Structured Mentoring

A Critical Component of a Global Talent Management Strategy

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Agenda

1. Structured Mentoring Defined
2. Purpose & Value Added
3. Developing a Structured Mentoring Program
4. Measuring Effectiveness
5. Current Status / Examples
1. Structured Mentoring Defined
Greek Mythology
Leaving for the Trojan war, Odysseus placed his friend Mentor in charge of his son Telemachus

Mentoring
- Holistic development of the total person
- Involves a significant element of “schooling”
- Includes coaching and skill development – but also much more…
What is Structured Mentoring?

Similar to educational and professional development programs, mentoring initiatives need sufficient structure and built-in rigor to ensure timely completion and consistent quality.

**Standard / Traditional Mentoring**

**Program Logistics**
- Matching mentor & mentee
- Mentorship goals
- Mentorship logistics
  - Mentorship agreement
  - Timeline, Meetings, etc.

**Guidance & Support**
- Program development & implementation
- Mentoring and communication guidelines
- Relationship building
- Resources and support

Are we missing anything?
Similar to educational and professional development programs, mentoring initiatives need sufficient structure and built-in rigor to ensure timely completion and consistent quality.

**Structured Mentoring**

- Reusable, customizable competency and curriculum map
- Strategies for competency development, knowledge transfer and assessment
- Toolkit with materials, job aids, etc.

**Standard / Traditional Mentoring**

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**Program Logistics**

- Program development & implementation
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**Guidance & Support**

**Customizable Competency & Curriculum Map**
A Structured Mentoring Curriculum:
- Is competency-based
- Is organized around goals and SMART objectives
- Contains strategies for
  - Knowledge transfer
  - Skill development
  - Assessment
- Allows for a flexible, personalized schedule
- Includes a customizable, expandable toolkit

A Structured Curriculum

METRICS

- Just as all other learning materials
  manufactured product, or new tool, the design
  an development of effective mentoring programs
  – and the upfront personalization of each
  mentorship – require clear process, standards
  and workflows, expertise, time and resources.
- The final product will only be as good as the
  investment we are willing to make.
2. Purpose & Value Added
When Do We Mentor?

- During hand-overs and job rotation
- When people leave the organization
- Where growth and stronger, or more widespread competence is needed
Why Do We Mentor? What is the Goal?

What do we want to achieve?
- Sure success for every mentorship
  - Consistent quality, clear value
  - Timely, efficient
  - Sustainable
    - Communities of Practice (CoPs)
    - Mentor pools
  - Measurable

How do we get there?
- Standardization
  - Proven models: ADDIE, GROW
- Personalization
  - Balance structure and flexibility
  - Balance consistent structure and reuse with customization
    - Job context
    - Culture, language, interests
Unique to Structured Mentoring is the rapid, well-organized and systematic transfer of business-critical TACIT knowledge and skills.

Explicit
Mentor to Mentee

TACIT
Talent Management Strategy – Components

- Talent Acquisition
- Performance Management
- Succession Planning
- Talent Retention
- Training & Development

Talent Management
Talent Acquisition

A good mentoring program is a powerful recruiting tool
Mentoring allows for the development of professional and personal relationships that facilitate:

- Internal motivation
- Effective team work
- Performance objectives completed
  - Timely
  - Consistently successful
- Realization of business goals
Succession Planning

- Mentoring programs seed, and are supported by – and in turn also hone, vibrant Communities of Practice
- These CoPs enable Talent Managers to identify talent pools from which positions could be effectively filled
Employees who are involved in structured mentoring programs are more likely to:

- Report job satisfaction
- Lead in one or more areas of expertise
- Build a long-term career in the organization

... and less likely to seek external opportunities
Training & Development

- Structured mentoring supplements and reinforces training
- Structured mentorships facilitate the development of tacit knowledge and complex skills that cannot be honed in any other way
Structured Mentoring Value Added – Summary

Designed to facilitate effective knowledge transfer, learning, mastery and retention, structured mentoring programs:

• Allow for consistent quality and success through standardization and alignment

• Shorten time-to-productivity for employees and new hires through role transition and technical mentorships

• Place high performers in fast-track positions and provide them with added responsibility, challenges and opportunities

• Creates a greater trust and rapport among employees and creates a more positive work environment, job satisfaction and workforce retention

• Strengthen teams, communities of practice, and knowledge networks that seed talent pools and aid succession plans

• Disseminate and strengthen a consistent organizational culture and political know-how

• Mentoring programs become the “glue” that connects and aligns training and coaching initiatives together into a meaningful, individualized and holistic offering
3. Developing Structured Mentoring Programs
What Do Structured Mentorships Look Like?

