthy, and a sense of humor. This person should be a “team player” and willing to work with others.

3. A mentor should not possess the following negative characteristics: negativity in any manner, controlling and punitive, self-centered, unorganized, inexperienced, unwilling to share experiences, an always right attitude, and a mentor should not be more interested in personal gain.

4. This program should help new and old employees with personal and professional goals. This program should encourage long term employees to share experience and knowledge with “younger” employees who hope to aspire to a similar position.

5. This program should provide the tools and resources necessary to complete the job more effectively. Certain specific job requirements should be outlined for this program. This program should be in addition to the employee orientation program.

6. The specific information that should be discussed in this program includes: expectations of the position, agency culture, paperwork ins/out’s, navigating through all the systems, resources, shadowing an employee for a period of time, information pertaining to all medical facilities, and available services.
7. A mentor should be an employee who has worked at least three to five years with the agency. This person should be at least on the same level or above the mentee. The mentor and mentee should have a voice in the selection and pairing process in order to align their personal and professional goals.

8. Participating in this program would require a commitment by the mentee and the mentor to remain at the agency for a period of time. There would have to be a realization that this might not be the case in some situations however participation in the program will show commitment and allegiance to the organization.

9. When someone agrees to be a mentor there should be a change in job title and job description. Rewards such as adding extra planned time off or longer lunch breaks for the mentor to meet with their mentee should be offered.

10. All participants should be given an outline of expectations/requirements at the time they enter the program. This will ensure that all individuals receive the same knowledge and know what is expected of them. This program should have regular evaluations for consistent improvement.
Mentoring Program Implementation Plan

The Mentoring Program Implementation Plan is essentially the response to the third research question in this study (see page 11). Given that, it is based on the data with responses derived from the investigation of the first two research questions, as well as analyzed with interpretation of that information, that the Mentoring Program Implementation Plan is presented in Chapter 5. The Mentoring Program Implementation Plan will review the following:

1) Candidates for the program
   a. Who should be a mentor?
   b. Who should be a mentee?

2) Candidate matching process

3) Training that will be provided to candidates

4) Who will be in charge and keep track of the program?

5) Length of time candidates should be in the program

Conclusion

This section outlined the results from the benchmarking interviews and the focus groups. Each section gave a summary of the key points, followed by the ten customer requirements for ARI. The last section outlined the “Mentoring Program Implementation Plan”. This plan is discussed further in the next chapter.
Chapter Five
Recommendations

Introduction

The purpose of this chapter is to discuss the key findings and their interpretation from research questions 1 and 2 and how these are incorporated to address research question 3. This chapter is divided into three parts. Part A discusses the key findings from the literature, benchmarking interviews and focus groups and how these relate to ARI. Part B discusses how the key findings from research questions 1 and 2 were incorporated to develop ARI's "Mentoring Program Implementation Plan". Finally, Part C discusses the implications and conclusions of the case study and semi intervention at ARI.

PART A: Discussion of Key Findings

Finding 1: A mentor should be an experienced individual who provides guidance on how to manage job responsibilities and balance in the workplace. This person should be available to provide assistance to others, and be willing to share their knowledge and experiences. A mentor should encourage another person to accomplish a goal with as much independence as possible.

An experienced mentor at ARI can provide insight to other employees on situations that the employee might encounter. Once shared, this insight becomes useful information that the employee can use to relate to situations they are involved in and therefore better serve their clients. In the field of Human Services, shared insights are valuable to encourage an employee to "go the extra mile." This finding should be reviewed when considering who would be a good mentor at ARI.
Finding 2: Mentors should possess certain positive characteristics and should not have certain negative characteristics.

A mentor should possess the following positive characteristics: good communication/listening skills, honesty, good organizational skills, willingness to share experiences, dedication to organization and program, trustworthy, and a sense of humor. This person should be a “team player” and willing to work with others. A mentor should not possess the following negative characteristics: negativity in any manner, controlling and punitive, self-centered, unorganized, inexperienced, unwilling to share experiences, an always right attitude, and a mentor should not be more interested in personal gain.

At least 75% of the time, an employee at ARI is trying to create and build trust with their clients, providers and/or other employees. Building trustworthy relationships is key in the field of Human Services. Positive communication and listening skills can enhance the mentor and mentee relationship. This can ensure that both individuals feel comfortable with one another. When the mentor and mentee are comfortable with one another they will be able to be productive. The researcher agrees that the above characteristics are valuable when considering candidates for mentors.

This finding is relevant to consider when picking candidates for mentors at ARI. When someone is consistently putting down another individual there is a decrease in trust. Not having trust in a relationship can make it difficult to work with one another. When a mentor does not share his/her experiences with the mentee there is no transfer of knowledge, which can decrease the value of the relationship. The researcher agrees that if ARI wants to select candidates for mentors they need to take into consideration negative characteristics that they do not want mentors to possess.
Finding 3: Formalized mentoring programs have to have set agendas, guidelines, rules and processes to follow. These programs should have measurable goals and expectations laid out by the mentor and mentee before the process gets underway.

This finding is important because all the participants need to be aware of what is expected of them so that everyone is “on the same page”. The mentoring program needs to have rules to follow to ensure that the relationship is fulfilling all the needs of the individuals involved. ARI should have a definite mission, vision and goal of the program prior to starting the program. This finding is relevant to ensure a successful program. All participants should be given an outline of expectations/requirements at the time they enter the program. This will ensure that all individuals receive the same knowledge and know what is expected of them. This program should have regular evaluations for consistent improvement.

The researcher believes this finding is the most valuable from the study. Before starting any type of program in an organization, there must be a ‘kick off’ meeting where all participants are provided with an outline of the program, expectations, etc. The researcher has developed a “Mentoring Program Implementation Plan” to address this issue. This finding is discussed further in this chapter.

Finding 4: Mentoring programs can assist employees with personal and professional goals. Due to the stagnation reported by Castro-Lichtenberger (2004), ARI would benefit from focusing on the development with growth of less tenured employees so as to increase retention and decrease turnover. In the field of Human Services, longevity with the clients can increase interpersonal relationships. This finding is relevant because a mentoring program can help the employees at ARI feel that they are valued and needed in
the organization which in turn will lead to less stagnation in the organization. Mentoring programs can encourage long term employees to share experience and knowledge with “younger” employees who hope to aspire to a similar position. A mentoring program can provide the less tenured employees with the tools needed to succeed at ARI.

Finding 5: This program should provide the tools and resources necessary to complete the job more effectively. Certain specific job requirements should be outlined for this program. This program should be in addition to the employee orientation program.

This finding is extremely relevant to the Client Services Department at ARI. This department has many types of resources that are available to the clients. When a case manager is informed of all available resources in the community they will be able to serve their clients better. Due to the high volume of information needed in this department, the researcher agrees that in addition to the general orientation program a mentoring program should be implemented at ARI.

