



# First Mentors- What We Learned

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*mentoringstandard.com*

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This is Mentoring Standard's first in a series of formal reports on mentors and mentoring. Between March 2015 and March 2016, Mentoring Standard certified 72 mentors in 17 countries who have demonstrated significant mentoring history, good reputation, and respectable professional experience.



**72 Certified Mentors in 17 Countries: Mentoring Standard 2015-2016**



# Mentoring Standard

## Executive Summary

This is a baseline report on mentors certified by Mentoring Standard during its first year in business. Subsequent reports will expand on this material. This report presents demographic, geographic, and professional information about the first cohort of 72 Certified Mentors, plus information on mentoring as a practice that has demonstrated consistent and remarkable benefits. Nine conclusions are made but understanding of other patterns will need to wait for a larger group to analyze. Detailed comparisons are made with one of the few large sets of data published on professional mentoring – that of Sun Microsystems Engineering.

The information in this report is drawn from an interconnected worldwide community of dedicated mentors – not a general population. In this first cohort, there are far more women, highly educated and technical professionals represented among the Certified Mentors than are in the general public.

The top three conclusions in this report are:

1. Mentors report great satisfaction from working with mentees. Most reported being mentors for years and seem to want to continue mentoring and improving as mentors for the foreseeable future. Mentors write about formal and informal mentoring being a regular part of their personal and professional lives.
2. Participants report that Mentor Certification gives immediate benefit in increased confidence and recognition of their own accomplishments, and may also yield professional visibility and better advancement as well.
3. Mentoring works well for a wide diversity of nationalities and ethnicities. It seems to be an accepted practice in all 17 of the countries where Certified Mentors live.

## Mentoring Standard History

Mentoring Standard was founded in March 2015 in the Silicon Valley. Mentoring Standard offers recognition, best practices training, and reports to measure and honor mentoring effectiveness and capability - in both individuals and programs.

Mentoring Standard celebrates mentors with deep experience, who have already done the work of helping people to achieve their goals and grow in a broad range of fields: Entrepreneur, Social or Community, Professional, Sports, Youth and many more. Mentoring Standard's experienced-based evaluation is not tied to a particular training or program. Mentors are not required join a new mentoring program or take additional training to be certified.

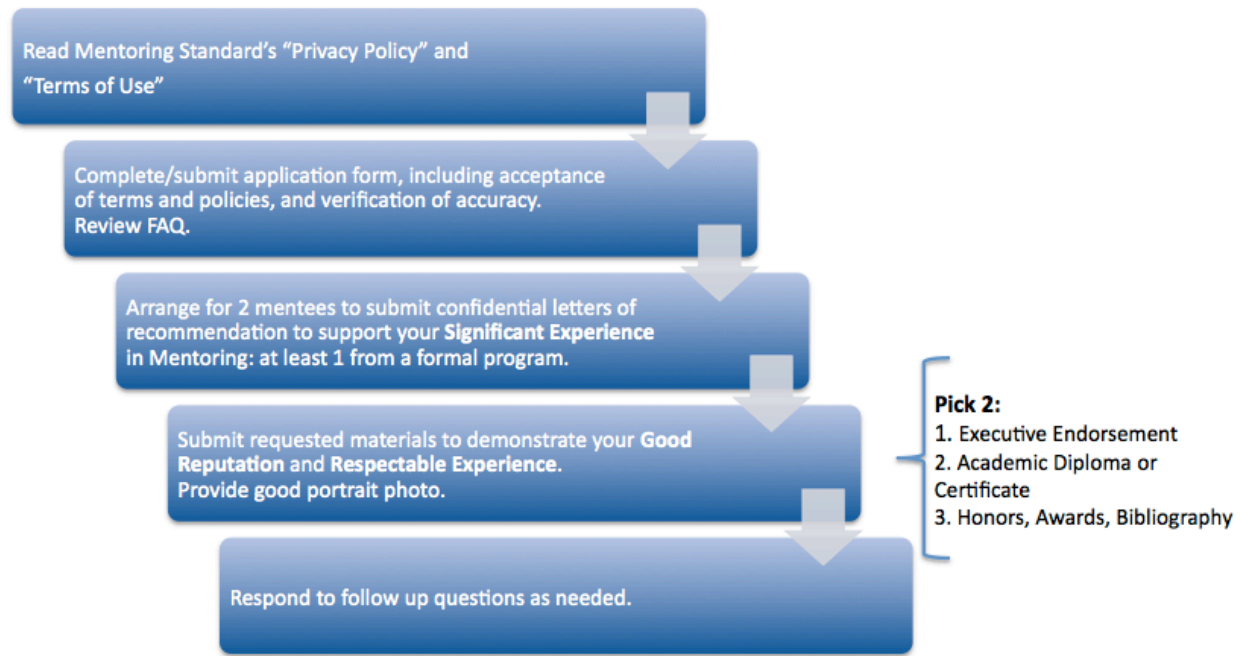
## Sources of Information

Information for this report came from many sources but mostly from the 72 Certified Mentors and those who know them well. Each mentor started by submitting detailed information in his or her application form.

Some of that information was clarified, or expanded during the certification process. Mentors also submitted substantiating documents (such as scans of university diplomas and professional certificates). At least two confidential letters of recommendation came directly from mentees on each mentor, plus letters may also have come from the mentors' peers and management.

In addition, Mentoring Standard followed up with a survey to mentors to clarify key information. 53 of the mentors (74%) replied to the survey by May 2016. Eleven mentors and advisors generously reviewed drafts of this report. All direct quotes were approved by the mentor to whom they are attributed.

