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Sandia's Mentoring Program: An Ongoing Success

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Prepared by
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Abstract

This report summarizes the Mentoring Program at Sandia National Laboratories (SNL), which has been an on-going success since its inception in 1995. The Mentoring Program provides a mechanism to develop a workforce able to respond to changing requirements and complex customer needs. The program objectives are to enhance employee contributions through increased knowledge of SNL culture, strategies, and programmatic direction. Mentoring is a proven mechanism for attracting new employees, retaining employees, and developing leadership. It helps to prevent the loss of corporate knowledge from attrition and retirement, and it increases the rate and level of contributions of new managers and employees, also spurring cross-organizational teaming.

The Mentoring Program is structured as a one-year partnership between an experienced staff member or leader and a less experienced one. Mentors and mentees are paired according to mutual objectives and interests. Support is provided to the matched pairs from their management as well as division program coordinators in both New Mexico and California locations. In addition, bi-monthly large-group training sessions are held.

Acknowledgements

I would like to give special thanks to the following people for their continued help and support. Without them, this program would not be what it is today:

To Paul Robinson, President, for his strong and continued support.

To Don Blanton, Vice President, HR & Protection Services, who is among the strongest supporters at the Vice Presidential level.

To managers who have championed the program, especially Charline Wells and Jim Stephens of CEDT, who are committed to the program and believe in the benefits it provides.

A special thanks goes out to Linda Logan-Condon of LTD Unlimited for her work on the Needs Assessment and work with the Mentor Program. Also, I thank Linda Stromei, whose work at Sandia and doctoral dissertation formed the beginning of this program.

Finally, the program could not have achieved its success without the hard work, dedication, and care of the current and former Program Coordinators and the commitment of all past and present mentors and mentees who engaged fully in this learning process, shaping the program with their participation.

Current Mentor		Former Mentor	
Coordinators	VP	Coordinators	VP
Carol W. Amedeo	15000	Claire Evans	01000
Rebecca S. Campbell	14000	Abencio Sanchez	02000
Debra A. Chavez	01000	Rosemarie Renn	02000
Jeraldine Dye	05000	Bernadette Montano	03100
Rose M.Gehrke	01000	Jerry Gallegos	03000
Bonnie J. Hardesty	10000	Della Vieth	03000
Charles H.Hollis	10800	Eloy Gutierrez	05000
Beverly J. Kelley	08000	Len Malczynski	06000
M. Kathryn Knowles	06000	Linda Roche	06000
Deborah J. Nunez	03300 and 3500	Tamara Orth	09000
Patricia M. Sanchez	09000	Bonnie Townsend	10000
John D. Shaw	02900	Olivia Salisbury	10000
Beverly L. Silva	14100	Sophia Garcia	10000
Timothy M. Skaggs	02000	Shannon Letourneau	10000, 12000, &15000
Ellen L. Wilsey	06000	Pete Chauvet	12000&15000

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Acronyms and Definitions

CEDT	Corporate Education, Development, and Training
SNL	Sandia National Laboratories

Weapons Intern Program – In October of 1998, the Knowledge Management Program began the Weapon Intern Program, a specialized learning path based on the corporate mentor program. The Weapon Intern Program is currently a one-year program of mentoring, training, research, and projects. The program provides accelerated development in understanding nuclear weapons design and the nuclear weapons program in a fast-paced, teaming environment curriculum led by an experienced weaponeer and taught by experienced weaponeers, scientists, and engineers. Nominations are accepted each summer for the program, which begins in October of that year. Interested staff should work with their management to provide nominations to Center 2900 by the deadline advertised in the Sandia Daily News.

For more information, contact John Shaw at 844-5118.

Integrated Correlation and Display Systems (ICADS) – The ICADS Mentor Program started in November 1998. The purpose of the program is to develop people to be able to work on ICADS IIF. The objective is to enhance new employees' contribution by increasing their technical expertise and development so that they will become productive and efficient ICADS IIF team members as quickly as possible. At the end of the first year, the results confirmed that those who participated in the mentor program were productive in three months compared to about one year before the program. This was a significant cost savings to Sandia and provided a boost in meeting project schedules. Approximately 50 participants have completed the program.

For more information, contact Lorraine Baca at 845-9721.

1.0 Introduction

Mentoring is defined as “a relationship between an experienced and a less experienced individual for mutual learning and benefit.” The Mentoring Program is a robust program that enhances employee attraction, retention, contribution, and growth at Sandia National Laboratories (SNL). It is an important employee-development mechanism provided through SNL’s Corporate Education, Development, and Training (CEDT) organization that has shown sustained effectiveness and growth over time.

Mentor programs continue to be a strategy for organizations to attract and retain top talent. In different organizations, mentoring facilitates assimilation, knowledge management, retention, and/or attraction of employees. In most cases, it is an old strategy revisited and reinvented to meet the challenges of our organizations. SNL’s Mentoring Program has been an ongoing program since 1995. With the exception of 1999, when Sandia employees focused on the implementation of the Oracle financial system, it has continued to grow each year.

The Mentoring Program is part of Sandia’s efforts to uphold its standard of excellence over time by explicitly planning and implementing formal mechanisms to develop its employees. Sandia’s strategies intended to support employee development include:

- Succession planning,
- Performance management and career development, and
- Mentoring Program.

The primary purpose of the Mentoring Program is to provide a mechanism for developing people who can respond to changing requirements and complex customer needs by recruiting mentors and mentees and supporting them in a mutually beneficial learning relationship.

1.1 Mentoring Program Process

When enrolling in the program, mentors and mentees are asked if they know someone they would like to mentor or have as a mentor. After receiving names, the program coordinator contacts the referred names. Those who do not submit a name are matched according to business objectives, specific development needs, and skills. Prior to confirming their match, the potential mentor/mentee meet and contact the coordinator with their decision whether or not they want to continue. If they decide to become a pair, relationships are initiated at a kickoff meeting where participants agree on and document objectives, set clear expectations (time and duration), and initiate manager notification. Progress is monitored with each participant. At the conclusion, participants evaluate the program and recommend areas of improvement. See Table 1 for additional details.

Table 1. Mentoring Program Structure

How long?	<ul style="list-style-type: none">• 1 year.
How much time?	<ul style="list-style-type: none">• You decide with your partner (about 4 hours per month).
Expectation of you?	<ul style="list-style-type: none">• That you commit to the time and energy required to meet with your partner.

1.2 Foundations of the Mentoring Program

In addition its response to business drivers, the mentoring program also is based on several beliefs about successful mentoring. The program is founded on six clear principles:

- The program is successful only if it reflects our business needs and core values.
- The program will be formal, structured, and sanctioned by Sandia.
- It is used as a tool for employee development (along with other tools).
- The program is integrated with succession planning and performance management.
- The program presents a learning opportunity for both mentors and mentees.
- Participation in the program is voluntary.

2.0 Background

Sandia's Mentoring Program began in 1995 under the direction of JoAnn Romero, CTD Manager, and Soila Brewer, Corporate Program Administration and Training Consultant. Following the initial start-up of the program, JoAnn Romero left Sandia, and Soila Brewer assumed full responsibility for the program.

From a strategic perspective, there were many new and ongoing Sandia initiatives and corporate drivers behind the establishment and implementation of a Sandia-wide mentor program. They included the following:

- The evolving mission of Sandia required flexibility and cross-organizational knowledge and skills.
- A larger retirement-eligible population and potential loss of their expertise.
- Anticipation of future competition for employees.
- Employee perception of a "glass ceiling."
- Compelling results from a needs assessment of managers throughout Sandia Business and Leadership Development.

