

AMERICAN UNIVERSITY OF BEIRUT

DIMENSIONS OF AN ENGAGED MENTORING
RELATIONSHIP: A MENTOR'S GUIDELINES FOR
IMPROVED RELATIONSHIP PERFORMANCE

by
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Most people can identify a person in their life that made a difference, someone, somewhere along the line who had a significant and positive impact on them. Someone who motivated, encouraged, and guided them. Someone who listened, cared, and acted altruistically without expecting anything in return (Ragins & Kram, 2007). They say a mentor is someone who at a specific point of time left a touch in your life. You have left an eternal one and for that I am forever grateful. Dr. Charlotte Karam, Thank you for being the mentor I always wanted, thank you for always being present to support me and push me forward. Thank you for trusting me and for being able to get the best out of me. Who you are, made a beautiful difference in my life.

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My sincere gratitude goes to you Mr. Elias Hayek, our long and beautiful mentoring story have lifted me to a better place. Thank you for always being patient, and for always being there whenever I needed anything on a personal and professional level.

AN ABSTRACT OF THE PROJECT OF

Patricia Elias Rizkallah for Master of Human Resources Management
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Title: Dimensions of an Engaged Mentoring Relationship; A Mentor's Guidelines For Improved Relationship Performance.

The concept of mentoring, as a means for strengthening employees' career and personal development received considerable attention in the literature, yet organizations only recently started implementing mentoring programs in Lebanon. Many articles shed light on the benefits of mentoring as a tool to nurture the mentor, the mentee and the organization, yet few focused on the negative effects of an unsuccessful mentoring relationship and the damage that it might cause to the parties involved. The objective of this project is to understand the dimensions of an engaged mentorship relationship in order to examine the mentors' role in dysfunctional relationships and to develop guidelines that assist them in improving their mentorship practices within an organizational context. Twelve semi-structured interviews were developed and conducted with six mentors and six mentees working within international companies in Lebanon with established mentorship programs. The interviews were transcribed and context-analyzed into emerging themes and statements. According to interviewees, commitment, good communication skills and trust are keys to a successful mentorship relationship. The main KSAOs highlighted were the mentor's professional experience, communication and leadership skills, openness and flexibility and the level of organization and planning. There was a difference in perception between mentors and mentees regarding mentors' need for training. Guidelines were developed to assist mentors in improving their performance, and achieving a better mentorship relationship and a better result at the organizational level. Further research is needed to understand whether these findings can be generalized to a wider pool of businesses.

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To
My Beloved Family

CHAPTER I

INTRODUCTION

Many articles have been written on mentoring. Some of these focus primarily on the benefits of mentoring in boosting the attitudes of the mentored employees towards their work such as improving their chances for career advancement and salary increase and therefore decreasing their likelihood of leaving their organization (Allen & Eby, 2003). Other articles shed light on the outputs of the mentee, men and women alike; there are no gender differences with regards to the career outcomes of those who experienced a successful mentoring relationship (Dreher & Ash, 1990). There is, however, a gap in the literature when it comes to the negative effects of an unsuccessful mentoring relationship and the damage that might be caused (Rhodes, & Rhodes, 2009).

Here we can ask if the dysfunction in the relationship was the mentor's fault. Some research has shown that the mentoring relationship can be costly on the mentor who put time and effort, to guide the mentee and this negative effect could be augmented when the mentee performs badly (Ragins & Kram, 2007). Other research has shown that in formal relationship programs, where the matching is done not on an involuntary basis, and where the choice of participating in the program may not come out of dedication, mentors tend to be less committed to their mentee (Nemanick, 2000). Feldmen (1999) indicated that many young mentees might feel trapped in the relationship with their mentors who are most of the time more dominant.

Other research demonstrates that to create a successful and long-term sustainable relationship, it is important to focus on the efficiency and commitment of the mentor during the relationship (Allen, 2007). In this case, the mentor's role is

crucial to creating a beneficial relationship. As Kram & Hall (1996) stated, mentors play an essential role in transferring the knowledge to the junior candidates in order to prepare them to take on future positions and carry more responsibilities (Kram & Hall, 1996).

In general terms, the current MHRM field project aims to explore various aspects of mentorship from the perspective of both the mentor and the mentee. I will specifically attempt to answer the question: *What are the dimensions of an engaged mentoring relationship as identified from the perspective of a mentor-mentee dyad within the Lebanese business context.* The main objective of this paper is to build a better understanding of the various dimensions of engaged mentorship to serve as a foundation to develop a guidelines that can assist mentors to self-reflect individually and, further to reflect, with other mentors as a group (i.e., peer-mentoring). Ultimately, one of the main outcomes of this field project is to provide mentors (both as individuals and as peer-mentor group) with a set of guidelines that can be used to structure their reflections within a peer-mentoring session. In effect, this set of guidelines serves as a developmental tool to help mentors improve their mentorship practices within Lebanese organizational contexts. A review of the literature on mentoring in general and the role of the mentor in the mentor-mentee relationship in specific will support the basis of this project.

CHAPTER II

DEFINITION

Several definitions of mentoring exist in the research, however many scholars have relied on the mentoring conceptualization proposed by Kathy Kram (Bozeman & Feeney, 2008), which has greatly influenced research studies carried out on the topic. Kram's conceptualization of mentoring states that:

Mentoring is an intense developmental relationship whereby advice, counseling, and developmental opportunities are provided to a mentee by a mentor, which in turn, shapes the mentee's career experiences...
(.) This occurs through two types of support to mentees: 1) instrumental or career support and 2) psychological support (Kram, 1995).

Although not one single definition is able to capture the holistic meaning of mentoring, the first definition gives a beautiful description of the mentoring process, highlighting on the two different levels of support that should be given to the mentees. As our research will concentrate on how to provide the mentor with tools that will assist him/her in ensuring a more positive and engaging role, the second definition below identifies the meaning of a mentor.

A mentor is generally defined as a higher-ranking, influential individual in your work environment who has advanced experience and knowledge and is committed to providing upward mobility and support to your career. Your mentor may or may not be in your organization and he/she may or may not be your immediate supervisor (Ragins, Cotton & Miller, 2000, p. 1182 as cited in Bozeman & Feeney, 2008).

This paper adopts a combination of both of the above definitions. This combination acknowledges that the two complement one another and help us better understand the developmental role of the mentoring relation. In this role the knowledge, experience and commitment of the mentor shape the relationship into a positive one.

The aim of this paper is to explore and identify the different dimensions that could affect the success of the relationship and to provide guiding practices to lead mentors towards a better performance in the mentoring capacity.

CHAPTER III

LITERATURE REVIEW

The concept of mentoring as a means for strengthening the career and personal development of employees has received considerable attention in the literature; although, it has only recently been implemented as mentoring programs in organizations (Kammeyer-Mueller & Judge, 2008). Most people can identify a person in their life that made a difference, someone, somewhere along the line who had a significant and positive impact on them. Someone who motivated, encouraged, and guided them whether on a professional or a personal level. Someone who listened, cared, and acted altruistically without expecting anything in return. This is what we identify as mentoring relationship. Mentoring is a relationship that entails growth, learning and development for both mentor and mentee and would have the capacity of passing knowledge and change to groups, organizations and communities (Ragins & Kram, 2007).

Benefits can be classified in three groups: benefits for the mentee, benefits for the mentor, and benefits for the organization.

The research is vast with theoretical propositions and qualitative reviews on the benefits of mentoring as a tool that can be used to nurture and grow people, such as when mentors coach their mentees and offer them a positive exposure within the workplace and assist them in their career path and development (Ragins & Kram, 2007). Similarly, when mentors notice mentee's talent and assist them in the development of this talent, as otherwise it may be overlooked. Moreover, the benefits of mentoring become visible when mentors invest in their mentees to extract the best of their abilities,

even if the mentee exhibits undesirable traits such lack of confidence or inability to communicate their ideas and opinions (Wilson & Elman, 1990).

According to Kram (1985a), a mentor's first objective is to provide career development to the mentee by helping him/her advance in the organization. Kram theorized that mentors can provide five specific career development functions: sponsoring promotions, coaching the mentee, protecting the mentee from adverse forces, providing challenging assignments, and increasing the mentees exposure and visibility within the organization. The success of those functions mainly depends on the mentor's position in the organization. If he/she were influential in the organization, then the mentee would likely benefit more in their career advancement.

The second function a mentor should perform is a psychosocial function. This function addresses interpersonal aspects of the mentoring relationship as well as enhancing the mentee's sense of competence, self-efficacy, and professional and personal development. The psychosocial functions also affect the mentee on a personal level more than the career; therefore, its' success depends on the quality of the interpersonal relationship and the emotional bond that underlies the mentoring relationship (Kram, 1988).

Many scholars stress on the mentor's ability to help his/her mentee in finding appropriate career ambitions as well as the necessary support to reach those ambitions. The mentor can promote the potential of the mentee within a department and may defend the mentee's abilities and attributes when needed (Wright & Wright, 1987). Research has shown that employees who are mentored have better career opportunities, promotions, and satisfaction within the workplace when compared to employees without mentoring (Fagenson, 1989). A meta-analysis conducted by Allen and her colleagues' (2004) further supports this idea in that mentored individuals receive more

promotions and earn higher salaries than their nonmentored counterparts. In addition, another study reported the positive outcomes with mentees increase in career and job satisfaction and greater expectations for advancement than those without mentors (Ragins & Kram, 2007). Other studies (as cited in Bolton, 1980; Dreher & Ash, 1990; Zagumny, 1993) shed the light on how mentees look at their mentors as role models that enlighten them with effective behaviors for the workplace. Moreover, this mentorship would increase the mentees' self-esteem and lead him/her to develop the needed sense of professional competence in order for him/her to build a successful career (Allen, Eby, Poteet, Lentz & Lima, 2004).

Others state that one of the many benefits of mentoring is the increase not only in the morale of the mentee, but also the morale of the mentor. This increase comes from different sources of achieving personal satisfaction, such as passing on knowledge and the skills to the mentees, loyalty and job performance, as well as the mentees excitement (Allen, 2007). Moreover, Ragins & Scandura (1999) showed that this loyalty in return might help the mentor improve his/her job performance by providing technical and psychological support (Ragins & Scandura, 1999). Another benefit for the mentor is on the organizational level is receiving recognition from colleagues, supervisors and managers for being an important part of talent development (Ragins & Scandura, 1999). A major benefit is the feeling of satisfaction and fulfillment a mentor receives from nurturing the professional and personal development of a mentee. Mentors (as cited in Ragins & Scandura, 1994) may reach a plateau in their careers where they feel stuck in a daily routine. During such a plateau, accepting the role of a mentor may provide internal satisfaction through assisting the mentees and sharing their skills and wisdom. Such a contribution will mobilize mentors to move on to the next stage. Mentors may also benefit from the creative and youthful energy of their junior

mentees, which could lead them to revive their own career by adding to it new and innovative tools that can bring a fresh and creative perspective to their work (Ragins & Scandura, 1994).

While most of the research has studied the benefits of mentoring programs on the human resources and its contribution as a tool to both the mentor and mentee, other important benefits are often overlooked. Such overlooked benefits includes the positive impact mentoring has on the whole organization. Mentoring programs promote organizational culture that helps employees be aligned with a common value. With such a culture, where employees understand what they are expected to do and what to expect from their company, the chances of efficiency and success will increase. Moreover, sharing the same organizational goals and values lead to an increase in employee commitment and its consequent reduction in employee turnover (Payne & Huffman, 2005). Mentoring programs can be used in the performance appraisal and salaries modifications, (Wilson & Elman, 1990), as well as creating talents (Nemanick, 2000). Wilson & Elman (1990) suggest that mentoring provides a structured system that strengthen the company culture and assure its continuity (Wilson & Elman, 1990).

In the process of answering the question of what can be done to increase the chances of delivering great support during a mentoring relationship, the first step would be to participate in a prerequisite training given prior to mentoring, which also alludes to the mentor's dedication to the role (Rowley, 1999).

A transfer of technical skills and knowledge take place through mentoring relationships, not only through giving feedback and coaching mentees, but also through training on both technical, and managerial skills (Swap, Leonard, Shields & Abrams, 2001). While many claim that mentoring is a low cost tool to train juniors as compared to other types of training interventions (Gibb, 1999). Others decline a number of

potential costs associated with becoming a mentor. The cost might not be tangible in terms of money, however can be related to the time and energy invested by the mentors in order to develop a successful mentoring relationship, especially that the time invested is in most cases additional to the mentors' normal working hours. Another intangible cost is the possibility of matching the mentor with a poorly performing mentee which could lead to a negative judgment on the mentor competency, while a mentor who is selected by a good mentee will gain visibility in the organization and recognition (as cited in Ragins & Scandura, 1994). A final cost may surface during the relationship and cause harm to the reputation of a mentor, such as playing favorites with their mentee (Ragins & Scandura, 1994).

Considerable research discusses mentoring relationships as an important developmental and training tool that assists in the professional growth and progress within the organization. On the other hand, mentors in those relationships are considered essential tools, not only in promoting the career success but also in enhancing the training and development (Allen, Eby & Lentz, 2006). Some research studied the character of the trainee and the necessity of the presence of motivation and willingness for the success of the training (Tannenbaum & Yukl, 1992). Additional research mentioned the importance of structured training sessions for both mentor and mentee that could assist in clarifying the roles and expectations, and therefore lead to a productive and successful relationship (Klauss, 1981).

“Kram, (1985) suggested that one of the critical influences on mentoring is the interpersonal, communication, and listening skills of both parties in the relationship” (Fagenson-Eland, Marks, & Amendola, 1997). Mentors play a key role in the mentoring relationship and the organization by continuously transmitting knowledge to junior colleagues, and preparing them to handle further responsibilities in the organization.

However, a mentoring relationship is a dyadic process, and therefore understanding its dynamics from both perspectives is essential. The mentor and the mentee each enact different roles and responsibilities in the relationship, and therefore the success of it depends on the behaviors of both them. Accordingly, neglecting the importance of the unique role of each of them may lead to a critical gap in our understanding of the overall mentorship process (Allen, 2007).

Very little is known regarding what motivates individuals to act as mentors. One factor that could affect the decision to become a mentor is a person's willingness or intent to become a mentor (Allen, Russell, & Dobbins, 1997). A good mentor as described by some mentees is someone who is enthusiastic, friendly, approachable, patient, understanding and has a sense of humor. A good mentor is professional, organized, caring and self-confident. A good mentor is a good communicator, knowledgeable about the field, and has realistic expectations of his mentee. A good mentor would transform his mentee from being an observer to a doer, and would offer a regular feedback on the performance. A good mentor is someone who is genuinely interested in his mentee's case and always present for support, help and motivation. A good mentor should have confidence and trust in his mentee (Gray & Smith, 2000).

Mentors also would serve as role models, where mentees try sometimes to imitate their attitude, values and behaviors (as cited in Kram, 1985). Mentees consider that their mentor is more knowledgeable about the organization, which leads mentees to become proactive and seek information that would increase their learning and strengthen their performance (Lankau & Scandura, 2002).

Many factors were examined in the matching of the mentor to his mentee. More often a mentor would love to have a mentee with potential and ability to bring desirable competencies to the relationship in order to make it more successful.

