Mentoring Programs Within Area Companies Compared to the Mentoring Program of the Walt Disney World Company

Douglas C. Gardner
St. John Fisher College

Follow this and additional works at: https://fisherpub.sjfc.edu/education_ETD_masters

Part of the Education Commons

How has open access to Fisher Digital Publications benefited you?

Recommended Citation

Please note that the Recommended Citation provides general citation information and may not be appropriate for your discipline. To receive help in creating a citation based on your discipline, please visit http://libguides.sjfc.edu/citations.

This document is posted at https://fisherpub.sjfc.edu/education_ETD_masters/172 and is brought to you for free and open access by Fisher Digital Publications at St. John Fisher College. For more information, please contact fisherpub@sjfc.edu.
Mentoring Programs Within Area Companies Compared to the Mentoring Program of the Walt Disney World Company

Abstract
This study examines the characteristics of mentoring programs in ten organizations located in Rochester, New York. These programs were compared and contracted with the mentoring program employed by the Walt Disney World Company. Participants completed a survey on their mentoring program commenting on the components of the program, objectives promoted in the program, the average length of program and adjectives describing the program. This survey revealed that the mentoring programs in the Rochester area companies did resemble some characteristics found in the Walt Disney World Company's program, the biggest difference was found in why the program was in place. The Rochester area programs were utilized more for orientating new employees rather than teaching employees to positively contribute to the company's success like the Disney program does.

Document Type
Thesis

Degree Name
MS in Human Resource Development

Department
Education

First Supervisor
Monica Cherry

Second Supervisor
Marilynn Butler

Subject Categories
Education

This thesis is available at Fisher Digital Publications: https://fisherpub.sjfc.edu/education_ETD_masters/172
Mentoring Programs Within Area Companies Compared to the Mentoring Program of the Walt Disney World Company

Douglas C. Gardner
Saint John Fisher College
Abstract

This study examines the characteristics of mentoring programs in ten organizations located in Rochester, New York. These programs were compared and contracted with the mentoring program employed by the Walt Disney World Company. Participants completed a survey on their mentoring program commenting on the components of the program, objectives promoted in the program, the average length of program and adjectives describing the program. This survey revealed that the mentoring programs in the Rochester area companies did resemble some characteristics found in the Walt Disney World Company's program, the biggest difference was found in why the program was in place. The Rochester area programs were utilized more for orientating new employees rather than teaching employees to positively contribute to the company’s success like the Disney program does.
Acknowledgements

I would like to thank several people for helping me through these 2 years of learning. First I would like to thank my wife, Amy, who has given me a lot of support, time away from her and her numerous hours reading my papers. Second, I’d like to thank all my friends I’ve made from the classes I’ve taken. Without some of them, I would not have been able to laugh as much as I did, learn as much as I did, or accomplish as much as I did. I would also like to thank Dr. Marilynn Butler for helping me to reach for my full potential. I would finally like to thank Mary Anne Donovan-Wright for the many hours she sat with me to helping me put together this paper.
We approve this paper of Douglas C. Gardner.

Dr. Barbara Francis  
Associate Professor, Department of Education  
St. John Fisher College

Dr. Monica Cherry  
Assistant Professor of Economics  
St. John Fisher College

Marilynn N. Butler, Ph. D.  
Advisor  
Assistant Professor of Human Resource Development  
Director / Chair MSHRD  
St. John Fisher College
Contents

Abstract / 2
Acknowledgments / 3
Signature Page / 4
List of Table / 8
List of Figures / 9

1. Chapter 1 / 10
   Introduction / 10
   Purpose / 11
   Organization of Paper / 12

2. Chapter 2 / 13
   Three Basic Definitions / 13
   Describing Mentoring Programs / 14
   Implementing Mentoring Programs / 14
      Linking Employee With the Job / 14
      Mentoring Soft Skills / 15
      Promotional Mentoring Programs / 16
   Characteristics / 18
      Characteristics of a Mentoring Program / 18
         Characteristic 1: Identify potential employees / 19
         Characteristic 2: Develop the right skills / 19
         Characteristic 3: Protect the people who have been invested in the
                        program / 19
         Characteristic 4: Develop individual employability / 20
         Characteristic 5: Foster communication / 20
         Characteristic 6: Break down boundaries effecting high performance / 20
         Characteristic 7: Reinforce the original mission, vision, values / 21
      Characteristics of a Mentor / 21
         Characteristic 1: Purposeful / 21
         Characteristic 2: Humble / 22
         Characteristic 3: Curiosity / 22
         Characteristic 4: Generous / 22
Characteristics Companies Should Look For in a Mentor / 23

Skills of A Mentee / 24
- Skill 1: Asking productive questions / 25
- Skill 2: Develop listening skills / 25
- Skill 3: Use trust-building behaviors / 25
- Skill 4: Overcome the awe factor / 25
- Skill 5: Acquire skills to help resolve differences / 26
- Skill 6: Capture essence of mentor’s help / 26
- Skill 7: Internalize mentor’s input / 26

Types of Mentoring Programs / 27
- Formal & Informal Programs / 27
  - Informal Mentoring Programs / 28
  - Formal Mentoring Programs / 30
- Group Mentoring / 31

Research On Mentoring Programs / 31
- Koberg, Chappell and Ringer (1994) / 32
- Allen and Poteet (1999) / 32

History of Mentoring Programs / 33
- The First Mentor / 33
- Frederick Taylor / 34
- Kurt Lewin / 35
- Mentoring in the 1970’s / 35

Successful Mentoring Programs / 36
- Fairfax County / 36
- Douglas Aircraft Co. / 38
- The Bank of Montreal / 40
- Fuller Co. / 41
- Motorola / 43

Walt Disney’s Mentoring Program / 45

Basis of Program / 46
- Dream / 46
- Believe / 48
- Dare / 50
- Do / 51

3. Chapter 3 / 53

Methodology / 53
- Population, Sampling & Participant Base / 53
- Participant base demographics / 56
List of Tables

1. Table 1: Components of the Mentoring Program / 58
2. Table 2: Objectives Promoted in the Mentoring Program / 59
3. Table 3: Average Length of Time of the Mentoring Program / 60
4. Table 4: Adjectives Describing the Mentors in the Mentoring Program / 61
5. Table 5: Evolution of Mentoring Program and Future Applications / 62
6. Table 6: Percentage of Adjectives Describing a Mentor (Example) / 63
List of Figures

1. Figure 1: Email sent to Rochester, New York Area Chamber of Commerce members who had emails listed on the Chamber of Commerce website / 54
2. Figure 2: Companies agreeing to participate in the survey on mentoring programs implemented in their company / 56
3. Figure 3: Components of the mentoring program in the companies surveyed, frequency of answers and notable quotes, N=8 / 66
4. Figure 4: Objectives promoted in the mentoring program in the companies surveyed, frequency of answers and notable quotes, N=8 / 68
5. Figure 5: Average Length of time mentees participate in the mentoring program in the companies surveyed, frequency of answers and notable quotes, N=8 / 70
6. Figure 6: Adjectives describing the mentors in the mentoring program in the companies surveyed, frequency of answers and notable quotes, N=8 / 71
7. Figure 7: Components objectives promoted, average length and adjectives describing mentors as defined by the Walt Disney Company’s mentoring program / 75
8. Figure 8: Companies that have the common characteristics of the Walt Disney Company’s mentoring program / 76
Chapter 1

Introduction

In today’s workplace, newly hired employees are expected to produce immediately to meet the goals and objectives of their department and the organizations by which they are employed. “Studies have found that the cost of replacing lost talent is 70 to 200 percent of each lost employee’s annual salary” (Kaye & Jordan-Evans, 2001, p. 6). With the cost associated when an employee leaves an organization, it is the company’s ultimate goal to produce productive workers very quickly. Mentoring programs have become viable options for companies to train employees quickly while instilling traits that have made others in the company successful. “Corporate mentoring programs offer a number of short-term and long-term benefits, such as increased employee commitment and the opportunity for new and experienced employees to deepen their knowledge and hone their skills and leadership abilities” (Messmer, 1998, p. 11).

Mentoring programs vary among companies and are classified as either formal or informal. Formal mentoring programs connect a new employee with an existing employee. Defined objectives are created and the mentor and mentee’s goals are clearly stated. Formal mentoring programs are designed to meet the company’s strategic outcomes and encourage human growth (Shea, 1992). Informal mentoring programs do not purposely link employees together. “Informal mentorships are not constructed by the organization but rather arise spontaneously due to similar interests or roles between two parties” (Hegstad, 1999, p. 384). New employees pick individuals to learn from but
formally defined objectives and goals are not set. Informal mentoring programs are more popular because they do not require any sort of planning, objectives or desired outcomes.

The Walt Disney World Company is famous worldwide for its management style, training, and Cast Member (Disney employees) satisfaction. This success is now shared with the public by Walt Disney at the Disney Institute, located in Walt Disney World outside of Orlando, Florida in the form of three-day seminars. People attend sessions that expose them to the management styles, Human Resource plans, and employee development tactics developed by the Walt Disney World Company. “Participants learn that the basis of Disney management is ‘pixie dust’: training, communication, and care combined to equal pride” (Blocklyn, 1988, p. 28). Inclusive in Disney’s management style is a formal mentoring program that allows new Cast Members to be exposed to the Disney atmosphere.

Purpose

The purpose of this study is to examine mentoring programs companies located in Rochester, New York employ, and compare their programs to the mentoring program at Walt Disney World. Surveys were given to Human Resource practitioners and members of upper management asking them to describe components, objectives, average length, adjectives describing the plan and future trends of their mentoring programs.

Assumptions about the participants in the study were made. First, individuals who would be the most knowledgeable of the mentoring program within or in their organization and the most familiar with the desired outcomes of the program were identified. A second assumption made was the companies surveyed are currently utilizing a mentoring program to help aid new employees and the participants are not
referring to a program that they are looking to implement or have implemented in the past.

Organization of the Paper

This paper offers a five-part discussion. Chapter 1 presented the background and purpose of the study. Chapter 2 discusses the different kinds of mentoring programs companies offer, characteristics of mentors and companies, case studies conducted on mentoring programs, the history of mentoring programs and successful mentoring programs companies have instituted. Finally, the four principles that comprise the mentoring program of the Walt Disney Company will be discussed. Chapter 3 describes the design of the study, sampling methods, the choice of subjects, and the analysis techniques applied. Here, a comparative analysis will be employed. Chapter 4 reviews the findings of the study. Chapter 5 presents a synthesis of the findings, and provides recommendations for future studies.
Chapter 2

The study examines mentoring programs employed by Rochester, New York area companies. These programs were compared and contrasted to the program instituted in the Walt Disney World Company. Chapter 2 introduces different types of mentoring programs, studies done on mentoring programs, different companies who have implemented programs and Walt Disney’s mentoring program and the four principles behind this mentoring program.

In a five-part discussion, Chapter 2 presents a review of related literature to frame this examination. First, a comprehensive definition of mentoring programs, including discussing the characteristics of formal mentoring programs, informal mentoring programs and a newer type of mentoring, group mentoring. Included in these discussions will be the kind of mentoring programs that companies can institute depending upon the goals of the program. Second, the characteristics of mentoring programs and describing what a mentoring program is and is not will are also discussed. Third, studies on mentoring programs will be reviewed. This review will include research done on employee development and retention. Fourth, mentoring programs of other companies are described. Finally, a detailed look at Walt Disney World’s mentoring program is presented.

Three Basic Definitions

Defining mentoring, a mentor and a mentee build a basis for this study.

"Mentoring is a developmental, caring, sharing and helping relationship where one person invests time, know-how and effort in enhancing another person’s growth, knowledge and skills" (Shea, 1999, p. 3). Helping a person grow can be reflective in
someone's job, soft skills, or to help aid an employee be promoted. A mentor is the individual who teaches the new employee. "A mentor is anyone who has an important, long-lasting, beneficial life – or style – enhancing effect on another person, generally as a result of personal one-on-one contact" (Shea, 1999, p. 3). The final part of the equation is a mentee who is the individual who is learning. "A mentee is a person being mentored by another person or persons; especially one who makes an effort to assess, internalize and use effectively the knowledge, skills, insights, perspective or wisdom offered by the mentor(s)" (Shea, 1999, p. 3). Mentees are also referred to as protégés in many mentoring programs.

Describing Mentoring Programs

Since programs vary by design with different objectives and desired outcomes, describing "what" a mentoring program "is" becomes difficult. Mentoring programs target different skills, individuals and outcomes to fit the company's needs in the marketplace. Baron (2000) defines mentoring as providing companies with a way to quickly acclimate new employees to a new corporate culture and to spur personal and career growth. These programs are implemented to help employees make a positive contribution to the company quicker and acquire skills that may personally make them marketable in the organization.

Implementing Mentoring Programs

Linking Employee With the Job

There are several ways to implement mentoring programs. One way is to link an experienced employee with a new employee. "Mentoring is a form of human management technique wherein an experienced and skilled employee provides training,
guidance and practical education to new employees” (Aryee, Chey & Chew, 1996, p. 261). Mentors are given the responsibility to train the employee on their job functions and any other techniques that mentees may need to acquire in order to perform a job successfully. Here the mentor’s sole job is based upon an individual successfully completing his or her job.

**Mentoring Soft Skills**

Another implementation method for a mentoring program is for a mentor to develop skills of an employee that are not directly related to the mentee’s job. “Mentors are able to help new staff members learn the subtleties of office protocol, such as managing delicate or challenging situations; build a spirit of teamwork; and help less experienced employees develop interpersonal and communication skills” (Messmer, 2000, p. 44). Messmer (2000) assesses that communication tends to be the area most concentrated on for the mentor. Proper communication is a very important part of any successful company by allowing employees to express their views properly and have others understand what is being said to them. Communication is divided into four categories; interpersonal, oral, written and listening. Oral communication needs to be mastered so the mentees can understand ideas and understanding of the company culture. Mentors can also encourage mentees to communicate their thoughts and keep members of the company up-to-date on what they are working on. “Allow staff members to communicate what they’re working on. This way, everyone gets a chance to share their accomplishments, and it makes everyone more knowledgeable about the department and how it works” (Falcone, 1998, p. 9). Written communication, suchlike memos and electronic mail messages need to be written properly so that the intended receiver
understands what is being communicated. Finally, mentees need to understand the importance of refining their listening skills so they can process properly what is being communicated to them.