The initial program began with a pilot and comprised 68 participants. The corporate program has continued to grow. The program was enhanced in 1998 with the inclusion of the Weapons Intern Mentor Program and the ICADS Mentor Program. With those additions, the total number of participants increased to 257. Overall, the Mentoring Program has grown from 68 participants in 1995 to 460 participants in 2002 (Figure 1).

The Mentoring Program began with a needs assessment that sought to learn from Sandia managers if there was a need for such a program. Managers were asked, "What could you have used when you first became a manager?" Their comments included the following: advice, counseling, coaching, and mentoring. In 1997, the Accounting and Finance Department (with help from CEDT) decided to create, pilot, and evaluate an individual mentoring program for that organization. Three coordinators joined and helped with recruiting. Since 2000, more participants and coordinators have joined the program. Additional coordinators have been instrumental in recruiting, conducting informational sessions, and helping with mentor/mentee matching. Table 2 shows the important highlights of the program since its start.

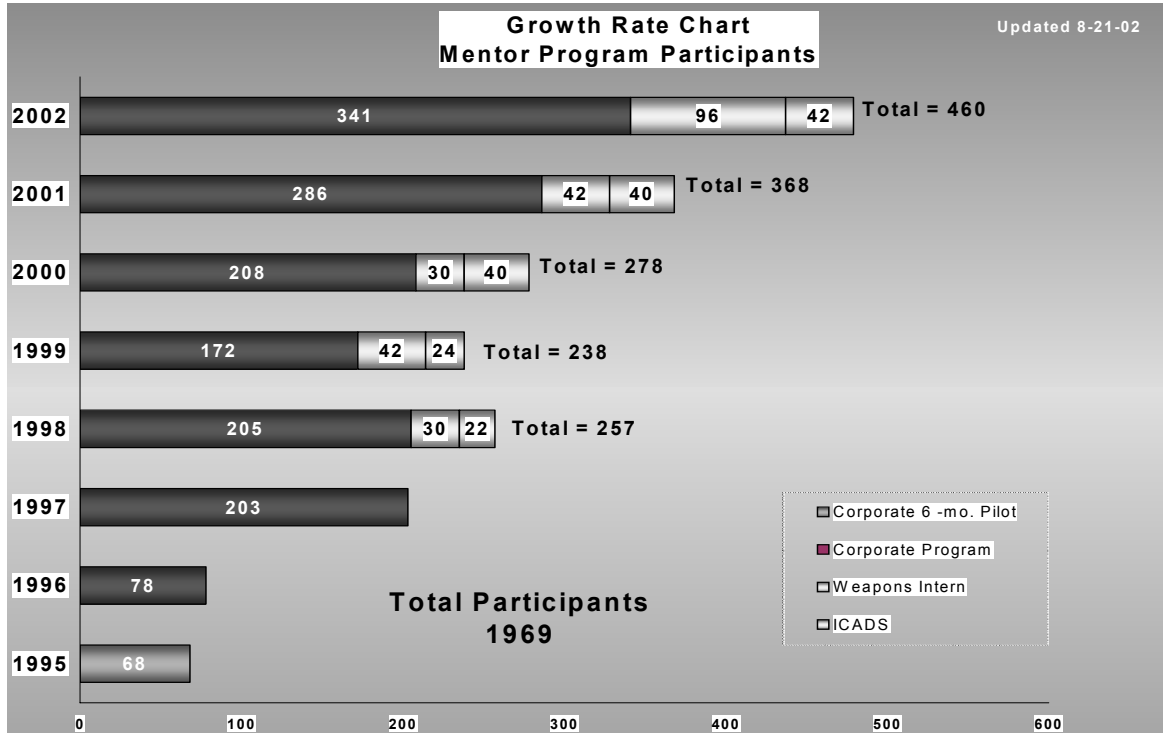


Figure 1. Mentor Program Participants from Its Inception in 1995 through 2002.

Table 2. Historical Highlights

1995	A needs assessment was implemented with Sandia managers to determine the need for a mentor program. Due to the responses, the program development began with a pilot.
1996	A formal program was implemented.
1997	The program dramatically increased from 78 to 203 participants. The Accounting and Finance Department created, piloted, and evaluated a program for that organization.
1998	Joining the program were Sandia/CA as well as the Weapons Intern and ICADS programs. (These continue today with mentoring.)
1999	SNL-wide implementation of the Oracle computer initiative caused a drop in the number of participants. Many put it on hold and reenrolled the next year after Oracle was implemented.
2000	Increases were seen in both participants and coordinators.
2001	Coordinator participation in each division was achieved.
2002	Participation rose to more than 400 people.

The Mentor Program is designed to provide a mechanism for developing Sandians to respond to changing requirements throughout SNL and to meet the complex needs of SNL's customers. In addition, the program is focused on assisting employees in acquiring new job skills and knowledge, learning to navigate through the corporate culture, and developing successful careers. The program is structured to align itself with the following criteria. It is meant to:

- Be a one-year program.
- Focus on one-to-one relationship between mentors and mentees.
- Match participants based on their mutual objectives and interests.
- Allow mentors and mentees to decide on meeting structures and formats.
- Enlist support from managers and program coordinators.
- Hold bi-monthly training sessions in large groups.

In keeping with SNL's commitment to quality, the program includes frequent and ongoing evaluations. While actual evaluation tools have evolved over the years to become more consistent, feedback received has been positive and useful in keeping the program on target. Evaluation tools have included both qualitative and quantitative data. Figure 2 shows the most recent evaluation results.

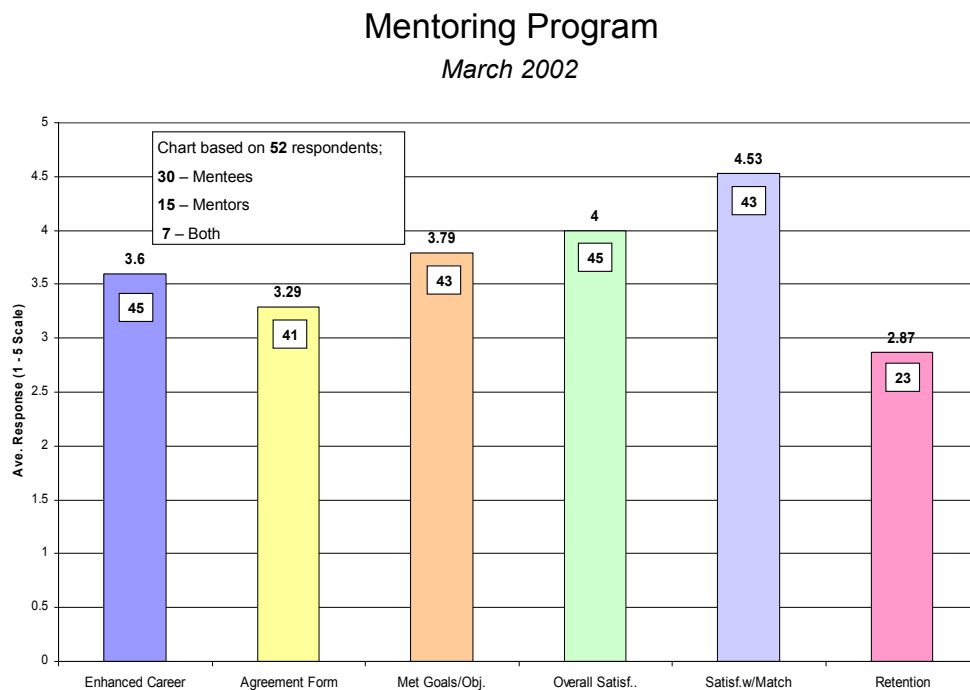


Figure 2. Recent Participation Evaluations of Mentoring Program.