Moreover, for the mentee's aspiration for advancement and career growth was very essential in the mentor's point of view. A major point for success seen by the mentor is the willingness of the mentee to seek help when needed (Allen, Poteet & Russell, 2000). Research has suggested a number of different mentee's characteristics preferred by mentors. Typically, mentors are attracted to high-performing mentees with technical knowledge, as well as mentee with certain characteristics such as "people orientation," strong work ethic and initiative, competence, and learning orientation (Allen, 2007).

Some research sheds light on the importance of the mentee personality characteristics in the amount of mentoring they may receive. Individuals with emotional stability and self-monitoring would be able to initiate and therefore receive mentoring easily (Turban & Dougherty, 1994).

The type of mentorship program in terms of being formal or informal has become an increasingly popular topic in the literature. What does formal and informal mentorship mean? From what kind of relation does the mentee profit more? Where does the mentor perform better? According to Allen, Eby & Lentz, (2006) in informal mentorships the mentors and mentees are free to choose each other's and the success of this type of mentoring is that, with this freedom of choice comes mutual attraction and liking. On the other hand, formal mentorship is where the third party takes into consideration the job function and matches the dyad accordingly. Research comparing the outcomes for mentee in formal mentoring relationships versus individuals who are in informal mentoring relationships indicate that formal mentoring is more effective than nonmentoring, but not as successful as informal mentoring (Allen, Eby & Lentz, 2006).

Many would argue that a formal relationship leads to an effective relation, career success and personal development, not only because it is systematic and it relies

on a mentoring policy and on a set of guidelines but because the choice of the mentors, mentees and the matching program is performed by a third party or the organization and not in a natural way. However, Gibb (1999) showed in his study that formal mentoring is effectively impractical across a whole organization; the implication is that formal mentoring should always involve a limited pool of mentors and learners. Formal mentoring may be more successful when the pool of mentors is limited to those best able to play the role, and the learners are similarly targeted (Gibb, 1999). Moreover in informal programs the relationship, and contrary to the formal one, can last more than a year giving the chance to the relationship to grow and to have its effect (Nemanick, 2000).

Although the literature is rich with information on the concept of mentorship, it lacks focus on the role of the mentor in the success of the relationship. One of the many reasons suggested to account for a successful mentorship program rests on the degree to which the mentor is engaged and committed and the quality of the engagement. There is a lot of poor mentoring relationships and many of these can be related to the characteristic of the mentor; a lot of mentors can act indifferently, criticize badly and even reject their mentee (Wright & Wright, 1987). Typically, mentoring should involve regular dyadic meetings between both parties and therefore absence of the mentors will cause harm to the relationship and therefore will affect the mentees confidence (Karcher, 2005). For these reasons, this paper will explore and document the knowledge, skills, abilities, behaviors as well as other characteristics needed for a successful mentoring relationship.

CHAPTER IV

METHODOLOGY

Procedure

In order to serve the purpose of this study, a qualitative, interview-based research was used, based on semi-structured interviews asking open-ended questions about mentoring relationship whereby both mentors and mentees were interviewed separately. The latter includes 5 questions (Appendix I) that serve to know the positive and negative practices and experiences, the successful and the unsuccessful stories, and anything that could assist in a better understanding of what makes a good mentor in this region.

The aim of the interviews will be to explore the dimensions of mentorship by examining previous experiences of positive and negative relationships. This information will then be used to come up with a set of guidelines that will draw the directions of a successful relationship.

An invitation (Appendix III) to participate was sent via email to the purposive sample of 12 participants including an introduction to the study and its purpose in addition to the consent form (Appendix II). There was much interest in the study and those interested were later contacted to schedule face-to-face interview with the possibility to choose a time within their normal working hours and a place where they would feel most comfortable. Nonetheless, depending on participants' schedules, some interviews were conducted outside working hours and outside their place of work.

After agreeing to the content of the consent from which guaranteed confidentiality, the freedom to refrain from answering certain questions, and the use of

the collected information strictly for research purposes: approval was secured to record the interviews before proceeding. All interviews were conducted within a month's time frame and the duration of each interview ranged between 18 and 30 minutes. All interviews were conducted in English, which is widely spoken in Lebanon; the interviewees were allowed, however, to resort to code-switching, which is switching back and forth from English to Arabic. Code-switching allows people to choose terms that facilitate the flow of speech and communication (Feghali, 1997). Interviewees were encouraged to share their thoughts on a related topic and to use Arabic expressions when lost for the adequate English counterpart.

First interview was transcribed shortly after completion in order to catch at early stage any weak points or difficulties in the process and adjust interview style accordingly. In total 12 interviews were conducted along with 5 questions and fully transcribed using a uniform template. The first 2 questions covered the success and failure of a mentoring relationship. The third and fourth question covered the knowledge, skills, abilities and other personal qualities a mentor and mentee should possess for the success of the mentoring relationship. The last question reflected on whether a mentor should be trained or not in order for him to perform his role.

After the questions were coded into categories and themes, some of the candidate's answers were used in the analyses part as a reference.

Participants

All the participants were selected from international companies with established mentorship programs all operating in Lebanon. All the participants were currently in a mentoring relationship. Only one candidate ceased to work for his international company few months before the interview was conducted. The study

sample included mentors/mentees from different backgrounds, gender and age groups.

Table 1

Mentees' demographic table

Candidate	Gender	Age	Position	Mentees			Mentor's gender
				Married	Industry	#	
1	Female	29	Manager	Single	Audit Firm	1	Male
2	Male	29	Manager	Married	Consultancy	2	Male
3	Male	31	Associate	Single	Consultancy	2	Male
4	Female	32	Staffing Manager	Single	Consultancy	1	Female
5	Male	26	Supervisor	Single	Hospitality	1	Male
6	Female	28	Employee Relations Coordinator	Single	Consultancy	2	Female

Table 2

Mentors' demographic table

Candidate	Gender	Age	Position	Mentees			Mentor's gender
				Married	Industry	#	
1	Female	38	Learning and Development Manager	Married	Consultancy	2	Female
2	Male	30	Senior Associate	Single	Consultancy	2	1 Male, 1 Female
3	Male	34	HR and Training Manager	Single	Hospitality	4	3 Male, 1 Female
4	Female	37	ME Assurance, Human Capital Business lead	Married	Audit Firm	2	2 Female
5	Male	46	Assurance partner	Married	Audit Firm	11	8 Male, 3 Female
6	Male	29	Assistant Manager	Single	Financial sector	10	7 Male, 3 Female

CHAPTER V

RESULTS

In this section I analyze each question independently and present the emergent themes for each.

What Makes A Successful Relationship?

When asked what makes a successful mentoring relationship, three categories emerged with one main theme “Elements of successful relationship” (Appendix IV). Many participants emphasized the importance of the personal qualities a mentor should have, such as being positive, helpful, flexible trustworthy and present. There were many notable replies regarding those qualities, for example:

- *“The right attitude is very important and I think it is the most important for me, because the mentee have to be very comfortable when sitting with the mentor and the mentor has to be ready to accept feedback, so this kind of attitude has to be there.”*
- *“Really being approachable, very affable, he puts you towards him. It is not like if he is in a bad mood I don't want to approach him. Even if he is in a bad mood he is very approachable... Very likable, he shouldn't kind of inspire fear or inspire nervousness, he always has to be there positivity full.”*
- *“He should be friendly enough that you feel you can approach”*
- *“Positivity, someone to be positive”*
- *“Working hard, flexibility, communication is the most important, and how you receive the message and how you send a message because a failure in the communication will cause lots of problems.”*
- *“It is just being there for the mentee and tries to understand where they are coming from like it is important that the mentor doesn't do against the mentee. It is always good to understand*

what he is talking about and try to get it from their perspective.”

- *“If the mentor is a motivated passionate person he believes in the system and believes in the company, he would be a successful mentor.”*

- *“A mentor has to be accessible, has to be willing to act as mentor”*

Along with these qualities come certain traits that are essential for the success of the mentoring relationship such as showing genuine interest in his mentee. In addition to mentor’s characteristics and traits of success, participants stressed on two main skills a mentor should have: communication and organizational skills. Both mentors and mentees stressed the necessity of the knowledge, experience and professionalism that a mentor should have.

Table 3

Successful mentoring relationship: results on the mentor-mentee

Theme	Category	Mentee	Mentor
		Results on the mentee	Results on the mentee
Elements of successful relationship	Traits of success	The mentor was helping in building self confidence	The mentee got the promotion
		Mentor always comes to me and ask me about my opinion	Promotion
		It is very important for the mentee to be able to mention whatever he wants to his mentor	The mentee became able to coach
		My mentor brought me to reality Lots of times	The mentee became proactively able to give regular briefing sessions and updates for the whole team
		My mentor was someone with whom I felt comfortable talking to so this really had a bit effect on the relationship	When it comes to the mentors’ meeting the mentees keep the feedback and work on it
			The mentee became able to give training

The results on the mentee in a successful relationship emerged as an important factor, where participants gave examples of how a mentor in a successful relationship helped his/her mentee move forward on both personal and professional levels.

What Makes An Unsuccessful Relationship?

Participants were asked to list what would be in their opinion the possible causes of an unsuccessful mentoring relationship. Three categories emerged from the responses focusing on: the mentor's characteristics, the traits of failure desirable and undesirable behaviors of both mentors and mentees. Table 4 -*Unsuccessful mentoring relationship: do's and don'ts of a mentor*- details the latter category.

The Most Important Knowledge, Skills/Abilities or Other Personal Characteristics Needed To Be a Good Mentor

Participants were asked to list what would be in their opinions the KSAOs needed for a good mentor. Most of participants, in what pertains to knowledge agreed that mentors should have knowledge of the field in general and knowledge of the organization in specific. Notable replies from participants regarding this include for example:

"He should have enough knowledge about your background and line of work and you career development goals. You don't want someone who is coming from other departments who doesn't understand your work and concerns to deal with every day to be your mentor"

"Well I believe it is a bit more about the general knowledge of the company, the way the company function so all the dimensions seeing the broad picture of how the company function is quiet important because as sometimes people advise in a way that does not fit for the company so even if you got to follow their advice it is not really helpful"

"The mentor needs to have knowledge in your field and in your work and career either how the job is done or the career or the people within the job and all of that"

“Usually when you choose a mentee to match a mentor, the knowledge of the field is important”

Table 4

Unsuccessful mentoring relationship: Desirable Behaviors and undesirable Behaviors of a mentor

Theme	Category	Mentor		
		Mentor's Desirable Behaviors	Mentor's Undesirable Behaviors	Mentor's Undesirable Behaviors
Elements of unsuccessful relationship	Mentor/mentee Desirables and undesirable Behaviors	A mentor is there to rectify a bit the path	Gives you a quick advice just to get finished with it	When he has an idea, his idea must work
		Makes sure that the mentor meetings are taking place	Gives you the wrong type of advice based on personal experiences	Considers whatever he says as right
			Not tailoring the advice to the situation	Everything was done over the phone
			Delegates mentoring meetings	Gives advice that suits him better than giving an advice that suits the mentee better
			Delegates meetings to his/her assistant who didn't take it seriously	He didn't like the way the mentee works
			Missed one meeting	Gives advice that is more directed towards what is good for him rather than what is good for the mentee
			Delegates the job to another mentor who is not qualified	
			Not sitting with the mentee more than once or twice during the whole year	

As per the skills and abilities, participant categorized it into four main components: communication skills, organizational skills and problem solving and leadership. Most of the participants stressed on the mentor's importance of adopting an adequate behavior stressing on some personal attributes and motivational aspects as shows in the following table:

Table 5

Mentor’s Knowledge, Skills, Abilities, and Other characteristics

Theme	Category	Mentor		Mentee	
		Personal attributes	Motivational/ Initiative aspects	Personal attributes	Motivational/ Initiative aspects
Mentor's role requirement	Behaviors	Honest	Present and proactive	Is understanding	Willing
		Open	Motivated	Shows empathy	Willing to help
		Approachable	Believes that sharing knowledge and developing people is something important	Committed	Helps selfishly
		Patient	Believes in developing people	Flexible	Willing to be supportive
		Perceptive	Believes in transfer of knowledge	Is not be aggressive	Considers that there is no competition
		Respected	Motivated and passionate	Not weak	Selfishness
		Has a successful reputation	Wants to develop people	Passive	Willingness to help
		Approachable	Wants to invest in people	Mutual not bias	Present
		Acts as a role model	Finds time for the mentoring relationship	As objective as he can be	Tries to understand where the mentee is coming from
		Committed to the firm and the role	Willing to invest	Positive	Available to a certain extent
		Very affable	Allocates time for your mentee		Available
		It is possible to approach him even if he is in a bad mood	Willing to act as a mentor	Works hard	Doesn't go against the mentee
		Very likable	Willing to develop people	Calm	Tries to understand the mentees perspective
		Does not inspire fear or nervousness	Believes that developing people is important		
		Always positive	Available		
		Understanding			
		Accepts feedback			
		Has the right attitude			
		Allows the mentee to be comfortable			
		Is down to earth			
Has a humble attitude					
Does not judge people					
Not bias					
Loyal to his company					
Accessible					
Ability of Self-development					
Helpful					
Patient					

The Most Important Knowledge, Skills/Abilities or Other Personal Characteristics Needed To Be a Good Mentee

Participants were asked to list what would be in their opinions the Knowledge, Skills, Abilities, and Other Personal characteristics needed for a good mentee. Most of participants, in what pertains to knowledge agreed that mentors should have knowledge of one's self and have knowledge of their job related duties. One notable reply was:

“Knowledge of someone's self, you should know who you are, you should know what you want, you should know what you have done and you should know where you want to be. As general as this sounds it voice down to one word, awareness. I think a mentee should be aware of what they have done in the past, where they went right and where they went wrong, what are their strengths and their weaknesses, and where they want to be in the future to be able today to raise an issue about their weaknesses and their problems to their mentors and to emphasis their strengths and abilities to their mentors as well to help him give them the right approach”

As per the skills and abilities, two main components emerged: Communication skills and role awareness. Both mentors and mentees stressed on the importance of the mentee in knowing and being aware of his role such as knowing what to bring up to his mentor, know when to approach the mentor and know how to seek advice and feedback. Most of the participants stressed on the mentee's importance of adopting an adequate behavior stressing on some personal attributes and motivational aspects as shows in the following table:

Table 6

Mentee’s Knowledge, Skills, Abilities, and Other characteristics

Theme	Category	Mentor			Mentee		
		Personal attributes	Motivational/ Initiative aspects	Openness	Personal attributes	Motivational/ Initiative aspects	Openness
Mentee's role requirement Behaviors		Honest	Motivated	Open to accept feedback	Aware	Motivated	Accepts results
		Objective	Motivated to achieve	Open to receive the feedback and to act accordingly	Serious about his role	Shows the mentor that he is motivated for positive relationship	Accepts the advice in a constructive way
		Proactive when he has a concern	Gives personal input	Seeks advice	Curiosity to ask		Accepts everything in a positive way
		Believes in attitude		Ready for a very strict and constructive feedback	Self confidence		Willing to accept being wrong
		Ready to work under pressure		Should not take things personal	He should have good attitude		Willing to accept being weak
		Willing to develop		Should accept feedback in a positive manner	Mature		
		Creative		Needs to be open to feedback	Takes his role seriously		
		Innovative		Takes feedback in a constructive way and have the willingness and the commitment to work on it	Should be serious about his role		
				Should not take things personal			
				Ensures that feedback given to him is the right feedback and that if he works on it will allow him to develop			
				Open to change			
				Needs to accept criticism in a constructive way			

Should Mentors Be Trained

When we asked the participants about whether the mentor should be trained or not, we noticed that most of the mentees agreed on the necessity of it while most of the mentors disagreed stating that being a mentor comes naturally and can't be taught. It is more about character, experience and personal commitment as expressed by some of the participants:

- “It is more about character honestly. It is about loving to give and to benefit the other person. Really giving them what you know in the best way possible. I don't think it is training or something that you form. I am sure you have trainings but I think what makes a good mentor is more the character, and the personality rather than the training”
- “There is a mentoring course and there are many mentoring courses that are available, we do that internally. My personal belief is that mentoring, a good or an efficient or an effective mentoring relationship, cannot not be trained. You can't train on these things. We can have a briefing as to what is the program about, what you are expected to be somehow dealing with the mentee. What are the rules and mechanism of this kind of this relationship? But by the end of the day, it is not something you can teach neither something that can be tough. It is by the end of the day common sense, impact, personal commitment”

The below table shows the participants' opinion in regard to whether a mentor, should be trained or not.

