ANNEXURE 1

RESEARCH QUESTIONNAIRE
INTRODUCTORY FORM ‘ORGANIZATIONAL MENTORING’

1. Do you consider any senior and more experienced member of the organization as your ‘friend, philosopher and guide’?
   Yes [ ]  No [ ]

2. Has any senior and more experienced member from your organization helped you in your personal development?
   Yes [ ]  No [ ]

3. Has any senior and more experienced member from the organization helped you in your professional development?
   Yes [ ]  No [ ]

If you have positive responses to at least any 2 of the above 3 questions, please fill in the following details.

Name of the mentor: ________________________________
Designation: ________________________________
Department: ________________________________
Location: ________________________________
Email Id: ________________________________
Telephone Nos.: ________________________________

Is/was your mentor your immediate boss?  Yes [ ]  No [ ]
Is/was your mentor from the same department/ function as yours?
   Yes [ ]  No [ ]

Thank you for your time and participation.
Read each statement given below and indicate how often you feel or behave that way using the key given below. Do not leave any statement unanswered.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I enjoy working on moderately difficult (challenging) tasks and goals</td>
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<tr>
<td>2</td>
<td>I am overly emotional.</td>
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<td>3</td>
<td>I am forceful in my arguments.</td>
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<td>4</td>
<td>I refer matters to seniors for approval/ guidance.</td>
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<td>5</td>
<td>I keep a close track of things (monitor action).</td>
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<td>6</td>
<td>I am easily moved by others’ difficulties, and people take advantage of this.</td>
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<td>7</td>
<td>I set easy goals and achieve them.</td>
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<td>8</td>
<td>I relate very well to people.</td>
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<td>9</td>
<td>I am preoccupied with my own ideas and am a poor listener.</td>
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<td>10</td>
<td>I follow my ideals.</td>
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<td>11</td>
<td>Deviations from pre-committed schedules bother me.</td>
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<td>12</td>
<td>I take steps to develop the people who work for me.</td>
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<td>13</td>
<td>I strive to exceed the performance targets.</td>
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<td>14</td>
<td>I give more importance to personal relationships than to organizational matters.</td>
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<td>15</td>
<td>I build on the ideas of others.</td>
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<td>16</td>
<td>I seek the approval of my seniors for new ideas or proposals.</td>
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<td>17</td>
<td>I ensure that things are done as per schedule and plan.</td>
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<tr>
<td>Sr. No.</td>
<td>Statement</td>
<td>Response</td>
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<tr>
<td>18</td>
<td>I consider the difficulties of others even at the expense of the task.</td>
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<td>19</td>
<td>I am afraid of making mistakes.</td>
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<td>20</td>
<td>I share my feelings with others.</td>
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<td>21</td>
<td>I enjoy arguing and winning arguments.</td>
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<td>22</td>
<td>I have genuine respect for experienced persons.</td>
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<td>23</td>
<td>I admonish people for not completing tasks.</td>
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<tr>
<td>24</td>
<td>I go out of my way to help the people who work for/with me.</td>
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<td>25</td>
<td>I search for new ways to overcome difficulties.</td>
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<td>26</td>
<td>I have difficulty in expressing negative feelings to others.</td>
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<td>27</td>
<td>I set myself as an example and model for others.</td>
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<td>28</td>
<td>I hesitate to make hard decisions.</td>
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<tr>
<td>29</td>
<td>I involve my people in defining their roles and procedure of working.</td>
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<td>30</td>
<td>I undergo personal inconvenience for the sake of others, even though I sometimes do not like this.</td>
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<td>31</td>
<td>I am more conscious about my limitations or weaknesses than of my strengths.</td>
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<tr>
<td>32</td>
<td>I take interest in matters of personal concern of the people who work for/with me.</td>
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<tr>
<td>33</td>
<td>I am laissez faire in my leadership style (do not care how things happen).</td>
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<tr>
<td>34</td>
<td>I learn from those who are senior to me.</td>
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<td>35</td>
<td>I centralize most tasks to ensure that things are done properly.</td>
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<td>36</td>
<td>I have empathy and understanding for the people who work for/with me.</td>
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<td>37</td>
<td>I want to know how well I have been doing, and I use feedback to improve myself.</td>
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<td>38</td>
<td>I avoid conflict in the interest of group feelings.</td>
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<td>39</td>
<td>I provide new suggestions and ideas.</td>
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<td>40</td>
<td>I expect conformity from the people who work for or with me.</td>
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<tr>
<td>Sr. No.</td>
<td>Statement</td>
<td>Response</td>
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<tr>
<td>41</td>
<td>I adequately explain systems and procedures clearly to the people who work for/ with me.</td>
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<td>42</td>
<td>I tend to take responsibility for others’ work in order to help them.</td>
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<td>43</td>
<td>In my anxiety to do an excellent job I lose self-confidence.</td>
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<tr>
<td>44</td>
<td>I recognize and respond to the feelings of others.</td>
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<td>45</td>
<td>I care more for a respectable designation than the nature of work given to me.</td>
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<tr>
<td>46</td>
<td>I seek help from those who know the subject.</td>
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<td>47</td>
<td>In case of difficulties, I rush to correct things.</td>
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<tr>
<td>48</td>
<td>I do my best to develop teamwork among people who work for/ with me.</td>
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<td>49</td>
<td>I work effectively under pressure of deadlines.</td>
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<tr>
<td>50</td>
<td>I am uneasy and less productive when I work alone.</td>
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<td>51</td>
<td>I give credit and recognition to others.</td>
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<tr>
<td>52</td>
<td>I am eager to get support from my colleagues and seniors for my actions.</td>
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<tr>
<td>53</td>
<td>I am comfortable with coordinating/ monitoring roles.</td>
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<td>54</td>
<td>I hesitate to take strong action because of human considerations.</td>
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<tr>
<td>55</td>
<td>Difficulties and problems I face bother me a great deal.</td>
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<td>56</td>
<td>I take the initiative in making friends with my colleagues.</td>
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<td>57</td>
<td>I am quite conscious of status symbols such as furniture, size of office, etc.</td>
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<td>58</td>
<td>I like to solicit ideas from others.</td>
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<td>59</td>
<td>I respect rules and regulations which I strictly follow, and see that others do the same.</td>
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<tr>
<td>60</td>
<td>I like to accept responsibility in the group’s work.</td>
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</tbody>
</table>
ABOUT YOU (please circle the appropriate response)

