Professional Employee Mentoring Program with a Focus On Mentor Qualifications, Selection and Assessments for Successful Mentor to Mentee Pairing

by
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PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

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We hereby recommend that the Final Project submitted by: LeEllen Martin

Entitled: Professional Employee Mentoring Program with a Focus On Mentor Qualifications. Selection and Assessments for Successful Mentor to Mentee Pairing

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Abstract
Implementing an effective formal mentoring program for new employees within an organization has numerous benefits for both the mentor and mentee as well as organizational benefits. It is important to note key characteristics and qualifications of effective and successful mentors. These mentoring characteristics are prominently identifiable in the leadership characteristics of transformational leaders and within the four factors of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individual motivation. (Bass & Steidlmeier, Ethics, Character and Authentic Transformational Leadership Behavior, 1999) It is important to identify and measure the level of transformational leadership skills and characteristics within potential mentors to select those who have the greatest potential for success as a mentor and for the mentee. The method utilized by individuals and/or organizations adopting this program for measurement of transformational leadership levels of potential mentors will be the Multi-factor Leadership Questionnaire. The results may then be analyzed for utilization in their mentor selection process.

Greater emphasis within a mentoring program should also be placed upon the method of mentor to mentee pairing. For greater success of the mentoring relationship, it is imperative that the mentor to mentee pairing be highly compatible and beneficial for all participants. For pairing purposes, the mentor and mentee will complete Basadur’s Creative Problem Solving Profile and Don Lowry’s True Colors assessment. These assessments will provide information of the individual’s critical and creative thinking and problem solving styles, thus allowing the mentoring program manager or coordinator to pair individuals to those with complementary styles, enabling the mentor and mentee to learn from each other by ‘trading skills’ with the other individual, thus strengthening their own weaknesses.
# Table of Contents

Abstract .................................................................................................................. 3  
Introduction ............................................................................................................. 6  
Background ............................................................................................................. 7  
  Problem Statement .................................................................................................. 10  
  Purpose .................................................................................................................. 11  
  Literature Review .................................................................................................. 11  
  Main Findings ....................................................................................................... 19  
Creating an Optimal Mentoring Program .............................................................. 19  
  Formal Mentoring Program Definition .................................................................. 20  
  Individual Benefits .............................................................................................. 20  
  Organizational Benefits ...................................................................................... 21  
  Mentoring Program Goals .................................................................................. 24  
  Duration and Timeline of Mentoring Program Participation ............................. 24  
The Mentor ............................................................................................................. 26  
  Definition of a Mentor ......................................................................................... 26  
  Characteristics of an Effective Mentor ............................................................... 26  
  Mentor Roles and Responsibilities ...................................................................... 27  
  Benefits of Being a Mentor ................................................................................ 28  
  Recruitment and Qualifications ......................................................................... 28  
Mentor Selection .................................................................................................... 29  
  Least Preferred Co-Worker (LPC) Contingency Theory ...................................... 29  
  Transformational Leadership Theory ................................................................... 30  
The Mentee ............................................................................................................. 32  
  Definition of a Mentee ......................................................................................... 32  
  Mentee Roles and Responsibilities .................................................................... 33  
  Benefits of Being a Mentee ................................................................................ 33  
Mentor to Mentee Pairing ....................................................................................... 34  
  Other Methods of Pairing ................................................................................... 34  
  Pairing Utilizing the Creative Problem-Solving Profile and the True Colors ....... 35  
    Assessment ....................................................................................................... 35  
    Basadur’s Creative Problem-Solving Profile .................................................... 35  
    Don Lowry’s True Colors Test ......................................................................... 40  
The Mentoring Relationship .................................................................................... 41  
  Defining the Mentoring Relationship .................................................................. 41  
  Mentoring Relationship Agreement .................................................................... 42  
  Mentoring Relationship Rules ........................................................................... 42  
  Mentoring Relationship Goals and Objectives Review ...................................... 42  
Success Measurement Evaluations ......................................................................... 43  
  Mentoring Program Pilot Participants ................................................................ 43  
  Variables .............................................................................................................. 44  
  Mentor/Mentee Goals and Objectives Review ..................................................... 44  
  Mentoring Program Evaluation ........................................................................... 44  
Summary .................................................................................................................. 45
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Research Limitations.................................................................................................................. 45
Future Research.......................................................................................................................... 46
References.................................................................................................................................. 48
Appendix A................................................................................................................................... 52
Appendix B................................................................................................................................... 53
Appendix C................................................................................................................................... 55
Appendix D................................................................................................................................... 58
Appendix E................................................................................................................................... 60
Appendix F................................................................................................................................... 63
Appendix G................................................................................................................................... 65
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Introduction

According to the study conducted in April 2013, by Aberdeen, of 230 organizations, having a mentorship program for new employees was the third item of six things desired by new employees when they join an organization. (Lovoie, 2015) Informal mentoring often occurs between professional individuals and co-workers within the workplace. However, these informal mentoring activities are undocumented, unstructured, have unknown benefits to the organization and to the employees, and contain no means of measuring levels of success. Informal mentoring among coworkers often occurs organically without formal declaration or design for mentoring activities and is not measurable for effective outcomes for either the organization or the participants. Characteristics of informal mentoring programs include:

- Lack of communication from the mentor program coordinator regarding the importance and benefits of the program participation
- Lack of training provided to the mentor
- No substantial pairing method utilized for designating a mentor to a mentee for optimum success
- No formal structure and expectations for the mentor/mentee
- No follow up of mentoring activities
- No tool developed for success measurement

With informal mentoring programs, specific goals are not defined nor is there a measurement tool in place to gauge the effectiveness of the program design. Mentors are often self-selected and lack formal training on how to be an effective mentor. The length of the mentoring relationship is often long-term and more emotionally centered with a focus on primary
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

achievement of the goals of the mentee. Informal mentoring programs also lack direct benefits to the organization. (Management Mentors, 2013)

In a societal workforce experiencing vast amounts of transition with the retirement of baby boomers and millennials entering into the workforce, new employee orientation must go beyond the initial first working day meeting to cover benefits, office setup and acclimation. New employees should be provided opportunities to participate in an extensive formal mentoring program to better assist them in adjusting to their new role within the organization, their expectations and the organizational culture. The mentoring relationship should be clearly defined with specific goals and expectations for both the mentor and mentee. The mentoring program should also contain variables of measurement to determine the success of the mentoring relationship’s goal achievement and the overall effectiveness of the program.

**Background**

As a solution to issues associated with implementing informal mentoring programs within organizations, a formal mentoring program which contains a focus on successful mentor selection and mentor to mentee pairing methods to ensure greater success of the mentoring program will be developed for adoption and implementation within organizations. The mentoring program is specifically designed for newly hired employees to be utilized by large business organizations (100+ employees). The program will be formal in design in that it will be structured for overall program effectiveness as well as successful mentor selection and mentor to mentee pairing for the mentoring relationship. The following elements will be included within the program design:

- Timeline of participation including the expected duration and increments of follow up for both the mentor and mentee
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

- Information explaining the benefits of participation for all constituents affected by the program (mentor, mentee and the organization)
- Expectations of mentor/mentee participation and activities
- Objective and goals for the mentee (what would they like to take away from the program)
- Objectives and goals for the mentor (what would they like to take away from the program)
- An evaluation form to be completed at the conclusion of the mentoring relationship by the mentor and mentee to measure the success of the program and/or identify areas of improvement
- Mentor program coordinator will keep a mentor file for each mentor to document mentoring activities, levels of participation and mentee feedback on mentor experience

Within the new program, any employee with more than one year of service may volunteer to be a mentor. By allowing interested employees with over one year of service to participate, prevented is the accidental exclusion of employees who would be interested in participating in the program but were not otherwise invited or requested to do so. Each potential mentor will complete a leadership assessment to measure desired qualities identified as attributes of successful mentors. The leadership assessment will assist in the identification of demonstrated leader behaviors of each individual identified in the following contingency theory and leadership theory:

- Least Preferred Co-worker (LPC) Contingency Theory
- Transformational Leadership Theory

The behaviors of leadership within the preceding theories include individual attributes of leadership which are informative, instrumental, supportive and participative. The Least Preferred
The Co-worker Contingency Model, taken from the LPC Contingency Theory, will help to determine the leader values of the mentor. Individuals with higher LPC levels will be interpreted as holding a greater value for the interpersonal relationship between themselves and the mentee; being more concerned with having a positive and successful mentoring relationship will assist in greater success in the program and helping the mentee succeed. This is important as one of the mentor roles is to build positive relations for the mentee, their colleagues and the organization rather than primarily focusing on specific task oriented goals as a mentor.

Identifying individuals with transformational leadership characteristics and traits is desirable in mentors in that those would be the individuals who would be motivated to empower the mentee by providing training, guidance and knowledge to excel independently of their leader. An important leadership style for a mentor, transformational leaders “commit themselves to developing others to their fullest potential” (Puccio, Mance, & Murdock, 2011, p. 13)

Mentors and mentees will also be required to complete Min Basadur’s Creative Problem-Solving Profile (CPSP) Inventory and Don Lowry’s True Colors Assessment. Both the inventory and assessment results of the mentor and mentee will be analyzed and used as a means of creating the optimum mentor to mentee pairing for the mentoring relationship. While both the mentor and mentee will have clearly defined goals, objectives and expectations as well as tools to aid in successful completion of mentoring activities, overall success of the program is driven by the positive working pairing of the mentor to mentee outcomes. If the mentor and mentee are not compatible or complementary to each other, a successful mentoring relationship will be difficult to maintain.