After the program had been active for seven years, it was determined that conducting a thorough needs assessment was appropriate and beneficial for continued growth. It is evident that the program is highly valued at SNL and successful. An important indication of this is demonstrated by the length of time employees have participated in the program (Figure 3).

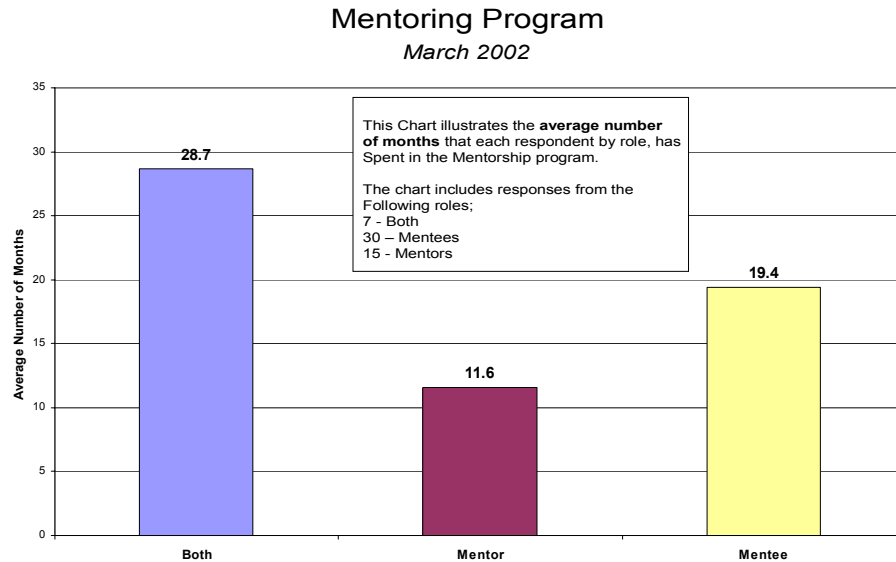


Figure 3. Average Participation Time of Employees in the Mentoring Program.

3.0 Roles and Responsibilities

Over time, the mentoring relationships of Sandia participants have evolved, highlighting key characteristics. These include trust and respect; mutual benefit; reciprocal responsibilities; and dynamic, unique, and long-term relationships.

Although the relationship between mentor and mentee is largely defined by the individuals once they are matched, they share the responsibilities of maintaining confidentiality as well as building mutual trust and respect. The basic roles for mentor and mentee are as follows:

Mentee roles and responsibilities include:

- Being committed,
- Taking action to accomplish goals,
- Seeking feedback from mentors on related issues, and
- Taking responsibility for own career development.

Mentor roles and responsibilities include:

- Demonstrating corporate values,
- Being committed,
- Transferring knowledge (such as organizational strategy and direction) and abilities gained through experiences,
- Assisting with career/personal development,
- Sharing mutual interests and learning with mentees,
- Acting as a confidante, and
- Becoming a resource for mentees by being an advocate, counselor, and coach.

Feedback is an important component of the program's success. Therefore, the way participants handle feedback is critical. Table 3 lists some tips for seeking and receiving open, honest feedback.

Table 3. Tips for Seeking and Receiving Feedback

Honest feedback—negative and positive—assists career progress. To ensure that you get this feedback and use it effectively, remember the following points.
• Don't attack those who provide it.
• Seek to understand—truly listen—explore possibilities.
• Avoid hearing only the negative.
• Remember that you can influence which areas you will work on.
• View feedback as an opportunity for self-improvement.
• Avoid extremes of rationalizations or literal acceptance.

Potential participants should realize that mentoring is not intended to replace existing formal or informal mentoring, guarantee promotion, or replace clear management direction/ongoing coaching of every employee by their manager. It is important to note that:

- People relationships are unpredictable,
- Expectations need to be explicit and realistic, and
- Participants can take advantage of the program's no-fault exit option.

3.1 Program Participants

3.1.1 Program Administrator

The role of Program Administrator is to ensure that the coordinators have all the tools and information necessary to do their jobs. The Program Administrator meets with the coordinators on a monthly basis to discuss the program curriculum for the luncheon training sessions, review the status of the people in the program and the matching process, and fill in for coordinators when needed. The Program Administrator recruits and trains new coordinators, conducts orientations (group or one-on-one), markets the program, and implements new ideas initiated by the coordinators. In addition, the Program Administrator tracks and provides reports to organizations in Human Resources and the coordinators as necessary.

3.1.2 Mentors

Being a mentor has many benefits. Mentors have an opportunity to be appreciated and find it gratifying and enriching to see their mentees succeed. Mentors are valued in their relationship and esteemed by their supervisors and peers for having expertise recognized in the Mentor Program. At the same time, mentors can enjoy the rewards of mentoring without having to be “the boss” or be responsible for immediate results.

One of the hallmarks of the CEDT's Mentoring Program is that it is evolving and improving, incorporating feedback from participants as well as from lessons learned since the program's inception. For example, program participants have identified desirable characteristics of good mentors. They believe good mentors should:

- Have a broad experience set,
- Be ready to praise mentees in public and criticize them in private,
- Demonstrate excitement and enthusiasm,
- Have strong values, particularly integrity,
- Make things happen,
- Empower (by asking, “What do you want?” and encouraging, “Go do it!”)
- Show care and acceptance,
- Use humor, especially in difficult times,
- Share networks, success processes, and information,

- Brainstorm possibilities,
- Suggest how mentees can change their approach,
- Offer information without mentees having to ask for it, and
- Listen (without offering premature solutions and understand how mentees are perceived).

Mentors provide valuable functions to those they mentor. These include both career functions as well as psychosocial functions. See Table 4 for additional details.

Table 4. Mentoring Functions

Career Functions	Psychosocial Functions
Sponsorship	Role Modeling
Opening doors. Having connections supporting the mentee's career advancement.	Demonstrating valued behavior, attitudes, and/or skills that aid the mentee in achieving competence, confidence, and a clear professional identity.
Coaching	Counseling
Teaching "the ropes." Giving relevant positive and negative feedback to improve the mentee's performance and potential.	Providing a helpful, confidential forum for exploring personal and professional dilemmas. Excellent listening, trust, and rapport that enable both individuals to address central developmental concerns.
Support	Acceptance & Confirmation
Providing support in different situations. Taking responsibility for mistakes outside the mentees' control. Acting as a buffer when necessary.	Providing ongoing support, respect, and admiration that strengthen a mentee's self-confidence and self-image. Regularly reinforcing both.
Exposure	Friendship
Creating opportunities for mentees to demonstrate competence where it counts. Taking mentees to important meetings to enhance their abilities.	Mutual caring and intimacy that extends beyond the requirements of daily work tasks. Sharing experience outside the immediate work setting.
Challenging Work	
Delegating assignments stretching the mentee's knowledge and skills to stimulate growth and prepare them to move ahead.	

There are important criteria for mentors to help potential program participants decide whether they can make the necessary commitment to being a mentor. Mentors must:

- Commit the time necessary for development,
- Be available to the extent possible when the mentee has a need,
- Make a conscious effort to build a relationship,
- Follow through on commitments,
- Share information on their successes and failures, as appropriate, and
- Provide information about career opportunities and options as well as suggest appropriate strategies, such as degree programs, training, and other development options.

