

U.S. Department of Labor/Office of Disability Employment Policy

**Mentoring: Strategies to Support Expansion
of Diversity in the Workforce**

Prepared for
The U.S. Department of Labor, Office of Disability Employment Policy

Prepared by
Joan Wills, Institute of Educational Leadership
Rebecca Cokley, Institute of Educational Leadership
Cheryl Holmes, HeiTech Services, Inc.

January 2009

ODEP Issue Papers Project
Contract Number: DOLJ061A20380 – Task Order # 6
**A series of issue papers for the Office of Disability Employment Policy addressing multiple
strategies for improving transition outcomes of youth with disabilities.**

Strategies to Incorporate Mentoring for People with Disabilities

The findings and conclusions in this report are those of the authors and do not necessarily represent the views of the funding agency.

This document was developed jointly by the Institute for Educational Leadership and HeiTech Services, Inc.

Institute for Educational Leadership
4455 Connecticut Ave., NW, Ste. 310
Washington, DC 20008

HeiTech Services, Inc.
8201 Corporate Dr., Ste. 600
Landover, MD 20785

Individuals may reproduce any part of this document.

Please credit the source.

Suggested citation for this publication:

Wills, Joan, Cokley, Rebecca & Holmes, Cheryl. (2009). *Mentoring: Strategies to Support Expansion of Diversity in the Workforce*, Washington, D.C., Institute for Educational Leadership and HeiTech Services, Inc.

Table of Contents

I)	Summary of Findings, Conclusions & Recommendations.....	1
	A) Private Sector	1
	B) Non-Profit Organizations.....	1
	C) Federal Government.....	3
II)	Purpose of Paper	5
III)	Background on Mentoring	6
	A) Mentoring in the Past and Present	6
	B) Cross-Generation Interactions	9
	C) Cross-Cultural and Cross-Gender Mentoring Programs.....	12
	D) Peer Networks.....	13
	E) Disability in the Workplace: Starting Points	14
IV)	Research on Mentoring	15
	A) Mentoring in the Private Sector	15
	B) Mentoring in the Federal Government.....	18
	C) Mentoring in the Education Field	21
	D) Mentoring in the Non-Profit Sector	22
V)	Case Studies on Mentoring	25
	A) Promoting Leadership Development: To Create the Generation of Leaders.....	26
	B) Promoting Technical Know-How of Employees	31
	C) Promoting Recruitment and Retention of New Employees	33
	D) Promoting Diversity within the Workforce	34
	E) Lessons Gleaned from Intermediary Organizations	36
	F) Promising Practices and Conclusions	39
VI)	Recommendations	44
	A) Private Sector	44
	B) Non-Profit Organizations.....	44
	C) Federal Government.....	46
VII)	References.....	48
VIII)	Appendices.....	52
	A) Relevant Terms	52

Strategies to Incorporate Mentoring for People with Disabilities

B)	Semi-Structured Protocol.....	53
C)	Panel of Experts to Review Mentoring Issue Paper.....	55
D)	Case Studies on Mentoring in the Private Sector.....	56
E)	Case Studies on Mentoring in the Federal Government	62
F)	Case Studies on Mentoring in the Education Field.....	70
G)	Case Studies on Mentoring in the Non-Profit Sector.....	72
H)	Case Studies on Mentoring Facilitated by Intermediary Organizations	81

I) Summary of Findings, Conclusions & Recommendations

The following recommendations focus on private, non-profit, and public sector mentoring strategies that, when implemented, promote workforce opportunities for persons with disabilities. The suggested strategies take into account the current status of career-focused mentoring within each sector. They are intended to be inclusive, and to align with the three primary drivers that generate support for mentoring: developing the next generation of leaders; extending formal training programs; and promoting diversity in the workforce.

A) Private Sector

1. Work to develop a stronger mentoring focus on people with disabilities within the private sector. ODEP may want to consider supporting an employer-led intermediary organization(s) to provide employer to employer technical assistance on the use of mentoring as a vehicle to promote the hiring, retention, and advancement of people with disabilities. The intermediary organization could work with employers to augment existing mentoring efforts and ensure that they include people with disabilities. Other activities could include developing mentoring programs specifically targeted to people with disabilities and disseminating promising practices as they emerge to employers across industry sectors. Training materials could also be developed for adaption by individual companies to assist potential mentors in generic mentoring functions as well as disability-specific issues.

B) Non-Profit Organizations

1. Build on Flash Mentoring concept developed by the 13L Group (See Scott Derrick, Founder, 13L and Flash Mentoring case study). In recognizing that time is a valuable commodity that often impedes participation by busy senior officials as well as the fact that many non-profits tend to have smaller staffs, flash mentoring pairs mentees seeking leadership development with mentors from the same or a similar field, in a one-time, one-hour, coaching session. Participants should be encouraged to meet more frequently, if possible. The initiative should recognize that mentors currently employed have limited time available to commit to a standard mentoring program. Tapping those who are retired and looking for ways to give back is another way to expand the pool of mentors.

Strategies to Incorporate Mentoring for People with Disabilities

2. Support and encourage emerging leaders to develop their own mentoring networks. An example of a peer network created for professionals with disabilities in Washington, D.C. is the Hidden Army. This organization was started by two young professionals, one of whom was new to the D.C. area. The Hidden Army was intended to provide networking opportunities, peer support, and professional development to the next generation of disability policy professionals, both with and without disabilities. This network extends across government agencies and includes the non-profit sector (non-disability organizations that employ people with disabilities and disability organizations that may include professionals with and without disabilities), foundations, and congressional staff. The Hidden Army has a formalized list-serve with more than 50 members, where job announcements, report releases, invitations to hear speakers, social gathering, and relevant news articles are posted daily. The moderators or other group members typically coordinate events every other month. This group also interacts with a group called the Odd Thursdays, made up of more seasoned professionals in the disability community looking to network across generations. This group has served as a model to the disability community of the type of peer networks needed, and there are Hidden Army chapters about to launch in Kansas and Florida.

3. Encourage disability membership organizations, such as the National Council on Independent Living, the American Association of People with Disabilities and others, to create and integrate career focused mentoring into their organization's infrastructure.

Recognizing the need for more people with disabilities to hold leadership positions in work, civic and community settings, disability organizations need to encourage their members to mentor or be mentored by other people with or without disabilities in their areas of interest. Disability membership organizations could provide mentoring opportunities using electronic or in-person approaches.

4. Work with professional associations to increase the mentoring opportunities and thus career possibilities for members of their associations who have disabilities, while at the same time meeting a sector need. For example, in order to increase the number of attorneys with disabilities, a mentoring initiative could be launched between the National Disabled American Bar Association, National Association of Blind Lawyers, the American Bar Association, and national disability organizations which could match attorneys with and without disabilities with people with disabilities interested in going into law. Social networking sites

Strategies to Incorporate Mentoring for People with Disabilities

such as Facebook or Linked-In could also be used in conjunction with more traditional forms of mentoring.

C) Federal Government

1. Incorporate mentoring and social networking to encourage younger people with and without disabilities to enter the government workforce. Specifically, the Equal Employment Opportunity Commission (EEOC) has the responsibility within the federal government for **LEAD** (Leadership for the Employment of Americans with Disabilities) to address the declining number of employees with targeted disabilities in the federal workforce. The overall goal of this initiative is to increase the number of people with disabilities hired by the federal government by 2 percent by the year 2010. In order to achieve this goal and other government hiring needs, agencies need to formalize mentoring programs that would be available to all new hires.

2. Continue supporting mentoring programs in a wide array of arenas yet through an integrated approach. The Final Report from the White House Taskforce on Disadvantaged Youth identified 13 different federal agencies supporting mentoring activity and more than 120 different federal funding programs that provide support for a wide range of mentoring activities. The White House Taskforce on Disadvantaged Youth also reported, however, that the federal government's capacity to effectively support mentoring and to address the challenges the mentoring field faces has been constrained by the fragmentation that accompanies the breadth and diversity of federal funding. In May 2006, in response to the Task Force's Report, the Corporation for National and Community Service announced the formation of a new Federal Mentoring Council to ensure effective and efficient coordination of federal investment in mentoring activities and to recommend policy changes needed to enhance mentoring. The Council includes representatives from the Departments of Agriculture, Education, Health and Human Services, Housing and Urban Development, Justice, and Labor, among others.

Although the role the Council will play in the new administration remains to be seen, the federal agencies involved in mentoring programs should nonetheless continue to work together to address an array of issues surrounding mentoring services such as: (a) difficulty in recruiting and retaining volunteer mentors, particularly males and minorities; (b) reconciling different standards, guidelines and information collection requirements for virtually the same activities;

Strategies to Incorporate Mentoring for People with Disabilities

(c) identifying and sharing promising practices for an array of mentoring strategies beyond traditional one-on-one adult/young person programs such as group, peer and e-mentoring and across multiple settings – such as school-, workplace- and faith-based mentoring; and, (d) assessing what, if any additional support may be needed for mentoring programs focusing on populations with complex needs, such as youth with disabilities, children of prisoners, and foster children.

In addition to these issues that have begun to rise to the surface across several different agencies, the work done to prepare this report raises additional factors an organization such as the Mentoring Council should consider. For example, how can the three major reasons that mentoring is supported in the workplace (developing the next generation of leaders, extending formal training programs, and promoting diversity in the workforce) be used to inform and guide mentoring programs supported by the federal government? How can supporting social networks enhance or strengthen mentoring programs? What is the best way to incorporate mentoring into existing diversity outreach efforts? What are the most effective roles mentoring can play in promoting effective interaction in the workplace across generations. Do mentoring programs specifically targeted to assist persons with disabilities increase employment opportunities?

These questions are still in need of answers and there are no doubt many other questions that could be identified. Mentoring needs to remain as a part of ODEP's portfolio in the foreseeable future as the ancient strategy of mentoring continues to be one of the most powerful tools known to humankind.

II) Purpose of Paper

This white paper was commissioned by the Office of Disability Employment Policy (ODEP) in the U.S. Department of Labor (DOL). The purpose of this paper is to provide information to three primary audiences: 1) ODEP policymakers; 2) employers wishing to use mentoring as a strategy to promote the retention or hiring of youth (including youth with disabilities); and 3) intermediary organizations involved in promoting and supporting mentoring programs in the private and public sectors.

Since its inception, ODEP has supported an array of mentoring efforts, including sponsorship of National Disability Mentoring Day and a set of demonstration projects focused on mentoring youth ages 14-25, and has commissioned the National Collaborative on Workforce and Disability/Youth (NCWD/Y), a national technical assistance center, to prepare a technical assistance guide, *Paving the Way to Work: A Guide to Career-Focused Mentoring for Youth with Disabilities*.

Lessons from each of these ODEP efforts have shown the value and power of mentoring as a tool to help youth with disabilities succeed in the labor force. However, these efforts have not centered on mentoring within the workplace. This paper explores how mentoring is being used by employers as a basis for hiring and retaining young workers and how those efforts translate to including youth with disabilities.

Three approaches for gathering information were used in developing this paper: 1) a literature review of work-based mentoring and related support practices; 2) interviews of both private-and public-sector employers to generate mini-case studies using a semi-structured protocol (*See Appendices B, D-F*); and 3) interviews with intermediary organizations that support businesses in the development of mentoring programs (*See Appendix H*). The interviews proved to be highly useful in framing the lessons learned and the recommendations. In addition, this paper was vetted with a panel of experts (*See Appendix C* for list of reviewers).

III) Background on Mentoring

A) Mentoring in the Past and Present

Mentoring has deep roots in the history of all civilizations as a way to pass knowledge from one generation to the next:

In Homer's epic poem, *The Odyssey*, Mentor was an Ithacan noble and trusted friend of Odysseus. He was charged with caring for Odysseus' son Telemachus when Odysseus departed for the Trojan War. Later in the poem, the goddess Athena assumes Mentor's form to guide, protect, and teach Telemachus during his travels. In this role, Mentor (and Athena) serve as coach, teacher, guardian, protector, and kindly parent. Mentor shared wisdom, promoted Telemachus' career, and actively engaged him in a deep personal relationship. (Johnson, W.B., and Ridley, C., 2004).

Work-based mentoring has occurred since the Middle Ages with the development of the guild system. In the modern workplace, mentoring has occurred for years through daily interactions between senior-level employees (who automatically assumed the role as the mentor) and the mentee or protégé, who is a junior-level employee with the desire to develop and grow within an organization: "Relationships usually occurred informally, between senior (in age and position) and junior (usually male) staff of the organization for the purpose of fast-track promotion and succession planning" (Darwin, 2000).

Mentoring practices today are taking into account changes in increasing diversity of the workforce and the shifting of organizational structures (particularly in large global firms). Many private firms (and to a growing extent public organizations) are now supporting diversity networks as a way to assist women, minorities, and (in some instances) persons with disabilities. While our literature did not uncover research focused specifically on the role and value of mentoring for persons with disabilities in the workplace, we did find some documentation focusing on the challenges of promoting a diverse workforce. Within that research, we found some disability-specific information.

The composition of the workforce today compared to fifty years ago has had a tremendous impact on the role of mentoring and the development of peer networks inside the workplace. As a result of females and minorities being excluded in formal and informal organizational structures (including the opportunity to be mentored or serve as mentors), these groups are often forced to look for professional development and support outside the office hierarchy (Darwin, 2000). "When you're part of a minority group, often you don't know the

Strategies to Incorporate Mentoring for People with Disabilities

networks to help you advance or how to get yourself in front of the people who make decisions.” (Tyler, 2007)

One article stated that in the past, women have had mentoring relationships almost entirely with men, but the degree of mutuality in the relationship was often limited, and “the barriers to empathy and identification often prevented the development of a fuller mentoring relationship” (Levinson, 1996). For this reason, women and minorities were often forced to move outside the organization for psychological support in developing their professional identities because those in the position to help them “cannot provide the core internal sense of career that is so crucial to building a total career self-concept” (Thomas and Higgins, 1995, p. 9).

The absence of professional development opportunities for women, minorities, and persons with disabilities is a major force for the creation and growth of peer networks by employees. “It has been suggested (Mumford, 1985) that the lack of role models and of (women) mentors are two reasons why women’s career development is blocked. Thus, an important constraint of traditional approaches to development is the availability of senior women managers to act as role models and mentors to their junior colleagues” (McDougall, M., & Beattie, R., 1997). In organizations where upper management does not provide professional development opportunities, or only provides them for the “up and comers,” these peer networks form a way to share information, give job-related feedback and advice, and promote collaboration across an organization with a greater emphasis on sharing back and forth.

Organizations are not often quick to embrace an inclusive definition of diversity. The workplace has evolved since the inclusion of women, ethnic minorities, the Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) community, and people with disabilities, thus the definition of “diversity,” and specifically “mentoring for diversity,” has had to evolve as well. Often, one of the first challenges faced by diverse groups in getting included in “diversity initiatives” is even getting included in the definition of diversity, as organizations are often hesitant to expand policies and programs. As a result, a lot of professional “Gays and lesbians in unsupportive (or openly hostile) workplaces are more likely to find themselves shut off from mentorship opportunities, are less likely to be promoted, and tend to have lower income than their straight counterparts” (Vanasco, 2007).

The experience of the GLBTQ community in the workplace is particularly relevant to people with disabilities as these groups share similar challenges. Both groups encounter the

Strategies to Incorporate Mentoring for People with Disabilities

dilemma of disclosure, whether it is disclosure of disability information or sexual orientation, and as a result, both groups are forced to reconcile both the positive and negative consequences of making the choice to disclose. This also ties into mentoring, as there appears to be a true lack of “out mentors” in the positions of leadership in the workplace: “There is a rumor that there is a gay vice president of the company somewhere in Europe-but otherwise there are no out gay executives. And she herself hasn’t been promoted since coming out” (Vanasco, 2007).

People with disabilities experience the same situations, often being hired for entry-level jobs with little or no opportunity for advancement and therefore no opportunity to mentor up-and-coming employees with disabilities. This leads to a perceived glass ceiling for these groups. “From fear to false perceptions, many employers are reluctant to cast their nets wide enough to recruit people with disabilities beyond entry-level positions. Frustrated by this lack of awareness or acceptance, some are taking action, forming networking groups and promoting the hiring of the disabled into a variety of professional careers” (Patton, 2007).

Employee Support/Resource networks, both formal and informal, seem to be a potential opportunity to assist employees from minority groups (including the disability community) in gaining some traction in the workplace. A notable example of this is the GLEAM employee resource network at Microsoft. “The GLEAM board coordinates an informal mentoring effort that provides GLEAM members with opportunities to connect with other GLBT employees or allies according to their specified criteria, such as seniority within the company, career, and business function. The goal of the program is to provide support and mentorship in career growth for GLBT employees” (Microsoft.com).

From a historical perspective, whereas the Civil Rights Act of 1964 has had an impact on increasing the number of minorities and women in the workplace, though forty-four years later both of these groups still cite the glass ceiling (or “cement ceiling” as its referred to in some literature), the disability community has only had 18 years since the passage of the Americans with Disabilities Act. Accordingly, from an employment perspective, it is where its predecessors were in the 1970’s and early 1980’s. The disability community is still at the point where it has to argue for a seat at the “diversity” table and often finds itself facing a “crab in a barrel” mentality from other diverse populations.

There is still much work to do within this area. From 2006-07, the Institute for Educational Leadership (IEL) hosted training and development seminars and workshops for

Strategies to Incorporate Mentoring for People with Disabilities

interns with disabilities working on Capitol Hill and inside the federal government. The Washington Center was hoping to do more in-depth training with their interns with disabilities, focusing on more than disability history, culture, and community, but including resources and training on professional development and work-based learning. The interns were students with disabilities from all over the country, but in most cases, high-achieving students at highly recognized and respected colleges and universities. As part of this work, NCWD/Y gave pre- and post-assessments based on the outcomes derived from the five areas of youth development and leadership (learning, connecting, thriving, working, and leading), and described in *Youth Development and Leadership in Programs: An Info Brief* (NCWD/Y, 2005). In a pre-assessment, based on the five areas of youth development and leadership as determined by the Forum for Youth Investment, these young professionals were asked to rate themselves and their personal and professional development based on a number of outcome measures on a scale from 1 (minimal) to 6 (excellent). The two lowest ratings in each cohort of 20-30 students were in the categories of “quality relationships with adults and peers” and “exposure to mentors and role models with and without disabilities.”

B) Cross-Generation Interactions

The modern workplace today, with its multiple generations, provides an extraordinary opportunity for cross-generational learning and potential mentoring. The names and specific categorizations of these generations vary, but typically are referred to as Veterans/Pioneers/Traditionalists, Baby Boomers, Generation X and Generation Y, and/or Millennials/Nexters. However, it is important to note that definitions of these categories vary across the research. It is also critical to pay attention to individuals born on the front or tail end of any of the four generational groups. These “cuspers” are more likely to blend the characteristics of two generations rather than present the traits of one distinct generation or another (Lancaster, L., and Stillman, D., 2005).