## Regular Mentor Certification Process



### Certification Benefit to Mentors

- Establishes a current public record of successful and effective mentoring and growth, not tied to one particular mentoring program.
- Demonstrates a sustained pattern of leadership and career development.
- Provides objective credentials for an otherwise largely subjective experience.
- Allows the individual to transfer his or her mentoring experience to a new context, job or professional program.
- Exemplifies success: senior mentors use their certification path as a model and guide for their mentees.
- Documents progression of growth over time, potentially through formal certification levels: Regular, Advanced, Master, and Distinguished.

### What Certification Means

Mentoring Standard certifies mentors who can prove they hold within themselves the following three qualities:

1. Significant History of Mentoring
2. Good Reputation
3. Respectable Professional Experience

### Target Audience

The target audience for Mentor Certification is experienced mentors worldwide who for a variety of reasons want objective recognition of their mentoring accomplishments.

### Mentoring Community

Mentoring Standard started as a venture with strong connections to many successful mentoring programs, two of which Founder Katy Dickinson helped to design: the US State Department Bureau of Educational and Cultural Affairs' TechWomen (for women in 21 countries of the Middle East, Africa, and Central Asia) – started in 2011, and the Sun Microsystems' SEED (Sun Engineering Enrichment and Development for worldwide technical staff) – started in 2001.

Many Certified Mentors have participated in either the TechWomen or SEED programs. Some of the SEED mentors became mentors in TechWomen also. In the "Lifetime Value of Mentoring"<sup>6</sup> material developed for the 2013 Grace Hopper Conference, Katy Dickinson wrote: "...successful mentees will go on to become mentors and many mentors serve over and over – in a variety of programs. Mentors also become mentees as needed. Thus, disconnected programs may be informally in the same network because of having participants in common." Mentors serving in the same program can bond and become peer mentors for each other - and for their mentees as they develop.

For example: of the 55 TechWomen program participants who have become Certified Mentors, 36 started as mentees ("TechWomen Emerging Leaders"). Only 19 were formally TechWomen Mentors.



## What Do Mentors Do?

Mentors advise and inspire. In short, practical terms, Mentors:

- Make introductions
- Give recommendations to resources
- Give feedback for the mentee to consider

Mentoring is usually a relationship of two individuals where one is senior in his or her experience and understanding (having Wisdom Authority) but each learns from the other in the areas of career and/or personal growth over many months. There are many successful ways to mentor other than one-to-one, including: many-to-one, speed and peer mentoring. In this report, mentoring is considered separately from coaching and sponsorship.

## Motivation for Mentoring

Mentoring can be a powerful, long-term vocation from which both the mentor and their mentees benefit strongly in mutual learning, visibility, and confidence.

Here is what mentors wrote about their own motivation:

### Dr. Temitope Aladesanmi (Nigeria):



"At a point in my life, I realized that I have garnered so much knowledge that it becomes important for me to see how the knowledge can be put into the use of society."

### Dee Alcott-Rodriguez (USA):



"I learn from my protégés constantly. I learn about new career options, such as in the gaming industry. I learn about social media. They inspire me to constantly read and research."

### Claudia Galvan (USA):



"I did not have a mentor for the first ten years of my career. I was sent into a program for senior leaders where I was paired with mentors. Once I had that experience I realized how important mentorship is and made a conscious effort to give back... As I continue on this process I am always learning from other experiences that I can also use myself."

### Erin Keeley (USA):



"Through my work, I have mentored many people, but particularly satisfying to me

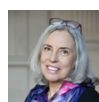
was mentoring young women engineers and managers at our manufacturing sites in China, The Philippines and Thailand. Through my mentorships I have learned as much about myself as I try and look back and understand the obstacles I faced and the opportunities I had. I believe the key to mentoring is really listening to the mentees and understanding their concerns as well as their goals and aspirations."

### Cynthia Leung (USA):



"In my experience mentoring, I've learned that the paths I thought were the only ways to achieve 'success' in one's career were not always the best paths for my mentees. The most important thing was understanding my mentee's goals and interests and helping them best achieve their own professional growth."

### Sharon Moore (France):



"I learn a great deal from my mentees... Sometimes in helping a mentee I have done research or gained knowledge that I might not have done without their questions/curiosity. I have received innovative ideas for problems solving watching my mentees solve their own problems. I have also been exposed to other parts of the organization or other expertise that have enriched my own experience base."

### Bahara Nurmetova (Turkmenistan):



"For me mentoring it is sharing. Sharing of experience, knowledge and possibility to learn new thing from your mentee. To keep beginner attitude is the most important thing. Patience and listening is one of the important skills I learn from it."

### Larissa Shapiro (USA):



"What I continue to learn is that being a mentor shines a light and lifts up other people - but even more so, it teaches me my own strengths and weaknesses."

