

Impact of Web-Based Mentoring on  
**PRODUCTIVITY &  
EFFECTIVENESS**



**Triple Creek Associates  
Research**

[www.3creek.com](http://www.3creek.com)



Published by  
Triple Creek Associates

# TABLE OF CONTENTS

Executive Summary .....	3
Research Design .....	4
Research Results Overview .....	6
Research Results In-depth .....	7
Individual Impact of Web-based Mentoring on Productivity and Effectiveness.....	7
Productivity and Effectiveness: Specific Examples .....	11
Organizational Impact of Mentoring .....	13
Validating the Impact of Mentoring through Percentage and Time Measures.....	15
Mentoring Compared to Other Development Options.....	19
Satisfaction with Mentoring Relationships .....	20
Conclusion & Recommendations .....	22
Appendix A.....	24
Appendix B.....	25

The material contained in this pamphlet is by Triple Creek Associates, Inc. It is protected by U.S. Copyrights and Trademarks. The Reproduction of this material in any form is prohibited by penalty of law. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of Triple Creek Associates, Inc.

Copyright ©2009 by Triple Creek Associates, Inc.

# EXECUTIVE SUMMARY

In today's challenging economic environment, where personnel increases are out of the question, a critical concern plagues most leaders: How do we accomplish more with the resources we have? The answer lies in increasing worker effectiveness and productivity, which is sometimes considered an elusive goal within talent management. Yet the answer may not be as elusive as you think.

Creating internal mentoring programs is a strategy that numerous organizations have used as a development tool for pockets of employees for many decades now. This time-honored practice has been shown to have positive effects on participants, from increasing salary to improving chances for promotion. The practice of web-based mentoring yields much the same results. Triple Creek Associates' previous research has shown that web-based mentoring positively impacts attitudes related to employee engagement, retention and productivity. So we wondered: How does web-based mentoring hold up against further indicators of productivity and effectiveness?

In this, our most recent and largest study to date, we show more precisely what productivity and effectiveness outcomes can be reasonably expected from web-based mentoring relationships. Results from this study of 13 organizations (1323 respondents) show that 88% of mentors and mentees agree that their productivity or effectiveness increased due to their current mentoring experience. While this study documents many areas of specific improvement, three areas of improvement stand out:

- Expanding my network
- Interpersonal effectiveness
- Confidence in role

In addition, this research shows that participants feel mentoring allows them to contribute to the success of the organization by transferring valuable knowledge, by providing/receiving encouragement, and by understanding a different point of view. These gains were realized regardless of the role respondents played in the relationship or whether the pair conducted meetings face-to-face or at a distance. Further strengthening the argument for e-mentoring, participants ranked on-the-job training and mentoring/coaching as much more

effective development options than e-learning, showing that interactive learning provides the most impact for learners.

As in years past, participants' satisfaction with their mentoring relationships was quite high, with 88% of respondents rating their relationships as satisfying to some degree. For those who spent at least an hour each month on mentoring, satisfaction rates increased to 97%, proving that much can be gained with a small amount of time invested.

This latest research builds on our evidence that web-based mentoring is an impactful tool to use in employee development. Our hope is that this new research on productivity and effectiveness leads to a broader use and understanding of mentoring as a cost-effective core talent development strategy, enabling workers to build valuable learning networks across organizations.

## RESEARCH DESIGN

Triple Creek Associates has conducted three rounds of research with current clients to determine the impact of web-based mentoring on various issues. The first, published in June 2007, showed a positive connection between web-based mentoring and factors that lead to engagement, which had been shown to impact both retention and productivity. In the second round of research, published in June 2008, participants identified a positive connection between mentoring and factors that impact retention (85% of respondents) and productivity (81% of respondents).

In our latest round of research, we sought to expand our understanding of exactly how web-based mentoring experiences impacted individual productivity and effectiveness. We wanted to know:

- Do web-based mentoring participants perceive mentoring as impacting personal productivity/effectiveness and helping them contribute to organizational success?

- What specific areas of productivity or effectiveness does mentoring impact?
- What are reliable measures of productivity and effectiveness?

To ensure the survey audience answered questions in relation to their recent mentoring experiences, we limited our survey audience to those who were enrolled in Open Mentoring® as a mentor or mentee, had participated in at least one relationship within the past 12 months or were currently three months into a relationship, and were still employed with their respective companies. Working with a client panel of mentoring administrators, we crafted a 10-question survey with eight additional optional demographic questions. (See Appendix A for a full list of the survey questions.)

The fundamental design of these questions was to assess perceptions of improvement in effectiveness or productivity (Question 4) and analyze any connections with four areas:

- Levels of improvement in specific productivity/effectiveness related activities (Question 5).
- Specific, individual statement of improvement (Question 6).
- General estimates of percentage of improvement (Question 7).
- General estimates of time saved through improvement (Question 8).

We anticipated that the higher someone rated their improvement in productivity or effectiveness, the more likely they would be able to back that up with identifying specific areas of improvement. We wanted to see if estimates of a percentage of improvement or identifying time saved as a result of that improvement were possible and to see if there would be positive correlations with other indications of improvement. Percentages and time were never conceived to be accurate measures to be used in calculating ROI, but rather possible indicators of productivity improvement.

# RESEARCH RESULTS OVERVIEW

Thirteen client organizations participated in the study, through which we received a total of 1323 responses for a solid response rate of 46%.