The specific information that should be discussed in this program includes: expectations of the position, agency culture, paperwork ins/out’s, navigating through all the systems, resources, shadowing an employee for a period of time, information pertaining to all medical facilities, and available services. Learning from one another is an effective way to increase knowledge transfer between employees. This finding is important. For instance, once all employees in the Client Services Department have received the same information on how to complete paperwork then they may begin to perform the task with more consistency and thus the process is more uniform. This can save time and money for the organization.
Finding 6: Having a matching process of mentors and mentees is an effective way to pair individuals. The mentor and mentee should have a voice in the selection and pairing process in order to align their personal and professional goals. Direct supervisors might not be the best match for a mentee.

This finding is also important and should be considered when developing a mentoring program. The researcher does agree that a mentor should be someone who is on the same level as the mentee or above them. Unfortunately, ARI does not have many employees with more than three to five years of service with the exception of the Supervisors. The researcher does not believe that a direct supervisor is a viable mentor to their direct reports. The researcher does agree that the mentee should be able to select their mentor because everyone's style is different and aligning the mentees needs with what the mentor can provide can lead to positive outcomes.

Finding 7: Participating in this program would require a commitment and allegiance to the organization.

Unfortunately, the researcher does not believe that it will be productive if ARI mandates employees to: 1) be involved in the mentoring program; 2) sign a contract to stay at the agency for a period or time and/or; 3) pressure them in any way. Instead, having a formalized mentoring program will be a way to attract and retain employees. When ARI shows their employees that they value them by assisting them in increasing knowledge transfer, the researcher believes that ARI will see more commitment and accountability from their employees.
Finding 8: Rewards, Recognition and Incentives are a way to encourage participants to be involved in the program.

When someone agrees to be a mentor there should be a change in job title and job description. Rewards such as adding extra planned time or longer lunch breaks for the mentor to meet with their mentee should be offered. The researcher believes that this finding is extremely relevant to ARI.

ARI is a non profit organization and funds are limited, but providing something to the mentors in return for what they do is necessary. Rewards do not have to be monetary, but should reflect the appreciation that ARI has for their participating mentors. These rewards should be creative; this might draw in more employees and decrease the turnover rate at ARI.

Finding 9: Evaluations are needed throughout the entire process to ensure quality and standards are being met.

This finding is relevant because obtaining feedback from the participants can ensure constant improvement for the program. This will also show the participants that their thoughts and ideas are being taken into consideration. There should be an evaluation after six months and again after one year. This finding is also a way to obtain more “buy in” from employees in an organization, if they can see their suggestions being put to use. It also will show that management is taking the time to see what the individuals need and want to get out of the program.
PART B: Mentoring Program Implementation Plan

The recommendations for this program are derived from the data that the researcher collected from the benchmarking interviews with outside organizations and from the focus groups that were conducted at ARI. This implementation plan is the answer to research question 3: How could ARI implement a mentoring program that incorporates key best practices and ARI customer requirements? What are the main components of an implementation plan? The following are brief recommendations of the interpreted data collected for the mentoring program at ARI.

Goals and Benefits

The goal of this program will be to enhance the employee’s knowledge pertinent to job responsibilities. The program will increase communication between participants and develop necessary skills sets for employee’s specific job requirements. This program will provide ARI with a consistent basis of information so that all employees will be given the same instruction for job completion.

Ideal Candidates for Mentors

An ideal candidate for a mentor is anyone that is able to volunteer their time, knowledge and expertise, and has the desired characteristics discussed in Chapter 4. This individual will have to be willing to share information and provide positive and constructive feedback to the mentee, and be a coach.

Ideal Candidates for Mentee’s

An ideal candidate for this program would be anyone that wanted to participate to increase their knowledge base at ARI. The program could be mandatory for all new employees to ensure that best practices and relevant information pertinent to job
responsibilities is discusses and learned. Another reason to make it mandatory for all employees is to ensure that consistent information is learned, retained and utilized to serve the cliental at ARI.

Matching Process

The matching of mentors and mentees should be based upon what the mentee would like to accomplish in the program and what the mentor can provide to the mentee. The mentors should be employees with at least three years of experience in the organization. The mentors should provide a resume type of document with their skills and qualifications. The mentees should provide a brief document as to what they would like to accomplish from this program. The mentees and mentors should meet for a brief ten minute interview. The mentee then should submit their top three choices for who they would like as a mentor. Then the mentors and mentees will be paired together based on the above criteria. By creating a matching process, ARI will allow each of their mentees to outline what they would like to get out of the program and be partnered with someone that can provide them with the necessary tools to complete their personal or professional goals. A mentor should have no more than two mentees that they are involved with at any given time.

Expected Costs

The expected costs can be broken down into ‘hard’ money and ‘soft’ money. ‘Hard’ money is considered the actual dollars that will be spent to provide the employees at ARI with the necessary tools to be involved in the program. These expenses can include: cost to make photo copies, cost of the training, cost of handouts and recognition gifts etc. ‘Soft’ money is considered the time and effort that is spent by the participating
individuals. This cost can include: mentor and mentee meeting for one hour a month which will take away from job responsibilities; time that it takes for all participants to interview one another for the matching process and be trained for their specific requirements, etc.

Training

Each participant will be asked to participate in three to four hour training. At this 'kick off' meeting each participant will be given a journal to keep track of all that they discuss during the sessions with their mentor/mentee. At this kick off, each participant will be provided with guidelines on the expectations of a mentor and mentee, the boundaries of the relationship, and the confidentiality rules of the program. For the mentors, their training will consist of: coaching skills, building a covenant with their mentee, and how to provide constructive feedback. For the mentees their training will consist of: how to set realistic goals, how to set timelines and how to accept constructive feedback.

Tracking Progress

To track the progress of individuals in the program there will be a survey sent out every six months. These surveys will be confidential and will ask the participants to rate the program on various aspects. This information will be given to the Mentoring Program Leader. This person will be responsible to update resumes for the participants, collect data, and initiate 2-3 events a year for participants. This person should also be informed if any problems exist to help alleviate them as they occur.
Length of Time

Contingent on the success of the mentoring relationships, ARI management would like this program to run at least one year. If the participants agree to remain partnered for another year then they should be allowed to continue. If the participants agree to disengage from their partnership they will have the ability to get another mentor/mentee or disengage completely from the program.

Timeframe

The gathering of resumes and interviews will occur in July 2006. The kick off meeting and training will start in August 2006. This program will begin formally on September 4, 2006.

PART C: Implications and Conclusions

Implications for HRD practice

Importance of Mentoring

A well thought out formalized mentoring program should provide the foundation for employees to improve their overall career satisfaction and personal development with relationships in the workplace. When an organization has a mentoring program, they encourage employees to support one another by learning from each other. When an organization has a formalized mentoring program that is structured to fit the needs of their employees, it will enhance overall productivity.

