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Mentoring Guidelines For State DOT Leadership Enhancement And Development

OBJECTIVE: The objective of this search was to find information on mentorship programs in State Departments of Transportation (DOTs), other localities and in the private sector. Evidence of formal mentoring programs (sometimes referred to as “sponsors” or “coaches”) were found at 23 state departments of transportation. The popular business literature reveals an overabundance of books and articles on mentoring programs, however, the objective of this search was to find a representative sample of such works, not an exhaustive list of thousands of citations. This search focused on how to establish a mentoring program, mentor/mentee relationships, and leadership enhancement through mentoring.

SEARCH STRATEGY: This search was limited to English-language books and articles published from 2010-2015. Key terms for this search included all forms of the following: mentor, mentoring, mentorship, guidelines, guides, transportation, leadership, enhancement, development, expectations, competencies, management, strengths, weaknesses, values, behaviors, and decision-making.

DATABASES SEARCHED: The following subscription databases were searched: ASCE, NTIS, TRID, Google State DOT Search Engine, EBSCO Business Book Summaries, Books 24x7, EBSCO Regional Business News, EBSCO eBooks, EBSCO Business Source Complete.

CITATION ORDER: Duplicate citations were removed and remaining citations were placed into one of the following five categories: State DOT Publications, Mentoring Programs at DOTs, Publications: Other Localities, Publications: Private Sector, and Relevant Business Book Summaries.

NOTES: A search of the business literature from 2010-2015 revealed over 2,700 relevant publications, however, many dealt with special populations or groups (women, minorities, millennials) or forms of mentoring (virtual, informal, reverse, peer, negative, etc.) Some citations were more academic and less practical. Most of those “specialized” citations were omitted. The library can provide those citations if needed in a subsequent searches.

SEARCH REQUESTS

Search Requests are comprehensive literature searches. Resources cited include state DOT reports, peer-reviewed articles from TRB and other key publishers, and other timely and reliable sources. If available, links to full-text online documents are included. Due to copyright law and practical considerations, items cited may not be freely accessible online, however, they may be held in the library’s collections. In most cases items that are not held can be borrowed through the library’s Interlibrary Loans service. Request documents by contacting us at: Library@VDOT.Virginia.gov or (434) 293-1902.

RESEARCH SYNTHESIS BIBLIOGRAPHY

The VDOT Research Library also offers a service combining a literature search with analysis and synthesis. The RSB is designed to provide a customized search for information on a critical topic that is authoritative, confidential, objective and nonpartisan. The RSB includes an exhaustive literature search (using both subscription and freely accessible sources), excerpts from key documents, and interviews and contact information of known subject experts. RSBs usually take 4-6 weeks to compile. To request an RSB, please contact Ken Winter, Ken.Winter@VDOT.Virginia.gov or call (434) 962-8979.

CONTENTS:

<u>STATE DOT PUBLICATIONS</u>	P. 3
<u>MENTORING PROGRAMS AT DOTS</u>	P. 4
<u>PUBLICATIONS: OTHER LOCALITIES</u>	P. 5
<u>PUBLICATIONS: PRIVATE SECTOR</u>	P. 9
<u>RELEVANT BUSINESS BOOK SUMMARIES</u>	P. 34

NOTICE: Abstracts listed in this bibliography are copyrighted by the respective publishers and are subject to all applicable copyright protection under the laws of the United States and other countries.

STATE DOT PUBLICATIONS: The following citations relate directly to state departments of transportation. They are listed in alphabetical order by title, not in order of relevance, with key terms highlighted for context. ([Return to Contents...](#))

2013 IOWA DOT ENGINEERING INTERN DEVELOPMENT AND MANAGEMENT PROGRAM.

CITATION: Shauna Hallmark, Larry Cormicle and Matt Rouse. , 2013. 52p.

ABSTRACT: Iowa State University, Ames, Institute for Transportation, Ames, IA, 50010-8664, United States Iowa **Department of transportation**, 800 Lincoln Way, Ames, IA, 50010, United States Federal Highway Administration, 1200 New Jersey Avenue, SE, Washington, DC, 20590, United States; The Institute for Transportation (InTrans) at Iowa State University (ISU) developed an internship **mentoring** program in collaboration with the Iowa **Department of transportation** (DOT) to provide additional **mentorship** to both student interns and Iowa DOT intern managers. For the summer 2013 Iowa DOT Engineering Intern Development and Management Program, this report summarizes the following: **Mentoring** activities conducted by ISU; Results of the different intern program success assessments that were conducted; Experiences, lessons learned, and recommendations; and Program benefits that were realized.

ACCESS: http://publications.iowa.gov/15276/1/IADOT_InTrans_13-464_intern_dev_mgmt_program.pdf

CAN A GOVERNMENT-WIDE MENTORSHIP PROGRAM WORK?

CITATION: Allison Primack, Andrew Krzmarzick and Kathy Wentworth Drahosz. , Public Manager, 2012. 48-52.

ABSTRACT: The article discusses issues related to effectiveness of a virtual, government-wide **mentoring** program in the U.S. As stated, program participants' achievements tended to follow two overarching themes which include developing new contacts and gaining strategies for achieving career growth and development. It states that in March 2011, GovLoop online community connecting more than 50,000 public sector professionals set out to explore the creation of a government-wide **mentoring** program and for it approached The Training Connection (TTC), a small, woman-owned business that runs more than 50 simultaneous **mentor** programs in federal agencies.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=76384516&site=ehost-live&scope=site>

DESIGN MENTORING TOOL.

CITATION: Bob McCullough and Walter Land. , Purdue University, Joint Transportation Research Program, Indiana Department of transportation, Federal Highway Administration, 2011. 10p.

ABSTRACT: In 2004 a design engineer on-line **mentoring** tool was developed and implemented. The purpose of the tool was to assist senior engineers **mentoring** new engineers to the **Indiana Department of transportation (INDOT)** design process and improve their technical competency. This approach saves senior engineers time while developing a consistent **mentoring** approach and standardizing technical knowledge in road and bridge design. It is a self-guided tool that utilizes multi-media and web-based technologies, trains engineers in the design process and provides resources to use for developing plans and specifications. Available resources include **INDOT** design practices, design standards, design memos, specification and construction standards, procedures, and check lists. When this tool was developed the Design Manual was under development. Therefore, the tool could not link to the Design Manual but to excerpted sections extracted from the Manual. Now active linking to this Manual is possible. Additionally other resources used in the design process: design standards, design memos, design procedures and checklists should be accessible in the various topics. These current resources have also influenced the technical content for the current 12 topics. An upgrade was performed to deal with these needs and to make the tool a living one, that is where future revisions in resources can be incorporated without a major overhaul to the application.

ACCESS: <http://dx.doi.org/10.5703/1288284314243> OR <https://engineering.purdue.edu/JTRP/files/3421-Technical-Summary.pdf>

WORKFORCE EXCELLENCE PROGRAM: COMPREHENSIVE WORKFORCE PLANNING MODEL FOR TRANSPORTATION AGENCIES.

CITATION: Amanda Holland R. , Transportation Research Board, 2013. 17p.

ABSTRACT: Strategic recruitment of vital positions, retention of highly skilled and motivated employees, and effective training and development rank foremost in the **Alaska Department of transportation** and Public Facilities' (DOT&PF) commitment to workforce planning. This paper describes the design, development, and initial implementation of the Workforce Excellence Program, which is currently a work in progress. Performance measures and results will be reported as the program matures. Transportation challenges include: Alaska Marine Highway connects 33 coastal communities via 3,500 waterway miles; Aviation operations include two international airports and 252 rural airports; approximately 82% of communities are not served by roads; and Diverse and extreme geologic and climate conditions. The Workforce Excellence

Program incorporates workforce data with an annual environmental scan to forecast future transportation workforce needs. The program's focus includes: 2011 – training and development; 2012 – recruitment and retention; and 2013 – knowledge transfer and career awareness. Recent DOT&PF training and development successes include: Construction Management Graduate Certificate through University of Alaska and the Alaska University Transportation Center focusing on leadership and project management skills – credits can be applied to Master's Degree; American Association of Airport Executives Certified Member program (AAAE CM) – professional airport management credential; Standards of Training Certification and Watchkeeping for Seafarers (STCW) training – international qualification standards for masters, officers and watch personnel; and Online Supervisor Toolkit. **Over the next 12 months, DOT&PF will implement a Mentorship program and the Leadership Development Program.** Additional online resources and tools will also be made available to department employees. Workforce Excellence strives to identify and implement workforce development best practices in the transportation industry.
ACCESS: <http://docs.trb.org/prp/13-1088.pdf>

MENTORING PROGRAMS AT DOTs: A quick search shows evidence of past or current mentoring programs (or “similar” programs) at state DOTs, or indicates that a state DOT has considered the need or potential of a mentoring program. ([Return to Contents...](#))

Alaska

<http://ine.uaf.edu/autc/files/2012/05/309038.Perkins.-Final-Report.pdf>

Arkansas

https://www.arkansashighways.com/Magazine/2015/Mar/ARHighwaysMagazine_March2015_web_spreads.pdf

California

<http://www.dot.ca.gov/hq/bep/calmentorprm.html>

Florida

https://www.google.com/url?q=http://fdotwp1.dot.state.fl.us/ProceduresInformationManagementSystemInternet/FormsAndProcedures/ViewDocument%3FtopicNum%3D010-000-050&sa=U&ved=0CAgQFjACOApqFQoTCOLCsNz04MqCFQh3PgodyCIFsQ&client=internal-uds-cse&usq=AFQjCNFk_HP_LPLHEMNFeK8iRYRzb7DmHQ

Idaho

http://www.itd.idaho.gov/transporter/2004/013004_Trans/013004_Mentoring.html

Kansas

<http://www.ksdot.org/Assets/wwwksdotorg/bureaus/offTransInfo/TRANSLIN/February/February08.pdf>

Kentucky

Maine

<https://www.google.com/url?q=http://www.maine.gov/mdot/civilrights/docs/dbe/DBE2016DraftGoal.docx&sa=U&ved=0CAgQFjACOBRqFQoTCJ6GorCI4cgCFYmsPgod7t8ISQ&client=internal-uds-cse&usq=AFQjCNGtIyaJWoRHSB3w6xPn0WRXiV2ZPA>

Maryland

<http://www.sha.state.md.us/OC/AnnualReportFY2007.pdf>

Massachusetts

http://baystateroads.eot.state.ma.us/tech_note_uploads/824b404e940285cfd2cf62847c96656c.pdf

Michigan

<http://www.michigan.gov/mdot/0,4616,7-151-66961---F,00.html>

Minnesota

<http://www.newline.dot.state.mn.us/archive/02/mar/27.html>

<https://www.mdt.mt.gov/publications/docs/newsletters/dbenewsletter/2004/dbefeb04.pdf>

Missouri

<http://www.modot.org/EqualOpportunity/documents/Brochure032008.pdf>

<http://www.modot.org/documents/ERMWnewsletter0213.pdf>

Nevada

http://www.nevadadot.com/uploadedFiles/NDOT/About_NDOT/NDOT_Divisions/Administration/Contract_Compliance/Appendix%20J%20Qualitative%20Information%2008262013.pdf

New Hampshire

http://www.okladot.state.ok.us/projmgmt/ec_1556/EC-1556-LEIDOS%20ENGINEERING,%20LLC-May%202014.pdf

New Jersey

<http://www.state.nj.us/transportation/refdata/research/pdf/Research%20Strategic%20Plan%20.pdf> (page 11)

North Carolina

<https://connect.ncdot.gov/resources/Specifications/2006GeneralandMunicipalConstructionProjects/SP1G75.pdf>

North Dakota

<https://web.archive.org/web/20150906003454/http://www.dot.nd.gov/divisions/civilrights/docs/titlevii/eo-affirmative-action-plan.pdf>

Ohio

<https://www.dot.state.oh.us/Divisions/Communications/transcript/Transcript%20Archive/transMay04.pdf>

Oklahoma

http://www.okladot.state.ok.us/projmgmt/ec_1556/EC-1556-LEIDOS%20ENGINEERING,%20LLC-May%202014.pdf (page 5, 23)

Oregon

<http://www.oregon.gov/ODOT/CS/CIVILRIGHTS/docs/agencystatewidementoringplan.pdf>

South Dakota

<http://www.sddot.com/resources/reports/FY2010AnnualReport.pdf> (page 3, 21)

Utah

<https://www.udot.utah.gov/main/uconowner.qf?n=17264029560082738> (page 7)

Washington

<http://www.wsdot.wa.gov/NR/rdonlyres/F00E409F-97F6-42CE-AF87-7C5B29B2A423/0/June200890208StrategicPlanUpdateevers6FINAL63008.pdf>

PUBLICATIONS: OTHER LOCALITIES: The following citations are for publications relating to other localities. They are listed in alphabetical order by title, not in order of relevance, with key terms highlighted for context. ([Return to Contents...](#))

ACHIEVING SUCCESS THROUGH MENTORS.

CITATION: Arthur Lazarus. , Physician Exec., 2012. American Association of Physician Leadership. Vol. 38, No. 1, 42-46.

ABSTRACT: An essay is presented on giving credit to **mentors** for one's success. It notes that the knowledge

imparted by **mentors** are more helpful than any lessons learned in a textbook or classroom. The author mentions the lessons he learned from his **mentors** that led him to success which include how business practices could impact health care delivery, how to become a psychotherapist, and how doctors face moral dilemmas when making treatment recommendations.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=70548713&site=ehost-live&scope=site>

AITD's MENTORING PROGRAM.

CITATION: Anonymous , Training & Development (1839-8561), 2015. Copyright Agency Limited. Vol. 42, No. 5, 27-27.

ABSTRACT: The article focuses on the **Mentoring** Program of training association Australian Institute of Training and Development (AITD) in New South Wales. Topics discussed include an overview of the **Mentoring** Program, its objective to integrate successful and experienced professionals with the AITD members, and the dynamic relationship between **mentors** and **mentees** under the program.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=110377256&site=ehost-live&scope=site>

ASSESSING THE MARINE CORPS MENTORSHIP PROGRAM: PLANNED VS. ACTUAL USE AND PERCEIVED EFFECTIVENESS.

CITATION: Rauschelbach, D. Naval Postgraduate School, Monterey, CA. Graduate School of Business and Public Policy, 2013, 123p.

ABSTRACT: This research will describe and assess the Marine Corps **Mentoring** Program (MCMP). The MCMP is meant to help shape future leaders, increase unit cohesion, reinforce solidarity, foster relationships of genuine concern, and better prepare Marines to handle the increased challenges of today's operational climate. This research will document the motivation, goals, and implementation plan of the program, and assess the extent to which the actual implementation is consistent with the plan. It will examine how extensively the program is used and also examine **mentors'** and **proteges'** assessments of the program. These data are used to compare the MCMP planned versus the actual implementation and perceived effectiveness to make recommendations for improving any identified shortcomings. Anonymous responses to an electronic survey were collected from Marines officers from the Naval Postgraduate School, as well as various ranks of Marines stationed in the fleet. The main objective of this research is to assess the extent to which the MCMP is perceived to meet its stated goals. This research documents the objectives of the MCMP and assesses the planned against the actual implementation, examines the extent to which the program is used in terms of frequency and type of **mentoring**, and assesses Marines' perceptions of the effectiveness of the directed MCMP.

ACCESS: <https://ntrl.ntis.gov/NTRL/dashboard/searchResults.xhtml?searchQuery=ADA579957>

A BENCHMARKING STUDY OF EFFECTIVE MANAGERIAL RECRUITMENT AND RETENTION PRACTICES IN TRANSIT-RELATED INDUSTRIES.

CITATION: Candace Cronin, Lance Anderson and Brian Cronin Eric. , Transportation Research Board, 2010. 19p.