Table 5 provides key tips to ensure a successful mentoring relationship.

Table 5. Tips for Successful Mentoring

DISCUSS WITH MENTEES	QUESTIONS TO ASK MENTEES
Next career moves.	<ul style="list-style-type: none"> • Where will you be in 3 years?
Career hopes, choices, and barriers.	<ul style="list-style-type: none"> • What do you need to remain employable?
Development options.	<ul style="list-style-type: none"> • Training? • Rotation? • Special assignment? • Teams/committees?
Ideas for being more effective in current assignment.	<ul style="list-style-type: none"> • How do you think you can be more effective, and/or more productive? • What skills, knowledge, or training do you bring that aren't being utilized?
Ways to develop useful networks.	<ul style="list-style-type: none"> • Who would you like to know better? • Who could provide you with useful information? • Who could help you locate resources and contacts?

3.1.3 Mentees

As with mentors, mentees should think seriously about the criteria for being a mentee before making a commitment. The following four points are important to help in this key process. Mentees should be:

- Willing to commit the time necessary to meet the mentor,
- A solid performer with a high degree of potential,
- Willing to do their part to make the relationship a good partnership, and
- Have talent and skills that need development or a broadened experience.

In addition, CEDT has developed a list of potential benefits of mentoring relationships. An effective recruiting tool, this list of benefits consists of:

- Increased understanding of corporate strategy, direction, and priorities,
- Shortened development time,
- Career guidance by an experienced member of the organization,
- Access to a confidante/advisor to help solve career issues,
- An opportunity to learn from the mentor's particular experiences, personal insights, knowledge, and know-how,
- The chance to test ideas, tactics, and strategies in a friendly form,
- Insight into the organization's culture, political structure, and vision,
- A network of contacts to keep abreast of important changes,
- Insight into and reinforcement of specific behaviors supporting organizational goals and actions,
- Help defining personal career development and other developmental objectives,
- Exposure to experience in other functional areas,
- Access to coaching and counseling, and
- Increased access to technical, administrative, and organizational leaders.

The essence of being a mentee is a need and desire for help. Open, effective, two-way communication is the medium for finding a way to achieve a mentee's maximum productivity, career success, and empowerment. It is important to note that mentees develop "learning milestones" with their mentors and are encouraged to take an active role in creating them.

See the Appendix for the Mentee Development Plan and the Mentee Matching Form.

3.1.4 Managers

SNL's management is extremely supportive of the Mentoring Program and has benefited from people participating in the program. Although it is not necessary for mentors and mentees to have their management directly involved in the day-to-day aspects of the mentoring relationship, managers are informed if a staff member is participating in the program. Often, mentees seek to have their managers review their development plan and provide insight on developmental job assignments and tasks. It is important to note that the role of the manager regarding mentees remains unchanged and is not replaced by the mentor.

3.1.5 Mentor Program Coordinator

Mentor Program Coordinators play a key role in the program. They are instrumental in recruiting, conducting informational sessions, and helping with mentor/mentee matching. The role of Mentor Program Coordinators from various divisions includes helping match mentor/mentee participants according to their mutual objectives. In addition, Mentor Program Coordinators arrange periodic meetings and provide support to mentors and mentees. They also help monitor and evaluate the progress of mentoring relationships as well as help the CEDT improve the program by making recommendations.

3.2 Mentor/Mentee Matching

Mentor/Mentee Matching is done in one of three ways.

- The employee can provide 1 to 3 names of people they would like to have as the mentor. Then the coordinator will call for the employee. If the employee feels more comfortable calling or asking the potential mentor, the employee can do so.
- The employee could also ask to his/her manager to suggest someone based on his/her goals and objectives.
- The employee could also review the list of volunteer mentors and select one of them.

Prior to the matching, the mentee and potential mentor must meet and discuss the mentee's goals and objectives. Then, at the end of their meeting, they should discuss whether they want to continue. If so, they call the coordinator and are listed on the Matched list in the HRIS database.

When a mentor and mentee are matched, they must complete an Agreement Form to formalize their decision to be partners. This is usually done at their first meeting. The Agreement Form is available on the Web under Corporate Forms (see Appendix). To facilitate this process, they are given an Expectations form to use as a discussion tool.

Expectations are very important to discuss at the outset to avoid misunderstandings during their partnership.

Based on feedback regarding the difficulty of some participants in having meaningful discussion with their partners, CEDT has both mentors and mentees review a series of Discussion Questions. Table 6 contains the optional questions that mentors and mentees are given.

Table 6. Mentor/Mentee Discussion Questions

Review and select the question(s) you and to discuss with your mentor/mentee:	
1	What do you know about the new strategic objectives and what would be helpful for you to know?
2	What key areas/technologies do you think will be critical for Sandia in the next year or two?
3	How do you plan to address the new MTS/MLS restructure process?
4	How have you managed or what ideas do you have for handling the shrinking budget situation on a day-to-day basis?
5	What 1 or 2 things have occurred on your job over the past few months that you area particularly proud of?
6	What 1 or 2 things have occurred on the job during the past few months that you wish you could do over?
7	What is going on with your boss, your staff, or your peers that you might want to help with?
8	What is your best tip for having difficult discussions or dealing with conflict in the workplace?
9	What tips do you have for giving criticism or praise?
10	What do you believer are the keys to developing trust with each other?

After completing the Agreement Form, both the mentor and mentee keep a copy, and one is sent to the Mentor Coordinator to retain as a record. Occasionally, the mentors and mentees may review the document to make sure they are still on track.

4.0 Spin-offs

In September 2003, Linda Logan-Condon and Jim Stephens presented at the Linkage Leadership Development Conference to discuss the program overall and the Needs Assessment conducted by Linda Logan-Condon.

Spin-offs from the Corporate Mentor Program include the Weapons Intern Program, the Integrated Correlation and Display Systems Mentoring Program, and the Small Business Mentoring Program.

4.1 Lockheed Martin Executive Mentoring Committee

Sandia's program coordinator was asked to work in partnership with Lockheed Martin on the Mentoring Committee. The committee was formed by Ken Disken, Vice President of Human Resources in Bethesda, Maryland. The committee was tasked with developing a mentor program for organizations at Lockheed Martin that do not have one. The subcommittees were Executive Mentoring, Employee Mentoring, and Communications.

Soila Brewer participated in the Employee Mentoring Committee, chaired by Catherine Merdian. She was recognized for her willingness to share her experience, knowledge, and resources with the committee. Many of Sandia's mentoring processes and procedures were adapted to meet the needs of the mentoring committee.

The rollout of the Executive Mentoring Program was in January 2003. There are two phases, one for the Vice Presidents and Presidents and the other at the executive level. The rollout for the Employee Mentoring Program has not been determined at this time.

4.2 NNSA, DOE/HQ, and DOE/AL

Soila Brewer has consulted with NNSA, DOE/HQ, and DOE/AL regarding starting a mentor program. To date, their programs have not started because of other priorities.

5.0 Future

5.1 Levels I and II Training Luncheons and Roundtables

The Mentor Coordinator Team is working on adding a new feature to the training luncheons that will include special topics discussed in a roundtable format. These sessions began in FY 2003.

