

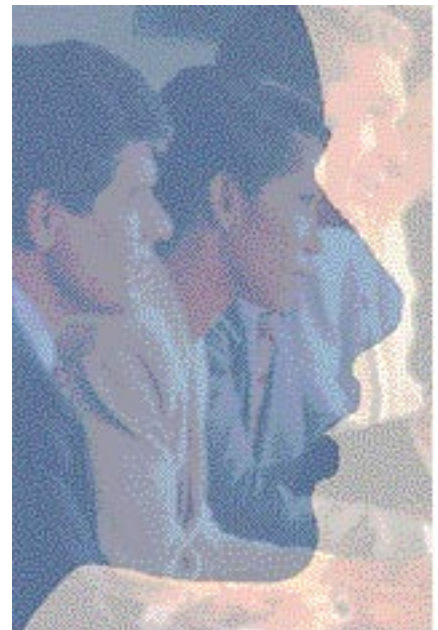


# MENTORING WORKS!

**To the reader:**

What follows is a cross-section of research up to 2005 from a wide variety of sources. For additional material, please consult our Mentoring White Papers or our website:

[www.mentoring-solutions.com](http://www.mentoring-solutions.com)



# CMSI 2005 Summary of Mentoring Surveys

## A. Why offer mentoring?

- ✓ A poll of 378 companies from across the United States on why they offer **mentoring programs** to develop the leadership abilities of managers, executives, and employees shows the following:
    - Enhance career development - 62%
    - Improve leadership / managerial skills - 71%
    - Develop new leaders - 66%
    - Improve technical knowledge - 30%
    - Put high-potential individuals in the fast career track - 49%
    - Promote diversity - 48%
  - 59% currently offer coaching for managers and executives
  - 20% plan to offer coaching within the next year.
  - 25% have set up **formal mentoring programs**
  - 25% plan to set up **formal mentoring programs** within the next 12 months
- (Source: Retention and Staffing Report, Manchester INC./Modis Professional Services March 1999)



## B. Want some specifics?

### Employee retention:

- ✓ 77% of companies report that **mentoring programs** are effective in increasing retention. (Source: Center for Creative Leadership)
- ✓ 1999 *Emerging Workforce Study* report on companies without a regular **mentoring program**: 35% of employees plan to look for another job within 12 months. "But just 16% of those with good mentors expect to jump ship... The survey pegs the cost of losing a typical worker at \$50,000." (Source: Business Week March 1999)
- ✓ A corporate study of 2,400 newly-hired life insurance agents indicates: 74% remained after the first year if paired with a **mentor** vs 64% not paired. Sales 15% higher for individuals involved in **mentoring**. (Source: LIMRA International )

### Job satisfaction:

- ✓ Individuals who had a **mentor** report greater job satisfaction (Sources: Roche 1979 /Riley and Wrench 1985)
- ✓ A survey of committed employees planning to stay with current employer more than five years, rate what makes them most satisfied: - Type of work 89% - Respectful treatment 69% - **Mentoring**, coaching and feedback 64% - Learning new skills 61% (Source: Hay Group, 1998)
- ✓ The presence or absence of a **mentor** is more important in job satisfaction than income or gender. (Source: Mobley, Jaret, March & Lin 1994)
- ✓ A study of professionals shows those who have had **mentors** earn between \$5,610-\$22,450US more annually than those who do not have mentors. (Source: HR Magazine, April 1998)
- ✓ **Mentoring** has been related to positive career outcomes for proteges such as salary, promotions, and career satisfaction. (Sources: Dreher & Ash, 1990 / Fagenson, 1989 / Koberg, Boss, Chappell & Ringer, 1994 /Whiteley, Dougherty & Dreher, 1992)



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### Personal / professional development:

