Mentoring as a Leadership Development Intervention

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Adler Graduate School
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Agenda

- Context
- What is Leadership and How is it Developed?
- What Role Does Goal Setting and Self-regulation Play in Development?
- How Does Mentoring Impact the Individual, Organization?
- What is the Optimal Mentoring Program Structure?
- What are the Common Pitfalls of Mentoring Programs?
- What Factors Facilitate the Success of Mentoring Programs?
- Conclusion
- Integration via Mentoring Toolkit
- Q & A
What’s Happening Out There?

Local/National focus

- Predictable, manageable, and controllable landscape
- “Spare no expense”
- ‘Command and control’ and ‘achievement-based’ leadership culture

Global focus

- Highly competitive, fast-paced, demanding and chaotic landscape
- “Do more with less”
- ‘Interdependent-collaborative’ leadership culture

Over the next 10 years, what do you think will be the three biggest challenges facing HR executives?

Responses received in 2012:
1. Retaining and rewarding the best employees (59%)
2. Developing the next generation of corporate leaders (52%)
3. Creating a corporate culture that attracts the best employees (36%)
4. Remaining competitive in the talent marketplace (34%)
5. Finding employees with the increasingly specialized skills needed (33%)
6. Creating smooth and efficient HR processes that ensure a good employee experience (20%)
7. Finding the right employees in the right markets where we do global business (15%)
8. Creating an employee-centric, service-oriented HR organization (13%)
9. Breaking down cultural barriers that make it difficult to create a truly global company (11%)
10. Other (6%)

Over the next 10 years, what do you think will be the three biggest challenges facing HR executives?

**Comparison of Responses Received**

<table>
<thead>
<tr>
<th>2010</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>1. Retaining and rewarding the best employees (51%)</td>
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<tr>
<td>2. Creating a corporate culture that attracts the best employees (44%)</td>
<td>2. Developing the next generation of corporate leaders (52%)</td>
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<tr>
<td>3. Finding employees with the increasingly specialized skills we need (41%)</td>
<td>3. Creating a corporate culture that attracts the best employees (36%)</td>
</tr>
<tr>
<td>4. Finding the right employees in the right markets where we do global business (33%)</td>
<td>4. Remaining competitive in the talent marketplace (34%)</td>
</tr>
<tr>
<td>5. Developing the next generation of corporate leaders (29%)</td>
<td>5. Finding employees with the increasingly specialized skills needed (33%)</td>
</tr>
<tr>
<td>6. Breaking down cultural barriers that make it difficult to create a truly global company (24%)</td>
<td>6. Creating smooth and efficient HR processes that ensure a good employee experience (20%)</td>
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<tr>
<td>7. Remaining competitive in the talent marketplace (21%)</td>
<td>7. Finding the right employees in the right markets where we do global business (15%)</td>
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<tr>
<td>8. Creating smooth and efficient HR processes that ensure a good employee experience (17%)</td>
<td>8. Creating an employee-centric, service-oriented HR organization (13%)</td>
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<tr>
<td>9. Creating an employee-centric, service-oriented HR organization (12%)</td>
<td>9. Breaking down cultural barriers that make it difficult to create a truly global company (11%)</td>
</tr>
<tr>
<td>10. Other (1%)</td>
<td>10. Other (6%)</td>
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</table>

What People Need From Their Bosses: A Checklist of Personal Needs

<table>
<thead>
<tr>
<th>Career Stage</th>
<th>Personal Needs</th>
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<tbody>
<tr>
<td>Establishment.</td>
<td>Coaching, Feedback, Training, Role-modeling, Acceptance and confirmation, Protection</td>
</tr>
<tr>
<td>Advancement.</td>
<td>Exposure, Challenging work, Sponsorship, Counseling</td>
</tr>
<tr>
<td>Maintenance.</td>
<td>Autonomy, Opportunities to develop others</td>
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<tr>
<td>Withdrawal.</td>
<td>Consultative roles</td>
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Leadership and Leadership Development
What is Leadership?

“Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles.”