For the purpose of this paper, we are going to use the definitions provided in “Generations at Work: Managing the Clash of Veterans, Boomers, Xers and Nexters in Your Workplace” by Ron Zemke, Claire Raines, and Bob Filipczak (2000). The four generational categories are defined as follows:

Strategies to Incorporate Mentoring for People with Disabilities

- Traditionalists/Veterans - Born between 1922 and 1943 (52 million people), the earliest memories, and influences of this generation are associated with the world-engulfing event of World War II.
- Baby Boomers - Born between 1943 and 1960 (73.2 million people), these individuals were born and raised in an era of extreme optimism, opportunity, and progress.
- Generation Xers - Born between 1960 and 1980. (70.1 million people), these individuals were born after the blush of the Baby Boomers and came of age deep in the shadow of the Boomers.
- Nexters/Millennials/Generation Yers - Born between 1980 and 2000 (69.7 million people), the members of this generation are the children of the Baby Boomers and early Xers and are influenced by our current high-tech, neo-optimistic time.

More information about these four-generation categories is provided in Table 1 below:

Table 1: Characteristics of the Intergenerational Workplace

	Traditionalists/ Veterans	Baby Boomers	Generation Xers	Nexters/Millennials/ Gen Y
Birth Years	1922-1943	1943-1960	1960-1980	1980-2000
Core Values	<ul style="list-style-type: none"> • Dedication • Hard Work • Conformity • Law and Order • Respect for Authority • Patience • Delayed reward • Duty before pleasure • Adherence to Rules • Honor 	<ul style="list-style-type: none"> • Optimism • Team Orientation • Personal Gratification • Health and Wellness • Personal Growth • Youth • Work • Involvement 	<ul style="list-style-type: none"> • Diversity • Thinking globally • Balance • Technoliteracy • Fun • Informality • Self-reliance • Pragmatism 	<ul style="list-style-type: none"> • Optimism • Civic Duty • Confidence • Achievement • Sociability • Morality • Street Smarts • Diversity
Perceptions of Key Concepts in the Workplace				
Career Goals	“Build a legacy”	“Build a stellar career”	“Build a portable career”	“Build parallel careers”

Strategies to Incorporate Mentoring for People with Disabilities

	Traditionalists/ Veterans	Baby Boomers	Generation Xers	Nexters/Millennials/ Gen Y
On The Job Rewards	“Satisfaction of a job well done”	“Money, title, recognition, the corner office”	“Freedom is the ultimate reward”	“Work that has meaning for me”
Work/Life Balance	“Support me in shifting the balance”	“Help me balance everyone else and find meaning myself”	“Give me balance now, not when I’m 65”	“Work isn’t everything: I need flexibility so I can balance all my activities”
Perception of Retirement	“Reward”	“Retool”	“Renew”	“Recycle”
Changing Jobs	“Job changing carries a stigma”	“Job changing puts you behind”	“Job changing is necessary”	“Job changing is part of my daily routine”
Need for Feedback	“No News is Good News”	“Feedback once a year with lots of documentation”	“Sorry to interrupt, but how am I doing?”	“Feedback whenever I want it at the push of a button”
Training	“I learned it the hard way and so can you”	“Train ‘em too much and they’ll leave”	“The more they learn, the more they stay”	“Continuous learning is a way of life”

Sources: This table was created based on research from Mackay, Lancaster, and Stillman (2005) and Zemke, Raines, and Filipczak (2000).

Each of these generations entered the workplace at a different time, and they bring “generational personalities” that often collide. These “personalities” are made up of the particular generation’s core values, the events and experiences they collectively witnessed, and how they were raised (Lancaster, and Stillman, 2002). These variables differ between generations and often affect their ability to communicate and work with others from different generations. In *When Generations Collide*, Lancaster and Sullivan talk about the unique position of “cuspers,” or individuals born between two of the major generation groups, and their unique ability to serve as mentors and translators between multiple generations.

In *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, Zemke, Raines, and Filipczak (2000) take the importance of a generational group’s core values a step further and illustrate how those values relate to coaching styles, what they want in a mentor, and what they are able to provide as a mentor. However, a majority of the research focuses on traditional mentoring (more experienced employees mentoring less

Strategies to Incorporate Mentoring for People with Disabilities

experienced employees). An overarching principle inside of mentoring throughout all different sectors (public, private, non-profit, government, etc.) and population-based programs (gender, race, ethnicity, religion, sexual preference, age) is that in today's intergenerational workplace mentoring is a two-way street, with both mentor and mentee gaining knowledge and skills from each other. Whereas most of the research on formal reverse mentoring programs tends to focus on newer employees teaching older employees about technology, it is understood that learning takes many forms, and in a new age of doing business there is a lot that can be taught across the generations, including marketing and product development for targeted sections of the public.

C) Cross-Cultural and Cross-Gender Mentoring Programs

Currently there is more traction surrounding the practice of developing cross-gender and cross-cultural mentoring programs as part of a diversity or inclusion strategy. In addition to providing an opportunity to coach future executives from a pool of qualified women and minorities, these programs also enable the organization to create a culture of greater understanding between groups (Smet and Willems, 2007).

Johnson and Johnson developed their Women's Leadership Initiative (WLI) to drive gender diversity within the company. The mentoring program, established as part of WLI, pairs 17 board members, 16 of which are men, with a senior female executive. The goals of this program are both individual and organizational. Beyond the development of the senior executive, the organization hopes to create a company culture more inclusive of gender diversity and develop male managers more aware of women's working conditions.

In *Breaking Through*, Thomas and Gabarro make the point of discussing the benefits of cross-cultural mentoring relationships, as evidenced by a case study of Gant Electronics starting in the mid to late 1960s. These benefits included:

- Creating opportunities for minorities;
- Signaling to white subordinates the seriousness and personal investment of the leadership in promoting diverse management by showing white executives' willingness to pursue diversity efforts and to mentor high-performing people of color;
- Witnessing how cross-race mentoring and sponsorship affected minorities' own perceptions and experiences, as well as showing that the mentoring relationship can serve

Strategies to Incorporate Mentoring for People with Disabilities

as a crucible for learning about race relationships in the workplace (Thomas and Gabarro, 1999).

An article in the newsletter *MOSAICS* for the Society of Human Resource Management echoed these benefits in a vignette about a cross-cultural mentoring program at the Lawrence Livermore National Laboratory (Digh 1999). Not only do these relationships benefit the participants' worldview and perceptions of each other's culture, they also create a more inclusive work environment.

D) Peer Networks

Peer networks also seem to thrive because, although mentoring is taking place amongst the participants, the noticeable absence of "mentoring" in their title makes the commitment seem more casual and therefore less burdensome. They succeed as a result of not being part of the structure of an organization, and therefore are not caught up in paperwork and red tape. Typically, once management of an organization attempts to formalize or bureaucratize the mentoring program, it becomes the only means for professional development (Darwin, 2000). However, peer networks succeed because of their lack of formal mechanization. "This was something they *wanted* to do—there was no sense of the imposed duty which had been implied for them. They had chosen to be involved in learning with their partner" (McDougall & Beattie, 1997). In a comparative analysis of peer mentoring (versus the traditional hierarchical one-to-one approach), conducted by McDougall and Beattie, "the most important difference was that they were more inhibited with their hierarchical mentor due to the feeling that anything they said could have an impact on their career—'[it was] difficult to admit you're swamped.' Status was viewed as a barrier" (McDougall, M., and Beattie, R., 1997).

In addition, many times these informal "peer networks" or "resource groups" grow to attain a position to advise or influence the corporate environment that they exist in. "[This was the case with] Chubb Corp., a group of insurance companies with 10,800 employees worldwide. Its formal mentoring program, 'Reach up, Reach Out, Reach Down' grew out of the Women's Development Council employee resource group" (Tyler, 2007). The existence of these informal networks has moved beyond best practices to become standard in successful industries; however, it was developed by this group and has since become a best practice.

Strategies to Incorporate Mentoring for People with Disabilities

E) Disability in the Workplace: Starting Points

Substantive research focused specifically on the role and value of mentoring for persons with disabilities in the workplace was not uncovered, though it can be hypothesized that the same factors influencing women and other minorities are applicable. The literature review revealed, however, that within the private sector some documentation has been done focusing on the challenges of promoting a diverse workforce, and that some disability specific information is available within that context. Part of the challenge for the future will be to encourage employers to include disability as part of their overall diversity efforts.

Wells Fargo has found that an organization must be willing to take on the challenges and put forth the energy and commitment to recruiting, hiring, and advancing valuable employees with and without disabilities. By doing this, employers will often become the employer of choice regardless of labor market conditions (Younes, 2001). Customers are likely to respond favorably as well, and that can only help shareholders and the organization's profitability.

Aetna has also made strides in this effort. A founding member of the National Business Disability Council, and spearheaded by Mark Bertolini, the company has made efforts to hire and promote people with both physical and mental-health disabilities. Aetna has worked with other employees to help them understand how to work with people with disabilities, and uses an employee-training program managed by its Office of Disability entitled "Diversity in the Workplace." This program tackles the diversity issue from the angle of how the company thinks about the organization, rather than from the lens of race or gender.

Aetna also uses peer networks, referred to as "affinity groups," as a means of diversity outreach. These groups develop business plans designed to help the organization model a diverse workplace.

As noted earlier, persons with disabilities still need to gain seats at the "diversity table" before systematically promoting mentoring in the workplace as a means to "fast-forward" the careers of persons with disabilities. Companies must first prepare to hire a person with disability. As Wells Fargo believes and diagrams through their company model, diverse customers need a diverse workforce to serve them (Younes, 2001). A corporate culture that promotes continuous learning and develops hiring procedures to successfully yield good employee and job matches has been the key to success. (Younes, 2001). Also, hiring people with disabilities increases the pool of potential workers. Employees with disabilities have

Strategies to Incorporate Mentoring for People with Disabilities

demonstrated that with appropriate training, and in some cases workplace support, they can perform the same range of jobs and work responsibilities as employees without disabilities (Younes, 2001).

Continuous learning, communication, and effective hiring practices are three components necessary to prepare managers for successfully adding employees with disabilities to an existing team (Younes, 2001). Continuous learning opportunities involve more than awareness and should be a major part of any management and leadership development program. Continuous learning also requires a time commitment so that case studies, group activities, and individual role-playing can occur to allow managers to see how their own prejudices may influence their decisions within this labor market (Younes, 2001).

An open and ongoing communications program is critical when creating a productive and engaged work environment for employees. Managers and employees need to feel comfortable in asking questions and getting direct and honest answers. Mentoring programs that match persons with disabilities with someone else who has a similar job have proven to be very beneficial for all parties involved (Younes, 2001). As will be seen in what follows, intermediary organizations—sometimes these are consultant firms, and increasingly they are sponsored by national associations and non-profit organizations—provide a range of technical services to assist organizations, mentors, and mentees.

IV) Research on Mentoring

A) Mentoring in the Private Sector

The private sector, which this section will highlight, is typically comprised of leading commercial Fortune 500 and/or multi-billion dollar industries. These companies have historically been known to have aggressive work environments. The most sought-after positions were occupied by Caucasian males and the bottom line for demonstrating the value of a company in this sector was annual revenues. Private-sector companies bred leaders through traditional mentor-protégé relationships during the 1970s and 1980s, focusing on leadership development for their frontline employees. However, as the economy changed, companies shifted their approach on what mentoring employees could do for employee retention and productivity goals.

To support this thought, a publication produced by Ann Darwin (2000), based on her research from 1970s and 1980s work environments, stated that organizations reported an interest

Strategies to Incorporate Mentoring for People with Disabilities

in mentoring when they noticed it was linked to career success, personal growth, leadership development, and increased organizational productivity. Work settings are far more complex than they were a few decades ago. Yet, what is known about mentoring is rooted in assumptions developed as part of a surge of interest in the topic in the late 1970s.

Mentoring is related to the concept of recycling power within workplace relationships (Darwin, 2000). Traditionally, protégés have sought guidance from the more powerful individuals within the organization. The pair usually worked together until the protégé was independent enough only to have the cycle repeat itself; i.e., the protégé becomes the mentor for someone else (Darwin, 2000). Mentors give their protégés a preview of what it means to have power so that the protégé is aware of what to do and how to do it ultimately on his or her own. “This recycling of power is based on the assumption that mentoring is a power-dependent, hierarchical activity which initiates the protégé and renews the mentor. A high degree of correlation between identity and work group membership which mirrors power relations is also assumed” (Darwin, 2000).

Research that is more recent says businesses that set industry standards and trends have started to take a different approach when attracting and retaining employees by creating a corporate culture that is less traditional and more embrave of informal learning relationships within the workplace (McMullen, 1998). Today, companies are realizing that employee retention has a significant competitive advantage, which is why an organization-wide mentoring program is an important cultural attribute that equals retaining valuable employees (McMullen, 1998).

McMullen notes that formal mentoring programs administered by the human resources department should not be the main objective of the program, but rather mentoring should occur within informal relationships that develop naturally in the work environment. Formal mentoring programs are beneficial for integrating new hires into the organization’s culture, and successful mentoring programs, formal or informal, require support and buy-in from senior management (McMullen, 1998). McMullen notes that recruiting and retaining employees has become a common challenge in most workplaces because, not only is it costly to find and train talented individuals, but as salary expectations continue to rise, it is expensive to hold onto those employees (McMullen, 1998).

Strategies to Incorporate Mentoring for People with Disabilities

In a 2005 retention study by ClearRock, an outplacement and executive coaching firm, 14 percent of companies were using mentoring as a way to retain senior-level executives, and 22 percent were using mentoring as a retention method for middle managers (CCH HR Management, 2007). “Mentoring is another example of how more companies are investing in the development of their employees sooner...,” and, “...pairing experienced employees with high-potential employees helps quicken the development of tomorrow’s leaders, in addition to promoting retention” (CCH HR Management, 2007).

“Employers are using coaching and mentoring more often as ways to retain high-potential and frontline employees, according to a survey on the most popular ways to retain these types of employees” (CCH HR Management, 2007). CCH HR Management defined high-potential employees as workers whom employers have identified as future leaders based on their background, testing, and performance. Front-line employees are workers who are usually a customer’s first contact with a business. These include salespersons, customer service representatives and other sales and support staff (CCH HR Management, 2007).

A North American survey in 1996 suggested that the percentage of businesses planning mentoring programs doubled between 1995 and 1996, from 17 percent to 36 percent (Jossi, 1997). Formal mentoring programs likely result as organizations feel a certain level of guilt after downsizing and in an effort to retain some form of intellectual capital and organizational loyalty (Darwin, 2000). The questions that must continue to be asked are: Whose goals are being pursued? Who benefits? Whose interests do such programs serve (Darwin, 2000)?

Mentoring is a tangible way to show employees that they are valued and that the company’s future includes them (Lindenberg & Watson, 2007). In the 1990s, “workers were plentiful and management could rule with a ‘my way or the highway mindset’” (Lindenberg & Watson, 2007). For many business owners, this way of thinking was not unusual. Yet now that baby boomers are beginning to retire from the workforce, the labor pool of qualified employees is very limited (Lindenberg & Watson, 2007). This has led business owners to think that in order to have the quality company they desire, they must hire and retain quality personnel.

“How” is always the operative word once it is recognized that a plan of action is necessary. “In order to attract quality people—and keep them—a company must create a culture that is attractive to the best and the brightest, not just in the short-term, but in the long-term as well” (Lindenberg & Watson, 2007). This means employers needed to become “destination

Strategies to Incorporate Mentoring for People with Disabilities

companies, not stepping stones to bigger and better jobs” (Lindenberg & Watson, 2007). Although businesses today have “processes in place for recruiting, hiring, initial training and reviewing, smart businesses recognize the need for employee mentoring, which can often spell the difference between an employee who flourishes and one who flounders” (Management Mentors Newsletter).

Employers have shifted their thoughts from regarding mentoring as a means to offer leadership development opportunities to their employees, to a way of retaining employees and often becoming an employer of choice. As mentioned above in the Lindenberg and Watson (2007) research material, mentoring in the workplace has shifted from being used only to produce desired results for company owners to offering the real benefit behind mentoring, to show employees they are valuable and “we believe in you.”

While mentoring has traditionally been used in the private sector for recruitment, retention, and training, it is a relatively new strategy for the public and non-profit workplaces. Three additional sectors are examined: 1) federal government; 2) the education field and 3) the non-profit community. Across all four sectors examined, mentoring was viewed as an opportunity to: 1) help orient employees to the organization, agency, or school; and 2) teach skills necessary for the workplace. However, it is clear that the sectors are at different stages of maturation in terms of mentoring programs and the complimentary and supportive strategies to reinforce the development of a qualified workforce using mentoring and building networks based on the realities of the cross-generational workforce of today.

B) Mentoring in the Federal Government

According to the 2004 Federal Human Capital Survey administered by the Office of Personnel Management, over 47 percent of federal employees will be eligible for retirement this year (Office of Personnel Management, 2004) and over 70 percent will be eligible by 2010 (Ballard, 2003). The need for succession planning and the role that mentoring can play in this has created a demand across the federal government for agencies to start thinking about and developing a structure to help develop the next generation of leadership. There are a limited number of studies available and their lessons follow.

For some federal government agencies, acclimation to the organization is part of the role of mentors. The design of the mentoring program at the United States Geological Survey (USGS) enables mentees to be mentored by professionals outside of their division and often

Strategies to Incorporate Mentoring for People with Disabilities

outside of their physical building including travel for job shadowing. This was done intentionally to allow participants to get a much broader perspective of what it is that USGS does and all of the pieces and parts that are involved in doing the work. Giving mentees a broader understanding of what USGS does is one of the benefits and goals of the program (Karr, 2007). This same article noted the added benefit of this for the mentor where one responded that the program “gave me the opportunity to view my organization in two ways, first by reflection on a 30-year career of Federal service to help my mentoree, and second to see the organization through their eyes with fresh questions, insights, and ideas” (Karr, 2007).

Across the public sector, the more formal the training programs were for mentors and mentees, the better the results seemed to be. Typically, programs started with little structure and minimal training for both mentees and mentors, and when the results were less than expected, program staff typically rethought the structure of the training. “Although mentoring is a success by most accounts, Social Security Administration (SSA) officials are considering a more structured training program for mentors. At present, mentor training is mostly episodic and informal. The Deputy Commissioner for Human Resources and Chief Human Capital Officer at SSA, Reginald Wells said, “We’ve had some of our mentors say, ‘we really want to be better at this.’” As a result of similar responses from mentors at USGS, the One Year Guided Mentoring Program requires mentors and mentees to attend a two-day job shadowing event and formal mentoring training, and to have opportunities to participate in ongoing internet-based one-hour cyber seminars that are focused on the qualities, activities, and characteristics of effective mentoring partnerships. However, there is not much formal training offered for USGS Self-Directed Mentoring, other than the cyber seminars.