- √ Avon's Mentoring Matters Survey of 2000 respondents revealing that **mentoring** makes a decided difference in career advancement and business success for women. Women who have had **mentors** are almost twice as likely as other women to mentor someone else. More than half of women entrepreneurs have had mentors; 94% of women owning small businesses who have had mentors say the experience was "crucial / very helpful" to their success. (Source: Minerva Online 2000)
- √ 44% of CEOs of USA corporations polled say "formal **mentoring programs** are an effective strategy for advancing women"; 37% of women polled cite "informal **mentors** are essential to success." (Source: Catalyst Corporate Ladder Progress Report, 1996)
- √ 71% of Fortune 500 companies reportedly use **mentoring** to ensure that learning is happening within their organizations. (Source: InfoWorld Media Group, 1998)
- √ In a survey of Fortune 500 CEOs, respondents state that one of the top three factors affecting career growth is **mentoring**. (Source: AccountTemps, 1999)
- √ 75% of executives interviewed in one study say **mentoring** has played a key role in their career success.
- √ Training alone increases managerial productivity by 24%; the combination of **mentoring** and coaching increases productivity by 88%. (Source: American Society for Training and Development, 1998)
- √ The career success of individuals is benefitted through **mentoring**. (Sources: Collins & Scott, 1978 / Roche, 1979 /Willbur, 1987)
- √ A March 2000 survey by WR Hambrecht+Co -- *Corporate E-learning*: -- cites statistics from the Society for Human Resource Management on graduates' preparedness for the work world. The most common arrangements are: paid work experience programs (88%), job shadowing (73%), **workplace mentoring** (55%) and unpaid work experiences (40%).
- The greatest measure of the effectiveness of these programs is whether an employer ultimately hires the student. The majority of respondents indicate that the four programs (above) are effective in subsequent hiring with paid work experience and workplace **mentoring** being the most effective. (Source: *Human Resources Forum*, 2002)

### Cost Effective:

- √ In a study of the cost of employee turnover:, **mentoring programs** are used to develop, diffuse and retain intellectual capital. What are the estimated costs?
  - Estimate 1.5X annual salary if you lose a staff persons (e.g., candidate recruitment; selection, training)
  - Training: While only 15 -20% of standard formal training is relevant to employee needs -- because it is designed for everyone -- instruction and advice given by a **mentor** can be tailored to the specific needs of an individual protégé and therefore the relevancy percentage shoots up towards 100%.
  - Estimated cost of **mentor-related training and development**: \$500-1000 per person. (Source: American Society for Training and Development, 1998)
- √ In a study of training, employees who receive **mentoring** learn the ropes and unwritten rules faster and more effectively than those without the benefit of mentoring. (Source: Wilson and Elman 1990)
- √ In four studies of organizations, **mentoring** is considered a component of an effective training and development process in many organizations. (Sources: Burke & McKeen, 1989 / Hunt & Michael, 1983 / Zey, 1988 / Scandura, 1992)

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- √ In the early 1990's, a study of staff in Utilico Inc. reported "*women who have been recipients of successful **mentoring** relationships report an increase of nearly 94% in their professional effectiveness as a direct result of mentoring. If it's possible to provide mentoring to 25% of women managers in an organization, and allow for a reasonable increase in the productivity of their subordinates, the loss of this added value can be estimated at \$9,562,320 US annually.*" (Source: *Workforce* 1992)

### C. Is mentoring a best practice?

- √ Hewitt Associates analysis of data on corporate people practices -- from *Fortune* magazine's 100 Best Companies to Work for in America -- shows the best have three main characteristics in common: (A) they take more steps to engage employees in the business, (B) give greater consideration to their employees' quality of life and (C) make an effort to create a supportive and inclusive company culture and environment.
  - For item C, the Top 25 are more likely to offer **mentoring programs**. Of the Top 25 firms, 76% offer **mentoring programs**, compared to 56% of the non-best. According to the Top 25 companies, **mentoring** can be a very effective component of an organization's overall comprehensive development strategy. (Source: *Fortune*, January 10, 2000)
- √ *Computerworld* national weekly newspaper's 2002 list of the top 100 best places to work in informational technology in the USA ranks responses to a 75-question survey from the magazine covering training, salary increases, turnover rates, **mentoring programs** and benefits. Top-ranked firms are ranked so for **mentoring programs**, internships and challenging projects for staff to work on.
- √ A study, *Competencies and the Competitive Edge*, with responses from 1,020 North American organizations and in-depth case studies of 17 companies, including on-site evaluations and interviews shows 70% of companies with "above average financial performance" say employee development, efficiency (64%), technology (58%) and financial stability (42%) are building block of future corporate success.
  - When asked about the primary HR practices that can help employees become more productive, respondents cited training and development, performance management, and having a clearly defined set of skills and abilities.
  - The study also found the following: **mentoring programs** are among the most frequently-cited HR programs in high-tech, health care (where they came in as first choice), followed by programs in energy, and finance sectors. (Source: Watson Wyatt Worldwide, 2002)
- √ In a study of the use of blended learning [multiple types of information delivery in structured learning experience] shows job performance is dramatically improved -- compared to traditional single delivery options. --such as: speed of job performance increases 41%, and accuracy of job performance increases by 30%.
  - Learners participating in the study who had easy access to a **mentor** exhibit a higher rate of performance improvement when compared to participants who receive a pure e-learning experience. (Source: Thomson Learning, March 2002)