In terms of the possible training topics both mentors and mentee stressed on the importance of soft skills generally, interpersonal skills specifically, coaching skills and mentoring courses.

Table 7

Should we train mentors?

Theme	Category	Mentor		Mentee	
		Pro training	Against training	Pro training	Against training
Training for mentors	Point of views on whether the mentor should be trained or not	I think so	An efficient or an effective mentoring relationship cannot be trained	Yes Absolutely they should	Giving selfishly comes naturally
		Yes we do train them on a yearly basis	We can have a briefing on the mentoring program, what you are expected to be, how to deal with the mentee, and what are the rules and guidelines of this kind of relationship	They should have guideline and be trained on them	It is more about character
		Most of our mentors have taken a training and we do a refresher on a yearly basis	It is not something you can teach neither something that can be taught	Yes definitely	I don't think there is a training that trains someone on how to behave as a mentor, in terms of how to think, how to guide and how to advice a person
		Yes sure, sure, sure by all means because not all people can be mentor	It is common sense, impact, personal commitment	Yes	I think this is built on experience and years in the firm that would make a good mentor
		Absolutely for sure	I would recommend kind of round tables and this is what we have done internally	We do take a two day training and we are guided along on how to be a good mentor	
		Absolutely, mentorship should be conducted in a very scientific and systematic way	We've had round tables, whereby we ran survey and we collected the most critical subjects that a mentor would encounter in a mentor/mentee relationship	Mainly we can't become mentor without taking this training	
			Those round tables let the senior person who's been there for a quiet a long time share the best practices and the successful stories behind	Yes, yes, yes, this is a main point and a mentor should train another mentor	
			It is more about character	Training is a must	

Table 7

Continued

Theme	Category	Mentor		Mentee	
		Pro training	Against training	Pro training	Against training
Training for mentors	Point of views on whether the mentor should be trained or not		It is about loving to give and to benefit other people	If we I take an example of myself, if someone chooses me as his/her mentor, I would love to know what that person would expect from me	
			I don't think so	There should be training, or something, or someone to guide you through this relationship	
			I am sure you have trainings, However I think what makes a good mentor is more the character, and the personality rather than the training	For me now I don't know what to do if I became a mentor	

CHAPTER VI

DEEPER ANALYSIS OF RESULTS

Damage of an Unsuccessful Mentoring Relationship

Although mentoring can have positive consequences on mentor/mentee on both a personal and career level, it can also have negative outcomes in dysfunctional relationships. When we asked the participants to tell us about an unsuccessful relationship they had or heard about, most of the mentors mentioned the damage that would happen to both mentor and mentee due to this relationship.

Table 8

Unsuccessful mentoring relationship: Results on the mentor-mentee

THEME: Element of Unsuccessful Relationship

Statement: Results on the mentor-mentee

Category	Mentor	Mentor
Traits of failure	Mentor was not aware of his mentee’s progress, therefore his intervention in the moderation was very insignificant and he was not able to help his mentor	I have really tough time to handle safely this mentoring relationship
	The mentee was not rated properly because we did not have enough supporting evidence from his mentor	The mentee ended up breaking the relation because I couldn't be there whenever she wanted to discuss none core issues
	The rating of the mentee is related to the salary review and the bonus. All could be affected because of a bad mentor/ mentee relationship	You can't really do much sometimes
		A mentor is not an advocate A mentor is not really magician who change things I believe I failed at this points and I set really some unreasonable expectations for my team

Mentee's Bad Performance

Most of the time we tend to think that when a dysfunctional mentor-mentee relationship occurs it is the mentor's fault, as we tend to think as well that the mentor who typically has more seniority and experience is the only one responsible for the success or failure of the relationship. However realistically, it is the mentees who do not hold their end of the relationship. Many of the participants related the failure of the relationship to the bad performance of the mentee. Both of mentors and mentees stressed on the necessity of having a mentee who is aware of his role and is mature enough in his relationship with his mentor in order to have a successful relationship.

Table 9

Unsuccessful mentoring relationship: Mentee's criteria for failure

Theme: Elements of unsuccessful relationship

Statement: Possible mentee's criteria for failure

Category	Mentor
Traits of failure	<p>The mentee was really busy thinking of something else not really focusing on the very basic of her job</p> <p>The mentee had very late incoming hours arrival to the office very early leaving</p> <p>The mentee was not attending in timely fashion to seniors call</p> <p>The mentee was spending a lot of time on something that is not related to her core duties</p> <p>The mentee was always requesting for a promotion and not getting it because we only get a promotion based on competencies</p> <p>The mentee did not really act upon the feedback that was given to her by her direct manager and by myself.</p> <p>The mentee was not acknowledging the seriousness of the mistakes she was committing</p> <p>The basics are not here</p> <p>The mentee was having some internal frustrations from the work environment she's been working in</p>

Mentor's Bad Performance

Others relate the failure of the mentoring relationship to the bad performance of the mentor mainly and as mentioned by both sides the lack of the mentor's availability and accessibility was the main reason for the failure. The mentor/ mentee participants talked about many reasons that eventually led to dysfunctional relationships, such as when the mentor was not genuinely interested in his mentee's case or was rarely present for support, help and motivation. Many of those participants talked about the absence of willingness of their mentor. Some of them felt that the mentor didn't have confidence and trust in his mentee (Table 10).

Unfavorable Mentor's Qualities

Both mentors and mentees stressed on the bad qualities of the mentor that may lead to a failure in the relationship. Some of those bad qualities were related to the following: mentor's acceptance to the mentee, flexibility, listening skills and motivation (Table 11).

The majority of mentors believe that the mentoring relationship would never work if the mentor felt that he is in it because he is obliged. The mentor should be willing to act as a mentor and his role should come out of dedication even in organizations where the participation is obligatory. One notable reply was: "At the beginning you need to get to know people you are coaching, you are mentoring and then with time, you can feel that the relationship is changing. It changes because I think the coachee or the person you are mentoring starts to feel that you are giving a genuine advice and that you really care basically and you are doing this because you want to do it not because you are asked to do it. So you really need to try to give as much value as you can to the person you are mentoring, and it has to be a genuine advice, it has to be in the interest of the mentee and it has to be something that the mentor enjoys. If it is

something that the mentor has to do because he or she should have 2, 4, 5 people they have to mentor and that it is an obligation it doesn't work.”

Table 10

*Unsuccessful mentoring relationship: Mentor's criteria for failure***THEME:** Elements of unsuccessful relationship**Statement:** Possible Mentor 's criteria for failure

Category	Mentor	Mentee
Traits of failure	<p>The mentor does not like the mentee</p> <p>The mentor does not trust the mentee</p> <p>The mentor is not there</p> <p>The mentor is not accessible</p> <p>The mentor was not available for the mentee</p> <p>The mentor was not available</p> <p>The mentor did not know what really happened with his mentee</p> <p>The mentor did not do enough</p> <p>The mentor did not find time to sit with the mentee</p> <p>The mentor did not invest enough in the relationship</p> <p>You try to help, to direct, to advice your mentee as much as you can but sometimes you don't have all the means</p> <p>You want to help and to guide your mentee but in an organization, you are not in control of all the things that a mentee is exposed to</p> <p>I think an unsuccessful mentoring relationship from the point of view of the mentee is when he or she feels that basically the mentor was not able to help. It is not because the mentor is not willing to but because the mentor couldn't</p> <p>The worst thing that could happen is when the mentor is not able to build this relation based on trust</p> <p>There should be trust in the relationship otherwise the mentee will always wonder whether the advices or the interactions are really in their interest</p> <p>Setting unreasonable expectation for my team, for the mentees</p>	<p>The mentor is not really interested in the mentee's case</p> <p>The mentor was overwhelmed with mentees</p> <p>The mentor does not answer my email</p> <p>The first time we set together was a bit awkward as all we did, was telling each other's things to get to know each other's</p> <p>My mentor is the guy I work for</p> <p>The mentor was not present</p> <p>Her mentor was not available at all and she passed the whole year trying to reach out to him</p>

Table 11

Unsuccessful mentoring relationship: Mentor's unfavorable qualities

THEME: Element of unsuccessful Relationship

Statement: Mentor unfavorable qualities

Category	Mentee	Mentor
Mentor's Characteristics	The mentor does not portray to his mentee the right expertise	The mentor was not committed
	The mentor did not accept me the mentee	The mentor was not aware
	The failure was because he was not flexible	The mentor was not motivated and organized
	The mentor did not listen to his mentee	
	The mentor did not accept his mentee	
	The mentor did not accept his mentees ideas	
	The mentor did not accept any feedback or any opinion	
	The mentor wants us to work like robot	

The Mentor's Role in the Success of the Relationship

When asked about what would make a successful mentoring relationship in general, two main qualities of the mentor have emerged as the following:

Commitment and Efficiency

Commitment and the efficiency of the mentor during the relationship emerged as an important component for a successful relationship. A lot of the participants from both sides valued the importance of specific qualities of the mentor that should be present in order to make the mentoring relation a successful one. The qualities that were mentioned the most for their importance were identified as trust and dedication.

Table 12

Successful mentoring relationship: Mentor's personal qualities-characteristics-

THEME: Elements of successful relationship

Statement: Mentor Personal qualities

Category	Mentor	Mentee
Mentor's characteristics	Flexible	When you get the trust of someone it is very sensitive to lose it
	Open mind	Trust
	Should enjoy being mentors	You have to give the mentee your trust
	The Key success is trust	It is all about the trust
	Should trust	Being strong enough
	Should be always there	Be honest
	Should really care	Be harsh sometimes
	Being affable	Have Strong character
	Happy	The ability to push his/her mentee
	Very positive	Understands his mentees personality
	Very helpful	Shows his mentees strengths
	Trustworthy	Knows his/her mentees strengths
	Honest in the relationship	
	Dedicated	
	Be in the relationship because you want to be in it not because you are asked to do it	
Innovative		
Creative		

The availability of the mentor and his/ her ability to show commitment, interest and dedication play a major role in boosting the effectiveness of the relationship. As one participant summed it up: "It was when I felt that the mentor was really and generously interested in my case even though I didn't have a lot of interaction with this person he was from different background, from different nationality, it wasn't a case where we could be best friends, we were colleagues but the fact he was really interested in my

case, he put the effort to check up on me, to document everything I was telling him, to go step by step in what he needs me to do, to hear up what I wanted to say, he used to take notes. He used to give me advices when I was not performing well and praise me for doing a good job after giving me a certain advice. It was that kind of relationship and that kind of follow up and genuine interest that made it a successful relationship and from his side he was strong enough, with a strong character, and he was able to present my case with a confidence manner in front of everyone, showing my strength and the points I need to develop in a very objective way”.

Professional History

Mentoring purposes can be seen as a tool to provide guidance, knowledge and opportunities through the experienced mentor that is at a senior position comparing to the mentee that is in a less senior position and has less experience. Therefore, “Professional History” of the mentor emerged as an important theme where the participants valued a mentor who has seniority, expertise and knowledge in their field. Having all of this would help the mentor give advice that would help the mentees or junior candidates improve their own career path and hold better positions with more responsibilities. An example of that is the following statement given by one of the mentee participants: “At any point in time where I have an interesting junction in my career I would pick up the phone call this guy and take an advice from him”

Table 13

Successful mentoring relationship: Mentor's personal qualities-professionalism-

THEME: Elements of successful relationship

Statement: Mentor Personal qualities

Category:	Mentor	Mentee
Mentor Professionalism	Professional person The mentee should think and believe that the mentor is a really experienced person Being in the same situation that the mentee was in so he/she had credibility in giving that advice Knowing what he is talking about Should be very experienced Knowledgeable Has the background Very experienced person	Gives advices from a perspective that is purely professional The mentor's expertise in the industry the same industry I want to be in Through my mentor I figured what I wanted to do professionally in my life The job that I am moving to soon is the job that he is currently doing

Mentoring As a Tool to Nurture and Grow People

Mentoring is a relationship that entails growth, learning and development for both mentor and mentee. Once the relationship is successful it contributes in providing learning, experience and growth for both.

Benefits on the Mentor

As said by one of the participants: "A mentor has to be accessible, has to be willing to act as mentor. If you are not willing don't go there. You need experience obviously, the whole experience you have in working with people in developing people. You, really being willing to develop the people, you should also believe that it is really important to you and to the people, because not all people maybe understand but it is also self-developmental for the mentor. The more you are mentoring as a mentor the

more you benefit also. It is not a one-way thing. You always benefit". We conclude then that one of the many benefits of mentoring is the increase in morale of the mentor. This increase comes from achieving personal satisfaction, such as passing on knowledge and the skills to the mentees, developing mentees and yourself as a mentor.

Benefits on the Mentee

The mentoring relationship can affect positively the mentee at different levels, the personal and the professional. The following reply from a mentee gives an example: "I will give you actually two examples, one that affected the mentee on a personal level and one, which affected different people where it affected the mentee on a professional level. The first one is one of my colleagues that had a mentor who was helping her a lot in terms of building self-confidence. She was also a little overweight so she helped her join a gym, and she actually helped her quite a bit in this front, she enrolled her herself as a motivational front, and she would pushed her. It was a lot of encouragement from the mentor side. So it did it in a way on a professional side as well because she was herself more confident at work, and you know when u look better you actually feel better, you will perform better, so this is one actual example that happened with one of my colleague that I worked directly with".

Another example about a mentor showing how the mentee's benefits, such as salary reviews or bonuses, could be affected when his/her mentor is not acting responsibly: "True, one of the mentors, did not get enough support in order for him to suggest rating, did not know what really happened with the mentee, apparently the mentee had some conflict on some of the jobs, with some of the team manager that the mentor was not aware of and because he was not aware of his intervention in the moderation was very insignificant and he was not able to help him. So we did not rate this mentee properly because we did not have enough supporting evidence from the

mentor, means at the end of the day the rating of this person means the salary review, the bonus, all was effected because of bad mentor/ mentee relationship, and this was due for the mentor did not do enough, did not find time to sit with the mentee, did not invest enough in this relationship.”

“I had a very successful mentoring relationship, we have one of our colleagues who had basically three consecutive years issue in the promotion due to leadership issues and here by leadership I meant basically her way to come across as somehow a bit... I was appointed basically to help her do that and within one year, we've put one plan to consider what are our alternatives in really targeting this and we successfully put a couple of notes against which we've worked together throughout the year and we presented a case for her managers ...and basically she got the promotion...”