It was through personal learning experience that the concept of utilizing Min Basadur’s Creative Problem-Solving Profile Inventory for mentor to mentee pairings was inspired.
Individuals within a course were chosen and divided into groups for a final group project, with each group or team member being chosen based upon the results of the Creative Problem-Solving Profile. Within one group two members discovered that their dominant Creative Problem-Solving Profile quadrants were exact opposite. Having worked together prior to this group and having great success on previous projects, the two members determined that their dominant quadrants greatly complemented each other allowing for fluid, efficient, effective and successful problem solving and completion of the projects. Motivated by this experience to discover more information regarding the Creative Problem-Solving Profile in hopes of supporting the idea of its utilization for mentor to mentee pairing, further research found extensive information and studies that were conducted which provided supportive evidence to the success and effectiveness of utilizing the Creative Problem-Solving Profile in everyday situations, (Basadur & Gelade, 2003) leading to the adoption of the profile as a tool for mentor to mentee pairing for greater success in creative problem solving.

**Problem Statement**
Due to the attributes of an informal mentoring program, the issue is that of the ineffectiveness and immeasurability of the program, lack of defined structure and strategic mentor to mentee pairing that may result in inconsistencies amongst participants.

By providing a formal mentoring program for new employees as a solution, both the organization and program participants will gain from the benefits provided by the program. Implementation of an effective formal mentoring program may result in reduced employee turnover and human capital expenses as well as strengthen the organization and aid in successfully reaching the goals of the strategic plan in areas of employee relations and professional development.
Purpose

The purpose of the mentoring program will be to assist new employees (mentees) experience greater success within their new organization of employment. Also, to enable current employees to be more successful as a mentor by having a greater positive impact and influence on their mentee; mentoring and guiding them through their organizational culture integration and adjustment within their new role. For the organization, the purpose of the program is to increase job satisfaction, employee retention and engagement, thus reducing turnover and human capital expenses. By providing a formal structure, tools for the mentors and mentees, pairing based on assessments for mentor to mentee compatibility and a means of measuring the success of the mentoring program it will have a greater impact on the success, advantages and benefits of implementing the program within the organization for the mentors, mentees and the employer.

Literature Review

This section pertains to the research materials utilized for the design and development of the mentoring program. The key elemental topics discussed within the literature review are: mentoring program design and development, mentoring program benefits, mentor identification and qualifications and mentoring relationship pairing and assessments.

Mentoring Program Design and Development

A vast array of sources for design and development of mentoring programs is currently available by means of various types of media such as journal articles, professional development services literature and mentoring professionals. Although there is no definitive right or wrong method or structure of design and development of a formal mentoring program, many sources provide similar sections and structure to be included therein. While each source provided valuable information, each may be found to be inconclusive in regards to providing all desired
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

elements and sections of a mentoring program. Collectively, the information combined from each source is felt to be more complete.

Julie Ann Schmidt’s Guide to Creating a Mentoring Program and Annabelle Reitman and Sylvia Benatti’s book on Creating a Mentoring Program, list roles and responsibilities of both the mentor and the mentee as sections to be included when developing and designing a mentoring program. Schmidt also included defining the mentoring relationship, a ground rules worksheet for the mentoring relationship and a mentoring relationship progress evaluation worksheet for measuring the progress of mentoring activities and goals. (Schmidt)

According to Sarah Kessler’s article on How to Start a Mentoring Program information regarding how the mentors and mentees will be paired, training and the importance of communication are also integral parts of program design.

The professional mentoring consulting firm, Management Mentors, provides descriptions of formal and informal mentoring programs. This information is significant in that it explains the differences between and benefits of both types of mentoring programs for an organization.

When implementing any type of program within an organization it is important to measure the effectiveness and success, or lack thereof, of the program. When collecting information for the measurement and evaluation it is crucial that the data analyzer understand both the variable(s) and independent variable(s) within the program to determine the cause and effects of the results and how necessary elements may be improved for better results. W.L. Neuman’s text, Social Research Methods: Qualitative and Quantitative Approaches, provides extensive information on understanding the variables within data collection and measurement.
Mentoring Program Benefits

Implementation of a formal mentoring program is beneficial to the mentor, the mentee and the organization. According to Reitman and Benatti, individuals participating in the mentoring program will benefit from customized learning environments, develop positive working relationships among coworkers and expand professional networks. Organizations may benefit from increased employee retention, strengthen employee loyalty and dedication and “enhance leadership and succession planning”. (Reitman & Benatti, 2014)

Financial benefits of implementing a successful formal mentoring program are evident with the review of relative increased employee retention and reduced turnover costs by improving employee satisfaction and morale. The articles of H. Boushey and S.J. Glynn and C. Merhar discuss the financial costs and implications of employee turnover and retention. Boushey and Glynn’s article provides budget information regarding the cost of turnover and replacing an employee and the financial implications to the organization. According to Boushey and Glynn, implementing organizational programs and policies that are beneficial to employees will lead to financial benefits for the organization in the form of reduced turnover costs. (Boushey & Glynn, 2012)

Merhar further supported this fact by providing the results of a CAP study that include the costs of replacing an employee, on average, to be 16% annual salary for low-paying jobs, 20% annual salary for mid-range and a staggering 213% annual salary for executive positions. (Merhar, 2016) In his article Your New Employees Will Want These 6 Things When They Come on Board, Andre Lovoie provides the findings of a 2013 survey conducted by CareerBuilder of 3,900 U.S. employees where 35% of participants stated that “increased on-the-job training and development opportunities entices them to stay with a company”. (Lovoie, 2015) Lovoie also
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING states that two of the top six things new hires would like to gain during orientation and onboarding is increased on-the-job training and mentorship programs.

The resources of N. Long, R. Power and J. Tingum also supported the fact of mentoring programs providing the benefits of employee retention, job satisfaction and personal development. (Long, n.d.) (Power, n.d.) (Tingum, n.d.) However, J. Tingum elaborated further by stating the benefits for the organization, the mentors and the mentees. According to Tingum, the organization will benefit from greater productivity, the mentor will gain increased confidence, experience in dealing with conflict resolution and strengthened communication skills while the mentee would benefit from professional development and newfound professional networking connections and feel greater motivation for continued professional growth. The article *The Benefits of Being a Mentor* by L.R Hollister also supports Tingum’s benefit suggestions in that of skill enhancement, employee development and improved retention. (Hollister, 2001)

**Mentor Identification and Qualifications**

Individuals choosing to become a mentor may base their decision on the benefits to be acquired by doing so. However, a willingness to become a mentor is not the only qualification necessary to become one. Specific characteristics of leadership and ability should be identified when selecting a mentor. The text by Gary Yukl, *Leadership In Organizations*, was significant in aiding to identify the contingency theory and leadership style most equal and desirable to that of mentor behaviors and leadership characteristics thus resulting in identifying the Least Preferred Co-worker Contingency Model and Transformational Leadership Theory for measuring the qualifications and identifying mentors. (Yukl, 2012)
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Mentor identification can be assisted greatly by determining qualifications through completion of an assessment of the least preferred co-worker contingency theory and transformational leadership skills. Doug Lawrence connects the behaviors of a transformational leader to that of a mentor in his article titled *A Mentor – A Transformational Leader*. In his article, Lawrence states that “A good mentor/transformational leader…emulates behaviors that inspire their followers to be the best that they can be personally and professionally. They take pride in watching the growth of their followers and to help out wherever they need to!” (Lawrence, 2012)

The Leadership Quarterly article written by Bernard M. Bass and Paul Steidlmeier *Ethics, Character and Authentic Transformational Leadership Behavior* as well as the MindTools article *Transformational Leadership: Becoming an Inspriational Leader*, identifies the behaviors, characteristics and traits of a transformational leader such as integrity and fairness, encouraging and inspiring others, setting clear goals, and helping individuals to see beyond their own personal self interest. (Bass & Steidlmeier, Ethics, Character and Authentic Transformational Leadership Behavior, 1999) (MindTools, 1996-2017) The Multifactor Leadership Questionnaire (MLQ) developed by Bernard M. Bass and Bruce J. Avolio measures the levels of transformational, transactional, and laissez-faire leadership traits and characteretrics of an individual. The MLQ assessment is significant in assessing levels of leadership of a potential mentor and enabling better identification of qualifying mentors. (Bass & Avolio, Leadership Assessments)

Langston University literature developed for the Faculty Senate titled *Transformational Leadership* and the article written by Kendra Cherry titled *What Is Transformational Leadership: How Transformational Leadership Inspires* both provide an extensive definition of transformational leadership and a history of the development of the Transformational Leadership
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Theory that is currently referenced today as well as a thorough description and explanation of the four I’s of transformational leadership: Intellectual Stimulation, Individualized Consideration, Inspirational Motivation and Idealized Influence. (Langston University) (Cherry, 2016)

Yukl also provides a description of the Least Preferred Co-worker (LPC) contingency model within his book Leadership In Organizations developed by Fred Fiedler. (Yukl, 2012) Fielder’s LPC contingency model discusses how the motives of a leader can be measured to determine whether the leader is motivated by task objective achievements (lower LPC score) or if the leader is motivated by “interpersonal relationships” (higher LPC score). (Yukl, 2012)

Leadership-Central provides an easy to understand description and overview of the least preferred co-worker theory that complements Fiedler’s Least Preferred Co-worker Scale which includes the LPC assessment scale and an explanation of how to interpret the score results. (Fiedler & Chemers, 1984) (Leadership-Central, n.d.)

The LPC scale will aid in identifying the motives of the potential mentor, whether they are driven primarily by achieving specific tasks or by the importance and development of interpersonal relationships such as the one that would be developed through mentoring. While the high LPC scores pertain specifically to those motivated by interpersonal relations, the following key behaviors of interpersonal relations provided by the Office of Human Resources at the National Institutes of Health would be beneficial characteristics and traits of all mentors:

- Relates to people in an open, friendly, and professional manner.
- Cooperates and works to gain support and commitment from others when performing tasks.
- Discusses subjects in a constructive manner, with all levels of staff.
Fosters cooperation, collaboration, and communication to facilitate consensus and accomplish tasks.