1. Age Category:
   - Under 20 years of age 1
   - 21 – 24 years 2
   - 25 – 30 years 3
   - 31 – 35 years 4
   - 36 – 40 years 5
   - 41 – 45 years 6
   - 46 years and above 7

2. Years of service in this organization:
   - Less than 2 years 1
   - 2 – 5 years 2
   - 6 – 9 years 3
   - 10 – 14 years 4
   - 15 – 19 years 5
   - 20 – 25 years 6
   - 26 years or longer 7

3. Level in the organization:
   - A 1 (high managerial position)
   - B 2
   - C 3
   - D 4
   - E 5
   - F 6
   - G 7 (low managerial position)

4. Salary range (monthly gross income):
   - 10,000 – 15,000 1
   - 16,000 – 20,000 2
   - 21,000 – 25,000 3
   - 26,000 – 30,000 4
   - 31,000 – 35,000 5
   - 36,000 – 40,000 6
   - More than 41,000 7

About the organization where you work:

Private or Public limited ______________________

Number of employees: less than 1000, 1000-3000, more than 3000 ________________

Sector or industry ____________________________
ANNEXURE 2

COPIES OF PERMISSION LETTERS FROM IOCL AND SBI
Dear Colleague,

Researcher Gowri Joshi is doing her Doctoral program from the SNDT University. As a part of her Ph.D. work she is required to study the informal mentoring relationships in the Indian Oil Corporation Limited. We have commissioned researcher Gowri Joshi to conduct a survey on Organizational Mentoring for us.