5.2 Program Needs Assessment Actions

To maintain a successful Mentor Program, continuous improvement is a necessity. Thus, a program needs assessment was conducted in mid-2002. At the initiative of Jim Stephens, manager of Business, Leadership, and Management Development, Sandia hired LTD Unlimited, an international training and development company located in Albuquerque, to conduct a comprehensive research study of the Mentoring Program. LTD collaborated with the mentoring program manager to design and implement the assessment. The research was to assess the existing program's overall effectiveness, including structure, process, relationships, and areas of strength as well as opportunities for change. The study, which included participants both at SNL/NM and SNL/CA, was completed with a final report at the end of 2002.

The assessment process included:

- Survey development,
- Survey administration,
- Focus group design and implementation,
- Data compilation and analysis,
- Completion of a comprehensive and thorough final report, and
- Participant feedback.

Focus groups were conducted in New Mexico in June 2002. In August 2002, online surveys were conducted with SNL/CA. On-site focus groups were not held in California because of the small number of participants and cost of travel. Participants in New Mexico and California were asked the same questions.

In each focus group, participants completed a survey, containing both qualitative and quantitative questions. The surveys were focused primarily on gathering data about the mentor relationship. The actual assessment, including the actual focus group design, can be found in the Appendix.

In the second segment of the focus group, all participants joined a group dialogue addressing specific group questions about the program. The data gathered during the dialogue segment were analyzed using a thematic approach to compile the information

into major and recurring themes. The dialogue questions and the compilation of themes are located in the assessment. Existing program evaluation data and documents were examined to be the foundation for the project and for the development of assessment tools.

The research sample included all participants in the Mentoring Program from 1997 through 2001. Participants were invited to attend the focus groups of their choice and were provided a number of options to ensure attendance. Participation in the study was voluntary. The 68 participants represented 15% of the 454 involved in the program. (In this type of study, 15% is considered significant.) The actual breakdown of participants is shown in Table 7.

Table 7. Program Needs Assessment Participants

SNL SITE	MENTORS	MENTEES	TOTAL RESPONSES
Albuquerque	28	32	60
Livermore	3	5	8
Total	31	37	68

Demographics gathered in the needs assessment included:

- Current job title,
- Current corporate level,
- Time in the role of being a mentor or mentee, and
- Total length of time in the program.

There were a wide range of job titles and levels represented in the sample. For example, of the 31 mentors represented, there were:

- 4 directors,
- 15 managers,
- 9 MLS, and
- 3 MTS.

In addition, from the 37 mentees represented there were:

- 4 managers,
- 12 MTS,
- 11 MLS,
- 4 technologists,
- 4 ASA, and
- 2 who indicated no answer.

5.3 Assessment Results

The results were grouped into two primary areas: Program Assessment Results and Mentor/Mentee Relationship Results.

5.3.1 Program Assessment Results

The information was gathered during the large-group dialogues that were a part of the scheduled focus group sessions. This part of the data-gathering process focused less on the relationship and more on the overall program. A theme analysis for the comments was then completed. Each comment gathered was placed into a particular theme area for review. Table 8 lists the 11 main theme areas that surfaced according to the number of times the theme appeared in the dialogue. It begins with the theme that appeared the most often and continues to that mentioned least often. All comments were included. The Code column indicates the code used to identify specific themes in the raw data. Some themes fit into more than one area. Not all themes surfaced in all groups. In terms of analysis, the focus was on the top four themes, or those rated 10% or higher.

Table 8. Theme Analysis

		Number of Times the Theme Occurred			
Theme	Code	SNL/NM Focus Groups	SNL/CA Focus Groups	Total Focus Groups	Percentage
Process/Content/Logistics	P	120	16	136	27%
Involvement/Support/Reward/\$	I	65	8	73	15%
Roles & Responsibilities	R	53	7	60	12%
Matching	M	46	4	50	10%
Traits/Behaviors/Characteristics	T	37	7	44	9%
Marketing/Promotion	MP	38	4	42	8%
Goals	G	31	6	37	7%
Communication	C	20	7	27	5%
Scheduling/Time	S	14	7	21	4%
Expectation	E	5	3	8	2%
Outside Issues	O	2	1	3	1%

(1.) The primary area of interest centered on the area of process, content, and logistics. This area clearly stood out above the others. The next-highest theme area was 12% below this area. This is the one area (if you could only address one thing) where you would want to put your time, energy, and resources. This theme area includes the “how things get done” part of the program rather than the “what we do” part of the program.

From the comments, it is clear that the current process is doing well. In addition, the data indicated that the program is ready to move to the next level. Participants requested changes in the process. The structure of the program was questioned. Some wanted more structure, while others wanted less. Many wanted more flexibility in the existing program. Some asked for clear start and stop times. A number of participants requested a case number to charge their time. Others suggested that their involvement and results be tied to their PMF. There appeared to be a desire to integrate this program with others at SNL. Many were uncertain how this program fit into the bigger picture and into other programs, such as new employee assimilation, coaching, and career development.

Because this program has grown over the last seven years, those who had been in the program a long time wanted something more, new, or different in terms of training, luncheons, speakers, and matching. Some suggested an increase the use of online tools, improved tools for matching, a recruitment campaign for mentors, and clarity around the role of the coordinator and the scope of their involvement. There seemed to be confusion about the program’s purpose and primary audience. Many believe that this is a program for new hires, and each employee should be assigned a mentor when they are hired. Others believed that this was a program for career transition and advancement.

(2.) The second highest theme that emerged was in involvement, support, and rewards. In review of the data, it was apparent that there was some overlap with the process, content, and logistics theme. The involvement, support, and rewards theme included level of management support and corporate sponsorship, encouragement, acknowledgement, and buy-in.

The overriding theme evident in the data indicated a desire for more involvement, support, and recognition for the program as well as the people in it, particularly for mentors who donate their valuable time, energy, and resources. The next most often mentioned theme focused on the connection between contributions and PMF results. Many wanted their contributions directly connected to their PMF goals and rewards. Less-mentioned themes included the “high cost of involvement,” a desire to increase educational and professional development opportunities, including union members into the program, and more use of electronic media in the program.

(3.) The third priority focused on roles and responsibilities, including:

- Information about the variety of roles mentors play in the lives of mentees,
- Clarification of both roles and skills training for both mentees and mentors,
- Criteria for the role of the mentor, and
- The matching process required for mentees and mentors.

The primary issue centered on the need to clarify the roles of mentors and mentees. Participants wanted to know who is responsible for what in the relationship. With the relationship being so unique, many participants were concerned about who does what in the relationship and where the responsibility rests. The matching process was also mentioned numerous times in the data. Participants were interested in a better matching process based on skills, needs, and personal characteristics. Some mentioned the need to move away from the perception that the program is focused on promotion and career advancement rather than learning. In addition, there were many comments about the term “mentee.” Those who mentioned the term would like to see it changed to “protégé” or something other than “mentee.” Several participants said they wanted help in learning how to “end” a relationship that was not working.

(4.) The fourth area of interest was matching. There was some general overlap of comments with the mentor/mentee relationship assessment results. This specific area included clarity on the focus of the program audience, the matching process (including tools for matching) and recruitment efforts. Many participants wanted a more rigorous and comprehensive process for matching mentors and mentees. There also were a number of participants who wanted a stronger, clearer focus on the primary audience for the program. Most focus group participants saw it as a program for new hires and thought new employees should be assigned a mentor when hired. There was some concern about the “ending” time of the relationship. One participant suggested a six-month timeframe. In addition, there numerous people said they could use help in how to change to another relationship of the one they were in was not an appropriate match. Several people suggested the actual matching take place after mentees have their goals in place. In terms of the mentors, several suggested a mentor orientation as well as recruitment efforts for new mentors.