Demonstrates diplomacy by approaching others about sensitive issues in non-threatening ways.

Fosters an environment conducive to open, transparent communications among all levels.

Notices and accurately interprets what others are feeling, based on their word choices, voice tones, facial expressions, and other nonverbal behavior.

Presents oneself in a professional manner to maintain image and credibility. (U.S. Department of Health & Human Services, n.d.)

**Mentoring Relationship Pairing and Assessments**

Limited information was found regarding the actual pairing process of mentor to mentee within the mentoring relationship. While sources such as Management Mentors indicated that with formal mentoring, pairing of mentors and mentees is done strategically, the means in which the pairings are selected was not indicated. The U.S. Department of Health and Human Services provides an example of their currently implemented and utilized electronic pairing system in which data collected from participants is entered into a software program and then pairings are chosen or auto-selected based on pre-selected criteria. (U.S. Department of Health & Human Services, n.d.)

Pairing selection for the newly designed mentoring program will be based upon the mentor and mentee results of participating in Min Basadur’s Creative Problem Solving Profile (CPSP) and Don Lowry’s True Colors Assessment. The global company of Basadur Applied Creativity website provides an overview of Basadur’s Creative Problem Solving Profile and what it measures, the potential benefits of using
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

the profile within the workplace and a description of the four quadrants of the creative problem solving cycle. The journal article *Identifying Individual Differences in Creative Problem Solving Style*, Min Basadur provides an extensive explanation and description of the four quadrants of the creative problem solving cycle, the CPSP survey and scoring interpretation. Basadur and Gelade’s article, *Using the Creative Problem Solving Profile (CPSP) for Diagnosing and Solving Real-World Problems*, provides case studies in which the CPSP was used in real world situations to determine dominant creative problem solving quadrants of team members. Identifying these traits aided in identifying and correcting gaps in the creative problem processes. (Basadur & Gelade, 2003) (Basadur M. G., 1990)

In *The Origins of Temperament and "True Colors"* author Erica Lowry provides an expanded historical background to the development of the True Colors assessment that is used today and the four temperaments that it is based upon. In the article *Orange, Gold, Green, Blue, Your True Colors – Yes, That’s You!* Arlyn May Bongay also provides a description of each of the four colors within the True Colors assessment as to what they represent and the characteristics and traits found within each color with further descriptions of those characteristics for each color being broken down into areas of personal and professional situations available through the literature provided by Carlton University. (Bongay, 2012) (Carleton University, 2007)

According to True Colors International, “Identifying your personality and the personalities of others using True Colors provides you with insights into different motivations, actions and communication approaches.” (True Colors International, 2016) Having knowledge and understanding of the characteristics and motivations of the mentor and mentee would assist in greater mentoring relationship pairing compatibility as it would allow pairing of those
Main Findings

<table>
<thead>
<tr>
<th>Program Design and Development</th>
<th>Program Benefits</th>
<th>Mentor Identification and Qualifications</th>
<th>Relationship Pairing and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Define the mentoring relationship</td>
<td>• Organizational benefits, strategic and financial</td>
<td>• Specific leadership qualities, characteristics and traits</td>
<td>• Traditionally, pairing often organic in formal and informal mentoring</td>
</tr>
<tr>
<td>• Establish ground rules of the mentoring relationship</td>
<td>• Mentor benefits, leadership experience and communication</td>
<td>• Utilization of the LPC Contingency Model</td>
<td>o Formal mentoring, pairing done strategically</td>
</tr>
<tr>
<td>• List roles and responsibilities of mentors and mentees</td>
<td>• Mentee benefits, professional development and motivation for professional growth</td>
<td>• Transformational leaders</td>
<td>o Automated pairing selection program</td>
</tr>
<tr>
<td>• Progress evaluation</td>
<td></td>
<td>• Measuring transformational leadership levels through the Multi-factor Leadership Questionnaire</td>
<td>• Utilization of Creative Problem Solving Profile and True Colors Personality assessment for pairing</td>
</tr>
<tr>
<td>• Success measurement</td>
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Creating an Optimal Mentoring Program

The Professional Employee Mentoring Program with a Focus On Mentor Qualifications, Selection and Assessments for Successful Mentor to Mentee Pairing is designed to be adaptive and viable in various different organizations. Variables affecting the program include:

- Size of the organization
- Position rank of the mentee
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

- Employee class of both mentee and mentor
- Organizational goals and objectives
- Necessary extension of program duration and timeline

The mentoring relationship agreement, mentor and mentee roles, responsibilities, objectives and goals are flexible and subjective to the needs of individual organizations. Attributes of the program, such as duration and timeline, may also be modified to meet specific organizational goals and needs.

Formal Mentoring Program Definition

By definition, formal mentoring programs are mentoring programs which are clearly defined, well-structured, have specific guidelines, goals and objectives as well as measurable variables for determination of program success. The mentor is selected for the mentee based upon pre-set qualifications and criteria for compatibility. (Management Mentors, 2013)

Establishing a formal mentoring program is key in that it provides a solid foundation of goals, objectives, expectations and measurements for program success and effectiveness.

Individual Benefits

Participating in a mentoring program has benefits for all individuals involved. Benefits that all participants may gain are that of stronger professional relationships among colleagues, cross-training in the expanse of “knowledge, insights and expertise in organizational, personal, and professional arenas as a two-way learning exchange” (Reitman & Benatti, 2014, p. 11), and the growth of professional networking through shared contacts.

Every employee that is brought into an organization brings with them a unique skill set, creativity and problem solving capabilities that would easily be shared with their mentor through the mentoring process. The new employee (mentee) benefits from having a mentor as it provides
them with someone to ask advice of whom has greater knowledge and experience within the organization. A mentor could assist them in understanding and adapting to the organizational culture, strengths, mission and vision while helping them to integrate into the organization and ‘find their place’ so to speak. The mentor would also be someone for the mentee to speak with about issues or conflicts and the proper channels of addressing those concerns.

Employees who act as mentors gain experience as leaders and coaches as well as increasing confidence in their own abilities and job satisfaction by knowing that they have a positive impact on the new employees and the organization. Mentors may benefit from the effects of reverse mentoring opportunities from the new employee as well. Individuals develop greater motivation for professional growth and development through participating in mentoring programs.

Organizational Benefits
Establishing a successful mentoring program could also prove as having many benefits for the employer as well. By providing the mentee with a mentor, in turn the mentee is provided someone to ask for advice or suggestions on how to handle different problems or situations, thus making fewer mistakes while performing their job resulting in reduced financial losses. Greater success in mentoring programs for new employees within business organizations can positively influence levels of employee engagement, satisfaction, loyalty and retention levels.

Organizations can benefit from implementing and utilizing training programs in that they provide an avenue of teaching and developing new employees for the greatest benefit of the company. Each employee is a valuable resource of skill, creativity and knowledge that continue and grow the success of the organization. As each employee serves as an integral part of the organization, it is important to provide them the tools necessary to reach their greatest potential
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

for success. By providing a mentoring program to new employees the organization is encouraging:

- Employee engagement
- Enhanced leadership
- Employee satisfaction
- Retention of top talent
- Organization mission and values information sharing
- Continued professional learning and development

As our society ages and changes, so does our workforce and the need to replace more experienced employees who are leaving the workforce is evident. Organizations can benefit from mentoring programs in that the experienced employees are not only mentoring new employees about their new position and the culture of the organization but also on what the expectations of them are as an employee such as soft skills and professional etiquette that are often difficult to learn through formal higher education. Examples of these soft skills are (Doyle, 2017):

- Communicating effectively; including the listening and body language
- The importance of having flexibility, being able to adapt to various situations
- How to accept and apply feedback constructively
- The importance of working as a positive and effective team player

Providing and supporting a mentoring program for new employees is a cost-effective way of “capitaliz(ing) on your greatest resource, your employees” (Power, n.d.). By providing a formal mentoring program for employees which enhances engagement, retention and job satisfaction, results may also indicate decreased employee turnover leading to decreased financial losses. For example, according to a case study conducted by the Center for American Progress (CAP) in
November 2012, “For workers earning less than $50,000 annually – which is three-quarters of all workers in the United States – the 22 case studies show a typical cost of turnover of 20 percent of salary, the same as across positions earning $75,000 a year or less, which includes 9 in 10 U.S. workers.” (Boushey & Glynn, 2012) Due to the various requirements necessary for different types of positions, the cost of turnover ranges higher and lower depending on the salary of the position. The diagram below as depicted in the Center for American Progress Study shows the various percentage ranges of financial losses due to employee turnover (Boushey & Glynn, 2012):

Turnover costs are accrued from the actual costs of replacing the employee and productivity losses. Employee replacement costs come from:

- Recruiting costs of job ad placement or direct recruiter utilization
- Hiring costs such as the interview and screening costs and the initial hiring of the new employee – will their salary be greater than that of the employee being replaced due to increased skills and experience
On-boarding costs of training for the new employee

Organizations with greater levels of turnover also must endure the cultural and morale impact the turnover levels have on current employees. Worry and concern over the turnover reasoning may lead to reduced productivity and morale within the organization.

**Mentoring Program Goals**

The overall goals of the formal mentoring program are to provide guidance and leadership for new employees for greater success and achievement in their new role within the organization. The mentoring program will aid in orientation for the new employee, assisting their integration into the organizational culture including education on the importance of upholding and positively influencing the mission and values of the organization. The mentoring program will also increase the morale, loyalty and job satisfaction of both the mentor and mentee by providing them a means of having a positive sense of achievement, accomplishment and professional community involvement upon completion of the program.