The survey questionnaire would take about 15 to 20 minutes of your time. You are requested to kindly co-operate with Gowri Joshi and assist her in the best possible way. All your responses will be treated as confidential and will be used only by the researcher for pure academic purpose.

Thank you and regards,

Lt. Col. C. S. Shankar

7/11/2006
Dear Colleague,

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Thank you and regards,

Lt. Col. C. S. Shankar


May kindly forward the help for Survey
ALL DEPARTMENTAL HEADS /  
ASST. GENERAL MANAGERs /CHIEF MANAGERs,  
LOCAL HEAD OFFICE, MUMBAI

Madam / Dear Sir,

This serves you to introduce Researcher Gowri Joshi who is doing her Doctoral program from the SNDT University. As a part of her Ph.D. work she is required to study the informal mentoring relationships in our organization.

She will be handing over the survey questionnaire which would take about 15 to 20 minutes of your time. You are requested to kindly cooperate with Ms. Gowri Joshi and assist her in the best possible way. All your responses will be treated as confidential and will be used only by the researcher for pure academic purpose.

L & D Cell, H R Dept.,  
State Bank of India,  
Local Head Office,  
Mumbai.  
Date: 16.03.07  
Kr/ahmad/mis/44*
TO WHOMSOEVER IT MAY CONCERN

This is to certify that Ms. Gowri Vidyanand Joshi has conducted a study in the area of organizational mentoring for our organization. This research work is a part of her study for her Doctoral program under SNDT University.

2. We wish Ms. Joshi all the very best in her academic endeavour.

Regards,

Ashok G. Herlekar,
Asst. General Manager (HR),
Human Resources Dept.,
Local Head Office,
Bandra Kurla Complex,
Mumbai.

*हिंदी में पत्राचार का हम स्वागत करते हैं * कृपया आपका अधिक से अधिक पत्राचार हिंदी में ही करने का प्रयास निरंतर जारी रखें.*
----- Original Message ----- 
From: <udaip@iihmr.org> 
To: <gowri.joshi@siescoms.edu> 
Sent: Wednesday, April 25, 2007 9:32 PM 
Subject: RE: Seeking your permission 

Dear Gowri 
Please feel free to use MAO-B. I shall certainly appreciate your sharing research findings. 
Best wishes 
Udai Pareek 

Original Message: 
------------------ 
From: gowri.joshi gowri.joshi@siscoms.edu 
Date: Wed, 25 Apr 2007 15:06:57 +0530 
To: udai@iihmr.org 
Subject: Seeking your permission 

Dear Sir, 

Greetings of the day! 

I am Gowri Joshi, a lecturer in the areas of Organizational Behaviour and Human Resource Management at SIES College of Management Studies, Navi Mumbai (India). I am pursuing my doctoral studies in the area of organizational mentoring from SNDT university, Mumbai (India). The provisional title for my Ph.D. is 'To study the impact of (formal and informal) mentoring on organizational variables including protege motivation and protege performance'. 

Sir, I write to you seeking your kind permission to use the 'Motivational Analysis of Organizations-Behaviour (MAO-B)' questionnaire as it appears in your book, 'Training instruments in HRD and OD'. I would like to use MAO-B questionnaire to compare the motivational needs of mentored and non-mentored employees. I will be more than happy to share with you my research findings in due course of time. 

Sir, I will be immensely grateful to you for allowing me to use the MAO-B questionnaire. Looking forward to your kind co-operation. Sir I need your support and best wishes in this academic journey. 