CHAPTER VII

DISCUSSION

Based on the findings of this study and the existing literature review surrounding mentorship, the purpose of the following guidelines is to assist mentors to self-reflect individually and, further to reflect, with other mentors as a group (i.e., peer-mentoring). Ultimately, one of the main outcomes of this study is to provide mentors (both as individuals and as a peer-mentor group) with a set of guidelines that can be used to help them become better mentors, starting from self-assessment to getting the proper training and finally aide them in structuring their reflections within a peer-mentoring session. In effect, this set of guidelines serves as a developmental tool to help mentors improve their mentorship practices within Lebanese organizational contexts.

Mentor's guidelines:

Figure 1

Mentor's guidelines

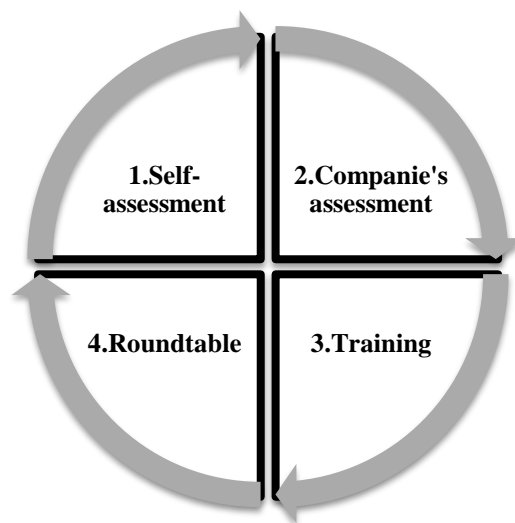
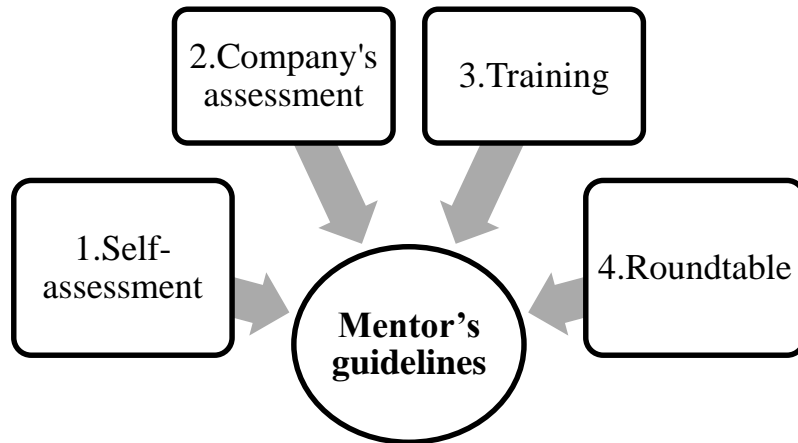


Figure 2

Mentor's guidelines

Guidelines for Mentors to Improve Their Mentorship Practices

Self-Assessment

Whether the mentor relationships are formal (organized by their employer), or informal (voluntary), and taking into consideration that the mentor knows all the necessary information on mentoring, we suggest conducting a self-assessment as a first step. The self-assessment will allow every person to realize if he/she is ready and willing to become a mentor. Not everyone can be a mentor as stated by one of the participants: “Yes sure, sure, sure by all means because one thing not all people can be mentor, I mean people can be extremely successful, technically very good, they are excellent very good communication skills and everything but they just cannot be good mentor”. Even if becoming a mentor is obligatory for all the senior employees at some organizations, the readiness and the willingness should be taken into consideration as one of the participant stated: “If it is something that the mentor has to do because he or she should have two, four, or five people they have to mentor and that it is an obligation

it doesn't work". When asked about what could make a successful mentor/ mentee relationship, both mentors and mentees discussed some criteria that should be present. In this study, we advise mentors to take these criteria into consideration.

Table 14

Successful mentoring relationship: Possible mentor's criteria for success

Theme	Category	Possible Mentor's criteria for success	
		Mentee	Mentor
Elements of successful relationship	Traits of success	The mentor encouraged a lot his/her mentee	You should like your mentor as a person
		I choose a mentor who knows me, who understands me, who worked with me, who knows how I think	I Like my mentor
		My mentor can provide me with a lot of insight	Should like the person from the beginning
		My mentor and I had worked together	The personality of the mentor
		The mentor was really and generously interested in my case	Have the right attitude towards people
		The mentor showed genuine interest	Have the senior voice
		My mentor had a full understanding of my personality, my needs and how I think	Reaches out to team members
		Any mentoring relationship should start on a different basis. Maybe work basis, friendship basis, anything that will allow the mentor/ mentee to understand each other's not in a context of mentorship	Able to transform
		My mentor knows my weaknesses	Available
		My mentor used to praise me for doing a good job	Believes in the mentee
		My mentor is very well connected	Get to know people
		My mentor puts the effort to check up on me	Builds the relation on trust
		When you choose your mentor you have to be comfortable for the person, means you cannot choose someone that you don't like or you rarely talk to	Gives as much values as he/she can
		Sharing the points I need to develop in a very objective way	Maintains such a friend bond
		My mentor and I, were colleagues	Able to mentor
		My mentor was a friend of mine	Able to coach
		We were friends so it was easier for me to give and take and to talk openly with my mentor	
		You want to talk about stuff that you want your mentor to understand	
		It wasn't a case where we could be best friends	
		The mentor always look for my feedback	
Is able to present my case with a confidence manner in front of everyone			

In the self-assessment, there are key questions that should be asked by the mentor. The main question considers his/her willingness to become a mentor, and as stated by some of the participants: "A mentor has to be accessible, has to be willing to act as mentor. If you are not willing don't go there. You need experience obviously, the whole experience you have in working with people in developing people. You, really being willing to develop the people, you should also believe that it is really important to you and to the people...."

"So these mentors usually that we actually assign for fresh graduate from university are people who are dedicated who have, the right attitudes towards those people".

The below questions, inspired by items two and three from the questionnaire (see appendix), could be used during a mentor's self-assessment:

- Am I willing to give genuine advice?
- Do I have the time to commit to such a relationship?
- Am I willing to become a mentor?
- Do I want to be a mentor?

Company's Assessment

While some of the research showed the benefits of the mentoring programs on both mentors and mentees, other research stressed on the positive impact mentoring had on the organization itself. It created a culture that helps employees to be aligned and to understand what to expect from their companies. Mentoring programs can be used in the performance appraisal, salaries modifications (Wilson & Elman, 1990), and career development, which were mentioned by the majority of participants. Numerous stressed on the importance of specific knowledge, skills/ abilities and behaviors that a mentor should have. The second step we suggest in our model is an interview conducted by the HR department that would allow the organization to make sure the new mentor has all

the necessary soft and hard skills to become a mentor. We should note and as per most of the participants, a mentor should have knowledge in the field and should be in a senior position. Below are some of the participant statements regarding the necessity of having a mentor who is knowledgeable about their field:

- *“I mean not everyone is chosen to be a mentor. First of all I believe that mentors have to be in a senior level, because they have this knowledge and experience”.*

- *“He should have enough knowledge about your background and line of work and you career development goals. You don't want someone who is coming from other departments who doesn't understand your work and concerns to deal with every day to be your mentor”*

- *“The mentor needs to have knowledge in your field and in your work and career either how the job is done or the career or the people within the job and all of that”.*

Most of the interviewees emphasized on the necessity of the mentor's knowledge in the field. The majority of the interviewed mentors and mentee believe that the absence of the field knowledge would make it difficult on the mentor to execute his role successfully.

Below is a sample of an interview sheet that could be used in the mentor interview. The competencies in the sheet were derived from item 5 of the questionnaire (Appendix VI):

Table 15

*Sample Interview Sheet***Position:****Candidate:**

Competency Measure	Interview Question	Comments	Grades
Fundamental Questions	Why you want to become a mentor? What are you looking for in your mentorship position and how does it relate to your long-term goals? What is your understanding of the role? What has attracted you to this role?		
Competency 1 Communication Skills	Describe a situation in which you had to work with a difficult person.		
Competency 2 Coaching skills	Tell us of a time where you assisted a teammate with a problem.		
Competency 3 Openness/ Flexibility	Describe a situation in which you had to be flexible and open.		
Competency 4 Organization and planning	Describe the most extensive long-range planning you've had to do. Tell me about how you set up your plan, step-by-step.		
Competency 5 Leadership Skills	What tools, methods or processes do you use to manage your performance and/or your subordinates' performance to ensure alignment with your company's strategies and business goals?		
Technical expertise	Work related questions		
Mentoring Process Knowledge	Needed for the role		

1= The competency is clearly low

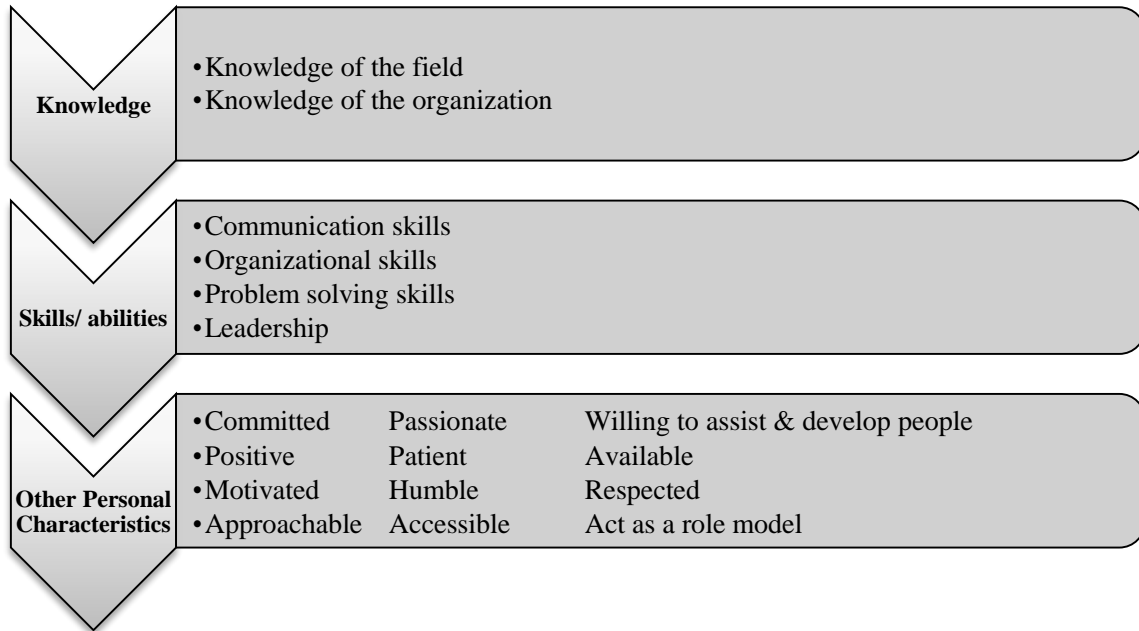
2= The competency is partly filled

3= The competency is at an acceptable level

The table (Appendix VI & VII) as well as the below figure displays the acquired knowledge, skills, abilities and behavior necessary to become a successful mentor.

Figure 3

The most important knowledge, skills/abilities or other characteristics needed to be a good mentor



Mentors’ Training

Once the HR interview is conducted and the training needs are assessed, we suggest two kinds of training. The first training is mandatory and common for all mentors, while the second is based on the interview needs’ analyses.

Mandatory Training

The mandatory training should cover the organization mentorship process. Majority of participants emphasized on the necessity of having a systematic way to follow this process: *“Absolutely, mentorship should be conducted in a very scientific and systematic way. As into the personal experience that I was talking about earlier, the method should be transmitted systematic and in a very scientific way”*

“Yes we do train them on a yearly basis, so all of our mentors; we have what we call people manager training on a yearly basis, in the beginning of every year. Most of the mentors now, they have taken this training, but we do a refresher on a yearly basis”

All mentors should be able to identify the organization standards, what is obligatory, and what is optional. Furthermore, they should know what forms to use, the organization protocol, and what the reports to send, etc.

“Training would be on how the mentor meetings take place, what's the format, what to talk about, body language, proper seating, active listening, question techniques, coaching”.

“What are the rules and guidelines of this kind of this relationship”?

“Of course, like for me now, if someone chooses me as their mentor, I would love to know what that person would expect from me, I would love someone to come and tell me you are going to be a mentor one, two, three. You should do this to your mentee; you should like follow up on their career. I think there should be training, or something, or someone to guide you through this relationship. For me now I don't know what to do if I became a mentor. I know from my relationship with my mentor, but it is different when you are in their place”

Required Training

Both mentors and mentees emphasized the importance of the training in any mentor/ mentee relationship. Some mentors even in senior positions may need training on soft skills such as coaching skills, communication skills and leadership skills. Based on the interview needs' analyses the training topics will be decided on. We suggest that the employee should not start his role as a mentor unless he/ she attended all the necessary trainings that would allow him/ her to be competent for the role.

Mentor's Roundtables

Roundtable sessions should be designed to allow mentors to have extensive discussion and feedback sessions related to their experiences, challenges and success stories. The roundtables should be executed twice a year where the challenges could be shared out loud allowing the mentors who are facing problems in their relationships to seek help from more experienced mentors. The steps below should be followed while conducting a mentoring roundtable:

- A mentor preferably from the HR team should run the meeting twice a year.

The aim of the first roundtable would be to identify best practices, while the second roundtable would assist the mentors to solve any challenges they have encountered during their past six months.

- Facilitator of the roundtable should preferably have questions prepared in advance. He/she should send it two weeks ahead of time to all the mentors so that they can collect their ideas, experiences and inputs ahead of time.

- The mentoring roundtable should take around two to three hours where candidates can discuss their challenges and experiences.

- An action plan should be distributed to each mentor for him/her to plan the upcoming six months.

- Facilitator of the roundtable should prepare a summary of the roundtable outputs. The summary would preferably include the best practices mentors discussed and should be circulated to all the attendees.

This process should be initiated, followed and supported by both HR and Executive Managers.

Possible roundtable ground rules to follow:

- Participants should maintain a high level of openness
- Participants should demonstrate the willingness to share their experiences and hear those of others
- Participants should ask questions and seek and accept constructive feedback
- All attendees should maintain high levels of trust and make the effort not to disclose any confidential information
- Participants should exert conscious efforts to confine their discussion into the topic, not allowing members to drift away from it

- Participants should hold one conversation at a time
- All attendees should agree on and abide by start/end time
- All attendees should not use their cell phones during the sessions
- Facilitator should try as much as he/she can to establish equity among all attendees in terms of their contributions to the discussion

CHAPTER VIII

LIMITATIONS AND FUTURE RESEARCH

The generalizability of this study may be limited by the sample and setting. A collection of a bigger sample working within international companies in different countries located in the Middle East should be considered for future studies. The participants were highly educated white-collar professionals in research and development organizations. So the present findings must be seen as having potentially limited generality.

Another limitation is that the interviews were mainly conducted in English, while none of the participants had declared English as a first language. Although, participants were encouraged to use key words in the language they were mostly comfortable with, including French, Arabic and English, this may have created loss of precision in the intended meaning of the wording. Future interview designs and key words should be translated back and forth from English into Arabic for better accuracy.