**Duration and Timeline of Mentoring Program Participation**

Upon initial entry into the mentoring program the mentoring relationship duration is expected to be a minimum of one year (12 months), with relationship and goal reviews at specific intervals throughout the 12-month period.

The mentor will be responsibility for scheduling the first mentoring meeting with the mentee. During this meeting, the Mentoring Relationship Agreement will be completed and reviewed by both the mentor and mentee, making adjustments as deemed necessary. Mentoring Relationship Rules will also be discussed during this time. Goals, objectives and expectations will be discussed as well as possible foreseeable mentoring activities. Mentoring activities
should occur at a minimum of bi-weekly intervals. Examples of mentoring activities include, but are not limited to:

- Introduce the mentee to individuals in other departments
- Discuss organizational strategic plan, vision and mission
- Mentoring lunches
- Attending organizational networking functions
- Professional Development opportunities and workshops
- Other professional activities the mentor believes would be beneficial for the mentee

At the completion of the first 2 months, the mentor and mentee will discuss activity progress and provide a review of the relationship to the mentor program coordinator. This review will provide the opportunity for the mentor and/or mentee to express pairing concerns should they feel that the mentor to mentee pairing is inadequate or if there are conflicts within the mentor relationship. If the pairing changes are deemed necessary, then an immediate review and selection of a new mentor for the mentee will be completed by the mentor program coordinator. If both the mentor and mentee agree that the pairing is a good ‘fit’ then the mentoring relationship will continue.

During months six and nine, the mentor and mentee should revisit their initial goals, objectives and expectations to review their progress and verify which items have been successfully met as well as identifying new items.

At the final mentoring relationship meeting, upon the 12-month completion, the mentor and mentee should discuss and analyze their goals, objectives and expectations originally developed and determine if those items were successfully met. An evaluation form (Appendix, Figure XX) of the mentor to mentee relationship and the mentoring program should be
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

completed for measuring the overall effectiveness of the program as well as identifying exceptional strengths and possible areas of improvements.

The Mentor

Definition of a Mentor

According to the Merriam-Webster dictionary a mentor is, “someone who teaches or gives help and advice to a less experienced and often younger person” (Merriam-Webster Dictionary, n.d.) however, to be a mentor in the professional sense is much more. A professional mentor can be described as an individual providing guidance or insight and advice to others thus assisting them in their professional growth and goal attainment.

Characteristics of an Effective Mentor

A mentor must be able and willing to commit to the time and expectations required of each mentoring relationship. The mentor must be committed and dedicated to building a trusting, strong and productive mentoring relationship and being an exceptional example of the organizational values and commitment to workplace excellence. Effective mentors must be willing and have the ability to (Reitman & Benatti, 2014):

- Provide meaningful and quality communications and discussions
- Develop trust and a respect for confidentiality with the mentee
- Provide constructive and positive feedback
- Provide awards and recognition for accomplishments
- Provide periodic reviews of goals, expectations and objectives to evaluate progress and make adjustment when necessary
- Encourage creative problem solving and confidence in exploring and developing possible solutions
Mentor Roles and Responsibilities

To execute and maintain a successful mentoring relationship, each mentor must adhere to and accept specific roles and responsibilities. Mentors will be expected to maintain and continue to grow within their roles and responsibilities beyond the duration of the individual mentoring relationship as they are examples and representatives of the program.

The roles and responsibilities of a mentor, includes but is not limited to, acting as a professional role model by encouraging professional growth within the organization, maintaining an exceptional level of confidentiality and trust with the mentee, assisting in problem solving, provide guidance and advice on issues. A mentor must also actively participate in knowledge sharing and exchanges with the mentee on organizational practices, policies and culture.

Networking and positive communication, continually challenging the mentee to analyze and problem solve creatively, and supporting the goals of the mentee will be continual throughout the mentoring relationship. The mentor will assist the mentee in identifying and formalizing their goals as well as ensuring the mentee participates in activities and developing action plans with the mentee to help them achieve their goals. (Reitman & Benatti, 2014)

Mentors are also required to provide constructive feedback to the mentee of progress throughout the duration of the mentoring relationship, the final mentoring relationship review and the overall program evaluation.
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Benefits of Being a Mentor

Individuals within an organization should be encouraged to be a mentor not only for the benefit of the mentee, but for their individual benefit as well. Participating as a mentor provides extensive leadership opportunity and growth, encourages the improvement of listening and communication skills, and can lead to reverse mentoring opportunities as well. By participating in the mentoring program as a mentor, the individual may (U.S. Office of Personnel Management, 2008):

- Have renewed confidence and enthusiasm about their current role
- Increased job satisfaction
- Increased organizational loyalty
- Enhanced leadership skills
- Develop a greater sense of personal leadership style
- Greater understanding of organizational policies through interpretation and practice
- Renewed eagerness to become more involved within other aspects of the organization

Recruitment and Qualifications

Any employee having served one year or more in the organization may volunteer to participate in the mentoring program and complete a mentor application (Appendix A, Mentor Application). Each volunteer must complete the Least Preferred Co-Worker Contingency Model assessment, transformational leadership assessment, the Creative Problem-Solving Profile Inventory and True Colors Profile for development and evaluation of their leadership style to be utilized in proper mentor to mentee pairing. Each potential mentor also must understand and agree to the roles, responsibilities, obligation and commitment required of a mentor for the success of the mentee and the mentoring program as defined within the program guidelines.
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Mentor Selection

Mentors will be selected based upon years of service as well as by reviewing the results of the leadership assessments which include the Least Preferred Co-Worker Contingency Model profile and the Multifactor Leadership Questionnaire (MLQ) further developed by Bruce J. Avolio and Bernard M. Bass for evaluating three leadership styles; Transformational Leadership, Transactional and Passive-Avoidance, for assessing leadership styles which will be included in the mentor application. Individuals selected as a mentor will be those who demonstrate qualities and leadership skills necessary to promote a strong and successful mentoring relationship. Any individual who is interested in becoming a mentor but does not currently have the necessary skills may participate in professional development activities to enhance their skills, enabling them to be a future mentor.

Least Preferred Co-Worker Contingency Theory

The Least Preferred Co-Worker (LPC) Contingency Theory, developed by Fred Fiedler in 1967, is used to assist in identifying individual leadership styles. By analyzing the results of the LPC Contingency Model scale (Appendix B, Least Preferred Co-Worker Scale), the LPC score is measured and used for determining the individuals that would be considered as having the greatest potential for success as a mentor. The variables of the mentoring relationship would be believed to have a moderate to high situational favorability level for high LPC leaders in that the mentor/mentee situation should have a high level of confidence and trust between participants which will need to be established by participants, expectations are structured and clearly communicated and the mentor is in the position of power in that they are mentoring or teaching, leading and guiding the mentee for success.
Under the LPC Contingency Theory, individuals whose results return a high LPC leader level, as interpreted by Robert W. Rice (Yukl, 2012, p. 172), shows that the individual value interpersonal relations more than task achievements, are supportive and have positive relationships. (Changing Minds, 2002-2017) In a mentor to mentee relationship, it is important that the mentor value the interpersonal relations with the mentee in that it is critical to build trust, confidence, positive communications and respect between the mentor and mentee for greater success and achievement of their goals and objectives.

Transformational Leadership Theory

The idea of transformational leadership was originally conceptualized by James MacGregor Burns in 1978 and then later further elaborated upon by Bernard M. Bass in 1985, to develop the current Transformational Leadership Theory. By Burns’s definition, transformational leadership is a process in which “leaders and their followers raise one another to higher levels of morality and motivation”. (Langston University)

The later development of the theory by Bass included characteristics and traits of transformational leaders as well as aiding in explaining how transformational leadership can be measured in terms of the effect of the leader on their followers and how they are influenced. (Langston University) Bass proposed that transformational leaders:

- Is a model of integrity and fairness
- Sets clear goals
- Has High expectations
- Encourages others
- Provides support and recognition
- Stirs the emotions of people
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

- Gets people to look beyond their self-interest
- Inspires people to reach for the improbable (MindTools, 1996-2017)

Bass also concluded that transformational leadership consisted of four major factors, or 4 I’s: Idealized Influence, Inspirational Leadership, Individual Consideration and Intellectual Stimulation. (Bass & Steidlmieier, Ethics, Character and Authentic Transformational Leadership Behavior, 1999)

According to Bass, the intellectual stimulation factor pertains to the way in which transformational leaders encourage and promote creativity, exploring and formulating new ways for creative problem solving and identifying opportunities for growth for their followers. A transformational leader will challenge their followers, encouraging individual thinking, creativity and continual learning and development. (Lawrence, 2012)

The factor of individualized consideration is the measure of which a leader acts as a mentor, addressing their concerns and realizing their individual needs. (Lawrence, 2012) This aspect consists of effective and positive communications between the leader and the follower(s) while also offering support and encouragement for idea sharing and learning exchanges.

Inspirational motivation is the factor that delves within the areas of motivating and inspiring others. Having a clear and concise sense of purpose, goals and achievements, a transformational leader has the ability of inspirational motivation to effectively transfer their motivational passion to their followers.

Transformational leaders are role models and guides for their followers, leading by example of desired behaviors and actions, high morals and ethical behaviors. This idealized influence or charisma, enables a transformational leader to earn respect and trust of their followers, thus causing them to embrace and reflect the example set by their leader. (Cherry, 2016)
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Measurement of an individual’s level of transformational leadership will be done by utilizing the Multifactor Leadership Questionnaire (MLQ) Form 6S (Appendix C, Multifactor Leadership Questionnaire Form 6S) developed by Bernard M. Bass and Bruce J. Avolio. The MLQ measures Transformational, Transactional and Passive-Avoidant leadership styles.