The remaining theme areas identified were less significant, although they were useful responses. In the process of improving the overall program, it would be essential to review the less-significant areas as part of an overall process improvement plan.

5.3.2 Mentor/Mentee Relationship Assessment Results

The mentor/mentee relationship has always been unique. In the past, it was informal and somewhat secretive. Today, the relationships are more formal. However, it remains uniquely tailored to the individuals involved. Clearly, both the mentee and mentor must benefit from their involvement and participation. There is always the question about what motivates mentors. Below are typical responses from Sandians ranked from the highest number of responses to the lowest about their motivation to participate. Mentors seek to:

- Invest in someone’s future,
- Help another,
- Give back,
- Spot new talent,
- Care for the next generation,

- Achieve results vicariously through their mentees,
- Develop deep and meaningful relationships with their mentees, and
- Be a good corporate citizen.

The second question to consider in the mentor/mentee relationship revolves around the issue of recognition. If it is known what motivates mentors, the next question addresses the desire to be recognized for their efforts. When it comes to being recognized, 84% of the mentors surveyed indicated they were appropriately acknowledged for their participation. The remaining 16% “didn’t care” if they were recognized. Mentors generally felt that the internal satisfaction of knowing they had made a difference in the mentee’s life was reward enough. Any additional recognition was “icing on the cake.” Several mentors mentioned they wanted to be recognized by their direct managers for their contribution.

Because the mentor/mentee relationship is a uniquely personal one, the third question focused on whether the relationship continued after the formal program: 52% of the mentors indicated their relationship continued after the formal program, while 48% said their relationship did not continue (or they provided no answer). When mentees were asked the same question, 54% indicated that their relationship continued, and 46% indicated that the relationship ceased (or they provided no answer).

Goal attainment has always been a primary focus in the program. Every year, mentees create their goals and review them with their mentors. The fourth question addressed those specific characteristics that contributed to successful goal attainment of the mentee from both perspectives. There was nearly unanimous agreement between mentors and mentees regarding what characteristics contributed to goal attainment. The only exception was mentor frequency of meetings (slightly higher) and the importance of having similar beliefs, attitudes, and values (slightly lower) (Table 9).

Table 9. Mentor/Mentee Perspectives

Mentor Perspectives	Mentee Perspectives
Willingness to teach/learn.	Willingness to teach/learn.
Good interpersonal skills.	Good interpersonal skills.
Quality of the meetings.	Quality of the meetings.
Quality of goals.	Quality of goals.
Availability.	Availability.
Frequency of meetings.	Similar beliefs, attitudes, and values.
Similar beliefs, attitudes, and values.	Frequency of meetings.
Contact outside of work.	Contact outside of work.

The fifth question asked of both mentors and mentees identified challenges and drawbacks in the relationship. Again, the answers were similar in identifying the top four challenges and drawbacks. They did, however, differ in the rating. Below are listed the top four challenges and drawbacks in the mentor/mentee relationship and their order of significance from both perspectives (Table 10).

Table 10. Mentor/Mentee Challenges and Drawbacks

Mentor Challenges & Drawbacks	Mentee Challenges & Drawbacks
Time & energy requirements.	Time & energy requirements.
Unrealistic or unclear goals.	Unrealistic or unclear goals.
Mentees lack of self-confidence.	Mentees lack of self-confidence.
Inappropriate match.	Inappropriate match.

There were a number of questions addressed specifically to mentees, who were asked to be specific about what the mentor provided in the relationship and to what extent. Of those who responded, their answers are shown in Table 11. Answers are listed according to the extent provided to a “moderate or great extent.”

Table 11. Mentee Perspectives

What Mentees Gained from Participation	Percentage
New & important job skills and knowledge.	95%
Encouragement.	93%
Advice on career goals.	86%
Management of difficult issues.	86%
Opportunities & resources.	86%
Direction on managing SNL culture/politics.	82%
Strong role model to follow.	81%
Increased exposure & visibility.	78%

To gain a better understanding about the views of mentor responses to the same questions, see Table 12.

Table 12. Mentor Perspectives

What Mentors Gained from Participation	Percentage
Encouragement.	73%
Increased exposure & visibility.	61%
Direction on managing SNL culture/politics.	60%
Advice on career goals.	54%
New & important job skills and knowledge.	53%
Strong role model to follow.	50%
Management of difficult issues.	43%
Opportunities & resources.	36%

The next question was focused on the extent that mentee participation contributed to their professional development. Of those who responded, 82% said yes, while 47% indicated “to a great extent,” 22% noted “to a moderate extent,” and 31% indicated “to some extent.”

This research demonstrated that a number of key findings about the mentor/mentee relationships currently at SNL. First, the mentors who responded to this survey participated in the program because they wanted to invest in someone’s future other than their own. They were not overly concerned about being recognized because the rewards of being a mentor are internal. This does not mean that they would not appreciate the recognition; it merely means that it is not a requirement for them to serve as a mentor.

More than half the mentees and mentors surveyed continued their relationship beyond the formal program. In addition, the mentees and mentors agreed on the five most-important qualities in the relationship that led to successful goal attainment. They also agreed on the top four challenges and drawbacks in the relationship.

Mentees indicated the value of the relationship with the mentor by indicating the variety of contributions made by their mentor. The data highlights the fact that each relationship requires different provisions from the mentor, depending on the goals of the person being mentored, their career stage, and the skills/abilities of the mentor. Finally, a strong majority of mentees indicated that involvement in the program contributed to their professional development.

5.4 Program Needs Assessment Recommendations

After reviewing the focus group data on both the mentor/mentee relationship and the Mentor Program, the consulting group offered the following high-level recommendations for consideration.

(1.) Create a clear and compelling purpose and process for the overall program.

- Revisit the original program charter.
- Create a strategic focus for the program tied to Sandia's corporate goals.
- Redesign and evaluate the matching process for mentors and mentees.
- Develop a standard, consistent, rigorous evaluation and metric process.
- Clearly identify and define the program's audience.
- Communicate agreed-upon program charter and processes throughout SNL.

(2.) Define clear roles and responsibilities for mentors, mentees, and coordinators.

- Communicate and train participants in their unique requirements and responsibilities.
- Enhance the contracting process between mentors and mentees.
- Enroll and enlist coordinators as full partners in the program and include them in planning, recruiting, education, matching, and evaluating.
- Create ways for mentors to network with other mentors. (Mentees can network with other mentees, and dialogue can occur outside the standard luncheon meetings.)

(3.) Develop a highly visible, exciting, and inspiring marketing campaign.

- Create a look and feel to printed material that will say to participants, "Look, the Mentor Program is changing."
- Adopt a cyclical approach to marketing and public relations.
- Involve participants in the marketing campaign.
- Promote Sandia as a leader in the business of mentoring.
- Visibly link marketing efforts to corporate goals.
- Use electronic media to actively support the program.

(4.) Develop a structure for the program that supports what SNL wants to create.

- Establish clear boundaries around the program—what it is and is not.
- Determine how the Mentor Program is similar and/or different from other existing programs at Sandia.
- Decide if and/or how the program integrates with new employee assimilation, coaching, career development, etc.

- Build a circle of influence by involving others in the process so, ultimately, participants own the process.
- Communicate the structure throughout Sandia.

(5.) Refocus the luncheon meetings format and agenda.

- Revisit the speaker luncheon format. Look for new and unique ways of creating learning environments. Promote new, dynamic speakers and topics. Encourage participants to explore existing CEDT courses relevant to their development.
- Balance luncheon-training sessions to include skill- and relationship-building as well as self-understanding.
- Enhance communication about speaker events.