- Structured mentoring programs and mentorships are:
  - Well-designed, customized, personalized, flexible
  - Focused on learning and development
  - Use instructional design processes and adult learning strategies
  - Efficient and effective
  - Facilitate the timely transfer of explicit and tacit business-critical knowledge and skills throughout the workforce
Traditional & Reverse Mentoring

TRADITIONAL MENTORING

Mentor to Mentee
Knowledge, Skills, Attitudes

Mentor

Incumbent to Newcomer or Older to Younger
- Business-Critical KSAs
- Logistics
- Corporate Culture

Mentee

REVERSE MENTORING / TRANSPOSITION

Mentor to Mentee
Knowledge, Skills, Attitudes

Mentor

Newcomer to Incumbent or Younger to Older
- Alternative perspectives
- Experience from “outside”
- Cross-generational KSAs

Mentee

Cultural change…
Multi-directional knowledge transfer/flow – expected and valued

Gen X, Y…
- 78 million - 32 million in the workforce already
- Highly mobile - demand constant connectivity
- Desire personalization and choice
- Socially conscious … Work to live, not live to work
Mentoring From Afar

Mentoring Across Distance and Time

Synchronous
- Instant Messaging
- Web Conference
- Telephone

Asynchronous
- Discussion Boards
- Email
- Workspaces
- File Transfer

Location 1

Location 2

Location 3
Starting a new Structured Mentoring Program

1. Position Structured Mentoring as a comprehensive, inter-disciplinary and cross-functional Talent Management strategy that adds clear value to the organization

2. Outline the problem, need, and business justification and identify target populations, beneficiaries and stakeholders for the new mentoring program

3. Communicate the mentoring program’s vision, mission, goal objectives, key success factors and metrics, explain how the mentoring program fits into the talent management infrastructure, and obtain executive support that includes an award structure for mentorship teams

4. Identify the mentoring program team, assign roles and responsibilities, explain processes and workflows and provide training as needed

5. Identify mentees, mentors, experts (coaches) and assessors to participate in the development of the mentoring program and in the first mentorship pilot; Assess commitment and readiness/skill

6. Direct and support the development of the mentoring program curriculum and materials and prepare to pilot the first mentorship

7. Implement, support and track the pilot mentorship and provide guidance and support to the mentorship team to ensure successful and timely completion

8. Repeat steps 6-8 for each new mentorship team and customize the curriculum to provide each mentee with a personalized experience and flexible schedule

Seven Simple Steps
Starting a New Mentorship

1. Schedule mentorship kickoff meeting, complete the mentorship agreement and complete a skill gap analysis.
   - Mentor & Mentee

2. Based on the skill gap analysis, customize the curriculum map and toolkit components to best fit the mentee’s skill level and mentorship requirements.
   - Instructional Designer, Experts, Mentor, Mentee, the Mentee’s Manager, Talent Managers…

3. Validate the customized Mentorship curriculum map and toolkit components and implement edits.
   - Instructional Designer, Experts, Mentor, Mentee, the Mentee’s Manager, Talent Managers…

4. Identify and prioritize competencies for immediate focus and develop the first Action Plan.
   - Mentor, Mentee, Supervisor, Talent Manager (TM)

5. Work through the Action Plan and schedule an assessment session as soon as all tasks are completed.
   - Mentee – with support from Mentor SMEs, TM and Supervisor

6. Complete the assessment and if successful, credit the update the mentee’s record in the Learning Management System (LMS).
   - Mentee & Assessor

Repeat steps 4-6 until all competencies have been mastered.
Mentorship Team – Roles & Responsibilities

**Mentee**
- Develop business-critical competencies – knowledge, skills and attitudes to be effective and successful in current position or in a future role

**Mentor**
- Provide guidance and support to the mentee and allocate resources to facilitate the development of business-critical knowledge and skills and ensure timely, successful mentorship completion

**Manager**
- Assign projects and tasks as driven by business need and work with mentor to prioritize mentorship curriculum tasks. Monitor mentee productivity and performance

**Expert/Coach**
- Facilitate the mastery of business-critical knowledge and skills

**Assessor**
- Evaluate / assess the mentee’s mastery of business-critical knowledge and skills
- Provide guidance and support to the mentorship team
• A mentorship is a close relationship – yet, it is a professional relationship and exactly the same as a personal friendship.