## Certification Status, Cycle Time

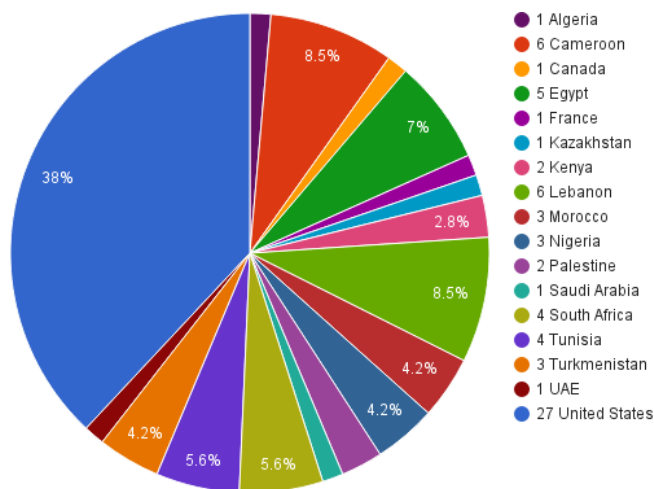
In Mentoring Standard's first year, 72 mentors successfully completed Regular-level Certification. Three of those 72 also attained Advanced-level Certification. Most who did not get certified are still finishing the submission process, which can take between one day and five months to complete, depending on the circumstances. The average cycle time was 46 days. A few mentors are on hold because they do not yet meet certification requirements. Some of those on hold are actively working toward gaining experience to achieve certification. Only mentors who have completed their certification process are reported here.

## Mentor Demographics

**Gender (Disaggregated by Sex):** Six of the 72 Certified Mentors are male (8%) with the remaining 67 (92%) being female.

**Nationality:** Certified Mentors in the first cohort originally come from 18 countries, and currently reside in (a somewhat different group) 17 countries. The largest country of origin among the mentors is the United States (28%). 38% of the mentors currently live in the United States.

### Country of Residence



**Language:** The group reports speaking 16 languages fluently: Arabic, Armenian, Bengali, English, French, Hindi, Marathi, Moundang, Punjabi, Russian, Spanish, Swahili, Tamil, Turkish, Turkmen, and Urdu.

**Ethnicity:** 35 Ethnicities were identified among the mentors (in their own words): African, African American, American Melting Pot, Arab,

Armenian, Asian Indian, Bafut, Black, Black South African, Caucasian, Chinese, Coptic Egyptian, European, European American, French, Hispanic, Indian, Jewish, Kenyan, Lebanese, Mexican, Mexican American, Moroccan, Moundang, Muslim, Native American, North African, Pakistani, South Asian, Spanish, Sub-Saharan African, Tswana, Tunisian, Turkmen, White, and Yoruba.

| Country       | Residence | Origin |
|---------------|-----------|--------|
| United States | 27        | 20     |
| Cameroon      | 6         | 6      |
| Lebanon       | 6         | 4      |
| Egypt         | 5         | 6      |
| South Africa  | 4         | 4      |
| Tunisia       | 4         | 4      |
| Morocco       | 3         | 3      |
| Nigeria       | 3         | 4      |
| Turkmenistan  | 3         | 3      |
| Kenya         | 2         | 3      |
| Palestine     | 2         | 4      |
| Algeria       | 1         | 1      |
| Canada        | 1         |        |
| France        | 1         |        |
| Kazakhstan    | 1         | 1      |
| Saudi Arabia  | 1         |        |
| UAE           | 1         |        |
| India         |           | 4      |
| Iraq          |           | 1      |
| Malaysia      |           | 1      |
| Mexico        |           | 1      |

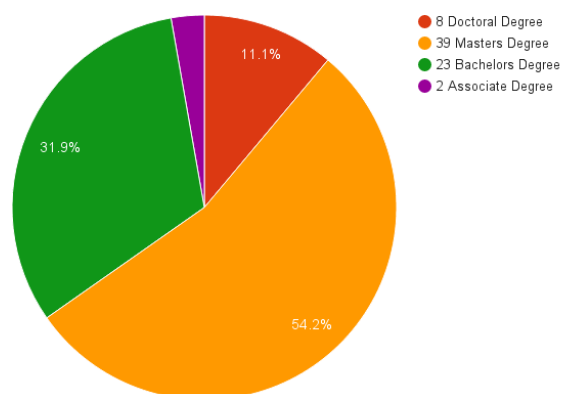


Elizabeth Ochoa at Niagara Falls, 2016

## University Education of Mentors

The Certified Mentors are remarkably well educated as a group. Over 65% reported having earned a Masters or Doctorate as their highest degree. (For comparison: the US Census Bureau reported that about 12% of the USA had Masters or Doctorate degrees as of 2014.) More degrees are in process: six mentors are in a Doctoral study program now (two in Lebanon, one in Cameroon, and two in the USA). Here are the highest degrees earned by the group:

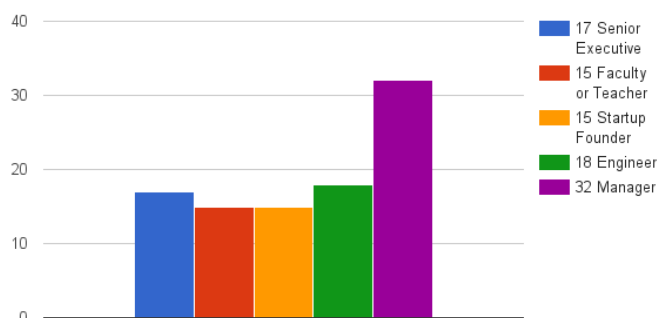
### University Education of Mentors



## Mentor Seniority

The mentors as a group are in mid-level to very senior jobs or careers in business or academia. Some categories of seniority overlap since mentors often report serving in more than one role at the same time – this is especially true of the 21% who are entrepreneurs.