Table 13 is the Progress Report for the Needs Assessment Recommendations.

5.4 Online Discussion Web Site

In spring 2003, a discussion web site for mentors and mentees was created with the intent to provide easy communication between mentees and mentors. Use of this has not yet been measured.

Table 13. Needs Assessment Recommendations Progress Report

Recommendation	Status
<p>1. Create a clear and compelling <i>purpose</i> and <i>process</i> for the overall program.</p> <ul style="list-style-type: none"> ✓ Improved standardized evaluation (used over the last three years) by adding additional questions on retention and satisfaction. ✓ Designed and implemented an electronic assessment to get feedback from VPs about the current charter/purpose of the program. ✓ Charter Survey completed. ✓ Gathered feedback from coordinators on program evaluation. ✓ Metrics. <ul style="list-style-type: none"> ○ Added start dates in HRIS. ○ Entered all participants since 1995 into HRIS. ○ Included retired personnel in HRIS. ○ Reduced double entries in HRIS. ○ Upgraded support for tracking. ○ Determined what to data to track – movements, gender, ethnicity, classification. ✓ Created a flowchart of the mentor program process, which is now available on the web (mentor web site). ✓ Complete first “sample” HRIS report. ✓ Solicited input from program coordinators to improve the matching process by implementing the skills resource guide lab wide. ✓ Communicated charter changes to survey and program participants. ✓ Differentiated by program – how mentor program is similar and different (chart). 	<p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>ONGOING</p> <p>Done</p> <p>TBD</p> <p>TBD</p> <p>Done</p> <p>Done</p>

<p>2. Define clear roles and responsibilities for mentors, mentees, and coordinators.</p> <ul style="list-style-type: none"> ✓ Held separate luncheon on roles and responsibilities. ✓ Reviewed the agreement process with coordinators & emphasized their role – have mentor/mentee complete and sign form. Enhanced role of the coordinator and follow-through with participants regarding the forms. ✓ Held a special workshop for mentors to network with others. ✓ Recruited a coordinator in every VP as full partners. First time in the program history this has happened. ✓ Added manager's role to clarifying role and responsibilities within the mentor program. 	<p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p>
<p>3. Develop highly visible, exciting and inspiring marketing campaign.</p> <ul style="list-style-type: none"> ✓ Sent recruiting letters to all employees. ✓ Created and distributed posters with testimony from all participants in all buildings. Pictures were of Sandians. ✓ Published an article in the LLT News. ✓ Published an article SNL Daily News. ✓ Published an article in the New Mexico Business Journal. ✓ Instrumental in developing and implementing a mentoring program for Lockheed where there were no programs before. <ul style="list-style-type: none"> ○ Roll out complete and mandated for every organization. ○ SNL organizational materials are being used throughout Lockheed. ✓ Consulted with DOE Albuquerque, headquarters, and NNSA on mentoring. ✓ Trained new coordinators to recruit through out the year within their organization. <ul style="list-style-type: none"> ○ Organizational presentations, memos, etc. 	<p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Ongoing</p>

6.0 Benefits and Conclusion

6.1 Benefits

There are numerous benefits that the Mentoring Program offers its participants as well as SNL. Below is a partial list:

- Increased productivity,
- More employee involvement,
- High performance in work teams,
- Happier, more energized employees,
- Greater retention and challenges for qualified employees,
- Encouragement as well as greater self-confidence and self-esteem,
- Increased range of experience and exposure to all staff,
- More fresh ideas and perspectives,
- A cost-effective approach to develop a seasoned workforce,
- A facilitation of career development, progression, and succession,
- Heightened visibility/exposure of less-experienced staff,
- Timely identification of staff issues,
- More valuable, focused, and individualized training, and
- Promoting continuity, maintenance, and/or redirection of organizational culture.

Table 14 lists key measures for success.

Table 14. Measures of Success

• An increase in level of employee satisfaction and contribution.
• The number of staff participating in the program.
• Favorable ratio of mentees/mentors (sufficient number of mentors involved in the program).
• Favorable evaluations from staff regarding the training received at training luncheons.
• Favorable evaluation from staff regarding mentor helping and acting as a sounding board for ideas and concerns.
• Favorable evaluation from staff that the benefits gained were worth the time and effort.
• Favorable evaluation from staff that involvement in this program significantly contributed to mentee's development.
• Skills are transferred through mentoring partnerships.

6.2 Conclusion

Sandia's Mentor Program has been recognized throughout the country for its excellence. This program, initiated in 1995, is robust and continues to grow each year. In addition, it has been accepted as a model and used as a standard among Lockheed Martin and external companies. Changes are continually being made to improve the program, and strong leadership support will enable it to move forward and remain in step with Sandia's human resource development needs.

Appendix

Mentoring Agreement Form
Mentee Development Plan
Mentee Matching Form
Year-end Evaluation Form
2002–2003 Calendar of Events

MENTOR: _____

MENTEE: _____

DATE: _____

SF 4500-MAF (3-99)

MENTORING AGREEMENT FORM

We have voluntarily entered into a mentoring relationship intended for learning and career enhancement. To make our time together meaningful and productive, we have discussed and reached consensus on the following topics:

- Treatment of confidentiality _____
- Duration of the relationship _____
- Frequency of meetings _____
- Specific roles: _____

Mentor (preferred way to model, guide, observe and give feedback, recommend developmental activities, facilitate learning, suggest/provide resources etc.)

Mentee (preferred style to seek guidance, share information, observe and give feedback, suggest/provide resources, etc.)

- Additional points
- Termination of the mentoring relationship.
- The mentoring objectives for us are as follows:

Mentor

Mentee

MENTEE DEVELOPMENT PLAN

SF 4500-MDP (3-2003) Supersedes (2-98) issue

In order to achieve clear and specific agreement about your expectations and what a Mentor can help you accomplish, consider the following questions.

1. In your view, what are 2-3 skills, insights or information that if you had, would help you perform your current Assignment better:
2. Think of areas that you, your Manager, peers, or other think you need to increase knowledge or develop:
3. Consider past performance reviews or feedback you've been given. What growth areas have been presented to you?
4. If there were one thing you could select to gain from a mentoring relationship, what would it be?

Name _____
Org. _____

Phone _____ Email address _____

MENTEE MATCHING FORM

SF 4500-MEF (3-2003) Supersedes (2-2003) issue

The following information will help facilitate appropriate pairing of Mentees with Mentors:

GENERAL

Name _____ E-mail address _____ Phone _____
 Fax _____ Mail Stop _____ Org. _____
 Level _____

Specific Expertise:

Brief Description of Current Assignment:

Non job-related interests and activities:

Special Interests/Skills:

SPECIFIC

Select your preference, check where appropriate. If no preference, leave blank

☐ I prefer to be paired with ☐ same ☐ different gender.
☐ I prefer to be paired with someone of my ☐ own ☐ different

ethnic background.