This program has impacts on HRD because mentoring is a personal relationship that can enhance employee satisfaction and increase productivity. Mentoring programs
can encourage the new employee to seek out information from peers, which is relevant to their job task.

HRD practitioners will benefit from this study. Here is a list of six ideas that HRD practitioners can take away from this study and implement in their organizations.

1) This study provided guidelines for mentoring programs.
2) This study discussed the benefit of having a structured formalized mentoring program vs. unstructured informal mentoring program.
3) This study discussed the importance of training mentors and mentees on how to have effective mentoring relationships.
4) This study supported the findings of relevant literature on mentoring.
5) This study outlined the importance of choice and voice that a mentee should have in mentoring relationships.
6) This study discussed rewarding employees that are involved in mentoring programs.

Implications for HRD Research

This case study and semi intervention provides the key customer requirements for a formalized mentoring program at ARI. Unfortunately, this study is limited to ARI's needs and cannot be generalized to all organizations. However, this study does have implications for HRD research because the core ideas that resulted from the study aligned with research done by Kram (1983), Chao et al. (1992), Siebert (1999) and many other theorists.

ARI, clients of ARI and Human Resource practitioners will all benefit from this study. ARI will benefit because there will be knowledge transferred between employees.
When employees share information and are engaged in planned learning activities, they may become more satisfied with their overall career development. A formalized mentoring program will familiarize new and more tenured employees with resources that are available to conduct their jobs more effectively. Given this increase of knowledge, ARI employees will be better able to serve the needs of their clients.

Human Resource practitioners may also benefit from the benchmarking and literature study because it details key practices on how mentoring can positively affect employees. Once the HR practitioners have this valuable information they should recognize the need for mentoring programs for their employees. This could ultimately lead to the development of mentoring programs in many organizations.

Suggestions for future research at ARI

Further research should be done to see if the mentoring program at ARI alleviates turnover or stagnation. After one year of the program, research should be conducted to see how the two variables are affected by the program. The researcher projects that after the mentoring program has been implemented turnover at ARI should decrease. After one year, if more research is conducted at ARI to see if this projection is true, than this study will have other implications for HRD research. After implementing ARI's mentoring program, and it shows a decrease in turnover and stagnation, the program could be used as a success benchmark for other similar organizations.

Suggestions for future research in HRD

The findings from this research suggest several other areas of potential study:
1) A study could be done that examines the relative satisfaction with performance of mentees at for-profit vs. non-profit organizations, given one year of structured mentoring.

2) A second study could be done to examine mentors' levels of job satisfactions with performance compared to tenured employees that are not mentors.

3) A third study could be done to examine the organizational benefits of mentoring including impacts on: job satisfaction, stagnation, burn out, and turnover in for-profit vs. non-profit organizations.

4) A fourth study could be done to examine how the duration of a mentoring program affects the quality of a mentoring program at for-profit vs. non-profit organizations.

5) A fifth study could be done to examine the impacts of a mentoring program focusing on professional vs. personal goals of the mentee.

6) A sixth study could be done to examine the affects of mentoring and if it is more/less beneficial to have same department mentoring relationships vs. cross department mentoring relationships.

7) A seventh study could be examined to see if employees that are mentored move further in the organization vs. employees that are not mentored in for-profit and non-profit organizations.

Conclusion

Mentoring programs can provide a foundation so that employees can improve their overall career development and satisfaction. When an organization has even an informal mentoring program, it encourages employees to support one another by learning
from each other. When an organization has a formalized and structured mentoring program that is designed to fit the needs of their employees, it can enhance overall productivity and reduce employee stagnation and burn-out.

This study has examined the importance of mentoring in for-profit and non-profit organizations. This study has taken relevant literature, benchmarking, and focus group data and adapted the information to make a "Mentoring Program Implementation Plan" for ARI. The findings from this study suggest that mentoring can lead to positive impacts in organizations if the customer requirements are taken into consideration. This study has also presented the benefits and challenges of mentoring, roles and characteristics of successful mentors and mentees, and some key areas of significance for mentoring.

Finally, this case study and semi-intervention has provided ARI with an implementation plan that should increase retention and employee satisfaction and decrease turnover and stagnation. This study is extremely important for ARI to consider and implement in order to increase overall productivity. Since mentoring can encourage employees to solve their own problems, find valuable resources, and become more independent, ARI would also be assisting many individuals to reach their highest potential, both personally and professionally.

"Treat a man as he is and he will remain as he is. Treat a man as he can and should be and he will become as he can and should be."

-Johann Wolfgang von Goethe
References


List of Figures

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Appendix A

Consent Form

To: AIDS Rochester employees
From: Marisa Quattrini, St. John Fisher College
Date: November 30, 2005
SUBJ: Research

My name is Marisa Quattrini, and I am a graduate student at St. John Fisher College, pursuing a Master of Science degree in Human Resources Development. As part of the program requirement I have agreed to act as an organizational development consultant for a project at AIDS Rochester, Inc. The primary focus is to determine what information will be pertinent to include in a formalized mentoring program at AIDS Rochester, Inc.

Your participation in this process will be in the form of a focus group with completion of a questionnaire. Data will be seen only by the researcher and the project advisor. All responses from the focus groups and the focus group questionnaires will be kept strictly confidential, seen by the researcher and project advisor only. Findings will be reported to AIDS Rochester’s senior management in anonymous summary form only.

Your participation in this study implies consent and is greatly appreciated by the researcher and the organization.

If you have further questions regarding this study, please contact the researcher listed above at (585)-442-2220 ext. 3048 or the project advisor, Dr. Seth Silver, at (585)-241-3038.
Appendix B

Fact Sheet for Case Study

Dear Potential Participant,

You are being asked to participate in a research project conducted by a Human Resources Development graduate student at St. John Fisher College. This information sheet will give you details of the project to see if you might want to join. You can quit the project at any time, and you are not required to answer any questions that you feel uncomfortable about answering. Your participation is completely voluntary. You may withdraw your consent at any time.

What is the project about?
Mentoring has been shown to enhance employee knowledge related to their daily jobs. A mentoring program at your organization would assist individuals in obtaining more knowledge pertinent to their job and to advance their skill level. The objective of these interview questions are to see what are the key best practices that organizations use when mentoring employees. The information will be compiled to detail key ideas that should be included in a formal mentoring program.

What are you being asked to do?
If you want to participate in the project, I will ask you to participate in completing five interview style questions. I will also ask that you describe your organization and current job title. These questions should take no longer than 25 minutes to complete. There is a possibility that a more candid conversation will take place to clarify any response given.

Are there any risks or discomforts?
The only risk of participating in this project is the inconvenience of taking the time to answer the questions and the possibility of some of the questions causing you to disclose some negative information regarding your workplace.

What are the possible benefits?
This interview is beneficial because: of the possibility of a formal mentoring program being implemented and valuable knowledge being gathered that could be useful in everyday job. This information will hopefully provide a foundation to base an effective mentoring program on.