Transformational leadership factors measured are that of idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. Transactional leadership levels are measured by scoring within the factors of contingent rewards and management-by-exception. The final leadership style measured by MLQ-6S is passive-avoidant, by interpreting the scoring for the laissez-faire factor. (Bass & Avolio, Leadership Assessments)

Each of the four factors of transformational leadership is relatable and applicable to mentors. Transformational leaders are natural mentors in how they ‘transform’ their mentee through support and encouragement, effective communication, inspiration, challenging the mentee to have pride and ownership in their role and accomplishments, working with the mentee by addressing their concerns and assisting them in achieving their professional goals and establishing trust and respect. (Lawrence, 2012)

The Mentee

Definition of a Mentee

The mentee is the individual who is being mentored. The mentee is an employee that has less experience within their position or within the organization of whom requires advice and guidance from a more experienced employee. A mentee is often a new employee who participates in a mentoring program to assist them in acclimating into their new role within the organization.
Mentee Roles and Responsibilities

For the mentoring relationship to be effective and beneficial for the mentee, the mentee themselves must contribute by actively participating in the program by engaging in and being responsible for their roles and responsibilities as a mentee.

Mentees should have a clear and defined understanding of why it is important to participate in a mentoring program as a new employee as well as the acquired benefits from doing so. Mentees must strive for transparency in their goals and expectations of their mentoring program participation, including those instances when goals may need to be reviewed and revised. The mentee must communicate effectively with their mentor, both verbally and non-verbally. The mentee will continually evaluate and review their progress with their mentor and express any concerns that may arise. (Reitman & Benatti, 2014) Upon completion of the program, the mentee will be required to complete the mentoring relationship review and the overall program evaluation.

Benefits of Being a Mentee

For new employees participation, as a mentee, in a formal mentoring program can be beneficial in assisting them in more easily adjusting into the organization and within their new role. The mentee will learn and acquire greater understanding of organizational practices, policies, culture and acceptable professional behaviors and expectations from the mentor. Self-reflection through the mentoring program activities may aid in personal reflection and gaining greater personal understanding of goals and abilities, greater insight into the importance of personal and professional achievements and how already acquired skills can be translated and utilized within the new working environment. The mentee would benefit from being challenged for greater success by the mentor in helping them obtain greater job satisfaction. Increased
Mentor to Mentee Pairing

Other Methods of Pairing

Common within informal mentoring program designs, mentor to mentee pairing is often done organically through self-selection. However, some organizations, such as the U.S. Department of Health and Human Services, utilize a mentoring matching system in which data from both the mentor and mentee are entered into an electronic matching system or software program and pairings are created based on specifically identified criteria. (U.S. Department of Health & Human Services, n.d.) Examples of criteria used in auto-matching via mentoring matching systems and software programs are:

- Mentor areas of experience and skills to the development needs of the mentee
- Mentee goals and expectations to the experiences and training of the mentor
- Structure preferences of the mentor and mentee for the mentoring relationship (U.S. Department of Health & Human Services, n.d.)

Pairings may also be made by allowing a mentee to review the credentials of several mentors and then select the mentor they feel is most compatible with their goals and expectations for participating in the program as well as whom they feel would garner them the greatest success in achieving those goals. (Kessler, 2010)
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Pairing Utilizing the Creative Problem-Solving Profile and True Colors Assessment

Pairings will be determined based upon results from personality assessments to be completed by all mentors and mentees (upon initial hire). The results will serve as the qualifiers for successful pairing of mentor to mentee. The assessments to be completed are:

- Basadur’s Creative Problem-Solving Profile (CPSP) Inventory
- Don Lowry’s True Colors Test

Both assessments are of equal importance as they provide a diagram of how each individual processes information; how they receive, interpret and use information provided. By pairing mentors and mentees based on these assessments, each individual may be more successful in reaching their objectives and goals of the program through ease of understanding how the other individual is processing the learning exchange and receipt of information acquired.

Utilizing the results of these assessments will enable the mentoring program manager or coordinator to create a pairing of individuals whose styles would be complimentary, enabling cross-functional learning and development and greater levels of inspiration through creative problem solving and critical thinking. In essence, the mentor and mentee would be able to learn from each other by ‘trading skills’ with the other individual, strengthening their own weaknesses.

Basadur’s Creative Problem-Solving Profile (CPSP) Inventory

A key element for achieving success in the learning exchange and problem solving process of mentoring is shared understanding of how both the mentor and mentee interpret problems and work through the creative problem-solving process. Within the mentoring program, the problems to be solved are essentially the goals and objectives, or how to reach them. Both the mentor and mentee must work collaboratively to successfully create the means of reaching their desired outcomes.
The Creative Problem-Solving Profile (CPSP) Inventory (Appendix D, Creative Problem-Solving Profile Inventory), created by Min Basadur, is used to measure an individual’s preferred problem solving stage orientation within the problem-solving process. According to the CPSP Inventory individuals may have a prominent indicator within one of the four stages, or four quadrants, of the creative problem solving process as shown in the diagram below: Generator, Conceptualizer, Optimizer or Implementer. (Basadur Applied Creativity, 1999-2017)

Each quadrant has its own distinct characteristics and role within the creative problem solving process. All four stages are equally important to the creative problem solving process, from identifying that a problem exists to implementing the solutions.

Quadrant One is the generating stage of the problem-solving process. Those individuals who fall within Quadrant One of the CPSP Inventory are those that initiate the problem-solving process, or generator. These individuals acquire knowledge and complete understanding to formulate new ideas, projects, opportunities, problems and challenges. (Basadur & Gelade, 2003, p. 25). These individuals seek to formulate the problems and issues that require being solved and new opportunities.
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Quadrant two individuals are the conceptualizers. These individuals look for and create alternative means of understanding and defining the problems created by the generators. Conceptualizers analyze all of the knowledge and information about a problem from every angle possible to create and develop a “…well-understood problem definition and some fledgling solution ideas…” (Basadur & Gelade, 2003, p. 26)

The optimizing quadrant, quadrant three, is the stage in which all ideas, knowledge and information are formulated into various options for determining all of the necessary elements that must be utilized for developing the most ideal solution that would lead to a greater rate of success upon implementation. (Basadur & Gelade, 2003)

The fourth and final quadrant in the creative problem-solving cycle is that of implementing. Within this stage, the problem has been completely and successfully formulized with “new solutions, evaluating the outcomes, and making adjustments to implement them successfully.” (Basadur & Gelade, 2003, p. 28) It is within this stage that the problems are solidified and acceptance is acquired for implementation.

It is important to note that Basadur also established that although individuals may show a preference for one of the four stages, they may also show traces of their problem-solving styles within other quadrants outside of the dominant preference. The below diagram by Basadur depicts the various profile preference configurations that may be revealed through completion of the Creative Problem Solving Profile assessment. (Basadur & Gelade, 2003, p. 32)
In a 2001 study conducted by Basadur and Melina Head, groups were assessed on performing a problem-solving task. Divided into groups with different CPSP styles of cognitive thinking or the same styles, the groups task results were then evaluated by a panel of judges. The judges rated the heterogeneous groups, or the groups with different styles, has having greater “innovative performance” than the homogeneous groups. (Basadur & Gelade, 2003) Another example of successfully utilizing CPSP can be found in a 1981 case study in which an automobile manufacturer requested employees complete a CPSP profile during training to
measure the various creative problem solving process stages. Fifteen employees participated in the profile, of whom:

- 8 were heavily in quadrant 4 (implementation)
- 7 were heavily in quadrant 3 (optimization)
- 0 associated with quadrants 1 (generalization) or 2 (conceptualizing) (Basadur & Gelade, 2003)

After analyzing their results indicating that all fifteen employees were primarily prominent in quadrants three and four, each employee agreed to ‘spend time’ working in areas that pertained to quadrants one and two. As a result of gaining experience in the opposite quadrants of natural association, the individuals were able to become more effective in all facets of the creative problem solving process thus having greater success rates for identifying problems, problem definition, developing solutions and implementation of those solutions effectively and efficiently within the workplace. (Basadur & Gelade, 2003)

These variations are important to the mentor to mentee pairing in that by utilizing the CPSP profile results, mentors can successfully be matched with mentees that are opposite or complementary to the profile of the mentor. By pairing individuals by their CPSP Profile it will be more likely that each stage of the creative problem solving process will be utilized in determining goals and desired outcomes and the action plans necessary for program success and goal achievement. This will also help to encourage reverse and shared mentoring activities in that both the mentor and mentee can assist in enhancing and developing the problem-solving skills of the individual in the opposite quadrant(s) of the problem-solving cycle. (Basadur & Gelade, 2003)
Don Lowry’s True Colors Personality Assessment

The True Colors Personality Assessment was developed by Don Lowry in 1978 and is based upon the previous findings of Dr. David Keirsey regarding the four temperaments of personality traits (Lowry E., 2009), “the Artisan, the Guardian, the Rational, and the Idealist” (Keirsey, n.d.). Building from Keirsey’s research and findings of the four temperaments, Lowry expanded further these personality concepts and identified them with four colors: orange, blue, green and gold. (True Colors International, 2016)

Each color is associated with a specific set of personality traits and characteristics. As adapted from Don Lowry’s True Colors Successful Leadership Handbook by members of Carleton University, individuals would be categorized as (Carleton University, 2007):

- **Gold**: Loyal, Thorough, Organized, Caring
- **Green**: Analytical, Conceptual, Calm, Inventive, Investigative
- **Orange**: Witty, Impulsive, Optimistic, Active
- **Blue**: Enthusiastic, Communicative, Idealistic, Flexible

The True Colors Personality Assessment (Appendix E, True Colors Personality Assessment) will help each individual to identify their own unique color and the associated personality characteristics and traits. By utilizing this assessment, individuals gain a greater
understanding and insight into the various listening styles, motivators, possible stress inducers, social skills and adaptations, learning styles and core values of themselves and others. The assessment may also lead to ways of communicating more effectively to reduce conflict and how to approach various topics and situations based upon the personality characteristics of the individual. (True Colors International, 2016)

By reviewing and understanding the results of the assessment, the mentoring program manager or coordinator would be able to use the information when determining the pairing of mentor to mentee when a situation occurs of multiple pairing options being identified. In the event that a pairing is deemed un-suitable or incompatible, the assessments may also be reviewed and used to determine a more suitable mentor to mentee pairing.