Thanking you, 

Yours sincerely, 

Gowri V Joshi
Lecturer (HR and OB)
SIES College of Management Studies (SIIESCOMS)
Plot 1-E, Sector V,
Nerul, Navi Mumbai-400706

Tel nos - 2770 8376 / 77; extn: 214 
Fax - 91-22- 27708379 
Mobile no: 98 1943 1945
ANNEXURE 3

CHI SQUARE FORMULAE

AND TABLE
The Chi-Square test is used for Data Analysis

**Formulae used**

\[ O \text{ (Observed value) From raw data} \]

\[ E \text{ (Expected value) } = \frac{RT \times CT}{GT} \]

\[ \text{Chi square } = \frac{(O - E)(O - E)}{E} \]

Chi square calculated value = summation chi square

**For finding chi-square tabulated value**

Degrees of freedom (dof) = (R - 1) * (C - 1)

Alpha = 5% level of significance (0.05)
### Chi Square Distribution Table

<table>
<thead>
<tr>
<th>Df</th>
<th>0.5</th>
<th>0.10</th>
<th>0.05</th>
<th>0.02</th>
<th>0.01</th>
<th>0.001</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.455</td>
<td>2.706</td>
<td>3.841</td>
<td>5.412</td>
<td>6.635</td>
<td>10.827</td>
</tr>
<tr>
<td>2</td>
<td>1.386</td>
<td>4.605</td>
<td><strong>5.991</strong></td>
<td>7.824</td>
<td>9.210</td>
<td>13.815</td>
</tr>
</tbody>
</table>
ANNEXURE 4

"SHOULD I BECOME A MENTOR?" CHECKLIST
"SHOULD I BECOME A MENTOR?" CHECKLIST

As one considers the possibility of serving as a mentor, it is time to stop and ask "Should I become a mentor?" The checklist below is designed to guide the self-reflection of individuals who are thinking about becoming mentors. The checklist provides a description of the qualities that are most often thought to be conducive to successful mentoring. Successful mentors generally have many of the qualities listed here, along with some other valuable qualities that are not listed but that are unique to them as individuals. Space is provided at the conclusion of this checklist for respondents to add those qualities that represent their unique or special assets to mentoring. To use the checklist, respondents should read each statement and place an X in the appropriate column which represents the degree to which the statement characterizes the way the respondent sees himself or herself. After ranking each statement (1) Strongly Agree that the statement is representative; (2) Agree; (3) Neutral; (4) Disagree; and (5) Strongly Disagree, respondents may reflect on their own strengths and weaknesses.

There is no single "ideal profile", but respondents who possess many of these qualities are likely to serve well as mentors. If one has serious doubts about the strength of his or her own qualifications, it might be useful to get a second opinion from a colleague who knows the respondent well. It is also important to recognize that many of the qualities listed here are developed or learned and the result of practice.
<table>
<thead>
<tr>
<th>S.No</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I see myself as being people-oriented; like and enjoy working with others</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>I am a good listener and respect my colleagues.</td>
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<tr>
<td>3</td>
<td>I am sensitive to the needs and feelings of others</td>
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<tr>
<td>4</td>
<td>I recognize when others need support or independence</td>
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<tr>
<td>5</td>
<td>I want to contribute to the professional development of others and share what I have learned</td>
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<tr>
<td>6</td>
<td>I am willing to find reward in service to someone who needs my assistance</td>
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<tr>
<td>7</td>
<td>I am able to support and help without smothering, parenting or taking charge</td>
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<tr>
<td>8</td>
<td>I see myself generally as flexible and willing to adjust my personal schedule to meet the needs of someone else</td>
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<td>9</td>
<td>I usually am patient and tolerant when coaching someone</td>
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<tr>
<td>10</td>
<td>I am confident and secure in my knowledge of the field and make an effort to remain up-to-date</td>
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<tr>
<td>11</td>
<td>I enjoy the work I do</td>
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<tr>
<td>12</td>
<td>I set high standards for myself and my staff</td>
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<tr>
<td>13</td>
<td>I use a variety of coaching methods and my staff achieve well</td>
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<tr>
<td>14</td>
<td>Others look to me for information about my job, knowledge and methods of doing various tasks</td>
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<tr>
<td>15</td>
<td>Overall, I see myself as a competent professional</td>
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<tr>
<td>16</td>
<td>I am able to offer assistance in areas that give others problems</td>
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<tr>
<td>17</td>
<td>I am able to explain things at various levels of complexity and detail</td>
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<tr>
<td>18</td>
<td>Others are interested in my professional ideas.</td>
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<tr>
<td>19</td>
<td>I am able to differentiate between my relationship with my staff at work and mutual contacts outside.</td>
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<tr>
<td>20</td>
<td>Item number 20 is reserved for description of one's unique and special assets for mentoring.</td>
<td></td>
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ANNEXURE 5