This study suggests a number of additional companies and larger scope for future research and theory development. Generally, there is little research or theory on the competency a mentor should have. Future studies could investigate the choice of the mentor in terms of competency, willingness and readiness and the impact of this readiness on the success or failure of the relationship. In asking participants if mentors should be trained to better perform their role, we noticed that most of the mentees agreed, while most of the mentors disagreed stating that becoming a mentor should come from within. Therefore we recommend future studies to tackle this apparent discrepancy. Qualitative interview data would be particularly helpful for understanding

the dynamics underlying the development of the mentoring relationship. Finally, organizational environment could also influence an individual's decision to mentor. For example, the results of the present study suggest that a mentor should follow specific guidelines for the success of the relationship because not everyone is ready to be a mentor even if he/she is in a senior position. By legitimizing and rewarding the mentoring relationship and by developing guidelines that help mentors to perform better, organizations can maximize the benefits of mentoring.

CHAPTER IX

CONCLUSION

This study looked at some details of the mentoring process and attempted to identify the characteristics and qualities of effective mentors as perceived by both mentors and mentees working in international companies in Lebanon. According to interviewees, commitment, good communication skills and trust are key to a successful mentorship relationship. The main KSAOs highlighted were the mentor's professional experience, communication and leadership skills, openness and flexibility as well as the level of organization and planning. There was a difference in perception between mentors and mentees regarding mentors' need for training. Based on these results, guidelines were developed to assist mentors in improving their performance, and achieving a better mentorship relationship and a better result at the organizational level. Further research is needed to understand whether these findings can be generalized to other businesses since the study covered international organizations working in the Middle East, specifically in Lebanon.

APPENDIX I

INTERVIEW FRAMEWORK

PREAMBLE:

Thank you for taking the time to meet with me today. I know how busy you are and value the time that you are giving me.

As part of my master degree research project, I am very much interested in learning more about mentor/mentee relationships. The positive and negative practices and experiences, the successful and the unsuccessful stories, and anything else you can add to assist me in better understanding what makes a good mentor in this region. Anything you can offer in this regard will be highly beneficial to my research.

In light of this, therefore I would kindly ask that you think of a specific mentor-mentee relationship that you are currently involved in and to keep this relationship in mind in answering the following eight questions.

Questions:

1. Tell me about a **successful** mentoring relationship. This could be one that you had personally or one that you have heard about.
 - a. PROBE 1: What, in your opinion, made it a good one?
 - b. PROBE 2: What, in particular, was useful in the relationship?
 - c. PROBE 3: What, in particular, was unique or unusual about the relationship?

2. Tell me about an **unsuccessful** mentoring relationship. This could be one that you had personally or one that you have heard about.
 - a. PROBE 1: What, in your opinion, made it a bad one?
 - b. PROBE 2: What, in particular, was unique or unusual about the relationship?

3. Not every, single person can be a successful mentor, in your opinion can you please list the most important knowledge, skills/abilities or other personal characteristics needed to be a good mentor:
 - a. Knowledge: _____
 - b. Skills/abilities: _____
 - c. Behaviors: _____
 - d. Other personal qualities; _____

4. Not every, single person can be a successful mentee, in your opinion can you please list the most important knowledge, skills/abilities or other personal characteristics needed to be a good mentee:
 - a. Knowledge: _____
 - b. Skills/abilities: _____
 - c. Behaviors: _____
 - d. Other personal qualities: _____

5. Do you think mentors should be trained in order to achieve their role better?

APPENDIX II

INFORMED CONSENT FORM

American University of Beirut
P.O. Box 11-0236, Riad El Solh, 1107 2020,
Beirut, Lebanon

CONSENT TO SERVE AS A PARTICIPANT IN A RESEARCH PROJECT

Project Title: Dimensions of an engaged mentoring relationship; a mentor's guidelines for improved relationship performance

Project Director:
Charlotte M. Karam, PhD,
ck16@aub.edu.lb,
01-350000 extension 3764

Research Investigator:
Patricia E. Rizkallah,
per01@aub.edu.lb

This informed consent form pertains to a research study that is concerned with the mentoring relationship within international companies in Lebanon. This study is a Field Project, which serves as a requirement for the completion of a Master's degree in Human Resource Management at the Olayan School of Business at the American University of Beirut (AUB). This research is conducted by Ms. Patricia Rizkallah, a graduate student in the MHRM Program and is supervised by Dr. Charlotte Karam, who is an Organizational Psychologist and Assistant Professor of Organizational Behavior at AUB. This study will be the first of its kind in terms of its examination of specific factors relating to engaged mentorship in Lebanon.

Nature and Purpose of the Project:

The aim of this study is to explore and identify the different dimensions of engaged mentorship that could affect the success of the mentor-mentee relationship. The results will to provide guiding practices to lead human resource practitioners to set mentorship guidelines towards a better performance in the mentoring capacity.

For this purpose, 12 participants (Mentor/ Mentee) will be recruited for this interview study.

Explanation of Procedures:

As a research participant, the research collaborator will conduct an interview with you. You will have the option of choosing your language of preference (Arabic, English, or French).

If you allow it, the interview will be tape-recorded for transcription and analysis. All recordings and transcriptions will be destroyed after their usage for this research. If you do not agree to tape recording, we can proceed without it.

Your name will not be asked, this is an anonymous study and hence your name will not be recorded on data coding systems used in this study. Only the primary investigator and the project director will have access to the anonymous data. All results will be kept in a locked cabinet in the office of the primary investigator for three years after which the data will be shredded. It is estimated that your participation in the interview will last no more than **30-45 minutes**.

Participants will be approached at companies accessible to the public; cafes within malls of main towns within the Greater Beirut region, including ABC Ashrafieh, ABC Dbaye, Beirut Souks, City Mall, Le Mall; and cafes on main streets in towns within Greater Beirut.

Potential Discomfort and Risks:

Participation in this study involves no more than minimal risks ordinarily encountered in daily life or during performance of routine physical or psychological examinations or tests.

Potential Benefits:

The potential benefit is that you will participate in a study that will contribute to the scarce body of literature available mentorship programs. Another potential benefit is the opportunity to open-up through this interview that might make you gain insight to certain factors that might have helped in shaping your experience of these roles.

Costs/Reimbursements:

There are no costs associated with participation in this research.

Alternative Procedures:

Should you decide not to give consent to participate in this research, there will be no penalty and no alternative procedures. Consent to participate is totally voluntary and there are no penalties imposed if consent is not provided.

Alternatives to Participation:

Should you decide not to give consent to participate in this research, there are no alternatives to participation.

Termination of Participation:

Should you decide to give consent to participate in this research, your participation might be terminated by the principal investigator or research director if the results show

that you have not reported honestly or truthfully since such biased response might alter the findings of the study.

Confidentiality:

Participation in this research is anonymous and the results of your participation will be kept confidential to the fullest extent possible. This means that no one will know about your specific results, as no identifiers (e.g. your name and contact information) are requested. No one will be able to link your answers to a specific questionnaire. Only information that cannot be traced to you will be used in reports or manuscripts published or presented by the investigator or director. Raw data on data-recording systems will be kept in a locked cabinet in the office of the investigator for a period of three years following the termination or publication of the study. After the three years have elapsed, the raw data will be deleted (data entered on computer) and shredded (paper-based data).

Withdrawal from the Project:

Your participation in this interview is completely voluntary. You may withdraw your consent to participate in this research at any point without any explanation and without any penalty and without any loss of benefits to which you are otherwise entitled and without affecting your relationship with AUB. You are free to decide not to complete the interview for this research at any point in time.

Inclusion Criteria:

- The candidate should be in a mentoring relationship
- The candidate should be working in an international company in Lebanon that have already an established mentorship program

Debriefing:

If you are interested in learning about the outcome of the study, you may contact Charlotte Karam and/or Patricia Rizkallah (contact information provided below). After data analysis will be completed, a summary of the results could be shared with you upon request.

Who to Call if You Have Any Questions:

The approval stamp on this consent form indicates that this project has been reviewed and approved for the period indicated by the American University of Beirut Institutional Review Board for the Protection of Human Subjects in Research and Research Related Activities.

If you have any questions about your rights as a research participant, or to report a research related concern, you may call:

Institutional Review Board (Ethics Committee), AUB: 01-350000 extension 5445. IRB email addressirb@aub.edu.lb

If you have any concerns or questions about this project, you may contact:

Charlotte M. Karam: ck16@aub.edu.lb, 01-350000 extension 3764

Patricia E. Rizkallah: per01@aub.edu.lb

Participant's Oral Consent:

If you are interested in participating in this study, your informed consent does not have to be in written format. Participating in the anonymous interview means that you have consented to participate in the research. The purpose, procedures to be used, as well as, the potential risks and benefits of your participation have been explained to you in detail. You can refuse to participate or withdraw your participation in this study at any time without penalty. You are asked to keep this consent form.

Upon agreeing to participate, please answer the questions to the best of your ability, remember that all answers are anonymous.

Printed Name of Person Obtaining Oral Consent (PI or Co-PI)

Signature of Person Obtaining Oral Consent Today's Date and Time

INSTITUTIONAL REVIEW BOARD APPROVAL STAMP:

APPENDIX III

EMAIL TO PARTICIPANTS

Invitation to Participate in a Research Study

This notice is for an AUB-IRB Approved Research Study for Dr. Charlotte Karam at the Olayan School of Business at the American University of Beirut (AUB).

It is not an Official Message from AUB

“Email is sent on behalf of Dr. Charlotte Karam”

You are invited to participate in a research study entitled “*Dimensions of an engaged mentoring relationship: a mentor's guidelines for improved relationship performance*” conducted by Dr. Charlotte Karam, Olayan School of Business at the American University of Beirut. The conduct of this study will adhere to the IRB approved conditions and terms.

The IRB approved method for approaching subjects is through the HR department whereby an email will be sent to potential participants explaining the details of how the mentors/ mentees could volunteer to participate in an interview, should they be interested in doing so.

The purpose of the study is to examine Mentor-Mentee relationships in private sector companies operating in Lebanon. In particular we are interested in examining engagement in mentoring relationships from the perspective of both mentors and mentees.

PROCEDURES

This message invites you to:

- 1. Read the consent form and consider whether you want to be involved in the study.**

And to note:

- *Participation is completely voluntary.***
- *If you agree to the consent form, completing the questionnaire will take around 30-45 minutes.***
- *Only the data you provide in the questionnaire will be collected and analyzed.***
- *The results of the survey will be published in the form of a Research Project and will be available by the AUB Library in printed form and electronically.***

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

You will not receive payment for participation in this study.

The results of the study will be useful in forming a better mentoring relationship and practices as well building a better understanding of the various dimensions of engaged mentorship to serve as a foundation to develop a guidelines that can assist mentors to self-reflect individually and, further to reflect, with other mentors as a group (i.e., peer-mentoring).

Potential risks for participating in the study

The risks of the study are minimal. The collected data will remain confidential and anonymous.

CONFIDENTIALITY

Any information that is obtained in connection with this study will remain confidential. Only you will know that you returned a questionnaire.

PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind.

Agreement of Research Subject

If after reading the consent document and having any questions you might have answered to your satisfaction, you voluntarily agree to take part in the study, please participate in the interview conducted by Ms. Patricia Rizkallah.

Otherwise please ignore this invitation to participate in the study.

APPENDIX IV

QUESTION 1 ANSWERS

Mentor

- 2. Tell me about a successful mentoring relationship. This could be one that you had personally or one that you have heard about**
 - a. PROBE 1: What, in your opinion, made it a good one?**
 - b. PROBE 2: What, in particular, was useful in the relationship?**
 - c. PROBE 3: What, in particular, was unique or unusual about the relationship?**

Theme	Category	Statements		Mentor Professionalism or professional history	Mentor Personal qualities
Elements of successful relationship	Mentor's characteristics	Flexible	Very experienced person	Professional person	Flexible
		Open mind	Professional person	Very experienced person	Open mind
		Knowing what he is talking about	Knowledge is very important	She has the background	Something that the mentors enjoys
		Knowledgeable	Being in the same situation that I was in so he had credibility in giving that advice	Knowing what he is talking about	The Key success is trust
		Something that the mentors enjoys	People who are dedicated	Mentor should be very experienced	Should trust
		The Key success is trust	They trust and this is very important	Senior Director of Human Resources	Being always there
		Mentor should be very experienced	Senior Director of Human Resources	Very relevant to their job	Really care
		being always there	Should trust	Being in the same situation that I was in so he had credibility in giving that advice	Being affable
		Listening, really listening to what those people want and how they want to get there	She has all the knowledge	The mentee should think and believe that the mentor is a really experienced person	Happy
		Really care	She has the background	Knowledgeable	Very positive
		Being affable	The mentee should think and believe that the mentor is a really experienced person	Knowledge is very important	Very helpful
		Happy	Innovative		Trustworthy
		Very positive	Creative	She has all the knowledge	Get to be honest in the relationship
		Very helpful	Very relevant to their job		People who are dedicated
		Trustworthy	You want this because you want to do it not because you are asked to do it		You want this because you want to do it not because you are asked to do it
		Get to be honest in the relationship			Innovative
					Creative

Theme	Category	Statements		Mentor Professionalism or professional history	Mentor Personal qualities
					Listening, really listening to what those people want and how they want to get there
					They trust and this is very important
	Mentor/mentee Practical tools or tips			Communicational tips	Organizational skills
		Giving information	Put couple of notes	Listen	Put couple of notes
		Keep the communication open with your mentee	Setting you expectations	Listening	Setting you expectations
		Take this communication at ease	Setting the people skills	Take his advice into heart	Setting the people skills
		Talk to her directly	Feedback were given	Take this communication at ease	Feedback were given
		Giving genuine advice	Giving like real life examples	Talk to her directly	The structure of her job
		A genuine advice, it has to be in the interest of the mentee	The structure of her job	Giving genuine advice	Structure
		Him giving the right advice	Structure	A genuine advice, it has to be in the interest of the mentee	Put one Plan
		Take his advice into heart	Put one Plan	him giving the right advice	Put a plan of couple of action
		There always a way to make it happen if you really have a certain plan	Put a plan of couple of action	Keep the communication open with your mentee	There always a way to make it happen if you really have a certain plan
		Look forward to meet	Listening	Giving information	
		Meeting them all down the road		Giving like real life examples	
		Listen		Look forward to meet	
				Meeting them all down the road	
	Traits of success	The personality of the mentor	Very good for the development	Possible Mentor's criteria for success	Results on the mentee
		Promotion	She gave training	Like you mentor as a person	She got the promotion
		She got the promotion	she coached	Like him	Promotion
		Like you mentor as a person	She proactively gave regular	Should like the person from the	She coached

Theme	Category	Statements		Mentor Professionalism or professional history	Mentor Personal qualities
			briefing sessions and updates for the whole team	beginning	
		Like him	When it comes to the mentors meeting they keep the feedback, they work on it	The personality of the mentor	She proactively gave regular briefing sessions and updates for the whole team
		Should like the person from the beginning	Have the right attitude towards those people	Have the right attitude towards those people	When it comes to the mentors meeting they keep the feedback, they work on it
		Reaching out to team members	Having the senior voice	Having the senior voice	She gave training
		Able to transform	Mentors were available	Reaching out to team members	Very good for the development
		Get to know people	They should believe in that person	Able to transform	
		Built on trust	Coaching	Mentors were available	
		give as much values as you can	Mentoring	They should believe in that person	
		Maintain such a friend bond		Get to know people	
		The personality of the mentor	Very good for the development	Built on trust	
				Give as much values as you can	
				Maintain such a friend bond	
				Mentoring	
				Coaching	

Mentee

2. Tell me about a successful mentoring relationship. This could be one that you had personally or one that you have heard about.