Agencies in need of developing future candidates for high-ranking positions have developed leadership and management development programs, which include mentoring by a senior staff member as a central component. These programs, like the Executive Leadership Development Program (ELDP) housed at the U.S. Department of Commerce, usually include a 12-18 month intensive leadership development training curriculum that focuses on building staff competencies of identified high-potential leaders in the GS 13-15 level, based on the necessary knowledge, skills, and abilities for a management position. Some programs, like the ELDP, require that an individual is responsible for mentoring a Department of Commerce employee at

Strategies to Incorporate Mentoring for People with Disabilities

or below a GS-12 level while being mentored to grow into a potential leadership position by a current SES or high-ranking manager.

The use of core competencies or leadership-focused Knowledge Skills and Abilities (KSAs) to structure a mentoring program is common within the federal government. The Department of Justice's (DOJ) Candidate Development Program utilizes an individual 360-degree needs assessment based on 27 competencies derived from Office of Personnel Management's five core qualifications:

The Executive Core Qualifications (ECQs) describe the leadership skills needed to succeed in the SES; they also reinforce the concept of an SES 'corporate culture.' The Government needs executives who can provide strategic leadership and whose commitment to public policy and administration transcends their commitment to a specific agency mission or an individual profession. (U.S. Department of Justice, 2003)

The five core qualifications are: 1) Leading Change; 2) Leading People; 3) Results Driven; 4) Business Acumen and 5) Building Coalitions/Communications. The individual development plan of the mentee is developed based on the criteria in the four ECQs.

Although the examples above nicely illustrate mentoring programs in the federal government that focus on potential management candidates, not all mentoring programs in the federal government are restricted to the upper echelons of management or high-level GS employees. Both the formal and informal mentoring programs hosted by the USGS, are open to individuals at any level. Part of this is a deliberate attempt on behalf of USGS to create a culture of mentoring inside the agency that fosters connections across departments and enables "leaders to become great leaders through experience, connections, and training. It also allows potential leaders to enhance their leadership skills by developing them early, giving them a quality example to follow, and offering them the opportunity to lead in a safe and constructive environment" (USGS, 2007).

In addition, the Office of Personnel Management has issued a report on "Best Practices in Mentoring," based on a review of mentoring programs housed within the federal government. The report highlights elements of effective practice including the development of needs assessments, creation of a mentoring program roadmap, top management support and commitment, creation of a program manager, and creation of a steering committee across the agency to set goals and objectives (OPM, 2008).

C) Mentoring in the Education Field

Inside the education sector, the focus has centered predominately on enhancing the technical skills of teachers, though there is an emergence of programs centered on preparing school leaders, primarily principals. For teachers, mentors are typically utilized to not only help build the capacity of new teachers, but also to help teachers gain the skills to work in complicated settings, such as urban schools, where issues of language, cultural competence, and poverty are additional hurdles (Moir, 2006). The value of teacher mentoring is a central tenet of the body of work known as “Redefining the Teacher as Leader.” In “Leadership for Student Learning: Redefining the Teacher as Leader,” the IEL recommends that as part of supporting quality teachers, school leadership needs to provide increased instructional support, technical resources, and mentoring. Additional professional development opportunities that the research supports include activities that promote peer coaching and opportunities to mentor other teachers (IEL, 2001).

According to data from 1998, over half of the states in the country currently require mentoring for entry-level teachers (Feiman-Nemser, 1998). The National Center for Education Statistics reported that seven in ten teachers who receive weekly mentoring believe that their instruction improves “a lot” as a result of the mentoring (NCES, 1999). According to researcher Tom Ganser, there is a “shift from first generation to second generation mentoring programs with second generation mentoring programs consisting of a much more structured and regulated activity with the goal of a system of professional development than the mentoring of thirty years ago” (NFIE, 1999). In this shift, mentoring has been expanded as well, to include not only first year teachers, but also veteran teachers being assigned new subjects and teachers in need of additional assistance to help them adjust to the changing educational environment (National Foundation for Improvement of Teaching, 1999). In second-generation teacher mentoring, it is also recommended that mentor training be ongoing and in some cases, districts and schools provide mentors with common office space and opportunities for sharing and peer support with the other teacher mentors (NFIE, 1999).

The approach typically used in teacher induction based mentoring programs described below has broader applicability beyond the teaching field:

Some approaches to mentoring use mentors in induction programs to help new staff with orientation as they begin a career. This orientation can take two basic approaches.

Strategies to Incorporate Mentoring for People with Disabilities

1. One approach is defined as orientation to the school, district, community, the faculty, the job responsibilities, the principal's expectations, and the school's traditions and culture. Orientation to these is an essential mentoring purpose and helps dramatically, to reduce the stress of the transition to a new career and setting.
2. Another approach is defined as orientation to the curriculum. In this approach, a mentor works with the novice teacher all through the semester or year so that the purposes, resources, and strategies for teaching each unit are understood and used successfully. Once the new teacher has been oriented to the curriculum, the new teacher is “on their own” (Sweeny, n.d.).

Mentoring is not only restricted to teachers or new teacher programming. A number of principal mentoring programs have been started around the country to help prepare and support new principals. In *Preparing and Supporting Diverse, Culturally Competent Leaders*, IEL reports, “Mentoring during the preparation period and extending into the first year or two of practice can help new leaders continue to grow and learn. Every new principal in New York City, for example, is now being assigned a mentor for two years. Whether they are called mentors or coaches, and whether they are from education or from other sectors, the fundamental challenge is that they be people genuinely interested in nurturing new leaders and have the training to do so” (IEL, 2005).

An example is the Massachusetts Elementary School Principals Association that launched a program in 2001 for first- and second-year principals. This program utilizes retired principals as mentors and includes after-school seminars, networking sessions, and a wider variety of other professional development opportunities to help support principals to remain and grow in their profession. Part of the research community is beginning to support the idea that principal mentoring should last more than the typical 1-2 years. For example, Malone argues that principal mentoring should not be limited solely to new principals, but expanded to better prepare and support existing principals and train them to be better mentors in their own right (Malone, R., 2001).

D) Mentoring in the Non-Profit Sector

Mentoring in the non-profit sector is a relatively new practice, but the demand is definitely present. In *Ready to Lead*, a 2007 study commissioned by CompassPoint Nonprofit Services, the Annie E. Casey Foundation, the Meyer Foundation, and Idealist.org, only 4 percent of over five thousand respondents were explicitly being mentored and developed to become their organization’s executive director. Additional findings from this report include that a lack of mentorship opportunities and support from current executives in helping to lay the groundwork

Strategies to Incorporate Mentoring for People with Disabilities

for future professional development is a serious concern for younger professionals. “While for-profit companies fill 60-65 percent of their senior management positions by hiring within, non-profits, by contrast, tend to look for executive talent outside their ranks” (Cornelius, Corvington, and Ruesga, 2007).

When asked what percentage wanted to be the executive director of their current organization someday, roughly one in three responded with “probably yes” or “definitely yes.” Thirty-eight responded “maybe,” but noted that they needed more information about the “unique circumstances of a particular organization. Of these results, more responses that are positive came from people of color” (Cornelius, Corvington, and Ruesga, 2007). These results indicate a definite need for mentoring to help potential future executive directors adequately prepare for their role. The survey also indicated that there was a desire for increased professional development opportunities to supplement any on-the-job training in addition to their formal education. The survey recommended that executive directors take more seriously the need to be a good role model, engage in succession planning, and value staff independent of their generational differences. For employees, the survey recommended finding a mentor, working with a coach, and participating in opportunities to gain additional information or experience (i.e., joining a board).

However, where mentoring is a presence, it is perceived as a professional development strategy that seems to be meeting a number of different needs, as noted by Ken Williams in *Mentoring, The Next Generation of Nonprofit Leaders: A Practical Guide for Managers*.

First is the need for succession planning and knowledge transfer as founder-executives, particularly those born during the Baby Boom, retire, or exit from the sector. Second is the need to retain diverse and creative individuals within social change movements where salaries are low and competition for talent with corporations and government agencies are stiff. Third is the need for staff, particularly in small nonprofits to develop a broad range of competencies, the capacity to wear ‘multiple hats’ or to be a ‘jack-of-all-trades.’ And, finally, the short life cycles of projects and grants demand agility in moving employees to new roles (Williams, 2005).

Williams also facilitates the New Voices program, housed at the Academy of Educational Development (AED) and included in the case studies in the next section. New Voices is a leadership development program designed to support the next generation of leaders in the field of social justice. The mentees or fellows are mentored by individuals based at their host non-profit organization (at the senior management or executive level) and/or by external parties. The process is facilitated by the use of a brainstorming tool and template for a formal agreement. The goal is to help the fellows become voices for and facilitators of change in the human rights

Strategies to Incorporate Mentoring for People with Disabilities

sector. Many of the mentoring programs in the non-profit sector focus on developing future organizational leaders and include budgeting, HR issues, management/leadership styles, and working and engaging organization boards as relevant areas for training.

As a result of the non-profit community scaling up in terms of annual funding, and the increase in the number of new foundations, the non-profit sector will need to recruit an estimated 640,000 new executives between now and 2018 (Cornelius, Corvington, and Ruesga, 2007). However, one of the major challenges in the non-profit sector is the size of the average non-profit. Most non-profits do not have enough internal capacity to house an internal mentoring program, which is why intermediary organizations like AED's New Voices program and the Executive Director Leadership Development Program housed by the Nonprofit Roundtable of Greater Washington are developing throughout the country.

Information on retention or return on investment for mentoring programs in the public sector is limited. When there are no in-house mentoring programs and an organization enrolls a staff person into an outside mentoring program for assistance (i.e.; AED's New Voices or the Nonprofit Roundtable of Greater Washington's Future Executive Director's Fellowship Program) typically there is the expectation that employees will continue with the organization for a minimum of one-two or more years. This mirrors a practice inside federal government agencies like the Pension Benefits Guaranty Corp (PBGC), which request that candidates who obtain mentoring and other leadership skills from their Leaders Growing Leaders program commit to remain with the agency for three to five years after they complete their training (Wong, 2004). These expectations are often communicated to the mentees through the program's application form, the interview, and the selection process. These expectations are also integrated into the training throughout the program.

There is no research available to indicate what types of professional development opportunities are focused on employees with disabilities, if any, in the non-profit-sector. The case studies included in this report demonstrate that until relatively recently, the demand for mentoring inside of the non-profit sector has not been met. When programs are in place, such as the programs at AED and the Nonprofit Roundtable, they are largely focused on developing the next generation of executive directors and not on younger staff. In a majority of the programs surveyed for the case study, **disability and work-based issues related to disability did not seem to**

be on the radar screen of the program coordinators or mentoring support staff (with a major exception being New Voices).

V) Case Studies on Mentoring

Informed by the research discussed in Section IV, HeiTech Services and the IEL collected supplemental data in 2007 and 2008 by interviewing representatives from the following:

- Private Sector Firms. The selection of the firms was drawn from published literature about leading firms that have actively used mentoring for a variety of purposes, and from firms that have embraced a diversity agenda within its own workforce.
- Federal Government. The federal government was selected because: 1) it is one of the U.S. economy's largest employers; 2) the government has a goal to be a "model" employer within the economy; and 3) the government is facing a major challenge to replace retiring employees combined with substantial competition from other sectors to hire and retain new workers.
- Education. The public education sector was chosen due to its substantial influence on the lives of the emerging workforce combined with the sector's own well-documented challenges to: 1) technically preparing and retaining teachers and 2) preparing the leaders of schools in what is recognized as one of the more difficult industry sectors.
- Non-Profit Sector. This sector was chosen due to the substantial expansion of non-profits within the overall economy. Non-profits exist in a wide array of settings, with healthcare being the largest group followed by social services, the area emphasized in this report. Education is the next largest group, with other categories such as recreation following. According to the Bureau of Labor Statistics, this sector is growing both absolutely and relatively.
- Intermediary organizations were interviewed that were identified during the course of the research. These Intermediaries are involved in a variety of ways to support the above four employment sectors. They range from trade associations and search firms to organizations that manage mentoring programs for multiple employers. What follows are highlights from the interviews conducted for this report. In some categories, it should be noted that, for some sectors, the research did not yield any examples. The results of the

Strategies to Incorporate Mentoring for People with Disabilities

full interviews for each can be found in Appendices D-H. The results are organized by the major purpose for the mentoring programs. It is recognized there is overlap regarding the purposes for the mentoring programs but to avoid repetition the results are contained within only one cluster.

A) Promoting Leadership Development: To Create the Generation of Leaders

Finding and developing the next generation of leaders for any organization has been the foundation of formal mentoring programs and it is the most often noted reason for supporting mentoring in all of the sectors reviewed. Access to the formal mentoring programs is structured based on the needs of the firm/organization and often is driven by required screening processes prior to selection for participation.

Within the *private sector*, as noted from the research, formal mentoring programs are common within large and often internationally significant firms. For example, at JP Morgan Chase (JPMC), employees in some lines of business are selected to participate in a “Mentoring Circle” based on their desire to advance their career. Oftentimes, management may select an employee, or an employee can choose to self-nominate his/herself for a mentoring slot in a specific Circle. There are, however, certain requirements one must meet to participate. An example of one “Mentoring Circle” is in the Investment Banking division in the United Kingdom, which provides an opportunity for a group of current managing directors to mentor a group of more junior diverse women who are interested in promotional opportunities and career development.

At Microsoft, informal mentoring occurs through a mentoring ring within the company, which individual departments can initiate, and involves a group of employees being mentored by a senior executive and sometimes by each other. Each “mentoring ring” is initiated for different reasons. The environment does allow a junior level employee to approach a senior level employee and start a mentoring relationship. If an employee wants to learn a different skill or enter into a new department, finding someone that fits the mold of where they are trying to go depends on the connection s/he makes daily. It is about finding someone who will tell them how to get ahead. Employees can also choose the option to sign up and request a mentor and will be matched accordingly.

Strategies to Incorporate Mentoring for People with Disabilities

In the *federal government*, the DOJ offers the Senior Executive Service (SES) Candidate Development Program (CDP). This is a traditional one-on-one type of mentoring program that has been ongoing since 2004, but it may have started as early as 20 years ago in an altered form. CDP is a competitive professional development program designed to create candidate pools for SES positions. Mentoring is a major component of this, and formal mentoring takes place at the individual department level.

In the past, candidates for the CDP program were responsible for selecting their mentor on their own. In this last round, to ensure that all candidates had a mentor, the DOJ asked members of senior level management to volunteer to serve as mentors and then had the candidates pick from this pool of mentors who had already expressed interest in this program. Over 50% of eligible senior level management applied. This program is only made available to individuals perceived as “future leaders” inside of the agency and GS 14-15s. CDP lasts 18 months, and is open government-wide. Within the DOJ, individual offices and agencies are able to house and host their own CDP, such as Alcohol, Tobacco, and Firearms.

For the CDP, there is an extensive evaluation process in place. Candidates select their top five choices for potential mentors and then mentors do the same for candidates. An independent consulting company makes the formal matches. After the relationship has lasted six months, there is a mid-year progress review to check and evaluate how the mentoring match is working. There is a 150-page leadership assessment based on feedback from the mentor, candidate, the candidate’s supervisors, and the facilitators of the CDP. This evaluation helps shape the Candidates’ future development and informs the program’s facilitators of any areas that need improvement. More than 50% of the graduates of the program are still at the DOJ. Almost 100% of the ATF graduates were placed in SES positions.

The expectation of employees involved in this program is that they will be provided with opportunities to become SES employees and eventually become mentors themselves. Mentors must be willing to become:

- A coach, to motivate;
- A consultant, to identify problems and aid in finding solutions;
- A teacher, to support skill and competency development; and,

Strategies to Incorporate Mentoring for People with Disabilities

- A relationship builder, to facilitate and further interpersonal communication skills and relationships for their candidates.

Mentors are required to work closely with their candidates throughout the entire program, to attend an orientation/training session, and to sign a Mentoring Agreement. The mentor is critical to the candidate's success in the program and instrumental in their success should they become an executive with the DOJ.

Another example is the USGS, which promotes a One Year Guided Formal Mentoring Program. It is a traditional one-on-one mentoring program offered to early career staff. They are typically mentored by individuals in SES positions across fields and disciplines. Over 500 applications for both prospective mentors and mentees are received by USGS. Based on their staff capacity, the USGS staff has decided to only select 140 applications per year (70 mentors and 70 mentees). There is also a self-directed e-mentoring program open to all USGS employees, which is initiated by the mentee and utilizes an action plan.

The formal mentoring program is set up to service those with five years of experience or less in USGS. Mentor pairs are formed based on the professional development needs and goals of the mentees, and to help further orient employees to the agency. Based on research the USGS did prior to setting up the program, the mentoring relationships last for a year. Typically, a mentoring relationship includes both e-mentoring with some face-to-face job shadowing experience. Mentors and mentees are typically not co-located, and instead are matched across bureaus and across disciplines, according to goals and objectives. USGS facilitates two rollouts of their formal mentoring program per year. Each rollout consists of 35 partnerships and the total number of participants is 140 employees a year. USGS has been getting inquiries from other federal agencies about how to duplicate this across the government.

The self-directed mentoring program is more informal and managed by the mentee. This program utilizes a "cyber seminar series" that walks mentees through strategies for finding a mentor, mentoring skills, and techniques for finding and developing a successful mentoring partnership.

An emerging emphasis is growing in the *non-profit* sector to use mentoring as a leadership development tool and intermediary organizations are playing a critical role. For example, the Nonprofit Roundtable of Greater Washington offers a mentoring component as a

Strategies to Incorporate Mentoring for People with Disabilities

part of the Future Executive Director's Fellowship Program. The Future Executive Director's Fellowship Program is a nine month program providing leadership development to mid and senior level staff of non-profits who want to become Executive Directors in the near future. The first cohort is about to begin with 25 fellows in this pilot year. This program includes six months of intensive skill building, including facilitated discussions, networking opportunities, executive director modeling, advising and peer support, and development of stretch assignments. There will be three additional months of ongoing support, where program staff and mentors will help the fellows think about how to improve any additional skills post-fellowship, polish job search skills, learn how to interview with search committees, and actually find and take an executive director position at an organization.

Mentoring is a piece that runs throughout the fellowship. Although, the Nonprofit Roundtable of Greater Washington does not formally pair up mentors and mentees, they do provide multiple opportunities for the fellows to meet and interact with seasoned and/or retired leaders from the DC, MD, and VA non-profit communities. These individuals will also serve as facilitators, presenters, and experts that are integrated into the overall structure of the fellowship. The Nonprofit Roundtable encourages fellows to seek out and form mentoring relationships with these individuals, and offers support and strategies on how to best utilize mentors (they did comment that it is assumed that not all matches will immediately work out, and that it is important to have more than one mentor).