GLOSSARY OF TERMS USED IN MENTORING
GLOSSARY OF TERMS USED IN MENTORING

Academic mentoring – is used in three ways: first mentoring where the prime goal is to improve the academic achievement of the mentee; second, as an alternative phrase for academic tutoring, where teachers support students, often in the run up to examinations; third, mentoring in a higher education context, where staff mentor students.

Action plan – A clear statement of goals, measures of success, a time-table, and a clear indication of how the mentor and the mentee will work together.

Active listening – Listening to what the other person is saying without interruptions and accepting what he or she is saying as genuine, and not injecting one’s own views, opinions or solutions.

Advocacy – The posture of support assumed by mentors in relations to their mentees, whereby they identify opportunities for and assist them in their career development and in other aspects of their lives.

Anticipated first response – An answer to a question that is both expected and unenlightening.

Assumption function – The inaccurate deduction that each individual from a particular group does things the same way. This mode of thinking is often related to employment discrimination and runs completely counter to coaching and mentoring.

Buddy - The support provider who is assigned to a new employee/protégé who has recent prior experience in the work assignment or new roles they have assumed or will assume. Specifically, such a person is deemed to have sufficient similar experience as to not need the more intensive support of a mentor.

Buddy system – An alternative to mentoring in which new hires are put under the wing of someone experienced in the same or similar job.

Business mentoring – Mentoring of students by people from the private sector.

Career mentoring – is where the main focus is on the career development of the mentee and in addition, sometimes, where the mentor is a careers specialist.

Classical mentoring – refers to the one-to-one relationship between an older, wiser person and a younger, less experienced person (as in the myth of Mentor and Telemachus)
Closed-questions – Questions that lead to “yes” or “no” answers.

Collaboration – Cooperation and willing assistance in some kind of effort.

Community mentoring – refers to the situation where mentors and mentees reach an individual agreement or contract about what each will hope to achieve through the mentoring process.

Compartmentalization – The conscious act of individuals completely separating one set of circumstances or attitude in their lives from another set of circumstances or attitude in order to focus on a goal and/or make forward progress.

Constructive feedback – A fundamental mentoring communication technique used to pass on observations on employee performance and behaviour.

Contract mentoring emphasizes the importance of the agreement struck at the initial meeting between mentor and mentee as to the objectives of the relationship.

Corporate mentoring – occurs within corporations, generally with a work related or career related focus.

Counselling – A process of helping an individual to help himself/herself.

Cross age mentoring – is when mentors are drawn from a different age group to mentees.

Cross culture mentoring – occurs when someone from one or more than one ethnic group mentors one or others from a different ethnic group.

Cross gender mentoring – An individual of one gender mentors someone of another gender.

Delegation – The act of entrusting deserving employees with challenging jobs, assignments and more responsibilities.

Developmental mentoring – occurs when the prime aim of mentoring is the personal development of the mentee.

Dinosaur managers – The old style, doer, directive style, traditional managers who do not work with employees on a personal level, and do not collaborate with them in defining their jobs and futures.