Overall, 88% of mentoring participants found that web-based mentoring positively impacts their productivity or effectiveness. This impact is seen in a wide range of productivity-enhancing practices and experiences, including:

- Providing help in specific areas such as problem solving, knowledge sharing, and stress management.
- Providing an avenue to expand personal networks, increase confidence in their role, develop leadership skills, and gain interpersonal effectiveness.
- Creating a relational connection that facilitates the transfer of valuable knowledge, the exchange of encouragement, and a way to understand different viewpoints.

Quantifying this improvement proved to be more difficult for participants. Thirty-eight percent said it was not applicable to assign a percent to their degree of improvement (Question 7), and 60% did not feel estimating time saved was a valid way for them to quantify the impact mentoring had on them (Question 9). This confirms our suspicion that “percent improved” and “time saved” are not reliable indicators by themselves. Yet through this research, we gained a number of valuable insights that impact the design of mentoring programs, the target audience for mentoring initiatives, and the focus of individual mentoring relationships.

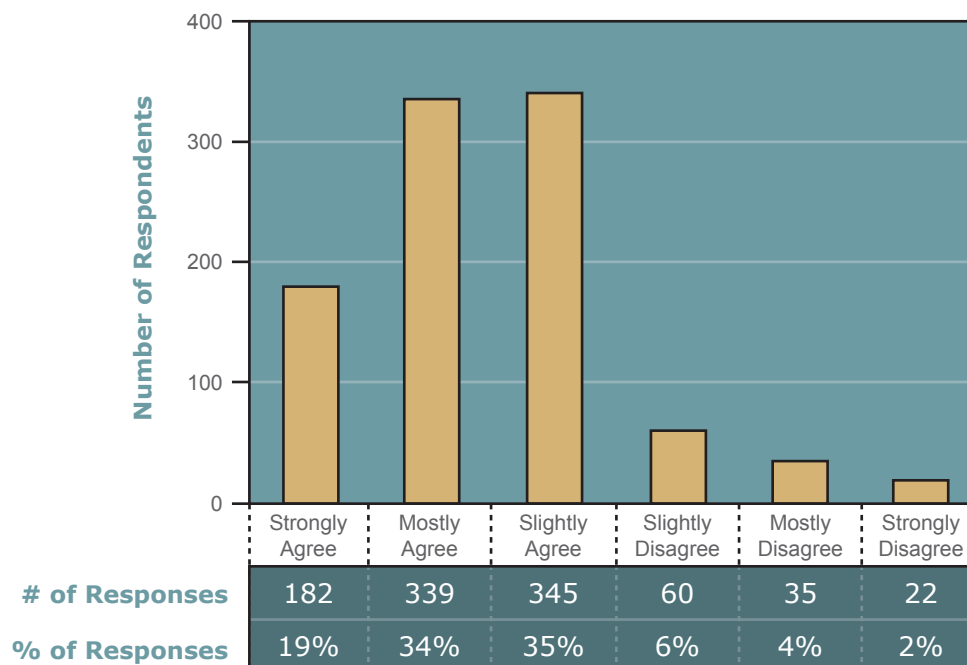
# RESEARCH RESULTS IN-DEPTH

## Individual Impact of Web-based Mentoring on Productivity and Effectiveness (Questions 4 and 5)

Question 4 asked participants to rate how strongly they agreed or disagreed with the following statement: "Because of my mentoring relationship, I am more productive/effective in my role at my company." Eighty-eight percent of respondents agreed that productivity and/or effectiveness increased due specifically to their mentoring relationship. (See Figure 1 for results.) This was in line with our 2008 research where 81% of respondents saw mentoring had impacted activities that led to increased productivity.

Figure 1

### PRODUCTIVITY/EFFECTIVENESS INCREASED DUE TO MENTORING RELATIONSHIP



*Note: Of 1,079 respondents, 96 respondents rated Not Applicable, and therefore are not included in the graph above.*

Even more encouraging was the fact that the higher respondents rated Question 4, the higher they also rated the improvement for each impact area listed in Question 5, where they could rate eight factors on a scale of Great Improvement to No Improvement. This high degree of correlation provides a good indication of the reliability of the responses. Figure 2 shows the eight impact areas and the percentage of people who said they had great, good or moderate improvement in the areas.

Figure 2

### RESPONDENTS WHO INDICATED GREAT, GOOD OR MODERATE IMPROVEMENT

	Total
Expanding my network	64%
Interpersonal effectiveness	63%
Confidence in role	62%
Leadership skills	59%
Knowledge of department/organization	56%
Problem solving	52%
Functional skills	51%
Job-specific information	50%
Stress management	42%
Technical skills	33%

Total = 1080

As Figure 2 shows, expanding my network ranked highest among all respondents, with 64% reporting great, good or moderate improvement in that area. Interpersonal effectiveness and confidence in role ranked a close second and third.

The improvements were not limited to just mentees or mentors, however. Both roles showed strong improvement, as shown in the data below.

### **Mentors**

If we compare the percent of responses from mentors with the whole mentor population, we get a more detailed picture of what areas mentors improved in most (see Figure 3). More than 50% of mentors reported great, good or moderate improvement in:

- Leadership skills (55%)
- Interpersonal effectiveness (52%)
- Expanding my network (51%)

From this result we can conclude that mentoring allows mentors—not just mentees—to improve in vital areas of productivity and effectiveness, such as interpersonal effectiveness and expanding their network. The largest percent of mentors reported significant improvement in leadership skills because of their mentoring experiences, an area that ranked sixth for mentees.