### D. What surveys have we carried out?

- √ **CMSI Benchmark 2000 Survey** - program co-ordinators of 34 **mentoring programs** (without online system assistance like OMS or Colaboro) in more than 9 countries, were asked 15 different questions about their mentoring practices -- importance and ease of tasks, for instance:

Q: How important is it to documenting the need for the program?

- 84.8% rated task as "very important/important"
- Average number of hours spent on this task ranged from 8.6 to 11.4 hours.

## CMSI 2005 Summary of Mentoring Surveys

Q: How important is it to have a Selection Component? Respondents gave this a rating of 8.2 out of 9 (with 1=not important/ 9= very important) 12.5% had no selection component

How difficult is it to select participants? 41.6% ranked it as difficult to do; 36.1% ranked it as moderately difficult. Number of hours required to do the task? 34.4% of programs needed 16+ hours to carry out this task.

Q: How difficult is it to match participants? Respondents gave this a rating of 8.1 out of 9 (with 1=not important/ 9= very important) 12.5% had no selection component

- How important is it to match participants? On a scale of 1 to 9 (with 1=difficult to do/ 9= easy), not a single program co-ordinator gave it a 9 (=easy).

- How satisfactory were the results of their matching efforts? on a scale of 1 to 9 (1=not satisfactory 9= satisfactory), only one program co-ordinator gave a score of 9 to this effort.

- Number of hours required to do the task? 27.6% of programs used 11-15 hours to carry out this task and 34.5% used 16+. The average for all programs was from a low of 10.3 hours to a high average of 13 hours. Nine programs used 3-6 people for 6-10 hours (e.g., 6 people X10 hours =60 hours).

Task	Estimated hours per activity category
1. Research	12.5 hours – 13.8 hours
2. Benchmarking	10.7 – 12.7 hours
3. Document Need for Program	8.6 hours – 11.4 hours
4. Planning	12.5 hours – 14.4 hours
5. Publicity	11.0 hours – 12.9 hours
6. Selection	10.3 hours – 12.7 hours
7. Matching	10.3 hours – 13.0 hours
8. Training	12.8 hours – 13.5 hours
9. Trainer preparation	10.3 hours – 12.4 hours
10. Monitoring	11.2 hours – 13.2 hours
11. Determine protégé benefits	8.7 hours – 11.1 hours
12. Determine mentor benefits	4.7 – 7.2 hours
13. Determining ROI	7.5 hours – 10.1 hours

Total number of hours estimated per program = 131.1 hrs to 158.4 hrs

(Source: *MentorInk Newsletter*, Corporate Mentoring Solutions Inc., 2000)



### ✓ [CMSI 2001 Mentoring ScoreCard](#)

(Source: *MentorInk Newsletter*, Corporate Mentoring Solutions Inc., 2001)

Overall response profile:

- 71.4% respondents = Co-ordinators (about 50% also play another role - protege or mentor)
- 10% = proteges only

- 66.6% corporate programs • 14.2% = medical /health care • 14.2% = non-profits • 5% government

- 61.9% = programs run in USA • 14.2% = Canada • 23.9%

other (New Zealand, China, England, Mexico, Australia )

- When was program started? longevity prize: one established in 1990; median start date 2000;

40% started in 2001.

Program Type:

Formal = 57% One program fits all = 47.6% "Informal" = 42.8% Distance = 42.8% Career development = 33.3%

### ✓ [CMSI 2001 Mentoring ScoreCard](#)

Program/Cluster size: 1-10 participants = 55.5% 11-20 = 16.6% 21-50 = 11.1% 51-100 = 11.1% 101-500 = 5.5%

What's the value of being in a Mentoring Program?