Will my privacy be protected?
All of the information that you report in the interview questionnaires is confidential and will be used for the sole purpose of gathering information. Your name will not be recorded or used. Confidentiality and anonymity will be maintained during all methods of research. These findings will be kept for approximately one year in the researcher’s home. At that time, the information will be destroyed.
Whom do I contact if I have further questions?

You may call Dr. Tim Franz, the Research Methods professor at St. John Fisher College, at (585) 385-8170.

You may also contact Marisa Quattrini, student at Saint John Fisher College at (585) 442-2220, extension 3048.
Appendix C

Fact Sheet Semi-Intervention

Dear Potential Participant,

You are being asked to participate in a research project conducted by a Human Resources Development graduate student at St. John Fisher College. This information sheet will give you details of the project to see if you might want to join. I am asking individuals who are employees to be a part of the project. You can quit the project at any time, and you are not required to answer any questions that you feel uncomfortable about answering. Your participation is completely voluntary. You may withdraw your consent at any time.

What is the project about?

Mentoring has been shown to enhance employee knowledge related to their daily jobs. A mentoring program at your organization would assist individuals in obtaining more knowledge pertinent to their job and to advance their skill level. The objective of these focus groups are to see what information employees believe is relevant to have in a formalized mentoring program.

What are you being asked to do?

If you want to participate in the project, I will ask you to participate in a focus group. The focus group will consist of five to seven of your peers at ARI. Each focus group session will be approximately 45 minutes long, with a series of questions. You will be directed to answer one question at a time, and discuss your answers with the entire group. This process will continue until all questions are answered.

Are there any risks or discomforts?

The only risk of participating in this project is the inconvenience of taking the time to answer the questions and the possibility of some of the questions causing you to disclose some negative information regarding your workplace.

What are the possible benefits?

These focus groups are beneficial because: of the possibility of a formal mentoring program being implemented and valuable knowledge being gathered that could be useful in your everyday job. This information will hopefully provide your organization with a foundation to base an effective mentoring program on.

Will my privacy be protected?

All of the information that you report in the focus groups is confidential and will be used for the sole purpose of gathering information. Your name will not be recorded or used. Confidentiality and anonymity will be maintained during all methods of research. These findings will be kept for approximately one year in the researcher’s home. At that time, the information will be destroyed.
Whom do I contact if I have further questions?

You may call Dr. Tim Franz, the Research Methods professor at St. John Fisher College, at (585) 385-8170.

You may also contact Marisa Quattrini, student at Saint John Fisher College at (585) 442-2220, extension 3048.
Appendix D

Benchmarking Interview Responses

Q1. Can you provide a brief overview of your Mentoring Program at this organization? Is it formal or informal?

R1. In fall 2005, J&J held a kick off event that explained the formalized mentoring program that they wanted to implement. J&J sent information to all employees to see if they wanted to be involved in the program. The senior management was considered for mentors, and all other employees were considered for mentees. The mentees were given a list of mentors and asked to pick three potential mentors. In January 2006, the mentees got to meet with the top three candidates for mentors. These meetings were a 30 minute interview to see what the mentee wanted, what the mentor could provide. These interviews were to see if the mentor and the mentee “clicked” together. It was an informal meeting to really get to know the other person. There are two chair people that are heading this program. They collected the data from the interviews and did a matching based on the data that they received. There were sensitive to the fact that job demands could make situations difficult for the one on one attention. The chair of the program matched people with their interest areas or with their functional roles (example- if the mentor had no experience in a certain function they would not match the mentee with them). Then all matched pairs were sent an e-mail with the contact information. There was an initial meeting set up within two weeks of the matching. These meetings were set up by the mentor and the mentee. In this meeting it was discussed about expectations, what is success to each person, aligning goals with each other. In September or October of 2006, they are going to bring us together to talk about what was important, what each person got out of it.

R2. It is a formalized program. The program provides the framework to enroll, match prospective mentoring partners, and guidelines by which to operate. There is a conscious effort to allow each partner to share information about themselves and their expectations from the mentoring relationship. A “speed” mentoring process allows for each individual to meet and rate one another. The matching process is completed and it is then up to the mentee to initiate the meetings and set the agendas.

R3. Formal process to provide a sounding board to guide associates through strategic and tactical components of their career. Career and job alignment to the strategic objectives of the company and how we as individuals fit in the larger context. Things discussed include goals related to work and life; stressors in the workplace; networking; sharing of lessons learned by mentor for the benefit of the mentee. It is not intended to be a therapy session. Meetings are every two weeks for one year. The mentee is accountable to make all the appointments and follow the goals of the program.

R4. The mentoring program that I will describe is the Customer Service mentoring program, which is part of the Customer Service training program. The objective of the customer service mentoring program is to give customer service rep trainees and opportunity to apply on the floor what they are learning in the classroom. Customer service training is an 8 week program. Prior to the start of training, trainees are assigned a mentor and a back up mentor. During the assignment time, mentors are given expectations (see attachment).
During the 8 week Customer Service training program, trainees sit with their mentors anywhere from 8 hours (the first week) to 30 hours (the last week). For the first 3 weeks of training, the trainees listen to the mentor’s phone calls, taking notes about the systems that were used, the kinds of questions asked, etc. During week 4, the trainee will navigate through the screens while the mentor talks. During week 5, the roles switch; the mentor navigates while the trainee talks. By week 6, the rep should be keying and talking at the same time, and the mentor is listening to make sure that accurate information is given. They act as a support system for the trainee – even after the trainee graduates from training.

To answer your second question, the mentoring program is formal, in that there are set times and expectations put upon both the mentor and the mentee.

R5. The “mentoring” program was informal. I considered the program informal because there was not an agenda to be followed by the mentors daily. It was primarily a shadow process for additional learning and comprehension.

R6. It is a formal mentoring program which includes the following programs designed to serve specific populations:

- 1:1 mentoring for children and adults in Mental Health Treatment
- Mentoring Children of Prisoners
- Recreation Mentoring
- Compeer Calling
- Juvenile Justice Initiative
- Skill builders and Friends for a Day

R7. I would say it is a mix of the two (formal and informal). I believe that every new faculty member has a mentor... but the relationship seems to be different depending on the individual and his/her needs. When we apply for faculty development grants, we are required to formalize that relationship more and specify a specific research mentor. Many of us also have less formal mentors outside of the institution who may have expertise in an area that the faculty member is interested in exploring.

Q2. What are some strengths of your program that seem to work well?

R1. We were matched based on interviews, strengths/weakness. We (mentor and mentee) both got a say in who they wanted to be paired with. We received promo pads of paper to encourage dialogue. There is also an online survey that we have to complete in six months to give feedback to the chair people.

R2. Matching process, company commitment to the program, individual commitment to the program

R3. The formal structure with reminders and check ins are excellent. Both mentor and mentee have to fill out periodic scorecards on how things are going and if milestones are being met.