Manager's Name _____ Mail Stop _____

**My objectives for the mentoring relationship are indicated below.
 (specific topics to be discussed and agreed upon between mentor and mentee)**

- ☐ **Technical/Programmatic guidance**
- ☐ **Leadership/Management skills**
- ☐ **Diversity awareness**
- ☐ **Laboratory collaboration**

POSSIBLE MENTOR

V.P. 1000	Debra Chavez, MS1072, 845-9156, Fax: 845-8831
	Rose Gehrke, MS 1073, 845-8049, Fax: 844-6735
V.P. 2000	Mike Skaggs, MS 1454, 844-6728, Fax: 844-5924
V.P. 3300 & 3500	Deborah Nunez, 844-8345, Fax: 844-0662, MS 1022
3100	Bernadette Montano, MS1114, 284-5250, Fax: 844-0636
V.P. 5000	Jerri Dye, MS 0970, 845-9929, Fax: 844-2722
V.P. 6000	Len Malczynski, MS0749, 844-7219, Fax: 844-3296
V.P. 8000	Heidi Pope, MS9111, (925) 294-3463, Fax: (925)294-2006
V.P. 9000	Patti Sanchez, MS0661, 845-9595, Fax: 844-2018
V.P. 10000	Bonnie Hardesty, MS0189, 844-1817, Fax: 844-3071
10800	Charles Hollis, MS0930, 844-3937, Fax: 844-5601
V.P. 14100	Bev Silva, MS0959, 844-5488, Fax: 844-8861
V.P. 14400	Becky Campbell, MS0133, 284-3625, Fax: 284-2464
V.P. 15000	Maxine Koester, MS1048, 844-7642, Fax: 844-7648
All other Centers	Soila Brewer, MS1301, 845-7102, Fax: 845-7162
ICADS	Marilyn Martinez, MS0974, 844-7488, Fax: 284-5869
Weapons Intern	Andy Rogulich, MS0632, 845-9677, Fax: 844-7982



Corporate Training and Development

Mentorship Program Evaluation



Please complete the questionnaire below. It should only take 2 - 3 minutes of your time. Because of your experience in the program your input is invaluable and will greatly enhance the program.

Your org. number: (i.e. 1000, 2000) *Required

How long have you been in the program? Year(s), Months *Required

What was your role?

- ☐ Mentor *Required
☐ Mentee
☐ Both

Employee Contribution

		Not at All				Very Great Extent
	N/A	1	2	3	4	5
1. Participating in the Mentor Program enhanced my career at Sandia (<i>e.g. awards, promotions, new assignments/ skills, personal and/or professional development, increased knowledge of SNL culture</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:	<input type="text"/>					

Program

	N/A	1	2	3	4	5
2. How useful was the Agreement form in the discussion of your partnership?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggestions/Comments:	<input type="text"/>					
3. What degree were your specific goals/objectives and expectations met through participation in the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mentoring Program?

Suggestions/Comments:

4. To what extent was your overall satisfaction with the Mentoring program: ☐ ☐ ☐ ☐ ☐ ☐

Comments:

5. To what extent was your participation in the program worth the investment of your time. ☐ ☐ ☐ ☐ ☐ ☐

Comments:

Matching

N/A 1 2 3 4 5

6. To what extent was your overall satisfaction with your mentor/mentee match: ☐ ☐ ☐ ☐ ☐ ☐

Comments:

Retention

N/A 1 2 3 4 5

7. To what extent did your participation in the corporate mentoring program influence your decision to stay at Sandia. ☐ ☐ ☐ ☐ ☐ ☐

Please Explain:

8. To what extent did Participation in the program cause you to consider a new career path at Sandia? ☐ ☐ ☐ ☐ ☐ ☐

Comments:

Other

9. What was the most beneficial aspect of the program?

10. What was the least beneficial aspect of the program?

11. How could we improve the program to be more beneficial?

12. Would you recommend the Corporate Mentor program to other Sandia employees?

If no, please explain

Yes ☐ No ☐

13. Would you be willing to provide a testimonial regarding the personal gain you received from the program?

Yes ☐ No ☐

Optional Name

Your Testimony


Optional

or you may call [Soila Brewer](#), Program Administrator at 845-7102

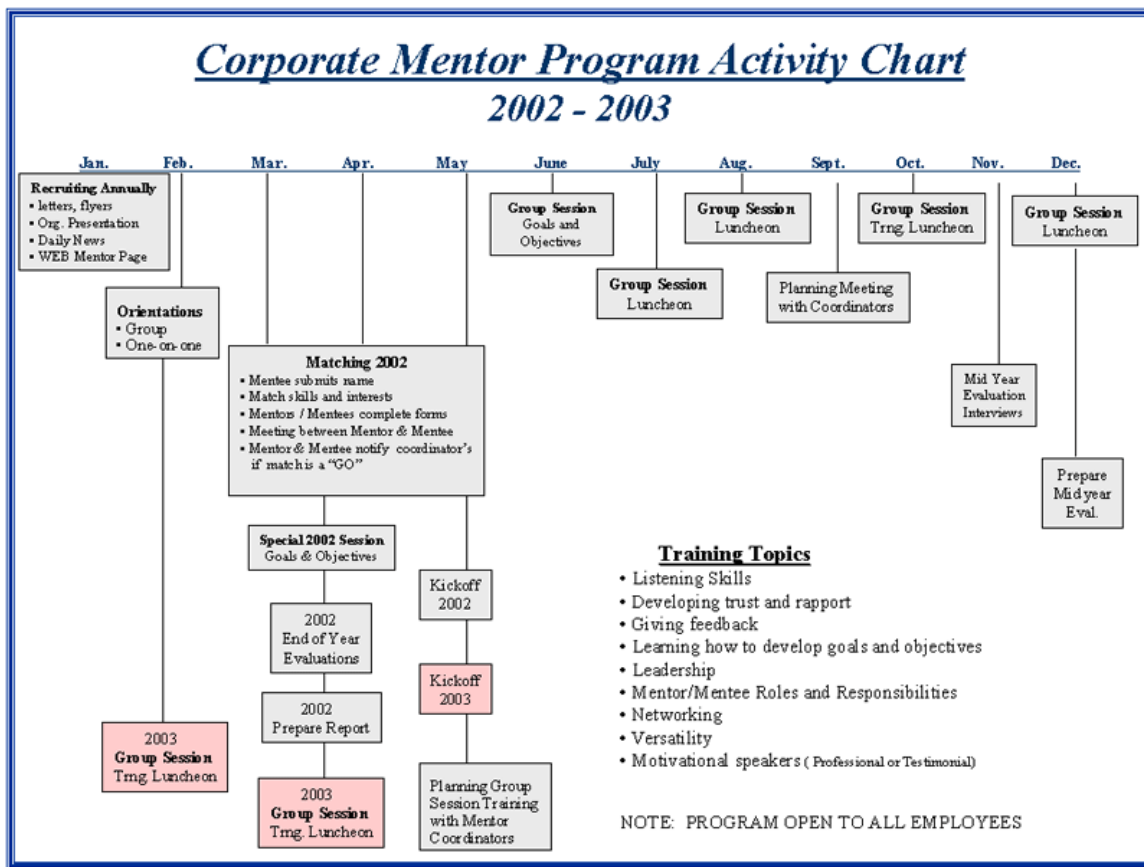
Submit



Please send your questions to [Soila Brewer](#).

Created by [WebCo](#) — WebCo@sandia.gov 
Last modified on June 26, 2003

2002-2003 Calendar



Distribution

1	MS0101	Robinson, C. Paul	00001
1	MS0202	Woodard, Joan B.	00002
1	MS0186	Blanton, Donald H.	03000
1	MS1026	Jones, Barbara J.	03500
1	MS1301	Brewer, Soila	03522
1	MS0653	Stephens, James R.	03522
1	MS0653	Wells, Charline A.	03520
1	MS1038	Gillings, Karen G.	03550
1	MS9018	Central Technical File	8945-1
2	MS0899	Technical Library	9616