• When matching mentors to mentees, consider:
  - Proximity, geographical location
    - Work schedule and availability
    - Common ground
    - Job assignments
    - Areas of interest and expertise
    - Language
    - Culture
  - Personal characteristics
    - Communication and learning style
    - Personality type

• Structured mentorships are project- and task-focused.
• Just as with any project, mentorship tasks preside over personal differences.
• How do we build self-sustaining mentorship programs?
• Mentoring expertise is the “hidden curriculum” of each structured mentorship
  − Experts and mentees learn to mentor through exposure to mentoring
  − Mentors and talent managers model and hone effective mentoring behaviors
  − Mentor competency develops through active engagement as the mentee grows from Mentee → Expert → Mentor
Structured Mentorship Toolkit - Customizable

- Mentoring Program Guide
- Mentorship Kickoff Meeting Guide
- Mentorship Meeting Agenda Template
- Mentorship Agreement Template
- Mentorship Competency & Curriculum Map
- Action Plan Template
- Frequently Asked Questions (FAQs)
- Communication and Conflict Resolution Guidelines
- Talent Management Contact Information
- Training, Communities of Practice, Workspaces...

Structured Mentoring Program Toolkit
Repeable, Customizable, Extensible

Mentee: Koos Boersma
Mentor: John Shelton

Mentee: Emmanuelle Shote
Mentor: Ayo Johnson

Mentee: Bo Li
Mentor: Chris Schumann
4. Measuring Results
Following the Kirkpatrick model, we evaluate structured mentorships on 3 levels:

- Level 1: Mentorship team and stakeholder satisfaction
  - Mentorship team work and mentorship success – Mentorship After Action Review (AAR)
  - Individual mentorship team member performance

- Level 2: Mentee competency mastery
  - Mentorship assignments and assessments as completed by the mentee throughout the mentorship

- Level 3: Mentee on-the-job application
  - Mentee performance and business objectives and regular performance reviews
We evaluate mentoring programs as part of the organization’s Talent Management Strategy against clear goals and benchmarks.

As a critical component of a global Talent management Strategy, Structured Mentoring Programs are:

- Global, Multinational, Multicultural...
- Standardized, interconnected, interdependent, aligned and efficient
- Diverse, customized, flexible
- Urgent, immediate, 24/7 access
- Complex, focused, tacit
- The big crew change...
  - Virtual, globally distributed mentorship teams
  - Reverse mentoring
5. Current Status / Examples
Current Status

• The popular notion of structured mentoring is still limited to goals, objectives and timelines – some programs may even have competencies included, but the typical mentorship program still does not have a curriculum /syllabus available to ensure consistent offerings to students and reliable, valid metrics

• Literature review renders little on structured mentoring – Amazon.com search results
  – Key word “mentoring” – 7,767 results
  – Key word “structured mentoring” – 398 results, but I found only 2 that seem to address structured mentoring

• Conferences
  – SPE, SHRM, ASTD
  – 2013 Petroskills Conclave Competency-based, Technical Mentoring Roundtable encouraging discussion
Resources & Progression Over Time

• Effective Structured Mentoring programs require dedicated resources
  – Understanding/recognition as the most expensive and also potentially the most powerful learning/professional development tool
  – Executive and organizational commitment and a well-functioning infrastructure that allows for sound instructional design, the organized development of mentorship materials, and continuous improvement based on reliable metrics and data analysis

• Evolution
  – Corporate Training
    • 1980-1990’s: Little/no instructional design, predominantly instructor-led training, computer-based training largely experimental
    • 2000-current: Instructional designers in most training organizations, increased focus on blended learning
  – Structured Mentoring
    • To date, the primary focus continues to be on relationships, we also see the use of goals, even the inclusion of competencies in some cases, but there is little/no use of organized curricula/syllabi
    • 2012/13:
      Mention of “technical mentoring” – competency-based, but still no clear evidence of the use of a well-designed, repeatable and customizable curriculum/syllabus to ensure efficiency and consistent quality over time
Thank You

Questions