ABSTRACT: Given the increased shortage of qualified managers in bus fixed-route and paratransit agencies, ICF was contracted by the Transit Cooperative Research Program (TRCP) to identify practical recruitment, development and retention solutions. This paper highlights the results of the literature review and benchmarking portions of this project. For the literature review, we assembled information from over 37 independent articles, including six meta-analytic studies of over 100 primary research studies. The following five workforce issues were specifically addressed: Recruiting diverse management staff; selection and placement; restructuring of benefits and policies; retaining staff; succession planning; and training and developing staff. The paper also reviewed existing benchmark data and conducted a benchmarking study of 15 private and public sector organizations including other transportation related (e.g., rail; freight) and utility companies. A telephone focus group format was used to conduct the benchmarking study. Strategies from the study to-date indicate agencies should: (1) increase awareness of competitor organizations; (2) involve employees in self development; (3) identify high potentials early; (4) network for recruitment sources; (5) create career paths and development plans; (6) establish a diverse talent pipeline; (7) strike a balance of internal and external talent; (8) create **mentoring** relationships; (9) capitalize on existing training programs; (10) rebrand; (11) provide honest job information; (12) reduce competency gaps through training; (13) develop targeted recruitment strategies and (13) gather employee data. Specific examples of these strategies will be discussed.

ACCESS: To request this document contact Barb.Neyman@VDOT.Virginia.gov

DEVELOPING ADAPTIVE JUNIOR LEADERS IN THE ARMY NURSE CORPS.

CITATION: VanFosson, C. Army Command and General Staff Coll., Fort Leavenworth, KS., 2012, 173p.

ABSTRACT: Senior Army leaders today struggle to develop adaptive junior leaders prepared to lead in chaotic operating environments. To overcome this challenge, the Army Nurse Corps introduced the Army Nursing Campaign Plan, which is nested in the security strategies of the United States. The Army Nursing Campaign Plan made the development of adaptive Army Nurses a strategic objective for the Corps. This thesis examines the need for adaptive leaders in the Army Nurse Corps and describes the manner in which its leaders are developed today. The author analyzes these development methods and demonstrates that they do not produce the adaptive leaders needed in the future operating environment. Synthesizing information from the literature review, the author establishes that the development of adaptive junior Army Nurses is reliant upon guided self-development, which is facilitated through regular **mentoring**, coaching, and counseling. The author describes the Leadership Capabilities Map (LCM) and proposes the LCM-based counseling tool for use in the development process, ensuring that junior Army Nurses are developed in accordance with the Army Nursing Campaign Plan. Future research must focus on implementing the tool and proving its effectiveness in developing adaptive junior Army Nurses.

ACCESS: <https://ntrl.ntis.gov/NTRL/dashboard/searchResults.xhtml?searchQuery=ADA562988>

THE EFFECT OF HIGH-PERFORMING MENTORS ON JUNIOR OFFICER PROMOTION IN THE US ARMY.

CITATION: David S. Lyle and John Z. Smith. , J.Labor Econ., 2014. University of Chicago Press. Vol. 32, No. 2, 229-258.

ABSTRACT: Military assignment mechanisms provide a unique opportunity to estimate the impact of high-performing **mentors** on job advancement of their subordinates. Combining US Army administrative data with officer evaluation reports, we find that high-performing **mentors** positively affect early junior officer promotion and that early promotion probabilities rise as the duration of the high-quality mentorship increases. These effects are largest for high-ability **protégés**. Junior officers who were exposed to multiple high-performing **mentors** did not experience an additional increase in promotion rates. ABSTRACT FROM AUTHOR]; Copyright of Journal of Labor Economics is the property of University of Chicago Press and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=94985133&site=ehost-live&scope=site>

FEDERAL AGENCY FINDS SUCCESS IN GROUP MENTORING PROGRAM.

CITATION: Mindy Zasloff and Mary Ellen Okurowski. , Public Manager, 2012. 53-56.

ABSTRACT: The article focuses on the innovative group **mentoring** programs started by the U.S. National Security Agency (NSA) to adapt to the diverse, fast-paced, and different ways employees need to work together and share corporate knowledge. It states that "The Washington Post" has estimated that 60 percent of federal managers and supervisors in the U.S. will be eligible to retire in the next few years. It states that group **mentoring** focuses on learning, not promotion or favoritism and in it **mentors** and **mentees** benefit from learning goals, technology, and specific skill.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=76384517&site=ehost-live&scope=site>

FOR WOMEN ENGINEERS, MENTORING HELPS [RESOURCES_CAREERS].

CITATION: Theresa Sullivan Barger. , IEEE Spectrum, 2015. Vol. 52, No. 9, 27-27.

ABSTRACT: During Estefania Ortiz's first internship as a freshman computer science major, the Stanford University student felt frustrated, insecure, and unsuccessful. But when she sought a **mentor's** advice three-quarters of the way through her internship, she received valuable guidance on what to expect and how to salvage the experience. Managers are not like teachers, her **mentor** taught her, and she shouldn't expect encouragement and regular feedback. "This **mentor** was saying, "Pick your battles. Focus on networking." Basically, she gave me a strategy to end on a good note," says Ortiz, who begins her senior year this fall. "That conversation with my **mentor** changed my whole course." ABSTRACT FROM PUBLISHER]; Copyright of IEEE Spectrum is the property of IEEE and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=109243490&site=ehost-live&scope=site>

IMPROVING MENTORSHIP AND LEADER DEVELOPMENT IN THE US ARMY.

CITATION: Cole, J. Army War Coll., Carlisle Barracks, PA., 2012, 30p.

ABSTRACT: **Mentorship** is a critical component of the greater function of developing leadership in the U.S. Army. Even though **mentorship** finds its origins in classical Greece, it has proven to have great utility in shaping the Army leadership of today. Even so, many senior Army leaders have stated that Army **mentorship** needs improvement. As the U.S. Army returns from 10 years of persistent conflict, the time for revitalizing leader development is now. There is a renewed **vigor** to catch up on those years when leader development played second fiddle to the generation and deployment of combat forces to Iraq and Afghanistan. This research paper defines **mentorship**, examines the historical roots of **mentorship**, describes a number of successful **mentor-protégé** relationships and the phases of the **mentorship** process, and identifies the functions **mentorship** serves as a component of leader development in the Army. The paper provides a blueprint for action as the Army seeks to improve **mentorship** across the force.

ACCESS: <https://ntrl.ntis.gov/NTRL/dashboard/searchResults.xhtml?searchQuery=ADA561068>

ITE LEADERSHIP TRAINING.

CITATION: Anonymous , Institute for Transportation Engineers, 2012.

ABSTRACT: The ITE Leadership Program is different from technical training programs or commercial leadership programs. It calls for all involved (those who conceived the program, those who lead workshops, and those who participate in workshops) to have a high goal—changing our profession one person at a time through enhanced leadership at all levels. There are at least three unique hallmarks of the ITE Leadership Program, character, volunteers, and costs. Module narratives, PowerPoint slide, a leadership toolbox, and facilitator guidelines make up this impressive training series, which is comprised of 14 modules on the following topics: Module 1 – Transportation Leadership Overview; Module 2 – Having a Positive Influence; Module 3 – Creating a Shared Vision; Module 4 – Developing Leaders; Module 5 – Creating Positive Change; Module 6 – Demonstrating Character; Module 7 – Conducting Effective Meetings; Module 8 – Effective Leader Communications; Module 9 – Building Relationships with Elected Officials; Module 10 – Strategic Planning; Module 11 – Dealing with Difficult People; Module 12 – **Mentoring**; Module 13 – Identifying and Engaging Stakeholders; Module 14 – Evaluating Leadership Effectiveness.

ACCESS: To request this document contact Barb.Neyman@VDOT.Virginia.gov

MENTORSHIP: THE STRATEGIC COST OF GROWING THE BRIGADE COMBAT TEAM.

CITATION: LaNeve, C. Army Command and General Staff Coll., Fort Leavenworth, KS. School of Advanced Military Studies, 2012, 61p.

ABSTRACT: The current budgetary constraints on the Department of Defense only exacerbate an increasing concern over long-term officer professional development in this era of persistent conflict. Looming budget shortfalls are forcing the Army to reduce overall force structure. Concern has been raised over how to conduct this force reduction without losing the resiliency of the combat-tested officer corps. One of the proposals in the current debate over how to reduce Brigade Combat Team numbers in the Army is to cross-level maneuver battalions from deactivating brigades to give each Brigade Combat Team an additional maneuver battalion, in essence increasing the size of the remaining brigades to seven organic battalions. However, this monograph contends that adding a maneuver battalion could have an adverse effect on the long-term professional development of the junior officers within the Brigade Combat Team. The high operational pace of the Brigade Combat Team, coupled with the increased span of control placed on the brigade commander who now employs six organic battalions, could be further strained with an additional maneuver battalion made up of four companies. The commander will have to stretch the most important element in leader development, time, to meet the new demands on the enhanced brigade. The monograph establishes the importance that **mentorship** had in the professional development of Army strategic leaders of the past, and the continued importance it has in developing today's leaders, primarily junior officers in the position of company commander. The first part of the monograph focuses on the following historical military leaders: Generals Dwight D. Eisenhower, Omar N. Bradley, George C. Marshall, and George Patton. The second part of the monograph focuses on the implications of leader development through **mentorship** if the Army adds an additional maneuver battalion to the existing force structure of the Brigade Combat Team.

ACCESS: <https://ntrl.ntis.gov/NTRL/dashboard/searchResults.xhtml?searchQuery=ADA566894>

TRANSPORTATION ENGINEERING ADVANCEMENT AND MENTORING PROGRAM PHASE I.

CITATION: Kathleen Leonard M. , University of Alabama, Huntsville, Department of Civil and Environmental Engineering, University Transportation Center for Alabama, University of Alabama, Research and Innovative Technology Administration, 2010. 19p.

ABSTRACT: The numbers of female and minority students enrolled in engineering schools are increasing slowly; however, there are still relatively small percentages drawn to the field of transportation civil engineering. As a consequence, there is a need to educate young people about the profession to encourage

individuals from under-represented groups to appreciate the contributions of engineers to society and encourage them to become civil engineers. This summer institute project consisted of bringing middle-school students, after recommendations by their teachers, to the University of Alabama in Huntsville campus to learn about engineering as a career and to experience a variety of transportation-engineering design topics. The participants gained knowledge about the role of engineers in society and learned how engineers use their knowledge in design applications. An additional program was held this year in which the instructors visited local schools during engineers' week to promote the design build challenge held at the university in the fall. UAH female faculty members and professionals from the Society of Women Engineers acted as team **mentors**. ACCESS: <http://utca.eng.ua.edu/research/projects/?id=09306>

PUBLICATIONS: PRIVATE SECTOR: The following citations deal with mentoring in the private sector. They are listed in alphabetical order by title, not in order of relevance, with key terms highlighted for context. ([Return to Contents...](#))

THE 3 IDEAL TYPES OF PR **MENTORS, AND HOW TO FIND YOURS.**

CITATION: Stephanie Vermillion. , Public Relations Tactics, 2015. Public Relations Society of America. Vol. 22, No. 5, 8-8.

ABSTRACT: The article describes several types of public relations (PR) **mentors** and offers tips on choosing one.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=108922241&site=ehost-live&scope=site>

5 TIPS FOR FINDING A GREAT **MENTOR.**

CITATION: Anonymous , Administrative Professional Today, 2013. Business Management Daily (a division of Capitol Information Group). Vol. 39, No. 8, 5-5.

ABSTRACT: The article presents a discussion on the means to find a great **mentor** that can help to boost one's salary and happiness, adapted from the article "Feed Your Career Octopus: Tips for Finding (and Keeping) Awesome **Mentors**" by Meredith C. Fineman in "Fast Company."

<https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=89173288&site=ehost-live&scope=site>

5 TOP TIPS ON WORKING WITH A **MENTOR.**

CITATION: Anonymous , Travel Weekly (UK), 2013. TW Group Limited. No. 2189, 42-42.

ABSTRACT: The article offers several helpful tips when it comes to working with a **mentor** in the travel industry. It notes that **mentoring** is becoming popular in several industries as a means of helping to support and develop workers in their careers. The global hospitality and tourism training specialist HT Training and **Coaching** is featured.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=91743587&site=ehost-live&scope=site>

7 RULES FOR **MENTORING SUCCESS.**

CITATION: Judy Corner. , Leadership Excellence Essentials, 2013. HR.com, Inc. Vol. 30, No. 12, 26-26.

ABSTRACT: The article discusses seven rules to achieve success in **mentoring** program. To achieve effective **mentoring**, the article stresses the need for **mentors**, **mentees**, and program administrators to understand their roles and be given guidance to achieve that understanding. Communicating the business objectives tied into **mentoring** program is advised as well as gaining interest and support from management.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=92774620&site=ehost-live&scope=site>

"IF THESE WOMEN CAN DO IT, I CAN DO IT, TOO": BUILDING WOMEN ENGINEERING LEADERS THROUGH GRADUATE PEER **MENTORING.**

CITATION: Bhatia, S., Amati, J. Leadership Manage. Eng. 10, SPECIAL ISSUE: Women in Civil Engineering, 2010, 174-184.

ABSTRACT: To address the dropoff of women in engineering at the graduate level, the Women in Science and Engineering (WiSE) program at Syracuse University collaborated with the Graduate School and Colleges of Engineering and Computer Science and Arts and Sciences to create a program for women graduate students in science and engineering. This paper provides an overview of available data on women in engineering and of the barriers they encounter. It then discusses the authors' experiences with the WiSE Future Professionals Program (WiSE-FPP). Assessment data showed that WiSE-FPP provided a strong peer support network for

program participants and gave the women an opportunity to engage with other women in STEM going through the same experiences. The peer **mentoring** offered by the program helped address barriers of isolation and the lack of successful women role models at the graduate level.

ACCESS: [http://dx.doi.org.vdot.idm.oclc.org/10.1061/\(ASCE\)LM.1943-5630.0000081](http://dx.doi.org.vdot.idm.oclc.org/10.1061/(ASCE)LM.1943-5630.0000081)

ADAPTING MENTORSHIP ACROSS THE PROFESSIONS: A FIJIAN VIEW.

CITATION: Donasiano Ruru, Kabini Sanga, Keith Walker, et al. , International Journal of Evidence Based **Coaching & Mentoring**, 2013. Oxford Brookes University. Vol. 11, No. 2, 70-93.

ABSTRACT: This paper describes three **mentorship** workshops facilitated in Fiji, which were part of 11 such sessions recently conducted throughout the Pacific island region. The authors investigated the findings that emerged in these three workshops as part of an ongoing leadership initiative co-sponsored and cofunded by five institutions: Leadership Pacific, the Pacific Co-operation Foundation, the Social Sciences and Humanities Research Council of Canada, the University of Saskatchewan, the University of the South Pacific, and Victoria University of Wellington. Workshop attendees represented a variety of professions and occupations from educational, health care, government, and religious organizations. The researchers achieved their purpose by facilitating the three cohorts of Fijian leaders to begin to develop an adaptive **mentorship** approach that resonated with the attendees. The authors also extracted findings that could inform future research investigating how leaders representing different cultures and professions could adapt a generic **mentorship** model to create unique frameworks with the potential to enhance **mentoring** practice in their respective situations. ABSTRACT FROM AUTHOR]; Copyright of International Journal of Evidence Based **Coaching & Mentoring** is the property of Oxford Brookes University and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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ADVANCES IN TRANSPORTATION AGENCY KNOWLEDGE MANAGEMENT.

CITATION: John Halikowski S, Becky Burk, Lori Dabling, et al. , Arora and Associates, P.C., American Association of State Highway and Transportation Officials (AASHTO), National Cooperative Highway Research Program, Transportation Research Board, 2014. 273p.