### Mentor Seniority

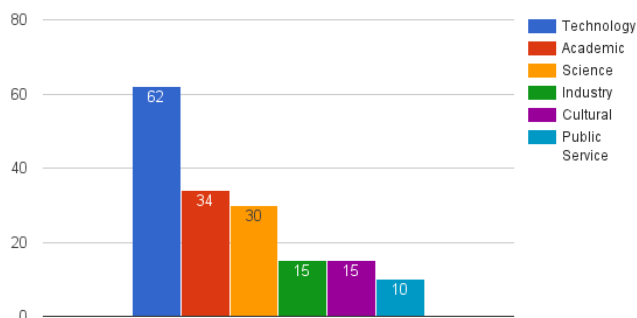


## Expertise of Mentors

When the Certified Mentors were asked to identify their broad areas of professional expertise, six categories were selected most often. Technology was the largest category (picked by 86%), followed by Academic

(picked by 47%). Most mentors indicated expertise in more than one area. 23 areas in addition to the top six were reported but very few were picked by more than one person. “Business” was intentionally not among the expertise areas because it could apply to most categories.

### Expertise of Mentors



## Companies, Universities, Groups

Some companies, universities, groups or organizations are home to more than one Certified Mentor:

- 5 Symantec Corporation (USA)
- 2 Alexandria University (Egypt)
- 2 Apple Inc. (USA)
- 2 First Skills Club (Tunisia)
- 2 Juniper Networks (USA)
- 2 Obafemi Awolowo Univ. (Nigeria)
- 2 United Nations (Lebanon, Palestine)
- 2 Vodaphone (Egypt)

## Sukaina Al-Nasrawi

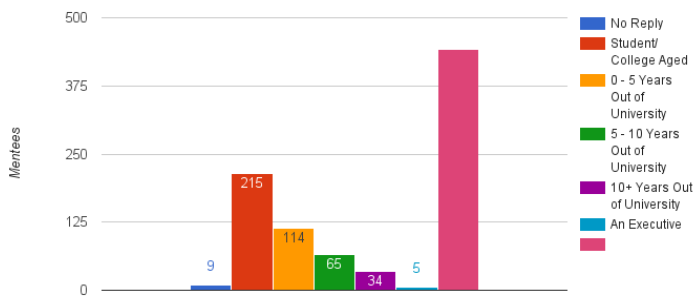
(at United Nations ESCWA - Lebanon):



“My mentoring experience presented me as a subject matter expert and leader in my field. It exposed me to different cultures, perspectives, ideas and approaches and further enticed me to sharpen my communication skills. In addition to learning at the personal level, mentoring increased my visibility and recognition within my professional surrounding and labeled me as a person who is always available to support others in developing their skills and advancing in their careers. The latter is a label which I truly cherish.”

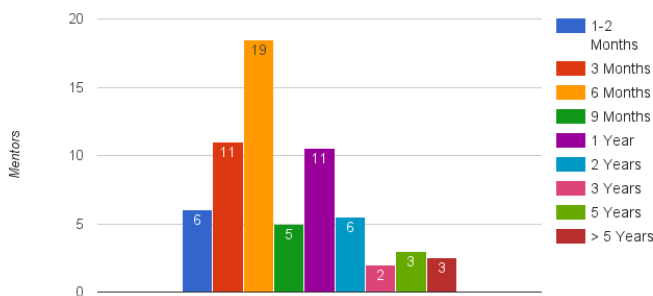
## Seniority of Mentees

The 72 mentors provided information on 442 of their mentees. Over 74% (329 count) of the mentees about whom the mentors provided detailed data were still in their university years, or very early in their work lives. Over 48% (215 count) of the reported mentees were students or college-aged. This includes mentees attending camps and programs for girls and boys.



## Mentoring Relationship Duration

Most mentoring relationships lasted for six months or less but mentors reported that a significant group continued for one to five years, or longer.

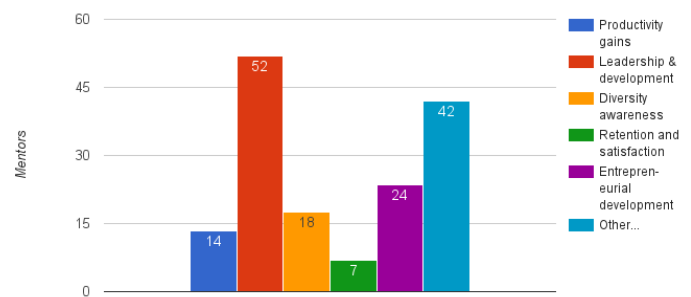


## Topics Discussed

Mentors reported working with mentees on a wide variety of topics, challenges and projects. Leadership and development was by far the most popular topic (72%). The focus areas of discussion most often reported by mentors were, in order:

1. Leadership and personal or career development
2. Entrepreneurial development
3. Diversity awareness and support
4. Productivity gains
5. Staff retention and satisfaction

## Topics Discussed



### Esraa Abdelhalim (Egypt):



"It is not easy to be a mentor... It is difficult because I have to be a role model for them... However, I learned a lot. I learned to widen my scope and be patient. I learned how to manage teams and encourage teamwork. I also, knew how important a mentor is when leaving good impacts on the mentees' lives. I wish I can keep my skills in the up curve and always be updated with any new."

### Dr. Yetunde Folajimi (USA):



"I am driven by a special passion to give back to the society, as I myself benefited through mentoring. I value my impact on the new generation of girls and women whom I mentor through events like regular summer camps, hackathons, training programs and personalized mentoring. I have worked with hundreds of girls annually by engaging them in activities that enable them practice and create projects of their own, thereby addressing the low self-confidence which is a critical factor that especially discourages women and girls from being part of ICT professions."