Another example within the non-profit world is the New Voices National Fellowship Program. New Voices, inaugurated in 1999, and administered by the Academy for Educational Development, with funding from the Ford Foundation, is a national leadership development program that helps non-profit organizations engage innovative, new talent. It awards salary-support grants to small non-profits demonstrating a commitment to cultivating and strengthening the leadership potential of creative and diverse "new voices" in the field. The program supports the growth and effectiveness of fellows who serve as new leaders in their specific fields (e.g., women's rights, racial justice, HIV/AIDS, etc.). The average size of a cohort is 14 fellows. A fellow's host organization identifies an internal or external mentor or a team of mentors for the fellow, in dialogue with the candidate. A national panel reviews the mentoring plan, along with the rest of the fellowship application, and often makes recommendations as to how to improve the mentoring plan if the grant application is approved. In 2007, the program shifted towards

Strategies to Incorporate Mentoring for People with Disabilities

supporting emerging leadership in the Gulf Coast region as a response to Hurricane Katrina. The overall initiative may be winding down over the next two years, but there are many lessons learned about mentoring in the non-profit sector. Paramount is the setting of clear objectives and timeframes for the mentoring exchange and connecting the fellow with other people who can serve as resources.

In the first grant competition, every organization that asked for funding from the program (over 450 applied) was asked to include a mentoring plan for its fellow. New Voices' staff reviewed the applicants' proposals and then developed guidance for mentoring relationships based on common practices and innovative ideas that were submitted. While New Voices' staff did analysis, organizing, and supplementation of the material into a framework of practices and tools, it was felt to be important to have some grounding in the challenges and ideas of small non-profits.

The decision to start this program came from the Ford Foundation and internal discussions with the head of Human Rights division, Anthony Romero, who along with other young employees at Ford, felt there was a need for a fellowship program in the human rights sector. It was observed that there were not enough job opportunities in the social justice sector or enough professional development opportunities for emerging leaders from the early to mid career level. New Voices added a mentoring component to the fellowship program when mentoring was identified in the research by AED as a best practice in leadership development programs.

Most of the mentors are executive directors of organizations focusing on social justice issues. The mentor may be within the fellows' organization or outside of it. New Voices' staff has found that sometimes having a mentor inside their organization has worked well and sometimes it has not, but it has been dependent on chemistry, commitment, and competences. Sometimes the mentor has been someone's direct supervisor because these are small non-profits with limited staffing and they have seen mixed results. In formalizing the "mentoring" part of the relationships, many good things have happened: for example, the quality of supervision has improved. The consensus is, however, that it is better if the mentor is not the direct supervisor, even if the staffing level is very limited. Some organizations choose to create a team of mentors or a project advisory committee that the fellow can draw on for information and guidance. A lot

Strategies to Incorporate Mentoring for People with Disabilities

of freedom, flexibility, and responsibility for the success of the mentoring relationship belong to the fellow, though AED takes an active role in coaching the fellow into establishing productive mentoring relationships.

In the case that a fellow is being mentored by someone outside of their organization, New Voices tries to ensure that the mentor is within the same content area or within a specific skill set that the mentee has identified looking for. When the mentor works outside the organization, an issue that often arises is whether or not the individual has the time to participate. The fellow may also be concerned about asking for time and support. Sometimes there is a lack of follow-through on either side. In those situations, there is sometimes a change of mentors or an effort to regenerate the relationship. New Voices has also experimented with modestly paid external mentors (stipends), recognizing the value of people's time, and that has seemed to work well.

The mentor's role is to champion the fellow's development and progress as a leader. The mentor is also responsible for designing and implementing a formal mentoring plan, which outlines plans for regular communications, learning activities, networking, and reporting of challenges and accomplishments. Through participation in the New Voices program, the mentor will gain useful training and experience in advancing the professional growth of new talent. Mentors are required to attend the orientation held at the beginning of the grant period. In addition to training, AED provides a model mentoring agreement.

B) Promoting Technical Know-How of Employees

Within the *private* sector, JPMC offers self-guided mentoring options, which includes senior, group and peer mentoring, and a variety of employee networking groups. To begin the process, an employee registers on a database as either a mentor or mentee on the JPMC intranet. From that point, the mentee identifies his/her mentor and is paired with an individual (mentor) based on certain fields such as career path, goals, skills and interests. All employees are encouraged to participate, but really it is meant to be self-guided and at will.

Within the *federal government*, the Service Core of Retired Executives (SCORE) is a national organization that acts as an intermediary, providing one-on-one and occasionally group mentoring to individuals interested in starting their own businesses or individuals already running their own businesses and looking for coaching. SCORE is a partner of the U.S. Government's Small Business Administration and has 10,500 counselors in 389 local chapters

Strategies to Incorporate Mentoring for People with Disabilities

throughout the country. SCORE has mentors (referred to as “volunteers” or “coaches”) in a wide variety of fields. Mentors typically volunteer one day a week to work with the mentee, and also provide time for online support. There are multiple partners starting a business. A SCORE mentor will typically work with all partners in a group mentoring relationship.

SCORE mentors are typically retired experts from particular fields and exist outside of the organization to offer objective advice and business coaching on organizational development and other related issues. These mentoring relationships usually last for a year, and in many cases, long-term relationships develop between the mentors and mentees. SCORE sees mentoring as a tool that a start-up company or organization could use to enhance its business strategy. Since it does not exist inside of the business itself, it is not part of the training like employee orientation would be, but SCORE perceives itself as an external resource.

SCORE programs offer trainings and seminars on topics that include developing and refining business plans, financing and raising money, recruitment, hiring, and retention, and other business development based topics. However, the coaching piece is separate from this.

Within the *education sector*, the National Commission on Teaching and America’s Future has been active in supporting and reviewing teacher induction programs, which includes mentoring as a key component, in the U.S. and abroad and has written widely on the topic. Thirty states have an induction program of some kind, but only 17 require and finance mentoring for all novice teachers. Only five of the 30 offer two or more years of state-financed mentoring. More are variance based, not necessarily on size, but on the location of the school. A program like eMentoring for Student Success (eMSS) is an online learning community specifically working to provide science teachers with science-specific mentoring. Electronic mentoring programs are growing particularly well in rural areas.

Within the *non-profit* sector, the American Society of Association Executives (ASAE) is preparing to launch Mentor Connector, an e-mentoring program to meet the identified needs of their membership organizations that include a wide range of thousands of organizations charged with addressing services to the needs of their members. Services can range from advocacy to professional development of member associations staff. The Mentor Connector is an e-mentoring platform that will enable members of ASAE to find, connect with, and develop a relationship with mentors across the association’s network.

Strategies to Incorporate Mentoring for People with Disabilities

ASAE has 22,000-23,000 members, and before rolling the program out to the entire network it will first be tested on roughly 100 mentor matches (made up of volunteer-based workplace support groups across the association's network). An online platform, Mentor Connector will also feature an orientation component, designed to get the mentor and mentee acclimated to not only the website and its tools, but also the concept of mentoring. Mentor Connector will also contain tools and informational support including tips on how to be a good mentor/mentee, how to pick the right mentor, checklists for activities and types of things mentors and mentees can do or discuss together.

Mentees will sign onto the website and be able to browse available mentors. When they find one that they think is a good fit, they will send a "Mentoring Request" to the mentor. The mentors will choose whether or not to accept the solicitation, and if accepted, the mentee will get in touch with the mentor and start a correspondence. For mentors, it is an opportunity to serve as a volunteer and to share their experiences (and provide guidance) to individuals in the association management field. For mentees, it is an opportunity to connect with mentors who have experience in association management, and to learn how to advance their careers in the association.

The role of the mentor inside of the member organization is to help mentees gain the skills that they need to move into positions in the upper ranks of a specific association and be able to give back to ASAE. Mentors will be demonstrating and explaining various career paths in association management. Most of the mentees (at least initially) will have experience working in the association field, but ASAE is assuming that many mentees are looking for proven paths to the upper ranks of associations.

C) Promoting Recruitment and Retention of New Employees

Within the *private sector*, most large firms actively recruit new employees from college campuses. *AIG* provides one example of how they linked mentoring to its recruitment program. Its college recruiting/mentoring events happens nationally throughout the year. There are no corporate mentoring programs currently in place. *AIG* hosts college mentoring days, which serve as a networking/recruiting event at select colleges throughout the United States. The goal is to get students to talk to each other, as well as recruit potential interns or new hires. *AIG* representatives collect resumes and ask students to highlight their field(s) of interest. From

Strategies to Incorporate Mentoring for People with Disabilities

there, an AIG representative will coordinate with Human Resources to determine if there are any positions available with a firm and a current employee is interested in being a mentor (informally). The ultimate goal is to get students employed. Resumes are forwarded to the Human Resources department and are brought in based on need/openings.

D) Promoting Diversity within the Workforce

Cross-cultural and gender social networks are a growing phenomenon, particularly in the *private sector*. For example, at Microsoft, networks/affinity groups are the most popular type of employee mentoring option. There are numerous categories of groups to join: women, African American, Latino, Asian, Middle Eastern, and people with disabilities. They can be classified as affirmative action groups, and Microsoft provides resources to these groups. They are employee initiated groups and most members are highly technical (thus supporting the technical know-how purpose of mentoring as well). A group will typically host events to help on-board people throughout the year. The network groups tend to focus on personal topics such as transitioning families to a new area. Many of the senior members in the group mentor the new hires and assist in career development through group interaction.

Microsoft does a lot of employee communication/interaction through web casts. For example, in honor of Women's History Month, a web cast with a guest motivational speaker gave women a chance to communicate and exchange ideas, address issues, network and bond.

An example of using the social network mentoring strategy specifically targeted to meet and promote persons with disabilities can be found at JPMC. On Disability Mentoring Day, which takes place in mid-October, JPMC meets with state officials and other local organizations to address policies and issues that affect people with disabilities in the workplace, via the Access Ability Resource Center (AARC) function. The AARC at JPMC supports the lines of business through various programs, products, services and events already offered at the company, by ensuring they accommodate the needs of those employees with disabilities. The goal is to make sure that business is conducted in a first-class way so that everyone truly can succeed at JPMC. In conjunction with employee networking groups, the AARC also collaborates with HR professionals on initiatives throughout the year to raise awareness of the capabilities of employing workers with disabilities as well as offering a variety of workshops.

Strategies to Incorporate Mentoring for People with Disabilities

Access Ability, run by Joan McGovern, is one of the popular employee networking groups at JPMC. Access Ability is for employees with disabilities or employees with family members who have disabilities. In this employee networking group, members work on recruitment efforts, address workplace challenges faced by those with disabilities and various other issues. Members vary in experience levels; entry level, junior and senior level employees all interact together. There are 20 different kinds of employee networking groups, over 120 chapters around the globe, and approximately 20,000 employees are a part of at least one support group. They are given some corporate funding, a website to recruit members, different venues for their events, the opportunity to attend seminars, and exposure to senior management.

A unique form of social networking is emerging within the *federal government*. The example comes from a cross agency employee initiated effort recently launched by a group of 13 mid-career employees who have a strong interest in issues related to leadership in the federal government. These employees are called 13L. They launched their first program, Flash Mentoring, in 2007, and it is a one-time, one-hour, one-on-one mentoring program. Although there is no formal connection between 13L and GovLeaders.org, GovLeaders' creator Don Jacobson is a member of 13L, and in round two of the Flash Mentoring Program, mentees were recruited from the GovLeaders.org newsletter subscription list. 13L has partnered with the National Academy of Public Administration (NAPA) to implement the Flash Mentoring Program. Flash Mentoring was the first project of this partnership. The goal is to improve leadership in the federal government through something small and not requiring a long-term commitment. After discovering that many of the people who seemed to be good mentors did not have much available time, they developed Flash Mentoring as a one-hour intensive mentoring activity. NAPA helps supply the mentors, who are then paired with mentees by staff based on knowledge, skills, and abilities highlighted in a pre-assessment. The mentor and mentee meet either in person or over the phone for one hour, and the mentee gets to solicit information and advice from the mentor.

Flash Mentoring is designed as a one-time activity. However, if during their meeting both mentee and mentor agree to additional meetings for further follow up, it is assumed that the relationship will be long-term. This type of mentoring is growing, especially among groups like Executive Women in Government and the American Society for Association Executives.

E) Lessons Gleaned from Intermediary Organizations

As noted earlier, interviews were also conducted with several knowledgeable experts within organizations called “Intermediaries” for the purpose of this paper. One such expert is Dr. Shirley Davis of the Society of Human Resource Management (SHRM), representing the *private sector*. Dr. Davis has found that various industries will have different types of programs, and often the management position is the job class most likely to become a mentoring program or track.

Dr. Davis noted that larger organizations could certainly do more in terms of training and guidance with their employees because they have more resources available. This means a larger company can offer competitive technological and educational opportunities. In addition, sizable companies can afford to have formal mentoring and training programs or special events with guest speakers. Contrarily, smaller companies, Dr. Davis explains, often have limited funding for such initiatives and therefore require more creativity when choosing how to offer training and guidance to their employees. Smaller companies she feels, cannot offer e-learning opportunities or afford to send employees to training as needed for monetary reasons. Nonetheless, a company simply has to have the commitment to offer such development opportunities and add depth to their employees’ knowledge base.

Mentoring programs that have expectations, parameters and set guidelines tend to have positive results. It helps when the mentee is partnered with someone very knowledgeable about the company who can help them learn the organization or his/her position. The combination of a new hire being the mentee and seasoned employee being the mentor gives the mentee a sense of belonging. Mentoring programs that involve diverse candidates are popular within organizations. In addition, a program that allows and encourages the mentee to get involved with the development of the mentoring/selection process (instead of randomly being paired with someone senior) is another plus. It is crucial to have a personality match and is also helpful if programs include biographies on the mentor/mentee so that both participants know about their “other half” and can prepare to meet before day one. Dr. Davis says programs often fail when the mentors do not have training on how to be an effective mentor. She added that being a leader within an organization does not mean you will automatically be an effective mentor.

Strategies to Incorporate Mentoring for People with Disabilities

Dr. Davis says the trend in many organizations is “social mentoring,” similar to MySpace or Facebook networks, where a person can literally have friends/coworkers/associates from all around the world networking/connecting/helping each other. Today in companies, the mentor does not have to be in the same place as the mentee to have a successful mentoring relationship. The mentor can still provide fresh information and be objective through online networks and e-mentoring. With intranet or e-mentoring capabilities, the setting can be formal or informal ranging from general discussion forums, one-on-one conversations, instant messaging capabilities, bulletin board posts, or webinars. Traditional forms of internal, formal programs might work better for one company yet web-based mentoring/networks might actually be the way to go. SHRM purchased an e-mentoring program from a company called Triple Creek, which was successful within her organization. The online mentoring program allowed mentors and mentees alike to register in the database and the program returned three to five matches based on the criteria entered during registration. Dr. Davis feels that having a disability does not prevent participation in e-mentoring and learning opportunities. There are numerous assistive technologies available that can accommodate disability needs.

According to Kenneth Boxer of Strategic Partners, Inc. about 75% of the programs his organization works with have some form of mentoring initiative in place. Most of their clients include the federal government and Fortune 1000 companies. Mr. Boxer noted mentoring programs vary by size and type of firm. Strategic Partners, Inc. does not work with small to medium size companies. The smallest company they have worked with had a few thousand employees. In the government for example, mentoring programs are usually implemented to assist with on-boarding employees, to achieve diversity efforts, or for high potential development and knowledge management so that Baby Boomer employees can retire and competent employees remain within an agency.

Fast track future leaders are the most likely to be formally mentored according to Mr. Boxer. Today it is common to find that organizations are concerned with building their bench of future leaders. Therefore, in order to ensure they have a competent “bench,” they will mentor these individuals over time to ensure that when they are needed they are knowledgeable of their position. Mr. Boxer stated that research has shown an employee is more likely to stay with a company if they are connected with someone within their first 90 days of employment. Fast

Strategies to Incorporate Mentoring for People with Disabilities

track employees might also be involved in group mentoring where a senior level employee tells them the ins and outs of the company or informally tells them the “rules” of the game.

Mr. Boxer mentioned that smaller companies tend to spend less on training and mentoring opportunities because they require time, money, effort and a certain level of sophistication around HR practices. Mentoring does increase the likelihood an employee will stay with a company, therefore it makes for a good retention tool. Mr. Boxer also stated that if an employee feels connected to a company after being mentored, even though there might not be a promotion upon completing a program, they will have improved skills and feel more confident within their current role.

The primary purpose of a mentoring program is to retain employees. Other reasons include diversity, career development, and knowledge management. A program’s success and popularity depends on its focus. If a company is trying to increase their diversity initiatives, more of the participants will be women, for example, or other minority mentees. Another example is baby boomers that are nearing retirement. They make great mentors to transfer the organizational knowledge they have learned over time to their subordinates before they retire.

Within the *federal government*, the U.S. Office of Personnel Management (OPM) serves as a support to the all federal departments and agencies, including the tracking of professional development strategies utilized by organizations. It does not have a firm number as to the number of agencies in the federal government that have mentoring programs; however, they did indicate that the number has been growing in the past few years. OPM has found that size of an agency or particular sector has no real impact on whether or not they have a mentoring program.

Some mentoring programs, like the Candidate Development Programs sponsored by the DOJ (which are required to have mentoring as a component), focus only on higher GS level employees, looking to become SES level employees. Other programs, such as programs hosted by NASA and the State Department, make themselves available to whoever is interested in being mentored. The overall expectations of the various programs of Departments that have embraced mentoring as a key strategy are primarily to focus on the professional development of the mentee. The goals of these programs to this point have highlighted increased recruitment, retention, and the need for succession planning as the primary expectations for mentoring

Strategies to Incorporate Mentoring for People with Disabilities

programs. OPM has not encountered any formal focus of return of investment in terms of the established reporting requirements.

OPM has identified the traditional model of mentoring as the one that is most popular overall. Some agencies are moving toward e-mentoring so that employees in agencies with offices throughout the country can participate and be mentored by individuals off-site. They have not identified a strong focus on the development of diversity within the workforce or the use of social networking, which are both used within the private sector as companion strategies to support formal mentoring programs.

F) Promising Practices and Conclusions

1) Promising Practices

The results of the study identified an array of benefits. Some of the benefits identified through the research and the case studies show that the employers in all four sectors have found mentoring initiatives to be value-added investments because they assist the organization by:

- Enhancing strategic business/organization initiatives;
- Encouraging retention;
- Reducing turnover costs;
- Improving productivity;
- Attracting Generation Y and Xers
- Breaking down the “silo” mentality that hinders cooperation among departments or divisions;
- Elevating knowledge transfer from just getting information to retaining the practical experience and wisdom gained from long-term employees;
- Enhancing professional development;
- Linking employees with valuable knowledge and information to other employees in need of such information;

Strategies to Incorporate Mentoring for People with Disabilities

- Using their own employees, instead of outside consultants, as internal experts for professional development;
- Supporting the creation of a multicultural workforce by creating relationships among diverse employees and allowing equal access to mentoring; and
- Creating a mentoring culture that continuously promotes individual employee growth and development.

Additionally, the research and the interviews identified some common critical practices. For formal mentoring programs, regardless if they are for leadership preparation or as a part of the technical preparation of employees, the ingredients of promising practices point to the value of having:

- Individualized mentoring/development plans including use of assessments based on core competencies; and,
- Providing training for mentors.