- a. **PROBE 1: What, in your opinion, made it a good one?**
- b. **PROBE 2: What, in particular, was useful in the relationship?**
- c. **PROBE 3: What, in particular, was unique or unusual about the relationship?**

Theme	Category	Statements		Mentor Professionalism or professional history	Mentor Personal qualities
Elements of successful relationship	Mentor's characteristic	He gives me advices from that perspective that is purely professional	This guy expertise in the industry is exactly the industry I want to be in	He gives me advices from that perspective that is purely professional	When you get the trust of someone it is very sensitive to loose it
		He was strong enough	When you get the trust of someone it is very sensitive to loose it	This guy expertise in the industry is exactly the industry I want to be in	I think it is about trust
		Through this guy I figured that what I wanted to do professionally in my life is what he currently does	I think it is about trust	Through this guy I figured that what I wanted to do professionally in my life is what he currently does	You have to give her your trust
		He understands my personality	You have to give her your trust	The job that I want I am going to tackle now soon is the job that he is currently doing	It is all about the trust
		Showing my strength	It is all about the trust		There is where you get the trust
		He knows my strengths	There is where you get the trust		To be honest
		She would push her	To be honest		Harsh sometimes
		The job that I want I am going to tackle now soon is the job that he is currently doing	Harsh sometimes		Strong character
			Strong character		She would push her
					He understands my personality
			Showing my strength		

Theme	Category	Statements		Mentor Professionalism or professional history	Mentor Personal qualities	
					He knows my strengths	
					He was strong enough	
	Mentor/mentee Practical tools or tips				Communicational tips	Organizational skills
			To document everything I was telling him	Frequency more, set up more meetings, more corridors meetings that are not scheduled	You need to set up to have proper communication channel meetings	To document everything I was telling him
			You need to set up to have proper communication channel meetings	I call him and I ask him, what do you think?	I call him and I ask him, what do you think?	He used to take notes
			We had the chance to interact a lot in the beginning	Successful factor in a mentorship program would be the communication	Successful factor in a mentorship program would be the communication	Go step by step in what he needs me to do
			Giving me certain advice	Follow up	Follow up	
			I would pick up the phone call this guy and take an advice from him	To hear up what I wanted to say	To hear up what I wanted to say	
			Used to give me advices when I was performing well		Giving me certain advice	
			He used to take notes	go step by step in what he needs me to do	Used to give me advices when I was performing well	
					We had the chance to interact a lot in the beginning	
					I would pick up the phone call this guy and take an advice from him	
				Frequency more, set up more meetings, more corridors meetings that are not scheduled		
	Traits of success				Possible Mentor 's criteria for success	Results on the mentee
			He had fully understanding of my personality, my needs and how I think	From different nationality	It was a lot of encouragement from the mentor side	The mentor was helping her a lot in terms of building a self confidence
			Sharing the points I need to develop in a very objective way	My mentor was a friend of mine	I choose my mentor, someone who knows me, who	Whenever we do something he always come

Theme	Category	Statements		Mentor Professionalism or professional history	Mentor Personal qualities
				understands me, he worked with me, he knows how I think	to me and ask me do you think this will work, what do you think we can change, what challenges we will have
		We were colleagues	You give me a feedback	He can provide me with a lot of insight	It is very important for the mentee to be able to mention whatever he wants for the mentor
		He was really interested in my case	He always look for my feedback	We had worked together	My mentor a lots of times brought me to reality
		We were friends so it was easier for me to give and take and to talk openly with her	Able to present my case with a confidence manner in front of everyone	The mentor was really and generously interested in my case	He was someone I felt comfortable talking to so this really had a bid effect on the relationship
		You want to talk about stuff that you want the other person to understand you	My mentor a lots of times brought me to reality	He was really interested in my case	Whenever I show it to him he was very surprised and was very happy with it
		It wasn't a case were we could be best friends	It was a lot of encouragement from the mentor side	He had fully understanding of my personality, my needs and how I think	
		The mentor was helping her a lot in terms of building a self confidence	I choose my mentor, someone who knows me, who understands me, he worked with me, he knows how I think	Any mentorship relationship should start on a different basis. Maybe work basis, maybe friendship basis, anything that will allow the mentor, mentee to understand each other's not in a context of mentorship	
		He can provide me with a lot of insight	he puts the effort to check up on me	Genuine interest	
		We had worked together	He is very well connected	He used to praise me for doing a good job	
		The mentor was really and	He knows my weaknesses	He knows my weaknesses	

Theme	Category	Statements		Mentor Professionalism or professional history	Mentor Personal qualities
		generously interested in my case			
		He used to praise me for doing a good job	Genuine interest	He puts the effort to check up on me	
		Any mentorship relationship should start on a different basis. Maybe work basis, maybe friendship basis, anything that will allow the mentor, mentee to understand each other's not in a context of mentorship	When you choose your mentor you have to be comfortable for the person, means you cannot choose someone that you don't like or you rarely talk to	When you choose your mentor you have to be comfortable for the person, means you cannot choose someone that you don't like or you rarely talk to	
		Whenever we do something he always come to me and ask me do you think this will work, what do you think we can change, what challenges we will have	It is very important for the mentee to be able to mention whatever he wants for the mentor	Sharing the points I need to develop in a very objective way	
		Very well connected	Whenever I show it to him he was very surprised and was very happy with it	We were colleagues	
		He was someone I felt comfortable talking to so this really had a bid effect on the relationship	From different background	My mentor was a friend of mine	
				We were friends so it was easier for me to give and take and to talk openly with her	
				You want to talk about stuff that you want the other person to understand you	
				It wasn't a case were we could be best friends	
				From different background	
				From different nationality	
				You give me a feedback	
				He always look for my feedback	

Theme	Category	Statements		Mentor Professionalism or professional history	Mentor Personal qualities
				Able to present my case with a confidence manner in front of everyone	
				He is very well connected	
				Very well connected	

APPENDIX V

QUESTION 2 ANSWERS

Mentor

- 3. Tell me about a unsuccessful mentoring relationship. This could be one that you had personally or one that you have heard about.**
 - a. PROBE 1: What, in your opinion, made it a bad one?**
 - b. PROBE 2: What, in particular, was unique or unusual about the relationship?**

Theme	Category	Statements		Mentee Professionalism or professional history	Mentor unfavorable qualities			
Elements of unsuccessful relationship	Mentor's characteristics	The main reason for failure is first of all the mentor was not committed	She did not have really a lot to grow within	She did not have really a lot to grow within	The main reason for failure is first of all the mentor was not committed			
		The mentor was not motivated and was not organized because it really needs time	There was no clear path in terms of her growth and it was very clear to her at the very beginning of her job experience internally because that was a very administrative job.	There was no clear path in terms of her growth and it was very clear to her at the very beginning of her job experience internally because that was a very administrative job.	The mentor was not motivated and was not organized because it really needs time			
					The mentor was not aware			
	Mentor/mentee desirable and undesirable behaviors				Mentee's desirable behaviors	Mentee's undesirable Behaviors	Mentor's Undesirable behaviors	Mentor's Undesirable behaviors
		You should own your own career	A mentor is there to just rectify a bit the path	You should own your own career	Given her frustration the kind of inquiries she come to me with is for example how uncomfortable is her chair for instance or that somebody else took her chair and replace it with another or that she really wants to be part of another team with no relevant experience	A mentor is there to just rectify a bit the path	He gives you advice quickly just to get finished with it	
		He might give you the wrong type of advice either because he did it and he thinks this is the best way	He gives you advice quickly just to get finished with it			Makes sure that the mentor meetings are taking place	He might give you the wrong type of advice either because he did it and he thinks this is the	

Theme	Category	Statements		Mentee Professionalism or professional history	Mentor unfavorable qualities	
						best way
		Makes sure that the mentor meetings are taking place	He doesn't tailor it (the advice) to the situation			He doesn't tailor it (the advice) to the situation
		The mentor's meeting has been delegated	He did not sit with his mentee more then once or twice during the whole year			The mentor's meeting has been delegated
		The second meeting she delegated to her assistant and her assistant didn't take it seriously	given her frustration the kind of inquiries she come to me with is for example how uncomfortable is her chair for instance or that somebody else took her chair and replace it with another or that she really wants to be part of another team with no relevant experience			The second meeting she delegated to her assistant and her assistant didn't take it seriously
		Missed one meeting				Missed one meeting
		Delegated the job to another mentor who is not qualified to be there and the person did not take it seriously				Delegated the job to another mentor who is not qualified to be there and the person did not take it seriously
						He did not sit with his mentee more then once or twice during the whole year

Theme	Category	Statements		Mentee Professionalism or professional history	Mentor unfavorable qualities		
				Possible Mentor 's criteria for failure	Possible Mentee 's criteria for failure	Results on the mentee	Results on the mentor
	Traits of failure	I believe I failed at this points and I set really some unreasonable expectations for my team	I have really tough time to handle safely this relationship	You don't like the person	she was really busy thinking of something else not really focusing on the very basic of her job	Because he was not aware of his intervention in the moderation was very insignificant and he was not able to help him (the mentee)	I have really tough time to handle safely this relationship
		She was really busy thinking of something else not really focusing on the very basic of her job	She ended up breaking it because I couldn't be there whenever she wanted to discuss none core issues	You don't trust the person	you could see very late incoming hours arrival to the office very early leaving	So we did not rate this mentee properly because we did not have enough supporting evidence from the mentor	She ended up breaking it because I couldn't be there whenever she wanted to discuss none core issues
		you could see very late incoming hours arrival to the office very early leaving	You can't really do much	The person is not there	You could see not attending in timely fashion to seniors call	At the end of the day the rating of this person means the salary review, the bonus, all was affected	You can't really do much

Theme	Category	Statements		Mentee Professionalism or professional history	Mentor unfavorable qualities		
						because of a bad mentor/mentee relationship	
		You could see not attending in timely fashion to seniors call	By the end of the day a mentor is not an advocate	Not accessible	You could see kind of spending a lot of time on something that is not related to her core duties		By the end of the day a mentor is not an advocate
		You could see kind of spending a lot of time on something that is not related to her core duties	A mentor is not really magician who change things	What made it actually unsuccessful relationship was that the mentor was not available for the mentee.	Always requesting for a promotion and not getting it because here we only get a promotion based on competencies		A mentor is not really magician who change things
		Always requesting for a promotion and not getting it because here we only get a promotion based on competencies	You don't like the person	The mentor was not available	However she did not really act upon the feedback that was given to her by her direct manager and by myself.		I was held responsible and accountable for these attempt actions, pushing the limit
		However she did not really act upon the feedback that was given to her by her direct manager and by myself.	Not accessible	One of the mentor did not get enough support in order for him to suggest rating	So for her having a couple of mistakes say in an expense report would be ok, were it is not ok as it will lead to key financial differences at the senior level, forgetting for say a taxi drop for seniors is not ok by the middle of the night in Charles De Gaulle airport this is not ok.		I believe I failed at this points and I set really some unreasonable expectations for my team
		So for her having a	The person is not there	The mentor did not	The basics are not here		

Theme	Category	Statements		Mentee Professionalism or professional history	Mentor unfavorable qualities		
		couple of mistakes say in an expense report would be ok, were it is not ok as it will lead to key financial differences at the senior level, forgetting for say a taxi drop for seniors is not ok by the middle of the night in Charles De Gaulle airport this is not ok.		know what really happened with the mentee			
		The basic are not here	What made it actually unsuccessful relationship was that the mentor was not available for the mentee.	The mentor did not do enough	Someone is not even acknowledging to which extend this is seen as not acceptable		
		Someone is not even acknowledging to which extend this is seen as not acceptable	The mentor was not available	The mentor did not find time to sit with the mentee	She was somehow having some internal frustrations from the work environment she's been working in		
		The mentor did not get enough support in order for him to suggest rating	The mentor did not know what really happened with the mentee	The mentor did not invest enough in the relationship			
		Because he was not aware of his intervention in the moderation was very insignificant and he was not able to help him (the mentee)	So we did not rate this mentee properly because we did not have enough supporting evidence from the mentor	You try to help, you try to direct, you try to advice as much as you can and sometimes you don't have all the means			

Theme	Category	Statements		Mentee Professionalism or professional history	Mentor unfavorable qualities		
		At the end of the day the rating of this person means the salary review, the bonus, all was affected because of a bad mentor/ mentee relationship	The mentor did not do enough	You want to help, you want to guide but in an organization, you are not in control of all the things that a mentee is exposed to			
		You try to help, you try to direct, you try to advice as much as you can and sometimes you don't have all the means	The mentor did not find time to sit with the mentee	I think an unsuccessful mentoring relationship from the point of view of the mentee is when he or she feels that basically the mentor was not able to help. It is not because the mentor is not willing to but because the mentor cannot			
		You want to help, you want to guide but in an organization, you are not in control of all the things that a mentee is exposed to	The mentor did not invest enough in the relationship	Today as a mentor, as I said you can guide you can try to help but you are not in control of everything in the organization			
		I think an unsuccessful mentoring relationship from the point of view of the mentee is when he or she feels that basically the mentor was not able to help. It is not because the mentor is not willing to	She was somehow having some internal frustrations from the work environment she's been working in	I think the worst thing that could happen is when the mentor is not able to build this relation based on trust			

Theme	Category	Statements		Mentee Professionalism or professional history	Mentor unfavorable qualities		
		but because the mentor cannot					
		Today as a mentor, as I said you can guide you can try to help but you are not in control of everything in the organization	I think the worst thing that could happen is when the mentor is not able to build this relation based on trust	When you are mentoring their should be trust, otherwise the mentee will always wonder whether the advices or the interactions he or she is really in their interest			
		Once I have set some unreasonable expectation for my team, for the mentees	I was held responsible and accountable for these attempt actions, pushing the limit	Once I have set some unreasonable expectation for my team, for the mentees			
		When you are mentoring there should be trust, otherwise the mentee will always wonder whether the advices or the interactions he or she is really in their interest	The basics are not here				

Mentee

3. Tell me about a unsuccessful mentoring relationship. This could be one that you had personally or one that you have heard about.

a. PROBE 1: What, in your opinion, made it a bad one?

b. PROBE 2: What, in particular, was unique or unusual about the relationship?