Dr. Jeannice Fairrer Samani,  
Katy Dickinson, TechWomen mentors 2015



## Early Days, Some Incomplete Data

The results of some analyses about this group of mentors are being left out of this report because there is no clear pattern, other than some countries have more Certified Mentors than others. For example, in analyzing expertise, education, and seniority by country, four countries stand out –probably only because they have the most mentors: Egypt (5 mentors), Cameroon (6 mentors), Lebanon (6 mentors), and the United States (27 mentors). 61% of the Certified Mentors reside in Egypt, Cameroon, Lebanon and the USA. As more mentors are certified, clearer patterns may emerge.

Other patterns were unclear because of various ways that mentors interpreted the questions they were asked on the application form. Some of these ambiguous areas were clarified in the follow-up survey.

One very clear pattern is that these mentors are remarkably generous in sharing their time and expertise over and over!

## More Informal Than Formal

Two of the survey questions asked mentors about their participation in formal and informal mentoring programs.

*How many times in your life have you been a mentor in a formal mentoring program?*

- 67% Five or fewer times (up to 5)
- 23% Six to ten times (6 to 10)
- 10% Eleven to fifteen times (11 to 15)
- 0% More than fifteen times (15+)

*How many times in your life have you been an informal mentor?*

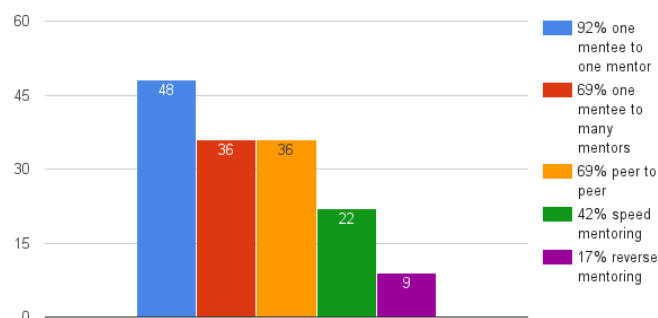
- 20% Five or fewer times (up to 5)
- 31% Six to ten times (6 to 10)
- 10% Eleven to fifteen times (11 to 15)
- 39% More than fifteen times (15+)

All but one mentor said they mentored both formally and informally, with many more informal than formal experiences reported.

## Types of Mentoring Relationships

In the survey, mentors were asked: *In what types of relationships have you ever participated as a mentor?* 92% said that they had worked one-to-one with a mentee but other types of mentoring were also very popular. Most mentors reported having participated in several types of relationships.

## Types of Mentoring Relationships

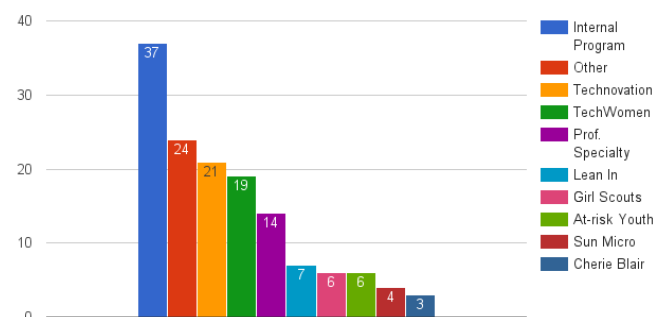


## Formal Mentoring Programs

Participation in at least one formal mentoring program is a requirement for certification. It was clear from the applications that mentors were participating in many formal mentoring programs – sometimes simultaneously. In the follow-up survey, mentors were asked: *In what formal mentoring programs have you participated as a mentor?* The 53 survey answers on participation were combined with what was reported by the 72 mentors in their applications.

Five of the most popular programs named by mentors were solely for girls and women: Technovation, TechWomen, Lean In, Girl Scouts, and Cherie Blair Foundation. 51% of all mentors were in one or more of these five programs. There were other all-female programs in which only one mentor reported participation, including: Nigeria Geek Girls, She Can, African Women in Agricultural Research and Development, GirlHype, and Tech Girls Algeria.

51% reported participating as mentors in an internal program at their university or company. 19% reported being mentors in a professional specialty program (for Academic Faculty, or Accountants, or Engineers, or Physicians, etc.)



## Mentoring Best Practices

The “Mentoring Best Practices”<sup>1</sup> panel discussion on 10 March 2016 in San Jose, California (Silicon Valley), was presented by the TechWomen Alumnae Council and Ericsson Women in Leadership. Speakers were: Katy Dickinson (Mentoring Standard), Judy Little (Ericsson), Robert Loftis (Professional Coach), Myra Nawabi (Lockheed Martin), Manali Rane (Ericsson), Leslie Summerfield (Ericsson). Hosted by Audrey Simpson. Video by John Plocher.

Stories of successful and unsuccessful mentoring programs inside and outside of corporations were presented at length. Panelists told of failed programs in which the staff was too junior, or staff left mid-term, or programs had too little management support. In comparison, programs that were professionally managed, structured, and included feedback often continued to succeed in the long-term. Much of the panel’s discussion covered the same ground as the “Lifetime Value of Mentoring”<sup>6</sup> 2013 analysis.