For informal mentoring, support to promote social networks holds substantial promise. Such networks are highly useful to break down barriers among the different generations that make up the workplace as well as holding promise to increase access for career advancement for populations that have continuing challenges in moving up organizational ladders.

2) Conclusions

1. The first and perhaps most important conclusion is that the private sector is a leading user of mentoring in the workplace. With the exception of providing mentoring for teachers to enhance their technical skills, the other three sectors are relative newcomers when it comes to supporting mentoring.

Mentoring Plans

A common thread in formal mentoring programs is the creation and utilization of Individualized Mentoring/Development Plans. These plans typically describe a series of experiences and skill building exercises that the mentee should undertake under the guidance of the mentor.

Sometimes these plans are developed with oversight and feedback from the mentee's supervisor or employees, and in other cases they are developed by just the mentee and the mentor.

In a related development, public sector mentoring programs use assessments to determine the knowledge, skills, and abilities of the mentee. These assessments can become the basis for developing an Individualized Mentoring/Development Plan.

Dr. Davis of SHRM says programs often fail when the mentors do not have training on how to be an effective mentor. She added that being a leader within an organization does not mean you will automatically be an effective mentor.

Strategies to Incorporate Mentoring for People with Disabilities

2. Social networks show promise as a cost-effective strategy to promote diversity in the workforce and can lead to participation in more formal mentoring programs. The private sector has shown the most awareness and support of promoting a diverse workforce through sponsorship of diversity networks – focusing primarily on women and minorities, but which can also include persons with disabilities. These networks often adopt peer-to-peer mentoring strategies and normally are encouraged to develop their own structures and activities. Some are global in their reach. However, there is a paucity of support in the other three sectors for the development of social networks even though they assist in the development, retention, and promotion of workers.
3. Intermediaries are important contributors within the mentoring world. They obviously are of critical importance to helping smaller organizations that lack the resources and technical know-how to implement both formal and informal mentoring. However, large organizations have found value through outsourcing contracts for mentoring program support.

There is a lack of mentorship opportunities and support from current executives in helping to lay the groundwork for future professional development is a serious concern for younger professionals. "... while for-profit companies fill 60-65 percent of their senior management positions by hiring within, nonprofits, by contrast, tend to look for executive talent outside their ranks."
4. The combined results of this study show that mentoring, both formal and informal, is recognized as part of the professional development agenda for the private, public, and non-profit sectors. It is seen as a supplement, and not a substitute, for formal training programs. There are three primary drivers for the creation of formal mentoring programs:
 - 1) Developing the next generation of leaders;
 - 2) Providing an extension of formal training programs;
 - and 3) Promoting diversity in the workforce and tapping into underutilized pools of potential talent.
5. Mentors are expected to serve a number of different roles. These roles include: 1) providing the new employee with an orientation to how an organization or an agency is structured; 2) helping new employees make the cultural shift from the academic world to the world of work; and 3) assisting individuals to master a particular skill-set so that they will be able to take the next step in their careers. The case studies across all the sectors show that mentors are expected to serve a number of different roles. These roles varied from acting as a tour

Strategies to Incorporate Mentoring for People with Disabilities

guide of an organization or agency's structure, to helping new employees make the cultural shift from the academic world to the world of work.

6. Organizations are explicitly using mentoring as a training tool to impart technical and occupation specific skills. In the cases of mentoring programs designed to help individuals achieve a particular skill-set so that they will be able to take the next step in their careers, the mentor's role is to coach and advise that candidate and offer opportunities for them to obtain and practice those particular skills. The most notable example of this is the teacher mentoring programs. It may well be that teacher mentoring programs are embedded within the training agenda due to the complexities of the occupation. Becoming a highly skilled teacher cannot be accomplished through short-term training programs such as training for a customer service representative or an information technology technician.
7. In formal mentoring programs that exist inside organizations and agencies, the mentor's role is typically perceived to be two-fold – to not only help the employee connect and orient themselves to the environment, but also to help the mentee gain further content and subject knowledge. However, in the non-profit sector, where mentoring programs are often external from the organization, the mentor's role is more focused on the second point, and includes a greater emphasis on the mentee's professional development.

These findings guide what follows in the next section of recommendations. The recommendations are also informed by reflections about what the federal government can do as an enabler to promote successful strategies – such as mentoring programs – to increase employment for persons with disabilities within the U.S. workforce. Thus, attention is given to strategies that can be used by all three levels of governments, with a particular focus on the federal government.

Even though the country is currently struggling through a recession, recovery will occur and when it does, we again will be grappling with two enduring realities. The first is that demographics dictate we will continue to face a substantial shortage of appropriately skilled workers over the long term while some potential workers remain unemployed. The second is the continual escalation of technologies that effect how people connect to the workplace, including how they interact with their co-workers. As noted in the report, there is growing use of tools in the workplace that utilize Facebook type approaches to promote networking among co-workers

Strategies to Incorporate Mentoring for People with Disabilities

as well as work related social networking initiatives that promote diversity employment goals. How these new technologies will affect mentoring programs is an unknown but for certain reality.

VI) Recommendations

The following recommendations center on private, non-profit, and public sector mentoring strategies that, when employed, promote workforce opportunities for persons with disabilities. The suggested strategies take into account the current status of career-focused mentoring within each sector. They are intended to be inclusive, and to align with the three primary drivers that generate support for mentoring: developing the next generation of leaders; extending formal training programs; and promoting diversity in the workforce.

A) Private Sector

1. Work to develop a stronger mentoring focus on people with disabilities within the private sector. ODEP may want to consider supporting an employer-led intermediary organization(s) to provide employer to employer technical assistance on the use of mentoring as a vehicle to promote the hiring, retention, and advancement of people with disabilities. The intermediary organization could work with employers to augment existing mentoring efforts and ensure that they include people with disabilities. Other activities could include developing mentoring programs specifically targeted to people with disabilities and disseminating promising practices as they emerge to employers across industry sectors. Training materials could also be developed for adaption by individual companies to assist potential mentors in generic mentoring functions as well as disability specific issues.

B) Non-Profit Organizations

1. Build on the Flash Mentoring concept developed by the 13L Group (See Scott Derrick, Founder, 13L and Flash Mentoring case study). In recognition that time is a valuable commodity that often impedes participation by busy senior officials as well as the fact that many non-profits tend to have smaller staffs, flash mentoring pairs mentees looking for leadership development with mentors from the same or a similar field, in a one time, one hour, coaching session. Participants should be encouraged to meet more frequently, if possible. The initiative should recognize that mentors currently employed have limited time available to commit to a standard mentoring program. Tapping those who are retired and looking for ways to give back is another way to expand the pool of mentors.

Strategies to Incorporate Mentoring for People with Disabilities

2. Support and encourage emerging leaders to develop their own mentoring networks. An example of a peer network created for professionals with disabilities in Washington, D.C. is the Hidden Army. Started by two young professionals, one of whom was new to the D.C. area, the Hidden Army was intended to provide networking opportunities, peer support, and professional development to the next generation of disability policy professionals, both with and without disabilities. This network extends across government agencies and includes the non-profit sector (non-disability organizations that employ people with disabilities, and disability organizations that may include professionals with and without disabilities), foundations, and congressional staff. The Hidden Army has a formalized list serve with more than 50 members, where job announcements, report releases, invitations to hear speakers, social gathering, and relevant news articles are posted daily. The moderators or other group members typically coordinate events every other month. This group also interacts with a group called the Odd Thursdays, made up of more seasoned professionals in the disability community looking to network across generations. This group has served as a model to the disability community of the type of peer networks, and there are Hidden Army chapters about to launch in Kansas and Florida.

3. Encourage disability membership organizations, such as the National Council on Independent Living, the American Association of People with Disabilities and others, to create and integrate career focused mentoring into their organization's infrastructure.

Recognizing the need for more people with disabilities to hold leadership positions in work, civic and community settings, disability organizations need to encourage their members to mentor or be mentored by other people with or without disabilities in their areas of interest. Disability membership organizations could provide mentoring opportunities using electronic or in-person approaches.

4. Work with professional associations to increase the mentoring opportunities and thus career possibilities for members of their associations who have disabilities, while at the same time meeting a sector need. For example, in order to increase the number of attorneys with disabilities, a mentoring initiative could be launched between the National Disabled American Bar Association, National Association of Blind Lawyers, the American Bar Association, and national disability organizations which could match attorneys with and without disabilities with people with disabilities interested in going into law. Social networking sites

Strategies to Incorporate Mentoring for People with Disabilities

such as Facebook or Linked-In could also be used in conjunction with more traditional forms of mentoring.

C) Federal Government

1. Incorporate mentoring and social networking to encourage younger people with and without disabilities to enter the government workforce. Specifically, the Equal Employment Opportunity Commission (EEOC) has the responsibility within the federal government for **LEAD** (Leadership for the Employment of Americans with Disabilities) to address the declining number of employees with targeted disabilities in the federal workforce. The overall goal of this initiative is to increase the number of people with disabilities hired by the federal government by 2 percent by the year 2010. In order to achieve this goal and other government hiring needs, agencies need to formalize mentoring programs that would be available to all new hires.

2. Continue supporting mentoring programs in a wide array of arenas yet through an integrated approach. The Final Report from the White House Taskforce on Disadvantaged Youth identified 13 different federal agencies supporting mentoring activity and more than 120 different federal funding programs that provide support for a wide range of mentoring activities. The White House Taskforce on Disadvantaged Youth also reported, however, that the federal government's capacity to effectively support mentoring and to address the challenges the mentoring field faces has been constrained by the fragmentation that accompanies the breadth and diversity of federal funding. In May 2006, in response to the Task Force's Report, the Corporation for National and Community Service announced the formation of a new Federal Mentoring Council to ensure effective and efficient coordination of federal investment in mentoring activities and to recommend policy changes needed to enhance mentoring. The Council includes representatives from the Departments of Agriculture, Education, Health and Human Services, Housing and Urban Development, Justice, and Labor, among others.

Although the role the Council will play in the new administration remains to be seen, the federal agencies involved in mentoring programs should nonetheless continue to work together to address an array of issues surrounding mentoring services such as: (a) difficulty in recruiting and retaining volunteer mentors, particularly males and minorities; (b) reconciling different standards, guidelines and information collection requirements for virtually the same activities; (c) identifying and sharing promising practices for an array of mentoring strategies beyond

Strategies to Incorporate Mentoring for People with Disabilities

traditional one-on-one adult/young person programs such as group, peer and e-mentoring and across multiple settings – such as school-, workplace- and faith-based mentoring; and, (d) assessing what, if any additional support may be needed for mentoring programs focusing on populations with complex needs, such as youth with disabilities, children of prisoners, and foster children.

In addition to these issues that have begun to rise to the surface across several different agencies, the work done to prepare this report raises additional factors an organization such as the Mentoring Council should consider. For example, how can the three major reasons that mentoring is supported in the workplace (developing the next generation of leaders, extending formal training programs, and promoting diversity in the workforce) be used to inform and guide mentoring programs supported by the federal government? How can supporting social networks enhance or strengthen mentoring programs? What is the best way to incorporate mentoring into existing diversity outreach efforts? What are the most effective roles mentoring can play in promoting effective interaction in the workplace across generations. Do mentoring programs specifically targeted to assist persons with disabilities increase employment opportunities?

These questions are still in need of answers and there are no doubt many other questions that could be identified. Mentoring needs to remain as a part of ODEP's portfolio in the foreseeable future as the ancient strategy of mentoring continues to be one of the most powerful tools known to human kind.

VII) References

- Ballard, Tanya (2003). "Workforce Succession Planning Helps Cultivate Leaders, Officials Say", Government Executive.com. Retrieved from:
<http://www.govexec.com/dailyfed/1003/100103t1.htm>
- Beattie, R.S., and McDougall, M.F. (1994) *Peer Mentoring: A Development Strategy for the 1990s and Beyond*, Research Conference on Mentoring
- Bell, K., Moyers, R., and Wolfred, T., (2006) *Daring to Lead 2006: A National Study of Nonprofit Executive Leadership*. San Francisco. CompassPoint NonProfit Services and Meyer Foundation
- Blake-Beard, S., Murrell, A., and Thomas, D., (2006) *Unfinished Business: The Impact of Race on Understanding Mentoring Relationships*. Retrieved from
<http://www.hbs.edu/research/pdf/06-060.pdf>
- Brinkerhoff, R.O., and Gill, S.J. (1994). *The Learning Alliance: Systems thinking in human resource development*. San Francisco: Jossey-Bass.
- CCH HR Management. (2007, November 14). Surveys shows employers use coaching and mentoring to retain high-potential, front-line workers. Retrieved April 7, 2008, from
<http://hr.cch.com/news/hrm/111407a.asp>
- Clawson, J. (1980). Mentoring in managerial careers. In C.B. Derr (Ed.), *Work, family and the career*. New York: Praeger.
- Clutterbuck, D., Ragins, B.R. eds (2002). *Mentoring and Diversity: An International Perspective*, Oxford: Butterworth-Heinemann
- Cornelius, M., Corvington, P., Ruesga, A., (2007) *Ready to Lead? Next Generation Leaders Speak Out*, Produced in Partnership by CompassPoint Nonprofit Services, the Annie E. Casey Foundation, the Meyer Foundation, and Idealist.org
- Council for Excellence in Government, (2004). *Leadership Succession Planning: A focus on Midlevel Managers*,
- Darwin, A. (2000). Critical Reflections on Mentoring in Work Settings [Electronic version]. *Adult Education Quarterly*, 50, 3, 197-211.
- Digh, P., (1999). *Mentoring to Create a Diverse Pipeline for Talent*. MOSAICS by the Society for Human Resource Management. Retrieved from:
<http://www.realwork.com/articles.asp?filename=mentoring.html>

Strategies to Incorporate Mentoring for People with Disabilities

Feiman-Nemser, Sharon (1998). *Teacher Mentoring: A Critical Review*, ERIC Clearinghouse on Teaching and Teacher Education

Institute for Educational Leadership (2005) *Preparing and Supporting Diverse, Culturally Competent Leaders: Practice and Policy Considerations*, Retrieved from <http://www.iel.org>

Johnson, W.B. and Ridley, C., (2004) *The Elements of Mentoring*, New York: Palgrave Macmillan

Karr, Al, (2007). *Mentors, protégés cite benefits in advice program*, FederalTimes.com. Retrieved from: <http://www.federaltimes.com/index.php?S=2852975>

Kram, K.E. (1980). *Mentoring process at work: Developmental relationships in managerial careers*. Unpublished doctoral dissertation, Yale University.

Kram, K.E. (1985). *Mentoring at Work*. Glenview, Ill.: Scott, Foresman & Co.

Lancaster, L. and Stillman, D., (2002) *When Generations Collide: Who They Are. Why They Clash. How to Solve the Generational Puzzle at Work*. New York: Collins Business Press

Levinson, D.J. (1996). *The seasons of a woman's life*. New York: Alfred A. Knopf.

Levinson, D.J., Darrow, C.N., Klein, E.B., Levinson, M.H., and McKee, B. (1978). *The seasons of a man's life*. New York: Ballantine.

Lindenberger, J. and Watson, D. (2007). What do you mean my company's a stepping stone? Using mentoring to attract and retain the best. Retrieved April 7, 2008, from <http://businessknowhow.com/manage/mentorattract.htm>

Lovin, B.K., (1992). *Professional learning through Workplace Partnerships*. In H.K.M. Baskett and V.J. Marsick (eds.), *Professional Ways of Knowing* (pp. 61-69). San Francisco: Jossey-Bass.

Mackay, H., Lancaster, L., and Stillman, D., (2005). *When Generations Collide: Who They Are. Why They Clash. How to Solve the Generational Puzzle at Work*. Harper Collins, New York

Malone, R., *Principal Mentoring*, (2001), ERIC Digest, July 2001, Number 149, Retrieved from: <http://eric.uoregon.edu/publications/digests/digest149.html>

Management Mentors. You're your new hire be here six months from now? Retrieved April 29, 2007, from www.management-mentors.com/MentoringTipsNewsletter.aspx#newhire (Management Mentors produces a monthly newsletter which provides organizations and corporations with tips and information on how to improve their mentoring programs/initiatives.)

Strategies to Incorporate Mentoring for People with Disabilities

- Moir, Ellen, (2006) *Understanding New York City's Groundbreaking Induction Initiative: Policy Implications for Local, State, and National education Leaders*, New Teacher Center, University of California Santa Cruz
- McMullen, B. (1998, November 30). Cultivate Right Culture to Retain Employees. *Design Intelligence*. Retrieved April 7, 2008, from <http://www.di.net/articles/archive/1990>.
- National Collaborative on Workforce and Disability/Youth (2005). *Info Brief #11: Youth Development and Leadership in Programs*, Retrieved from: http://www.ncwd-youth.info/resources_&_Publications/information_Briefs/issue11.html
- National Foundation for the Improvement of Teaching (1999) *Paper from the Proceedings of the NFIE/United Teachers Teacher Mentoring Symposium*
<http://www.neafoundation.org/publications/mentoring.htm>
- Office of Personnel Management, (2004) *What do Federal Employees Say? Results from the 2004 Federal Human Capital Survey* Retrieved from: <http://www.fhcs2004.opm.gov>
- Office of Personnel Management (2008) *Best Practices: Mentoring*
<http://www.opm.gov/hrd/lead/mentoring.asp>
- Patton, C., (2007) *Ready and Able*, HR Executive Magazine Online. Retrieved from: <http://www.hrexecutive.com/HRE/story.jsp?storyId=26670972>
- Roche, G. (1979). Much ado about mentors. *Harvard Business Review*, 57, 14-28.
- Salamon, Lester M and Sokolowski
Monthly Labor Review September 2005, *Non-profit organizations: new insights from QCEW*, Bureau of Labor Statistics, Washington DC
- Smet, M., and Willems, H., (2007). *Mentoring Driving Diversity*, Organizational Development Journal. Retrieved from: <http://www.highbeam.com/doc/1P3-1266206881.html>
- Stroot, S., et al., (1999) *Impact of a Collaborative Peer Assistance and Review Model on Entry Year Teachers in a Large Urban School Setting*, Journal of Teacher Education
- Sweeny, B., (n.d.) *Realizing the Full Potential of Mentoring*, The Mentoring Leadership and Resource Network Retrieved from:
http://www.mentors.net/03library/m_first_yr.html
- Thomas, D., and Gabarro, J., (1999) *Breaking Through: The Making of Minority Executives in Corporate America*, Boston: Harvard Business School Papers Press
- Thomas, D. and Higgins, M. (1995, August). *Mentoring and the boundaryless career: Lessons from minority experience*. Speech delivered to Academy of Management Meeting, Vancouver.