R4. Trainees begin to see the importance and applicability of what they are learning.

Mentoring provides a vehicle to introduce the trainees to the existing Customer Service reps. The mentoring program really tests whether the trainee will be able to apply what they are learning and spit it out to our members. It’s one thing to score high on a written test, but to be able to communicate to our members in a way that they understand in completely different. It gives me time for lesson planning and prep.

The trainees feel comfortable going to at least one person when they graduate to the floor.
R5. A chance to get "a piece of the pie. Able to see what you were going to do before actually having to do it. Sitting with multiple reps. Allowed for mentees to pick up on different helpful hints and habits. Allowing a new person to choose what was good for them.

R6. Compeer’s Mentoring Model is a best practice recognized by the American Psychological Association. Our targeted recruitment of mentors, orientation, screening, training and monitoring procedures are designed to support our “matches” and result in positive outcomes. Our collaboration with the mental health community and our role as an adjunct to mental health treatment plays an important part in the recovery of the mental health consumer.

R7. Because the program is fairly informal, it seems to fit individuals’ needs well. For example, for some time I was fairly independent with my work, and didn’t feel that I needed to meet with my mentor on a routine basis. Instead, we would meet on an “as needed” basis, with a specific agenda each time. In contrast, some of our newer faculty members have weekly meetings scheduled with their mentors, and their progress is supervised fairly closely.

Q3. What are some critical challenges and/or mistakes that you have experienced? What have you learned?

R1. “this is the first time I have been involved with a formalized mentoring program. I have been an informal mentor all the time. I feel that this has set up a networking system that I can carry with me forever.” I have learned to set measurable goals with my mentee. Every six weeks we meet to discuss progress. Not only do our goals have to be professional they can be personal as well. Keeping confidentiality is very important. Anything discussed in our meetings is between us and no one else. Very important to set boundaries and expectations up front.

R2. Availability of each partner in the relationship both partners can learn from one another regardless of level, working with partner from a different functional area of the company provides new and perhaps different perspectives.

R3. I have not had any mistakes or challenges since my mentor is experienced at doing this. I am lucky that my mentor is the president of the company so I have getting great insight in a very welcoming environment. What have you learned? I am learning that it is okay to be more casual in this mentor/mentee setting but return to our normal hierarchy in the work environment. She and I agreed in the first meeting that nothing would be shared outside our meetings and anything was up for conversation. While I follow that, I do not forget she is my boss’s boss.

R4. The main challenge is that floor reps or SMEs are not always great coaches. I rely on the mentors to provide coaching when the trainee is struggling, but there are a limited number of reps that are able to coach effectively. Many reps are overcome by the urge to reach in front of the trainee and navigate when the rep is going to slow, or to jump in with an answer instead of allowing the trainee to look for an answer. This doesn’t help the trainee. To address this challenge, I have scheduled mentor training for those reps that I feel have potential. Another challenge that I face in the mentoring program is that not all mentors don’t know what the trainee should know and shouldn’t know, and are therefore unable to identify knowledge gaps. We have recently addressed this by creating a mentoring checklist. There are three checklists, based on where the rep is in training; beginner, intermediate, and advanced. The checklist details the body of knowledge that
the trainee should have at each stage, as well as what the trainee should be able to do. The mentor is expected to rate the trainee based on how they perceive the trainee is performing, and is also expected to provide comments as well. The last challenge is that the mentoring program is a scheduling nightmare. Working in a call center, people are always coming and going, working on projects, on vacation, etc. It's difficult to make sure that all trainees have quality mentors at all times. In addition, if the phones get busy, mentoring is pushed aside as second priority. Is there anything I can do about it? No. It's the nature of the beast – the call center beast that is.

R5. Challenges as a mentee would definitely be feeling the need to absorb such a large amount of information before I have to be alone. Challenges as a mentor are slowing down in something you are so good at and being able to teach/reiterate the material. Another challenge is dealing with so many different personalities and learning styles and being able to adjust to them quickly.

R6. Recruiting enough volunteers to meet the need causing us to have a waiting list for services. Ongoing funding to sustain and increase capacity of our programs. Combating the stigma of Mental Illness through education.

R7. My mentor is also my division chief (my direct boss), which I think can be tricky at times. He is good at “changing his hat” when he is in the role of mentor vs. boss, but it does make it more difficult to discuss issues at times.

Q4. How do you measure progress and/or success of this program?

R1. There is going to be a six month online survey that the mentor and the mentee will have to complete. In one year we will all meet again to discuss what we liked and did not like about the program, and any changes or suggestions we have to continue a program like this at J&J.

R2. - I do think that most of it is not very quantifiable. I think this hits the “softer” personal skills.

R3. I have a simple measurement, feel good factor. I am learning from her and I always feel good after the personal attention.

R4. It's on the evaluation given to trainees at the end of the trainee program – how satisfied were you, did you think it was valuable, etc. It's all perception, which is not great data – but I don’t know what else to use. I suppose that it's also measured by how well the rep does once on the floor – generally it's been found that good mentors turn out good reps.

R5. I contribute almost 50% of a person's success to mentoring. Visuals are what primarily stick in a persons mind so it is important to have a good mentoring experience, as well as the formal training piece.

R6. All Mentors are required to do monthly update reports and these are shared with the referring mental health professional. Annual surveys are sent to the mentor, mentee, and referring mental health professional designed to measure the effectiveness of the Compeer Program.

R7. I don’t believe that there is any formal mechanism to evaluate the mentoring program. There are awards that are given once a year (on a University level) for outstanding mentoring, but I think that is it...

Q5. What would be five items of advice to a new program that is starting at a non profit agency?
R1. Match mentor/mentees with one another, set expectations, set boundaries, let the mentor and mentee work on what they need to work on. Clarify how feedback will be given to one another, set measurable attainable goals.

R2. Each participant has to really want to participate, not participate because they think they should. Level is not important, but we can learn from leaders that are more experienced. Need to make the time, Need to have the trust between the 2 parties, Company needs to support the endeavor.

R3. Mentors must be qualified and have something to offer; they must be trained to be mentors; there has to be strict guidelines to follow; difficult messages must be given in an appropriate way as needed; mentors must be committed. Mentees must be willing to accept the role of a mentee; not be defensive; be open to new perspectives; and make the commitment in time and quality of engagement.

R4. Don’t assume that people that know a lot will make good mentors. Create expectations for both the mentor and the mentee up front. Be on the lookout for personality conflicts between mentor and mentee; having a mentor that you don’t get along with doesn’t benefit either party. Make sure that the mentors that you chose are quality employees – so if for phone reps, make sure that they give out accurate information. Don’t expect that everyone will buy into the mentoring concept right away – especially management that might feel that it’s taking away from production.

R5. I have no advice to give. I have only worked for 1 non-profit agency and the trainer I had was excellent. She had a great program outlined and was very well organized!!!