Another skill mentors can aid in is to help improve mentee’s listening skills. Listening is an important skill employee’s must possess to allow for communication to be successful. Touhey (1999) believes that when someone is referred to as a good listener, this is the highest compliment someone can be paid.

Promotional Mentoring Programs

Finally, mentoring programs are sometimes focused to help individuals grow and increase the chance of promotion opportunities for mentees. “They also provide a key vehicle for transferring wisdom, building talent, and promoting the best practices with a firm or department” (Messmer, 1998, p. 12). Here, mentoring programs are designed to help individuals move into higher positions within the organization on a faster track than one may normally take. Unlike other mentoring programs designed to help the mentee, both mentors and mentees benefit from this program. Collie (1998) discusses the personal enrichment experienced by both the mentee and the mentor. Mentees were aided in their career while mentors achieved a sense of pride in passing along knowledge to their mentees and potentially helping future upper management candidates succeed. Mentors were able to develop characteristics in their mentees that made the mentors successful throughout their career.

In promotional programs, individuals are usually selected for the program rather than having all new employees participate. This type of mentoring program is designed for employees who show promise and the company uses the mentoring program as a
retention tool to keep these employees. Companies lay out a defined path for these individuals and have them learn skills from their mentors to successfully enter these new jobs. Caudron (1994) refers to promotional mentoring programs as a career path that has been laid out for an individual, much like succession planning.

Choosing mentors for promotional type mentoring programs is a very important segment to insure mentees are able to achieve desired outcomes. “Career development involves mentors acting as coaches to the protégé, protecting the protégé from adverse organizational forces, providing challenging assignments, sponsoring advancement, and fostering positive exposure and visibility” (Godshalk & Sosik, 2000, p. 292). Mentors must commit an ample amount of time in order to create a successful relationship. Cunningham (1990) argues the reason that participation in most mentoring relationships are hurt is because of time. Mentees for promotional opportunities will need to display high-level competencies to help the company achieve their goals. With this aspect, mentees and mentors must spend quality time together for the mentee to grow properly.

Businesses may or may not have all of these characteristics in their mentoring program. Shea (1992) summarizes all of these aspects of a mentoring program into a concise definition. His philosophy of what a mentoring program is encompasses the functions listed above and others. Mentors and mentees work together to expand and develop in the skills, knowledge and abilities of the mentee. Mentors contribute to this process by being an effective tutor, counselor and friend (Shea, 1992).
Characteristics

In this section of the paper, characteristics of a mentoring program, a mentor and a mentee will be described. Characteristics are defined as attributes seen as positive to enhance the mentoring relationship. Understanding the unique characteristics of a particular entity helps to distinguish it from other entities with commonalities and similarities.

Characteristics of a Mentoring Program

"Mentoring can function as an important communication link that would strengthen the modes of interaction needed to support organization culture" (Van Slyke & Van Slyke, 1998, p. 14). Companies who either currently have or want to have a mentoring program need to decide what characteristics the program should have. As with all employee development interactions, these program characteristics should be aligned with the company goals and culture.

Van Slyke & Van Slyke, (1998) refer to seven characteristics that mentoring programs should have so the company is able to achieve the goals of the program. Examples of goals would be to develop skills, knowledge and attitudes of the mentee, while also focusing on organizational outcomes. The seven characteristics are:

1. Identify potential employees at all levels
2. Develop the right skills
3. Protect the people who have been invested in the program
4. Develop individual employability
5. Foster communication
6. Break down the boundaries affecting high performance
7. Reinforce the organizational mission, vision and values.


**Characteristic 1: Identify potential employees.** In some mentoring program, certain employees are not chosen for the mentoring program because of their position in the company. All employees should be given the chance to participate in the program regardless of the level of the individual. “Mentoring must be employed more democratically. Use it as a tool to develop a greater variety of employees, including those at the operational level” (Van Slyke & Van Slyke, 1998, p. 14).

**Characteristic 2: Develop the right skills.** Developing the necessary skills appropriate to the company’s needs and desired outcomes should be defined before the plan is put into place. “While traditional mentoring taught employees how to ‘play the game,’ new mentoring must be linked to performance-based competencies” (Van Slyke & Van Slyke, 1998, p. 14). Developing individuals is more than showing someone how to do their specific job. Mentoring programs should be taught how to add value to the company with communication, understanding data and organizational outputs.

**Characteristic 3: Protect the people who have been invested in the program.** Companies need to make sure that the employees participating do not take their talents elsewhere soon after the mentoring program ends. Kay & Jordan-Evans believe the best return on investment (ROI) is to prevent the mentees from leaving the organization. Companies need to invest in employees so they will stay employed with the company. With mentoring programs, individuals are able to network, grow and potentially be promoted. These factors may cause an individual to stay with a company rather than seek employment elsewhere.
Characteristic 4: Develop individual employability. Depending upon the goals of the program, mentees may only develop skills that are important to their particular job. “Mentoring should focus on developing and broadening individual skill sets that create maximum flexibility and personal responsibility for meeting the demands of the workplace” (Van Slyke & Van Slyke, 1998, p. 14). Mentees should acquire skills that will help them in any job they may encounter. While learning their main job is important, other skills will be applied longer than particular job skills.

Characteristic 5: Foster communication. Van Slyke and Van Slyke (1998) contend that communication can be utilized by integrating employees into the core organization as well as the larger corporate community. Exposing mentees to several different people (like upper management) and ideas can attain this objective. Included in this realm also is to have mentees in different activities where they may produce ideas that were not visible before. These ideas may not only be solutions to a problem but also to other areas that need improvement. Mentees may have ideas on desired outcomes, career paths and other areas within the business.

Characteristic 6: Break down of boundaries affecting high performance. Mentoring partnerships should include individuals in different departments and organizational lines. “Use it to reduce organizational conflict, stovepipe thinking and an individual focus” (Van Slyke & Van Slyke, 1998, p. 14). When mentoring partnerships are created in different organizational and department lines, barriers are broken for gaps in communication, thus allowing ideas to be expressed easier rather than by just a few upper management individuals.
Characteristic 7: Reinforce the organizational mission, vision and values.


Mentoring programs currently being utilized should have these goals in place to encourage a successful mentoring program.

Characteristics of a Mentor

Choosing a mentor is an important function in assuring that a mentee is able to learn and grow to the best of their ability. Bell (1996) describes ideal characteristics that mentors should have in order to be successful. The characteristics mentors should possess are to be:

1. Purposeful
2. Humble
3. Curious
4. Generous

Bell (1996).

**Characteristic 1: Purposeful.** The first characteristic is to be purposeful. A mentor will show individuals that each and every task they complete or attempt ultimately has a purpose and link this purpose to the achievement of goals of the organization, individual, or both. As an example, Bell (1996) describes Horst Schulze, CEO of Ritz-Carlton Hotel Co., as a mentor who communicates purposefulness to his mentors when learning a new job or acquiring a new skill. He states, “Associates are never confused regarding why they are learning a particular new skill or uncertain as to the reason a housekeeper is being cross-trained as a front-desk clerk” (Bell, 1996, p. 22).
Characteristic 2: Humble. The second ideal characteristic of a mentor is to be humble. "Humility entails relinquishing efforts to control the outcome" (Bell, 1996, p. 23). Individuals who are serving as mentors should not take the approach that they are mentors only to teach. Mentors should be willing to learn from their mentees rather than taking the approach that the mentee is the only individual learning. Bell (1996) asserts that one of the most interpersonal acts a leader can take is humility.

Characteristic 3: Curiosity. Curiosity is the third ideal characteristic for a mentor. Bell (1996) refers to leaders who are curious as being individuals who have an interest in people and show honest, positive regard for others. With this characteristic, mentors encourage a learning environment where both the mentee and the mentor ask questions. Here relationships can be built on a more personal level rather than strictly professional. "Curious leaders avoid the artifacts of power because they inhibit the interpersonal rapport important to building relationships and leveling the playing field" (Bell, 1996, p. 25). This characteristic of a mentor is beneficial to the company because mentors are concerned about individuals making a positive contribution to the company.

Characteristic 4: Generous. The fourth and final characteristic is for a mentor to be generous. "A master mentor’s primary gift is advice conveyed with passion for learning and a concern for the learner" (Bell, 1996, p. 25). When a mentor does not share his or her knowledge freely, the process does not allow individuals the opportunity to learn and grow. Generosity will create more opportunities for the mentees and also motivate the mentor (Aryee, et al., 1996). Some new employees may be hesitant to ask questions for fear of being considered not smart enough for the job. When a mentor
freely shares their ideas and knowledge, then new learners are more inclined to ask questions.

**Characteristics Companies Should Look For In A Mentor**

When a company is looking for mentors to participate in the program, these individuals should have certain characteristics in order to aid in developing an individual’s career or having them learn their job. “Mentors should have the necessary work experience and skills to address the issues you need addressing. They should be well respected, good listeners, and they should keep all conversations confidential” (Coolidge, 2000, p. 16). Finding an individual with these characteristics will probably be an easy task in individuals who hold upper management positions, though time may not be readily available. Most of these individuals are extremely busy in their own job and may not be able to spend the proper amount of time with their mentor. Hagevik (1998) contents that mentees benefit most when someone cares enough to support him or her advise them and help them.

Another important characteristic that needs to be addressed before assigning someone to be a mentor is to make sure the mentor fully understands the corporate culture of the company. “A good mentor will advise you on the ins and outs of office politics, will be a sounding board for your concerns and tensions; and will be your role model” (Hilperm, 2000 p. 3). Mentors who are either new to the company or not familiar with the company culture may not be good choices in helping new employees become aquatinted with the company culture. Alred, Garvey & Smith (1998) believe that mentors should be knowledgeable about the company’s history, culture and character..
The final characteristic that companies should look at before assigning someone as a mentor is the mentor’s communication skills. “Communication skills are essential, but mentors should also be patient and avoid offering solutions too readily” (Hilpern, 2000 p. 3). The mentor should be willing to share information but also not provide answers to mentees without the mentee thinking about the solution. Mentors should pose questions to help in deriving a solution and be open to other solutions other than one that the mentor may choose. Mentees will learn most from this communication technique rather than not being able to think of various answers.

For those involved in mentoring programs, knowing the desired characteristics of a mentor is essential. Individuals who do not readily display these characteristics should not be considered as mentors. If there is an individual who wishes to become a mentor but does not meet this criterion, then additional skill development should be conducted with the individual to develop these skills.

Skills Of A Mentee

Mentees should also have certain skills when beginning in a mentoring program. While most of these skills may need to be worked on during the mentoring process, these skills will help the mentee benefit the most. Shea (1999) lists seven skills at mentees should possess to help benefit form the program the most. The seven skills are:

1. Ask productive questions
2. Develop key listening skills
3. Use trust-building behaviors
4. Over come the awe factor
5. Acquire skills to help resolve differences
6. Capture essence of the mentor’s help

7. Internalize mentor’s input

**Skill 1: Asking Productive Questions.** The first skill is questioning or knowing how to ask productive questions. By asking questions, the mentee will be able to gather information quicker and partake in meaningful discussions. Shea recommends (1999) crafting strong open-ended questions that cannot produce simple ‘yes’ or ‘no’ questions can facilitate a meaningful discussion.

**Skill 2: Developing Listening Skills.** The second skill a mentee should develop is key listening skills. “Listening carefully is an art that is too often done badly” (Shea, 1999 p. 48). Individuals tend to not listen fully to what someone is saying because they are more interested in responding to the other person they are conversing with. Proper listening skills can help individuals in accomplishing personal and company goals.

“Good listening skills will help you use your time together productively” (Shea, 1999 p. 48).

**Skill 3: Use Trust-Building Behaviors.** The third skill is to use trust-building behaviors to enhance the mentoring relationship. Certain behaviors that can build trust suggested by Shea (1999) are to speak frankly and directly, accentuate the positive, be empathetic, care and be friendly.

**Skill 4: Overcome The Awe Factor.** The fourth skill a mentee should possess, which relates closely to building trust behaviors, is to overcome the awe factor. This skill tends to be a struggle for mentees because they believe the mentor will pave the way for the success of the mentee. “These mentees often failed to set developmental objectives
for themselves, develop significant agenda items for the mentor/mentee meetings, or take any significant initiative during these sessions” (Shea, 1999 p. 52).

**Skill 5: Acquire Skills to Help Resolve Differences.** Skill five is to acquire skills that will help resolve differences better. “Mentees may be concerned that they will not handle the situation well, they might be perceived as adversarial, or the relationship might be damaged and they will lose this source of important and useful information” (Shea, 1999 p. 54). Here the important developmental area is again learning how to communicate properly and listen.

**Skill 6: Capture Essence of the Mentor’s Help.** The sixth skill a mentee should possess is to capture the essence of the mentor’s help. “Alertness, involvement and careful listening are all essential to successfully harvesting a mentor’s gifts, whatever form they are in” (Shea, 1999 p. 58). Mentees need to try to learn something in every encounter they have with their mentor. Learning will help aid in the growth of the mentee and also allow for more complex tasks to be assigned when mentees can demonstrate skills they have learned from their mentor.

**Skill 7: Internalize Mentor’s Input.** The final skill is to internalize the mentor’s input. Mentees should follow a four-step process to utilize this skill best so that a periodical review of learned information can be done to hone skills and knowledge. Step one is to sort out what was learned and find patterns. This process will help mentees not confuse what has been learned in the mentoring program and to find common traits that may be present in the material learned. Step two is review what has been learned. When reviewing what has been learned, questions can be asked if an opportunity to ask before was not readily available. Mentees may also clarify ideas that were presented to insure a
full understanding. Step three is to record in a journal what has been learned. This step will keep thoughts from being forgotten, thus mentees will be able to use the learned knowledge more often. Step four is to discuss what has been learned. Discussing what has been learned will help to have mentees use their new knowledge correctly and to help expand this knowledge to more complex areas (Shea, 1999).

Types of Mentoring Programs

In this section, the three types of mentoring programs will be discussed. The type of mentoring program in place will depend upon the desired outcomes, resources and goals the company has. The type of program instituted at a company will need to be aligned to the desired outcomes.

Mentoring programs can be classified as informal, formal and group. “Informal mentorships are not constructed by the organization but rather arise spontaneously due to similar interests or roles between two parties” (Hegstad, 1999, p. 22). Formal mentor programs force individuals to learn the company’s atmosphere, individual jobs, and successful tools to help individuals successfully grow in the company. Group mentoring involves a mentor meeting with several mentees rather than the traditional one-to-one relationship.

Formal and Informal Programs

A more complete discussion about each of these program types clarifies this inquiry and provides guidance for this study. While both programs have definite differences in the way they are structured, goals and the mentor/mentee relationship, the basic ideas behind the two programs are the same. Isaacs (1998) contends that even
though each program functions differently, the basic ideas behind the program are the same: Mentors are available for advise, conversations and brainstorming sessions.

**Informal mentoring programs.** An informal mentoring program differs from a formal mentoring program where mentees are not assigned to a mentor to achieve program goals. “In general, informal mentoring tends to develop in work settings where potential protégés and mentors have the opportunity to interact and observe each other” (Viator, 1999, p. 38). This type of mentoring program is much more popular than formal programs since most companies do not have the means to successfully implement a mentoring program. “Formal mentoring programs are rare in associations environments, especially since staffs are usually small” (Graham, 2000, p. 29).

Because individuals are not chosen formally to be a mentor, individuals are looking for a coworker they feel comfortable working with. Since this is a sensitive relationship in that the mentee may, at times, be vulnerable or seemingly weakened by a position, a high comfort level between both parties is paramount. A simple meeting can create these mentors. “Other people become mentors through relationships built within a company, at conference, or at social events; or from simply giving advise to people who admire their work” (Isaacs, 1998, p. 113). Before an individual is “picked” to be a mentor for an individual, mentees look for characteristics or proof that this person is someone who they would like to associate with or aspire to emulate. Knowledge is not the only aspect mentees look at, they are looking for other characteristics too. Often, potential informal protégés are looking for an older, more experienced person who possesses power in the organization, exhibits self confidence, and is willing to share experiences and protect younger, junior employees (Hunt & Michael, 1983).
Mentors in an informal program also play an important role in the educating of a new employee. Experienced employees may also look for individuals to “take under their wings” because of certain attributes they see in someone. “...potential informal mentors tend to look for employees who exhibit ‘the right stuff’: a good performance record, the right social background, as well as commitment and loyalty to the firm and the profession” (Viator, 1999, p. 38).

Informal mentoring programs, much like formal programs will produce many questions from mentees. Unlike formal programs though, the mentors may not be prepared for all the questions coming to them. Mentees need to know how to word their questions to make sure they get the correct information and information that will allow them to learn properly. “Mentors should be prepared for a plethora of questions, and mentees can be better served by asking the right questions” (Isaacs, 1998, p. 113).

One advantage to an informal mentoring program is that mentees can potentially have several mentors. Since mentees are not assigned a mentor, they may choose to learn from several people depending upon the situation. Caruso (1992) infers that natural mentoring relationships can help a mentees career development by seeking various types of help.

Another advantage to an informal program is that mentees can choose what they would like to be mentored on. With formal programs, designed objectives and goals are present in formal programs and mentees are given little choice on what they are being taught and who is involved in the mentoring program. The goals and objectives are geared toward the company goals rather than the goals of the individual. “With planned mentoring, an organization attempts to enhance its competitiveness by harnessing,
developing, retaining and distributing for the benefit of the organization, key human resources in the form of managers and other expert employees” (Caruso, 1992, p. 86).

Formal mentoring programs. There are several benefits to a formal mentoring program. Benefits to those mentored fall into two main categories: (a) career-related, such as increased exposure, coaching, and challenging assignments, and (b) psychosocial, including increased self-image and confidence (Kram, 1985). Individuals are able to network more easily with other members of the organization through their mentor. If the employee is able to prove they are a good worker, then more important work tasks will be given to them. Hegstad (1999) comments that proving to do a good job will allow an individual to increase one’s visibility, respect and organizational power. Psychosocially, promotional opportunities will increase the confidence of the mentees. These factors can increase productivity among the mentees and also decrease the amount of turnover in a department.

Formal mentoring programs are structured with desired outcomes and goals for individuals in the program. These goals are likened to the goals and outcomes of the company. Formal mentoring programs also help to improve the careers of individuals in the program. “An important goal of planned mentoring programs is likely to be synthesizing individual career development objectives with organizational goals” (Caruso, 1992, p. 37). Depending upon how the program is set up, mentees can be instructed in several areas. These areas can include job skills and soft skills and career development and personal help needed” (Caruso, 1992).

While this paper supports a formal mentoring program, research has shown that formal programs may not be more beneficial than an informal mentoring program. One
downfall to a formal mentoring program is the time frame it may last. Nemanick, Jr (2000) agrees with this by stating that a program lasting under one year may be too short of a time frame for the mentoring effects to take hold.

**Group mentoring.** Besides formal and informal mentoring programs, which are generally one-to-one, group-mentoring programs are becoming more common in companies. “Group mentoring places a successful organization veteran with a group of four to six less-experienced protégés (Kaye & Jacobson, 1995, p. 23).

There are several benefits to a group mentoring. First, mentors are considered partners rather than “patriarchs.” Kaye and Jacobson (1995) refer to the mentor acting as a leader and facilitator. Second, relationships between the mentor and the mentee are less likely to fail due to chemistry. “Groups meeting with a learning leader have less chance of falling into dependencies that might become problematic (for example, when circumstances break up a twosome or when a mentor falls from grace in the organization” (Kaye & Jacobson, 1995, p. 25).

There are also disadvantages to group mentoring. The biggest disadvantage is finding enough suitable mentors to participate. Kaye and Jacobson (1995) believe that the greatest downfall to group mentoring is that there simply are not enough good mentors to participate in a program like this. Individuals in the company may not be qualified to be a mentor or do not have enough time if they are qualified.

**Research on Mentoring Programs**

This portion of the paper discusses two studies conducted to examine mentoring. The first study by Koberg, Chappell and Ringer (1994) looked at the impact of protégé mentoring on job satisfaction and worker alienation. The second study by Allen and
Poteet (1999) studied the characteristics that mentors should possess and ways to make the relationship between the mentor and mentee more effective.

Koberg, Chappell and Ringer (1994). The comprehensive study was conducted on hospital workers, both technically skilled and professional, in a major western metropolitan area. “Using a statistical model, this study examined the correlates and outcomes of mentoring among a sample of 635 technically skilled professional, and managerial hospital employees (men and women)” (Koberg, Chappell & Ringer, 1994, p. 219). Two hypotheses were derived before the study began. The first hypothesis was that mentoring would positively relate to job satisfaction. The second hypothesis was mentoring would negatively effect work alienation.

Participants completed a 5-point Likert scale questionnaire based upon their experiences with the mentoring program. “The results indicated that mentoring was related to the extent of job satisfaction and work alienation experienced by protégées” (Koberg, et al., 1994, p. 233).

Allen and Poteet (1999). Another study conducted by Tammy Allen and Mark Poteet (1999) studied the characteristics that mentors should possess and ways to make the relationship between the mentor and mentee more effective. Examined were the perceived characteristics of an ideal mentor, and what both mentors and protégés can do to facilitate the most effective mentoring relationship. The researchers interviewed twenty-seven individuals who were mentors from five different organizations. Interviews each lasted about 60 minutes.

Once the interviews were completed, comments were compiled and grouped together. A total of 115 comments were generated and then grouped further into 37
dimensions. Characteristics listed were listening skills, communication skills, patience, an ability to understand others and several others.

A total of 64 comments came from asking about an effective relationship. Comments were grouped into 21 dimensions. Answers given in response to the questions were not as varied as what an “ideal” mentor is. The most common answer was for a mentor to establish an open communication system. Other techniques mentioned were setting standards and goals, establishing trusts, caring for and enjoying each other and allowing mistakes to happen.

History of Mentoring Programs

"History offers many examples of helpful mentoring relationships—such as Socrates and Plato, Hayden and Beethoven, Freud and Jung” (Shea, 1992, p. 3). Mentoring has an interesting history researching as far back as the days of the Trojan War and crossing over into nearly every aspect of civilization. This section presents a brief discussion from a historical perspective. First, the origin of mentoring is presented. Second, the mentoring concept as perceived by Frederick Taylor is described. Third, Kurt Lewin’s mentoring model is explained. Fourth, the mentoring impact of the 1970’s is highlighted.

The First Mentor

The first form of mentoring began during the Trojan War and was documented in Homer’s Odyssey in 800 BC. “When Odysseus, king of Ithaca, went to fight in the Trojan War, he entrusted the care of his household to Mentor, who served as teacher and overseer of Odysseus’s son, Telemachus” (Shea, 1992, p. 3). From this episode, a traditional definition of mentoring was produced. “Caruso (1992), from Homer’s
Odyssey determines the traditional image of a mentor is a wise, experienced, knowledgeable professional who either demands or gently coaxes the most out of a willing, eager to learn protégé with high potential.

Religion has also defined mentors and mentor relationships. Jesus with his disciples is probably the most noted mentor and mentee relationship. Other mentoring relationships have also been in other religions. Similarly, Caruso (1992) notes that mentor/protégé relationships are suggested in the practice of Buddhism, Confucianism as well as Islam.

Frederick Taylor

During the late eighteen hundreds and early nineteen hundreds, Frederick Winslow Taylor introduced a form of mentoring to the industrial factories in the United States. His philosophy on how supervisors and line workers should interact with each other broke down the traditional views where the supervisors ruled with an “iron fist”, and enabled both to accomplish more. Taylor first introduced his thought at the Midvale Steel Company in Philadelphia, Pennsylvania. Taylor introduced a win-win philosophy where workers could create an opportunity where workers could make more money while management cut costs dramatically by achieving goals and work methods (Weisbord, 1987). The basis behind Taylor’s theory was to pay employees for what they produced rather than paying employees a flat rate regardless of what was produced in a given work day. In Taylor’s system, managers became mentors to their employees by working with them and encouraging them to achieve their goals. Managers took a role of one to help the employees if they had difficulties in a certain area. “Management, he reasoned,
existed to support workers with whatever tools, equipment, and training were required” (Weisbord, 1987, p. 32).

Kurt Lewin

Kurt Lewin, much like Frederick Taylor, was very much interested in productive workplaces and organizing companies and individual departments to reach their potential. Lewin’s philosophy stemmed from the fact that he felt individuals would be willing to learn if they were able to participate in the learning. “Lewin wed scientific thinking to democratic values and gave birth to participative management” (Weisbord, 1987, p. 72). With Lewin’s philosophy, individuals would relearn how to accomplish tasks. Lewin involved a three-phase process to accomplish this task; unfreezing, moving, and refreezing. Lewin believed that for someone to change, teachers would need to “unlearn” what they knew, move to learn properly and then remember what they had learned.

Mentoring became important in this process when individuals were being trained, they were taken under guidance by management to make sure they learned correctly. While Lewin’s theory differs slightly from a current mentoring definition since new employees were not trained, per se, the outlining principles and organizational goals are the same. Weisbord (1987), states that employees are more likely to change their behavior if employees are able to be apart of the problem analysis and finding the best solution rather than being forced to change.

Mentoring in the 1970’s

In the 1970’s, formal and informal mentoring programs began to shape what companies today practice. Companies began to think ahead and groom the employees to rise in the company. “In the 1970s, it started to become a formal component of forward
thinking businesses and today creating a mentor/mentee relationship is recognized as one of the most effective ways to make a business competitive" (Hilpern, 2000, p. 3).

Stemming from the thoughts of the 1970’s, companies began to implement mentoring programs that have help create employees who allow companies to achieve their strategic goals. These programs have also helped employees acquire valuable skills that they have used to create promotional opportunities for themselves.

Successful Mentoring Programs

This section of the paper looks at research conducted on other companies mentoring programs. Some of these programs are renowned for the characteristics in place, the desired goals and the characteristics displayed when a mentee completes the program.

Much has been written about mentoring programs that companies have implemented in their organization. Companies like the Fairfax County, Virginia Police Department, Douglas Aircraft Co., the Bank of Montreal, Fuller Co., and Motorola have allowed researchers to introduce ideas and working functions of their mentoring programs. From these articles, it is apparent with mentoring programs in place have different objectives and desired outcomes. With these different objectives and desired outcomes there is no one correct way to conduct a mentoring program.

Fairfax County

Edmundson (1999) researched a mentoring program that was implemented to help aid new employees with certain soft skills. In Virginia, the Fairfax County Police Department instituted a mentoring program for the new police officers that were waiting for an opening at the police academy. The instituting of the mentoring program was
implemented to help reduce or eliminate many of the fears, concerns, and potential distractions new employees commonly face. Since the desired outcome of this mentoring program is to help eliminate some worries of the new recruits, Fairfax County has been able to develop their program specifically toward specific goals rather than broad goals such as learning a new job.

Argued also was the win-win situation that was developed because the mentoring program fosters self-esteem, affirms potential, provides access to information and resources, and enhances empowerment among the mentors. Desired outcomes for the mentor is better communication skills, insight to a new employees workload, passing on years of wisdom and knowledge and a general feeling of satisfaction in a line of work where dealing with dishonest individuals is a large percentage of the job. Organizationally, the Fairfax County Police Department has experienced lower turnover. “Agencies that implement a mentor program can benefit from many positive changes, as well, primarily a potentially lower dropout rate at the academy” (Edmundson, 1999, p. 17).

Mentors in the Fairfax County Police Department are chosen to be mentors and individuals do not have an opportunity to volunteer. The program holds such an important component of getting the new recruits acclimated to the department, the mentors are considered teachers, guides, sponsors and role models. When choosing mentors for the program, four qualities are required:

1. Welcome recruits and take a personal interest in their development
2. Share their knowledge, skills and experience with their recruits
3. Recognize and encourage excellence in others
4. Listen well, remain sensitive to the needs of others, and recognize when they require support, assistance, or independence.

The four skills mentors are required to have are skills that mentors should have. Individuals who do not possess these skills will not be able to mentor in the way the department wishes.

**Douglas Aircraft Co.**

Geiger-DuMond & Boyle (1995) examined the mentoring program currently in place at the Douglas Aircraft Co.; a Long Beach, CA based company. The basis behind this program, that has considered it by many to be successful, is support from senior management, who are convinced of its benefits and the mentoring program being based upon its long-term strategic plan.

The mentoring program involves four basic steps. In the first step, management selects high-performance employees according to the criteria set by McDonnell Douglas (the parent company of Douglas Aircraft). The chosen employees are then introduced to the mentoring program as a tool for forming development goals. The third step involves assigning the employees to mentors who can assist them in reaching their objectives. In the final step, the employees and their mentors agree on the objectives of the mentoring relations (Geiger-DuMond & Boyle, 1995, p. 51).

Unlike the mentoring program at the Fairfax County Police Department, mentees are chosen to participate rather than all new employees participating in the program. The program is used as a means for promotional opportunities and management uses guidelines set in place by their parent company to identify high-performing employees.
Once the mentees are selected for the program they select three potential mentors from the volunteers. Douglas Aircraft Company's mentoring programs main goal should be to help all new employees become acclimated to the company and give them tools to become successful in their career. By selecting employees, the mentoring program has two deficiencies. First, a company is saying that not all of their new employees are playing an important role in the organization. Second, employees who do not fit the criteria imposed by the parent company do not necessarily mean they are not good employees. Everyone should be given an equal chance to become successful and by automatically eliminating certain individuals, the company is not truly benefiting.

Before the mentoring process begins, the mentor and mentee meet to discuss the program and desired outcomes. “The initial meeting introduces the mentoring process and covers process objectives, mentoring myths, the role of the mentor, and participant expectations and concerns” (Geiger-DuMond & Boyle, 1995, p. 53). This meeting allows the mentor and mentee to both benefits the most from the mentoring experience. Goals are developed and based upon objectives set by the mentor, supervisor and mentoree. The mentoring program is a twelve-month program and goals are reviewed both at midyear and at year’s end.

To show the positive effects of the designed mentoring program, a written survey was given to forty-three participants, twenty-five of which returned the survey. Feedback from the respondents shows at least an 80 percent overall satisfaction rating with the mentoring process. Management at Douglas Aircraft Co. also uses these surveys to make any necessary changes to the program so it can continue to meet the needs of the employees.
The Bank of Montreal

Gray, Lee & Totta (1995) studied the Bank of Montreal’s mentoring program, entitled the Workplace Program. This mentoring program has been recognized for the program and is considered to be a model effort. The programs desired outcome is to provide an aid for individuals to reach their career potential through promotions rather than mentoring individuals on job duties or other skills such as communication. The general objective of the program is to facilitate a cultural change in the bank and create a career enhancing opportunity to remove barriers to have employees fully realize their potential.

Before the plan was put into place, a comprehensive study was conducted to ensure a program was instituted that were in alignment with the Bank of Montreal’s goals. Communication was the first objective targeted and considered critical the most critical. With this objective in mind, letters were sent to all the employees explaining how the program was going to work and what the objectives were for the program.

The second objective was to clearly define the role of the manager in this mentoring program. There was concern when the program was first introduced that managers may not want to have their employees participate in the program. The concern was that the company believed the Managers were not doing a good job developing their employees. Realizing this potential problem, a three-pronged strategy was instituted to involve the managers in the program. Managers would describe their employee’s skills and these would be shared with their employees. Here, it was decided that a preprogram assessment of their employee’s skills and operating style would be conducted.
The second strategy was to provide an orientation for the managers to explain the program. The third strategy allowed for continuous feedback from the managers about the program. “Second, we decided to have a special orientation/briefing to the managers—which would also be an opportunity to discuss and address the program. Finally, we agreed up front that we would ask for input from managers on the program as an important part of the evaluation process” (Gray, et al., 1995, p. 47).

After the program began, feedback was collected from both the mentees and the mentors. Mentors and mentees were contacted every 6-8 weeks via the phone to ask about the program. Results from the feedback resulted in positive reactions from the mentees in the program. The area of concern was how the managers would respond to the program. Due to the efforts before the program began to educate the managers, the managers were pleased with the performance of their subordinates. Managers stated that their subordinates had demonstrated a better understanding of the overall operations and strategies, had a better sense of some of the expectations required to progress, and had many new insights and a more positive attitude.

Dockery and Sahl (1998) researched the mentoring program in place at the Bethlehem, Pennsylvania-based Fuller Company. This mentoring program deviates from the traditional mentoring program and developed a team mentoring approach. The program was put into place to attack the high turnover rate that was crippling the company. “In the early 90’s, young men and women who had been with the company for only two or three years, including high-potential managers and engineers, were leaving at rates that reached 20 percent per year, taking with them skills, talents and experience that
represented a lost investment to Fuller” (Dockery & Sahl, 1998, p. 31). To lower the turnover rate, the Targeted Employee Development Program (TEDP) was developed in 1995. The basis of the program was to develop employees for obtaining higher company positions. The Targeted Employee Development Program assures the cultivation of key managers and technical leaders required for the future of our company. The target audience for the program was potential managers and they were coached and developed by senior management. Since the program has been put into place, Fuller has reported lower than a 2% turnover rate.

Much like the mentoring program at the Bank of Montreal, Fuller Co.’s program is designed to groom individuals who are selected as individuals with bright futures in the organization. Unlike the Bank of Montreal program, Fuller Co. uses a team effort to mentor the employee. Different individuals from senior management, a supportive team and representatives from Human Resources are involved in the mentoring process. The senior manager’s commitment to the TEDP program has helped it to continue to grow in the company. Quarterly, members of the senior management team to insure proper techniques are being followed and to make any necessary changes review the program. The supportive team consists of members of the lower management team who have direct support for the participants in the program. Finally Human Resources are the third tier of the team. “From the start, the program has been presented to all salaried employees as an HR development program with strategic importance to the organization – not just a succession plan designed to groom high-potential managers and professionals for specific jobs” (Dockery & Sahl, 1998, p. 33).
The basis behind the program is designed to develop employees in two areas, technical proficiency and management skills. “From the company’s perspective, both technical proficiency and the ability to manage people are crucial management competencies – engineers need people skills, and managers need technical expertise and knowledge” (Dockery & Sahl, 1998, p. 34). Continuous improvement is a focus of the plan. To help aid improvement, mentees meet with the mentor teams every six months and annual meetings allow new goals and new development plans to be set.

Motorola

Motorola has taken a vested interest in the employees of the company, thus making sure all employees receive proper training and developmental opportunities each year. “Motorola, Inc. requires its 139,000 employees to take 40 hours of training a year. It’s a firm commitment to technical and career development rarely seen in the technology industry” (Bellinger, 1998, p. 132). Motorola University was developed to ensure the employees are offered classes to help aid in this process rather than contracting an outside firm to teach the necessary skills. Greenberg (1998) states that companies like Sears, Motorola, Saturn and Intel have developed corporate universities which has made them the fastest expanding segment of higher education. Strategically tied to the employees training and development is a mentoring program that allows employees to learn core competencies and achieve desired goals for promotional opportunities.

Motorola has instituted a mentoring program that is viewed as one of the best in the industry. Their plan is patterned after the traditional plans and is conducted in an one-to-one approach (Caruso 1992). In the formal program a mentee is assigned to one
mentor where it is the responsibility of the mentor to achieve certain objectives in the program.

The program’s objectives are to help mentees focus on three areas. Caruso (1992) remarks that the mentoring program focuses on three areas. The three main areas which have a direct bearing in individuals’ careers: specific learning; general assistance with career development; and personal help are aligned with the goals and desired outcomes of the program and company. The area of concentration is career development. Here both mentees and mentors are held responsible for how an individual’s career progresses in the company and meet for this purpose solely. “Mentors and protégés meet at least monthly and as often as either believes is necessary during a one year period; mentors are expected to report quarterly on any problems regarding their protégés’ progress to a program administrator in charge of the overall program” (Caruso, 1992, p. 101).

Mentors chosen to participate in the program are picked to participate because of their track record with the company. The assigned mentors are expert senior managers who have been specifically chosen for the task and charged with developing the careers of their protégées (Caruso 1992). With the pressure the program puts on its mentors to produce protégés that will be able to positively contribute to the company, mentors are chosen very carefully and individuals are expected to take their role as mentor very seriously.

The five mentoring programs researched in this paper consist of the different types of mentoring program mentioned above. Characteristics and goals of each program are defined to meet the objectives of the company. Most of the mentoring programs referred to are in place to allow individuals to grow within the company, the final
mentoring program covered, the mentoring program employed by the Walt Disney Company, is not. Walt Disney’s mentoring program has the entire Cast Members participate in the program. Disney’s program has been hailed in comparison to the mentoring program in place at Motorola. “If any two American companies know how to organize and create a culture to deliver outstanding customer service, it is Walt Disney World, Lake Buena Vista, Fla., and Motorola, Schaumburg, Ill” (Weinstein, 1994, p. 47).

Walt Disney World’s Mentoring Program

This portion of the paper will discuss the mentoring program employed at the Walt Disney World Company. The program is based upon four concepts that Walt Disney himself originally believed in. These four concepts have been the backbone of the Walt Disney Company’s success.

The Walt Disney World Corporation has become a benchmark for other companies in terms of mentoring their employees to promote a successful work place and customer service atmosphere. Disney has spent years developing their cast members making sure those guests of any Disney facility, store or movie is treated with respect and has an enjoyable experience. This process begins with the hiring process. Simon (1987) comment that Disney picks its employees with care and instills them with its culture and values, and then rewards them for good work. Once Cast Members have been hired, they go through an extensive training program where mentors team-up with the new Disney individuals to help aid the learning of Disney’s success. “Solomon (1989) refers to this mentoring relationship where the company stresses employee development as an ongoing process. CEO Michael Eisner believes that each Cast Member should display these characteristics while also being well educated about the company and its storied history.
“As Eisner tells it, ‘Guests expect our Cast Members (Disney employees) to know everything about Disney—not just products in the stores (they work in) but our movies, television shows, theme parks, and even the company’s history’” (Taylor & Wheatley, 1999, 48).

The Walt Disney Company has become successful because of the way they mentor employees. “The task starts with developing employee awareness of why people go to Disney World” (Rubis, 1998, p. 10). More important than the traditional classroom training, new cast members learn other’s experiences at Disney. Allerton (1997) states that the core of the mentoring program is storytelling and the traditions, through which new cast members learn about Disney’s history—not from professional trainers, but from rank—and file employees who relate their own real-life experiences working at Disney.

**Basis of Program**

The Walt Disney World Corporation’s mentoring program is based upon four visionary concepts put in place by Walt Disney himself: dream, believe, dare and do. Each of these components helps structure a success story for a Cast Member while allowing Disney to improve with numerous suggestions from its cast members.

“Employees of the Disney Company are trained extensively, and the Disney mindset is constantly reinforced because Walt considered such an approach essential to executing his vision” (Capodagli & Jackson, 1999, p. 10).

**Dream.** The first pillar, dream, was Walt’s idea for allowing creating a team atmosphere for forthcoming ventures. Dreaming allows cast members to express their ideas freely without fear of rejection. “When Walt Disney was at the helm of the company, everyone was invited to voice their opinions and to make suggestions — in fact,
not just invited but required” (Capodagi & Jackson, 1999, p. 26). Dreaming allows individuals to see a vision and witness that dream becomes a reality. Disney’s philosophy is that, by not encouraging cast members to dream, no improvements, both on a company and personal level cannot be made Disney does not grow.

Capodagi and Jackson (1999) contest that in the Disney mentoring program, individuals are encouraged to not only learn from their mentors, but also to truly participate in the program to incorporate in the change of the individual and company. By allowing mentees to dream, they are able to grow more within themselves rather than being restricted by how much the program or mentor allows them to grow. Mentors help aid this process by being enthusiastic in how they mentor and encouraging and motivating the mentees to dream and not fear failure or rejection. Alred, et al., (1998) comment that mentors should be interested in mentee’s dreams and aspirations. This interest should be focused on a constructive change and new challenges.

This vision of allowing Cast Members to dream, while a wonderful opportunity for new ideas, is also held under constructed in a way so that the Disney aura is kept in tact. Capodagi and Jackson (1999) relate to the fact that both management and employees need to keep in mind the overall organizational values firmly in mind as they plan new strategies and set about implementing cultural change.

The biggest outcome from dream allows leaders to develop within the company. Dreaming to make a situation better and institute cultural change allows Disney to achieve a standard of performance excellence quicker. Taylor and Wheatley-Lovoy (1998) state that the leadership practices employed by Disney result in committed leaders and prepares other Cast Members to take on leadership roles.
Another outcome of the dream mentality is that it produces win-win situations. A win-win situation according to Covey (1989) is a frame of mind where mutual benefit for all involved in targeted. Dreaming allows mentees to propose solutions to problems and implement solutions. From this the mentees win because they feel important within the organization while the company is able to implement strategies that help to promote its overall goals and objectives.

Believe. Believe is the second component of the mentoring program and a continuation of the first component dream. Walt Disney was a firm believer that believing in a dream is just as important as dreaming it and practiced in believing everyday. “To ensure that employees at all levels would be guided by his beliefs and his visionary sense of purpose, Walt Disney fostered what amounted to an almost cultlike atmosphere” (Capodagi & Jackson, 1999, p. 36). Walt Disney was so strong in his beliefs that regardless of what was said to him, he continued to believe in his dreams and goals. Walt’s main belief was how he wanted to create a certain company culture that would be shared by both Cast Members and guests to a Disney property. Disney University evolved from Walt’s passion to instill the proper culture. This culture is now available to members outside the Disney family where business members can take classes on the “Disney Way” (Capodagi & Jackson 1999).

Most employees in a company may be hesitant to express their concerns or suggestions to improve a situation. Capodagi and Jackson (1999) refer to the fact that Disney recognizes that worthwhile suggestions can be lost because employees will hesitate to make them in a normal hierarchical business atmosphere. These fears may stem from the way the organization is setup, the importance of lower-level employees or
the philosophy on change. Mentors encourage Cast Members early in the mentoring process to believe in their dreams in help curve this potential fear.

Getting new employees to believe in their dreams may not be an easy task. A new Cast Member at the Walt Disney World Corporation is told up front of the importance of this concept. Capodagi and Jackson (1999) contend that it is Disney’s goal to make sure every Cast Member buys into believing in their dreams. New recruits are made to feel they can help in problems and are a part of a higher purpose. How does Disney successfully achieve this goal to promote believing in one’s thoughts? Mentors encourage the flow of ideas to mentees and that none will be considered a bad idea.

“First of all, he or she must encourage the free flow of ideas by letting team members know that no idea is too ridiculous” (Capodagi & Jackson, 1999, p. 88). Disney mentors also promote a cooperative attitude among the mentees. This is relevant when mentees are working on teams with other Cast Members. “To foster the necessary cooperative attitude and to increase productivity, we emphasize the necessity of bringing teams together to work in a central location, a process known as collocating” (Capodagi & Jackson, 1999, p. 90).

Teamwork is still another important characteristic with the Walt Disney Company and cast members are mentored on this aspect constantly. With a mentoring program such as Disney’s, it is evident the value of teamwork. Walt’s main belief of teamwork was bring different individuals together with different dreams and beliefs and allow them to make wonderful things together. This philosophy is evident in movies produced by Disney. Movies such as Snow White and the Seven Dwarfs, Pinocchio, and Toy Story showed teamwork in the movie. “Walt purposely made the notion of
cooperative endeavor an integral part of that script, with the dwarfs illustrating how
different talents and personalities can be brought together to accomplish shared goals”
(Capodagi & Jackson, 1999, p. 80).

Dare. Dare, much like believing, builds off of the other two components in the
mentoring philosophy. Daring means having the courage to put your dreams into a
reality and accepting the challenges that are associated with these challenges.
“Throughout the 43 years that Walt ran the company, he dared to meet challenges, he
dared to take risks, and ultimately, he dared to excel” (Capodagi & Jackson, 1999, p.
117). Most companies promote an atmosphere where mistakes will not be tolerated if
they will cost the company money or time. Most traditional mentoring programs teach
individuals how to complete tasks properly, rather than challenging employees to learn,
make mistakes, and possibly grow or discover a better solution. The goal of learning is to
develop positive habits that benefit individuals and organizations.

During his life, Walt Disney dared to take risks. Capodagi and Jackson (1999) list
several examples that exemplified how Walt Disney dared to take risks. The use of
sound in animated cartoons with *Steamboat Willie* was the first cartoon to do so. *Snow
White and the Seven Dwarfs* was originally believed by many to be a failure because of it
length. No one thought someone would sit through a 90-minute cartoon. *Snow White
and the Seven Dwarfs* went on to become one of the most acclaimed movie in history.
Daring to take risks is still a major component of Disney’s culture today even though
Walt Disney has been dead since 1966. Daring to take risks has stemmed from movies to
producing Broadway shows. “Disney’s first foray, *Beauty and the Beast*, raised
skepticism about the wisdom of transferring an animated film to live theater, but four
years after it debut, the play still delights Broadway audiences. More recently, the highly acclaimed *The Lion King* has been setting Broadway records" (Capodagi & Jackson, 1999, p. 128).

The dare mentality has continued to come from the upper management and trickled down to all the employees. Mentees are encouraged everyday to take risks for both the company and themselves. Disney has portrayed a philosophy where calculated risks advance development and can reap huge rewards (Capodagi & Jackson, 1999).

**Do.** The final mentoring aspect is taking the dares and doing them. Completing the dreams that they initially had and also the dreams of others to the best of their ability is the ultimate measure of Cast Members training and mentoring. This is the learning process the daring individuals take. Whether the dare was successful or not, cast members are required to learn from the experience and think about what can be improved next time. Helpful criticism comes from both themselves and also from others. "Without such helpful criticism and the benefit of the more experienced mentor’s knowledge, a performer’s career is likely to be short-lived” (Capodagi & Jackson, 1999, p. 131).

Incorporated in this section is self-improvement, such as on-the-job training and advancement opportunities. "Because Walt Disney believed so strongly in a company’s responsibility for training its employees, students at Disney U now receive a complete orientation called Traditions, which includes an explanation of the company’s values and traditions, on-the-job training, and procedures for advancement” (Capodagi & Jackson, 1999, p. 134).

Mentors and Disney University both give mentees tools to use that will allow them to prepare properly for which they dream to do. Both first have the mentee create a
vision for what they want to accomplish. Capodagi and Jackson (1999) compare a vision without a means of execution to Dumbo without ears, it will not fly very far. Once a vision has been put into place, then mentees are instructed to go through a nine-step process to reach their vision:

1. Blue sky – asking what if
2. Concept development – develop research
3. Feasibility – reconcile scope
4. Schematic – finalize master plan
5. Design objectives – development implementation strategy and budget
7. Production - produce show elements
8. Install, test, adjust – install the show
9. Close out – monitor performance

(Capodagi & Jackson, 1999).

Chapter 2 reviewed the different types of mentoring programs that companies can input in their organization. Characteristics that mentors, mentees and companies should have were also reviewed. Finally a look at companies with mentoring programs and their organizational goals were reviewed. Chapter 3 will look at the data collection for the survey participants completed on their mentoring program in place.
Chapter 3

Methodology

The purpose of this study is to examine mentoring programs employed by companies located in the Rochester, New York area. These programs are compared and contrasted with the Walt Disney World Company mentoring program. Chapter 3 details the methodology employed to conduct the study. Here, data collection techniques are discussed and data analysis methods are described.

Population, Sampling and Participant Base

The population consisted of any Rochester, New York-based organization implementing some form of mentoring program. The number of employees employed, industries represented, and history of the company was not taken into consideration when determining potential participants for the study.

To develop a participant base, non-probability sampling was applied.

“Nonprobability samples are created because the units appear representative or because they can be conveniently assembled” (Fink, 1995, p. 17). The nonprobability sample method used was convenience sampling. “A convenience sample consists of a group of individuals that is ready and available...” (Fink, 1995, 18). This method was instituted because there were no restrictions on what type of company could participate in the pilot study and potential participants would be easy to find and contact. Second, this is a pilot study; gaining initial information about mentoring programs was needed. “Often you will take such a sample to test ideas or even to gain ideas about a subject of interest” (Cooper & Schindler, 1998, p. 245).

Limitations of using this method of sampling are as follows. First, with criteria not set for the companies used, characteristics of the company can effect the answers
given. Characteristics such as the number of employees, the industry the company is in
and how long the mentoring program has been in place all were not considered. Another
limitation of the study is that participants were not initially questioned to determine if
they were educated enough with the mentoring program to answer the questions
accurately and honestly.

Two methods of contact—email and telephone—were utilized to develop a
participant base. Two groups were contacted and asked to participate in this study. The
first group consisted of the Greater Rochester Metro Chamber of Commerce membership
list found on its Web homepage at www.mychamber.com. All members (94) with email
addresses listed were contacted via an email message. See Figure 1 for the email
message sent.

To Whom It May Concern:

My name is Doug Gardner and I am a graduate student at St. John Fisher College. I am conducting a study about
mentoring programs in the greater Rochester area. Specifically, I am contacting companies to find out (A) If they have
a mentoring program; (B) If their program is formal or informal; and (C) A few details about their program.

I have a short survey that I would like for you to complete. I can send it to you either by email or by hard copy. If it
would be more convenient, I can also conduct the survey via a telephone interview. Participation in this study will only
take about 20 minutes of your time. If you are willing to participate, please contact me by return email or call me at
716-429-6645.

If you have any questions, please call me at the number listed above or contact my academic advisor, Dr. Marilynn
Butler, at 716-385-8157. Thank you very much for your time.

Sincerely,

Doug Gardner

Figure 1. Email sent to Rochester, New York Area Chamber of Commerce members
who had emails listed on the Chamber of Commerce website.

Of the 94 emails that were sent, nine individuals responded and 10 emails were
returned as emails that were no longer valid. From the nine respondents, five agreed to
participate in the survey while the other four declined because there was not currently a
mentoring program in place at their company. Three participants returned surveys, while
the remaining two did not complete the survey and send it back. A phone call was placed to the participants who had not returned the survey after two weeks and messages were left verifying that they had received the survey and asking if there were any questions that could be answered. There was no return phone call from two individuals and it was perceived that these individuals were no longer interested in participating in the study.

The second group consisted of seven Rochester-based organizations currently implementing mentoring programs. These groups were identified as having mentoring programs by asking individuals within the organization that I knew personally. The appropriate person was contacted by telephone and verbally asked to participate.

These contact activities yielded a total of eight participants. Participants were advised of their right to privacy and asked to sign an informal consent agreement (see Appendix C). Of the ten participants, three requested full-anonymity, four-requested partial-anonymity, and one agreed to full-disclosure. For the purposes of this study, (a) full-anonymity participants are referred to using disguised names for both the participant and the organizations; (b) partial-anonymity participants are referred to using disguised names for either the participant or the organization; and full-disclosure participants are referred to by their real name and the real name of the organization. See Figure 2 for the complete list of participants.
1. Marc Fiore - Mindex Technologies
2. Mary Jones - Harris Interactive
3. Gregg Pratt - Pay Me, Inc.
4. Will Smythe - RCIL
5. Betsy Walls - The Food Store
6. Maryann O. Morrison - a local school
7. Rita Johnson - Pyramid Brokerage Company of Rochester
8. Laurie Mills - The Help Agency

Figure 2. Companies agreeing to participate in the survey on mentoring programs implemented in their company.

Participant base demographics. Study participants come from different business sectors. Seven companies are classified in the for-profit sector, three are classified in the not-for-profit sector. As determined by the Bureau of Labor Statistics web site, www.bls.gov, the companies participating comprise five different industry sectors. Three companies are classified as Professional, two companies are classified as Technical, two companies are classified as Management and two are also classified as Production companies. Finally one company is classified as Administrative Support and the last is classified as a Service company.

The sizes of each company vary. All are classified as either mid or large size companies. Three companies have over 1,000 employees (not all in Rochester, New York), and the remaining companies all have at least 50 employees. All the companies have been established in Rochester for at least six years. The oldest company has been in business since the 1920's and the newest company was founded in 1994.
Data Collection

The Survey Instrument

The participants completed the survey instrument by one of two methods. First, participants were able to complete the survey by printing the survey and hand writing the answers. Here, participants received the survey in person and did not request the survey be received via email. The second method for completing the survey enabled participants to type the answers directly on the survey. The survey was emailed to participants as an attachment and when it was completed, participants emailed the completed survey back to me. Refer to Appendix B for the complete survey issued to the participants.

The survey instrument is divided into five parts. Part 1 allows participants to choose the components of the mentoring program used at their company. Table 1 displays the choices of components given in the survey. After each component, participants were allowed to describe in further detail about the component if they chose. Lastly, an area for additional comments about the components of the mentoring program was given if further explanation was needed.
Table 1

Components of the Mentoring Program

<table>
<thead>
<tr>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Defined Goals</td>
</tr>
<tr>
<td>2. Measurable Results</td>
</tr>
<tr>
<td>3. Defined Objectives</td>
</tr>
<tr>
<td>4. Participation From All</td>
</tr>
<tr>
<td>5. Educational Outcomes</td>
</tr>
<tr>
<td>6. Designed Mentors</td>
</tr>
<tr>
<td>7. New Employees Choosing Mentors</td>
</tr>
<tr>
<td>8. Selected Participation From All</td>
</tr>
<tr>
<td>9. Other</td>
</tr>
</tbody>
</table>

Part 2 has participants choosing what objectives are promoted in the mentoring program. Like Part 1 of the survey, participants were asked to further describe the objectives selected and how they related to the mentoring program at their company. An area again was available for additional comments if needed. Table 2 displays the choices available in the survey.
Table 2

Objectives Promoted in the Mentoring Program

<table>
<thead>
<tr>
<th>Objectives Promoted</th>
</tr>
</thead>
</table>

1. Teamwork
2. Being Creative
3. Observation
4. Receiving Feedback
5. Win-win Situations
6. Celebration for Accomplishments
7. Focused Work Environments
8. Culture and Traditions
9. Training
10. Learning
11. Other

Part 3 of the survey asks participants the average length of the mentoring program employed at their company. Five ranges were presented to choose from and are displayed in Table 3. Participants again were given an opportunity to describe about the length of the program if they wished. Unlike Part 1 and Part 2, a section for additional comments was not provided to the participants because all possible lengths were presented in the survey.
Table 3

Average Length of Time of the Mentoring Program

<table>
<thead>
<tr>
<th>Average Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1-2 Years</td>
</tr>
<tr>
<td>2. 2-3 Years</td>
</tr>
<tr>
<td>3. 3-4 Years</td>
</tr>
<tr>
<td>4. 5-10 Years</td>
</tr>
<tr>
<td>5. The Program is Ongoing</td>
</tr>
</tbody>
</table>

Part 4 asked participants what adjectives best describe the mentors in the program instituted in their mentoring program. After each adjective listed, participants were given space to describe in detail about this adjective and additional space was given for additional comments if needed. Table 4 displays the adjectives participants had to choose from.
Table 4

Adjectives Describing the Mentors in the Mentoring Program

<table>
<thead>
<tr>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Challenger</td>
</tr>
<tr>
<td>2. Guide</td>
</tr>
<tr>
<td>3. Designer</td>
</tr>
<tr>
<td>4. Strategist</td>
</tr>
<tr>
<td>5. Inspector</td>
</tr>
<tr>
<td>6. Historian</td>
</tr>
<tr>
<td>7. Friend</td>
</tr>
<tr>
<td>8. Partner</td>
</tr>
<tr>
<td>9. Liberator</td>
</tr>
<tr>
<td>10. Liaison</td>
</tr>
<tr>
<td>11. Helper</td>
</tr>
</tbody>
</table>

The last part of the survey, Part 5, asks participants to comment on how their mentoring program has evolved since its inception and where the participants would like to see the mentoring program go into the future. Participants were asked to reflect on what is currently happening, what actually is happening, and how they hope the program evolves in the future. Table 5 lists the three questions asked on the mentoring programs past, present and future.
Table 5
Evolution of Mentoring Program and Future Applications

<table>
<thead>
<tr>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is Happening in the Mentoring Program Now?</td>
</tr>
<tr>
<td>2. What Should be Happening in the Mentoring Program Now?</td>
</tr>
<tr>
<td>3. What is the Vision of the Future?</td>
</tr>
</tbody>
</table>

The total time to complete the survey was about 20 minutes and most surveys were returned within one week of when they were received. If the surveys were not returned in the week, an additional email was sent to participants to inquire if there were questions about the survey. Finally, phone calls were placed to the participants directly if there was still no response to the emails.

Data Analysis

Content analysis was applied to evaluate the collected data. Specifically, attribution analysis was employed. Attribution analysis examines the frequency with which certain characterizations or descriptions are used (Stewart & Shandasani, 1990). This form of analysis is appropriate because answers that are common among the surveys will be totaled together and percentages will be calculated in the final analysis. For the purpose of this examination, a running total of the number of times an item chosen was maintained. After all the surveys were reviewed, percentages were determined based upon the number of companies using a characteristic versus the number of participants.

An example of attribution analysis can be found in Table 6. The characteristic “friend” might be selected eight times, “strategist” four times, and “designer” six times.
Table 6

Percentage of Adjectives Describing a Mentor

<table>
<thead>
<tr>
<th>Descriptive Adjective</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend</td>
<td>8</td>
</tr>
<tr>
<td>Strategist</td>
<td>4</td>
</tr>
<tr>
<td>Designer</td>
<td>6</td>
</tr>
</tbody>
</table>

The second portion of the data analysis was to compare the answers of the participants to the answers the Walt Disney World Company model would have answered in the survey. Comparisons between the surveyed companies and the mentoring program instituted at the Walt Disney World Company will then be compared for common characteristics in the programs.

Limitations

There are three primary limitations of this pilot study. First, since there were only ten companies participating in the survey, a true analysis of how organization’s mentoring program employed in their company compare to the mentoring program instituted at the Walt Disney World Company. Second, another limitation is that only Rochester, New York are companies were contacted. A more comprehensive look at mentoring programs in the United States could have been gathered if the study went beyond Rochester, New York. Third, the study did not have participants answer questions to predetermine if they were the proper people to answer the survey. Whoever agreed to participate would be deemed eligible to participate in the survey.
Conclusion

Chapter 3 reviewed how participants were selected, contacted and what sampling was employed. Also reviewed were the survey instrument and the data analysis method used. The company participants represented were classified by industries, the number of employees employed at the company, and the classification of company size. Chapter 4 will reveal the outcome of the survey and compare the results to the mentoring program employed at the other companies participating in the study. Second, the participants will then be compared to the mentoring program instituted at the Walt Disney World Company.
Chapter 4

This paper reports the results of a pilot study of mentoring programs in the Rochester, New York area. Eight participants were surveyed. Participants were asked to respond to questions in five categories: (a) components of the program; (b) objectives promoted; (c) average length of the program; (d) adjectives describing the mentor; and (e) the evolution of their mentoring program since its inception and into the future.

Chapter 4 reviews the data collected from the survey and presents study findings. The frequency of answers given on the objectives and characteristics that are present in these programs is provided. In addition, these findings are compared with other programs and with the mentoring program at Walt Disney World.

Findings

The survey asked participants to select and describe different areas of the mentoring program employed at their company. Answers in Parts 1-5 were totaled. Comments about each component of the mentoring program are presented.

Part 1: Components of the Program

Part 1 of the survey asked participants to describe the components of the mentoring program employed by their company. Of the nine components available to choose from, eight were chosen. Figure 3 shows the nine components, response frequencies, and quotes from participants.
<table>
<thead>
<tr>
<th>Component</th>
<th>Frequency</th>
<th>Notable Quotes</th>
</tr>
</thead>
</table>
| 1. Defined Goals              | 8         | “Department involvement which leads to promotions…” – Pay Mc, Inc.  
“To provide training that leads to effective instructional & classroom management techniques.” – a local school  
“Decreased startup time and specialized training are the goals.” – Pyramid Brokerage |
| 2. Measurable Results         | 5         | “After the program, employee can perform work task without Project Manager’s time.” – Mindex Technologies  
“The effectiveness of the individual in the new or future role or the successful placement in a future role.” – Harris Interactive  
“Completion of DOH and Many Men Many Voices (MMMV) Training.” – RCIL |
| 3. Defined Objectives         | 6         | “To minimize the learning curve in a new role.” – Harris Interactive  
“To assist new teachers in making a successful transition to the school district.” – a local school  
“To disseminate harm reduction information and decrease HIV/AIDS in Gay Men of Color…” – RCIL |
| 4. Participation from All     | 3         | “Supervisors, Line Staff, Gay Men of Color, Consultants.” – RCIL  
“Since we do a lot of cross training, we have mentoring going on at all levels of the organization.” – The Help Agency  
All new teachers participate in the mentoring program. – A local school |
| 5. Educational Outcomes       | 4         | “Standards and expectations for students will increase.” – A local school  
“At times we will send employees to training class.” – Mindex Technologies |
| 6. Designed Mentors           | 7         | Mentors are recommended by the store managers. – The Food Store  
“Mentors are selected based on their skills, connections to successful outcome of mentor process, and needs of the individuals.” – Harris Interactive  
“Typically my senior-level people will do most of the mentoring but it occasionally comes from a junior-level employee who is experienced in a particular job.” – The Help Agency |
| 7. New Employee Choosing Mentors | 0       |                                                                                                                                                  |
| 8. Selected Participation from Staff | 4 | “Only certain individuals are appropriate to provide mentoring.” – Pyramid Brokerage  
“Typically mentors are Sr. Staff members and/or key individuals.” – The Help Agency  
A committee consisting of different levels in the school selects participants. – a local school |
| 9. Other                      | 0         |                                                                                                                                                  |

Figure 3. Components of the mentoring program in the companies surveyed, frequency of answers and notable quotes, N=8.
The results from this section of the survey shows that “Defined Goals” are inclusive in all the mentoring programs surveyed. The next two most popular answers were the programs having “Designed Mentors” (n=7), and five participants confirming that “Measurable Results” is a component of the mentoring program employed by their company.

Part 2: Objectives Promoted

Part 2 of the survey asked participants what objectives were promoted in the program. Eleven different objectives were stated. Participants indicated that all of the objectives are promoted at least once in their programs. Figure 4 lists the objectives promoted, frequencies, and notable quotes from participants about each component.

Participants report that “Teamwork” is the most common objective promoted in their company program (8). All respondents state that their programs support the importance of teamwork and used it to help their mentees.

Another common objective chosen is “Promote Win-Win Situations” (6). In these situations, more than just the mentee benefits from the program, thus potentially helping all the employees involved. “Celebration For Accomplishments” was also selected by six participants. Here, most participants commented on how they have rewards or certificates presented to mentees when a project or the mentoring program is completed.

Five of the participants listed that their company’s mentoring programs promoted “Being Creative.” Companies like the RCIL, whose program does promote “Being Creative,” indicate that they allow the mentee to derive different nontraditional activities to promote the awareness of their program by educating the Gay Men of Color members on safe sex and other precautionary measures. Harris Interactive uses the creative
promotion to have mentee and mentor create solutions to problems rather than using traditional methods that have been successful in the past.

Data provided on the participants' mentoring programs showed that six mentoring programs also promote the "Cultures and Traditions" of the company. The participants that comment further about this category stated that this was used to promote how clients, co-workers and outside vendors are expected to be treated, to instill a proper work environment, and to address other facets of the company.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Frequency</th>
<th>Notable Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teamwork</td>
<td>8</td>
<td>&quot;In software development, it is all about teamwork.&quot; – Mindex Technologies &quot;Teacher works and plans closely with mentee.&quot; – a local school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Mentoring encourages partnership from the beginning, thus creating a more cooperative outlook.&quot; – Pyramid Brokerage</td>
</tr>
<tr>
<td>2. Being Creative</td>
<td>5</td>
<td>&quot;Provides an opportunity for the individual and mentor to work together to solve problems.&quot; – Harris Interactive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Our creative team is encouraged to be creative and think outside the box.&quot; – Mindex Technologies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required for lesson planning and learning styles and discipline problems. – a local school</td>
</tr>
<tr>
<td>3. Observation</td>
<td>4</td>
<td>Most of the observation includes observation of doing the job with constant advise. – The Help Agency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role playing and community outreach programs are all observed. – RCIL</td>
</tr>
<tr>
<td>4. Receiving Feedback</td>
<td>7</td>
<td>&quot;Feedback comes from observation, then is acted upon.&quot; – A local school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;We encourage feedback as the process progresses.&quot; – Pyramid Brokerage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Feedback is expected in the process.&quot; – Harris Interactive</td>
</tr>
<tr>
<td>5. Win-win Situations</td>
<td>6</td>
<td>&quot;Shows up to actively promotes self-esteem/leadership for peer and mentor.&quot; – RCIL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Understanding what is good for the team is good for everyone.&quot; – Mindex Technologies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Mentor is able to help a new teacher become more effective.&quot; – a local school</td>
</tr>
<tr>
<td>6. Celebration for Accomplishments</td>
<td>6</td>
<td>Begins with a Kickoff celebration and ends with a &quot;graduation&quot; ceremony. – Harris Interactive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificates, watches and magazines – RCIL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Daily successes can be celebrated which makes a new or learning employee feel more capable and motivated.&quot; – The Help Agency</td>
</tr>
<tr>
<td>Objective</td>
<td>Frequency</td>
<td>Notable Quotes</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 7. Focused Work Environments | 3         | “When individuals are put together as sense of urgency is established.” – Pay Me, Inc  
“Helps all parties involved to maintain focus on educational standards and issues.” – a local school |
| 8. Culture and Traditions | 6         | Mentors are responsible to install values and expectations. – A local school  
“The mentor shares information regarding company culture and historical perspective.” – Harris Interactive  
“We are developing our own culture of supporting each other and celebrating each other’s successes. We can pass this from one person to another during the mentoring time.” – The Help Agency |
| 9. Training             | 7         | “Many individuals ‘get into the act’ and become part of the process.” – Pyramid Brokerage  
“This is our main focus.” – The Help Agency  
Intensive: 3 hours for 6 weeks - RCIL |
| 10. Learning            | 6         | The mentees learn a lot of different areas of the company. – The Food Store  
Continued learning is taught – RCIL  
“Focused, accelerated learning is one objective of the relationship.” – Harris Interactive |
| 11. Other               | 1         | There is an opportunity to understand the mentee’s personal career objectives. – Harris Interactive |

Figure 4. Objectives promoted in the mentoring program in the companies surveyed, frequency of answers and notable quotes, N=8.

Part 3: Average Length of the Mentoring Program

Participants in Part 3 described the duration of time that someone is in the mentoring program employed at their company. There were a total of five choices given to the participants. Figure 5 lists the answers presented to the participants, the frequency of the answers and some notable quotes given in the survey.
<table>
<thead>
<tr>
<th>Average Length</th>
<th>Frequency</th>
<th>Notable Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1-2 Years</td>
<td>4</td>
<td>&quot;The goal is to provide assistance for the first year of teaching.&quot; – A local school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The mentoring time frame depends upon the individual, but it usually goes about 6 months. – Pyramid Brokerage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is frequent turnover so our program only lasts between 6-12 months. – RCIL</td>
</tr>
<tr>
<td>2. 2-3 Years</td>
<td>0</td>
<td>To cover different positions in the company requires time. – The Food Store</td>
</tr>
<tr>
<td>3. 3-4 Years</td>
<td>1</td>
<td>&quot;In the IT industry, you can never stop mentoring.&quot; – Mindex Technologies</td>
</tr>
<tr>
<td>4. 5-10 Years</td>
<td>0</td>
<td>Every promotion comes a new opportunity to mentor someone. – The Help Agency</td>
</tr>
<tr>
<td>5. The Program is Ongoing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6. Not Answered</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Figure 5. Average length of time mentees participate in the mentoring program in the companies surveyed, frequency of answers and notable quotes, N=8.

The duration of engagement for half of the companies surveyed is between one to two years. Additional comments made by other participants in the survey commented on the length of the program depended upon the situation and mentee’s goals. The two programs that commented their mentoring programs were ongoing indicate the reason for this time frame as being the mentee’s were always acquiring new skills and needed someone to help them develop these new skills.

Part 4: Adjectives Describing the Mentoring Program

Part 4 asks participants to describe which adjectives best describe a mentor as defined by their organization. There were three adjectives that were not chosen by any of the participants; “Inspector,” “Historian” and “Liberator.” Figure 6 shows the adjectives describing the mentor, the frequency of adjectives mentioned in the responses and notable quotes about each adjective.
<table>
<thead>
<tr>
<th>Adjectives Describing Mentor</th>
<th>Frequency</th>
<th>Notable Quotes</th>
</tr>
</thead>
</table>
| 1. Challenger                | 5         | "The mentor should challenge the trainee to think out situations." – Pyramid Brokerage  
"As a mentee gains confidence, new strategies will be introduced." – a local school  
"People react best when challenged." – Mindex Technologies |
| 2. Guide                     | 6         | "Provides information on position expectations, challenges and environment." – Harris Interactive  
"Because I have bright, capable employees on staff, they typically are interested in guidance or advice as to how to accomplish a task or best practice methods." – The Help Agency  
"To give suggestions for improvement." – a local school |
| 3. Designer                  | 1         | To help create lessons. – A local school |
| 4. Strategist                | 5         | "...Learning about a new culture and how to best handle the unique individuals." – The Help Agency  
"Together the mentor and the mentee strategize on plans of action, process and resolutions." – Pyramid Brokerage  
Develop what the career interests are of the individual and then plan to achieve these interests. – The Food Store |
| 5. Inspector                 | 0         | Individuals are there for each other. – Mindex Technologies  
Friendships do develop from the program, though it is not a necessity. – The Food Store |
| 6. Historian                 | 0         | |
| 7. Friend                    | 3         | Both are in it together. – The Food Store  
"Lessons can be co-taught or at least co-planned." – a local school  
Both individuals are held accountable for the project. – Mindex Technologies |
| 8. Partner                   | 4         | |
| 9. Liberator                 | 0         | |
| 10. Liaison                   | 2         | Much like a friendship – Mindex Technologies  
There were no comments made. |
| 11. Helper                    | 2         | |

**Figure 6.** Adjectives describing the mentors in the mentoring program in the companies surveyed, frequency of answers and notable quotes, N=8.

Data from the survey shows that a majority of the programs describe mentors as “Challengers,” “Guides,” and “Strategists.” These results show that, in the opinion of these respondents, being a “Challenger” allows the mentees to react best to situations, and enables them to guide mentees in the right direction. The school district uses mentors to challenge individuals, helping them to gain confidence in the classroom -- mentors are guides to suggest areas of improvement.
Harris Interactive describes their mentors as “Strategists” because they assist the individuals in thinking broadly about their career opportunities. The Pyramid Brokerage Company, Inc. uses mentors to strategize with the mentees on plans of actions, processes and resolutions to the plan.

“Partner” and “Friend” were two adjectives that were picked by some of the participants. The Food Store states that the mentor/mentee relationship could result in individuals becoming both friends and partners. Depending upon the situation a friendship may develop and a partnership may also develop depending upon the interest of the mentee. Mindex Technologies has their mentors and mentees form a partnership because both members are held accountable for the projects they are involved in. The partnership is created with the assumption that each member is equal and each partner needs to rely on others to complete the necessary task.

Twenty-five percent of the participants listed that the mentors in the program instituted by their company are considered “Helpers” and “Liaisons.” Mindex Technologies again described their mentors as both because of the accountability that mentee and mentor is exposed to on a daily basis.

The last adjective that was selected by the participants of the survey was that of “Designer.” The school district has their mentors help to design lesson plans with their mentees so that an appropriate lesson can be taught. Being a “Designer” helps the individuals to learn what may and may not work in the classroom full of children.

There were three adjectives that were not selected by any of the participants: “Inspector,” “Historian” and “Liberator.” “Inspectors” are individuals who may look over a mentee’s shoulder to determine if a project is being done correctly or not. While
all the participants do have some sort of evaluation process, it is not this level. Mentors are also not described as “Historians.” As “Historians,” mentors describe the history of the company and what strategies were put into place to achieve the goals and desired outcomes of the company. Finally, mentors are not considered “Liberators” in the programs surveyed. Mentors in this role would help settle disputes between fellow mentors and mentees or help solve issues with the mentoring program as a whole.

Part 5: Evolution of Mentoring Program

The final component of the survey asked participants to comment on what was currently happening in their mentoring program, what should be happening in their mentoring program, and what the vision of the mentoring plan is in the future. Only one participant believed that what is currently happening in the program is what should be happening. The other participants revealed that other components should be addressed now.

So far, we have been able to find the time to mentor and cross-train employees in new positions – but time is at a premium. I am comfortable with the level of mentoring that is taking place right now. It would be nice to be well prepared for new opportunities instead of rushed. – The Help Agency

A mentor in the district is assigned to a new teacher in the district. But mentors a building should be assigned to mentees in that building. – a local school

Currently the mentoring program is on a as needed basis. But I would like to see a little more structure so that we can track the program. – Mindex Technologies
We are currently reevaluating our program to improve implementation and longevity. We will need clearer, more defined short-term objectives as well as a program to assist mentors in their roles. – Pyramid Brokerage

Comments made about what should be happening versus what was currently happening indicate that participants hope to have the mentoring program available to more employees in the organization. Harris Interactive states that their program is currently only available for individuals chosen in a promotional mentoring program. The local school comments that the mentor assigned to a mentee may or may not be located in the same school. The local school participant believes that due to the wide range of curriculum demands, the program would be much more effective if the mentors were located in the same school building. This arrangement is because of a lack of resources at each school location. Finally, the Pyramid Brokerage Company is in the process of reevaluating their mentoring program with hopes of improving implementation and longevity. From the reevaluation process, this participant hopes to devise more defined short-term objectives.

All participants wrote that their program needed to change in the future to help aid the company more.

We would like to continue to reach out to individuals within our organization but also make it fully independent. – RCIL

Mentoring will be expanded, as it is included in individual development plans. Success of the mentoring process will continue to be the shared responsibility of the mentor and the individual. – Harris Interactive
Structured so that we could change or improve the program to help make the company successful. – Mindex Technologies

We do believe that mentoring is a valuable tool in the training process. We need to “fine tune” the implementation and make it a more productive use of time and talent. – Pyramid Brokerage

Collectively, all participants indicate that they hope for a change of format with their respective programs. The participant from the RCIL mentioned that the future of the mentoring program is to become fully independent. The Help Agency would like to make more mentors available to the mentees and continue to grow the level of support. Finally, Marc Fiore from Mindex Technologies would like to see the mentoring program in the future become more structured so that they program can be changed and improved if necessary.

Comparison to Walt Disney World

Based on the Walt Disney World model, a basis assumption is made: a member of the Walt Disney World Company who was familiar with the mentoring program in place would have answered the survey as shown in Figure 7.

<table>
<thead>
<tr>
<th>Components of the Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defined Goals</td>
</tr>
<tr>
<td>Participation form All</td>
</tr>
<tr>
<td>Designated Mentors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective Promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
</tr>
<tr>
<td>Being Creative</td>
</tr>
<tr>
<td>Receiving Feedback</td>
</tr>
<tr>
<td>Win-Win Situations</td>
</tr>
<tr>
<td>Walt Disney Companies Mentoring Model</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
</tbody>
</table>
| **Components of the Mentoring Program** | **Pyramid Brokerage**  
| Defined Goals | **RCIL**  
| | **Harris Interactive**  
| | **Mindex Technologies**  
| | **The Help Agency**  
| | **A local school**  
| | **Pay Me, Inc.**  
| | **The Food Store**  
| Participation from All | **RCIL**  
| | **The Help Agency**  
| | **A local school**  

Figure 7. Components, objectives promoted, average length, and adjectives describing mentors as defined by the Walt Disney Company’s mentoring program.

Based upon the information gathered from the surveys, the participant’s companies’ mentoring programs do have some characteristics that align with the characteristics of the Walt Disney World Company mentoring program. Figure 8 lists all the companies who have the similar characteristics as the Walt Disney Company’s mentoring program.
<table>
<thead>
<tr>
<th>Designated Mentors</th>
<th>RCIL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Harris Interactive</td>
</tr>
<tr>
<td></td>
<td>Mindex Technologies</td>
</tr>
<tr>
<td></td>
<td>The Help Agency</td>
</tr>
<tr>
<td></td>
<td>A local school</td>
</tr>
<tr>
<td></td>
<td>Pay Me, Inc.</td>
</tr>
<tr>
<td></td>
<td>The Food Store</td>
</tr>
</tbody>
</table>

**Objectives Promoted**

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>Pyramid Brokerage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RCIL</td>
</tr>
<tr>
<td></td>
<td>Harris Interactive</td>
</tr>
<tr>
<td></td>
<td>Mindex Technologies</td>
</tr>
<tr>
<td></td>
<td>The Help Agency</td>
</tr>
<tr>
<td></td>
<td>A local school</td>
</tr>
<tr>
<td></td>
<td>Pay Me, Inc.</td>
</tr>
<tr>
<td></td>
<td>The Food Store</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Being Creative</th>
<th>RCIL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Harris Interactive</td>
</tr>
<tr>
<td></td>
<td>Mindex Technologies</td>
</tr>
<tr>
<td></td>
<td>A local school</td>
</tr>
<tr>
<td></td>
<td>Pay Me, Inc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Receiving Feedback</th>
<th>Pyramid Brokerage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RCIL</td>
</tr>
<tr>
<td></td>
<td>Harris Interactive</td>
</tr>
<tr>
<td></td>
<td>Mindex Technologies</td>
</tr>
<tr>
<td></td>
<td>The Help Agency</td>
</tr>
<tr>
<td></td>
<td>A local school</td>
</tr>
<tr>
<td></td>
<td>Pay Me, Inc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Win-Win Situations</th>
<th>Pyramid Brokerage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RCIL</td>
</tr>
<tr>
<td></td>
<td>Harris Interactive</td>
</tr>
<tr>
<td></td>
<td>Mindex Technologies</td>
</tr>
<tr>
<td></td>
<td>The Help Agency</td>
</tr>
<tr>
<td></td>
<td>A local school</td>
</tr>
<tr>
<td></td>
<td>Pay Me, Inc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Celebration for Accomplishments</th>
<th>RCIL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Harris Interactive</td>
</tr>
<tr>
<td></td>
<td>Mindex Technologies</td>
</tr>
<tr>
<td></td>
<td>The Help Agency</td>
</tr>
<tr>
<td></td>
<td>A local school</td>
</tr>
<tr>
<td></td>
<td>Pay Me, Inc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focused Work Environments</th>
<th>RCIL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A local school</td>
</tr>
<tr>
<td></td>
<td>Pay Me, Inc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture and Traditions</th>
<th>RCIL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Harris Interactive</td>
</tr>
<tr>
<td></td>
<td>Mindex Technologies</td>
</tr>
<tr>
<td></td>
<td>The Help Agency</td>
</tr>
<tr>
<td></td>
<td>A local school</td>
</tr>
<tr>
<td></td>
<td>Pay Me, Inc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training</th>
<th>Pyramid Brokerage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RCIL</td>
</tr>
<tr>
<td></td>
<td>Harris Interactive</td>
</tr>
<tr>
<td></td>
<td>The Help Agency</td>
</tr>
<tr>
<td></td>
<td>A local school</td>
</tr>
<tr>
<td></td>
<td>Pay Me, Inc.</td>
</tr>
<tr>
<td></td>
<td>The Food Store</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning</th>
<th>Pyramid Brokerage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RCIL</td>
</tr>
<tr>
<td></td>
<td>Harris Interactive</td>
</tr>
<tr>
<td></td>
<td>Mindex Technologies</td>
</tr>
<tr>
<td></td>
<td>The Help Agency</td>
</tr>
<tr>
<td></td>
<td>A local school</td>
</tr>
<tr>
<td>Average Length of Program</td>
<td>The Program in Ongoing</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>Mindex Technologies</td>
</tr>
<tr>
<td></td>
<td>The Help Agency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives Describing a Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenger</td>
</tr>
<tr>
<td>Pyramid Brokerage</td>
</tr>
<tr>
<td>Harris Interactive</td>
</tr>
<tr>
<td>Mindex Technologies</td>
</tr>
<tr>
<td>A local school</td>
</tr>
<tr>
<td>The Food Store</td>
</tr>
<tr>
<td>Strategist</td>
</tr>
<tr>
<td>Pyramid Brokerage</td>
</tr>
<tr>
<td>RCIL</td>
</tr>
<tr>
<td>Harris Interactive</td>
</tr>
<tr>
<td>The Help Agency</td>
</tr>
<tr>
<td>A local school</td>
</tr>
<tr>
<td>Historian</td>
</tr>
<tr>
<td>Partner</td>
</tr>
<tr>
<td>RCIL</td>
</tr>
<tr>
<td>Mindex Technologies</td>
</tr>
<tr>
<td>A local school</td>
</tr>
<tr>
<td>The Food Store</td>
</tr>
</tbody>
</table>

Figure 8. Companies that have the common characteristics of the Walt Disney Company’s mentoring program.

Part 1: Components of the Program

Most of the companies surveyed had at least two of the three components of the mentoring program instituted at the Walt Disney World Company. There were three companies, the local school district, The Help Agency and RCIL that had all three. The most common component not selected was “Participation from All.”

Part 2: Objectives Promoted

Companies averaged seven of the objectives promoted in the Walt Disney World Company’s mentoring program. “Teamwork” and “Receiving Feedback,” two staples in the Disney program, were characteristics in almost all of the participant’s programs. Two other important keys to the Disney program, “Celebrating Accomplishments” and “Cultures and Traditions,” also was present in six of the mentoring programs surveyed. The most common objective not promoted among the surveyed that is promoted at the Walt Disney Company is that of “Focused Work Environments.”
Part 3: Average Length

The Walt Disney World Company’s mentoring program is an ongoing experience for the mentee and there currently is no time frame in which the program ends. Two of the companies stated that their program was also ongoing, Mindex Technologies and The Help Agency. The components of the Walt Disney World Company’s mentoring program is designed for continuous learning rather than acquiring certain skills in a prescribed amount of time. With Cast Members being encouraged to “think outside the box,” the mentoring program can truly never end so those Cast Members, no matter how experienced, can propose changes to different individuals.

Part 4: Adjectives Describing Mentors

Adjectives used to describe the mentors in the programs surveyed varied produced varied results as compared to the adjectives used to describe Disney mentors. The two most aligned adjectives of the programs were “Challenger” and “Strategist.” Both are present in five of the mentoring programs surveyed. Comments made in the survey support the fact that mentees are given tasks that allow them to grow and become involved in helping the company become competitive in the market. The adjective “Partner” was also used to describe a mentor in four of the surveys.

The most cherished adjective used to describe mentors at the Walt Disney World Company, which is a “Historian,” was not selected by any of the participants. The Disney mentality is build on the rich history and tradition that is made the company a world-wide leader in several areas and Cast Members are held accountable for knowing what has made the Disney tradition so successful.
Conclusion

Chapter 4 presented responses to questions and showed how they compared to those of the other companies surveyed and to the Walt Disney World mentoring model. Each part of the survey was analyzed and compared and contrasted to comments made in the survey. When compared with other mentoring programs, common components revealed was defined goals in the program, and designed mentors. Common objectives found in the mentoring programs were that of teamwork, receiving feedback and training. Finally, common adjectives that described the mentors in the programs were guide and challenger. Once the participant’s mentoring program was compared, the common characteristics were compared to the characteristics of the Walt Disney World Company’s mentoring program. Chapter 5 will conclude the paper, comment on the findings and wrap up the paper.
Chapter 5

This paper is a pilot study of mentoring programs in the Rochester, New York area. Participants were surveyed on the components of the program, objectives promoted, average length of the program, adjectives describing the mentor and the evolution of their mentoring program since its inception and into the future. These components were then compared to the characteristics of the mentoring program employed at the Walt Disney World Company.

Chapter 5 reviews the entire paper, offers recommendations to the programs surveyed, proposes additional studies that can be performed and concludes final thoughts.

Review of Paper

Research on mentoring programs has produced many different types of mentoring programs. Mentoring programs can be used to familiarize individuals with their job, help employees with soft skills like communication and writing skills or mentoring programs can be used to give employees a chance to be promoted within the organization. Mentoring programs can also be classified as either formal or informal mentoring programs. Formal mentoring programs are defined as having defined goals, designated mentors and defined objectives. Informal mentoring programs are defined as situations where mentees choose their mentors to ask questions, shadow and learn from but this is not done in a formal setting.

Research done on companies who currently have mentoring programs employed have shown all of these basic characteristics mentioned above. The companies mentioned in Chapter 2 have different goals and objectives and each is looking for different outcomes from the mentees.
The Walt Disney World Company has a formal mentoring program in place that allows Cast Members to learn more than their daily job functions. Key components of the ongoing mentoring program instituted by the Walt Disney World Company are teamwork, being creative, producing win-win situations and celebrating accomplishments. These components are based upon the thoughts and beliefs of Walt Disney himself and he was convinced that these components would create a successful company. Cast Members are introduced to these components at Disney University and once they are on the job, mentees are reminded of these components.

Recommendations to the Programs

After reviewing responses, recommendations can be made to assist participants with modeling their mentoring programs closer to the mentoring program at the Walt Disney World Company. There are several gaps that have been identified. First, the survey showed that more than half of the mentoring programs are geared toward readying individuals for promotional opportunities rather than acclimating new employees to their job or teaching soft skills. Disney’s mentoring program is open to all employees and not limited to the Cast Members who are deemed by members of upper management to have a promising career in the company.

Second, unlike the Disney mentoring program, mentees are not being encouraged to be creative in their jobs. The Walt Disney Company’s mentoring program stresses to individuals to dream and dare to take the chances on these dreams. Being creative is a major part of the mentoring program. From the answers given in the survey it can be inferred that programs are strictly showing mentees the way to handle a situation or complete a task without any thought on alternatives.
Third, mentors are not being described as a historian in the mentoring program and educating mentees on the company’s past. This may not be happening for a couple of different reasons. First, companies do not have a long history. For companies in this situation, mentee can still be told about how the founding fathers believed in their ideas and products and what skills were successful in making the company a success. Second, mentors are not familiar with the history of the company. If this is the case, then mentors should be educated on the past of the company so they can pass along this information to the mentees. Third, the mentoring programs are not designed to have the history of the company explained to the mentees during the program. This characteristic should be included in all mentoring programs so that employees do know how the company evolved, what risks were taken, what challenges were encountered and how they were overcome.

Additional Proposals

From this pilot study, many additional research activities can be conducted. Additional mentoring programs can be looked at from not only outside the Rochester area, but also from other companies located all over the world. The survey can also be changed to allow participants to comment and discuss more about their program rather than choosing from given words or phrases.

Another research activity that can be conducted is to interview mentees to determine what aspects of the mentoring program they find to be most beneficial. Focus groups can be used to facilitate discussions. Open-ended questions can be proposed to participants and answers will be recorded.
Outcomes from a mentoring program can also be studied. Questions to be explored include “how successful was the program?” “Are the mentees displaying the necessary skills to be successful?” “Have mentors displayed different characteristics when the program ends?”

Finally, looking closer at the aspects of the Walt Disney World Company mentoring program and how the Cast Members are using the skills learned in the program to aid in the success in the company. Are only certain Cast Members able to use these acquired skills or does everyone have this opportunity?

Conclusion

In conclusion, the mentoring programs employed by the Rochester, New York area companies surveyed do have some common components of the mentoring program instituted by the Walt Disney Company. The characteristics that are not employed by the companies are some of the more important characteristics of the Disney program, which makes it unique. The Walt Disney Company’s mentoring program, when Cast Members become acclimated to the “Disney way” have skills that reach above just how they need to complete their designed job on a daily basis. Cast Members are encouraged to think like Walt Disney himself thought on a daily basis.
References


Hilpern, K. (2000, November 20). Office hours: Someone to watch over you: If you want to make it to the top, you need advise from someone who already has got there - a corporate godparent. The Guardian, p. OFFICE.2.


Appendix A

Proposal Submitted to St. John Fisher College IRB Board
Memo

To: St. John Fisher College Institutional Review Board
From: Douglas C. Gardner, MS HRD Candidate
CC: Dr. Marilynn Butler
Date: 01/16/01
Re: Expedited Review Research Proposal

Contents of Proposal
- Completed Form B: Application for Expedited Review
- Summary of the proposed study
- Attachment A: Survey Instrument
- Attachment B: Informed Consent
Comparative Study of Mentoring Programs

Introduction and Purpose
The purpose of this study is to conduct a comparative study about mentoring programs in the Greater Rochester Area. To conduct this study, mentoring programs implemented in organizations whose home offices are based in Rochester, NY will be examined. "Mentoring is a form of human management technique wherein an experienced and skilled employee provides training, guidance, and practical education new employees" (Aryee, Chay, & Chew, 1996). Mentoring programs successfully orient employees when they are new to a company. Most mentoring programs focus on the company’s culture, jobs, and performance standards.

This study is being conducted in part as a final masters project in the Graduate Human Resource Development Program 590 Applied Research course. MS in HRD graduate candidate Doug Gardner is the graduate student researcher conducting this study under the supervision of his advisor, Dr. Marilynn Butler, Director and Chair of the GHRD program at SJFC.

The findings will be compared to the mentoring program established by Walt Disney Corporation. The Walt Disney Corporation is well known for its management style and their mentoring program is based upon four key components: dream, believe, dare and do. These four components are used to introduce the new "cast members," also known as new Disney employees, to the Disney philosophy and successful techniques.

Data Collection
To conduct the study, Human Resource Directors and managers from twenty organizations will be interviewed (See Attachment A). Interviews will be conducted face-to-face or by telephone. The graduate student researcher will conduct all interviews. All participants will sign an informed consent form indicating their agreement to participate in the study (See Attachment B). In addition, participant identity will be held confidential unless otherwise indicated in writing.

Non-probability sampling will be utilized. Specifically, a purposive judgment sampling technique will be employed. A purposive sampling is a non-probability sample that conforms to certain criteria (Cooper & Schindler, 1995). "Judgment sampling occurs when a researcher selects sample members to conform to some criterion" (Cooper & Schindler, 1995, p. 245).

Analysis
Each interview will yield its own model-of-practice. Each model will be compared and contrasted to best practice models cited in the literature.
Dissemination of Information
Analyzed results will be compiled and presented in a written report for all study participants. Results will also be presented in a manuscript that will be bound and placed in the SJFC Library and submitted to a professional journal for publication consideration.
Appendix B

Survey Given to Participants
Thank you for agreeing to complete this questionnaire. The purpose of the study is to examine characteristics of existing mentoring programs employed by organizations in the Greater Rochester area.

**Definition**
"Mentoring is a form of human management technique wherein an experienced and skilled employee provides training, guidance and practical education to new employees" (Aryee, Chay & Chew, 1996, p. 261).

**About the Survey**
Part 1 asks you to select and describe components of your program. Part 2 asks you to select and describe objectives promoted by your mentoring program. Part 3 asks you to indicate the average length of time of participant (mentee) involvement. Part 4 asks you to select the adjectives that best describe mentors in your organizations. Part 5 asks you to respond to three questions: (1) What is happening now? (2) What should be happening? and (3) What is the vision for the future of the program?

This survey should take approximately 20 minutes to complete.

**Instructions**
Please select all components that are employed in your organization’s mentoring program by placing an X in each appropriate box. In the space provided, please describe each selected component.

**For Example:**

<table>
<thead>
<tr>
<th>The mentoring program within my company has</th>
<th>Please describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Defined Goals</td>
<td>Promotional opportunities and increase in pay are the goals.</td>
</tr>
</tbody>
</table>
Part 1: Components of the program

<table>
<thead>
<tr>
<th>The mentoring program within my company has</th>
<th>Please describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Defined Goals</td>
<td></td>
</tr>
<tr>
<td>□ Measurable results</td>
<td></td>
</tr>
<tr>
<td>□ Defined objectives</td>
<td></td>
</tr>
<tr>
<td>□ Participation from all</td>
<td></td>
</tr>
<tr>
<td>□ Educational outcomes</td>
<td></td>
</tr>
<tr>
<td>□ Designated mentors</td>
<td></td>
</tr>
<tr>
<td>□ New employees choosing mentors</td>
<td></td>
</tr>
</tbody>
</table>
Part 2: Objectives Promoted

<table>
<thead>
<tr>
<th>The mentoring program promotes</th>
<th>Please describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Teamwork</td>
<td></td>
</tr>
<tr>
<td>☐ Being creative</td>
<td></td>
</tr>
<tr>
<td>☐ Observation</td>
<td></td>
</tr>
</tbody>
</table>

Additional comments?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Receiving feedback</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Win-win situations</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Celebration for accomplishments</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focused work environments</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultures &amp; traditions</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>
Part 3: Average Length

<table>
<thead>
<tr>
<th>The mentoring program employed by my organization generally lasts for</th>
<th>Please describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] 1-2 years</td>
<td></td>
</tr>
<tr>
<td>[ ] 2-3 years</td>
<td></td>
</tr>
<tr>
<td>[ ] 3-4 years</td>
<td></td>
</tr>
<tr>
<td>[ ] 5-10 years</td>
<td></td>
</tr>
<tr>
<td>[ ] The program is ongoing</td>
<td></td>
</tr>
</tbody>
</table>
**Part 4: Adjectives describing Program**

<table>
<thead>
<tr>
<th>As defined by your organization, indicate which adjectives best describe a mentor:</th>
<th>Please describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Challenger</td>
<td></td>
</tr>
<tr>
<td>□ Guide</td>
<td></td>
</tr>
<tr>
<td>□ Designer</td>
<td></td>
</tr>
<tr>
<td>□ Strategist</td>
<td></td>
</tr>
<tr>
<td>□ Inspector</td>
<td></td>
</tr>
<tr>
<td>□ Historian</td>
<td></td>
</tr>
<tr>
<td>□ Friend</td>
<td></td>
</tr>
<tr>
<td>□ Partner</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>☐</td>
<td>Liberator</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>Liaison</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>Helper</td>
</tr>
</tbody>
</table>

Additional comments?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Part 5: Looking at your mentoring program as a whole, think about how the mentoring program has evolved since its inception and where you’d like the mentoring program to go into the future?

<table>
<thead>
<tr>
<th>Time frame</th>
<th>Please describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is happening in the mentoring program now?</td>
<td></td>
</tr>
<tr>
<td>What should be happening in the mentoring program now?</td>
<td></td>
</tr>
<tr>
<td>What is the vision of the future?</td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your assistance with this project.
Appendix C

Informed Consent Form
St. John Fisher College
Informed Consent Form

Title of Study: Mentoring Programs in the Rochester Area

Name of Researcher: Doug Gardner

Purpose of Study: GHRD 590 Final Project

Faculty Supervisor: Dr. Marilynn Butler

- The purpose of this study is to compare mentoring programs and practices implemented by companies located in Rochester, New York.
- Participants will be asked to respond to a series of questions. The identity of all respondents and their place of employment will be kept confidential unless otherwise indicated below.
- Information collected in this study will be used as the basis for the Graduate Human Resource Development Final Master's Project. Two documents will be produced:
  1. a hard-bound copy of the project report to be placed in the St. John Fisher College Library, and
  2. a manuscript to be submitted to a professional referred journal for public consideration.

I give permission for the following to be used in the findings of the study:

| My name may be used in the findings report. | □ |
| My company name may be used in the findings report. | □ |

Name ____________________________ Date ________________