Strategies to Incorporate Mentoring for People with Disabilities

- Tyler, K. (2007) *Cross-Cultural Connections: Mentoring Programs can Bridge Gaps Between Disparate Groups*. HR Magazine. Retrieved From <http://www.highbeam.com/doc/1G1-169826335.html>
- U.S. Department of Education, National Center for Education Statistics. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*, NCES 1999-080, by Laurie Lewis, Basmat Parsad, Nancy Carey, Nicole Bartfai, Elizabeth Farris, and Becky Smerdon. Bernie Greene, project officer. Washington, DC: 1999.
- U.S. Department of Justice (2003). *Senior Executive Service Candidate Development Program*, Retrieved from: <http://www.justice.gov/jmd/ps/ses-cdp04.htm>
- Usdan, M., McCloud, B., Podmostko, M., (2001) *Leadership for Student Learning: Redefining the Teacher as Leader*, retrieved from <http://www.iel.org>
- United States Geological Survey, *U.S. Geological Survey Mentoring Program—Paired for a Powerful Science Future Fact Sheet*, U.S. Department of the Interior
- Vanasco, J., (2007) *Hitting the Gay Glass Ceiling: Why ENDA is Not Enough*, Retrieved from <http://www.365Gay.com>
- Williams, Ken, (2005) *Mentoring the Next Generation of Nonprofit Leaders: A Practical Academy for Educational Development Guide for Managers*, Washington, D.C., AED Center for Leadership Development,
- Wong, W., (2004), *Training the Next Generation*, FedTech Magazine Retrieved from http://www.fedtechmagazine.com/article.asp?item_id=96
- Younes, N. (2001). Getting corporations ready to recruit workers with disabilities. *Journal of Vocational Rehabilitation*, 16, 89-91. Retrieved April 7, 2008, From http://www.worksourcewi.com/links/links_doc_pdfs/Getting%20ready%20to%20recruit%20ple%20w%20dis.pdf
- Zaleznik, A. (1977). Managers and leaders: Are they different? *Harvard Business Review*, 55 (3), 67-75.
- Zemke, R., Raines, C., and Filipczak B., (2000) *Generations At Work: Managing the Clash of Veterans, Boomers, Xers and Nexters in Your Workplace*, New York: American Management Association.
- Zey, M. (1984). *The mentor connection*. Burr Ridge, IL: Dow-Jones-Irwin.

VIII) Appendices

A) Relevant Terms

- 1) Flash Mentoring is a mentoring program that pairs mentees with mentors from the same or a similar career sector for a one time, one hour, intensive coaching session.
- 2) Formal Mentoring is a common practice that involves assigning mentors to pair with protégés where individuals must strive to get to know each other over time.
- 3) Informal Mentoring involves relationships that develop between individuals at different levels of the organization's seniority structure because of mutual identification and interpersonal comfort.
- 4) Reverse Mentoring once referred exclusively to a relationship where a younger person acted a mentor to an older individual. Today, the term has broadened to include peer-to-peer and cross-generational relationships which are developed to gain technical expertise and a different perspective.
- 5) Social Networks are often informal collections of employees based on either demographic criteria (age, race/ethnicity, gender) or interest (employees who are caring for aging parents).

B) Semi-Structured Protocol

1) Protocol used to Interview Both Private and Public Sector Employers to Generate Mini-Case Studies

ODEP has contracted with HeiTech Services and the Institute for Educational Leadership to conduct research on how employers are using mentoring within the workplace to promote the recruiting, hiring, retention and skills development of the emerging workforce. While I have done some preliminary research on your website, I would like to gain further insight into your company's views on this topic. Are you available to respond to approximately ten questions, which I anticipate will take 15-20 minutes? If you are unable to respond at this time, can we schedule a more convenient time to discuss this information? We appreciate your participation in this research project, and thank you for your time and cooperation.

Questions

1. What types of mentoring programs does your company offer? To whom is it offered (anyone who wants it or selected groups)? What percentage of your workforce participates in mentoring opportunities?
2. Can you give a brief overview of your program(s)?
3. Why did the company decide to have mentoring programs?
4. What is the role of a mentor within your organization? How are mentors selected? How are employees assigned a mentor?
5. Do mentoring programs vary by different categories of employees (e.g. sales, technical, research, management)?
6. Are you familiar with the concept of reverse mentoring? (See definition below) Is reverse mentoring part of the mix and if so why did your firm decide to implement it? How long has it been in operation? If no, have you thought about offering it? What have you specifically learned from reverse mentoring? Do mentees like it? Do mentors?
7. Would you say that in today's world, mentoring is often synonymous with training? Do you feel it is the same thing? What is the difference between the two? (See definitions of informal/formal below)
8. How do you gauge success in the context of your mentoring programs? Do you collect any data or do any assessment? Is participation in such programs viewed as an important professional development strategy by upper management or more as a perk?
9. What does your company expect from those employees in exchange for receiving mentoring/training opportunities?
10. Do you have other forms of workplace support groups beyond one-on-one mentoring programs? (Such as: race, gender, sexual orientation, disabilities, working mothers, etc.)

Strategies to Incorporate Mentoring for People with Disabilities

11. Do you know approximately what percentage of your workforce has disabilities? Do you know the percentage of people with disabilities who participate in mentoring programs?

12. Are there other businesses that you would recommend we interview for this study?

2) Association/National Organization Questions

1. Approximately how many of the firms you work with have mentoring programs?

2. How does this vary by size and type of firms? Are they more popular in particular industry sectors?

3. Are certain job classes most likely to be involved in mentoring programs? If so which ones?

4. Who is most likely to be formally mentored? (e.g. Fast track future leaders? Skilled professional/management? Entry level workers?)

5. Does size of company matter in determining how employees will be trained/guided? What are the expectations? Will it vary by job type? Purpose of mentoring program?

6. What types of mentoring program are most popular in your opinion and why?

7. Are you familiar with Reverse Mentoring? (provide the definition)

8. Do you know of any firms that are using it – do you have a contact in that firm you would be willing to share with me?

9. Does our organization have any role in promoting mentoring programs? If so could you provide a brief description?

3) Relevant Terms to Provide During Interview if Needed

Formal Mentoring- Involves assigned pairings of mentors with protégés. It is a common situation where individuals must strive to get to know each other.

Informal mentoring- Relationships develop because of mutual identification and interpersonal comfort.

Reverse mentoring- Can be described as relationships which are developed to gain technical expertise and a different perspective. At one point, it was considered to be a young to old mentoring relationship, however now, it is more peer-to-peer and cross generational.

C) Panel of Experts to Review Mentoring Issue Paper

1. Scott Derrick, Founder, 13L and Flash Mentoring
2. Ken Williams, Director for New Voices, National Fellowship Program housed at the Academy for Educational Development
3. Karen Simpson, Center for Learning, Executive Resources and Policy Analysis (CLERPA), Office of Personnel Management (OPM)

D) Case Studies on Mentoring in the Private Sector

Brett Eisenberg, Former Disability Coordinator at AIG

[Note: This info is current as of May 2008]

Types of mentoring programs offered by corporation

AIG participates in a series of formal college recruiting/mentoring events which occur nationally throughout the year. In addition, a number of individuals with disabilities participate in the Management Associate (MA) program, which is a two-year program designed to prepare individuals for a position of responsibility within one of AIG's member companies. The program is small, thereby providing the MA with high visibility, involvement in strategic assignments and the opportunity to make a difference. Each position is created based on a unique business case, including a development plan for all MAs.

Brief overview of program(s)

AIG hosts college mentoring days that serve as networking and recruiting events for select AIG locations throughout the United States. These events encourage dialogue among students and serve as an opportunity for AIG to recruit potential interns or new hires should such opportunities become available. The Disability Coordinator collects resumes and asks potential mentees to highlight their field(s) of interest. From there the Disability Coordinator will coordinate with Human Resources to determine if there are any positions available and determine if a current employee is interested in being a mentor. Mr. Eisenberg explained that the applicants resume would be kept on file if there were no positions available. The ultimate goal is to make sure qualified people are given opportunities within the company as well. Resumes are forwarded to the Human Resources department and candidates are contacted based upon available openings.

While AIG participates in Disability Mentoring Day, which occurs every October, they focus on disability mentoring issues all year long by participating in a number of disability mentoring days throughout the year. The number of individuals participating in each AIG sponsored mentoring day is kept to a minimum to provide a personal and focused experience for all participants.

Strategies to Incorporate Mentoring for People with Disabilities

Reasons for supporting mentoring program(s)

The main responsibilities of the Disability Coordinator at AIG are to help identify talent through partnerships with organizations, which includes helping people with disabilities find jobs. The Disability Coordinator serves as a mentor to participants, introduces potential candidates to the AIG organization, and assists with practice interviews. Brett Eisenberg mentioned that while it is ideal if qualified candidates with disabilities could become AIG employees automatically upon participation in these mentoring opportunities, it still depends on availability. If there is a better fit outside of AIG and they need assistance they can always contact the Disability Coordinator at AIG. Such efforts not only help candidates but also provide them with positive views of AIG mentoring days a major part of this effort.

The role of a mentor inside of the company

The role of the mentor within the company is to stay in frequent contact with those students and individuals with disabilities they recruited and ensure needs are being met.

How the program varies across different employee categories

The mentoring days are for those with undergraduates or graduate degrees.

Familiar with reverse mentoring

No formal reverse mentoring program at this time.

Mentoring relationship to training

Training is an integral part of the Management Associate program

Forms of documenting and measuring mentoring programs

AIG's Human Resources department provides feedback and the Disability Coordinator follows up with those that participated in disability mentoring day. The program is successful when some return for interviews and are offered employment at AIG.

Expectations of employees involved in the program

To provide mentees insight into working at AIG and their particular field generally.

Strategies to Incorporate Mentoring for People with Disabilities

Other forms of workplace support groups

AIG has developed Employee resource groups designed to support employees from diverse backgrounds included but not limited to people with disabilities.

Employees and participants with disabilities

Employees and participants with disabilities have expressed appreciation and support for AIG's disability related initiatives including disability-mentoring programs.

Summary of Key Features

AIG coordinates a number of Mentoring days throughout the company's American operation. The Disability Program Manager also serves as a mentor to those with a disability within AIG and newly recruited college students. He helps with practice interviews and assisting with possible recruitment while simultaneously serving as a corporate mentor.

- 1) **Ray Flautt, Manager of Corporate Diversity, JP Morgan Chase and Joan McGovern, Manager of the Global Disability Program, JP Morgan Chase**

Types of mentoring programs offered by corporation

JP Morgan Chase offers self-guided mentoring options which includes senior, group and peer mentoring, and a variety of employee networking groups.

A brief overview of program(s)

Self-Guided Mentoring - Open to all. To begin the process, an employee registers on a database as either a mentor or mentee on the JP Morgan Chase intranet. From that point, the mentee identifies his/her mentor and is paired with an individual (mentor) based on certain fields such as career path, goals, skills and interests. All employees are encouraged to participate, but really it is meant to be self guided and at will.

Internships. JP Morgan Chase has a unit of University Relations that recruits college students and offers summer internships.

Mentoring Circles – Selective. Employees in some lines of business are selected to participate in a "Mentoring Circle" based on their desire to advance their career. Often times management

Strategies to Incorporate Mentoring for People with Disabilities

may select an employee or an employee can choose to self nominate his/herself for a mentoring slot in a specific circle. There are, however, certain requirements one must meet to participate. An example of one “Mentoring Circle” is in the Investment Banking division in the United Kingdom which provides an opportunity for a group of current managing directors to mentor a group of more junior diverse women who are interested in promotional opportunities and career development.

Disability Mentoring Day. On Disability Mentoring Day, which takes place in mid October, the firm meets with state officials and other local organizations to address policies and issues that affect people with disabilities in the workplace, via the Access Ability Resource Center (AARC) function. The AARC at JP Morgan Chase supports the lines of business through various programs, products, services and events already offered at the company, by ensuring they accommodate the needs of those employees with disabilities. The goal is to make sure that business is conducted in a first-class way so that everyone truly can succeed at JP Morgan Chase. In conjunction with employee networking groups, the AARC also partners/collaborates with HR professionals on initiatives throughout the year to raise awareness of the capabilities of employing workers with disabilities as well as offering a variety of workshops.

Reasons for supporting mentoring program(s)

JP Morgan Chase provides these programs for those employees that want to advance their careers. Information can be found on the intranet, and employees will also find various tools such as development plans, tips on how to get started, as well as assist employees in navigating through what JP Morgan Chase has to offer to help their careers.

The role of a mentor inside of the company

The role of a mentor is to coach and provide feedback to employees about their strengths and weaknesses, while guiding them through challenges; ultimately encouraging them to accomplish what might seem to be impossible.

How the program varies across different employee categories

“Mentoring Circles” are for particular lines of business where employees are selected or self-nominated to participate for their development.

Strategies to Incorporate Mentoring for People with Disabilities

Familiar with reverse mentoring

JP Morgan Chase did pilot a reverse mentoring program within the diversity arena (gender, sexual orientation, race and women) where the junior employees mentored senior level executives. The trial program ran for six months and was then evaluated.

Mentoring relationship to training

The interviewees believe mentoring is not the same as training; mentoring is more for retention and career development.

Forms of documenting and measuring mentoring programs

They track how many protégés stayed with the firm and are promoted to see if mentoring program(s) add value. There are approximately 185,000 employees within JPMC, and mentoring opportunities are open to everyone, yet less than 1% takes advantage of these programs. They do not track how many employees use the self-guided mentoring program. Although employees are always encouraged to leave comments/feedback, some do, while others do not.

Expectations of employees involved in the program

The expectation is that employees will manage their own career path by choosing to find a mentor for self-development and guidance. Instead of requiring their employees to participate in a specific program, they are provided with the tools that they need to stay in the firm, and hopefully they will move their own career ahead by connecting with the right people.

Other forms of workplace support groups

Employee networking groups are very popular at JPMC such as Access Ability, which Joan McGovern currently leads. Access Ability is for employees with disabilities within the company or employees with family members who have disabilities. In this employee networking group, members work on recruitment efforts, address workplace challenges faced by those with disabilities and various other issues. Members vary in experience levels: entry level, junior and senior level employees all interact together. There are 20 different kinds of employee networking groups; over 120 chapters around the globe; and approximately 20,000 employees are a part of at least one support group. They are given some corporate funding, a website to

Strategies to Incorporate Mentoring for People with Disabilities

recruit members, different venues for their events, the opportunity to attend seminars, and exposure to senior management.

Employees and participants with disabilities

Employees with disabilities are not tracked. However, within the annual employee opinion survey an employee can identify that they have a disability and can select whether or not they are satisfied with programs they participated in.

Summary of Key Features

JP Morgan Chase has mentoring programs in place from employee networking/support groups to mentoring circles. They also have a mentor/mentee database located on their intranet that is available to all employees and “self-guided,” meaning that it requires employees to take initiative. JP Morgan Chase presents its employees with the resources and an environment that is supportive towards creating mentoring relationships at will.

E) Case Studies on Mentoring in the Federal Government

1) Mary Jones, Human Resources, U.S. Department of Justice

Types of mentoring programs offered by agency

The U.S. Department of Justice offers the SES Candidate Development Program (CDP). This is a traditional one-on-one type of mentoring program that has been on-going since 2004, but it may have started as early as 20 years ago in an altered form.

Brief overview of program(s)

The Candidate Development Program (CDP) is a competitive professional development program designed to create candidate pools for SES positions. Mentoring is a major component of this and formal mentoring takes place at the individual department level.

In the past, candidates for the CDP program were responsible for selecting their mentor on their own. In this last round, to ensure that all candidates had a mentor, the Department of Justice asked members of senior level management to volunteer to serve as mentors and then had the candidates pick from this pool of mentors who had already expressed interest in this program. Over 50% of eligible senior level management applied. This program is only made available to individuals perceived as “future leaders” inside of the agency and GS 14-15. It lasts 18 months.

The CDP is open government-wide. Within the Department of Justice, individual offices and agencies are able to house and host their own CDP, such as Alcohol, Tobacco, and Firearms.

Reasons for supporting mentoring program(s)

The need for succession planning was a major reason for the development of the CDP program. It's also seen as a recruiting and retention strategy.

The role of a mentor inside of the organization/agency

Mentors are responsible for helping a Candidate follow through on their Individual Development Plan or Executive Action Plan based off of their Individual Needs Assessment.

The mentor is responsible for assisting candidates moving up, and to help them enhance any area. The mentor is there to review and guide them in every assignment they have in order to

Strategies to Incorporate Mentoring for People with Disabilities

help meet the Executive Core Qualifications (ECQ's) required of SES employees. Mentors work alongside the candidate's supervisor to coach and help the employee succeed

Mentors and mentees receive training and tools designed to help them build effective relationships. The relationship itself is built all around the Individual Development Plan filled out by the mentee.

How the program varies across different employee categories

Grade levels are the determinate for the program as noted above; a potential mentee must be in either a GS 14-15 position within the department.

Familiar with reverse mentoring

The Department of Justice has never tried Reverse Mentoring.

Mentoring relationship to training

The Department of Justice perceives mentoring as an integral part of the CDP, but it is only part of the training.

Forms of documenting and measuring mentoring programs

For the CDP, there is an extensive evaluation process in place. Candidates select their top five choices for potential mentors and then mentors do the same for candidates. An independent consulting company makes the formal matches. After the relationship has lasted six months there is a mid-year progress review to check and evaluate how the mentoring match is working.

There is a 150 page leadership assessment based on feedback from the mentor, candidate, the candidate's supervisors, and the facilitators of the CDP. This evaluation helps shape the Candidates' future development and informs the program's facilitators of any areas that need improvement.

More than 50% of the graduates of the program are still at the Department of Justice. Almost 100% of the ATF graduates were placed in SES positions.

Expectations of employees involved in the program

Strategies to Incorporate Mentoring for People with Disabilities

The expectation of employees involved in this program is that they will be provided with opportunities to become SES employees and eventually become mentors themselves. Mentors must be willing to become:

- A coach, to motivate;
- A consultant, to identify problems and aid in finding solutions;
- A teacher, to support skill and competency development; and,
- A relationship builder, to facilitate and further interpersonal communication skills and relationships for their candidates.

Mentors are required to work closely with their candidates throughout the entire program, to attend an orientation/training session, and to sign a Mentoring Agreement. The mentor is critical to the candidate's success in the program and instrumental in their success should they become an executive with the DOJ.

Other forms of workplace support groups

At the U.S. Department of Justice there are a number of different types of workplace support groups that provide more informal support and mentoring. These do not overlap with CDP because CDP is only available to individuals perceived to meet OPM's five fundamental executive qualifications (Leading Change, Leading People, Results Driven, Business Acumen, and Building Coalitions/Communications) as part of the SES "corporate culture."

Employees and participants with disabilities

The Department of Justice strives to ensure that the pool of eligible candidates includes qualified women, minorities, and people participating with disabilities. However, the interviewee could only recall two individuals with disabilities participating in the program.

Summary of Key Features

The U.S. Department of Justice's SES Candidate Development Program is a formalized professional development initiative that utilizes mentoring as one component of many. It is designed to create and prepare senior talent ready to step into leadership.