The color wheel of “Best Practices of Successful Formal Mentoring Programs” was published in the “Lifetime Value of Mentoring” - based on a review of academic and industry reports on mentoring from 2001 to 2013. The mentoring programs included in the review were offered to four different groups:

- Children and Youth
- University (student and faculty)
- Corporate/Career
- Senior/Retired

| Measurably Successful Formal Mentoring Programs |                               |                    |                  |  |   |
|---|-------------------------------|--------------------|------------------|--|---|
| Children and Youth                              | University - Student, Faculty | Corporate - Career | Senior - Retired | Participants Tracked in Project Report | Mentoring Project Name                          |
|   |                               |                    |                  | 7,500                                  | Big Brothers Big Sisters: school based (Ref#9)  |
|   |                               |                    |                  | 1,310                                  | At-Risk Youth Project (Ref#10)                  |
|   |                               |                    |                  | 54                                     | Academic Health – Faculty-Student (Ref#17)      |
|   |                               |                    |                  | 11                                     | Mentoring Faculty, Academic Medicine (Ref#15)   |
|   |                               |                    |                  | 7,333                                  | Sun Microsystems – Corporate (Ref#5)            |
|   |                               |                    |                  | 265                                    | TIE Silicon Valley – Professional Assn (Ref#3)  |
|   |                               |                    |                  | 500                                    | Sodexo – Corporate (Refs#6, 16)                 |
|   |                               |                    |                  | 44                                     | Emory University Senior Mentor Program (Ref#7)  |
|   |                               |                    |                  | 81                                     | Senior Mentor Program U. South Carolina (Ref#2) |

From 2013 “Lifetime Value of Mentoring”<sup>6</sup>

This 2013 review yielded a list of twelve common practices of successful mentoring programs - and reported that most programs used most or all of the twelve practices.



Mentoring Best Practices Panel 2016

## Favorite Questions for Mentors

In addition to talking about best practices for mentoring programs, the 10 March 2016 panelists shared their favorite questions to ask their own mentees:

- Robert Loftis recommended asking powerful questions that start with *How?* *When?* and *What If?*
- Myra Nawabi asks:
  - What will we do together?
  - What did we learn together?
  - What is one thing you are going to do today?
  - What is the lesson here?
  - What does success look like?
- Manali Rane asks: What are the three top things you want from this mentoring experience?



From 2013 “Lifetime Value of Mentoring”<sup>6</sup>

## Benefit of Long-term Mentoring: Sun Microsystems

Strong mentoring programs can grow a mentoring culture and community over time. Two benefits of a formal and long-term mentoring program in a stable organization is that it can be managed to attract and retain very senior mentors, and the program will be there for the mentees as they mature to become mentors themselves. In the Sun Microsystems Engineering mentoring program (started in 2001), by 2009 about 25% of the mentors had started the program as one of the 1,162 mentees. 88% of Sun mentors said in a survey that they wanted to be a mentor in the program again. 78% of mentors who served more than once during 2001-2009 were senior executives (Principal Engineers, Directors, Distinguished Engineers, Fellows, or Vice Presidents).

Because a formal program makes the best use of their very limited time, it is easier for executive mentors to participate. A formal program also makes the wisdom of executives more available longer-term to a larger and more diverse group of mentees, if executives participate many times.

From "Sun Mentoring: 1996-2009"<sup>8</sup>:

"Some potential mentors are comfortable being approached by junior staff asking for mentoring but others may find such a request offensively direct (inappropriate, pushy or arrogant). ... A popular or famous executive may get too many requests for informal mentoring to evaluate the benefit and circumstances of each one, so she ends up rejecting all, or just spending a little time with each, or only accepting requests from people she already knows... A formal program that includes training may get the mentor started, to the advantage of her mentee, the company as a whole, and her own understanding."

**Mike Dillon (USA)**, Sun Microsystems Executive Vice President, General Counsel and Corporate Secretary (now General Counsel at Adobe Systems), 6-time Sun mentor wrote:



"I must admit that when I was asked by an engineer to serve as a mentor, I was somewhat surprised. After all, what learnings could an attorney provide to a member of our technical community? However, I have found through the process of working with each SEED mentee that

there are many things that I could share, for example, about problem solving, leadership, organizational management and also providing a more global perspective of our business. Equally important, I found that through participating in SEED, I gained tremendous insight into key technical projects and developed a better understanding of the challenges our engineers face. These insights have helped me to be much more effective in my legal role."



## Benefit of Long-term Mentoring: Girlhype

Another long-term program, GirlHype, was started in 2004 by Baratang Miya in South Africa. GirlHype has trained over 2,300 girls and youth in STEM (Science, Technology, Engineering, and Math) in Cape Town schools.

**Baratang Miya (South Africa)** described her experience as a mentor:



"My mentoring experience was more than the transfer of advice, knowledge and insights. To me the relationship offered a reciprocal benefits. I learned so much from my mentees. The driving factor to invest my time in developing another person was that as I was experiencing personal satisfaction of sharing my skills and experience with a eager learner, being involved in mentoring also provided me with some tangible benefits that rewarded me professionally."

**Jason De Caires (South Africa)**, one of Baratang Miya's mentees who went on to work with her on Girlhype, wrote:

I started working alongside Baratang in 2010, with a community project in an informal settlement in Wynberg, called Bonnytoun... I can truly say that Baratang has a heart for people and social justice. I also assisted Baratang with Girlhype, from the year 2012. This was where I developed skills in terms of project and event planning and coordination. Baratang had been working with a group of girls for years, in training them in various programming languages and in developing them into strong, confident and visionary women.

## Comparing Two Successful Groups

Mentoring as a learning and professional methodology is remarkably effective and much written about but often poorly documented. Most reports available to the public are anecdotal, superficial, or both. Specific information from professional, academic, or community programs is rarely published (particularly inside corporations where program information is usually considered confidential).