R6. Needs assessment in the community for your services. Assess community support for your services. Develop your model with your target population in mind. And then reevaluate to insure continuous improvement of your services to meet the needs. Develop strategic Partnerships with other community organizations with similar missions. Community Collaborations to develop resources

R7. This is tough… I think that providing mentors with some guidelines about their roles at the beginning could be helpful. If possible, I think it is probably better to NOT have direct supervisors also serve the role as mentors for individuals they supervise. The mentee should also have an idea of what to expect, and what types of things there mentor could be helpful with.
Appendix E

Focus Group Results- Management

1. What is your definition of a mentor?
   - Someone who you respect their opinions and are willing to accept both positive and negative feedback from. Someone who is willing to be a mentor.
   - Someone who provides guidance on how to manage job responsibilities and balance in the workplace. Also helps with details of the job.
   - Someone that is experienced and assists a new employee with getting the job done.
   - A role model - leads by example constructive feedback- focuses on the positive aspect of change-invited challenges.
   - A leader that skills and abilities to motivate and teach another employee skill building
   - A seasoned worker who can share skills learned thru experience to new worker.

2. Do you feel that you have a mentor at ARI? Has this person been helpful to you? Why or why not? If you have not had a mentor at ARI, is there someone else in your professional or personal life that has taken on this role? If yes, what qualities does this person possess that have made them a positive mentor?
   - Yes. She has always been available to me for questions and just as someone to offer support and be able to vent to her. Gives food feedback and ideas to improve skills. I have also had a mentor at my last job who was a supervisor and she taught me both characteristics. I wanted to encompass into myself as well, as ones that I knew would not be beneficial for me as a supervisor.
   - Yes. In the early days. His medical background to my SW made for a good partnership. Almost say we mutually mentored each other. All staff have had a mentoring impact on me, including interns.
   - When I first started, someone had been here for three months. Even though I was his supervisor, he was my mentor. WE learned a lot of CM specific information together.
   - Yes. Yes. Answer questions that I had-daily activities at ARI-culture of organization. Good listener. Honest. Experienced.
   - Not one specific- lots of staff act as mentors at time. Father was a mentor for me: life in general.
   - I have had a couple of mentors at ARI who have given one perspective on issues thru the years. Considerable experience and wisdom.

3. What positive characteristics should a mentor possess? What are negative characteristics that a mentor should not possess?
   - Positive- they should want to be a mentor. Be trustworthy- you have to feel safe that you can as questions of this person and be able to vent if necessary to this person. Person should not feel threatened by mentoring.
   - Accurate, experienced, positive attitude but willing to confront
   - Calmness, positive attitude, humor, patience
   - Honest, wide perspective, experienced, good listener
   - Leadership skills, good listener, experienced, honest, willing to share, positive
-Negative- Not willing to take time to train, advises others, or use teachable moments, overly critical.
  - Punitive, controlling
  - Not be “burned out”, impatient
  - Gossip, bad attitude, closed minded, inexperienced, self-centered
  - Controlling, dishonest, negative outlook.
  - Someone who gives bad news in a good manner- focusing on positive, focusing only on negative, out of negative experiences, positive change can happen.

4. **What are some helpful aspects of mentoring would be effective to incorporate in a mentoring program at ARI?**

- You learn new aspects of your job and of the position you would like to train for.
- You learn what characteristic supervisors look for in an employee and can aspire to those characteristics, would keep long term employees feeling valued and provide new learning skills.
- Employee would get extra support and information, reduce stress and increase productivity, could be listed as a benefit which may draw applicants.
- Provides a “go to” person who can refer to correct staff for answers, questions. Concerns. Provides open door for new staff. Welcomes them. Let the mentor use their talents.
- Assists with orientation process, accessibility would be a plus so that a new staff person always has someone to turn to.
- Leadership, skill building, communication, dealing with difficult situations, maintaining balance, technique.
- New case manager working with a seasoned worker on home visits, reassessment etc. interviewing, working with demanding clients.

5. **What type of information would you want to learn or talk about with your mentor?**

- What’s expected for that position by the agency- what the direct report supervisor is like-responsibilities of supervisor position.
- How to be successful on the job? How to make clients successful- what is a client success when do I walk away or hand up the phone- boundaries!
- Agency culture, paper work ins/outs, client ins/outs, getting around the city, navigating the systems, client needs/ paperwork needs
- Resources, culture of organizations (information about different departments), difficult situations that have come up in the past, client related.
- Dealing with difficult situations, presentation is half of it, clients and staff, communication styles and techniques, maintaining balance.
- Expectations of position, scheduling, service plans, how to best access service providers.

6. **What type of mentor would you be the most comfortable with?**

A peer, a 3 or 5 year employee

- A peer who has been at the agency for three to give years. If I am looking for a mentor to help me achieve longevity at the agency. A person in the position, if I am trying to gain skills to move up.
- 3 to 5 year employee that is a peer, non intimidating.
- 3-5 year employee because they would have the most accurate information and perspective
  - 2-5 year employee or more
  - 3 to 5 year peer employee. Experienced, might have gone through some of the same things already that I might have questions about.
  - 3 to 5 year employee- been through the mill, has base of knowledge, has experience in multiple situations, has seen results of continuity of care/case management.

or an Associate Director or Director? Why?

7. Would you want to be partnered with a mentor/mentee or pick your own mentor/mentee? Why?
   - Partnered
   - As a mentee- I would want to pick my own to be sure. I felt safe and trusted. This person to provide good leadership.
   - Have someone pick for me

8. What type of obligations would you have to the organization and the mentor relationship?
   - As a mentee you would have to agree to stay with the organization for a certain amount of time after the program ie. Senior Cm agrees to take on more responsibilities.
   - As a mentor agrees to provide valuable experience to mentee and be willing to give mentee increased responsibilities if they show aptitude.
   - Commitment to the process from both the mentor and mentee, willing to accept feedback.
   - Honesty

9. What advice would you give to ARI to develop and maintain a mentoring program?
   - Would need to be willing/able to over incentive to joining program. ie- increase in responsibilities, increase 2 PTO days a year instead of salary increase for increased position. Flexibility for mentor to have time to work with mentee. Understanding that mentee will probably take new skills to a different agency if there is not a change for them to utilize new growth within ARI.
Appendix F

Focus Group Results- Client Services

1. What is your definition of a mentor?
   - Someone to guide you in a new position, knowledgeable, provide orientation, feedback for a period of time.
   - Someone who helps guide, someone else way with issues and concerns.
   - A mentor is a person that is appointed to track new employees. The responsibilities and “secrets” of successfully completing a job in an agency. Mentors should not be in a position to evaluate employees or affect their employment status.
   - An individual who guides, helps, and teaches someone. Generally, this individual has a great deal of knowledge in whatever area the ‘mentee’ is in.
   - A mentor is someone who has an extensive knowledge base of their chosen career or area of expertise.
   - Someone who provides guidance, advice, and tips, on how to do something based on agency policies or experience.
   - Someone that is available to guide another person with less experience. A mentor should be available to answer questions and help the other person to be successful in their job. Provide feedback.
   - An individual who is willing to share their knowledge/experiences in helping me with a job/project.
   - A peer or person in charge who can give sound advice or answers to questions.
   - A person who teaches another how to do a particular task.
   - One who disciplines another in a certain function by education by example.
   - Someone who is an example of behavior, skills, talents that I might aspire to. Someone who can guide me as I strive toward a goal.
   - A mentor is a person who guides and educated you and lends support whenever appropriate. A mentor also encourages you to accomplish a goal with as much independence as possible.
   - Someone who guides another in a positive manner and who has made a positive impact on her life.
   - Someone with knowledge of and experience in a particular area that is not as familiar to me; to whom I can look to for direction and guidance.