Strategies to Incorporate Mentoring for People with Disabilities

2) Kim Miller, Program Manager for USGS Mentoring Program U.S. Department of the Interior

Types of mentoring programs offered by agency

The U.S. Geological Survey (USGS) promotes a One Year Guided Formal Mentoring Program. It is a traditional one-on-one mentoring program offered to early career staff. They are typically mentored by individuals in SES positions across fields and disciplines. Over 500 applications for both prospective mentors and mentees are received by USGS Based on their staff capacity, the USGS staff has decided to only select 140 applications per year (70 mentors and 70 mentees).

There is also a self-directed e-mentoring program open to all USGS employees, which is initiated by the mentee and utilizes an action plan.

Brief overview of program(s)

The formal mentoring program is set up to service those with five years or less of experience in USGS Mentor pairs are formed based on the professional development needs and goals of the mentees, and to help further orient employees to the agency. Based on research USGS did prior to setting up the program, the mentoring relationships last for a year. Typically it includes both e-mentoring and some face-to-face job shadowing experience. Mentors and mentees are typically not co-located, and instead are matched across bureaus and across disciplines, according to goals and objectives.

USGS facilitates two rollouts of their formal mentoring program per year. Each rollout consists of 35 partnerships and the total number of participants is 140 employees a year. USGS has been getting inquiries from other federal agencies about how to duplicate this across the government.

The self-directed mentoring program is more informal and managed by the mentee. This program utilizes a “cyber seminar series” that walks mentees through strategies for finding a mentor, mentoring skills, and techniques for finding and developing a successful mentoring partnership.

Reasons why the agency decided to have a mentoring program

Strategies to Incorporate Mentoring for People with Disabilities

USGS made mentoring a priority starting over 5 years ago as a way to recruit and retain new hires. As the baby boomer population flirts with retirement, it has also started to be seen as a succession planning tool. There is large support for mentoring from upper management.

The role of a mentor inside of the organization/agency

Mentors are typically individuals in supervisory roles and mentor/protégé matches are facilitated by supervisors. This mentoring structure is “protégé-driven” (i.e., the structure is based on the protégé’s professional development goals, and adjusts as their needs change throughout the year).

How the program varies across different employee categories

The formal mentoring program is the same for employees across USGS. As a result of how this program is designed, (based on the protégé’s needs, not by the program of work), many times protégés are mentored by employees from other sectors and other locations.

Familiar with reverse mentoring

A formal reverse mentoring program was tried early on in this program’s history. It was done once and it was a flop. The way that the current formal program is facilitated, mentoring is defined in such a way that it is intended to allow for an exchange of knowledge going both directions and it is understood that the mentor and mentee will both gain, learn, and grow in the relationship.

Mentoring as synonymous with training

Part of what USGS expects out of mentors in their formal mentoring program is to supplement a new or early career person’s orientation to the agency. Although this program is definitely designed to be a formal mentoring program, USGS also allows personnel to get involved in less formal “self-guided” mentoring on a case-by-case basis.

Success in the context of mentoring programs

For the formal model of mentoring, USGS has developed a pre-assessment, an assessment to be conducted at 6 months, and a post-assessment survey to enable them to determine the effectiveness of program and the relationship. This allows for continual improvement and also enables them to evaluate what mentors and protégés are gaining from each other. The

Strategies to Incorporate Mentoring for People with Disabilities

assessment tools also help increase excitement and support of this program by upper management. Mentoring is perceived as an important part of the overall professional development of their employees.

Expectations of employees involved in the program

The formal program has lasted long enough that now several mentees are becoming mentors and it is anticipated that it will eventually be self-sustaining. The long term goal is the development of an overall mentoring culture inside of the organization. USGS feels like they're getting to this point.

Other forms of workplace support groups

USGS does have some workplace support groups inside of the agency and most are organized by diverse populations. These are typically organized informally based on demand from the employee side, but this mentoring program is not well connected to them.

Employees and participants with disabilities

USGS staff reported that they have encountered protégés with hearing impairments, but other than that, there is no noticeable involvement of employees with disabilities.

Summary of Key Features

The Mentoring initiative at USGS utilizes both formal and informal models to coach and develop their employees with the goals of increased recruitment, retention, and creating an overall mentoring culture inside of the agency.

3) Scott Derrick, Founder, 13L and Flash Mentoring

Types of mentoring programs offered by agency

Flash Mentoring: a one time, one hour one-on-one mentoring program. The one-hour period is part of the design of 13L's program, which is not necessarily indicative of all flash mentoring programs, some of which are more than one hour.

Brief overview of program(s)

Flash Mentoring was started by a group called 13L, a group of 13 mid-career leaders in the federal government who have a strong interest in issues related to leadership in the federal

Strategies to Incorporate Mentoring for People with Disabilities

government. 13 L has partnered with the National Academy of Public Administration (NAPA) to implement the Flash Mentoring Program. This program was launched in 2007.

Flash mentoring was the first project of this partnership. The goal is to improve leadership in the federal government through something small and not requiring long-term commitment. After discovering that a lot of the people who seemed to be good mentors did not have much available time, they developed Flash Mentoring as a one hour mentoring activity. The National Academy of Public Administration recruits the mentors, who were then paired with mentees based on knowledge, skills, and abilities highlighted in a pre-assessment. The mentor and mentee meet either in person or over the phone for one hour, and the mentee gets to solicit information and advice. The onus is on the mentor as to whether or not the relationship continues after the hour. Because there is no formal contract and no formal commitment, it is up to the mentor and mentee whether or not subsequent meetings will take place.

This type of mentoring is growing and gaining a lot of traction, with groups like Executive Women in Government and the American Society for Association Executives wanting to develop similar models because of the attractiveness of a “one hour, one session” commitment for perspective mentors. More examples can be found at www.flashmentoring.com

Reasons for supporting mentoring program(s)

As mid-level federal employees, the members of 13 L noticed a real gap in the leadership pipeline inside of federal agencies, but they did not know how to do something about it without requiring a big commitment. They liked the idea of traditional mentoring, but when talking to people who seemed like they'd be good mentors, time commitment was a disincentive. Founders also felt a strong component in the development of this mentoring program was the opportunity for mentees to interact and engage with professionals outside of their agency.

The role of a mentor inside of the organization/agency

13L partnered with NAPA to utilize their database of currently employed and retired academy members to serve as mentors. Mentors are typically SES employees of the federal government, but have also included retired public officials and academics. Because flash mentoring is only a one time, one-hour event there is no commitment to a formal role for the mentor inside of their

Strategies to Incorporate Mentoring for People with Disabilities

agency, however Scott Derrick noted that some mentors responded that engaging in Flash Mentoring helped make them a better leader in their work.

How the program varies across different employee categories

Flash Mentoring is available to mid-level workers in the federal government.

Familiar with reverse mentoring

Flash Mentoring has not attempted to try reverse mentoring, and does not find it likely that it will try it in the future.

Mentoring relationship to training

Flash Mentoring is perceived as supplement to training. Because the mentee comes to the meeting with 3-4 bullet points of specific items or information they want feedback or advice on, 13 L feels that it helps supplement whatever leadership or professional development training the mentee gets on a day-to-day basis.

Forms of documenting and measuring mentoring programs

The first round of Flash Mentoring included 30 mentor matches. Evaluations of mentees and mentors were conducted after the meeting with 26 out of 30 mentors responding, and 28 out of 30 mentees responding. After the initial meeting, evaluations show an almost universal response from the mentors and mentees that they really valued the experience and would like to do it again in the future.

Expectations of employees involved in the program

Because of once hour, one session there really are no expectations of the employees involved in the program other than for that hour they are to be present and responsive to the questions of the mentee. If mutually agreed upon, the mentor and mentee continue the relationship for a more long-term commitment to mentoring.

Other forms of workplace support groups

N/A

Strategies to Incorporate Mentoring for People with Disabilities

Employees and participants with disabilities

In the past, they have not had any participants with apparent disabilities and are unaware of any participants with hidden disabilities. The structure of the program is flexible enough that individuals can engage and interact (in-person, via phone) in a variety of ways and this may benefit participation of individuals with disabilities. Evaluation results did not show any difference in level of satisfaction between in-person meetings and meetings over the phone.

Summary of Key Features

Flash Mentoring, providing a one hour, one session with a mentor, seems to be a successful strategy in balancing the need for mentoring with the challenge of getting high level and in-demand professionals to sign up as mentors for a long-term commitment.

F) Case Studies on Mentoring in the Education Field

1) Kathleen Fulton, Director of Strategic Initiatives, National Commission on Teaching and America's Future

Connection to mentoring programs

The National Commission on Teaching and America's Future has been active in reviewing teacher induction programs, which includes mentoring as a key component, in the U.S. and abroad and has written widely on the topic.

Number of agencies engaging in mentoring

Thirty states have an induction program of some kind, but only 17 require and finance mentoring for all novice teachers. Only 5 of the 30 offer two or more years of state financed mentoring.

Variance in mentoring programs based on size or sector of agency

Programs do not necessarily vary in size, but on the location of the school. A program like eMentoring for Student Success (eMSS) is an online learning community specifically working to provide science teachers with science-specific mentoring. Electronic mentoring programs are growing particularly well in rural areas.

Job classes that are most likely to be involved in mentoring programs

New teachers

Strategies to Incorporate Mentoring for People with Disabilities

The most likely groups of employees to be formally mentored

New teachers

Expectations of the program

The expectations of new teacher induction programs have changed between the 20th to the 21st century. Mentoring programs are becoming more structured and mentoring is seen as part of the induction process, albeit not the only piece of it. It is also more natural for new teachers to have, or be exposed to, more than one mentor. Part of this is because not every mentoring match results in a successful pairing, but it also enables new teachers to get exposed to experienced teachers with talents in different areas. For example, a new teacher may be mentored by three or more teachers with one mentor teacher helping with issues of classroom management, another helping with cultural competence, yet another working on content related issues.

Most popular types of mentoring programs

NCTAF recommends moving beyond the traditional one-to-one teacher mentoring model to a system where mentees get exposed to a “network of supports, people, and processes” that are all focused on helping mentees become effective teachers. They go on to note that rural areas have a particular demand for more electronically-based mentoring programs and virtual learning communities.

Familiar with Reverse Mentoring

Yes, but it is not part of the teacher mentoring programs NCTAF has observed.

Role of this organization/agency in promoting mentoring programs

NCTAF is promoting mentoring as one piece of a successful teacher induction strategy, but not the only piece.

Summary of Key Points

The National Commission on Teaching for America’s Future is promoting the idea of changing the way we think about teacher mentoring from a traditional one-on-one pairing to something much more broader and more inclusive of the needs of teachers in today’s schools. Teacher mentoring programs must be designed in a way to meet the teachers.

G) Case Studies on Mentoring in the Non-Profit Sector

1) Marta Hayes-Trice, Senior Manager of Career Services, American Society of Association Executives

Types of mentoring programs offered by agency

The American Society of Association Executives is preparing to launch Mentor Connector, an e-mentoring program to meet the identified needs of their membership organizations that include a wide range of thousands of organizations charged with addressing services to the needs of their members that can range from advocacy to professional development of member associations staff.

Mentor Connector service A brief overview of program(s).

The Mentor Connector is an e-mentoring platform that will enable members of ASAE to find, connect with, and develop a relationship with mentors across the Association's network.

ASAE has 22,000-23,000 members and before rolling it out to the entire network (a goal of the program) it will first be tested on roughly 100 mentor matches (made up of volunteer-based workplace support groups across the association's network). The online platform, Mentor Connector, will also feature an orientation component, designed to get the mentor and mentee acclimated to not only the website and its tools, but also the concept of mentoring. Mentor Connector will also contain tools and informational support including tips on how to be a good mentor/mentee, how to pick the right mentor, checklists for activities and types of things mentors and mentees can do or discuss together.

Mentees will sign onto the website and be able to skim available mentors, and when they find one that they think is a good fit, they will send a "Mentoring Request" to the mentor. The mentors will choose whether or not to accept the solicitation and if accepted, then the mentee will get in touch with the mentor and start correspondence.

For mentors it is an opportunity to serve as a volunteer and to share their experiences (and provide guidance) to individuals in the association management field. For mentees, it's an opportunity to connect with mentors who have experience in association management, and to learn how to advance their career in the association.

Strategies to Incorporate Mentoring for People with Disabilities

Reasons for supporting mentoring program(s).

The demand for the creation of a mentoring program came from the members interested in gaining additional professional development and looking to network across members of the Association.

In addition, part of ASAE's "Evolving Strategic Framework" includes the goal of helping those in the Association community connect with others who share their interests and increasing collaboration within their existing network.

The role of a mentor inside of the organization/agency

The role of the mentor inside of the member organization is to help mentees gain the skills that they need to move into positions in the upper ranks of a specific association and be able to give back to ASAE. Mentors will be demonstrating and explaining various career paths in association management. Most of the mentees (at least initially) will have experience working in the Association field, but ASAE is assuming that many mentees are looking for proven paths to the upper ranks of Associations.

How the program varies across different employee categories

In its initial rollout, the mentoring program will be offered to members of a specific number of ASAE's voluntary workplace support groups, including diversity groups (e.g. racial or gender) and young professionals groups.

Familiar with reverse mentoring

ASAE is aware of reverse mentoring but does not see it as a successful strategy.

Mentoring relationship with training

Since ASAE does not provide "training" on working in an Association, the mentoring service will be a resource for career advancement. At this time ASAE is not offering continuing education hours for this program, but may do so down the road.

Forms of documenting and measuring mentoring programs

ASAE has developed an evaluation, but it will be more focused on the logistical side of the mentor/mentee relationship (for instance, how easy was it for the mentee to find and select the

Strategies to Incorporate Mentoring for People with Disabilities

mentor, and are they still connected) rather than asking qualitative questions about the mentee/mentor relationship.

Expectations of employees involved in the program

Since this program is being facilitated by ASAE as the intermediary the expectations will vary by the individual member organizations; thus the expectations are different. The expectation of the members is that the mentoring relationship will contribute to the mentee's professional development and the mentee will continue to grow and thrive as a member of ASAE.

Other forms of workplace support groups

ASAE has groups of members loosely connected through commonalities including a diversity group, and a young professionals group, but does not have a disability group as of yet. The diversity and young professionals networks will be the first groups of members offered an opportunity to participate in this program. These groups are going to be involved in the rollout of the MentorConnect platform.

Employees and participants with disabilities

Since it has not launched yet, ASAE is not aware of any potential mentors or mentees with disabilities. They are not sure if their e-mentoring platform is 508 compliant but will look into it.

Summary of Key Features

The American Society for Association Executives is preparing to rollout Mentor Connector, an e-mentoring program across ASAE's membership, intended to help members advance their career in the Association field.

2) Eric Giles, Nonprofit Roundtable of Greater Washington

Types of mentoring programs offered by organization

The Nonprofit Roundtable of Greater Washington offers a mentoring component as a part of the Future Executive Director's Fellowship Program.

Strategies to Incorporate Mentoring for People with Disabilities

Brief overview of program(s)

The Future Executive Director's Fellowship Program is a nine month program providing leadership development to mid and senior level staff of non-profits who want to become Executive Directors in the near future. The first cohort is about to begin with 25 fellows in this pilot year.

This program includes 6 months of intensive skill building including facilitated discussions, networking opportunities, executive director modeling, advising and peer support, and development of stretch assignments. There will be 3 additional months of ongoing support, where program staff and mentors will help the fellows think about how to improve any additional skills post-fellowship, polish job search skills, learn how to interview with search committees, and actually find and take an executive director position at an organization.

Mentoring is a piece that runs throughout the fellowship. Although, the Nonprofit Roundtable of Greater Washington does not formally pair up mentors and mentees, they do provide multiple opportunities for the fellows to meet and interact with seasoned and/or retired leaders from the DC, MD, and VA non-profit communities. These individuals will also serve as facilitators, presenters, and experts that are integrated into the overall structure of the fellowship.

The Nonprofit Roundtable encourages fellows to seek out and form mentoring relationships with these individuals and offer support and strategies on how to best utilize mentors (they did comment that it is assumed that not all matches will immediately work out, and that it is important to have more than one mentor).

Reasons why the organization decided to have a mentoring program

Since 2002, the Nonprofit Roundtable of Greater Washington has worked to build the strength, visibility, and influence of the non-profit sector in order to create a more just and caring community in Greater Washington. Mentoring has been one of the most critical needs noted by the over 200 membership organizations. In a time where many leaders of non-profits are preparing for retirement, the Nonprofit Roundtable has found a lack of development for the next cohort of Non-Profit leaders in the DC, MD, and VA area. This is the reason why the Executive Director's Fellowship Program was developed.

Strategies to Incorporate Mentoring for People with Disabilities

The role of a mentor inside of the organization/agency

Accordingly, because the mentors exposed to the fellows are not from participants' organizations, but rather from the retired sector or those seasoned in their careers with some time on their hands, there is no role for them inside of the fellow's organization.

How the program varies across different employee categories

This program specifically targets individuals at the mid-to-senior career level. Because the mentoring structure is more of an informal type, mentors may or may not be from the same field as the fellows they are working with. Also, fellows may or may not be in a "leadership" position in their organization; some come from various financially-focused roles, some from project director positions and they are also recruited across traditional non-profit fields including, education, arts, health, international relations, and others.

Familiar with reverse mentoring

As of this time the Nonprofit Roundtable is not looking at reverse mentoring and knows of no non-profits in their membership that are currently running reverse mentoring programs.

Mentoring as synonymous with training

The Nonprofit Roundtable of Greater Washington sees mentoring as a piece of the training necessary for mid-to-senior career level professionals to take the next step toward Executive Directorship. But mentoring and training are not perceived as the same thing.

Success in the context of mentoring programs

They are using an outside evaluator to assess at the mid and end points of the fellowship program. Because this is the pilot year, there is no data currently available.

Forms of documenting and measuring mentoring programs

They are using an outside evaluator to collect qualitative and quantitative data at the mid and end points of the fellowship program. Because this is the pilot year, there is no data currently available.

Strategies to Incorporate Mentoring for People with Disabilities

Expectations of employees involved in the program

The expectation is that after the fellow completes the program, he or she will be prepared to step into an available Executive Director position at another non-profit organization.

Other forms of workplace support groups

N/A

Employees and participants with disabilities

They have not received any applications yet but definitely see this as part of their diversity outreach and something they need to prepare for.

Summary of Key Points

Based on demand from the field, the Future Executive Director's Development Program being launched this year will contain a traditional one-on-one mentoring component that's intended to help support mid level to senior level non-profit staff hoping to advance to an executive directorship.

3) Ken Williams, Director for New Voices, National Fellowship Program housed at the Academy for Educational Development

Types of mentoring programs offered by agency

The New Voices program is a traditional mentoring program pairing fellows with leaders in their organization or in a different organization but in the same field.

A brief overview of program(s)

New Voices, inaugurated in 1999, is a national leadership development program that helps non-profit organizations recruit or retain innovative, new talent. It awards salary-support grants to small non-profits demonstrating a commitment to cultivating and strengthening the leadership potential of creative and diverse "new voices" in the field. The program recruits fellows who are paired with mentors selected by the host agency through conversations with the prospective fellow. The average size of a cohort is 15 fellows. During the next two grant cycles, the program will focus on addressing needs, solving problems, and defending human rights related to the impact on the Gulf Coast of Hurricanes Katrina and Rita.