-J. P. Kotter

Is leadership born or made?
A 2012 study conducted by the Center for Creative Leadership (CCL) found the following:

**Are Leaders Born or Made?**

- **Born**: 19.1%
- **Made**: 52.4%
- **Equally Born and Made**: 28.5%

N = 361 “Top” level of their organization in 2008, 2010, and 2011

A 2012 study conducted by the Center for Creative Leadership (CCL) Cont.

The *image* of leadership most frequently chosen by both Borns and Mades was the same:
A 2012 study conducted by the Center for Creative Leadership (CCL) Cont.

<table>
<thead>
<tr>
<th>Borns</th>
<th>Mades</th>
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<tbody>
<tr>
<td>Picked descriptors that are leader-focused, such as the leader . . .</td>
<td></td>
</tr>
<tr>
<td>• “leading by example” or</td>
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<tr>
<td>• “leading the way”</td>
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<tr>
<td>Chose descriptors that are influence-or other-focused, such as the leader . . .</td>
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<tr>
<td>• “inspires”,</td>
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<tr>
<td>• “empowers”,</td>
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<tr>
<td>• “acts as a mentor”,</td>
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<tr>
<td>• “shows integrity”, and</td>
<td></td>
</tr>
<tr>
<td>• “serves others”</td>
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</table>

What Enables Leadership Development?

- Leadership development is a process that occurs throughout a person’s lifetime (McCauley & Van Velsor, 2004)

- Leadership development is created by nurturing: rethinking mission, interrelatedness, theological reflection, theoretical learning, reflection on leadership practices, experiential learning, training, and feedback (Bell, 2010)

- Participation in leadership development programs (Cummings, Lee, MacGregor, Davey, Wong, Paul & Stafford, 2008)

- Leadership efficacy can be enhanced through a semiformal mentoring program (Okpala, Hopson, Chapman & Fort, 2011)
# Elements of a Developmental Experience Model

<table>
<thead>
<tr>
<th>Element</th>
<th>Role in Motivation</th>
<th>Role as a Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Desire to close gap between current self and ideal self</td>
<td>Clarity about needed changes; clues about how gap can be closed</td>
</tr>
<tr>
<td>Challenge</td>
<td>Need to master the challenge</td>
<td>Opportunity for experimentation and practice; exposure to different perspectives</td>
</tr>
<tr>
<td>Support</td>
<td>Confidence in ability to learn and grow; positive value placed on change</td>
<td>Confirmation and clarification of lessons learned</td>
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Goal Setting and Self-regulation
Importance of Goals and Self-regulation

- A person’s behavior is directed by their goals. (Adler)

- Goals direct attention and effort. Three factors that influence whether or not goals effectively impact performance: goal commitment, clear and timely feedback, and task complexity. (Locke & Latham, 2002)

- Setting challenging goals can influence an individual’s motivation to perform when they want to avoid failure. Also found that self-regulation does not work for everyone when outcome results in having to face uncomfortable self-discipline. (Koch and Nafziger, 2011)
Importance of Goals and Self-regulation Cont.

- Learning goal orientation predicts emotional intelligence tactics while performance-prove goal orientation predicts feedback seeking. (Porath & Bateman, 2006)

- Self-regulation process is cyclical and iterative, with before, during and after phases. (Sandars & Cleary, 2011)
Self-regulation Process and Key Questions

Forethought Phase:
- What is the nature of the task?
- What is my goal?
- What kind of information and strategies do I need?
- How much time and resources will I need?
- What is my motivation?
- Do I need to modify the environment?

Performance Phase:
- Do I have a clear understanding of what I am doing?
- Does the task make sense?
- Am I reaching my goals?
- Do I need to make changes?
- Do I need to modify my thoughts / emotions?
- Do I need to modify the environment?

Achievement of Goal(s)

Self-reflection Phase:
- Have I reached my goal?
- What worked?
- What didn’t work?
- Would I do things differently next time?
- What is the impact on my motivation?

Mentoring
What is Mentoring?

The relationship between a senior and more junior member of an organization directed towards the advancement and support of the junior member.