### **Mentees**

If we compare the percent of responses from mentees with the whole mentee population, we get a more detailed picture of what areas mentees improved in most (see Figure 3). More than 70% of mentees reported great, good or moderate improvement in:

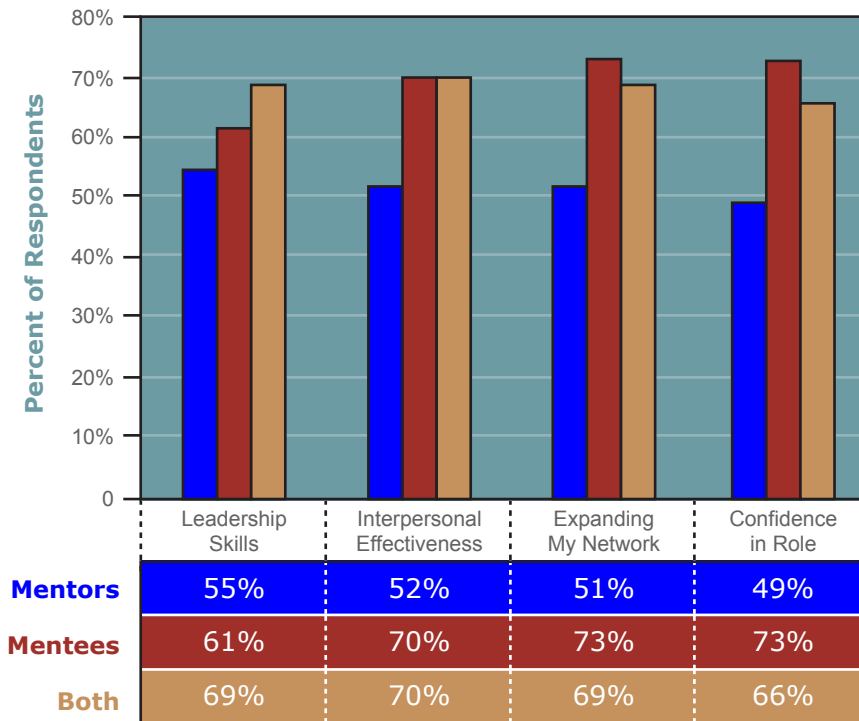
- Interpersonal effectiveness (70%)
- Expanding my network (73%)
- Confidence in role (73%)

## WHAT WE DISCOVERED

Mentoring allows both mentors and mentees to improve in vital areas of productivity and effectiveness.

Figure 3

## TOP RESPONSES BY ROLE FOR QUESTION 5



Mentors n = 412, Mentees n = 529, Both n = 74

Those who did not agree that mentoring had a positive impact on productivity/effectiveness were much less likely to indicate any improvement in the areas in Figure 2. This increased our confidence that perceptions of improvement (Question 4) could be backed up by specific examples (Question 5), such as the top three areas of improvement: expanding one's network, increasing interpersonal effectiveness, and gaining confidence in one's current job role.

These top three areas of improvement represent complex and broad subjects that are hard to impact using traditional development processes like training or e-learning. They also can have a multiplying effect in terms of productivity and effectiveness because expanding one's network, relational savvy, and confidence in role impact many areas of a person's job. Thus, improvement in these areas can be seen in numerous ways on the job. Interestingly, we found

that those newer to the organization and at lower levels in the organization indicated higher levels of improvement across all areas except for leadership. This reinforces the need to expand mentoring opportunities, allowing people at all levels to experience mentoring as a core development process.

### Productivity and Effectiveness: Specific Examples (Question 6)

Participants were given an open text box to write personal examples describing what specific improvements they experienced in their mentoring relationship, beyond the eight areas listed in Question 5. This was designed to validate the general areas indicated in Question 5. While participant responses filled dozens of pages, we offer a brief sampling in Figure 4 to provide insight into how individual mentors and mentees viewed the impact of mentoring on the categories of improvement from Question 5. See Appendix B for more examples of participants' responses.

Figure 4

#### PARTICIPANT'S PERSONAL EXAMPLES OF PRODUCTIVITY AND EFFECTIVENESS

Area	Examples
Expanding my network	Overall improved understanding of my business. How to present data and who to go to. Have created many other relationships through this direction.
Interpersonal effectiveness	I've found myself answering questions about leadership ideas that I have not thought about in several years. It's a refreshing and thought provoking event. When I experience the enthusiasm of a mentee through an idea or action being shared, it's a great giving/receiving opportunity. In my experiences the mentee has often educated the mentor.
Confidence in role	My mentor provided great suggestions about how to approach a new role I'd taken on, provided encouragement, and specific steps to take. These enabled me to move forward with confidence. I was able to handle the requirements of my new role more quickly than if I'd had no mentor.

Area	Examples
Leadership skills	Because of the general conversations we've shared, I've been able to develop confidence in my training and facilitation skills, expand my network using direct info that my mentor shared, improve functionally by implementing a variation of focus group with my direct reports, and better understand problem solving techniques. All of these combined make me a better leader.
Knowledge of department/organization	I have a broader understanding of the functions within the organization and the impact other business functions have with the entire organization and how the organization runs. There seems to be a greater depth than what I had expected.
Problem solving	We were able to work on problem solving for a couple of specific job related issues and his advice will help me with future problems.
Functional skills	My mentor provided me with some good ideas for managing from a distance. He also helped me to be more organized and use pre-planning for phone conferences with my direct reports.
Job-specific information	My mentee shared information about the project side of processes, which was good for me to learn some new codes and understand how pieces fit together.
Stress management	I was new as a manager and my mentor helped me to deal with the day to day stresses. Through her experience and guidance I was able to get control of my new work environment.
Technical skills	My mentor was able to teach me some very specific computer skills which allowed me to create some usable spreadsheets for my manager.