A notable exception to this lack of detailed information on mentoring programs is the Sun Microsystems Laboratories 2009 Technical Report “Sun Mentoring: 1996-2009”<sup>8</sup>. Because the Sun Labs report is also about a highly educated, technical group that was located in dozens of countries, limited comparisons may be made with Mentoring Standard’s first cohort of Certified Mentors.

Three of the Sun Microsystems employee mentoring programs were regularly measured from 1996 until Sun’s acquisition by Oracle Corporation in 2010. An external firm, Capital Analytics, found 1,000% return on investment (ROI), for Sun Microsystems’ mentoring, using their most conservative measures of job and salary grade improvement. Gartner published a 2006 report<sup>9</sup> on the remarkable ROI measured in Sun’s mentoring programs.

The Engineering mentoring group reported in “Sun Mentoring: 1996-2009” was bigger, largely male, very senior, more US-based, and probably more typical of a Silicon Valley-based corporate technical population than is the first cohort of Mentoring Standard. However, three areas of comparison are possible:

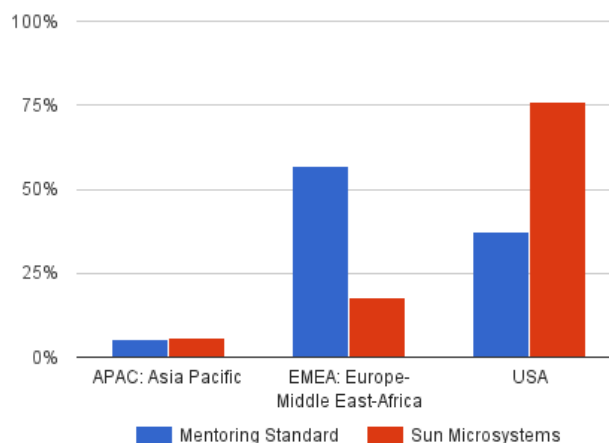
- Geographic Area
- Gender
- Seniority of Mentors

There are strong differences in these three areas of comparison. The charts comparing the two groups look almost like opposite images. Mentoring Standard’s first cohort has many more representatives from countries in the Middle East and Africa, more females, and more managers and entrepreneurs than did Sun.

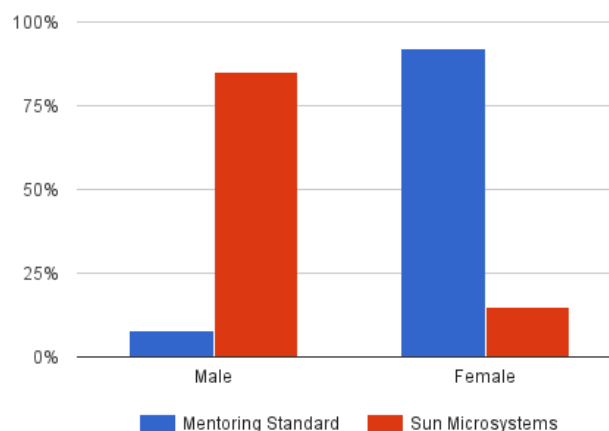
Sun used mentoring to: increase staff value, satisfaction and retention; build community; and balance diversity. The many mentoring programs in which the Certified Mentors participate seek these and many other goals.

Mentoring is an effective tool for change under a wide variety of circumstances. Success in mentoring does not seem to be strongly tied to Geographic Area, Gender, or Seniority of Mentors. That is, mentoring success is not tightly tied to any of these three areas.

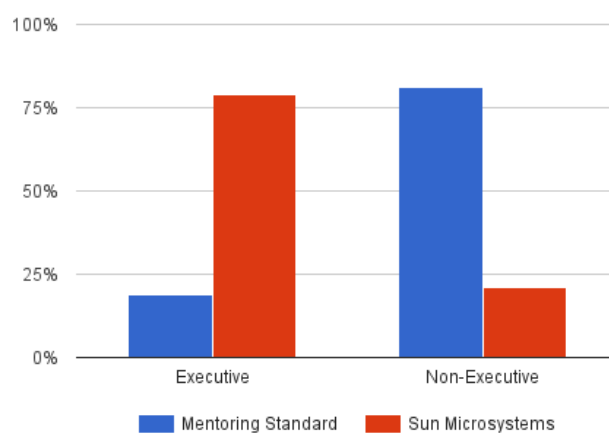
### Mentors – Geographic Area



### Mentors - Gender



### Mentors - Professional Seniority





## How Can Certification Help?

After they were certified, mentors were asked how becoming Certified Mentors had made a difference to them. Some have gained in professional advancement or visibility but for most, the early important benefit was their increased confidence and recognition of their own accomplishments.

### \* *Means Advanced Certified Mentor*

#### Eileen Brewer\* (USA):



"I believe the certification helps validate my mentoring experience so I am a more viable mentor candidate within corporate mentoring programs. It helps reassure the mentee that his/her mentor has some experience with mentoring and will take the opportunity seriously and provide good guidance."

#### Naira Ayrapetyan\* (Turkmenistan):



"I have done mentorship in my subject matter expertise for the last five years and I can say that the best feeling is to see your mentee's success, when you can see how your seeds are growing in your mentees. This is the best appreciation you can ever get. Inspiring mentees is a challenge but it worth it. Professional mentorship gives satisfaction, visibility and recognition not only in your community but also on international level. Moreover, advance mentorship certification had helped me to get my promotion; I have been recognized as a Leader, potential Manager and Top Professional... My professional experience is better recognized now, because it was recognized in the Silicon Valley. I have been promoted and highly paid for my valuable experience. This motivates me to drive work through professional excellence in any job I do and will be doing in future."