Theme	Category	Statements		Mentor Professionalism or professional history	Mentor unfavorable qualities	
Elements of unsuccessful relationship	Mentor's characteristic	His expertise and knowledge towards what I am interested in is not very deep, is not very strong	He does not portray to me the right expertise	His expertise and knowledge towards what I am interested in is not very deep, is not very strong	He does not portray to me the right expertise	
		When I moved to the HR. department they told me to change mentor to someone who can help me more within my field that I was going into	I had a mentor who did not accept me	When I moved to the HR. department they told me to change mentor to someone who can help me more within my field that I was going into	I had a mentor who did not accept me	
		I have a very good personal relationship with him, however this guy has proven to me not to be the most beneficial when it comes to professional mentorship	The failure was because he was not flexible	I have a very good personal relationship with him, however this guy has proven to me not to be the most beneficial when it comes to professional mentorship	The failure was because he was not flexible	
			He didn't listen to me		He didn't listen to me	
			He didn't accept me		He didn't accept me	
			He didn't accept my ideas		He didn't accept my ideas	
					He doesn't accept any feedback or any opinion	
				He wants us like robot, to work like robot		
	Mentor/mentee			Mentee’s desirable	Mentee undesirable	Mentor’s undesirable

Theme	Category	Statements		Mentor Professionalism or professional history	Mentor unfavorable qualities	
	desirable and undesirable behaviors			behaviors	behaviors	behaviors
		You need to pick up someone you know	It was when I picked someone I don't know and I heard he is good and I walked with him and I don't know the guy	You need to pick up someone you know	It was when I picked someone I don't know and I heard he is good and I walked with him and I don't know the guy	When he has something or an idea, his idea must work
		You need to pick up someone who is available and you need to ask him if he is available	I don't know the guy I set with him to talk and we started up miles away as he doesn't know me	You need to pick up someone who is available and you need to ask him if he is available	I don't know the guy I set with him to talk and we started up miles away as he doesn't know me	Whatever he says it is right
			When he has something or an idea, his idea must work			Everything was on the phone
			Whatever he says it is right			I feel most he would give advice that suits him better than giving and advice that suits me better
			Everything was on the phone			He didn't like the way I work
			I feel most he would give advice that suits him better than giving and advice that suits me better			I felt that the advice that he would give is more directed towards what is good for him rather than for what is good for me
			I felt that the advice that he would give is more directed towards what is good for him rather than for what is good for me			
			He doesn't accept any feedback or any opinion			
			He wants us like robot, to work like robot			

Theme	Category	Statements		Mentor Professionalism or professional history	Mentor unfavorable qualities	
			He didn't like the way I work			
	Traits of failure			Possible Mentor 's criteria for failure	Results on the mentee	
		The mentor is not really interested in your case	You don't want to be dealing with someone who is not interested in you	The mentor is not really interested in your case	You don't want to be dealing with someone who is not interested in you	
		It happens that he was overwhelmed with mentees	You feel that your case is lost with him	It happens that he was overwhelmed with mentees	You feel that your case is lost with him	
		I send him an email he doesn't answer	This lowers the moral of the mentee a lot specially if he sees that others are doing well and they have better mentors	I send him an email he doesn't answer	This lowers the moral of the mentee a lot specially if he sees that others are doing well and they have better mentors	
		The first time we set together it was a bit awkward as all we did was telling each other's things to get to know each other's	I end up negligee	The first time we set together it was a bit awkward as all we did was telling each other's things to get to know each other's	I end up negligee	
		He is the guy I work for	6 months later I change him	He is the guy I work for	6 months later I change him	
		The mentor was not present and this is what would make it successful	When I figured out this, I haven't use him as much as a mentor	The mentor was not present and this is what would make it successful	When I figured out this, I haven't use him as much as a mentor	
		Her mentor was not available at all and she passed the whole year trying to reach out to this mentor	When it came time like after the year had passed she decided to change mentor	Her mentor was not available at all and she passed the whole year trying to reach out to this mentor	When it came time like after the year had passed she decided to change mentor	
			I had personally lots of problems and it didn't work out at all		I had personally lots of problems and it didn't work out at all	

Theme	Category	Statements		Mentor Professionalism or professional history	Mentor unfavorable qualities	
			We had lots of problems		We had lots of problems	
			I was about to leave the company, the company that I love so much		I was about to leave the company, the company that I love so much	
			I was going to lose my job because of a mentor who did not support me		I was going to lose my job because of a mentor who did not support me	

APPENDIX VI

QUESTION 3 ANSWERS

Mentor

5. Not every, single person can be a successful mentor, in your opinion can you please list the most important knowledge, skills/abilities or other personal characteristics needed to be a good mentor:

- a. **Knowledge:** _____
- b. **Skills/ abilities:** _____
- c. **Behaviors:** _____
- d. **Other personal qualities:** _____

Theme	Category	Statements		Knowledge of the field/ the job	Organizational Knowledge	Soft Knowledge		
Mentor's role requirement	Knowledge	Knowledge of people and what are the people facing	The knowledge of the field is important	Same background		Knowledge of people and what are the people facing		
		Knowledge of knowing when people needed help	The experience is very important	Same interest of the mentee		Knowledge of knowing when people needed help		
		Knowing how to read people when they are stressed, when they are not stressed	A mentor should be technically a role model	The knowledge of the field is important		Knowing how to read people when they are stressed, when they are not stressed		
		Same background	Know how	The experience is very important				
		Same interest of the mentee	Technical know how	A mentor should be technically a role model				
		Technical knowledge	Sub skills	Know how				
				Technical know how				
				Sub skills				
			Technical knowledge					
				Communication skills	Organizational skills	Problem Solving skills	Leadership skills (soft)	
		Skills/ Abilities	The consultative skill	The problem solving skills	Little communication	The ability to structure work, whether your work or others	The problem solving skills	The consultative skill
			Ability to act with a consultative skills in mind	Little communication	Your ability to be clear in whatever you kind of send to him, send back	Ask him (the mentee) to plan in a certain schedule or plan format		Ability to act with a consultative skills in mind
			Having a strong toolkit of consultative skill would help you I anything even in math	Your ability to be clear in whatever you kind of send to him, send back	Oral presentation skills	Ability to help them whenever they have an outlet to the management		Having a strong toolkit of consultative skill would help you I anything even in math
			The analytical skills	Structure their idea over what we call the	The oral communication skills	Structure their idea over what we call the		The analytical skills

Theme	Category	Statements		Knowledge of the field/ the job	Organizational Knowledge	Soft Knowledge	
			horizontal and the vertical logic	and this is very important in terms to your ability to structure your own ideas	horizontal and the vertical logic		
		Dissecting a problem seeing what it is and really deep diving to see how to best attempt to this	Ask him (the mentee) to plan in a certain schedule or plan format	Help other mentee to structure their own idea and put that in a very concise precise direct to the point manner to let the other people follow you			Dissecting a problem seeing what it is and really deep diving to see how to best attempt to this
		The ability to structure work, whether your work or others	Ability to help them whenever they have an outlet to the management	Try to be concise asking them at the very end what they want and what is it that you want from them			Guide him
		Oral presentation skills	Great listening skills	Great listening skills			Put him on the right track
		The oral communication skills and this is very important in terms to your ability to structure your own ideas	You have to be able to listen and understand	You have to be able to listen and understand			Try to understand the perspective or the view of this person
		Help other mentee to structure their own idea and put that in a very concise precise direct to the point manner to let the other people follow you	Try to be concise asking them at the very end what they want and what is it that you want from them	Listening skills			Leadership skills
		Leadership skills	Guide him	Communication skills			Leading by example
		Leading by example	Put him on the right track				Soft skills
		Soft skills	Listening skills				
		Try to understand the perspective or the view of	Communication skills				

Theme	Category	Statements		Knowledge of the field/ the job	Organizational Knowledge	Soft Knowledge	
		this person					
	Behaviors			Personal attributes	Motivational/initiative aspects		
		Being really present and proactive towards that person	He should be honest	He should be honest	Being really present and proactive towards that person		
		Motivated	Open	Open	Motivated		
		Act as a role model	Approachable	Approachable	Believe that sharing knowledge and developing people is something important and something close to your heart		
		Committed to the firm and the role	Patient	Patient	Believe in developing people		
		Being approachable	Perceptive	Perceptive	Really believe that you want to transfer knowledge		
		Very affable	Respected	Respected	Motivated passionate person		
		He puts you towards him, it is not like if he is in a bad mood I don't want to approach him	Have a successful reputation	Have a successful reputation	Wants to develop people		
		Even if he is in a bad mood he is very approachable	Very likable	Being approachable	Wants to invest in people		
		He always has to be there positivity	He shouldn't inspire fear or inspire nervousness	Act as a role model	He needs to make time for it		
		Understanding	Believe in developing people	Committed to the firm and the role	You have to invest		
		Patient	Really believe that you want to transfer knowledge	Very affable	Make sure that you allocate time for your mentee		

Theme	Category	Statements	Knowledge of the field/ the job	Organizational Knowledge	Soft Knowledge	
		Patient is a very good quality	Believe that sharing knowledge and developing people is something important and something close to your heart	He puts you towards him, it is not like if he is in a bad mood I don't want to approach him	Available	
		The right attitude	Wants to develop people	Even if he is in a bad mood he is very approachable	Willing to act as a mentor	
		The right attitude is very important and I think it is the more important to me	The mentee have to be very comfortable when sitting with the mentor, so this kind of attitude has to be there	Very likable	Being willing to develop people, and should believe that this is really important to him and the people	
		The right attitude to accept even feedback	It is important that you do not judge people	He shouldn't inspire fear or inspire nervousness		
		A humble attitude, down to earth	Loyalty to his company	He always has to be there positivity		
		Wants to invest in people	Willing to act as a mentor	Understanding		
		He needs to make time for it	Attitude	Patient		
		You have to invest	Willing to act as a mentor	Patient is a very good quality		
		Make sure that you allocate time for your mentee	Being willing to develop people, and should believe that this is really important to him and the people	The right attitude		
		Available	Being positive on a personal level as a mentor this will marks me as a role model	The right attitude is very important and I think it is the more important to me		
		Self-development	A mentor has to be	The mentee have to be		

Theme	Category	Statements	Knowledge of the field/ the job	Organizational Knowledge	Soft Knowledge	
			accessible	very comfortable when sitting with the mentor, so this kind of attitude has to be there		
		Remove all biases from your head	Help this person	The right attitude to accept even feedback		
				A humble attitude, down to earth		
				Help this person		
				It is important that you do not judge people		
				Remove all biases from your head		
				Loyalty to his company		
				A mentor has to be accessible		
				Self development		
				Being positive on a personal level as a mentor this will mark me as a role model		
			Attitude			
	Other personal qualities	Believes in the system				
		Believes in the company				
		Experience in working with people in developing people				
		Professionalism				
Personal experience						

Mentee

5. Not every, single person can be a successful mentor, in your opinion can you please list the most important knowledge, skills/abilities or other personal characteristics needed to be a good mentor:

- a. **Knowledge:** _____
- b. **Skills/ abilities:** _____
- c. **Behaviors:** _____
- d. **Other personal qualities:** _____

Theme	Category	Statements		Knowledge of the field/ the job	Organizational Knowledge	Soft Knowledge	
Mentor's role requirement	Knowledge	Knowledge about your background	Knowledge to me is industry specific	Knowledge about your background	General knowledge of the company	Social settings	
		Line of work	Technical aspect of the industry	Line of work	The way the company function	Your career development goals	
		Your career development goals	What is the nature of work	Knowledge in your field	Culture of the company	The right approach	
		Knowledge in your field	The soft side is knowing the politics in this industry	Knowledge in your work and career either how the job is done or the people within the job	Seeing the broad picture of how the company function is quiet important because sometimes people advise in a way that does not fit the company	Knowledgeable about the culture	
		Knowledge in your work and career either how the job is done or the people within the job	The right approach	It is very beneficial to choose someone from our team because he will be able to guide me more	The work relationships	Education	
		So knowledge in the field is important	Knowledge of the expertise the subject matter	Knows the Hr. Team	The dynamics of the work	Spoken language	
		Have the minimum knowledge about my job	Knowledge of the structure of the industry	Is on level that knows about HR.			
		Culture of the company	The work relationships	Knowledge to me is industry specific			
		Social settings	The dynamics of the work	Technical aspect of the industry			

Theme	Category	Statements		Knowledge of the field/ the job	Organizational Knowledge	Soft Knowledge		
		General knowledge of the company	Knowledge of the product	What is the nature of work				
		The way the company function	Knowledgeable about the product	The soft side is knowing the politics in this industry				
		Seeing the broad picture of how the company function is quiet important because sometimes people advise in a way that does not fit the company	Knowledgeable about the culture	Knowledge of the expertise the subject matter				
		It is very beneficial to choose someone from our team because he will be able to guide me more	Education	Knowledge of the structure of the industry				
		Knows the Hr. Team	Spoken language	Knowledge of the product				
		is on level that knows about HR.		Knowledgeable about the product				
				So knowledge in the field is important				
				Have the minimum knowledge about my job				
	Skills/ Abilities				Communication skills	Organizational Skills	Problem Solving skills	Leadership skills (soft)
		Proper organization in a way so that he would know what to talk about, what to over, what you need to achieve	Communication skills	He has to have proper listening skills	Proper organization in a way so that he would know what to talk about, what to over, what you need to achieve	Formulate the content in a way to make it positive and constructive rather then destructive feedback	Good leadership	
		He has to have proper listening skills	The ability to listen well	Listening skills is very important	To be able to document your case and presented properly afterwards	Understand what the problem is	I really feel comfortable with someone who is confident of him or herself	
		to be able to document your case and presented properly afterwards	Articulate in a structured and clear manner how the	He needs to listen	He knows how to manage	Articulate in a structured and clear manner how the	Know what they are talking about	

Theme	Category	Statements	Knowledge of the field/ the job	Organizational Knowledge	Soft Knowledge		
			solution should be			solution should be	
		Listening skills is very important	Make the mentee feel comfortable so he can actually open up	Communication skills			Can really guide
		He needs to listen	Being able to open up to your mentor is important	Communication skills			Can lead you
		Understand what the problem is	Knowing that it is going to remain confidential is also important	The ability to listen well			Confident, this is the most important
		Communication skills	Communication is the most important	Communication is the most important			Make the mentee feel comfortable so he can actually open up
		The way he put everything he is going to say	How you receive the message	How you receive the message			Being able to open up to your mentor is important
		Formulate the content in a way to make it positive and constructive rather than destructive feedback	How you send the message	How you send the message			Knowing that it is going to remain confidential is also important
		Good leadership	He listens well	He listens well			Understanding of the people behavior
		I really feel comfortable with someone who is confident of him or herself	Understanding of the people behavior	Good listener			Try to give advice on how to react with changing environment with different people
		Know what they are talking about	Try to give advice on how to react with changing environment with different people	He knows how to interact with people means the EQ			He needs to understand people behavior
		Can really guide	He needs to understand people behavior	The EQ more in terms of listening skills are more important			The way he put everything he is going to say
		Can lead you	He should be coaching				He should be coaching

Theme	Category	Statements		Knowledge of the field/ the job	Organizational Knowledge	Soft Knowledge		
		Confident, this is the most important	Good listener				Able to delegate	
		Able to delegate	He knows how to interact with people means the EQ				They should be able to help you calm down not get more angry	
		The EQ more in terms of listening skills are more important	He knows how to manage				He should be friendly enough that you feel you can approach	
		They should be able to help you calm down not get more angry	He should be friendly enough that you feel you can approach					
	Behaviors				Personal attributes	Motivational/initiative aspects		
		He should be mutual not bias	Willingness	Understanding	Willingness			
		Working hard	Willingness to help	He has to be a person who shows empathy	Willingness to help			
		As objective as he can be	His approach to help selfishly	Has to be committed	His approach to help selfishly			
		He should be passive maybe	Willing to be supportive	Flexibility	Willing to be supportive			
		Has to be committed	Willing to consider this as not competition	He should not be aggressive	Willing to consider this as not competition			
		He has to be available to a certain extend	Selfishness	Not weak	Selfishness			
		Understanding	Willingness to help	He should be passive maybe	Willingness to help			
		He has to be a person who shows empathy	Being there for the mentee	He should be mutual not bias	Being there for the mentee			
		Positivity	Try to understand where they (the mentee) are coming from	As objective as he can be	Try to understand where they (the mentee) are coming from			
Someone to be positive	It is important that the mentor doesn't go against the mentee	Positivity	He has to be available to a certain extend					
Should be calm	It is always good to understand what he is	Someone to be positive	The availability					