These examples show the positive effect mentoring had on participants at a very personal and individual level.

## Organizational Impact of Mentoring (Question 8)

In return for providing mentoring as a development option, organizations hope they will experience gains as well. Question 8 validated that mentors and mentees see their learning as allowing them to contribute to the success of the organization in specific ways. Respondents were given 11 options to choose from to complete this statement: "Through my mentoring experience, I contribute to the success of the company by..." Participants could select as many of the 11 responses as suited them, with the average being 4.25 selections per respondent. Figure 5 shows the options respondents chose as evidence of their mentoring experience directly contributing to organizational effectiveness.

Figure 5

### INDIVIDUAL IMPACT ON ORGANIZATIONAL EFFECTIVENESS

Organizational Impact Area	Frequency of Response
Transferring valuable knowledge	709
Providing or receiving encouragement	702
Understanding different point of view	582
Assisting in the development of another	576
Improving relationship with leadership	444
Making better decisions	398
Increasing my productivity/effectiveness	314
Increasing productivity of team	293
Increasing the quality of my work	285
Achieving cost savings	86
None	71

n = 1032

With the average respondent choosing 4.25 areas from the list of 11, it is clear to see that participants felt their impact on organizational success was multipronged. This provides further evidence that mentoring has the power to impact and play a key role in numerous areas in an organization.

Four answers received 500 or more responses and deserve some brief analysis.

- **Transferring valuable knowledge.** In our view, the number one determinant of the competitive success of organizations in the next 20 years will be their ability to accelerate the transfer of tacit knowledge. People already have access to more information than they can process, but the wisdom and complex skills needed to be effective in a rapidly changing world can only be learned in a relational context. Mentoring provides such a relationship, as proven by the 69% of respondents who indicated that mentoring allows them to transfer valuable knowledge. Clearly, mentoring participants understand its value to the organization.
- **Providing or receiving encouragement.** In our previous research on engagement, we found that mentoring was a key component for developing the relational support needed to endure job difficulties and make challenging transitions. Human beings simply cannot maintain high levels of motivation and effectiveness without support from others. Mentoring provides that strong relational and social support network that is needed to prosper in our increasingly detached world. We may have more and more ways to interact with people via technology, but maintaining meaningful relationships will be key, regardless of geographical distances; and, as 68% of respondents would support, mentoring offers a way to attain this.
- **Understanding different point of view.** This addresses two critical issues facing the modern workforce. First, diversity efforts have succeeded in bringing a wider variety of perspectives, values, and experiences into the workplace. Mandated classes are not nearly as effective as actual relationships in forging understanding and appreciation of these differences. This is where mentoring can come in. Second, many large organizations operate in functional silos where learning and knowledge can become isolated from the rest of the enterprise. Mentoring provides clear and easy access along knowledge pathways that allows people in different

departments (or silos) to transfer relevant understanding between one another for mutual benefit of the individuals involved, and for overall benefit of the organization as a whole.

- **Assisting in the development of another.** This has the triple benefit of increasing the engagement of mentors, accelerating the learning of mentees, and doing it all without the cost of formal training. One high-level mentor recently shared that being invited to become a mentor enabled her to go ahead and hang pictures in her office, a symbol of her commitment to stay with the company. As this study shows, participants can gain a wide variety of developmental learning without the use of expensive and often ineffective training initiatives.

## Validating the Impact of Mentoring through Percentage and Time Measures (Questions 7 and 9)

There is little doubt that mentoring positively impacts participant effectiveness and productivity; the challenge has been to find ways to quantify and verify this impact. In our view, the best attempt to do this was a multi-year research study at Sun Microsystems by Gartner, which used control group methodology to measure impact in terms of job promotions and salary increases. They established that both mentors and mentees were 4 to 5 times more likely to be promoted or receive salary increases beyond their non-participating peers.<sup>1</sup> These increases in value to the organization were calculated as ROI on a dollar per dollar basis.

Our attempt to use two subjectively estimated measures—percentage improvement in productivity/effectiveness and time saved due to increased productivity/effectiveness—was not intended to establish numbers that could be used for ROI. Rather, it was intended to provide another line of validity to reinforce the general finding that 88% of participants found that mentoring increased their effectiveness or productivity. We had hoped that those who strongly agreed that mentoring increased their productivity/effectiveness (Question 4) would also rate a higher percentage of improvement on productivity/

---

1. Summary of case study available online at [http://www.3creek.com/resources/research/Mentor\\_Impact.pdf](http://www.3creek.com/resources/research/Mentor_Impact.pdf).

effectiveness due to mentoring (Question 7) and more time saved due to increased productivity and effectiveness (Question 9). This type of positive correlation did not materialize. What we found instead was a high degree of resistance to using either scale as a measure of mentoring impact.

- 358 respondents (35%) chose “Not Applicable” to Question 7 (Percent Improvement).
- 600 respondents (58%) chose “Not Applicable” to Question 9 (Time Saved).

While disappointing, this was not entirely surprising to us based on previous surveys and the open text box responses. If we refer back to Question 5, the top levels of improvement were noted in expanding my network, interpersonal effectiveness, and confidence in role—none of which is easily quantifiable as a percent improvement in productivity/effectiveness or time saved due to improved productivity/effectiveness. Also, many mentoring relationships focus on development in areas that are not easily quantified, such as leadership skills, business acumen, and interpersonal skills. Mentors and mentees see the value of their relationship in different terms than percentages and time increments; mentoring is seen as an effectiveness tool, not an efficiency tool that saves time.