Impact of Mentoring

Protégé:

- Increased self-efficacy and feeling of belongingness
- Increased job satisfaction
- Alignment of beliefs and greater organizational commitment
- Enhanced knowledge, skills and abilities
- Increased visibility and likelihood of promotion
- Increased social/career network
- Increased ability to manage stress and conflict
Impact of Mentoring Cont.

**Mentor:**
- Leadership skill development and practice
- Fulfillment of psychosocial need
- Increased self-awareness
- Increased leader efficacy
- Greater job fulfillment/rejuvenation
Impact of Mentoring Cont.

Organization:
- Increased morale/motivation
- Increased employee retention
- Improved succession planning
- Increased organizational commitment
- Career/Leadership development
- Knowledge transfer and retention
- Organizational development
- Cultural transformation

What is the Optimal Mentoring Program Structure?

**Framework that includes these key elements:**

- Senior leaders’ commitment and support
- Appropriate resources designated to support the program
- Established direction and understanding regarding the program’s goals and objectives (to include success factors and desired outcomes)
- Process for identifying protégé and mentor participants (and matching of partnerships)
- Duration of the program
- Benefits to mentors, protégés and the organization
- Budget
- Outline of the orientation session
- Types of materials provided to mentors, protégés, and supervisors
- Potential mentoring and development activities

What are the Common Pitfalls of Mentoring Programs?

- Difficulty in making mentoring a priority, time constraints and constant organizational changes (Hegstad & Wentling, 2005)

- Protégé performance problems, interpersonal problems and destructive relational patterns (Eby, Durley, Evans & Ragins, 2008)

- Poor relationship issues between the mentor and protégé (Hunt & Michael, 1983; Warren, Humphris, & Bicknell, 2008)

What Factors Facilitate the Success of a Mentoring Program?

- Top management support/involvement, effective matching process, alignment of organizational and program missions, ongoing communication and committed coordinators and teams (Hegstad & Wentling, 2005)

- Protégé’s preference for feedback and trust in their mentor (Lester et al., 2011)

- Program offers other learning-oriented activities and support in addition to mentoring (Stead, 2005)

- Program includes effective process for identifying and matching protégé and mentor participants -- including opportunity to have a voice in how they are matched (Allen, Eby & Lentz, 2006a; Allen, Eby & Lentz, 2006b, Warren et al., 2008)
Conclusion
What is the Best Intervention to Address All of These Needs?

Three Biggest Challenges Facing HR:
1. Retaining and rewarding the best employees (59%)
2. Developing the next generation of corporate leaders (52%)
3. Creating a corporate culture that attracts the best employees (36%)

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Protégé

Mentor
Conclusion

A mentoring program is an effective leadership development intervention to address needs previously identified, assuming it:

- Ensures a process and resources for identifying development goals and actions that involve challenge and that will close development gap(s) identified
- Ensures a process for implementing self-regulation questions before, during and after development activity
- Enables ongoing dedicated support and encouragement to the Protégé
Integration via Mentoring Toolkit

- **Description:** Supplement to orientation training provided to Protégés and Mentors at start of mentoring program.

- **Purpose:** Provide Protégés and Mentors with information, process, tools and resources to ensure leadership development during the mentoring experience.

- **Audience:** High potential employees in audit department of Fortune 500 company.
## Integration via Mentoring Toolkit

<table>
<thead>
<tr>
<th>Establish your professional vision</th>
<th>Review/Seek feedback via assessment tools, etc. to determine key development goals</th>
<th>Develop SMART development goal(s) and action plan</th>
<th>Consider self-regulation questions before, during and after identifying and completing leadership development activity</th>
<th>Continuously discuss your development activity with your mentor. Be open and receptive to feedback and support received.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you want to be professionally 3 – 5 years from now?</td>
<td>What strength / development opportunity might you leverage or need to address in order to prepare yourself for your ideal position?</td>
<td>Specific Measurable Achievable Results-focused Time-bound</td>
<td>• Forethought Phase • Performance Phase • Self-reflection Phase</td>
<td>What key learning have you gained and how will you apply it going forward?</td>
</tr>
</tbody>
</table>
**Key Interdependencies**

Protégé
- Takes ownership of personal development. Actively participates in process of identifying and implementing goals, development actions and self-regulation activities to effectively develop.