Disruption – An employee’s performance slowdown or bad performance, that initiates the ripple effect in the office, a more widespread slowdown or halt in the overall work of a team or group.
Doghouse – A popular punitive technique employed by dinosaur managers – that puts certain employees on notice by giving them the cold shoulder, a cut in the pay, poor job assignments and so on. All of these in lieu of open communication and confronting the problem forthrightly.

Drive-by mentoring – is a pejorative phrase used to describe situations where mentors only engage with their mentees either superficially or for a very short period of time, which can result in reduced self esteem and further damage.

Elevate respect – A highly valued mentoring and coaching technique of taking any job situation and upgrading the entire work atmosphere to one where respect runs deep. This elevation enables any job in any situation to be a learning environment.

Empathetic – describes a caring mentoring posture that connects mentors with their mentees on a level of understanding that transcends their jobs and touches them in a very personal way.

Enterprise mentoring – Mentoring of young people who start a business by experienced business people or professional business advisors.

Evolution – The forward movement of all successful mentoring relationships in business and elsewhere. This progression is indispensable for mentor-mentee relationships to succeed.

Exacting control – The special mode that mentors switch on when dealing with highly sensitive and thin-skinned employees. This, in effect, puts mentors on high alert to remain even-tempered and matter-of-fact in presentation at all times.

Exposition response – An answer to an open ended question that is generally more enlightening than an anticipated or rehearsed answer.

Feedback – Information communicated to an individual or team about performance or behaviour. The goal of feedback is to let individuals know whether they are, or are not, making progress towards an agreed target or standard.

Friend to friend mentoring – is a form of natural mentoring occurring within one to one friendships.

Goal setting – Process by which objectives are agreed on by mentor and mentee.
Grooming – Special mentoring provided to employees who are ripe for promotions or responsibilities over and above other members of their teams/groups.

Group mentoring – A mentoring relationship between one mentor and two or more mentees. Often the mentoring meetings happen with the entire group at a time instead of one-on-one meetings.

Higher education student mentoring – refers to programmes where university or college students mentor younger students, generally in schools.

Holistic mentoring – is when the mentor is a highly skilled professional deploying the full range of helping behaviours to develop his/her mentee.

Individual-team mentoring – is a form of natural mentoring in which a group of young people looks to an individual or small number of individuals for advice and support.

Intentional mentoring – is when a third-party organizes the mentoring relationship in contrast to a natural mentoring.

Intergenerational mentoring – Generally involved a ‘skipped’ generation between mentors and mentees, for example – grandfather mentoring the grandson.

Interior journey – The betterment of the individual as a human being beyond the job and work career.

Internal mentoring – Mentoring process wherein both the mentor and the mentee are from within the company as against external mentoring where the mentor is brought into the organization from outside for a specific purpose.

Invisible hand – It refers to the practice of people selecting those with whom they feel most comfortable to mentor and groom as their successors, perpetuating a cycle of exclusion.

Listening for feelings – In mentoring communications, the feelings are often more important than the facts, and mentors need to put aside words to get a sense of feelings conveyed.

Listening tours – An overriding coaching principle that asks that coaches continually dialogue with their mentees, hear what they have to say on all job-related matters, and make more fair and sound decisions because of these efforts.
Long term relationship mentoring – is a form of natural mentoring similar to classical mentoring, however, in this case the adult concerned has a history of rebellion and high risk-taking.

Magnet for talent – What coaches and mentors are expected to make the workplace courtesy of their shaping a positive work environment rich in opportunity that is appealing to the best and brightest in the labour pool.

Management by phoning around - A method of management to ensure that managers are visible to employees and able to maintain one-on-one communications but done via phone. This is mainly used for off-site employees / telecommuters/ field sales personnel.

Management by walking around – A method of management to ensure that managers are visible to employees and able to maintain one-on-one communications. In the process, a manager can observe employee behaviours that can be the subject of subsequent mentoring sessions.

Mass mentoring – refers to large-scale, state-wide or national programmes, and/or programmes that have been replicated or franchised over a wide area, e.g. Big brothers/ Big sisters of America.