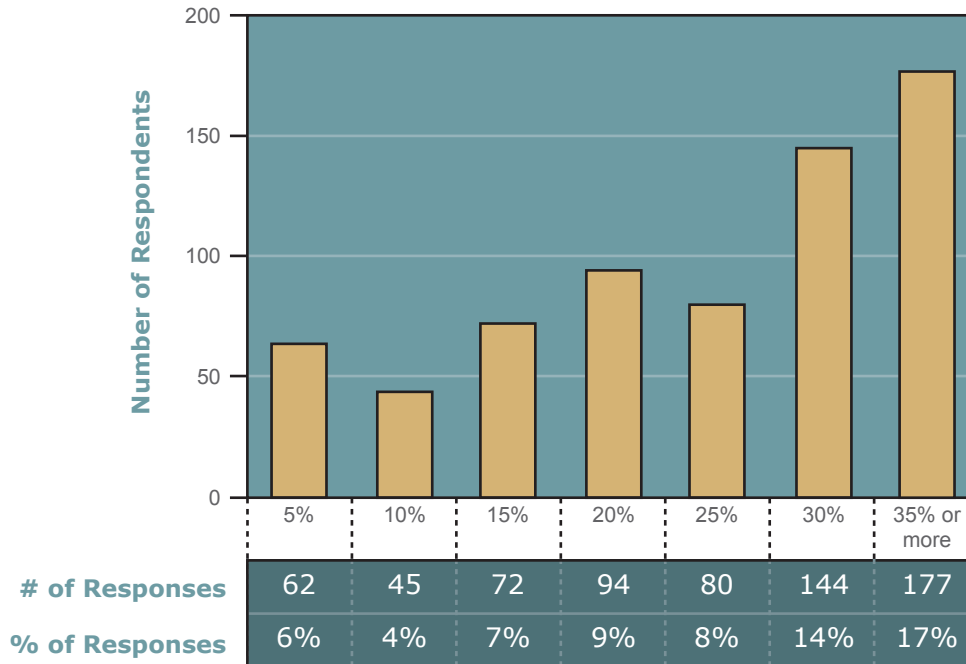
For those who did indicate a percent improvement for Question 7, the results show a strong perception of the value of the mentoring relationship (see Figure 6).

## WHAT WE DISCOVERED

Mentors and mentees see mentoring as an effectiveness tool, not an efficiency tool that saves time.

Figure 6

## PERCENT IMPROVEMENT IN PRODUCTIVITY/EFFECTIVENESS DUE TO MENTORING



Not Applicable Responses: 358 or 35%

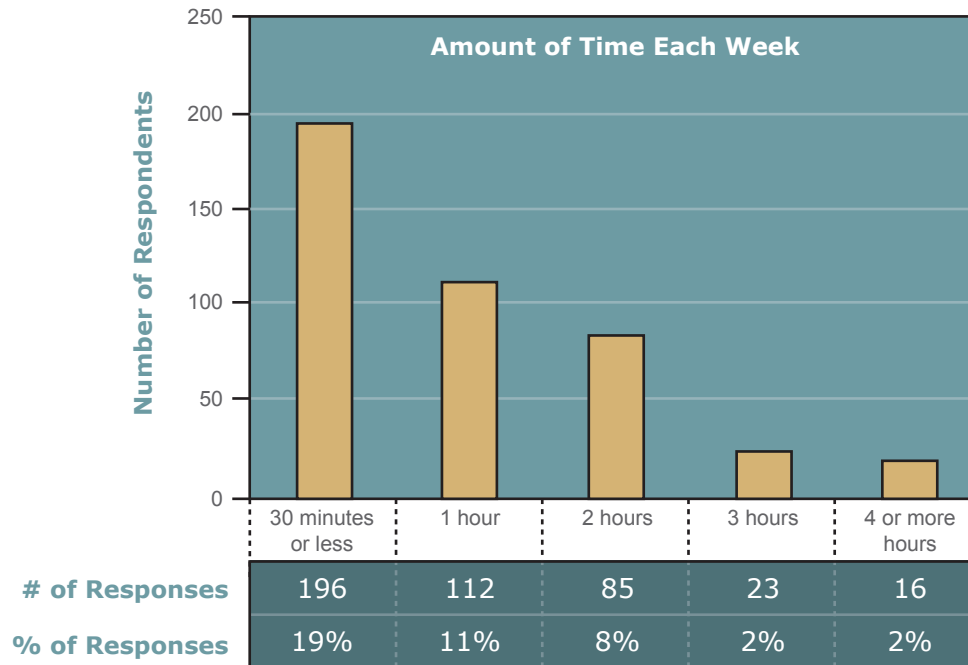
n=1032

It is interesting that 495 participants—more than those who thought the question was not applicable—estimated their improvement in productivity and effectiveness to be at 20% or higher. This shows a perception of sizable value attributed to their mentoring relationships. For well over a third of mentoring participants, the experience was seen as playing a significant role in improving their effectiveness.

In contrast to the percentages, estimates of time saved in Question 9 were more incremental in perceptions of impact, as shown in Figure 7.

Figure 7

## TIME SAVED DUE TO INCREASED PRODUCTIVITY/EFFECTIVENESS



Not Applicable Responses: 600 or 58%

n=1032

In general, the value of mentoring seems more difficult to quantify in terms of time saved for most participants; 600 chose “Not Applicable” as their response, making any other conclusion hard to justify. The underlying role of mentoring is to help people improve effectiveness, not save time.