2. Do you feel that you have a mentor at ARI? Has this person been helpful to you? Why or Why not? If you have not had a mentor at ARI, is there someone else in your professional or personal life that has taken on this role? If yes, what qualities does this person possess that have made them a positive mentor?
   - Yes, Has been helpful, informative, patient, made a point to check in, Difficult due to previous staff not as helpful as current.
   - Yes, they have help guide me with the transition from an outside field into case management. They make sure I totally understand my job and what comes along with that such as: paperwork.
- Yes, I feel I have several mentors at ARI. The abilities these people possess are: knowledge, caring, patient, good communicator, honest.

- Yes. Unofficially, their qualities include a “tell it like it is” attitude, being very honest and forthright without being hurtful. They were willing to instruct me on how to do something based on their experiences instead of trying to reinvent the wheel or see me struggle too much but let me learn at the same time.

- No. I did have a supervisor who was willing to bring me into his department with minimum experience. He was always available to answer questions and had an open door policy. Never made me feel stupid for asking any questions.

- Yes. I had the pleasure of working with another case manager that helped me with organization skills, time management, and documentation skills. This individual was always available to help and answer any questions that I had. This individual knew the inside and outs of the job and was able to help me avoid mistakes.

- Two people, He is patient and knowledgeable. She has been very helpful with more practical ways of dealing with this job. It was good to have this, my first couple of years and there is a lot to learn.

- Yes, at one time. My mentor was an experienced Case Manager who was able to give advice and answers to questions. Experienced Case Manager. Patience, good teaching skills, and knowledgeable.

- My supervisor at ARI has served as a mentor, been very helpful in teaching me the “ins and outs” of the position. In addition, everyone in my hallway has been extremely helpful in teaching me, Other Cm’s. Qualities: open door policy, reassuring, patient, smart, sense of humor, willing to let people make mistakes.

- Yes I do. I have had a few mentors here at ARI. They have all been very helpful. Qualities: patient, humor, honest, open, intelligent, shown a sense of caring for my well being and my position at the agency- Not an individual. Training has been by the group, not just one due to the diversity of the position.

- Peers already working in the position that I was hired into as they already had a knowledge base/experience pertinent to my job.

- They encourage me and hold me accountable. They are hard workers who have achieved certain goals, I may strive toward.

- I feel I have several mentors at ARI who have been extremely helpful. I have also had both personal and professional mentors throughout my life that have made positive impacts.

- Yes, because she is almost always willing to listen and assists in whatever manner she is able to.

3. What positive characteristics should a mentor possess? What are negative characteristics that a mentor should not possess?

Positive:
- Patient, knowledgeable, “wants to do it: caring.
- Approachable, patient, humorous.
- Understanding, willing, dedicated.
- Patient, sense of humor, willing
- Will, good listening minus judgmental, constructive criticism, approachable, dedicated, forthright, honest.
- Be able to understand the mentees learning style, have patience, knowledge, follow up with feedback.
- Patient, knowledge, nice, honest, eager
- Supportive, willing to let people make mistakes, know their staff, open door policy, patient, reassuring.
- Patient, knowledgeable, flexible, good sense of humor, willing to teach
- Positive attitude, good leadership, communication skills, successful in the area they are mentoring in.
- Patient, good communications skills, non judgmental, ability to correct without destroying.
- They should be organized, good listener, non judgmental, with a good working knowledge of my areas of interest.
- Good listener, positive attitude, comfortable with "team approach", even temperament.
- Ability to listen, genuine concern, patience, ability to communicate and set a positive example, persistence

Negative:
- "Hurry attitude", unknowledgeable, sarcasm.
- Short tempered, sarcastic, cruel.
- No willing to listen, pushy, demanding.
- Not to assure mentee has prior knowledge not to seem bothered by repetitive questions
- Impatient, arrogant, condescending, unorganized.
- Mean, short, not smart, dishonest, ignore you, don’t remember your name, and yell at you in front of people.
- Stand offish, yell at you in front of people, mean, too busy, perfectionist, condescending.
- Not be easily frustrated, sarcastic, short tempered, always feel right.
- Negative attitude, poor communication skills, ineffective in the area they are mentoring in
- Harshness, impatience, false expectations.
- They should not be more interested in themselves.
- Lazy, passive, poor communication skills

4. What are some helpful aspects of mentoring that would be effective to incorporate in a mentoring program at ARI?
- Go over assessments, reassessments, NICM’s on the 1st day, follow another case manager for a day or 7 days to understand the job, teach people how to lock the bathroom doors, year long relationships, compensation for mentor.
- Peer review, who has questions? Training system- internal training.
- ACHC, IDC, Other agencies purposes and things, SSI SSD, DSS info, legal information, not just an orientation of out agency but also others we work with, an explanation of a file, should attend a training to be a mentor.
- 3 to 5 year employee that is a peer, Mentors should be assigned. Mentees are too new to know who to pick. A peer that has been here a certain amount of time would be best.
  - 3 to 5 year peer employee
    - 3 to 5 year employee. This employee will have a good base knowledge regarding all aspects of the job.
    - 3 to 5 year employee that is a peer wouldn’t feel intimidated.
    - 3 to 5 year employee that is a peer. I feel that someone who has been doing their job for a while has an arm grasp on what their role and responsibilities are.
  - 3 to 5 year employee that is a peer. They would able to address issues with less influence than an associate director of client services.
    - A close knowledge of working with clients and their needs.
    - 3 to 5 year employee; associate director. Would most likely be someone who is stable and committed.
    - 3 to 5 year employee, a peer, good knowledge base, moderate amount of time in the field.

- **Associate Director**
  - Associate director- I think an associate director who has been at ARI three to five years. I would trust their knowledge. -Director.
  - Associate director or direction may not have recent experience outside of supervisory responsibilities.
    - It would depend.