Mentor
- Provides ongoing encouragement, direction and support to Protégé.

Organization
- Provides culture that encourages and supports effective learning and development.

Protégé’s Leadership Development

Mentoring Program Project Team
- Provides program structure and support.

Protégé’s Manager
- Provides support and encouragement to employee (Protégé), enabling them to actively participate in program and develop their leadership.
Assessment Options
Examples of assessment options available in order to identify development needs/gaps.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Where to find assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Values Assessment</td>
<td>Assessment to prioritize your personal values. This is important to know since an individual's values shapes their behavior.</td>
<td><a href="http://www.valuescentre.com">www.valuescentre.com</a></td>
</tr>
<tr>
<td>DiSC</td>
<td>Assessment that identifies one's behavioral style and how it affects their relationships with others.</td>
<td><a href="http://www.everythingdisc.com/workplace/">http://www.everythingdisc.com/workplace/</a></td>
</tr>
<tr>
<td>Myers Briggs Type Indicator</td>
<td>Instrument that indicates individual personality preferences and reflects what comes naturally to a person. Upon identifying personality type, one can learn about how to be more effective and motivate personality types different from oneself.</td>
<td><a href="http://www.mbtireferralnetwork.org/">http://www.mbtireferralnetwork.org/</a></td>
</tr>
<tr>
<td>BASIS-A</td>
<td>The purpose of the BASIS-A is to help understand how an individual's beliefs developed in early childhood contribute to one's effectiveness in social, work, and intimate relationships.</td>
<td><a href="http://www.mindspring.com/~trtbasis/">http://www.mindspring.com/~trtbasis/</a></td>
</tr>
</tbody>
</table>
### Action Plan form

<table>
<thead>
<tr>
<th>Protégé’s Name:</th>
<th>Current Position:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Personal Vision** -- Where do you want to be professionally in 3 – 5 years?

**Personal Strengths and Development Opportunities** – Consider feedback received from your boss, customers, etc. Also consider results obtained from other sources (e.g., MBTI, DiSC, Personal Values Assessment, etc.). What are the common themes in terms of your **strengths** (things you excel at) / **development opportunities** (areas that might derail you if not addressed)? How do these align with your vision of where you want to be in 3 – 5 years? Given this, which strengths and/or development opportunities do you want to leverage/address in your development plan this next year?

**Strengths:**

**Development Opportunities:**

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**Create 1 – 2 development goals that are SMART*. For each one, ensure they are:**

- **Specific** – What will the goal accomplish? How and why will it be accomplished?
- **Measurable** -- How will you measure whether or not the goal has been reached?
- **Achievable** -- Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?
- **Results-focused** -- What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?
- **Time-bound** -- What is the established completion date and does that completion date create a practical sense of urgency?

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*SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.*
Example of SMART Development Goal

By October 30, 2014, demonstrate at least a Very Effective level of competency for Lead and Develop the Organization by completing development actions identified on action plan in order to prepare self for Director role.
## Development Goal 1:

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Resources/Assistance</th>
<th>Constraints</th>
<th>Target Date</th>
<th>Success Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What specific actions or activities will help you achieve this goal?</strong></td>
<td><strong>What resources and/or support, such as management approval, funding, time away from work, will you need to complete each step?</strong></td>
<td><strong>What constraints do you anticipate encountering when pursuing each development action?</strong></td>
<td><strong>What is the deadline for each development action?</strong></td>
<td><strong>What will you use to measure the success of this activity?</strong></td>
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<tr>
<td>1.</td>
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</table>
Mentor Meeting Prep form

In preparation for your monthly meetings with your mentor, consider the following questions:

1. What developmental actions have you completed since having your last meeting with your mentor?

2. What worked, and why?

3. What didn’t work, and why?

4. What additional assistance is needed in order to reach your development goal(s)?

5. What have you learned about yourself as a result of completing your self-regulation questions?

6. What will be your focus this next month?
Q & A