All in all, we believe that quantifying mentoring-caused productivity gains will continue to be elusive for researchers. Several research designs that could produce more objective quantifiable results were not available to us, such as using control groups like in the Sun Microsystems study previously mentioned or using supervisor ratings of employee improvement. Supervisory ratings or 360-degree assessments also share an element of subjectivity in the reported ratings and both carry the uncertainty that any gains could be solely attributed to mentoring. We believe that the internal validity of citing

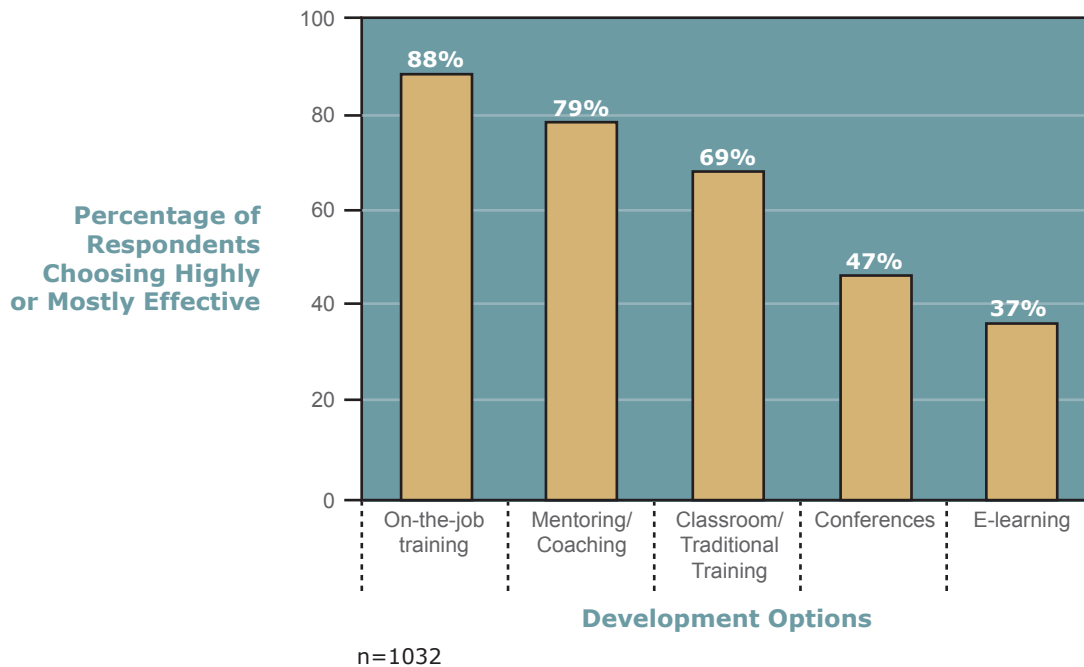
specific examples of productivity or effectiveness gains will need to suffice, short of very expensive and time-consuming research methods.

## Mentoring Compared to Other Development Options (Question 10)

Having established that mentoring does indeed impact effectiveness and productivity in the opinion of most participants, we wanted to find out how it stacked up against other development opportunities in the opinion of research participants. Question 10 asked participants to rank five common learning methods on a scale of Highly Effective to Highly Ineffective. Figure 8 shows how participants rated these development options.

Figure 8

### MOST EFFECTIVE DEVELOPMENT OPTIONS



The top two options chosen by participants as most effective—on-the-job training and mentoring/coaching—are also the learning methods that use the most personal and contextual interaction. The least relational learning option, e-learning, was ranked as the least effective by the study participants. These results offer further evidence that

interactive and interpersonal learning makes the deepest impact on those involved.

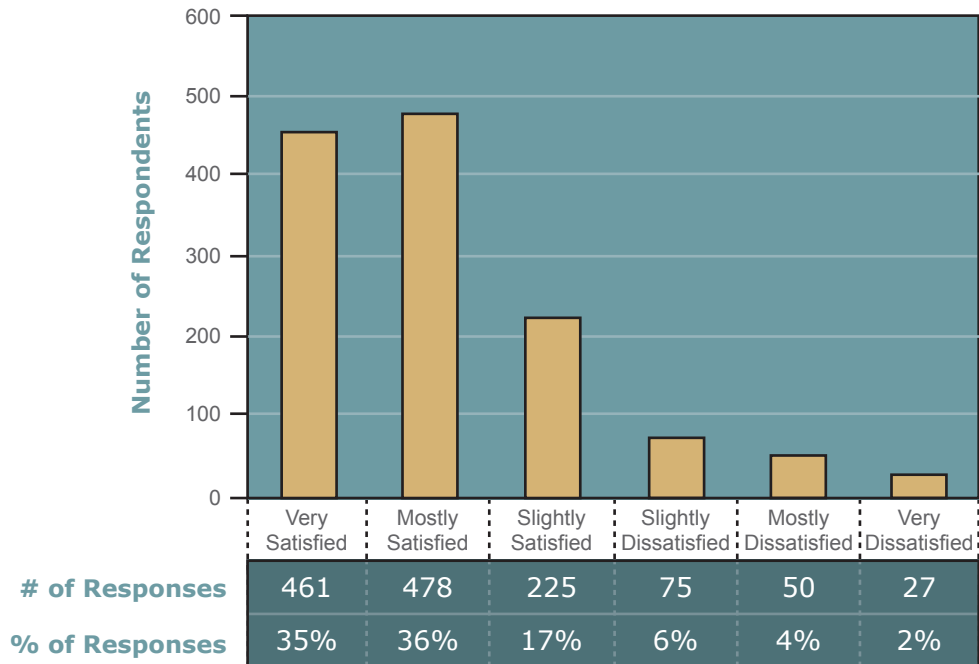
### Satisfaction with Mentoring Relationships (Question 1)

With evidence that mentoring ranks as a highly effective learning option, and with participant results showing it positively impacts productivity and effectiveness, we now look to how participants ranked their satisfaction with their mentoring relationships.