Theme	Category	Statements		Knowledge of the field/ the job	Organizational Knowledge	Soft Knowledge		
			talking about and try to get it from their (the mentees) perspective					
		The availability	He should not be aggressive	Should be calm	He is available			
		Flexibility	Not weak	Working hard	It is important that the mentor doesn't go against the mentee			
		He is available			It is always good to understand what he is talking about and try to get it from their (the mentees) perspective			
	Other personal qualities	Interested in your case	High EQ or emotional intelligence					
		Taking his role seriously	Not necessary your best body					
		Understand how to select people is very important	Understand the social setting					
		He should be as minimum professional						

APPENDIX VII

QUESTION 4 ANSWERS

Mentor

- 5. Not every, single person can be a successful mentee, in your opinion can you please list the most important knowledge, skills/abilities or other personal characteristics needed to be a good mentee:**
- a. Knowledge:** _____
 - b. Skills/ abilities:** _____
 - c. Behaviors:** _____
 - d. Other personal qualities:** _____

Theme	Category	Statements		Knowledge of the field/ the job	Organizational Knowledge	Soft Knowledge	
Mentee's role requirement	Knowledge	Should be fit for the job to begin with		Should be fit for the job to begin with			
		A mentee should be there to perform a job and should be fit for the job		A mentee should be there to perform a job and should be fit for the job			
		Should have minimum knowledge of functional and content knowledge		Should have minimum knowledge of functional and content knowledge			
	Skills/Abilities				Communication skills	Organizational skills	Role awareness
		Should know and acknowledge that the mentor is not a magician	He should and if the mentors allows it fully trust the mentor	Should listen more		Should know and acknowledge that the mentor is not a magician	
		Keeping control of his emotions	Trust the mentors ability to give the right advice and a genuine advice	Listen to their advice		He should and if the mentors allows it fully trust the mentor	
		He needs to ask for feedback regularly	He should not be afraid of changing mentors	Should listen carefully		Trust the mentors ability to give the right advice and a genuine advice	
		To provide a retro feedback to the mentor sometimes	Should listen more			He should not be afraid of changing mentors	
		Listen to their advice	Take their guidance into consideration in my day to day operation			Keeping control of his emotions	
		Should listen carefully	Should filter, should differentiate the advice from the statistical noise			He needs to ask for feedback regularly	
		Not just imitate the mentor	They should not loose this flavor, this personal flavor			To provide a retro feedback to the mentor sometimes	
						Take their guidance into consideration in my day to day operation	
						Should filter, should differentiate the advice from the statistical noise	
						Not just imitate the mentor	
		Behaviors				Personal attributes	Motivational/initiative aspects
Should be motivated	Be open to accept feedback		Should be honest to provide	Should be motivated	Be open to accept feedback		

Theme	Category	Statements	Knowledge of the field/ the job	Organizational Knowledge	Soft Knowledge	
			you with any problem they would have			
		Should be motivated to achieve	Should be honest to provide you with any problem they would have	Get to be objective	Should be motivated to achieve	Open to receive the feedback and act accordingly
		Open to receive the feedback and act accordingly	Get to be objective	Should be proactive when he has a concern to comeback	Give personal input	Ask about advice
		I also believe attitude	Ask about advice	I also believe attitude		As a mentee person has to be ready for a very strict and constructive feedback
		As a mentee person has to be ready for a very strict and constructive feedback	Ready to work under pressure	Ready to work under pressure		He should not take things personal
		He should not take things personal	He should accept feedback in a positive manner	Willing to develop		He should accept feedback in a positive manner
		Take feedback in a constructive way and have the willingness and the commitment to work on them	He needs to be open to theses feedbacks	Creativity		He needs to be open to theses feedbacks
		He should not take things personal	Willing to develop	Innovation		Take feedback in a constructive way and have the willingness and the commitment to work on them
			Open to change			He should not take things personal
		He should ensure that whatever feedback is given to him that this is the right feedback, that if he works on them he is able to develop	He needs to accept criticism in a constructive way			He should ensure that whatever feedback is given to him that this is the right feedback, that if he works on them he is able to develop
		Creativity	Give personal input			Open to change
		Innovation				He needs to accept criticism in a constructive way
	Other personal qualities	Personal experience				

Mentee

5. Not every, single person can be a successful mentee, in your opinion can you please list the most important knowledge, skills/abilities or other personal characteristics needed to be a good mentee:

- a. **Knowledge:** _____
- b. **Skills/ abilities:** _____
- c. **Behaviors:** _____
- d. **Other personal qualities:** _____

Theme	Category	Statements				
Mentee's role requirement	Knowledge	Education				
		Knowledge of someone's self				
		You should know who you are				
		You should know what you want				
		You should know what you have done				
		You should know where you want to be				
		I don't think the mentee should know anything				
				Communication skills	Organizational skills	Role awareness
	Skills/Abilities	To be prepared with all the documents	The communication skills	Communication skills is very important	To be prepared with all the documents	Following the guidance of the mentor
		To meet deadlines when the mentor ask him for a meeting	Following the guidance of the mentor	Know how to describe and communicate the problem	to meet deadlines when the mentor ask him for a meeting	Following up on what needs to be discussed
To optimize my time so it is more about optimization of time with the mentor		Following up on what needs to be discussed	Communication	To optimize my time so it is more about optimization of time with the mentor	As a person I have to choose a person am compatible with	
Communication skills is very		Have your personality	Communication		She should be able to asses	

Theme	Category	Statements			
		important			as mentees, the situation, the people we are working with
		Know how to describe and communicate the problem	She should be able to asses as mentees, the situation, the people we are working with	The ability to articulate and say whatever they are aware of in the right way	To asses our career progression our development needs
		Communication	To asses our career progression our development needs	The communication skills	Not to rely 100% on your mentor
		Communication	Not to rely 100% on your mentor	Know how to describe and communicate the problem	A successful mentee would really know how to asses his stuff
		The ability to articulate and say whatever they are aware of in the right way	A successful mentee would really know how to asses his stuff		What I should bring to my mentor, what things I can control
		Know your role as a mentee	What I should bring to my mentor, what things I can control		It is not good to bring everything to your mentor
		Know what is expected from your mentor as well as what he expects from you	It is not good to bring everything to your mentor		Have your personality
		It is important for the mentee to know when to approach the mentor	Have your personality		Know your role as a mentee
		It is good for he mentee to be able to assess what qualifies for mentor situation	A mentee should be aware of what they have done in the past		Know what is expected from your mentor as well as what he expects from you
		Know your role as a mentee	A mentee should be aware of where they went right and where they went wrong		What a mentee needs to understand is what to bring up to the mentor and not to bring up
		Know what is expected from your mentor as well as what he expects from you	A mentee should be aware of their strengths and weaknesses		It is important for the mentee to know when to approach the mentor

Theme	Category	Statements				
		What a mentee needs to understand is what to bring up to the mentor and not to bring up	A mentee should be aware of where they want to be in the future			It is good for he mentee to be able to assess what qualifies for mentor situation
			To be able to raise an issue about their weaknesses and their problems to their mentors			A mentee should be aware of what they have done in the past
			To be able to emphasis their strengths and abilities to their mentors as well to help the mentor give them the right approach			A mentee should be aware of where they went right and where they went wrong
						A mentee should be aware of their strengths and weaknesses
						A mentee should be aware of where they want to be in the future
						To be able to raise an issue about their weaknesses and their problems to their mentors
						To be able to emphasis their strengths and abilities to their mentors as well to help the mentor give them the right approach
	Behaviors	It is more about accepting	He should have good attitude	Awareness	Personal attributes Motivational/initiative aspects He should show the mentor that he is motivated to have a positive relationship	Openness Accepting results

Theme	Category	Statements				
		Accepting results	He should be mature	He should be serious about his role	Should be motivated	Accepting the advice in a constructive way
		Accepting the advice in a constructive way	Should be motivated	Curiosity, you have to ask		Accept everything in a positive way
		Accept everything in a positive way	Should take his role seriously	Self confidence		Be willing to accept they went wrong
		Be willing to accept they went wrong	Awareness	He should have good attitude		Be willing to accept that they are weak
		Be willing to accept that they are weak	He should be serious about his role	He should be mature		
			He should show the mentor that he is motivated to have a positive relationship			
		Self confidence		Should take his role seriously		
			Curiosity, you have to ask	He should be serious about his role		
	Other personal qualities	You need to want to be in the relationship and believe in it				

APPENDIX VIII

QUESTION 5 ANSWERS

Mentor

P4. Do you think mentors should be trained in doing their role?

Theme	Category	Statements		Sub-categories			
				Soft Skills/ Interpersonal skills	Coaching skills	Mentoring courses	
Training for mentors	Possible Points to be trained on	There is a mentoring course	Coaching	Body language	Coaching	There is a mentoring course	
		There are many mentoring courses that are available	Then the training would be on how the mentor meetings take place, what's the format, what to talk about	Proper seating	It is part of the coaching process	There are many mentoring courses that are available	
		Body language	The communication and the mentorship should be conducted in a very scientific and systematic way	Active listening		Then the training would be on how the mentor meetings take place, what's the format, what to talk about	
		Proper seating	It is part of the coaching process	Question techniques		We have what we call people manager training on a yearly basis, in the beginning of every year	
		Active listening	We have what we call people manager training on a yearly basis, in the beginning of every year			The communication and the mentorship should be conducted in a very scientific and systematic way	
		Question techniques					
	Point of views on whether the mentor should be trained or not				Pro training	Against training	
		In my personal belief is that mentoring, a good or an efficient or an effective mentoring relationship cannot be trained on these things	I think so	I think so		In my personal belief is that mentoring, a good or an efficient or an effective mentoring relationship cannot be trained on these things	
		We can have a briefing as to how is the program about, what you are expected to be somehow dealing with the mentee, what are the rules and mechanism of this kind of this relationship	Yes we do train them on a yearly basis	Yes we do train them on a yearly basis		We can have a briefing as to how is the program about, what you are expected to be somehow dealing with the mentee, what are the rules and mechanism of this kind of this relationship	

Theme	Category	Statements		Sub-categories		
				Soft Skills/ Interpersonal skills	Coaching skills	Mentoring courses
		By the end of the day, it is not something you can teach neither something that can be taught	Most of our mentors now, they have taken this training but we do a refresher on a yearly basis	Most of our mentors now, they have taken this training but we do a refresher on a yearly basis	By the end of the day, it is not something you can teach neither something that can be taught	
		It is by the end of the day common sense, impact, personal commitment	Yes sure, sure, sure by all means because one thing, not all people can be mentor	Yes sure, sure, sure by all means because one thing, not all people can be mentor	It is by the end of the day common sense, impact, personal commitment	
		I would recommend kind of round tables and this is what we have done internally	Absolutely for sure	Absolutely for sure	I would recommend kind of round tables and this is what we have done internally	
		We've had round tables, whereby we somehow ran survey and we collected what the most critical subjects that a mentor would somehow encounter in a mentor/ mentee relationship	Absolutely, mentorship should be conducted in a very scientific and systematic way	Absolutely, mentorship should be conducted in a very scientific and systematic way	We've had round tables, whereby we somehow ran survey and we collected what the most critical subjects that a mentor would somehow encounter in a mentor/ mentee relationship	
		Those round tables let the senior person who's been there for a quiet a long time share the best practices, the successful stories behind			Those round tables let the senior person who's been there for a quiet a long time share the best practices, the successful stories behind	
		It is more about character honestly			It is more about character honestly	
		It is about loving to give and to benefit other person			It is about loving to give and to benefit other person	
		I don't think it is a training or something that you form			I don't think it is a training or something that you form	
		I am sure you have trainings			I am sure you have trainings	

Theme	Category	Statements		Sub-categories		
				Soft Skills/ Interpersonal skills	Coaching skills	Mentoring courses
		but I think what makes a good mentor is more the character, and the personality rather than the training			but I think what makes a good mentor is more the character, and the personality rather than the training	

Mentee

P4. Do you think mentors should be trained in doing their role?

Theme	Category	Statements		Sub-categories			
				Soft Skills/ Interpersonal skills	Coaching skills	Teamwork Skills	Mentoring courses
Training for mentors	Possible Points to be trained on	They should be trained on how to listen to people	There is a huge communication skills training that needs to come	They should be trained on how to listen to people	How to approach a person	Team effort training	I would love someone to come and tell me you are going to be a mentor one, two, and three. You should do this to your mentee; you should like follow up on their career.
		How to approach a person	Team effort training	What kind of questions to ask or to cover	The way you give and the openness and to know that you have to give you need to be trained for this	Teamwork training needs to come with mentorship	
		What kind of questions to ask or to cover	Teamwork training needs to come with mentorship	Mentor can be trained on soft skills	When someone talks to me and trains me that giving, will actually		

Theme	Category	Statements		Sub-categories			
				Soft Skills/ Interpersonal skills	Coaching skills	Teamwork Skills	Mentoring courses
					benefit you and benefit everybody around you, and that everybody will be happier this is one way of training		
		The way you give and the openness and to know that you have to give you need to be trained for this	He doesn't know how to guide his mentee	Should be trained on soft skills	Understanding what the problem is		
		when someone talks to me and trains me that giving, will actually benefit you and benefit everybody around you, and that everybody will be happier this is one way of training	I would love someone to come and tell me you are going to be a mentor one, two, and three. You should do this to your mentee; you should like follow up on their career.	Being a good listener	Try to identify which way to receive the problem		
		Mentor can be trained on soft skills		There is a huge communication skills training that needs to come	Which way to structure the problem		
		Should be trained on soft skills			Which way to structure the solution		
		Being a good listener			Which way to structure the answer		
		Understanding what the problem is			He doesn't know how to guide his mentee		
		Try to identify which way to receive the problem					
		Which way to structure					

Theme	Category	Statements		Sub-categories			
				Soft Skills/ Interpersonal skills	Coaching skills	Teamwork Skills	Mentoring courses
		the problem					
		Which way to structure the solution					
		Which way to structure the answer					
				Pro training	Against training		
	Point of views on whether the mentor should be trained or not	Giving selfishly I think comes naturally	Yes, yes, yes, this is a main point and a mentor should train another mentor	Yes Absolutely they should	Giving selfishly I think comes naturally		
		yes Absolutely they should	Training is a must of course	They should have guideline and be trained on it	I think this is more about character		
		They should have guideline and be trained on it	Like for me now, if someone chooses me as his or her mentor, I would love to know what that person would expect from me.	Yes definitely	I don't think there is a training that trains someone on how to behave as a mentor, I mean in terms of how to think, how to guide a person, how to advice a person		
		Yes definitely	I think there should be training, or something, or someone to guide you through this relationship.	Yes	I think this is built on experience and years in the firm that would make a good mentor		
		Yes	For me now I don't know what to do if I became a mentor	We do take a two days training and we are guided along on how to be a good mentor			
		We do take a two days		Mainly we can't			

Theme	Category	Statements		Sub-categories			
				Soft Skills/ Interpersonal skills	Coaching skills	Teamwork Skills	Mentoring courses
		training and we are guided along on how to be a good mentor		become mentor without taking this training			
		Mainly we can't become mentor without taking this training		Yes, yes, yes, this is a main point and a mentor should train another mentor			
		I think this is more about character		Training is a must of course			
		I don't think there is a training that trains someone on how to behave as a mentor, I mean in terms of how to think, how to guide a person, how to advice a person		Like for me now, if someone chooses me as his or her mentor, I would love to know what that person would expect from me.			
		I think this is built on experience and years in the firm that would make a good mentor		I think there should be training, or something, or someone to guide you through this relationship.			
				For me now I don't know what to do if I became a mentor			

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