Strategies to Incorporate Mentoring for People with Disabilities

In the first grant competition, every organization that asked to join the program (over 450) was asked to include a mentoring plan for their fellow. New Voices' staff reviewed the applicants' ideas to look for innovative approaches and then created a guide reflecting common strategies and tactics as well as some fresh ideas. While New Voices staff did some tweaking and adding overall, they felt it was important to have some grounding in the challenges and ideas of the non-profits.

Reasons for supporting mentoring program(s)

The decision to start this program came from the Ford Foundation and internal discussions with the head of Human Rights division, Anthony Romero, who along with other young employees at Ford felt there was a need for a fellowship program with a social justice focus. It was observed that there are not enough job opportunities in the social justice sector and not enough professional development opportunities for emerging leaders from the early career level.

New Voices added a mentoring component to the fellowship program when mentoring was identified in the research as a best practice in leadership development programs. The development of a mentoring initiative came as a result of AED doing research in the area of best practices in leadership development.

The role of a mentor inside of the organization/agency

Most of the mentors are recognized leaders from the field or with a skill set or valuable perspective and connections. Sometimes the mentor is within the fellows' organization or someone outside. New Voices staff has found that sometimes having a mentor inside their organization has worked well and sometimes it hasn't, depending on chemistry and commitment. Sometimes the mentor has been someone's supervisor and they have seen mixed results. In formalizing the "mentoring" part of the relationship a lot of good things have happened, but the general consensus is that it's better if the mentor is not the direct supervisor.

In the case that a fellow is being mentored by someone outside of their organization, New Voices tries to ensure that the mentor is within the same content area or within a specific skill set that the mentee has identified looking for. When the mentor works outside the organization, whether or not they have time or give time comes up as an issue. Sometimes the mentor has been

Strategies to Incorporate Mentoring for People with Disabilities

assigned by an organization formally but there has been a lack of follow through. New Voices staff works with the fellow to regenerate the mentoring relationship or look for alternatives.

The mentor's role is to champion the fellow's development and progress as a leader. The mentor is also responsible for designing and implementing a formal mentoring plan, which outlines plans for regular communications, learning activities, networking, and reporting of challenges and accomplishments. Sometimes mentors contact New Voices staff to share successes or to seek guidance.

Through participation in the New Voices program, the mentor will gain useful training and experience in advancing the professional growth of new talent. Mentors are required to attend the Orientation held at the beginning of the grant period. In addition to training, AED provides a model mentoring agreement.

How the program varies across different employee categories

This program intentionally focuses on "emerging leaders" and not necessarily high level management types to help fill the expected leadership vacuum as Baby Boomers start retiring. This program utilizes a lot of flexibility in its design and also how AED determines the need for ongoing training and development.

Reverse Mentoring

New Voices does not include a reverse mentoring component.

Mentoring relationship to training

Mentoring is part of the professional development strategy of New Voices, but not the only piece, nor is it synonymous. In addition to mentoring, the New Voices fellowship includes financial support for professional development activities, up to \$1,500/year, to enable the fellow to attend conferences, participate in workshops, take a course, or purchase professional subscriptions.

Forms of documenting and measuring mentoring programs

The fellow and the mentor submit biannual reports every 6 months to answer the following questions: 1) how the relationship is going, 2) what are the learning objectives, and 3) what strategies are and aren't working. AED has not yet established a formal evaluation. Once Ford

Strategies to Incorporate Mentoring for People with Disabilities

decides to fund such an evaluation, however, AED will be able to collect the necessary data from the biannual reports and interviews.

Expectations of employees involved in the program

In some organizations, an employer may desire for the fellow to stay at the organization beyond the two years that they fund. Fellows are expected to bring back skills to strengthen the organization or stronger background to give leverage. Mentors are expected to support and encourage mentees as they develop over the two year period.

Other forms of workplace support groups

N/A

Employees and participants with disabilities

Ken is a person with a disability and has experience working in the disability arena, so New Voices has made a point of being inclusive of fellows and mentors with disabilities. Up to this point they have had 2 fellows who use wheelchairs, one fellow with a mental health disability, and one fellow with a hearing impairment. To the best of their knowledge they have only had one mentor with a disability, but are open to finding more.

Summary of Key Features

The inclusion of a traditional mentoring component inside of the New Voices Fellowship Program strengthens an already strong program to help develop “new voices” in the field of social justice.

H) Case Studies on Mentoring Facilitated by Intermediary Organizations

1) Dr. Shirley Davis, Director of Diversity Initiatives at the Society of Human Resource Management

(Please Note: Ms. Davis has had long experience in mentoring initiatives which is provided in this report based on prior work before joining SHRM and at SHRM)

Connection to mentoring programs

Prior to working at SHRM, Ms. Davis has worked with three Fortune 100 and 300 companies implementing informal/grassroots mentoring programs during her employment there. All companies were relatively similar in terms of profile: 10,000+ employees; multi-billion dollar revenues.

Thoughts on how mentoring programs vary by size and type of firms

Ms. Davis has found that various industries will have different types of programs. As with the three companies she has worked with prior to SHRM, variations range from: retail/electronics, financial services, and utilities. The mentoring initiatives started at her previous employers would be different than SHRM she stated, because SHRM is an organization with 320 employees and over 225,000 members.

Job classes most likely to be involved in mentoring programs

Ms. Davis has found that the management position is the job class most likely to become involved a mentoring program

Who is most likely to be formally mentored?

Supervisors/managers/women/minorities are most likely to be formally mentored, and are often the ones that take advantage of mentoring opportunities.

Does size of company matter in determining how employees will be trained/guided

Ms. Davis noted that larger organizations can certainly do more in terms of training/guidance for their employees because they have more resources available. This means a larger company can

Strategies to Incorporate Mentoring for People with Disabilities

offer competitive technological and educational opportunities. In addition, sizable companies can afford to have formal mentoring and training programs or special events with guest speakers.

Contrarily, smaller companies, Ms. Davis explains, often have few resources (money) and therefore will require more creativity when choosing how they will and can offer training and guidance to their employees. Most smaller companies she feels, cannot offer e-learning opportunities nor afford to send employees to training as needed for monetary reasons.

Nonetheless, a company simply has to have the commitment to want to offer such development opportunities and add depth to their employee knowledge base.

Types of mentoring programs that are most popular and why

Mentoring programs that have expectations, parameters and set guidelines tend to have positive results. It helps when the mentee is partnered with someone very knowledgeable about the company who can help them learn the organization or his/her position. The combination of a new hire being the mentee and seasoned employee being the mentor gives the mentee a sense of belonging. Mentoring programs that involve diverse candidates are popular within organizations. Also programs that allow and encourage the mentee to get involved with the development of the mentoring/selection process instead of randomly being paired with someone senior is another plus. It is crucial to have a personality match and is also helpful if programs include biographies on the mentor/mentee so that both participants know about their “other half” and can prepare to meet before day one. She added that being a leader within an organization does not mean you will automatically be a good/effective mentor.

Ms. Davis says the trend in many organizations is “social mentoring,” similar to Myspace/Facebook type networks, where a person can literally have friends/coworkers/associates from all around the world networking/connecting/helping each other. Today in companies, the mentor does not have to be in the same place as the mentee to have a successful mentoring relationship. The mentor can still provide fresh information and be objective through online networks and e-mentoring. With intranet or e-mentoring capabilities, the setting can be formal or informal ranging from general discussion forums, one-on-one conversations, instant messaging capabilities, bulletin board posts, or webinars. Traditional forms of internal, formal programs might work better for one company yet web-based mentoring/networks might actually be the way to go. SHRM purchased an e-mentoring program from a company called Triple Creek

Strategies to Incorporate Mentoring for People with Disabilities

which was successful within her organization. The online mentoring program allowed mentors and mentees alike to register in the database and the program returned three to five matches based on the criteria entered during registration. Ms. Davis feels that having a disability does not prevent participation in e-mentoring/learning opportunities. There are tons of assistive technologies available that can accommodate disability needs.

Reverse mentoring

Ms. Davis is familiar with reverse mentoring but has not initiated any reverse mentoring programs. She has implemented two programs where both the mentor and the mentee were engaged in learning from each other since no one has all the knowledge. The concept of reverse mentoring probably occurred through mere interaction but that was not the goal. Ms. Davis describes these programs she initiated as mutual mentoring/mutual learning programs which require an understanding of the other person.

Personal Account

Ms. Davis shared a personal example of her experience with mutual mentoring from the perspective of an African American women being mentored by a Caucasian male. Her mentor, so to speak, taught her how to approach certain people within the company at a previous employer. He also coached her on how to get what she needed from them, what to say and also what not to say. Ms. Davis would share her challenges with him, and what it was like being a single working mother.

Organization's role in promoting mentoring programs

SHRM does not “promote” mentoring programs from/for other companies or internal programs used by SHRM. The Human Resources department at SHRM is responsible for offering and providing strategies, techniques, tools, best practices and advice to companies explaining how to retain/develop employees, recruit from diverse talent pools, and turnover. It usually takes 6 months to evaluate and determine what a company needs to do to improve their corporate structure.

Summary of Key Points

Ms. Davis feels that having a disability does not prevent participation in e-mentoring/learning opportunities. There are many assistive technologies available that can accommodate disability

Strategies to Incorporate Mentoring for People with Disabilities

needs. SHRM does not “promote” mentoring programs from/for other companies or internal programs used by SHRM. The Human Resources department at SHRM is responsible for offering and providing strategies, techniques, tools, best practices and advice to companies explaining how to retain/develop employees, recruit from diverse talent pools, and turnover. It usually takes six months to evaluate and determine what a company needs to do to improve their corporate structure. Ms. Davis also says programs often fail when the mentors do not have training on how to be an effective mentor.

2) Kenneth Boxer, President, Strategic Partners, Inc.

Number of firms/companies that have mentoring programs

About 75% of the programs Strategic Partners, Inc. works with have some form of mentoring initiative in place. Most of their clients include federal government and Fortune 1000 companies.

Thoughts on how mentoring programs vary by size and type of firms

Mr. Boxer noted mentoring programs vary by size and type of firm. Strategic Partners Inc. does not work with small to medium size companies. The smallest company they have worked with had a few thousand employees. In the Government for example, mentoring programs are usually implemented to assist with on-boarding employees, to achieve diversity efforts, for high potential development and knowledge management so that baby boomer employees can retire and competent employees remain within an agency.

Job classes most likely to be involved in mentoring programs

Most often mentoring is connected to individual contributors (or frontline employees). A manager is paired with an entry level employee in a different department. The mentor gives the mentee an introduction to the organization, serves as a confidant, provides different perspectives on career paths, and gives advice.

Type of employee most likely to be formally mentored

Fast track future leaders are the most likely to be formally mentored according to Mr. Boxer. Today it is common to find that organizations are concerned with building their bench of future leaders. Therefore, in order to ensure they have a competent “bench” they will mentor these

Strategies to Incorporate Mentoring for People with Disabilities

individuals over time to ensure that when they are needed they are knowledgeable of their position. Mr. Boxer stated that research has shown an employee is more likely to stay with a company if they are connected with someone within their first 90 days of employment. Fast track employees might also be involved in group mentoring where a senior level employee tells them the ins and outs of the company or informally tells them the “rules” of the game.

Does size of company matter in determining how employees will be trained/guided

Mr. Boxer mentioned that smaller companies tend to spend less on training and mentoring opportunities because they require time, money, effort and a certain level of sophistication around HR practices. Mentoring does increase the likelihood an employee will stay with a company, so it makes for a good retention tool Mr. Boxer feels. He also stated that if an employee feels connected to a company after being trained/mentored, even though there might not be a promotion upon completing a program, they will have improved skills and feel more confident within their current role.

Types of mentoring programs that are most popular and why

The purpose of a mentoring program is to retain employees. Other reasons include diversity, career development and knowledge management. A program’s success and popularity depends on its focus. If a company is trying to increase their diversity initiatives, more of the participants will be women for example or other minority mentees. Another example: baby boomers who are nearing retirement, they make great mentors to transfer the organizational knowledge they’ve learned over time and passing this first hand down to their subordinates before they retire.

Familiar with reverse mentoring

Mr. Boxer is familiar with the concept of reverse mentoring and some of his clients do have reverse mentoring programs; however, Mr. Boxer wishes to obtain their permission first before providing names for this paper.

Organization’s role in promoting mentoring programs

Strategic Partners Inc. conducts key studies centered around mentoring which is available on their website. Also for National Mentoring month in January, Strategic Partners, Inc. conducts a web cast on the latest mentoring information. They also participate in conferences on the subject and sponsor a “Mentoring the Mentors” group for their clients who are responsible for

Strategies to Incorporate Mentoring for People with Disabilities

implementing mentoring initiatives in their respective companies/agencies where they discuss what works well in the programs they have in place, what does not, how to change it, and so forth.

Summary of Key Points

About 75% of the programs Strategic Partners, Inc. works with have some form of mentoring initiative in place. Most of their clients include the federal government and Fortune 1000 companies. The purpose of a mentoring program is to retain employees yet other reasons do include diversity, career development, and knowledge management. Mentoring does increase the likelihood an employee will stay with a company- so it makes for a good retention tool Mr. Boxer feels. He also stated that if an employee feels connected to a company after being trained/mentored, even though there might not be a promotion upon completing a program, they will have improved skills and feel more confident within their current role. A program's success and popularity depends on its focus and how it is implemented.

3) Paula Watts, DC SCORE

Types of mentoring programs offered by agency

The Service Core of Retired Executives (SCORE) offers one-on-one mentoring primarily, but team visits and group seminars are also part of their program for mentees as needed. SCORE offers in person as well as e-mentoring programs (started in 1996).

Brief overview of the program(s)

SCORE is a national organization that provides one-on-one and occasionally group mentoring to individuals interested in starting their own businesses or individuals already running their own businesses and looking for coaching. SCORE is a partner of the U.S. Government's Small Business Administration and throughout the country has 10,500 counselors in 389 local chapters. SCORE has mentors (referred to as "volunteers" or "coaches") in a wide variety of fields.

Mentors typically volunteer one day a week to work with the mentee, and also provide time for online support. There are multiple partners starting a business, a SCORE mentor will typically work with all partners in a group mentoring relationship.

Strategies to Incorporate Mentoring for People with Disabilities

Reasons why the agency decided to have a mentoring program

SCORE started in 1963 as a national volunteer organization pulling together already-existing groups of professionals that were offering no-cost or low-cost business counseling to small businesses and entrepreneurs.

The role of a mentor inside of the organization/agency

SCORE mentors are typically retired experts from particular fields and exist outside of the organization to offer objective advice and business coaching on organizational development and other related issues. These mentoring relationships usually last for a year, and in many cases longer based on the relationship developed between the mentor and mentee.

How the program varies across different employee categories

DC SCORE employs 50 counselors, who are experts from across a number of different fields, to meet the demand of business, including government and public policy, retail, insurance, aviation, advertising and more.

Familiar with reverse mentoring

Reverse mentoring is not part of the SCORE program model.

Mentoring as synonymous with training

SCORE sees mentoring as a tool that a start-up company or organization could use to enhance its business strategy. It is not a part of the training like employee orientation would be, but SCORE perceives itself as more of an external resource.

SCORE programs offer trainings and seminars on topics including developing and refining business plans, financing and raising money, recruitment, hiring, and retention, and other business development based topics, but the coaching piece is separate from this.

Success in the context of mentoring programs

There is no evaluation process in place to assess whether or not a pairing is working.

Expectations of employees involved in the program

N/A

Strategies to Incorporate Mentoring for People with Disabilities

Other forms of workplace support groups

Because of their work with small businesses the organizations SCORE works with do not have workplace support groups.

Employees and participants with disabilities

In the past, DC SCORE has had volunteers with disabilities and some entrepreneurs with disabilities who were looking for coaching, but doesn't track those numbers.

Summary of Key Features

DC SCORE is a mentoring program, sponsored by the Small Business Administration, designed to help coach and educate entrepreneurs with the goal of helping small businesses succeed in achieving long-term growth.

4) Karen Simpson, Center for Learning, Executive Resources and Policy Analysis (CLERPA), Office of Personnel Management (OPM)

The connection to mentoring programs

OPM does not dictate the specifics of the various departments of the federal government and their various agencies and offices. Their role is to provide support and information on promising and best practices that meet the needs of the complex world of the federal government. They serve as an intermediary/supportive organization focused on the federal government community. In this role OPM collects information from the agencies providing mentoring programs and comes up with guidance (not tied to any law or regulation) for agencies in the federal government wanting to develop mentoring programs.

Number of agencies engaging in mentoring

OPM does not have a firm number as to the number of agencies in the federal government that have mentoring programs. They did indicate, however, that the number has been growing in the past few years.

Strategies to Incorporate Mentoring for People with Disabilities

Variance in mentoring programs based on size or sector of agency

Mentoring programs exist at small agencies as well as large agencies. OPM has found that size of an agency or particular sector has no real impact on whether or not they have a mentoring program.

Job classes that are most likely to be involved in mentoring programs

Some mentoring programs, like the Candidate Development Programs sponsored by the Department of Justice (which are required to have mentoring as a component), focus only on higher GS level employees, looking to become SES level employees. Other programs, such as programs hosted by NASA, and the State Department, make themselves available to whoever is interested in being mentored.

The most likely groups of employees to be formally mentored

It depends on the structure of the program that the agency puts in place. In some agencies, programs are developed that only enlist the fast track future leaders. In other agencies, it doesn't matter and anyone can get involved, regardless of years in the agency or GS level.

Expectations of the programs

The overall expectations of the various programs of Departments that have embraced mentoring as a key strategy are primarily to focus on the professional development of the mentee. The goals of these programs to this point have highlighted increased recruitment, retention, and the need for succession planning as the primary expectations for mentoring programs. OPM has not encountered any formal focus of return on investment in terms of the established reporting requirements.

Most popular types of mentoring programs

OPM has identified the traditional model of mentoring as the one that is most popular overall. Some agencies are moving toward e-mentoring so that employees in agencies with offices throughout the country can participate and be mentored by individuals off-site. They have not identified a strong focus on the development of diversity development of the workforce or the use of social networking that are both used within the private sector as companion strategies to support formal mentoring programs.

Strategies to Incorporate Mentoring for People with Disabilities

Familiar with Reverse Mentoring

Yes, but have not found it to be a part of programs sponsored by the federal government.

Role of this organization/agency in promoting mentoring programs

OPM, as an Intermediary support organization, is not necessarily “promoting” mentoring programs. Rather, they are currently working on developing guidance about best practices and “how-to’s” for federal agencies wanting to create mentoring programs.

Summary of Key Points

The Office of Personnel Management has been pulling together best practices across agencies in an attempt to issue guidance about mentoring inside of the federal government. The Office of Personnel Management has been pulling together best practices across agencies in an attempt to issue guidance about mentoring inside of the federal government. They have not been completed yet (but if they are finished by the publication of this document, they will be included.)