In keeping with our previous findings, web-based mentoring programs were shown to produce a high percentage of satisfying mentoring relationships, with 88% of respondents rating their relationship as satisfying to some degree. Most of these matches were self-directed, which positions mentoring as a scalable solution for large populations since it would require less time and energy from program administrators. In addition, most of the relationships were not just marginally satisfying but very or mostly satisfying, as indicated by Figure 9.

Figure 9

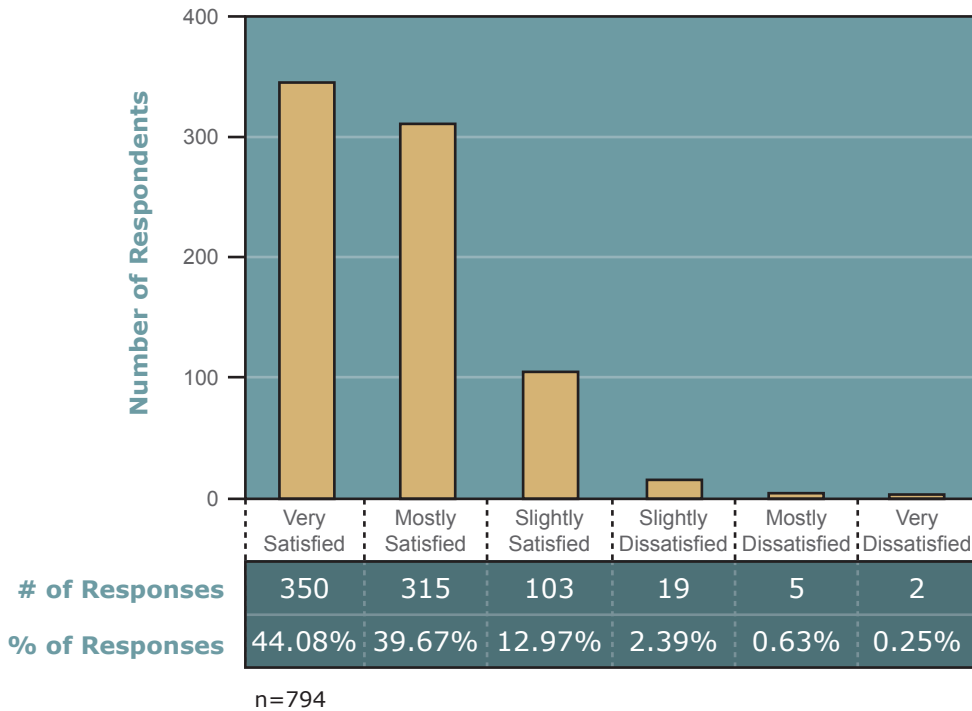
## SATISFACTION WITH THE MENTORING EXPERIENCE



Our previous research has shown that investing at least one hour a month in mentoring significantly increases satisfaction ratings. Similarly, in this round of research, when we look at the satisfaction ratings for those who spent an hour or more a month on mentoring, we see that satisfaction ratings increase to an incredible 97%. As Figure 10 shows, the vast majority of mentoring participants had highly satisfying relationships, not marginally satisfying or dissatisfying relationships. These findings indicate that organizations can reliably consider broad use of web technologies to assist in creating and sustaining mentoring relationships, all with the full confidence that highly effective relationships can be formed and supported.

Figure 10

**SATISFACTION RATINGS FOR THOSE WHO SPENT ONE HOUR OR MORE PER MONTH ON MENTORING**



**WHAT WE DISCOVERED**

People who spent at least one hour a month on mentoring had a 97% satisfaction rating.

# CONCLUSION & RECOMMENDATIONS

In today's resource-strapped environment, organizations must find ways to offer workforce development options that leverage their existing knowledge resources. Leaders need development solutions that are engaging, creative, timely, meaningful, and cost-effective. Results from Triple Creek Associates' research study on productivity and effectiveness of web-based mentoring provides solid evidence that web-based mentoring can play a vital role in an organization's development plans.

Our research found that:

- Eighty-eight percent of participants believe web-based mentoring increases their effectiveness or productivity and can give specific examples of areas impacted.
- Web-based mentoring is perceived as more effective than other, more expensive development options, such as classroom training, conferences and e-learning.
- Web-based mentoring most profoundly impacts complex development areas that have a multiplying effect on people's jobs and work interactions, such as confidence in role, interpersonal effectiveness, leadership skills, and the transfer of valuable knowledge—areas that are notoriously hard to address with traditional development options.
- Powerful results can be achieved by leveraging the existing talent in the organization across geographical distances, all with as little as 1 to 2 hours per month invested in their mentoring relationships by participants.
- Web-based mentoring can expand the positive impact on productivity and effectiveness to people at lower levels of the organization and to newer employees, where it extends greater benefits to more people.
- Web-based mentoring has been shown through other studies to increase retention and employee engagement—and now, based on this research, effectiveness and productivity gains as well.