The Mentoring Relationship
Defining the Mentoring Relationship
The mentoring relationship is one in which each participant will be equally committed to professional growth and development, mutual respect, confidentiality, timely participation in mentoring activities and an esteemed commitment to helping each other reach the goals and objectives set forth by both the mentor and the mentee. Each participant will be honest and communicate effectively their evaluations of progress in the program and will be open for modifications and adjustments if necessary, such as the number of mentoring activities completed within one month, meeting time adjustments and other unforeseen but necessary changes.

Mentoring Relationship Agreement
For each mentoring relationship, there will be a written mentoring relationship agreement (Appendix F, Mentoring Relationship Agreement). This agreement will serve as a written
account and documentation for the agreed upon expectations of the relationship. This agreement shall state the mutual intent and agreement of interacting in ways to facilitate positive learning, growth and skill development for the mentee. The mentoring relationship agreement will be an all-inclusive document that clearly states the outline of the individual mentoring relationship including the goals, success measurement and evaluation media, the relationship action plan for achieving the mentor and mentee goals and objectives, the relationship rules and the mutual consent of equal participation in the mentoring program.

**Mentoring Relationship Rules**

It is important that ground rules for the mentoring relationship be established and agreed-upon by both the mentor and the mentee. These ground rules will define acceptable means of communications and how often they should take place, as well as expected response time to electronic communications such as e-mail messages and voicemails. The rules specify whether the mentor or mentee will be responsible for identifying mentoring activities as well as how often they will occur. The rules will also contain a clear statement of confidentiality and commitment to the mentoring relationship and program outcomes.

**Mentoring Relationship Goals and Objectives of Participation**

Both the mentor and mentee will define clear goals, objectives and expectations of outcomes for the program. These goals should be realistic, specific and significant to professional development and growth with a definitive action plan for achievement. The goals and objectives should also be measurable in that they can be determined as successfully accomplished and value added or as needing continual improvement. Both the mentor and mentee should be equally committed to the action plan and time requirements necessary to attain those goals.
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Success Measurement Evaluations

Throughout the organizational use of the program, continual success measurement evaluations should be conducted to determine the continued effectiveness of the program as well as identifying areas of necessary improvement. Without success measurements, the program may become complacent and ineffective in meeting the ever-changing needs of the organization and mentoring program participants.

Professional Employee Mentoring Program Pilot Participants

Year one of program utilization will be a pilot period in which each participant will be classified as a member of the pilot group as they will be the first participants of the program. Their program evaluations and results for measuring effectiveness of the program will be used as a starting point for benchmarking future success. The results of the pilot program participants will be crucial in determining unforeseen issues or improvements that should be implemented during the second year of the program to ensure the program remains effective and successful in fulfilling the goals and objectives of the program. Data to be collected of the pilot program participants includes information such as:

- Were the mentor leadership assessments effective in identifying qualified mentors?
- Was allowing both the mentor and mentee establish goals and objectives effective?
- Were the mentor to mentee pairings that were established based upon the CPSP Inventory and True Colors Profile successful?
- Was the program duration too long? Not long enough?

During the sixth month review period, the mentoring program coordinator will begin an evaluation review for program progress and participant feedback on the program. This will help
to provide a timeline to detect at which points in the program issues may have begun and if they are consistent for each participant or if they are isolated incidents.

Variables

Within the Professional Employee Mentoring Program with a Focus On Mentor Qualifications, Selection and Assessments for Successful Mentor to Mentee Pairing, the dependent variable is the mentoring program, with the independent variables being the individuals participating in the program as mentors and mentees. Upon each mentoring pair’s completion of the mentoring program, qualitative data will be collected and analyzed from the evaluations completed by the participants of the program by the mentoring program manager/coordinator. This data will be used to determine the effectiveness of the program design and processes therein.

Mentor/Mentee Goals and Objectives Review

Upon completion of the mentoring program the mentor and mentee shall review and evaluate their goals and objectives, determining which items were met successfully and those that still need to be completed. The mentor and mentee may choose to continue the mentoring partnership for successful completion of the incomplete goals and objectives by submitting an extended action plan to the mentoring program coordinator. The mentor and mentee may also choose to work towards the completion of their individual goals and objectives on an individual basis.

Mentoring Program Evaluation

At the completion of the mentor to mentee relationship, both the mentor and mentee will be required to complete a program evaluation (Appendix G, Mentoring Program Evaluation Form) that covers aspects of the program design, information, and process. Data collected from the program evaluation will be qualitative in nature in that it is based on the experiences and
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

personal opinions of the program participants. The evaluation poses short answer questions regarding the level of believed effectiveness of the program and benefits for the individual participants using a Likert Scale as well as an essay section for additional comments and suggestions. The results from the Likert Scale section will be used to quickly identify levels of effectiveness of the program while the comments and suggestions provided will be reviewed for ideas and possible improvements to the program.

Summary

Through adoption and implementation of the Professional Employee Mentoring Program with a Focus On Mentor Qualifications, Selection and Assessments for Successful Mentor to Mentee Pairing, benefits will be provided for the organization adopting and implementing the program as well as participants of the program. Greater successes for future organizational leaders may be a direct result of participating in a mentoring program as individuals gain professional development and greater leadership skills, motivation for professional growth and greater experiences in adapting to the organizational culture, mission and vision.

The next stages of the program are that of implementation and adoption of the program within an organization and utilizing the tools within the program to control the variables affecting program success and effectiveness. Upon completion of program evaluation and analysis, necessary adjustments may be developed and applied to ensure the continued success of the program.

Research Limitations

Research limitations of the Professional Employee Mentoring Program with a Focus On Mentor Qualifications, Selection and Assessments for Successful Mentor to Mentee Pairing were that of limited time availability for execution of a pilot program to test the effectiveness and success of mentor identification and selection by program defined qualifications, mentor to mentee pairings through program defined assessments and the overall success and effectiveness of the program design. Through implementing a pilot program, a needs assessment would have been utilized to identify and implement
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

necessary adjustments and changes to the program if needed. These limitations affect the ability to determine the success of the program.

Research limitations were also that of a lack of information regarding examples of currently utilized mentoring programs within organizations and the success rates of those programs. While companies such as Google (Google, n.d.) were found to have a mentoring program in place, the actual design and key elements of the programs were not provided publicly nor were statistics of overall success rates and measurement. Also limited were participant perceptions of the mentoring programs currently utilized by the organizations, which made it difficult to determine the most successful mentoring program design.

Future Research

Future research on the Professional Employee Mentoring Program with a Focus On Mentor Qualifications, Selection and Assessments for Successful Mentor to Mentee Pairing may be conducted involving the conclusive results from the mentoring program participants and the success of the program by implementers of the program. Upon completion of the program evaluations, changes and adjustments may be researched and adopted for continual improvement and growth of the program. Further program development may also include areas of professional development through formal mentoring for current employees as well as reverse mentoring.

Evaluation and future research may be conducted in determining the success of utilizing Min Basadur’s Creative Problem Solving Profile Inventory and Don Lowry’s True Colors Assessment for mentor to mentee pairing. Areas of research may include the extent of effectiveness of the pairings or whether or not the assessments utilized contributed to the overall effectiveness of the program. Research and analyzation of the mentor evaluations may assist in determining if transformational leadership characteristics and traits are in actuality those most desirable in mentors.
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Further research may also be conducted in determining whether or not the type of organization utilizing the program is a contributing factor to the success of the mentoring program. Organizational differences that exist between for-profit and non-profit entities may affect the effectiveness of the program. Individuals who participate in the program may also be surveyed for providing insight on their perceptions of utilizing a mentoring program as well as if those opinions changed either positively or negatively from the beginning to the conclusion of the program. The perceptions and views of organizational leaders may also be utilized for evaluation of the mentoring program in their perception as to whether or not implementation of the program was beneficial to the organization.

If all contributing variables of the program appear to be optimal for multiple mentoring relationships while the results of the mentoring relationship evaluation outcomes prove the experience as unsatisfactory for some but not others, future research and analysis would be necessary to determine what factors contributed to the positive or negative results of the mentoring relationship.
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

References


PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING


PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

http://www.slideshare.net/truecolorsinternational/history-of-temperament-theory-and-true-colors


PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING


Stone, F. M. (2007). *Coaching, Counseling and Mentoring: How to Choose & Use the Right Technique to Boost Employee Performance* (2 ed.).


PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Appendix A

Mentor Application

Name:______________________________________________________ Date:____________

Date of Hire:__________________________ Current Position:______________________

E-mail:____________________________________ Phone Number:______________________

Volunteer Activities:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Please describe your leadership experience(s):
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Please describe your professional strengths:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Please describe your leadership traits and characteristics:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Please note that by completing this mentor application, you consent and understand the time requirement and commitment of acting as a mentor should you be selected to do so. If at any time you feel that you would be unable to meet the requirements of a mentor, please notify the mentoring program manager or coordinator of your change in mentor participation availability.