- **Director**

  7. **Would you want to be partnered with a mentor/mentee or pick your own mentor/mentee? Why?**
    - Partnered, but would want someone who wants to do it.
    - Be partnered, not picking own.
    - No, we should not have to pick and choose who needs help.
    - A mentor should be paired with co-workers.
    - Wouldn’t mind being partnered but would like opportunity to change if situation is not agreeable.
    - Want to be partnered before employment with the option of switching if needed.
    - Pick my own mentor.
    - Pick your own. Allows for personalities to work best with one another. Should you assign a mentee to a mentor it could results in a clash of personalities that don’t work or mesh well.
      - I would rather be partnered with someone because you can always learn from others with different styles than yours.
      - Pick own, personality, adaptability.
      - If I am required to have one, I would pick my own.
      - I would want to choose my own as I would take into consideration personality types, etc.
    - Be told who is available and pick my own to insure it is someone I am comfortable with.
- Pick my own because I know best what I personally need in a mentor. If I were given a mentee. Someone else could choose, since he/she obviously knew me and trusted me to be a mentor.

8. What type of obligations would you have to the organization and the mentor relationship?

- "Want to do it", available.
- To be as reliable as possible, to be willing to share and learn, be as positive as possible, help any one who needs my assistance.
- Obligation to be thorough when teaching information, keep on top of changes in the paperwork, accountability.
- To be able to perform your job with a minimum of mistakes.
- Must be willing, available and capable.
- Providing feedback, quality assurance, providing results, accountability, checks and balances, year to year contract, prove program is working, increase efficiency and increase productivity.
- Accountable, dependable but also be able to say no or speak up if it becomes too much.
- Willing to participate, available.
- People who are willing to mentor must be committed and always be available for issues.
- Willing, available, capable
- I would become involved if I was expected, but I would not volunteer at this current time due to new job responsibilities.
- Mutual respect, conscientious of timeliness (regarding times to meet, honest communication, to outline to mentor my expectations of him/her.
- It would be a voluntary relationship with an expectation that both will commit.

9. What advice would you give to ARI to develop and maintain a mentoring program?

- Staff, supervisors needs to give 100%.
- By expressing that a mentoring program is important and how, what, differences have been made with the program.
- Give it a shot! Have a structured program.
- Keep forms that say what was taught to keep track of what was learned. Organized forms, every three months review the workers progress.
- Has too be structured, like a course syllabus, supervisors have enough to do.
- Do it! Be supportive of staff
- Agency must be vested, mandatory for new employees!!!!!!
- Getting together without your supervisors, mandatory for new employees, give mentors/mentees one hour lunch breaks
- Do on a small scale first to see if its worth time and effort to accomplish what the agency is after.
- I can't comment as I don't have experience in this area- feel the question is too broad.
- It should be voluntary only.
- Make the program volunteer only
- Take logistics into account, have a specific and understandable outline of programs. Be able to measure success.
Appendix G

Institutional Review Board Proposal

Marisa Quattrini

St. John Fisher College

Masters in Human Resources Development

December 15, 2005
A Case Study and Semi Intervention of Best Practices at AIDS Rochester, Inc.

Introduction

Many organizations have implemented formalized mentoring programs because of the numerous benefits that this type of program has on employee development both personally and professionally. Kram’s (1983) study revealed that a “mentor relationship can significantly enhance development in early adulthood and also in the midcareer stage of the more experienced individual (p. 608).” Koblenz (2003) points out that employers who make their employees feel that their jobs are important, tend to retain their employees longer. She points out that to make employees feel valued communication and education, both formally and informally, should be a priority in an organization’s daily function. Implementing a formalized mentoring program can be one way to ensure that communication and education is a continuous process in an organization.

What is AIDS Rochester, Inc.?

AIDS Rochester Inc. (ARI) was established in 1983 as a non profit organization that is dedicated to a world without Human Immunodeficiency Virus (HIV). Currently there are four offices that serve eight counties in New York State. The mission statement of ARI “is to lead a compassionate community effort within the eight county Finger Lakes region by providing a continuum of programs and services including education, prevention, advocacy and support services for people infected with and affected by HIV/AIDS” (http://www.aidsrochester.com, 2004). ARI commits to seven core values which are to be successfully carried out through the mission and goals of the organization. The core values are: respect, inclusive, accountability, innovative,
Purpose

The purpose of this study is to outline the key purposes, and features with the application of a formalized mentoring program at ARI. To complete this case study intervention, the researcher will first conduct a benchmarking study with three profit and non-profit organizations in Upstate New York that currently have mentoring programs. This data will provide ARI with information that will be beneficial to include in their formalized mentoring program. The researcher will then complete a semi-intervention with ARI in the form of focus groups, to learn how best to customize mentoring at ARI. Based on the results of benchmarking, and feedback from ARI employees, a pilot mentoring program will be implemented. The researcher will assess the pilot, and provide a detailed "Mentoring Program Implementation Plan" to the ARI Directors.

This semi-intervention and case study at ARI will focus on these research questions:

Q1. What are some best practices in mentoring programs?

Q2. What are the key customer requirements for an effective mentoring program at ARI?

Q3. How could ARI implement a mentoring program that incorporates key best practices and ARI customer requirements? What would be the best implementation plan?
departments. The pilot program will incorporate the best practices from other organizations that have mentoring programs and key items from the literature review about mentoring practices. This pilot program will be a formalized version of a mentoring program for the Client Services Department. The findings will be taken to the Board of Directors and Executive Staff at ARI. At this point, ARI will have the ability to implement the program and/or further develop the program.

Participation of the focus groups is completely voluntary, anonymous and strictly confidential for all parties involved. The data from the focus groups will be kept in a secure location and only the researcher and project advisor will have access to the information.

Confidentiality, Anonymity and Security of the Survey

Each participant will be assured that their feedback will remain strictly confidential and anonymous. The participants will be provided with a consent letter which will note informed consent and will state that they agree to participate in the focus (Appendix C). Each participant will also be provided with a factsheet about the semi-intervention, to answer any further concerns (Appendix D). The Director of Administration and Personnel will not be privileged to who shared what information. The researcher and project advisor will be privileged to the completed focus group questionnaires, but will not have privileged to who filled what surveys out.

Confidentiality and anonymity will be maintained during all methods of research.

Dissemination

This is a Master's Thesis Project and the information obtained and shared will be for the sole purpose of research.
Disposition of Data

After the research is completed, the focus group questionnaires and other related information will be kept in a secure location in the researcher’s home for approximately one year. At that time, the research and related materials will be disposed of using a shredding machine.

Conclusion

The goal of ARI’s mentoring program will be to focus on what resources are needed to serve the cliental and help to better the employee’s career development within the organization. According to Kram (1983), a mentor relationship has the potential to facilitate both career advancement and psychosocial development. With this said, a mentoring partnership can enhance the possibility for completing career goals at any level of an organization. The mentoring relationship can enhance both the mentor and the mentee by promoting a learning environment in the organization. Through career functions, including sponsorship, coaching, protection, exposure-and-visibility, and challenging work assignments, an individual is assisted in the learning processes of the organization and is preparing for advancement opportunities.