#### Maryann Hrichak (USA):



"Benefits of Certified Mentorship, as I envision it: (1.) Title is listed on both my LinkedIn profile and resume, so it's viewable to many. (2.) It's a resource base for other certified mentors, should I need mentoring in a specialized area myself. I can easily research whom I might want to engage. (3.) What I WANT is for others in the business world to recognize the importance and value of being a mentor

AND a mentee and for them to promote this value and recognition both internally and externally. The way I see it, we're all in this together to learn from each other! The more people know and recognize the VALUE of certified mentorship, the better."

#### Anjaly Joseph (USA):



"Being a mentor has helped me learn and grow with my mentee in their professional life and had a chance to inspire somebody. It also helps me interact better at various levels. Most of the companies do have mentoring culture albeit on a low profile... This certification helps me take the mentoring step more boldly and getting engaged in different forums where I would otherwise need to explain. Garnering the mentoring culture within my company using this certification makes it more easy."

#### Dr. Kenza Khomsi\* (Morocco):



"While preparing for the certificate, I had the opportunity to identify my skills, gather them and recognize how I succeeded to use them to help others with their personal and professional issues. It was the first time had I stopped to do accounts. I was pleasantly surprised and proud of what I was able to offer to my family, friends, students and I felt so excited to do more. I got the certificate! I returned to my dear Morocco and already launched two mentorship programs."



Lisa Ramirez, Katy Dickinson 2015

## Mentoring Standard Conclusions

Conclusions and findings based on the analyses of 72 Certified Mentors:

1. Mentors report great satisfaction from working with mentees. Most reported being mentors for years and seem to want to continue mentoring and improving as mentors for the foreseeable future. Mentors write about formal and informal mentoring being a regular part of their personal and professional lives.
2. Participants report that Mentor Certification gives immediate benefit in increased confidence and recognition of their own accomplishments, and may also yield professional visibility and better advancement as well.
3. Mentoring works well for a wide diversity of nationalities and ethnicities. It seems to be an accepted practice in all 17 of the countries where Certified Mentors live.
4. Two kinds of formal programs were particularly popular: 51% of this mostly-female mentor group reported participating in programs that support women and girls. 51% also reported being in a mentoring program internal to their university or company.
5. Formality helps mentoring programs succeed and continue over many years, especially by attracting and retaining senior mentors.
6. Mentoring can be used to make progress on many organizational and social goals such as diversity, productivity, and satisfaction.
7. Success in mentoring does not seem to be strongly tied to gender, seniority, or nationality. Two large, successful groups of mentors showed almost opposite measures in these three areas.



Kathy Jenks and John Plocher 2015

8. Mentoring best practices are reported to be similar across a wide range of professional areas, including: academic, corporate, and non-profit.
9. International mentoring programs and formal mentoring-at-a-distance can be very successful and long-lived despite time zone differences and inconvenience.

## Conclusions from Sun Microsystems

Five of the conclusions from “Sun Mentoring: 1996-2009”<sup>8</sup> are included here because Mentoring Standard’s experience and analysis supports their continuing value:

1. Strong and visible long-term executive sponsorship and funding are needed for mentoring to thrive and become part of an organizational culture as the community develops.
2. Mentoring returns good value for the time and money it takes – to the mentor, mentee, and organization hosting the mentoring program as well.
3. The program should be run for the convenience of the mentors to encourage their engagement and return participation.
4. A formal mentoring program should offer training that launches the relationship.
5. Don't expect or promise miracles. The goal is not perfection but improvement.

“Sun Mentoring: 1996-2009” also presented two non-intuitive findings based on extensive analysis:

### Gender of Sun Mentors-Mentees:

- There was no substantive difference in reported satisfaction between mentees with male mentors and those with female mentors.
- Although female mentees have a strong preference for female mentors, long-term Sun data showed that men and women mentees reported the same program satisfaction (90% average), regardless of their mentor's gender.

### Sun Communicating at a Distance:

- There was no difference in mentee satisfaction whether partnered locally or with a remote mentor.
- In 5 years of quarterly report responses, 22% of mentees were co-located with their mentor, and 88% of mentees were at-a-distance.
- Both groups reported an equal level of satisfaction.
- It is harder to make and maintain informal connections when the mentor and mentee are not local to each other - but satisfaction is the same.

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### Additional topics available on *mentoringstandard.com* include:

- 9 Questions Before Starting a Mentoring Program
- Benefits of Mentoring
- Expert Mentoring Advice: Best Practices, Worst Practices
- Finding a Mentor, Being a Good Mentee
- Honor Roll of Certified Mentors
- Mentoring vs. Coaching vs. Sponsorship
- Mentor Recruitment

### Thank You!

Special thanks to Kathy Jenks and Jessica Dickinson Goodman for their support in developing and reviewing Mentoring Standard’s certification program, website, and business - and for their welcome and valuable encouragement and advice.



Sun Microsystems Engineering Mentoring 2008



# We Make Mentors Shine!

**Mentoring Standard** celebrates mentors with deep experience who have done the work of helping people to achieve their goals and grow their careers. The company was founded in 2015 in the Silicon Valley to offer an experience-based evaluation for mentors and mentoring programs - not tied to a particular training or curriculum.

Certified Mentors are successful professionals from a diversity of demographic, professional, and geographic backgrounds who are not only learning and growing themselves but have spent years helping other people to achieve their goals and grow their careers.  
**Join us.**

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8 May 2016 Version.

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