Mentee – The individual who is being mentored, also sometimes called protégé.

Mentor – The critical role and responsibility assumed by an experienced, caring and wise employee who offers knowledge, insight, perspective or wisdom that is especially useful to the other person and thereby helps someone else experience personal and/or professional growth though learning.

Mentor programs – Formalized programs in which senior employees are assigned to more senior employees to assist the junior employee in learning the rules and norms of the organization, help the employee to solve political and work-related problems and orient the employee in career development.

Mentoring – A process in which a person aids in the personal and/or professional development of another person.

Mentoring Process - A developmental process in which a new and an experienced employee commit to working and learning together in a mentoring relationship over at least two years for the purpose of mutual support and professional development. The mentoring process includes a series of phases in which the mentor's leadership of the process is adapted to the developing strengths and changing needs of the protégé. The result of an effective mentoring process is a self-confident and competent professional who also values what employees can do collectively on behalf of their organization and its strategic initiatives.
Mentoring expectations – Standards set or goals/objectives agreed upon mutually between the mentor and the mentee. Real goals, beyond noble and high sounding words, established by mentors and mentees at a phase in the relationship when the two parties have fashioned strong rapport.

Mentoring hubs – Traditional one-on-one mentoring relationships redefined to include a mentor working with a number of mentees.

Mentoring outcome – The term used for desired result or expected accomplishment in the mentoring relationship.

Mentoring Partners - While the mentor and protégé/mentee might easily be described as "mentoring partners", using the term for them is confusing because the same term applies to other entities as well.

Mentoring Relationship - The developmental relationship of a mentor and protégé which is characterized by confidentiality, trust, caring, and mutual support and challenge for growth. The mentoring relationship creates the necessary context of safety and confidence for the mentor and protégé to take the risks of trying new work strategies and of learning in front of each other. This context is necessary for accelerated professional growth.

Mini mentoring – An appellation affixed to in-house helping relationships. Usually between two employees. A mentor often initiates this relationship by having one employee with stellar knowledge and skills tutor another in need of improvement in particular areas.

Minority ethnic mentoring – is where the programme is targeted at mentees and mentors from specified minority ethnic communities.

Mirroring feelings – An empathetic mentoring technique involving mentor’s observing and understanding an employee’s state of mind and adjusting to it accordingly in any conversation or meetings.

Natural mentoring – is a term applied to mentoring relationships that occur from time to time in people’s lives, outside of a structured mentoring programme. These are mentoring relationships that occur by birth, by chance or by a twist of fate such as parenting, friendships, teachers and the like.

Near-age mentoring is a form of peer mentoring where mentors are one to three years older than mentees; same-age mentoring is peer mentoring by mentors in the same age group.

No negative zone – The dictum enunciated by mentors that preclude them from speaking ill of family members, schoolmates, teachers, and co-workers and significant others.
Objective ear – An unbiased stance assumed by both coaches and mentors who need to be fair and honest at all times with their mentees. This posture is in stark contrast to being sycophantic cheerleaders, which is not the role of coaches and mentors, on or away from the job.

Open-ended questions – Questions that invite participation and idea sharing.

Paid mentoring – is contrasted with volunteer mentoring to reflect possible differing motivations on the part of mentors. Some argue that only unpaid volunteers can be mentors and that programmes where mentors are paid are pseudo mentoring.

Paraphrasing – An essential skill in mentoring whereby the mentors let their mentees know that they are hearing what is being said to them by repeating the sum and substance of it in their own words.

Peer mentoring – refers to people of similar age and status/designation taking on the roles of mentor and mentee.

Personal detachment – A necessary bulwark in mentor mentee relationships eschewing personal friendships and romantic liaisons.

Planned mentoring – Mentoring in business circumstances whereby a higher-up in an organization is paired with an employee being groomed for new job responsibilities or a promotion.