For those organizations that are currently implementing such a strategy, our research also yielded a number of observations and conclusions that indicate best practices to maximize the impact of web-based mentoring.

**Best Practice Recommendations:**

- Mentoring should be offered as a major development initiative throughout your workforce.
- Mentoring programs should be integrated with other development programs at all levels of the organization.
- Participants should expect to invest 1 to 2 hours per month in mentoring relationships to gain maximum impact, especially in distance relationships.
- Participants should not expect to reap the full benefits of the relationship in less than 3 months.

Web-based mentoring can deliver numerous benefits to employees and organizations. Our research shows that you can be confident Open Mentoring® can deliver powerful and meaningful results.

**To learn more about our products or research, please contact us.**

Toll-free 866-470-1603  
Direct 303-707-0800  
Email [info@3creek.com](mailto:info@3creek.com)  
Web [www.3creek.com](http://www.3creek.com)

## WHAT WE DISCOVERED

Eighty-eight percent of participants believe web-based mentoring increases their effectiveness or productivity.

# APPENDIX A

## Productivity Survey Questions

Question	Scale
1. Please rate your satisfaction with your mentoring experience.	Very Satisfied to Very Dissatisfied (6-point Likert)
2. Did you connect with a mentor/mentee?	Yes – No
3. Which statement best describes the type of mentoring relationship you have/had:	Choose between descriptions of Information, Skill, Advocacy
4. Because of my mentoring relationship, I am more productive/effective in my role at ____.	Strongly Agree to Strongly Disagree (6-point Likert)
5. Indicate the level of improvement you experienced in the following areas, due to your mentoring relationship:	Great Improvement to No Improvement (5-point Likert) and N/A; 8 areas
6. If you noted improvement above, in what ways did you improve? (Please be specific)	Open text
7. Estimate the percentage your overall productivity/effectiveness has improved, due to your mentoring relationship:	5% increments from 5% through 35% and above, and N/A
8. Through my mentoring experience, I contribute to the success of the company by:	Select all that apply – 11 options
9. My improved productivity/effectiveness saves me ____ (amount of time) each week.	30 min or less, 1 hour, 2 hours, 3 hours, 4 hours or more, Not applicable
10. Rank how effective you find the following training/learning opportunities:	Highly effective to Highly ineffective (6-point Likert); 5 options

### Demographic Variables:

Role (Mentor, Mentee, Both)  
 Type of Relationship (Face-to-Face, Distance, Both)  
 Time Spent Mentoring per Month  
 Length at Company  
 Job Level  
 Ethnicity  
 Gender  
 Length of Time in Relationship

# APPENDIX B

## Additional Participant Examples of Productivity and Effectiveness

Area	Examples
Expanding my network	<ul style="list-style-type: none"> <li>The networking piece is key. Just hearing that other point of view is critical to continuous improvement.</li> <li>Originally my mentor was providing me with insight into myself and how I work (albeit it based on limited knowledge / interaction). Since moving roles, he has been more influential in expanding my internal network and gaining a better understanding of the organization.</li> </ul>
Interpersonal effectiveness	<ul style="list-style-type: none"> <li>For myself, I have polished my interaction skills with targeted advice that's very relevant for the immediate needs of my mentee, and a reinforcement that my own skills have improved in my ability to be insightful in communication of advice that can benefit my mentee, and also myself in many ways.</li> <li>Able to identify different people's responses to situations and handle people differently.</li> </ul>
Confidence in role	<ul style="list-style-type: none"> <li>The program has also helped me to become more focused on my career goals, build up self confidence as well as taking on a more active role within my department.</li> <li>More confidence. Ability to plan future. Better understanding of the business.</li> </ul>
Leadership skills	<ul style="list-style-type: none"> <li>The mentee had a new way of looking at possible solutions to management issues that she was experiencing.</li> <li>Became a more effective leader, communicator and motivator.</li> </ul>
Knowledge of department/ organization	<ul style="list-style-type: none"> <li>This mentoring relationship was geared toward learning the life of the loan before and after the operation center works the loans. The knowledge I gained in what the bankers go through was tremendous.</li> <li>My mentor provides a different perspective and enables me to view things and assess situations and responses from a different angle. I see the bigger picture.</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Learning how to deal with problem employees and co-workers.</li> <li>How to use analysis tools to solve work problems.</li> </ul>

Area	Examples
Functional skills	<ul style="list-style-type: none"> <li>• My mentor has helped me develop strategies for prioritizing tasks, and for owning my time so that I can complete them.</li> <li>• My goal was to be confident preparing a research paper for presentation and possibly publication. I was successful in having an abstract accepted for a national conference and will be submitting a paper for publication. Mentoring was critical to my success.</li> </ul>
Job-specific information	<ul style="list-style-type: none"> <li>• Gained knowledge of products and ways to seek information and knowledge of contacts within the company.</li> <li>• Got a better understanding of the differences in sites doing the same testing... and why this is necessary.</li> </ul>
Stress management	<ul style="list-style-type: none"> <li>• My mentor helps to put me at ease about the difficulties and challenges of being a new employee at my organization.</li> <li>• Enhanced time/project management, which leads to better coping with stress.</li> </ul>
Technical skills	<ul style="list-style-type: none"> <li>• Developed a better understanding of the business tools used and how to use them.</li> <li>• I am more comfortable in my presentations with my senior leaders. Received direction on skill set and tools to assist me with the challenges I was facing.</li> </ul>