- honed my mentoring skills = 68.5%
- made me explore new ideas /career possibilities = 58%
- made me feel valuable to organization = 52.6%
- tested my leadership skills = 42.1%
- made me more objective = 42.1%
- tested my management skills = 26.3%
- made me decide to stay with organization = 16%
- made me more promotable = 10.5%
- no answer = 9.5%
- unsure = 9.5%
- little or no value = 4.7%

# CMSI 2005 Summary of Mentoring Surveys

## ✓ CMSI 2002-3 Benchmark Survey - Part 1: Demographics

In October 2002, we surveyed the impact of demographics on mentoring programs. The strongest impact was in terms of the large numbers of retiring baby boomers causing programs to be re-designed to capture their intellectual capital before it “disappears”.

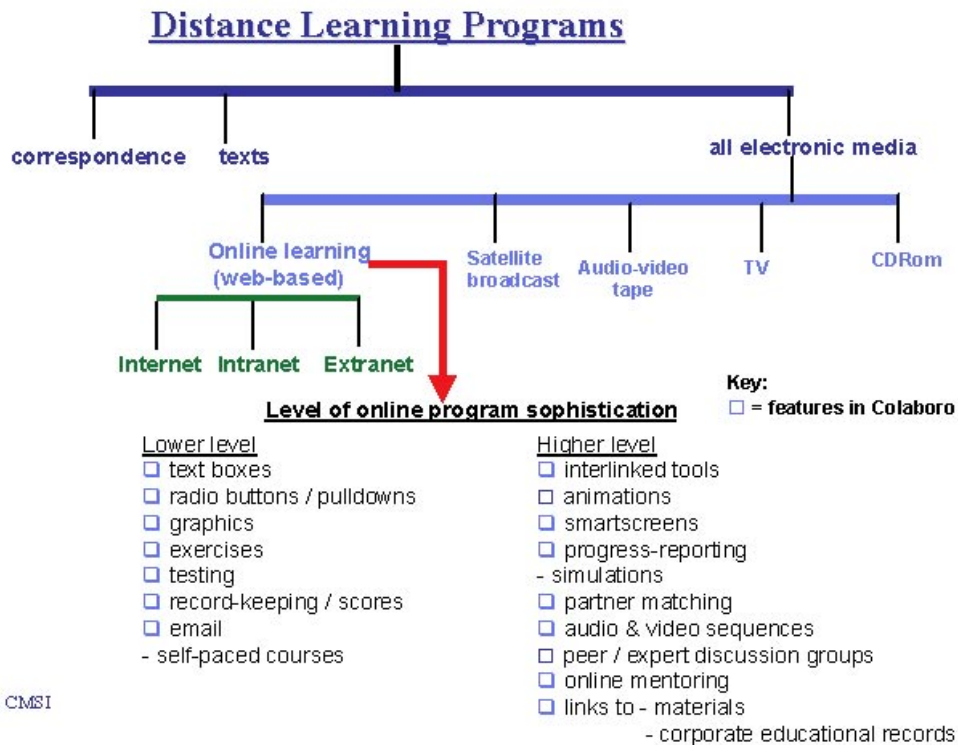
- retiring baby boomers = 36.3%
- new generation of workers with different values = 33.3%
- cutbacks & mergers create programs to develop a sense of belonging = 9.1%
- large influxes of workers in a particular field = 6.2%
- none of these / other demographics = 15.1%

## E. Our mentoring solution

The diagram (below) illustrates a newer way of thinking about how to approach people development through mentoring. When distance learning and collaboration are involved, organizations typically look for electronic media to flexibly support mentoring initiatives. For instance, texts may be used in conjunction with electronic solutions (top line in diagram). Note that line two indicates at least five options. And, for online learning as a way to augment the mentoring relationships, there are at least three types of nets available (third line down).

Substantial use of online learning has given us differentiated levels of sophistication. With this in mind, our most recent product -- Colaboro (named to suggest the collaborative nature of mentoring) has incorporated many of the features (see blue check boxes below).

For further details on Colaboro, our mentoring services or any material in this document, contact CMSI at 1-877-955-0324.



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