Signature:___________________________________________________ Date:_____________

Print Name:__________________________________________________
Appendix B

Least Preferred Co-worker Scale

Instructions

Think of all the different people with whom you have ever worked - in jobs, in social clubs, in student projects, or whatever. Next think of the one person with whom you could work least well - that is, the person with whom you had the most difficulty getting a job done. This is the one person - a peer, boss, or subordinate - with whom you would least want to work. Describe this person by circling numbers at the appropriate points on each of the following pairs of bipolar adjectives. Work rapidly. There are no right or wrong answers.

Pleasant 8 7 6 5 4 3 2 1 Unpleasant
Friendly 8 7 6 5 4 3 2 1 Unfriendly
Rejecting 1 2 3 4 5 6 7 8 Accepting
Tense 1 2 3 4 5 6 7 8 Relaxed
Distant 1 2 3 4 5 6 7 8 Close
Cold 1 2 3 4 5 6 7 8 Warm
Supportive 8 7 6 5 4 3 2 1 Hostile
Boring 1 2 3 4 5 6 7 8 Interesting
Quarrelsome 1 2 3 4 5 6 7 8 Harmonious
Gloomy 1 2 3 4 5 6 7 8 Cheerful
Open 8 7 6 5 4 3 2 1 Guarded
Backbiting 1 2 3 4 5 6 7 8 Loyal
Untrustworthy 1 2 3 4 5 6 7 8 Trustworthy
Considerate 8 7 6 5 4 3 2 1 Inconsiderate
Nasty 1 2 3 4 5 6 7 8 Nice
Agreeable 8 7 6 5 4 3 2 1 Disagreeable
Insincere 1 2 3 4 5 6 7 8 Sincere
Kind 8 7 6 5 4 3 2 1 Unkind

Scoring
This is called the “least-preferred coworker scale” (LPC). Compute your LPC score by totaling all the numbers you circled; enter that score here [LPC = ____ ].

**Interpretation**

The LPC scale is used by Fred Fiedler to identify a person’s dominant leadership style (see Module 16). Fiedler believes that this style is a relatively fixed part of one’s personality and is therefore difficult to change. This leads Fiedler to his contingency views, which suggest that the key to leadership success is finding (or creating) good “matches” between style and situation. If your score is 73 or above, Fiedler considers you a “relationship-motivated” leader; if your score is 64 and below, he considers you a “task-motivated” leader. If your score is 65-72, Fiedler leaves it up to you to determine which leadership style is most like yours.

Appendix C

Multifactor Leadership Questionnaire (MLQ) Form 6S

**Instructions**: This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word *others* may mean your followers, clients, or group members.

Key: 0 = not at all   1 = once in a while  2 = sometimes  3 = fairly often  4 = frequently, if not always

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating 0</th>
<th>Rating 1</th>
<th>Rating 2</th>
<th>Rating 3</th>
<th>Rating 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I make others feel good to be around me.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. I express with a few simple words what we could and should do.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. I enable others to think about old problems in new ways.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. I help others develop themselves.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. I tell others what to do if they want to be rewarded for their work.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. I am satisfied when others meet agreed-upon standards.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. I am content to let others continue working in the same way as always.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Others have complete faith in me.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. I provide appealing images about what we can do.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. I provide others with new ways of looking at puzzling things.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. I let others know how I think they are doing.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. I provide recognition/rewards when others reach their goals.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. As long as things are working, I do not try to change anything.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Whatever others want to do is OK with me.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. Others are proud to be associated with me.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. I help others find meaning in their work.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. I get others to rethink ideas that they had never questioned before.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. I give personal attention to others who seem rejected.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. I call attention to what others can get for what they accomplish.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. I tell others the standards they have to know to carry out their work.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. I ask no more of others than what is absolutely essential.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Multifactor Leadership Questionnaire (MLQ) Form 6S

Response Sheet

1. Transfer your scores from the MLQ.
2. Add each row to determine your factor score.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Total

Score range: high = 9-12, moderate = 5-8, low = 0-4

Scoring Interpretation

Factor 1. Idealized influence indicates whether you hold subordinates’ trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.

Factor 2. Inspirational motivation measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

Factor 3. Intellectual stimulation shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs and those of the organization.

Factor 4. Individualized consideration indicates the degree to which you show interest in others’ well-being, assign projects individually, and pay attention to those who seem less involved in the group.

Factor 5. Contingent reward shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Factor 6. *Management-by-exception* assesses whether you tell others the job requirements, are content with standard performance, and are a believer in “if it ain’t broke, don’t fix it.”

Factor 7. *Laissez-faire* measures whether you require little of others, are content to let things ride, and let others do their own thing.

Appendix D

Creative Problem-Solving Profile Inventory

Instructions:

Eighteen sets of four words are listed horizontally below. For each horizontal set assign:

- 4 to the word which best characterizes your problem-solving style
- 3 to the word which next best characterizes your problem-solving style
- 2 to the next most characteristic word
- 1 to the word which is least characteristic of you as a problem solver

Be sure to assign a different number to each of the four words in each horizontal set (row). Do not make ties.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alert</td>
<td>Poised</td>
<td>Ready</td>
<td>Eager</td>
</tr>
<tr>
<td>2. Patient</td>
<td>Diligent</td>
<td>Forceful</td>
<td>Prepared</td>
</tr>
<tr>
<td>3. Doing</td>
<td>Intuitive</td>
<td>Detached</td>
<td>Selective</td>
</tr>
<tr>
<td>4. Experiencing</td>
<td>Optimistic</td>
<td>Objective</td>
<td>Verifying</td>
</tr>
<tr>
<td>5. Reserved</td>
<td>Serious</td>
<td>Fun-loving</td>
<td>Playful</td>
</tr>
<tr>
<td>6. Sensing</td>
<td>Free Thinking</td>
<td>Logical</td>
<td>Experimenting</td>
</tr>
<tr>
<td>7. Feeling</td>
<td>Alternatives</td>
<td>Analyzing</td>
<td>Evaluating</td>
</tr>
<tr>
<td>8. Action</td>
<td>Divergence</td>
<td>Abstract</td>
<td>Convergence</td>
</tr>
<tr>
<td>9. Direct</td>
<td>Possibilities</td>
<td>Conceptual</td>
<td>Practicalities</td>
</tr>
<tr>
<td>10. Quiet</td>
<td>Trustworthy</td>
<td>Irresponsible</td>
<td>Imaginative</td>
</tr>
<tr>
<td>11. Involved</td>
<td>Proliferating</td>
<td>Theoretical</td>
<td>Testing</td>
</tr>
<tr>
<td>12. Probing</td>
<td>Projecting</td>
<td>Structuring</td>
<td>Examining</td>
</tr>
<tr>
<td>13. Immediate</td>
<td>Gathering</td>
<td>Understanding</td>
<td>Confirming</td>
</tr>
<tr>
<td>14. Impersonal</td>
<td>Proud</td>
<td>Hopeful</td>
<td>Fearful</td>
</tr>
<tr>
<td>15. Implementing</td>
<td>Visualizing</td>
<td>Modeling</td>
<td>Decisive</td>
</tr>
<tr>
<td>17. Sympathetic</td>
<td>Pragmatic</td>
<td>Emotional</td>
<td>Procrastinating</td>
</tr>
<tr>
<td>18. Aware</td>
<td>Childlike</td>
<td>Orderly</td>
<td>Realistic</td>
</tr>
</tbody>
</table>

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Total all numbers in each column except for items 1, 2, 5, 10 14 and 17.

<table>
<thead>
<tr>
<th>Total Column 1</th>
<th>Total Column 2</th>
<th>Total Column 3</th>
<th>Total Column 4</th>
</tr>
</thead>
</table>

Each column total score is then plotted on the below diagram in accordance to the respective column quadrant.
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Appendix E

True Colors Personality Assessment

Instructions: Compare all 4 boxes in each row. Do not analyze each word; just get a sense of each box. **Score each of the four boxes in each row from most to least as it describes you:** 4 = most, 3 = a lot, 2 = somewhat, 1 = least.