ABSTRACT: This report summarizes the findings from a scan workshop of Knowledge Management (KM) within transportation agencies and other organizations. The purpose of this scan was to identify and document successful KM practices and identify additional needs to advance KM in transportation agencies. A wide range of KM strategies and programs were discussed, including: Workforce Planning techniques to anticipate and address anticipated gaps in critical expertise; Recognition Programs to reinforce organizational values of knowledge sharing and teamwork; Communities of Practice that bring together groups within specific content or functional areas to share knowledge, support each other, and develop practice improvements; Knowledge Capture Methods to codify, document, and retain valuable lessons learned and other know-how from employees with years of experience and/or highly specialized and unique expertise; Team Learning Techniques to ensure that project teams learn from experience prior to starting work and take the time during the project to document lessons for use in future initiatives; **Mentorship** Programs to provide on-the-job support to help less experienced staff get up to speed; and Information Management strategies to define common terminology across the organization and ensure that critical information (e.g., policies, procedures, and business processes) is accessible and usable. The report is organized in three major sections. The first presents the scan team's key findings, with relevant examples from the presentations and background material provided by participants. The second provides a brief summary of KM strategies, based on the scan's findings, that state departments of transportation (DOTs) can consider. The final section presents strategies and actions the scan team identified for disseminating the scan's findings and fostering adoption of beneficial KM practices. Appendices provide scan team contact information, scan team biographical sketches, key contacts, desk scan results, amplifying questions, and scan participant responses to amplifying questions.

ACCESS: http://onlinepubs.trb.org/onlinepubs/nchrp/docs/NCHRP20-68A_12-04.pdf

ADVENTURES IN MISPLACED MENTORING.

CITATION: HERBERT JACK ROTFELD. , J.Consumer Aff., 2010. Wiley-Blackwell. Vol. 44, No. 1, 265-270.

ABSTRACT: As listed in an appendix to this editorial, JCA has published a number of articles and commentaries of cautionary guides for researchers. But a more basic issue comes from lapses in the students' doctoral education, or, as one member of the editorial board once put it, the lost practice of student **mentoring** which also applies to the lost guidance for new junior faculty. ABSTRACT FROM AUTHOR];

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ARE YOU AN EFFECTIVE MENTOR?

CITATION: Anonymous , Managing People at Work, 2014. Business Management Daily (a division of Capitol Information Group). Vol. 1, No. 8, 3-3.

ABSTRACT: The article offers information on how to become an effective **mentor** in the workplace. According to Lisa Quast, an author and the president of Career Woman Inc. as well as the founder of the Wing to Wing Women's **Mentoring**, it takes an investment of time and a lot of patience to be an effective **mentor**. Several issues to consider before taking the role of a **mentor** are presented.

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ARE YOU LOSING IT?

CITATION: LIS MERRICK. , **Coaching** at Work, 2015. **Coaching** at Work Limited. Vol. 10, No. 3, 55-55.

ABSTRACT: The article presents an overview of the effectiveness of **mentoring** in spearheading the knowledge management of organizations in Great Britain. The author states that **mentoring** is very effective when it comes to the effectual transition of work experience to wisdom and action in the work environment. Moreover, ways on how **mentoring** can boost knowledge productivity are also mentioned.

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ARE YOU MY MENTOR? INFORMAL MENTORING MUTUAL IDENTIFICATION.

CITATION: Elizabeth Torney Welsh, Devasheesh Bhavne and Kyoung yong Kim. , Career Development International, 2012. Vol. 17, No. 2, 137-148.

ABSTRACT: Purpose |!|#8211; The purpose of this study is to understand the extent to which potential **mentors** and prot!|#233;g!|#233;s agree that an informal **mentoring** relationship exists. Because these relationships are generally tacitly understood, either the **mentor** or prot!|#233;g!|#233; could perceive that there is a **mentoring** relationship when the other person does not agree. Whether gender affects this is also to be examined. Design/methodology/approach |!|#8211; Individuals were asked to identify their **mentoring** partners. Each report of a partner was then compared to the partner!|#39;s list to determine whether there was a match (i.e. both reported the relationship as an informal **mentoring** relationship) or a mismatch (i.e. where one partner reported the relationship as an informal **mentoring** relationship but the other did not). This pattern of matches and mismatches was then analyzed to determine level of matching and gender differences. Findings |!|#8211; There is little agreement between **mentoring** partners: neither potential prot!|#233;g!|#233;s nor potential **mentors** were very accurate at identifying reciprocal informal **mentoring** partners. However, gender was not found to be related to different levels of matching. Originality/value |!|#8211; Previous work has not examined whether potential informal **mentoring** partners perceive the relationship in the same way. This has implications for employees who are depending upon their **mentoring** partners for support that may not be forthcoming because the partner does not view the relationship similarly. The findings also have implications for researchers, particularly when studying **mentoring** relationships from only one perspective and implicitly assuming agreement between partners. ABSTRACT FROM AUTHOR]; Copyright of Career Development International is the property of Emerald Group Publishing Limited and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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ARE YOU MY MENTOR? NEW PERSPECTIVES AND RESEARCH ON INFORMAL MENTORSHIP.

CITATION: Julie M. James, Ashley Rayner and Jeannette Bruno. , Journal of Academic Librarianship, 2015. Vol. 41, No. 5, 532-539.

ABSTRACT: The goal of this study was to investigate the characteristics and perceived value of informal **mentorship** by conducting a survey of academic librarians and non-librarians with MLIS degrees in Illinois. The

body of literature surrounding informal **mentorship** comprises of a very small portion of that which relates to **mentorship** in general. The literature often presented problematic definitions and posed questions of legitimacy as informal **mentorship** has qualities that have been cited as examples of poor **mentoring** relationships. Our survey data highlighted characteristics of informal **mentoring** relationships and suggested that informal **mentorship** has been considered as valuable and more widely accessible to **mentees** than formal **mentorship**. ABSTRACT FROM AUTHOR]; Copyright of Journal of Academic Librarianship is the property of Elsevier Science Publishing Company, Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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THE ART OF BEING MENTORED.

CITATION: Anonymous , Supply Management, 2010. Vol. 15, No. 3, 19-19.

ABSTRACT: The article provides answers to a question on the possible questions that can be asked to a **mentor** to improve career as procurement buyer.

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ART OF MENTORING.

CITATION: Marshall Goldsmith and Patricia Wheeler. , Leadership Excellence Essentials, 2014. HR.com, Inc. Vol. 31, No. 2, 37-37.

ABSTRACT: The article presents a personal after-action review for organizational **mentoring** that consist of three basic questions. These questions are what has the person set out to accomplish for the year, what did the person actually do during the year, and what did the person learn during the year. The author stresses that the primary goal of **mentoring** is learning.

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ATTRACTING GREAT MENTORS: SEVEN STRATEGIES TO CULTIVATE.

CITATION: Judy Vogel and Susan Finkelstein. , OD Practitioner, 2011. Organization Development Network. Vol. 43, No. 3, 18-24.

ABSTRACT: The article discusses the behaviors, beliefs, and attributes, collectively called the Seven Strategies, which draw people into **mentorship**. It highlights the strategies based taken from the findings of an interview-based project which include deepening one's capacity for discernment, cultivating social skills, and being proactive and courageous. It explores how **mentorship** has benefited people and their groups and notes that these strategies are based on self managed and self initiated behaviors.

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BE A MENTOR.

CITATION: Wayne Turk. , Defense AT&L, 2011. Defense Acquisition University. Vol. 40, No. 5, 64-66.

ABSTRACT: The article presents strategies that project managers (PM) in the defense acquisition industry in the U.S. can consider to establish a successful **mentoring** career. The author notes that **coaching** and **mentoring** are not the same but are related. He relates that **mentors** are usually senior managers that has the knowledge of the organization's structure, policies, and politics. He mentions that **mentoring** which leads to special treatment can cause jealousy in the workplace.

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BECOMING AN EFFECTIVE MENTORING LEADER: PROVEN STRATEGIES FOR BUILDING EXCELLENCE IN YOUR ORGANIZATION.

CITATION: Anonymous , HR Professional, 2013. Vol. 30, No. 4, 52-52.

ABSTRACT: The article reviews the book "Becoming an Effective **Mentoring** Leader: Proven Strategies for Building Excellence in Your Organization," by William Rothwell and Dr. Peter Chee.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=87553817&site=ehost-live&scope=site>

BEGIN WITH THE END IN MIND.

CITATION: Lois J. Zachary and Lory A. Fischler. , T+D, 2011. Association for Talent Development. Vol. 65, No. 1, 50-53.

ABSTRACT: Clarifying and articulating learning goals is indispensable to the success of a **mentoring** relationship. While some **mentees** come to a **mentoring** relationship with well-defined goals, it is more the exception than the rule. Most **mentees** come with a general idea about what they want to learn. That idea becomes the starting point for a **mentor's** assistance in the goal-setting process. "Starter goals" are the initial goals a **mentee** brings into a **mentoring** relationship. They are usually not fully developed at this point and need work to turn them into SMART **mentoring** goals. If they are too broad, neither the **mentor** nor **mentee** will be satisfied with the learning process, the learning outcome, or the **mentoring** relationship. If they are not mutually agreed upon, the **mentor** and **mentee** may be working at cross purposes to try to achieve them. The bottom line is this: Begin with the end in mind. When **mentees** lack well-defined goals, goal setting must be the first priority, and the **mentor's** immediate task is to assist the **mentee** in clarifying and defining goals. This must be completed before the work of the relationship begins in earnest. The second priority is to keep the momentum going and to use the goals to benchmark progress and stay on track. ABSTRACT FROM PUBLISHER]; Copyright of T+D is the property of Association for Talent Development and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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BENEFITS OF MENTORING.

CITATION: Mary Shaub. , Retirement Advisor, 2015. ALM Media, LLC. Vol. 16, No. 10, 48-48.

ABSTRACT: The article presents benefits of **mentoring** for **mentors** and **mentees** in the investment industry and also presents quotes from several notable people. It reveals that **mentoring** encourages **mentors** to share knowledge, strengthens **mentor's** interpersonal relationship and reenergize the **mentor's** career. It also offers quotes from former British Prime Minister Winston Churchill and author Benjamin Franklin.

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BENEFITS OF MENTORING.

CITATION: Anonymous , CMA Magazine (1926-4550), 2011. CPA Canada. Vol. 85, No. 4, 10-10.

ABSTRACT: The article reports on the statement made by David King, Canadian district president of Robert Half Management Resources, suggesting that **mentoring** can help anyone at any stage, and its benefits are not restricted to people who are starting their careers.

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BREAKING TRADITIONS WITH RECIPROCAL MENTORING.

CITATION: Gina Stephenson. , Nurs.Manage., 2014. Vol. 45, No. 6, 10-12.

ABSTRACT: The article focuses on a study conducted by American Association of Critical-Care Nurses (AACN) in 2005 which provides a correlation between patient safety, healthy working environment, retention, and financial stability within a health facility. Topics included in the study are the six standards to obtain healthy work environment such as skilled communication, decision making and collaboration, the importance of traditional **mentoring**, and reverse **mentoring**.

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BUILDING LEADERS.

CITATION: Sarah Fister Gale. , PM Network, 2010. Project Management Institute. Vol. 24, No. 10, 34-37.

ABSTRACT: The article presents a case study of a **mentoring** program for project managers at Intel Corp. It describes the experiences of Jeff Hodgkinson, a senior program manager at Intel, in **mentoring** project managers. According to Hodgkinson, who has **mentored** several project managers, proper **mentoring** is an essential element in training a new project manager. He believes that such programs help project managers in knowledge sharing and learning, and benefiting from the experiences of senior managers. Note: TY: CASE.

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BUSINESS MENTORING.

CITATION: Barb O. Johnson. , Business People, 2014. Michiana Business Publications, Inc. 62-62.

ABSTRACT: The author discusses the importance of **mentoring** programs in business organizations. She cites insight from author Dr, Lois J. Zachary of "Creating a **Mentoring** Culture," which explains the benefits of **mentoring** culture that requires focus on building capacity, competence and capability of the organization. The author also mentions four important characteristics of a **mentoring** culture.

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BUSINESS MENTORING.

CITATION: Barb O. Johnson. , Business People, 2013. Michiana Business Publications, Inc. 102-102.

ABSTRACT: The article discusses the benefits to businesses of establishing a **mentoring** culture. According to the author, a **mentoring** culture encourages the practice of **mentoring** excellence by creating a strong environment for **mentoring** within the company and by establishing support mechanisms that help ensure success. She states that the most important characteristics of a **mentoring** culture include accountability which enhances performance, alignment that promotes consistency and effective communication.

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BUSINESS MENTORING.

CITATION: Barb O. Johnson. , Business People, 2012. Michiana Business Publications, Inc. 99-99.

ABSTRACT: The article discusses the need for businesses of all sizes and structures to create a **mentoring** culture that connects the entire community. Doctor Lois J. Zachary believes a **mentoring** culture should focus on building the **mentoring** capacity, competence and capability of the organization. It is suggested that a corporate **mentoring** program can help improve employee retention, commitment and development.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=77054000&site=ehost-live&scope=site>

CALLING ALL MENTORS.

CITATION: Dan Markiewicz. , Ind.Saf.Hyg.News, 2012. BNP Media. Vol. 46, No. 11, 20-20.

ABSTRACT: The article focuses on the significance of a **mentor** in the business. It considers a **mentor** as someone who imparts wisdom to and shares knowledge with a less experienced colleague. It argues that a **mentor** helps people prepare their career, a level of need that pertains to what a person's full potential is and realizing that potential.

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CAREER MOTIVATION, MENTORING READINESS, AND PARTICIPATION IN WORKPLACE MENTORING PROGRAMS: A CROSS-CULTURAL STUDY.

CITATION: David B. Zoogah. , J.Afr.Bus., 2013. Vol. 14, No. 1, 19-32.

ABSTRACT: In this study, the author examined participation in workplace **mentoring** programs in two cultural (individualistic and collectivistic) contexts. Data were collected from two samples (United States = 83; Ghana = 132) of workers (from 80 organizations) at managerial development workshops. Analysis of variance showed differences in willingness to participate and intention to participate in **mentoring** programs.

Hierarchical linear regression results also showed interactive effects of culture on participation and **mentoring** readiness as well as participation and career motivation. The findings show criterion validity for the **mentoring** readiness construct, which is important for selection of participants for **mentoring** programs. ABSTRACT FROM AUTHOR]; Copyright of Journal of African Business is the property of Taylor & Francis Ltd and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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CONVERSATIONS WITH MENTORING LEADERS.

CITATION: Randy Emelo. , T+D, 2011. Association for Talent Development. Vol. 65, No. 6, 32-37.

ABSTRACT: One of the tough challenges for companies today is finding systemic ways to tap into the vast pools of knowledge that exist in their organizations, and then creating effective ways for that knowledge to be shared among employees. The breadth and depth of knowledge available can make this task overwhelming.

As many organizations have seen firsthand throughout the last decade, the use of an open and broad **mentoring** program can address this issue, as can the promotion of **mentoring** networks. As people build their networks and make diverse learning connections, they help spread insights and knowhow across traditional boundaries such as geography, function, job level, and demographics. Networked **mentoring** begins with the philosophy that everyone has something to teach, and everyone has something to learn. In this same vein, **mentoring** leaders from Agilent Technologies, YUM! Brands, and McDonald's share what **mentoring** means to their organizations and how they are taking **mentoring** to the next level. ABSTRACT FROM AUTHOR]; Copyright of T+D is the property of Association for Talent Development and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).
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CORPORATE MENTORING: BRIDGING THE GENERATION GAP.

CITATION: Karine Kam. , Asia Insurance Review, 2013. 88-90.

ABSTRACT: The article discusses the impact of corporate **coaching** and its role in bridging the generation gap in organizations. The author states that corporate **mentoring** has the potential to increase the core business and boost job satisfaction. She also emphasizes the goal **mentoring** programmes, which is to make employees of all generations to work together, thus improving their morale and teamwork.

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CRACKING THE MENTORING CODE.

CITATION: Chip Bell. , Training, 2014. Lakewood Media Group LLC. Vol. 51, No. 4, 8-8.

ABSTRACT: The article offers advice on how to become an effective **mentor**, which includes establishing a professional relationship with a **mentee**, taking risks in order to learn, and the transfer of learning.

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CREATING A MENTORING CULTURE: THE ORGANIZATION'S GUIDE.

CITATION: Mireille Massue. , Training Media Review, 2011. TMR Publications. 2-2.

ABSTRACT: The article reviews the book "Creating a **Mentoring** Culture: The Organization's Guide," by Lois J. Zachary.

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CREATING PERSONAL ACCOUNTABILITY IN MENTORING RELATIONSHIPS.

CITATION: Kate Vitasek and Joseph Tillman. , Supply & Demand Chain Executive, 2013. AC Business Media. Vol. 14, No. 5, 36-37.

ABSTRACT: The authors discuss the benefits of creating personal accountability in **mentoring** business relationships. They highlight topics on the five rules of being vested in both one's professional and personal life, how they created an environment for a career success, and how to get the most of a **mentoring** relationship.

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DEVELOPING A MENTORING CULTURE.

CITATION: Pamela Murray-Jones. , Training & Development in Australia, 2010. Copyright Agency Limited. Vol. 37, No. 6, 010-011.

ABSTRACT: The article focuses on the reflections of ITC Ltd. chief executive officer (CEO) Vince Lendrum and some **mentors** and **mentorees** involved in an ITC program to develop a **mentoring** culture in Australia. Lendrum states that the fundamental benefits of the program included removing the barriers between departments, providing people a broader perspective of the significance of their role in the organisation and providing an understanding of issues facing people in front-line positions. The **mentors** and **mentorees** cite the lessons they learnt from their experience.

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DEVELOPING A UNIFIED PSYCHOLOGICAL MODEL OF COACHING AND MENTORING IN SUPPORTING THE LEARNING AND DEVELOPMENT OF ADOLESCENTS.

CITATION: Qing Wang and Ian Millward. , International Journal of Evidence Based Coaching & Mentoring, 2014. Oxford Brookes University. Vol. 12, No. 2, 91-108.

ABSTRACT: Coaching and mentoring have been studied extensively with specific regard to learning theories; however, there is a lack of coaching and mentoring research that is both grounded in psychological theory and evidence-based in the real world. This paper suggests an innovative framework presenting two distinctive 'research journeys', namely, mentoring in informal education settings and coaching in formal education settings. The combined evidence reveals that coaching and mentoring in supporting the learning and development of adolescents involves complex and subtle psychological, social, emotional, cognitive and contextual interactive processes for all participants. The paper proposes a unified psychological model of coaching and mentoring for those involved in supporting the learning and development of adolescents and describes the dynamic processes. ABSTRACT FROM AUTHOR]; Copyright of International Journal of Evidence Based Coaching & Mentoring is the property of Oxford Brookes University and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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DEVELOPING AND IMPLEMENTING AN IN-HOUSE MENTORING PROCESS.

CITATION: Howard McKew. , Eng.Syst., 2015. BNP Media. Vol. 32, No. 9, 59-59.

ABSTRACT: The author discusses considerations for the development and implementation of an in-house mentoring process to help guarantee future leadership in the heating, ventilation and air conditioning (HVAC) industry. He suggests refreshing quality control problem solving knowledge, recommending the publication "Quality Process Improvement Tools and Techniques," by Shoji Shiba and David Walden. He says that the pre-selection of candidates likely influence and compromise the mentoring process.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=109042733&site=ehost-live&scope=site>

DEVELOPING AND MENTORING FOREIGN LANGUAGE INSTRUCTORS: BEST PRACTICES STUDY RESULTS.

CITATION: McGinnis, J., Gnida, E., Jeralds, L., et. al. 2013, 38p.

ABSTRACT: Foreign language instructor supervisors are responsible for developing and formally or informally mentoring foreign language instructors through observation, assessment, and feedback activities. This session provided research-based recommendations for how to facilitate foreign language instructor development. Research presented in this session combined comprehensive literature reviews, interviews with foreign language program administrators and instructor supervisors, and analysis of archival data to identify the behaviors and skills required for effective supervision of foreign language instructors in an adult, military learning context. Findings from this study were also discussed in terms of how these best practices could be applied to other learning contexts, such as primary or secondary education programs. Synthesis of information from these sources helped attendees effectively develop and mentor foreign language instructors.

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DEVELOPING BUILT ENVIRONMENT PROGRAMS IN LOCAL HEALTH DEPARTMENTS: LESSONS LEARNED FROM A NATIONWIDE MENTORING PROGRAM.

CITATION: Kate Rube, Maggie Veatch, Katy Huang, et al. , Am.J.Public Health, 2014. American Public Health Association. Vol. 104, No. 5, e10-e18.

ABSTRACT: Local health departments (LHDs) have a key role to play in developing built environment policies and programs to encourage physical activity and combat obesity and related chronic diseases. However, information to guide LHDs' effective engagement in this arena is lacking. During 2011-2012, the New York City Department of Health and Mental Hygiene (DOHMH) facilitated a built environment peer mentoring program for 14 LHDs nationwide. Program objectives included supporting LHDs in their efforts to achieve built environment goals, offering examples from DOHMH's built environment work to guide LHDs, and building a healthy built environment learning network. We share lessons learned that can guide LHDs in developing successful healthy built environment agendas. ABSTRACT FROM AUTHOR]; Copyright of American Journal of Public Health is the property of American Public Health Association and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the

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DEVELOPING TOMORROW'S LEADERS: INNOVATIVE APPROACHES TO MENTORSHIP.

CITATION: Michael Bergelson. , People & Strategy, 2014. HR People & Strategy. Vol. 37, No. 2, 18-22.

ABSTRACT: The article provides innovative approaches that are freshening up organizations' mentoring programs. Topics discussed include mentoring as the top training and development priority of companies in 2014 with several companies taking innovative approaches such as in-flight mentoring and virtual speed mentoring and the various forms of mentorship such as peer mentoring, reverse mentoring and group mentoring.

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EFFECTS OF EMOTIONAL LABOR ON JOB ENGAGEMENT: THE ROLES OF MENTORING AND NETWORK RESOURCES.

CITATION: Nwamaka A. Anaza. , Society for Marketing Advances Proceedings, 2013. Society for Marketing Advances. Vol. 25, 248-248.

ABSTRACT: This study explores how having a mentor and expressive network resources moderates the relationship between emotional labor strategies (surface and deep acting) on job engagement dimensions (vigor, absorption, and dedication). The results show that, of the two emotional labor strategies, only surface acting directly influences vigor, absorption, and dedication. However, the relationship between deep acting on job engagement dimension is moderated by the presence of expressive network resources. ABSTRACT FROM AUTHOR]; Copyright of Society for Marketing Advances Proceedings is the property of Society for Marketing Advances and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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EFFECTS OF MENTORING ON THE DEVELOPMENT OF LEADERSHIP SELF-EFFICACY AND POLITICAL SKILL.

CITATION: Suzzette M. Chopin, Steven J. Danish, Anson Seers, et al. , Journal of Leadership Studies, 2012. John Wiley & Sons, Inc. Vol. 6, No. 3, 17-32.

ABSTRACT: This study of 260 business graduate students considered the relationship between mentoring and leadership self-efficacy, and mentoring and political skill. Comparisons between nonmentored and mentored individuals showed that having a mentor was associated with increased political skill but not with increased leadership self-efficacy. Among mentees, higher quality mentoring relationships were associated with significantly higher leadership self-efficacy but not with significantly higher political skill. Results suggest that the presence of a mentor affects protégé development of political skill, but the quality of the relationship is important for protégé development of leadership self-efficacy. ABSTRACT FROM AUTHOR]; Copyright of Journal of Leadership Studies is the property of John Wiley & Sons, Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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EFFECT OF REVERSE MENTORING ON TRADITIONAL MENTORING FUNCTIONS.

CITATION: Chen, Y. Leadership Manage. Eng., 13(3), 2013, 199–208.

ABSTRACT: With members of Generations X and Y coming to the forefront in the workforce and the progress in technology, reverse mentoring, in which junior employees guide their seniors, has been implemented in multinational corporations such as IBM. This study explored the effect of reverse mentoring on traditional-mentoring functions given the professional characteristics of people in Generations X and Y. Fourteen participants, who worked in various high-tech companies and practiced reverse mentoring, were divided into seven pairs and interviewed. The findings showed that people from Generations X and Y generally had advanced skills in information technology, motivation to learn and abundant resources for learning, innovative thinking and ambition, a sense of teamwork, and collaboration and coordination skills. They also influenced

each other in a positive way to enhance learning outcomes. The study further showed that the three traditional-mentoring functions largely remained in reverse mentoring. This study concludes that with assistance from the human resources department, reverse mentoring should be systematized to help alleviate difficulties in managing different generations within an organization.

ACCESS: [http://dx.doi.org.vdot.idm.oclc.org/10.1061/\(ASCE\)LM.1943-5630.0000227](http://dx.doi.org.vdot.idm.oclc.org/10.1061/(ASCE)LM.1943-5630.0000227)

EIGHT WAYS TO EXPAND YOUR MENTORING NETWORK.

CITATION: Ralph E. Viator and Derek Dalton. , Journal of Accountancy, 2011. American Institute of Certified Public Accountants. Vol. 212, No. 4, 44-47.

ABSTRACT: The article discusses ways for certified public accountants (CPAs) to expand their mentoring network. It is said that mentoring relationships offer benefits that contribute to the success of accountants. CPAs are advised to consider having multiple mentors to be able to obtain all the support that they need. They are suggested to take advantage of opportunities to communicate with potential mentors. The importance for mentors of being trustworthy and dependable as well as avoiding arrogant behavior is explained. Other recommendations include demonstrating leadership, starting the mentor-protégé relationships with supervisor-supervisee relationships and showing willingness to learn.

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EMBRACE MENTORING.

CITATION: RONALD BURR. , Smart Business Los Angeles, 2014. Smart Business Network, Inc. Vol. 10, No. 2, 9-9.

ABSTRACT: The article discusses the benefits the author has gained from the influence and mentorship of experienced professionals in the advertising and market research business. He takes note that some may not even be aware of performing the act of mentoring those who come to them for consultation and constructive advice. The boundaries of relationships with mentees is also discussed along with the obligation to provide to others knowledge or specific guidance in return for what was received before.

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EMCC ADDS ISMPE GUIDES FOR MENTORING SCHEMES.

CITATION: Anonymous , Coaching at Work, 2015. Coaching at Work Limited. Vol. 10, No. 4, 7-7.

ABSTRACT: The article reports that the European Mentoring and Coaching Council (EMCC) has incorporated the International Standards for Mentoring Programmes in Employment (ISMPE) to its standards portfolio to cover internal coaching programmes. It presents views of EMCC International Vice President, David Sleightholm, on benefits of standards to mentors, their supervisors, and individual coaches.

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EMPLOYEE ENGAGEMENT AND MENTORING: AN EMPIRICAL STUDY OF SALES PROFESSIONALS.

CITATION: Rabiya Sange and R. K. Srivasatava. , Synergy (0973-8819), 2012. K. J. Somaiya Institute of Management Studies & Research. Vol. 10, No. 1, 37-50.

ABSTRACT: The service-profit chain model created by Heskett, Jones, Loveman, Sasser and Schelisnger (1994) emphasized the point that engaged employees create loyal customers who in turn create bigger profits. Organizations look at ways to create a positive work environment where employees can look at continuous growth and expansion of knowledge. This to a larger extent has been achieved by mentoring programs which have not only enabled employees to plan their career growth but have also provided them with psychological support and an anchor. The research attempts to find whether being a part of the mentoring relationship enables employee engagement. The study involved surveying a sample of 170 sales / marketing professionals at different levels in the organizational hierarchy from Mumbai region. It was found that there was a significant difference in the employee engagement scores of respondents who were a part of mentoring relationship. Thus, indicating that organizations who plan to invest their resources in establishing a mentoring program will see a significant effect on the employee engagement levels of their workforce. ABSTRACT FROM AUTHOR]; Copyright of Synergy (0973-8819) is the property of K. J. Somaiya Institute of Management Studies & Research and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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ENHANCING THE MENTOR-MENTEE RELATIONSHIP.

CITATION: Fernando O. Rivera. , Healthc.Exec., 2014. American College of Healthcare Executives. Vol. 29, No. 2, 66-69.

ABSTRACT: The article discusses the relationship between **mentor** and **mentee**, which is centered on helping the latter realize their own special gifts and also teaches both **mentors** and **mentees** new things. Topics discussed include the characteristics of a good **mentor**, the benefits brought by corporate **mentoring** and the author's list of 10 rules for **mentoring** relationships that ensures accountability, responsibility and engagement.

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EXAMINATION OF THE INTERPERSONAL PREDICTORS OF MENTORING RELATIONAL QUALITY.

CITATION: Laci M. Lyons and Pamela L. Perrewé. , Career Development International, 2014. Vol. 19, No. 4, 381-403.

ABSTRACT: Purpose – A continued focus in organizational research has been on career development, and **mentoring** has been identified as a key determinant of career success. The purpose of this paper is to focus on the interpersonal dynamics which contribute to variations in the effectiveness of **mentoring** support behaviors. Specifically, the effects of **mentoring** relational quality (MRQ) (i.e. affective perceptions held by **mentors** and **protégés**) on **mentoring** behaviors (i.e. vocational and psychosocial) as well as professional identification are considered. Interpersonal skills (e.g. behavioral integrity and political skill) of **mentors** and **protégés** are examined for their impact on MRQ. Design/methodology/approach – Utilizing matched dyadic survey data from 100 **mentor-protégé** pairs in academe (i.e. dissertation chairs and doctoral candidates or recent doctoral alumni), partial least squares was used to test the research model. Findings – Results support MRQ as an integral component in **mentoring** dynamics. MRQ for **mentors** and **protégés** was significantly linked with **mentor** support behaviors provided and received, respectively. **Mentors'** perceptions of MRQ were predicted by **protégés'** behavioral integrity and **mentors'** political skill. Similarly, **protégés'** political skill and **mentors'** behavioral integrity significantly predicted **protégés'** perceptions of MRQ. Further, **mentors** and **protégés** reported higher levels of professional identification when MRQ was high. Originality/value – This study links affective and behavioral perspectives of **mentoring**, revealing the importance of interpersonal skill in career development. The interpersonal dynamics characteristic of **mentor-protégé** interactions determine the extent to which **mentoring** support behaviors may actually be provided by **mentors** and received by **protégés**. ABSTRACT FROM AUTHOR]; Copyright of Career Development International is the property of Emerald Group Publishing Limited and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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EXPLORING SHARED AND DISTINCTIVE ASPECTS OF COACHING AND MENTORING APPROACHES THROUGH SIX DISCIPLINES.

CITATION: Tina Salter and Judie M. Gannon. , European Journal of Training & Development, 2015. Vol. 39, No. 5, 373-392.

ABSTRACT: Purpose – The purpose of this paper is to examine where and how **coaching** and **mentoring** disciplines overlap or differ in approach. **Coaching** and **mentoring** have emerged as important interventions as the role of helping relationships have gained prominence in human resource development. However, there appear to be contexts where one or other is preeminent, without consistent explanation of their suitability. Such inconsistency arguably creates confusion and doubt about these interventions and their efficacy notably amongst those who commission such interventions and their potential beneficiaries. This study focuses on this inconsistency of **coaching** or **mentoring** by exploring practitioners' approaches within six disciplines: executive **coaches**, **coaching** psychologists, sports **coaches**, **mentors** of leaders, **mentors** of newly qualified teachers and **mentors** of young people, with the aim of assisting those seeking support with development.

Design/methodology/approach – This exploratory study was undertaken using a qualitative methodology, where in-depth interviews were completed with experienced practitioners to elucidate their approaches and practice. Findings – The findings show that approaches may be discipline-specific, where practitioners specialise in a particular type of **coaching** or **mentoring** requiring distinctive knowledge and/or skills. However, the sharing of good practice across disciplines and the value of understanding the common dimensions which emerged is also evident, providing clients and those who commission **coaching** and **mentoring** with reassurances regarding the nature of these helping relationships. Research limitations/implications – As the research focused only on the practitioners' experiences of their work in these disciplines, it is vital that the

mentees' and coaches' experiences are captured in future research. There is also value in further exploration of the model developed. Practical implications – By deploying the model concerned with the future development of these interventions suggests practitioners can expand their capacity and scope by adopting interdisciplinary and multidisciplinary approaches. Originality/value – By directly exploring the shared and distinctive approaches of coaching and mentoring practitioners in six contexts, this study provides opportunities to understand where practitioners can benefit from imparting best practice across these interventions and highlighting specific aspects for their context. ABSTRACT FROM AUTHOR]; Copyright of European Journal of Training & Development is the property of Emerald Group Publishing Limited and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.). ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=108371860&site=ehost-live&scope=site>

FACILITATING MENTEE-DRIVEN GOAL SETTING.

CITATION: LOIS J. ZACHARY and LORY A. FISCHLER. , T+D, 2013. Association for Talent Development. Vol. 67, No. 5, 76-77.

ABSTRACT: The article discusses the process and potential benefits of assisting mentees with goal setting through the implementation of specific, measurable, action-oriented, realistic, and timely (SMART) learning goals. According to the article, mentors can foster reciprocal learning relationships with mentees by offering support, facilitating motivation, and aligning mentee goals with organizational goals. Topics include reframing, facilitation questions, and the role of the mentor in collaborative mentoring relationships.

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FACTORS INFLUENCING MENTEES' AND MENTORS' LEARNING THROUGHOUT FORMAL MENTORING RELATIONSHIPS.

CITATION: Jenni Jones. , Human Resource Development International, 2013. Routledge. Vol. 16, No. 4, 390-408.

ABSTRACT: A qualitative case study approach was taken to identify what factors were perceived to influence learning for mentees and mentors during a pilot formal mentoring programme, within a West Midlands Healthcare Trust. Both sides of five dyads were interviewed at regular intervals over a 17-month period (October 2009 to February 2011). The results from this longitudinal study show how learning was expected and achieved by both parties, over time. Factors influencing learning were categorized and later compared to pre-existing theory in relation to sharing experiences, sharing information, discussing politics, reflection, observation and support. Additional categories emerged in relation to questioning and listening skills, and similarity and difference between both parties. A change of emphasis was clear in relation to some factors which influenced learning, as the relationships matured. These findings have theoretical and practical implications for human resource development (HRD) professionals in relation to how formal mentoring programmes are designed and supported over time. ABSTRACT FROM AUTHOR]; Copyright of Human Resource Development International is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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THE FAST ARE EATING THE SLOW: MENTORING FOR LEADERSHIP DEVELOPMENT AS A COMPETITIVE METHOD.

CITATION: Judy Corner. , Industrial & Commercial Training, 2014. Vol. 46, No. 1, 29-33.

ABSTRACT: Purpose – The purpose of this paper is to posit formal mentoring as cost-effective strategy for both developing leaders within an organization, as well as increasing organizational competitive ability in today's economy. Design/methodology/approach – The paper presents two case studies originally presented in a webinar which the author, a US-based subject matter expert in the field of mentoring, cohosted with a UK-based subject matter expert in the field of leadership development. Findings – Formal mentoring offers a uniquely suited approach to leadership development because of its ability to capitalize on knowledge that is both internal and specific to the organization, develop as broad or as targeted a group as necessary, and be tailored to meet any organization's goals and objectives. Together, these points can be leveraged to make an organization more competitive – not only in strength of existing leadership, but in readiness of ability to

develop leaders for the future. Research limitations/implications – These are two case studies that examine the success of **mentoring** as a leadership development method within two large organizations. Practical implications – Formal **mentoring** for the purposes of leadership development can be leveraged to great competitive advantage in large organizations. Social implications – **Mentoring** for leadership development has the effect of improving and solidifying company culture, as well as engaging employees through career and leadership development activities. Originality/value – While using **mentoring** as a leadership development method is not a new concept, these case studies provide examples of how it can be practically applied, and to what ends. ABSTRACT FROM AUTHOR]; Copyright of Industrial & Commercial Training is the property of Emerald Group Publishing Limited and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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FORMAL MENTORSHIPS: EXAMINING OBJECTIVE-SETTING, EVENT PARTICIPATION AND EXPERIENCE.

CITATION: Kristina L. Matarazzo and Lisa M. Finkelstein. , J.Manage.Psychol., 2015. Vol. 30, No. 6, 675-691.

ABSTRACT: Purpose – The purpose of this paper is to empirically investigate commonly recommended practices for formal **mentoring** programs (FMP). The authors examine how objective-setting, participating in organizational FMP events, and repeat participation in a FMP relates to how **mentors** and **mentees** perceive their relationship. Design/methodology/approach – **Mentor** and **mentee** participants in an 18-month FMP within a consumer goods organization responded to a survey. Proposed hypotheses, competing hypotheses, and exploratory research questions were tested using regression. Findings – Setting objectives was most important to the **mentoring** relationship when **mentors** were unable to attend orientation events. Veteran **mentees** reported learning more from the relationship when paired with a veteran **mentor**; novice **mentees** reported the same when paired with novice **mentors**. Research limitations/implications – The findings provide some research evidence supporting practitioner-recommended best practices. The conclusions are limited by the cross-sectional nature of the data collection and the lack of random assignment to FMP events. Future research should consider field experiments, and explore a wider range of events and activities. Practical implications – The importance of goal setting should be stressed more often in training and orientation for FMPs, and program administrators should consider using repeat participation as a factor in matching. Originality/value – This is the first study to examine relationship-quality variables and learning in relation to participation in organization-sponsored events and to repeat involvement in a program. It also answers a call in the literature for studies on the characteristics that can enhance the success of formal **mentoring** efforts. ABSTRACT FROM AUTHOR]; Copyright of Journal of Managerial Psychology is the property of Emerald Group Publishing Limited and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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GET READY FOR YOUR MENTORING RELATIONSHIP.

CITATION: Lois J. Zachary. , Public Manager, 2011. Vol. 40, No. 4, 45-45.

ABSTRACT: The article discusses aspects to consider in preparing for **mentorship**. It notes the significance of **mentorship** as a leadership competency and professional responsibility. It also cites skills that are vital to **mentors** which include **coaching**, goal-setting, and listening skills. Furthermore, it points out the implication of the **mentor's** personal motivation on the behavior and attitude, as well as on the quality of **mentoring** interaction.

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GROUP MENTORING BEST PRACTICES.

CITATION: Randy Emelo. , Industrial & Commercial Training, 2011. Vol. 43, No. 4, 221-227.

ABSTRACT: Purpose – This paper seeks to describe best practices for designing and implementing **mentoring** groups. Design/methodology/approach – Researchers used a 12-question survey and personal interviews to assess the relevancy and success of group **mentoring**. Best practices for design and implementation evolved out of this research. Findings – Learners would like more opportunities to engage in group **mentoring** and peer

learning. This practice offers an attractive alternative to traditional training because it is fast and flexible, it is cost-effective, and it fosters relational learning. Groups should be formed that focus on relevant topics related to learners' needs, without concern if groups meet face-to-face or virtually. Advisors should set the direction for the groups, create an engaging atmosphere, and provide good resources. Research limitations/implications – Further research with a larger survey population would be valuable, particularly as the use of group **mentoring** expands. Practical implications – Allowing employees to spend more time on peer learning through group **mentoring** can provide organizations with a low-cost method for sharing practical, contextualized knowledge that people can rapidly apply back on the job. Originality/value – All content in this paper is new. Readers will discover best practices based on the latest research in group **mentoring** and collaborative learning. ABSTRACT FROM AUTHOR]; Copyright of Industrial & Commercial Training is the property of Emerald Group Publishing Limited and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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HOW TO SET UP A MENTORING SCHEME.

CITATION: Debbie Dale. , Travel Weekly (UK), 2014. TW Group Limited. No. 2209, 60-60.

ABSTRACT: The article discusses the importance of proper **mentoring** scheme for professional employee development. Among the key topics that were discussed include the influence of **mentor** to make an employee to be more focus, motivated and committed, the good qualities that a **mentor** should possess such as working experience, and being supportive, and the benefits of **mentoring** scheme for the success of business. ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=95117887&site=ehost-live&scope=site>

HOW TO START AND RUN a MENTORING PROGRAM.

CITATION: Jeff Drew. , Journal of Accountancy, 2014. American Institute of Certified Public Accountants. Vol. 217, No. 3, 34-39.

ABSTRACT: The article outlines a framework for designing and deploying a formal **mentoring** program. Topics discussed including forming a committee to study the aspects of having a **mentoring** program, the two types of meetings such programs usually consist of, namely formal and informal, and reports and conflict management. It presents a list of organizational, **mentor** and **mentee** benefits. A table showing how firms can find time for **mentoring** activities and a sample report of **mentor** meeting are also shown.

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THE HOWS AND WHYS OF GROUP MENTORING.

CITATION: Beth N. Carvin. , Industrial & Commercial Training, 2011. Vol. 43, No. 1, 49-52.

ABSTRACT: Purpose - This paper seeks to examine the methodologies for developing a group **mentoring** component as an add-on to an existing or new corporate **mentoring** program. Design/methodology/approach - The paper defines group **mentoring** and explains the differences between group **mentoring** and classroom training. It provides the hallmarks of **mentoring** that should exist in a group **mentoring** program along with the individual development areas that can be successfully addressed through group **mentoring**. Also included are seven tips for starting and sustaining a group **mentoring** program. These tips cover areas such as the optimal group structure, logistics, the use of facilitators, obstacles and measuring the success of the program. Findings - When implemented correctly, **mentoring** groups have proven to be a successful training and development strategy. Some of the documented outcomes for participants are increased confidence, expanded understanding of the organization and increased commitment and connectedness to the organization. Originality/value - Training and development managers who are struggling to expand their **mentoring** programs can use the information provided in the paper to add group **mentoring** to their **mentorship** program. ABSTRACT FROM AUTHOR]; Copyright of Industrial & Commercial Training is the property of Emerald Group Publishing Limited and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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INITIATING AND SUSTAINING a MENTORING PROGRAM FOR CHILD WELFARE STAFF.

CITATION: VIRGINIA C. STRAND and STEPHANIE BOSCO-RUGGIERO. , Adm.Soc.Work, 2010. Vol. 34, No. 1, 49-67.

ABSTRACT: As public child welfare agencies stabilize their workforce, they will need to address the challenges posed by a workforce that needs ongoing opportunities for revitalization, professional development, and recommitment to the agency mission. This article describes a two-year evaluation of a formal **mentoring** program in a state public child welfare agency targeting supervisors and seasoned workers. It was evaluated using both process and outcome methodologies. Findings reveal that **mentees** have more confidence, their network has grown, and their investment in their job and the agency has increased; **mentors** identify increased personal satisfaction and a renewed sense of purpose in their role as a positive outcome of participating. ABSTRACT FROM AUTHOR]; Copyright of Administration in Social Work is the property of Taylor & Francis Ltd and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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LEADERS -- WHEN ARE YOU COACHING, MENTORING OR CONSULTING?

CITATION: Ben Marris. , Human Resources Magazine, 2012. Human Resources Institute of New Zealand. Vol. 17, No. 4, 12-13.

ABSTRACT: The article discusses the challenges of adopting leadership, **coaching**, and **mentoring** programmes into organisations. According to the author, the five key management styles in the management toolbox are consultant, trainer, facilitator, **mentor**, and **coach**. The author stresses that the primary difference between **coaching** and **mentoring** is that **coaching** is usually focused on a specific need or task that has been identified as needing improvement.

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LOOKING BEYOND COSTS AND BENEFITS: MENTORING AS AN ORGANIZATIONAL CITIZENSHIP BEHAVIOR.

CITATION: TAMARA MONTAG, BRANDON W. SMIT, JR NEMANICK RIK C., et al. , Academy of Management Annual Meeting Proceedings, 2014. Academy of Management. 1358-1363.

ABSTRACT: The article presents a study that examines the role of **mentoring** as an organizational citizenship behavior in business context defined a dyadic adaptive relationship between more experienced employee and a less experienced employee. It discusses the two related assumptions of cost-benefit perspective including the relationship between a **mentor** a **protege** and the perspective assuming that decisions to **mentor** occur in isolation. The authors claim that the first assumption illustrates **mentoring** that can be advanced through developing a more nuanced understanding impacting **mentoring** decisions. They also believe that the second approach develops a more comprehensive views on **mentoring** motivation wherein employees make decisions based on perceived obligations to the organization.

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MAKING MEANING THROUGH MENTORING: MENTORS FINDING FULFILMENT AT WORK THROUGH SELF-DETERMINATION AND SELF-REFLECTION.

CITATION: Pam Kennett and Tim Lomas. , **International Journal of Evidence Based Coaching & Mentoring**, 2015. Oxford Brookes University. Vol. 13, No. 2, 29-44.

ABSTRACT: Organisations are increasingly concerned with promoting employee engagement. Research from positive psychology suggests that one key driver of engagement is experiencing work as meaningful. Organisations are therefore keen to understand how meaningful work is created. The present study conjectured that becoming a **mentor** might be one effective way of experiencing meaning at work. Indepth interviews were conducted with four experienced **mentors** and analysed using interpretative phenomenological analysis to understand the impact that **mentoring** has on **mentors**. It was found that **mentoring** could indeed be a meaningful experience, enhancing work-related fulfilment. More detailed analysis revealed that meaning was engendered through a potent combination of self-determination (incorporating autonomy, relatedness and competence) and self-reflection, and a theoretical model was devised to reflect these findings. The paper offers recommendations for organisations, showing that **mentoring** relationships may not only benefit **mentors** (and **mentees**), but also organisations themselves. ABSTRACT FROM AUTHOR]; Copyright of International Journal of Evidence Based **Coaching & Mentoring** is the property of Oxford Brookes

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MAXIMISING GAIN THROUGH MENTORING.

CITATION: Anonymous , NZ Business, 2013. Adrenalin Publishing Limited. Vol. 27, No. 6, 46-47.

ABSTRACT: The article shows how Morgan Boyes, a former New Zealand Defence Force physical training instructor and creator of the MaxGains fitness program that was launched in Auckland, New Zealand, was able to maximize business gains through **mentoring**. Boyes gives credit to his business **mentor** for helping him develop a universal selling point and make the best of business opportunities. He draws a parallel between what his **mentor** does for MaxGains and how the business works with his own clients.

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MAXIMISING THE VALUE OF THE MENTORING PROCESS.

CITATION: Anonymous , Charter, 2013. Chartered Accountants Australia & New Zealand. Vol. 84, No. 4, 26-29.

ABSTRACT: The article presents the views of several chartered accountants (CA) in Australia on the benefits of **mentoring** in the profession. According to Peter Woodley, **mentoring** of candidates who are completing their CA Program plays an important role in their career development. Ziggi Lejins says that **mentoring** also provide a chance for **mentors** to learn from their **mentees**. Nicole Gamerov discusses the benefits of **mentoring**.

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MEASURING MENTORSHIP SUCCESS.

CITATION: Anonymous , Associations Now, 2011. Vol. 7, No. 7, 17-17.

ABSTRACT: The article discusses the **mentorship** program of the Fellows of the American Academy of Nurse Practitioners (AANP). The aim of the program is to contribute to the professional development of other nurse practitioners by pairing AANP's approximately 250 fellows with member applicants based on the latter's areas of interest or identified goals. The program's success would mainly depend on the applicants along with their **mentors**.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=63571173&site=ehost-live&scope=site>

MENTOR PROGRAM.

CITATION: Anonymous , IEEE Transactions on Biomedical Engineering, 2015. Vol. 62, No. 1, 395-395.

ABSTRACT: The article offers information on the EMBS **mentoring** program **sponsored** by the IEEE Engineering in Medicine and Biology Society (EMBS).

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=100077107&site=ehost-live&scope=site>

MENTORING & LEADERSHIP DEVELOPMENT.

CITATION: Sattar Bawany. , Leadership Excellence Essentials, 2014. HR.com, Inc. Vol. 31, No. 8, 52-52.

ABSTRACT: The article discusses the role of **mentoring** in leadership development. Topics include details on **mentors'** role in offering advice for difficult situations, the effect of time on learning leadership skills, the role of an open attitude towards learning in a **mentoring** relationship, and the role of the **mentor** in providing support and encouragement.

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MENTORING & PERFORMANCE: IMPLICATIONS FOR BUSINESS ORGANIZATIONS.

CITATION: Sushmita Srivastava and M. G. Jomon. , Indian J.Ind.Relat., 2013. Shri Ram Centre for Industrial Relations, Human Resources, Economic & Social Development. Vol. 48, No. 4, 711-725.

ABSTRACT: The article focuses on the study regarding the implications of **mentoring** and performance to business organizations. The study explores the questions on the impact of traditional and relational **mentoring** support functions to the **protégé** role and the impact of personal learning to the relationships between

traditional and relational **mentoring**. The study shows that **protégé** personal learning plays as a mediator in transmitting the effect of traditional and relational **mentoring**.

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MENTORING AND LEADER IDENTITY DEVELOPMENT: A CASE STUDY.

CITATION: Douglas Muir. , Human Resource Development Quarterly, 2014. John Wiley & Sons, Inc. Vol. 25, No. 3, 349-379.

ABSTRACT: This study explored the influence of a formal **mentoring** program on the leader identity development of participants and how they developed their leader identity during their participation in a nondegree leadership development certification program. The central research question of this study was: How does a participant's identity as a leader develop over time and what influence does a formal **mentoring** program have on the formation of a leader identity. A qualitative case-study approach with in-depth semi-structured interviews was used to gather the perspectives of participants and **mentors**. The study included 25 research participants including 11 **mentor** dyads. Three themes emerged from the data: (a) the **mentor** partnership-leader identity discovery, (b) leader identity development through critical learning moments, and (c) leader identity development through self-knowledge. Findings of this research suggest that adult learning principles are instrumental components to the leader identity development process. The participants believed that their formal **mentoring** experience was pivotal to the discovery and development of their leader identity. Additionally, critical reflection on the critical learning moments was another of the key factors that led to their development of their identity as a leader. Suggestions for future research include: (a) the effects of adult learning approaches on leader identity development, and (b) the effect **mentoring** may have on the different stages of identity development. ABSTRACT FROM AUTHOR]; Copyright of Human Resource Development Quarterly is the property of John Wiley & Sons, Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.). Note: TY: CASE.

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MENTORING BEST PRACTICES AND THE VILLAGE APPROACH.

CITATION: Joni Youngwirth. , J.Financ.Plann., 2014. Financial Planning Association. Vol. 27, No. 2, 24-25.

ABSTRACT: The author recommends best practices for **mentoring** financial advisers as of February 2014. Recommendations involve evaluating the time management skills of financial advisers, aligning expectations, prioritizing communication, and setting specific, measurable, achievable, realistic, and time-bounded (SMART) goals.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=94313614&site=ehost-live&scope=site>

MENTORING PROGRAM NOW AVAILABLE.

CITATION: Anonymous , Governance Directions, 2015. Copyright Agency Limited. Vol. 67, No. 2, 122-123.

ABSTRACT: The article discusses the Governance Institute of Australia's pilot **mentoring** program which was launched in 2014 in New South Wales. Topics include the Governance Institute's plan to expand **mentoring** nationally and to facilitate two programs in Victoria, Queensland and Western Australia, the structure of the **mentoring** program to guide both **mentees** and **mentors** through the process, and the Governance Institute's reputation for best practice and excellence in its education courses.

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MENTORING PROGRAMMES: LEARNING OPPORTUNITIES FOR MENTEES, FOR MENTORS, FOR ORGANISATIONS AND FOR SOCIETY.

CITATION: Kirsten M. Poulsen. , Industrial & Commercial Training, 2013. Vol. 45, No. 5, 255-263.

ABSTRACT: Purpose – The purpose of this paper is to give an introduction to the definition and learning process of **mentoring**, a structured overview of the value of **mentoring** for **mentees**, **mentors**, organisations and society, as well as present the key element for designing and implementing successful **mentoring** programmes that gives full value to all stakeholders. Design/methodology/approach – The article is based on more than ten years' experience in working with **mentoring** programmes, designing and delivering **mentoring** programmes in an organisational context, on studying research done by other scholars and consultants as well as on the knowledge developed through the **Mentor+** Survey – a survey tool for evaluating **mentoring** programmes. Findings – It is found that the potential for learning for **mentors**, organisations and even society

is still not fully understood by organisations implementing **mentoring** programmes – and thus the value of **mentoring** programmes is still not fully appreciated and achieved, even for **mentees**. Originality/value – This article is of value to HR professionals and managers who wish to use **mentoring** programmes to enhance the learning capacity of people and organisations, instead of as just a tool for knowledge transfer. ABSTRACT FROM AUTHOR]; Copyright of Industrial & Commercial Training is the property of Emerald Group Publishing Limited and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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MENTORING RELATIONSHIPS 101.

CITATION: Anonymous , Associations Now, 2010. Vol. 6, No. 7, 70-70.

ABSTRACT: The article provides tips on **mentoring** relationships. It includes an advice that **mentors** request an electronic mail from a **mentee** that contains a brief bio and resume before meeting in person, where questions can be drawn from for use as conversation starters in the first meeting. **Mentees** are also advised to request for a **mentor's** contact information and to do research on him or her using available public information.

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MENTORING RIGHT FROM THE START.

CITATION: Ray Schofield. , NZ Business, 2010. Adrenalin Publishing Limited. Vol. 24, No. 4, 68-68.

ABSTRACT: The article describes how not-for-profit organization Business **Mentors** New Zealand contributed to the success of My Vet, a company launched by Doctor Stefan Walther in 2008 to offer customers a chance to purchase competitively priced veterinary supplies online. Walther cites the role of Business **Mentors** New Zealand's Kerry Guy in many aspects of the company including business negotiations and website development. Walther also cites the challenges and growth opportunities facing My Vet.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=49804489&site=ehost-live&scope=site>

MENTORING SCHEMES.

CITATION: NICOLA SMITH. , Marketing Week, 2013. Centaur Communications. 47-51.

ABSTRACT: The article discusses the potential impact that **mentors** and **mentoring** schemes can have on the professional development and career development of marketing professionals as of June 2013. Topics include the relationships that can develop between **mentors** and **mentees** and the comments of **mentees** such as the brand executive Virginia Barnes.

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MENTORS + MENTEES = PROFESSIONAL GROWTH.

CITATION: Holly Wheeler. , Indiana Lawyer, 2013. IBJ Media. Vol. 24, No. 16, 7-7.

ABSTRACT: The article offers information on the **Mentor** Match program of the Indiana State Bar Association (ISBA). It mentions that the program involves pairing experienced lawyers with law graduates to facilitate transition into legal practice. It mentions that the primary objectives of the program are sharing of information, building relationships, and developing professional partnerships.

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MILLENNIAL CHALLENGE: RETAINING THE MILLENNIALS AFTER 2016.

CITATION: Mahar, T. Marine Corps Univ., Quantico, VA. Command and Staff Coll., 2013, 46p.

ABSTRACT: Following the current drawdown, the Marine Corps will face retention challenges because it has not adapted sufficiently to overcome the challenges resulting from the interaction between the Marine Corps organizational culture, the changing information technology environment, and the Millennial Generation nuances. The Marine Corps has invested manpower, time, and money on how to better recruit this new generation and as a result, the recruiting force has successfully adapted its procedures but that is where the adaptation stopped. Recruiting, development, and retention must be synchronized in order to stabilize the impact on the force. To account for the Millennial Generation's persona, the Marine Corps must utilize more effective mediums such as social media to communicate strategic messages to the force to avoid

misinterpretation. It also needs to expand its education programs to offer more opportunity for continuing education while in service, **mentoring** program to address the Millennial Generation's need for feedback and guidance, and retention programs to allow for additional opportunities for continued growth to entice further retention.

ACCESS: <https://ntrl.ntis.gov/NTRL/dashboard/searchResults.xhtml?searchQuery=ADA600632>

MULTIGENERATIONAL AND VIRTUAL: HOW DO WE BUILD a **MENTORING PROGRAM FOR TODAY'S WORKFORCE?**

CITATION: Christiana Houck. , Performance Improvement, 2011. John Wiley & Sons, Inc. Vol. 50, No. 2, 25-30.

ABSTRACT: This article looks at virtual **mentoring** programs through a lens of generational differences, technological preferences, and communication styles. Best practices are framed to address the need to prepare the incoming millennials to lead the workforce as baby boomers exit. After a review of the literature, ideas are culled to apply the theory to a virtual **mentoring** program. Special attention is paid the concept of virtual **mentoring** based on lack of collocation of modern teams. ABSTRACT FROM AUTHOR]; Copyright of Performance Improvement is the property of John Wiley & Sons, Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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NAVIGATING THE ACADEMIC JOB SEARCH FOR ENVIRONMENTAL ENGINEERS: GUIDANCE FOR JOB SEEKERS AND **MENTORS.**

CITATION: Ladner, D., Bolyard, S., Apul, D., et. al. J. Prof. Issues Eng. Educ. Pract., 139(3), 2013, 211–217.

ABSTRACT: Students and postdoctoral associates interested in tenure-track environmental engineering positions have limited resources to aid them. The Student Services Committee (SSC) of the Association of Environmental Engineering and Science Professors (AEESP) organized a workshop to fill some of the need. Newly hired faculty and experienced search committee and department chairs shared information on how to create competitive applications. Students and postdoctoral associates were also provided with individualized feedback on their faculty application packages. Survey data were collected for all participants, and these data are presented in this paper along with tips shared during the workshop and information collected from the literature. The objective of this paper is to share that information (1) to inform applicants (students and postdoctoral associates) about the academic job search process, and (2) to inform **mentors** about how to **mentor** applicants. Survey responses revealed that participants felt they learned valuable information about the job search process. They found the personalized feedback on application packages to be the most helpful activity; other **mentors** are encouraged to provide similar personalized feedback. A wiki website component included in the workshop was effective at engaging the participants and helped broaden the impact beyond the workshop attendees. Key lessons learned by comparing workshop results with literature were the importance of fit, the unique diversity of environmental engineering, **mentoring** and networking, Ph.D. planning sessions, being informed, and becoming a more skilled candidate. The recommendations presented in this paper can be used by students, postdoctoral associates, and their **mentors** to facilitate the candidate's path toward academia.

ACCESS: [http://dx.doi.org.vdot.idm.oclc.org/10.1061/\(ASCE\)EI.1943-5541.0000148](http://dx.doi.org.vdot.idm.oclc.org/10.1061/(ASCE)EI.1943-5541.0000148)

THE NEW RULES OF **MENTORING.**

CITATION: Susan Balcom Walton. , Public Relations Strategist, 2011. Public Relations Society of America. Vol. 17, No. 2, 12-14.

ABSTRACT: The article focuses on the search for guidance and the bliss of a great **mentoring** relationship. It explores the important role of **mentoring** which has taken on new forms by way of the escalating workloads, the growing demand and the changing technology conditions. It discusses the fundamental shifts in **mentoring**, the trends in **mentoring** relationships that raise vital issues for public relations (PR) professionals looking for guidance, and good **mentoring** relationships that require hard work.

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NURSING AND HEALTH **MENTORSHIP SURVIVAL GUIDE.**

CITATION: Kate Hackett. , Nursing Management - UK, 2013. RCNi. Vol. 19, No. 9, 10-10.

ABSTRACT: The article reviews the book "Nursing and Health **Mentorship** Survival Guide" by Zoe Wilkes, Lesley Joyce and Linda Edmond.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=85231206&site=ehost-live&scope=site>

PEER GROUP MENTORING RELATIONSHIPS AND THE ROLE OF NARRATIVE.

CITATION: Amy F. Fyn. , Journal of Academic Librarianship, 2013. Vol. 39, No. 4, 330-334.

ABSTRACT: **Mentoring**, an established practice in many disciplines, provides benefits to both individuals and organizations. Academic libraries recognize the usefulness of **mentoring**, and many provide such programs within their organization, ranging from formal one-on-one pairings to **mentoring** groups. Although literature describing a variety of **mentoring** systems is available, the role of personal and collective narrative in transferring knowledge within **mentoring** situations is not well known. This article examines the intentional use of narrative in **mentoring** new academic librarians in a peer group setting. Discussion suggests group **mentoring** based on narrative is an effective and efficient alternative to traditional **mentoring**. Copyright & Elsevier]; Copyright of Journal of Academic Librarianship is the property of Elsevier Science Publishing Company, Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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PERSPECTIVE ON PRACTICE: ESTABLISHING A FORMAL CROSS-CULTURAL MENTORING ORGANIZATION AND PROGRAM.

CITATION: Sewon Kim and Toby Egan. , Journal of European Industrial Training, 2011. Vol. 35, No. 1, 89-105.

ABSTRACT: Purpose - The aim of this paper is to offer potential insight regarding formal cross-cultural **mentoring** organization and program development in higher education contexts and beyond, by elaborating regarding the founding and programmatic efforts of an International Student **Mentor** Association (ISMA) at a large university in North America. Design/methodology/approach - The research approach used was an exploratory case study. Data were collected from various secondary sources. As ex-post factor reporting, data analysis was also based on memory and experiences recalled by the first author - one of the ISMA founding members. Findings - ISMA was distinctive in employing cross-cultural **mentoring**. International, cultural components were embedded in the overall organization structure, board and team designs, paired **mentor** system, **mentor** and **protégé** matching, training content, and multilevel **mentoring** activities. Organization and program flow charts were identified. Research limitations/implications - Future research should examine dynamics of cultural dimensions, such as age, gender and other cultural orientations, in the cross-cultural **mentoring** relationships and programs. Practical implications - Human resource development (HRD) practitioners can use formal cross-cultural **mentoring** to facilitate cultural adjustment and exchange as well as psycho-social and career supports in multinational or multicultural organizations. Employing multilevel **mentoring** relationships can further social network and capital of an organization and its members. Originality/value - This is one of the few studies in formal cross-cultural **mentoring** organization and program development. Organization establishment process, organization structure, matching system, and program flow charts can be used as a potential guidance for implementation of other cross-cultural **mentoring** organizations and programs. ABSTRACT FROM AUTHOR]; Copyright of Journal of European Industrial Training is the property of Emerald Group Publishing Limited and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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PRODUCTIVE ENERGY CYCLES IN MENTORING RELATIONSHIPS. A QUALITATIVE INVESTIGATION.

CITATION: Ursula Liebhart. , Zeitschrift für Personalforschung, 2013. Rainer Hampp Verlag. Vol. 27, No. 2, 125-155.

ABSTRACT: Cross-Company **Mentoring** is an external form of business **mentoring** across organizational borders. Thereby it is important that the participants are able to quickly get into a high quality developmental relationship to reap the benefits of the learning opportunities. This paper thus focuses on the influence and impact of an essential power, namely the human energy that emerges and flows between two interactive individuals. Based on a study that provides a unique dyadic and qualitative empirical examination of the development of **mentoring** relationships, the relationship between the perceived energy level of 13 **mentoring**

tandems and their outcomes are examined. The **mentoring** tandems are classified into high, medium and low-performing tandems. Similarities and differences between these performance groups as well as same-gender and cross-gender tandems are worked out. Suggestions for a reflected and successful development of sustainable relationships are made. (English) ABSTRACT FROM AUTHOR]; Cross-Company **Mentoring** ist ein interorganisationales Programm für die Zeitspanne von zwölf Monaten, in dem Teilnehmer aus unterschiedlichen Organisationen in Tandems zusammengestellt werden. Es ist wichtig, dass die Teilnehmer schnell in eine hoch-qualitative **Mentoring**beziehung einsteigen können, um die Vorteile aus den Lernmöglichkeiten umsetzen zu können. Deswegen fokussiert dieser Beitrag auf den Einfluss und die Wirkung einer essentiellen Kraft, nämlich der humanen Energie, die zwischen zwei interaktiven Personen entsteht und fließt. Basierend auf einer qualitativen empirischen Untersuchung der Entwicklung dieser Lernbeziehungen, wird der Zusammenhang zwischen dem wahrgenommenen Energieniveau der Tandems und deren Ergebnisse untersucht. Die Ergebnisse erlauben konkrete Vorschläge zur reflektierten und erfolgreichen Entwicklung von nachhaltigen Beziehungen. (German) ABSTRACT FROM AUTHOR]; Copyright of Zeitschrift für Personalforschung is the property of Rainer Hampp Verlag and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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A PROPOSED MODEL FOR THE ROLE OF PHYSICIAN PEER **MENTORING IN IMPROVING PHYSICIAN COMMUNICATION AND PATIENT SATISFACTION.**

CITATION: Scott Bryant, Dan Moshavi, Gary Lande, et al. , Academy of Health Care Management Journal, 2011. Jordan Whitney Enterprises, Inc. Vol. 7, No. 1, 45-58.

ABSTRACT: Physician peer **mentoring** has the potential to provide improved physician job satisfaction while increasing patient satisfaction and improving patient health outcomes. Peer **mentoring** also has the potential to be more effective than traditional training methods for improving physicians' abilities to manage relationships with patients, including communication and interpersonal skills. By pairing physicians who are effective communicators with less effective ones, peer **mentoring** provides a physician who can share knowledge about managing patient relationships. This paper adds to the **mentoring** literature by exploring the role of peer **mentoring** for physicians. This paper also adds to the doctor-patient relationship literature by suggesting that physician peer **mentoring** may be an effective tool for improving doctors' relationships with their patients, thereby resulting in more satisfied and healthy patients. Finally, the paper lays out an agenda for future research on the impact of peer **mentoring** on effective physician communication and patient satisfaction. ABSTRACT FROM AUTHOR]; Copyright of Academy of Health Care Management Journal is the property of Jordan Whitney Enterprises, Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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THE ROLE OF **MENTOR TRUST AND **Protégé** INTERNAL LOCUS OF CONTROL IN FORMAL **MENTORING** RELATIONSHIPS.**

CITATION: Sheng Wang, Edward C. Tomlinson and Raymond A. Noe. , J.Appl.Psychol., 2010. Vol. 95, No. 2, 358-367.

ABSTRACT: This study examined the relationship between **mentor** trust, **protégé** internal locus of control, and the **mentoring** functions reported by **protégés**. The matched **mentor-protégé** sample came from a formal **mentoring** program in China. We found a positive relationship between **protégés'** internal locus of control and the extent of **mentoring** functions they reported receiving. **Mentors'** affect-based trust was positively related to the extent of **mentoring** functions **protégés** reported receiving regardless of their internal locus of control. However, **mentors'** cognition-based trust was positively related to **protégés'** report of the extent of **mentoring** functions only for **protégés** who were lower in internal locus of control. The theoretical and practical implications of these results are discussed. ABSTRACT FROM AUTHOR]; Copyright of Journal of Applied Psychology is the property of American Psychological Association and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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SEEKING TO MOLD LEADERS, ONE CU FORMS MENTORSHIP PROGRAM.

CITATION: Aaron Passman. , Credit Union Journal, 2013. SourceMedia, Inc. Vol. 17, No. 20, 25-25.

ABSTRACT: The article reports on the launch by Financial Center Federal Credit Union (FCU) of G2, a **mentorship** program designed to help mold the next generation of credit union leaders. The program is designed for those with less experience, who may only have a college degree but have potential and hope to one day rise to an executive position through training. It offers information on the four-module course of the program that covers a variety of departments.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=89573304&site=ehost-live&scope=site>

SERVING OUR EMPLOYEES AND VOLUNTEERS: TEACHING, MENTORING, AND SPIRIT-BUILDING IN THE WORKPLACE.

CITATION: Santo D. Marabella. , Leader to Leader, 2014. John Wiley & Sons, Inc. Vol. 2014, No. 74, 7-12.

ABSTRACT: The article discusses how leaders and managers at American companies and organizations can serve their employees and volunteers through workplace-related teaching, **mentoring**, and spirit-building programs. Employee loyalty and the impact of an American recession on the emotional and motivational psyche of employees across the U.S. are addressed. Workplace bullying, job-related stress, and issues involving poor customer service and communication in America are examined.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=98020926&site=ehost-live&scope=site>

SET UP A MENTOR PROGRAM.

CITATION: Anonymous , Board & Administrator: For Administrators Only, 2010. Vol. 26, No. 5, 5-5.

ABSTRACT: The article offers information on the processes of an effective **mentor** program which pairs a new member of the board with an experienced trustee. It mentions that one must have a list of potential **mentors** as well as a list of specific qualifications for **mentors**. It adds that it is also good to set expectations, encourage feedbacks and have an annual evaluation of the program.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=47223975&site=ehost-live&scope=site>

SETTING UP FOR CAREER SUCCESS.

CITATION: STEPHANIE CASTELLANO. , TD: Talent Development, 2015. Association for Talent Development. Vol. 69, No. 3, 16-16.

ABSTRACT: The article focuses on the benefits of experiential learning and **mentoring** for employees. Topics include the success of alternative education programs, the experiential learning programs offered at universities, and the benefits of internships and apprenticeships. Information is provided on the extracurricular activities that provide career training.

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SEVEN SUCCESS STRATEGIES FOR MENTORING PROGRAM MANAGERS.

CITATION: LOIS J. ZACHARY. , TD: Talent Development, 2015. Association for Talent Development. Vol. 69, No. 2, 76-77.

ABSTRACT: The article discusses a development and learning program for **mentoring** program managers (MPMs). Topics discussed include the need for organizational leaders to require MPMs to update their skill set and knowledge on a yearly basis and the allocation of financial resources for the participation of these managers in conferences and workshops. The implementation of a **mentoring** leadership succession plan and the need for MPMs to create value and identify **mentoring** opportunities are also mentioned.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=100753513&site=ehost-live&scope=site>

SOCIAL SKILL IN WORKPLACE MENTORING RELATIONSHIPS.

CITATION: Sharon Y. Wu, Daniel B. Turban and Yu Ha Cheung. , Journal of Organizational Culture, Communications & Conflict, 2012. Jordan Whitney Enterprises, Inc. Vol. 16, No. 2, 61-72.

ABSTRACT: The goal of this theoretical paper is to examine the role of social skill in the **mentoring** process from a career perspective. Drawing on empirical and theoretical evidence, we build on Kram's suggestions to understand the role of social skill in various stages of **mentoring** relationships. We then examine how both the

mentors and protégés' social skill influences the overall mentoring effectiveness especially on dysfunctional mentoring relationships. Our paper provides both theoretical and practical implications for researchers interested in social skill and for firms with mentoring programs. ABSTRACT FROM AUTHOR]; Copyright of Journal of Organizational Culture, Communications & Conflict is the property of Jordan Whitney Enterprises, Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)

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START A CORPORATE MENTORING PROGRAM.

CITATION: LAURA DIFLORIO. , Training, 2011. Lakewood Media Group LLC. Vol. 48, No. 6, 18-18.

ABSTRACT: The article offers tips on how to succeed in your corporate mentoring program. The author says that despite the difficulty of starting a mentoring program, it cannot be a reason for failure. To succeed in the mentoring scheme, it is suggested that organizations align its mentoring scheme with its objectives, to ensure proper budget and to find mentors. Moreover, other tips in achieving successful mentoring are also mentioned.

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TAKING MENTORING TO THE NEXT LEVEL IN ORGANISATIONS.

CITATION: Ann Rolfe. , Training & Development (1839-8561), 2014. Copyright Agency Limited. Vol. 41, No. 2, 26-27.

ABSTRACT: In this article, the author offers information on mentoring in business organisations. She discusses various topics including informal mentoring in organisations to improve employees' ability, engagement and outcomes, importance of mentoring in terms of vision, values and operation of business organization, and mentoring done by employees among themselves.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=96059075&site=ehost-live&scope=site>

TEACHING & MENTORING SOME GUIDELINES.

CITATION: Larry Connor. , Bee Culture, 2011. A.I. Root Co. Vol. 139, No. 7, 44-46.

ABSTRACT: The article offers guidelines on teaching and mentoring new beekeepers. Mentors could give their best if they have only one student at a time, which could give both parties time to schedule bee work and flexibility. Good teachers should study their beekeeping thoroughly, and to be able to organize a classroom environment. Experienced mentors could contact nature centers, community colleges, and conservation clubs to give lectures.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=62808250&site=ehost-live&scope=site>

TECH-INFUSED MENTORING.

CITATION: Judy Corner. , T+D, 2012. Association for Talent Development. Vol. 66, No. 6, 50-53.

ABSTRACT: The article focuses on the use of technology and the internet in mentoring programs. It states that training and development professionals utilize mentoring to achieve a wide range of talent management goals that includes knowledge transfer, onboarding, succession planning, and leadership development. It comments on the use of mentoring webinars and comments on the use of tracking programs to determine mentoring success, the use of technology to match the best mentor and mentee, and ensure that consistent program information is given to everyone.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=76133678&site=ehost-live&scope=site>

THREE TIPS FOR EFFECTIVE MENTORING.

CITATION: SYED PEERAN. , Consult.Specif., 2015. CFE Media. Vol. 52, No. 3, 11-11.

ABSTRACT: The article presents suggestions for effective mentoring of young engineering employees. It states that its necessary for mentors to make young engineering students feel comfortable while talking to them about their personal affairs. It also states that mentoring should always aim at increasing the productivity at the firm.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=102182261&site=ehost-live&scope=site>

TIPS FOR A SUCCESSFUL VIRTUAL MENTORING RELATIONSHIP.

CITATION: Anonymous , Employee Benefit News, 2011. SourceMedia, Inc. Vol. 25, No. 6, 49-49.

ABSTRACT: The article presents tips on having a successful virtual **mentoring** relationship which include the importance of frequency of contact, giving thoughtful answers in emails, and keeping copies of all conversations.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=76352794&site=ehost-live&scope=site>

TIPS FOR EFFECTIVE MENTORING PROGRAMS.

CITATION: Anonymous , T+D, 2011. Association for Talent Development. Vol. 65, No. 12, 20-20.

ABSTRACT: The article offers suggestions on designing **mentoring** programs, such as setting guidelines to match **mentees** with **mentors**, following up to gather feedback and input, and including recognition and rewards policies.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=67443561&site=ehost-live&scope=site>

TOOLS TO SUPPORT THE DEVELOPMENT OF a QUALITY CULTURE IN a LEARNING ORGANISATION.

CITATION: Alan C. Gillies. , TQM Journal, 2015. Vol. 27, No. 4, 471-482.

ABSTRACT: Purpose – The purpose of this paper is to show how a systematic approach and supporting tools can support the development of a quality culture, and align cultural change with process improvement goals. Design/methodology/approach – The paper describes the development and deployment of a systematic approach to developing a quality culture, achieved through a structured approach to **mentoring** and supporting learning techniques including algorithmic matching of **mentors** to **mentees** and a structured **mentoring** journey built around goals and milestones. Findings – A structured approach to **mentoring** can deliver significant enhancements to a quality culture, complementing structured approaches to process improvement allowing alignment of cultural and process goals. Research limitations/implications – The approach has been applied in a relatively small number of organisations (eight) at the time of writing. Originality/value – The use of a structured approach to learning enables establishment of a quality culture to be part of a structured quality plan. ABSTRACT FROM AUTHOR]; Copyright of TQM Journal is the property of Emerald Group Publishing Limited and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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USE OF SUCCESSION PLANNING TO PREPARE FUTURE LEADERS IN SELECTED FEDERAL AGENCIES AT ABERDEEN PROVING GROUND, MD.

CITATION: Malhotra, R. Defense Acquisition Univ., Aberdeen Proving Ground, MD., 2011, 47p.

ABSTRACT: The importance of succession planning is well known in industry and in the armed forces. It provides a venue for an orderly transition of command and control responsibilities to a designated person who is preselected and groomed to take on higher responsibilities with minimal to no disruption of ongoing operations in case the incumbent leaves his/her position. Aberdeen Proving Ground (APG) in Maryland is a very large army installation with 43 major organizations and 28 suborganizations as tenants. Most of these organizations manage a significant amount of acquisition-related projects. Because of the diversity of their missions and functions, as well as the projected shortage of acquisition-related funding in future years, it is essential for these organizations to have a well developed and executed succession plan for a smooth transition of leadership. This study was conducted to determine whether selected federal agencies at APG have succession plans in place to identify and prepare their talented employees for future senior-level positions. Data for the study were obtained through both written surveys and interviews of key personnel of select federal agencies at APG between Feb. 16 and March 14, 2011. A key finding from the survey was that none of the participating agencies had any type of formal succession plan in place for several reasons. Most of them, however, recognized the importance of succession planning and were following informal processes to prepare their key personnel for senior level positions in their organizations.

ACCESS: <https://ntrl.ntis.gov/NTRL/dashboard/searchResults.xhtml?searchQuery=ADA549311>

A VERY SHORT, FAIRLY INTERESTING AND REASONABLY CHEAP BOOK ABOUT COACHING AND MENTORING.

CITATION: Jenny Garrett. , Action Learning: Research & Practice, 2013. Vol. 10, No. 1, 90-94.
ABSTRACT: The article reviews the book "A Very Short, Fairly Interesting and Reasonably Cheap Book About Coaching and Mentoring," by Bob Garvey.
ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=85588235&site=ehost-live&scope=site>

VIEWS OF HR SPECIALISTS ON FORMAL MENTORING: CURRENT SITUATION AND PROSPECTS FOR THE FUTURE.

CITATION: Maarit Laiho and Tiina Brandt. , Career Development International, 2012. Vol. 17, No. 5, 435-457.
ABSTRACT: Purpose – The article aims to report the findings of quantitative and qualitative analysis of the benefits, drawbacks and future prospects of formal mentoring in medium-sized and large organisations. Design/methodology/approach – The empirical data for the study were collected via an online survey, and consist of responses from 152 human resource specialists from companies and public sector organisations in Finland. Findings – The results reflect the organisations' current situation, and the issues that are important to the HR function. Mentoring is primarily used to transfer tacit knowledge from those near retirement to younger colleagues, foster the personnel development and create well-being at work. Career advancement and work performance are not as important as might have been thought. The results suggest that mentoring will be more widely used in the future. Among the future potential deliverables of mentoring are strengthening competence management, creating well-being and enhancing an organisation's image. Young people, in particular, may demand the use of social media alongside mentoring. This could also facilitate mentoring in multicultural organisations. Practical implications – HR functions intending to make greater use of mentoring in future will require more focus and resources to do so. For example, almost one in five of the respondents saw a lack of information as a barrier to establishing mentoring. Originality/value – This paper focuses on how organisations view mentoring, which has not been extensively examined previously.
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WHAT DOES REALLY GO ON IN A MENTORING RELATIONSHIP?

CITATION: Mike Owen. , MHD Supply Chain Solutions, 2010. Intermedia Group Pty Ltd. Vol. 40, No. 6, 20-21.
ABSTRACT: An interview with Dean Newman, NDC manager at Corporate Express and Pecijn Koenkoop, manager at Manassen Foods Australia is presented. When asked what motivated them to become involved in the LAA/apics Supply Chain Mentoring Program, Dean says his 15 years's of experience in multiple logistics sectors while Pepijn says, he wants to gain more knowledge in supply chain. They also agreed that the LAA/apics program is valuable in developing future supply chain leaders.
ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=56571638&site=ehost-live&scope=site>

WHEN MENTORS FEEL SUPPORTED: RELATIONSHIPS WITH MENTORING FUNCTIONS AND PROTÉGÉS' PERCEIVED ORGANIZATIONAL SUPPORT.

CITATION: Changya Hu, Sheng Wang, Chun-Chi Yang, et al. , J.Organ.Behav., 2014. John Wiley & Sons, Inc. Vol. 35, No. 1, 22-37.
ABSTRACT: We surveyed full-time employees of ongoing mentoring relationships to investigate relationships among mentors' perceived organizational support (POS), the extent of mentoring functions protégés received, and protégés' POS. Moreover, we examined the moderating role of mentors' altruistic personality in the relationship between mentors' POS and mentoring functions received. Results showed that mentors' POS was positively related to the extent of mentoring protégés reported receiving, which was then related positively to protégés' POS. Furthermore, the extent of mentoring received partially mediated the relationship between mentors' POS and protégés' POS. We also found that mentors' altruistic personality moderated the positive relationship between mentors' POS and the extent of mentoring received such that this relationship was stronger for low altruistic mentors. Theoretical and practical implications of the findings are discussed.
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WHO IS A MENTOR? A REVIEW OF EVOLVING DEFINITIONS AND IMPLICATIONS FOR RESEARCH.

CITATION: Dana L. Haggard, Thomas W. Dougherty, Daniel B. Turban, et al. , Journal of Management, 2011. Vol. 37, No. 1, 280-304.

ABSTRACT: The authors' review of the mentoring literature describes how the construct has changed since Kram's influential work in the early 1980s, the implications of such changes for the field, and suggestions for the future. In addition to highlighting changes over time in the topics mentoring researchers have studied, the authors provide an in-depth review of the way researchers have defined mentoring and the implications of those definitions. They identified approximately 40 different definitions used in the empirical literature since 1980. The discussion of definitions is followed by a delineation of the core attributes of all mentoring relationships and recommendations for specific information that researchers should collect about the relationship. The authors conclude by describing research trends and directions for future mentoring research. ABSTRACT FROM AUTHOR]; Copyright of Journal of Management is the property of Sage Publications, Ltd. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.).

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RELEVANT BUSINESS BOOK SUMMARIES: The following resources were found in Business Book Summaries, a subscription database from EBSCO. Business Book Summaries does not contain the full text of entire books, but instead has "Cliffs-notes-like" summaries of more than 2,500 top business books. ([Return to Contents...](#))

FORGET A MENTOR, FIND A SPONSOR.

Authors: Hewlett, Sylvia Ann

Source: Forget a Mentor, Find a Sponsor; 1/1/2014, p1-8, 8p, 1 Color Photograph

Abstract: Mentors serve a useful purpose, but only sponsors can effectively turbo-charge a career. In Forget a Mentor, Find a Sponsor, published by Harvard Business School Publishing, Sylvia Ann Hewlett provides a road map to help professionals find and develop a portfolio of sponsors who can open doors, based on polls and research conducted by the author's Center for Talent Innovation. Sponsors are senior-level champions who advocate to earn their protégés raises and promotions. Protégés, in turn, build the sponsors' currency and burnish their legacies. The reciprocity of this relationship makes it especially strong and critical to career advancement. Without sponsors to throw their hat in the ring and provide the cover that allows risk taking, individuals can expect to reach their full potential and the highest levels in their organization.

ISBN: 9781422187166

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=qbh&AN=92578654&site=bbs-live>

THE ELEMENTS OF MENTORING.

Authors: Johnson, W. Brad
Ridley, Charles R.

Source: Elements of Mentoring; 5/5/2015, p1-10, 10p, 1 Color Photograph

Abstract: Mentors are the responsible leaders in a relationship that should be mutually rewarding. The ultimate goal is to develop a protégé that is more capable, more comfortable, more confident, and better connected within the organization. Like any relationship, mentorships require planning, goal setting, reinforcement, nurturing, and regular review to ensure that both individuals are getting what they need from the partnership. In The Elements of Mentoring, W.

Brad Johnson and Charles R. Ridley discuss the components of a successful **mentorship**, as well as the pitfalls that must be avoided to see it through to a successful end.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=qbh&AN=102478843&site=bbs-live>

COACHING UP AND DOWN THE GENERATIONS.

Authors: Haneberg, Lisa

Source: **Coaching** Up & Down the Generations; 2/23/2013, p1, 8p, 1 Color Photograph

Abstract: In **Coaching** Up and Down the Generations, Lisa Haneberg reviews general information, insights, and observations about **coaching**, then applies them to the increasingly common situation in which the **coach** comes from one generation and the person receiving the **coaching** ("the performer") comes from another. The assumptions that people make about each other—whether based on appearance, comfort level with technology, or codes of business conduct—are the main obstacle to making intergenerational **coaching** experiences work. Haneberg believes that traits such as agility, flexibility, and openness are essential to successful **coaching**. She tries to avoid being too prescriptive, based on her belief that great **coaching** cannot and should not be defined as a set of practices or as a competency.

ISBN: 978L562867198

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=qbh&AN=85806591&site=bbs-live>

HBR GUIDE TO GETTING THE MENTORING YOU NEED.

Authors: Business, Harvard

Source: HBR Guide to Getting the **Mentoring** You Need; 1/3/2015, p1-8, 8p, 1 Color Photograph

NAICS/Industry NAICS/Industry Codes 611430Professional and Management Development Training

Codes: 624310Vocational Rehabilitation Services

Abstract: The Harvard Business School Publishing title HBR Guide to Getting the **Mentoring** You Need offers a comprehensive manual for professionals on how to attract **sponsors**, learn and move up in their fields, and later become **mentors** themselves. A variety of authors have contributed to provide a diverse set of perspectives and viewpoints that all drive the same point home: quality **mentoring** is a tremendous advantage that must not be ignored by anyone who wishes to continue to grow in their careers and lives.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=qbh&AN=100166657&site=bbs-live>

MANAGERS AS MENTORS.

Authors: Bell, Chip R.

Source: Managers as **Mentors** (2nd Edition) - Business Book Summaries; 2002, Vol. 1 Issue 1, p1-8, 8p, 1 Color Photograph

Abstract: Long ago, Bell discovered that excellent **mentoring** skills are not necessarily innate to those in supervisory positions. Thus, in 1996, he wrote the first edition of Managers As **Mentors** to provide managers and supervisors, who have some aptitude and are eager to improve, with the competence and confidence to shed the old authoritarian, patriarchal leader/manager model and adopt a partnering relationship that supports, enables, and facilitates workers. Since that publication, "helping employees grow" is now the absolute top priority of all managers. Managers need proficiency rather than programs, accessible resources and practical techniques rather than rules and policies, and immediately actionable guidelines rather than philosophical discussion and theory. As a consequence, the author believes that this second edition of his work is more important than the first, for it is offered to address these needs. Bell defines **mentor** as "simply someone who helps someone else learn something that would have otherwise been learned less well, more slowly, or not at all." He notes that if human beings are to grow to their greatest potential, they need a safe boundaryless environment. Thus, **mentoring** is about expansiveness

about clearing an emotional path that is as free of restrictions as possible. This kind of **mentoring** requires four core competencies: Surrendering, Accepting, Gifting, and Extending (SAGE). Although the mnemonic, SAGE, still forms the framework for the **mentoring** experience, this new edition of Bell's work is not just a warmed over version of the first, but offers new information and perspectives that address the changing work environment and also make the work more practical and accessible. Essentially, *Managing As Mentors* is a tool for addressing the challenges of being a leader: Thus, the work is really about "managing as **mentoring**" about the fundamentals of leadership humility, courage, curiosity, advice, feedback, stories, support, and focus. "The way of the **mentor** is the way of the leader, particularly in today's brain-based economy."

ISBN: 9781609947101

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=qbh&AN=16898203&site=bbs-live>

POWER MENTORING: HOW SUCCESSFUL MENTORS AND PROTÉGÉS GET THE MOST OF THEIR RELATIONSHIPS.

Authors: Ensher, Ellen E.
Murphy, Susan E.

Source: Power **Mentoring** - Business Book Summaries; 2006, Vol. 1 Issue 1, p1-10, 10p

Abstract: Today, few employees spend their entire career at one company. Some people move from company to company in search of raises and promotions; while some move from project to project. Most people will switch careers at some point. This means that there is no longer one clear pathway to success, much less a clearly defined career pathway. That is why **mentors** are more important today than ever before, and why *Power Mentoring*, by Ellen Ensher and Susan Murphy, is such an important book. It contains advice and a how-to plan for those looking to be protégés or **mentors** and for those who already are. Employment patterns have changed, and so have the needs of employees. **Mentoring** relationships have changed as well. Just as most of us do not stay with one employer, most of us do not stay with just one **mentor**. According to Ensher and Murphy, power **mentoring** is all about "showing you how to actively develop and improve your relationships with others and, in doing so, gain all of the career outcomes that you have always imagined. The modern work environment requires managers who can work skillfully with diverse employees, who can enable employees to balance work and personal lives, and who can respond to customers' changing needs. Technology has changed the face of the workplace by blurring the boundaries between work and home. Employees have more demands, but they also have more choices. According to research on **mentoring**, **mentors** furnish both emotional and career support. They help clarify expectations, encourage development, and provide opportunities for a protégé to learn and grow.

ISBN: 9780787979522

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=qbh&AN=23487483&site=bbs-live>

MONDAY MORNING LEADERSHIP.

Authors: Cottrell, David

Source: Monday Morning Leadership - Business Book Summaries; 10/17/2010, p1-7, 8p, 1 Color Photograph

NAICS/Industry Codes: NAICS/Industry Codes 624310 Vocational Rehabilitation Services
611430 Professional and Management Development Training

Abstract: Most professionals will encounter obstacles in their careers that cause them to question their ability. Some are fortunate enough to have **mentors** who can offer insight, support, and help pave the way for growth and development. Others will be left to navigate their own way. For those without direct access to a **mentor**, there is Monday Morning Leadership where David Cottrell provides readers the opportunity to participate in a series of eight **mentoring** sessions. Each session presents challenging real-life business situations and a key lesson for being a successful leader. Along with the guidance, there is also the necessary encouragement and direction to help build and strengthen leadership skills.

ISBN: 9780971942431

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=qbh&AN=54593981&site=bbs-live>

THE EXTRAORDINARY COACH.

Authors: Zenger, John H.
Stinnett, Kathleen

Source: Extraordinary Coach - Business Book Summaries; 10/27/2010, p1-9, 10p, 1 Color Photograph

NAICS/Industry NAICS/Industry Codes 812990All Other Personal Services

Codes:

Abstract: The majority of today's leaders believe that they are providing a sufficient amount of coaching to their employees, but studies show that the "coachees" disagree. In The Extraordinary Coach, John H. Zenger and Kathleen Stinnett demonstrate how many of the current tactics used in coaching are not actually beneficial to the coachees and are not sufficiently developing employees' ability to problem-solve on their own. In the book, Zenger and Stinnett consistently outline specific steps leaders can take in order to best cultivate their coaching skills. They also make the point that coaching is not limited solely to one-on-one coaching sessions, but can be used in a variety of problem-solving situations throughout the workplace involving various employees, bosses, and co-workers.

ISBN: 9780071703406

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=qbh&AN=54727682&site=bbs-live>

COACHING FOR BREAKTHROUGH SUCCESS.

Authors: Canfield, Jack
Chee, Dr.Peter

Source: Coaching for Breakthrough Success; 1/23/2015, p1-11, 11p, 1 Color Photograph

NAICS/Industry NAICS/Industry Codes 611430Professional and Management Development Training

Codes: 812990All Other Personal Services

Abstract: Coaching is gaining recognition in businesses throughout the country, and becoming a coach can be personally fulfilling. Coaching for Breakthrough Success by Jack Canfield and Peter Chee is a comprehensive guide for people interested in coaching, either as a career or as a management practice. The authors describe the attitude successful coaches need, the specific practices they can implement in each coaching conversation, and the overarching techniques they can employ in the coaching relationship. Great coaching is guided by principles that symbolize the heart of the coach. These principles, which can be grouped into eight categories, are essential for all coaches to follow.

ACCESS: <https://search.ebscohost.com/login.aspx?direct=true&db=qbh&AN=100544746&site=bbs-live>

FEEDING YOUR LEADERSHIP PIPELINE.

Authors: Tobin, Daniel R.

Source: Feeding Your Leadership Pipeline - Business Book Summaries; 1/27/2011, p1-7, 8p, 1 Color Photograph

Abstract: In the coming years, the business industry in the United States will face an important transition. By 2030, 78 million baby boomers will turn 65, the common retirement age. Feeding Your Leadership Pipeline by Daniel R. Tobin chronicles the action that businesses need to take in order to prepare for this important leadership transition. By creating a succession planning strategy and staff, also referred to as a Leadership Development Program (LDP), growing talent can be groomed for future positions of leadership while keeping the company's best interests in mind. By utilizing the four main components of an LDP: education sessions, experiential and action learning, Individual Development Plans, and mentoring and coaching, companies both large and small can

train talent from within to become the leaders of tomorrow.

ISBN: 9781562867102

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9 POWERFUL PRACTICES OF REALLY GREAT MENTORS.

Authors: Kohn, Stephen E.
O'Connell, Vincent D.

Source: 9 Powerful Practices of Really Great **Mentors**; 8/21/2015, p1-9, 9p

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Abstract: **Mentor**-protégé relationships are a unique and particularly effective method for bringing out excellence in individuals. In 9 Powerful Practices of Really Great **Mentors**, Stephen E. Kohn and Vincent D. O'Connell describe proven practices that **mentors** can use to help their protégés reach their highest potential. These practices include providing career and psychosocial support, modeling desired behaviors, uncovering protégé motivations, building rapport, inspiring protégés to ambitious goals, protecting credibility, promoting lifelong learning, and teaching strategic thinking.

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WHO'S GOT YOUR BACK?

Authors: Ferrazzi, Keith

Source: Who's Got Your Back - Business Book Summaries; 8/18/2010, Vol. 1 Issue 1, p1-8, 9p, 1 Color Photograph

Abstract: After taking part in an exceptional business team early in his career, Keith Ferrazzi realized the "incredible power of having a team of people guide me, encourage me, help me to be open and candid, hold me accountable, and allow me to achieve my full potential." According to Ferrazzi, the cornerstone of success is having a support network of peers, advisors, friends, and **mentors** who can help achieve goals, and in *Who's Got Your Back?*, he presents a well-defined and formalized process for building a "dream team" that can support either personal or professional growth. The success that formal groups such as Weight Watchers and Alcoholics Anonymous have had in changing behavior can be attributed to two basic concepts: support and accountability. People who are successful in these groups have all developed what Ferrazzi terms lifeline relationships: "an indispensable circle of trusted advisors, **mentors**, and colleagues." Everyone occasionally faces problems and challenges that are too big to solve alone, and lifeline relationships are "why some people succeed far more than others." Ferrazzi advises individuals to recruit three people who can help change their personal lives, or six to seven people in the workplace who can promote better job performance and growth. Building lifeline relationships will help a person: 1. Identify what success truly means for a unique individual. 2. Figure out a robust plan to get there. 3. Identify what a person needs to stop doing to move forward. 4. Commit the group to ensuring that a person succeeds and sustains needed changes. Developing intimacy and lifeline relationships requires learning and practicing four core mind-sets: generosity, vulnerability, candor, and accountability. To develop one or more lifeline relationships, Ferrazzi suggests that individuals follow a nine-step process: 1. Articulate your vision: 2. Find your lifeline relationships 3. Practice the art of the long, slow dinner 4. Broaden your goal-setting strategy 5. Create your own personal success wheel 6. Learn to fight! 7. Diagnose your weaknesses 8. Commit to improvement 9. Fake it till you make it – then make it stick

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MENTORING AND DIVERSITY.

Authors: Clutterbuck, David
Ragins, Belle Rose

Source: **Mentoring** & Diversity (Great Neck Publishing); 12/18/2011, p1, 9p, 1 Color Photograph

Abstract: While **mentoring** is a well researched topic, the relationship between **mentoring** and diversity requires more exploration. In **Mentoring** and Diversity, David Clutterbuck and Belle Rose Ragins review existing literature and case studies in order to better illuminate the relationship between diversity and **mentoring**. By gaining a better understanding of this relationship, this knowledge can lead to formal programs which ultimately create a more open and accepting culture within organizations. In the end, **mentoring** can be an effective tool for increasing acceptance and understanding of diversity in the workplace.

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