Pluggers – A term used to describe employees who perform to a standard but no more; while they demand little supervision, they also get little attention and consequently too often their full potential is not realized.

Positive outcome philosophy – A mentoring canon that holds that every problem in the workplace has a positive solution.

Positive reinforcement – A mentoring technique that identifies and lauds the right behaviours of employees and mentees on the spot, leading to more of the same.

Potential envelopes – Mentees’ vast supply of unique talents and abilities that wise mentors tirelessly work to push to the surface, as in “push the envelope” or stretch to the limit.

Power to the people – A mentoring catch phrase that means respecting individual initiative, and thus tapping into employee’s unique talents and abilities one person at a time.

Principled coherence – The mentoring standard that asks mentors to do what they say they are going to do, when they say they are going to do it.
Professional mentoring – is when mentors are specially trained, experienced and paid. External corporate mentors and learning mentors fall into this category.

Protégé – The role that a beginning or new employee assumes when working with a mentor. The role requires and assumes a willingness to actively work with and to learn from the experience and wisdom of the mentor. Sometimes also called a "mentee".

Reality chasm – What employees believe they can do versus what they actually can do? It is essential that mentors understand that this gap sometimes exists and carefully evaluate what are the mentees' genuine talents and abilities versus what is hot air.

Reality laboratory – The place where mentees metaphorically go when they engage in role reversal. It’s a place where experimentation leads employees to think as entrepreneurs, empathize with the other side, practice flexibility and sharpen self-awareness.

Reciprocal mentoring – is the situation in natural mentoring when mentee and mentor alternate their roles.

Sensitivity plus – A mentoring communication technique for handling thin-skinned, overly sensitive employees, which entails mentors modulating their tone to suit the circumstances. Often applied when passing on negative feedback to employees to soften the delivery of the content, but still get through to them without generating a defensive antagonistic response.

Site based mentoring – is when the location of mentoring meetings is within the educational institutions, rather than community-based.

Situational management – A means of management in which the degree of management is based on the experience and self-confidence of the individual being supervised or mentored, and the nature and importance of the task involved.

Skill-deficiency – A gap between a person’s capabilities and those needed to take on another job.

Socially excluded mentoring – is when the target group of young people are, or are at risk of, being excluded from society. Also referred to as 'at-risk' mentoring.

Soda pop rule – From the old 7-up ad, “You Like It, It Likes You”. A coaching and mentoring technique called into action to temper employee versus employee conflict. Its “you like your job, your job likes you” theme
importunes combative employees to amend their rancorous relationship and solve job performance problems to save their jobs.

Sponge for learning – A phrase used to refer to managers and employees who unceasingly soak up knowledge and skills.

Sponsor – that individual who has a team formed either for his or her own purpose or for the purpose of another individual or organization as a whole.

Sports mentoring – is a term used in programmes where experienced sports persons mentor individual teams or students.

Standards bar – A mentor’s clearly enunciated level of achievement and professionalism that all employees are expected to reach or surpass.

Talk up – A verbal coaching and mentoring technique of elevating employees by respecting them and never talking down to them.

Team mentoring – refers to the situation when two or more people mentor a young person, for example, a learning mentor and a business mentor. The two mentors are required to work together rather than independently.

Tele mentoring – is when the mentoring programme uses telecommunications – telephone, e-mail or teleconferencing – as the main means of contact between mentors and mentees. E-mentoring is a particular form of tele mentoring that focuses on the use of email.

Tiered mentoring – refers to programmes where the mentees act as mentors to junior employees, thus giving them, opportunities to model good behaviour.

Tone setting – A mentor’s words and actions establishing the conduct of the workplace and the nature of all on-the-job relationships.

Workplace mentoring or work experience mentoring – refers to the practice of allocating a mentor to students undertaking internships or work placements.

Zero tolerance – A wise workplace policy in this litigious age that prohibits such things as insult humour, profanity and personal animus between or among employees leading to the shunning of others. Rigorously enforced by mentors and coaches.