<table>
<thead>
<tr>
<th>Row 1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Active</td>
<td>Organized</td>
<td>Warm</td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td>Variety Sports Opportunities</td>
<td>Planned</td>
<td>Helpful</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Spontaneous</td>
<td>Neat</td>
<td>Friends</td>
<td>Quiet</td>
</tr>
<tr>
<td></td>
<td>Flexible</td>
<td>Parental</td>
<td>Authentic</td>
<td>Versatile</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Traditional</td>
<td>Harmonious</td>
<td>Inventive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responsible</td>
<td>Compassionate</td>
<td>Competent</td>
</tr>
<tr>
<td>Score</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>Row 2</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td>Curious</td>
<td>Caring</td>
<td>Orderly</td>
<td>Action</td>
</tr>
<tr>
<td></td>
<td>Ideas Questions</td>
<td>People Oriented</td>
<td>On-time</td>
<td>Challenges</td>
</tr>
<tr>
<td></td>
<td>Conceptual</td>
<td>Feelings</td>
<td>Honest</td>
<td>Competitive</td>
</tr>
<tr>
<td></td>
<td>Knowledge</td>
<td>Unique</td>
<td>Stable</td>
<td>Impetuous</td>
</tr>
<tr>
<td></td>
<td>Problem Solver</td>
<td>Empathetic</td>
<td>Sensible</td>
<td>Impactful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicative</td>
<td>Dependable</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
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<tr>
<td>Row 3</td>
<td>I</td>
<td>J</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td></td>
<td>Helpful</td>
<td>Kind</td>
<td>Playful</td>
<td>Independent</td>
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<td></td>
<td>Trustworthy</td>
<td>Understanding</td>
<td>Quick</td>
<td>Exploring</td>
</tr>
<tr>
<td></td>
<td>Dependable</td>
<td>Giving</td>
<td>Adventurous</td>
<td>Competent</td>
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<tr>
<td></td>
<td>Loyal</td>
<td>Devoted</td>
<td>Confrontive</td>
<td>Theoretical</td>
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<td></td>
<td>Conservative</td>
<td>Warm</td>
<td>Open Minded</td>
<td>Why Questions</td>
</tr>
<tr>
<td></td>
<td>Organized</td>
<td>Poetic</td>
<td>Independent</td>
<td>Ingenious</td>
</tr>
<tr>
<td>Score</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>Row 4</td>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>Follow</td>
<td>Active</td>
<td>Sharing</td>
<td>Thinking</td>
</tr>
<tr>
<td></td>
<td>Rules</td>
<td>Free</td>
<td>Getting</td>
<td>Solving Problems</td>
</tr>
<tr>
<td></td>
<td>Useful</td>
<td>Winning</td>
<td>Along</td>
<td>Perfectionistic</td>
</tr>
<tr>
<td></td>
<td>Save Money Concerned</td>
<td>Daring</td>
<td>Feelings</td>
<td>Determined</td>
</tr>
<tr>
<td></td>
<td>Concerned</td>
<td>Impulsive</td>
<td>Tender</td>
<td>Complex</td>
</tr>
<tr>
<td></td>
<td>Procedural Cooperative</td>
<td>Risk Taker</td>
<td>Inspirational</td>
<td>Composed</td>
</tr>
<tr>
<td>Score</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
</tbody>
</table>
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

<table>
<thead>
<tr>
<th>Row 5</th>
<th>Q</th>
<th>R</th>
<th>S</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puzzles</td>
<td>Social Causes</td>
<td>Exciting</td>
<td>Pride</td>
<td></td>
</tr>
<tr>
<td>Seeking Info</td>
<td>Easy Going</td>
<td>Lively</td>
<td>Tradition</td>
<td></td>
</tr>
<tr>
<td>Making Sense</td>
<td>Happy Endings</td>
<td>Hands On</td>
<td>Do Things Right</td>
<td></td>
</tr>
<tr>
<td>Philosophical</td>
<td>Approachable</td>
<td>Courageous</td>
<td>Orderly</td>
<td></td>
</tr>
<tr>
<td>Principled</td>
<td>Affectionate</td>
<td>Skillful</td>
<td>Conventional</td>
<td></td>
</tr>
<tr>
<td>Rational</td>
<td>Sympathetic</td>
<td>On Stage</td>
<td>Careful</td>
<td></td>
</tr>
</tbody>
</table>

Score | Score | Score | Score |

<table>
<thead>
<tr>
<th>Total Orange Score</th>
<th>Total Green Score</th>
<th>Total Blue Score</th>
<th>Total Gold Score</th>
</tr>
</thead>
</table>

If any of the scores in the colored boxes are less than 5 or greater than 20 you have made an error. Please go back and read the instructions.

Congratulations! You now know your color spectrum. Here are some general descriptions of each color:

**Greens**
- Are innovative and logical
- Seek to understand the world
- Need to be competent
- Require intellectual freedom
- Are curious
- Question authority
- Push themselves to improve
- Seek perfection in play
- May become intellectually isolated
- Are slow to make decisions
- Value concise communication
- Look for intellectual stimulation
- Enjoy intriguing discussions
- Are sometimes oblivious to emotions
- Are detached
- Believe work is play
- Are drawn to technical occupations
- Analyze and rearrange systems
- Focus on the future
- Bring innovation to society

**Oranges**
- Are free and spontaneous
- Are impulsive risk-takers
- Are active
- Are optimistic
- Resist commitment
- Can become virtuosos
- Thrive on crises
- Are drawn to tools
- Like to be the center of attention
- Have great endurance
- Are drawn to action jobs
- Need variety
- Are dynamic, animated communicators
- Are competitive
- Deal with the here and now
- Are bold in relationships
- Are generous
- Have difficulty finding acceptance
- Like to live in a casual atmosphere
- Bring excitement to society
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

<table>
<thead>
<tr>
<th><strong>Golds</strong></th>
<th><strong>Blues</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are dutiful and stable</td>
<td>Are in search of themselves</td>
</tr>
<tr>
<td>Need to be useful</td>
<td>Need to feel unique</td>
</tr>
<tr>
<td>Want to be self-sufficient</td>
<td>Must be true to themselves</td>
</tr>
<tr>
<td>Value organization</td>
<td>Look for symbolism</td>
</tr>
<tr>
<td>Desire punctuality</td>
<td>Value close relationships</td>
</tr>
<tr>
<td>Schedule their lives</td>
<td>Encourage expression</td>
</tr>
<tr>
<td>Make and keep commitments</td>
<td>Desire quality time with loved ones</td>
</tr>
<tr>
<td>Measure worth by completion</td>
<td>Need opportunities to be creative</td>
</tr>
<tr>
<td>Are goal-oriented</td>
<td>Compromise and cooperate</td>
</tr>
<tr>
<td>Value rules</td>
<td>Nurture people, plants and animals</td>
</tr>
<tr>
<td>Prepare for the future</td>
<td>Look beyond the surface</td>
</tr>
<tr>
<td>Are inclined to join groups</td>
<td>Share emotions</td>
</tr>
<tr>
<td>Believe work comes before play</td>
<td>Make decisions based on feelings</td>
</tr>
<tr>
<td>Safeguard tradition</td>
<td>Need harmony</td>
</tr>
<tr>
<td>Prefer order and cleanliness</td>
<td>Are adaptable</td>
</tr>
<tr>
<td>Are responsible and dedicated</td>
<td>Are drawn to literature</td>
</tr>
<tr>
<td>Are drawn to respected occupations</td>
<td>Are drawn to nurturing careers</td>
</tr>
<tr>
<td>Enjoy positions of authority</td>
<td>Get involved in causes</td>
</tr>
<tr>
<td>Desire structure</td>
<td>Are committed to ideals</td>
</tr>
<tr>
<td>Bring stability to society</td>
<td>Bring unity to society</td>
</tr>
</tbody>
</table>

Source: Developed by Don Lowry, form retrieved from Jackson State University website at: http://www.jsu.edu/edprof/co-teaching/docs/pairs_training.pdf
Appendix F

Mentoring Relationship Agreement

This mentoring relationship is voluntarily entered into and agreed upon by both the mentor and mentee, both parties acknowledging their mutual agreement of the terms set forth within by signing the designated lines provided.

The mentoring relationship shall be established upon a foundation of professionalism, trust, commitment and confidentiality in the joint endeavor of achieving program goals as well as the goals of the mentor and mentee.

**Goals**

Mentor:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Mentee:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

**Objectives**

Mentor:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Mentee:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

**Mentoring Relationship Duration (12 month minimum recommended)**

Begin Date: ____________ End Date: ____________ Monthly Time Commitment: ______

**Frequency of the Meetings**

Weekly: ____________ Bi-Weekly: ____________ Day of the Week: ______

Time: ____________ Duration: ____________ Location: ______________________

**Acceptable Meeting Formats**
PROFESSIONAL EMPLOYEE MENTORING PROGRAM WITH A FOCUS ON MENTOR QUALIFICATIONS, SELECTION AND ASSESSMENTS FOR SUCCESSFUL MENTOR TO MENTEE PAIRING

Face to Face: Conference Call: E-mail Correspondence:

Ground Rules Developed for and to be honored by the mentor and the mentee

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Regular and routine feedback and progress evaluation throughout the duration of the mentoring relationship will be accomplished by:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

We mutually agree upon the items and terms defined within this agreement. Periodic review of the items and terms set forth will be completed to determine and evaluate progress, making adjustments where necessary. At which time the duration of the mentoring relationship ends, both the mentor and mentee will review this agreement and determine the conclusion and learning outcomes of participation and the relationship shall be complete. Upon review, if items were found to be incomplete, the mentor and mentee may choose to continue the mentoring relationship upon which a new agreement will be generated to include updated information for all terms of the agreement.

In the event that either the mentor or mentee deems the mentoring relationship as inadequate or inefficient in meeting their desired outcomes the individual is encouraged to seek the guidance of the mentor program manager or coordinator. If the best possible solution is the dissolution of the mentoring relationship and a new pairing is advised, both individuals shall agree to perceive the dissolution as a learning experience and maintain their professional colleague relationship without prejudice.

Mentor Signature: Print Name: Date:

Mentee Signature: Print Name: Date:

**The original copy of this agreement shall be maintained by the mentoring program manager or coordinator. Both the mentor and mentee are advised to retain a copy for their records.**
Appendix G

Mentoring Program Evaluation Form

Name: ___________________________________ Date: ___________________________________

Program Assessment

Overall, you found the mentoring program experience to be:

_____ Very Successful  _____ Successful  _____ Moderately Successful  _____ Unsuccessful

How satisfied were you with the mentor to mentee pairing for the mentoring relationship?

_____ Very Satisfied  _____ Satisfied  _____ Moderately Satisfied  _____ Unsatisfied

How effectively do you feel that your goals and expectations were met?

_____ Very effective  _____ Effective  _____ Somewhat Effective  _____ Not Effective

Please provide feedback on the following elements of the program design

<table>
<thead>
<tr>
<th>Information regarding program benefits</th>
<th>Not Enough</th>
<th>Just Right</th>
<th>Too much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected time commitment to the program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration of the program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational support of the mentoring program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resolution of concerns and issues in an acceptable and timely manner</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggestions for improvement of the program:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Additional comments: