Chapter 5

MENTORING IN 3D: A DISCUSSION OF STRUCTURE, PARTICIPANTS AND PHASES

Yvonne Wesley[*]

Y. Wesley Consulting LLC, Rahway, New Jersey, US

ABSTRACT

Whether the structure of mentoring is formal, semi-formal, or informal mentoring can occur among executives as well as ex-offenders. In the workplace employees may set career goals, while the ex-offender may take on the goal of a new lifestyle.

Establishing a successful mentor/mentee match can prove to be a challenge. Some say the characteristics of the mentor must match that of the mentee; while others hold fast to the notion that commitment on the part of both the mentor and mentee is the most important.

This chapter tackles mentoring from a 3 dimensional matrix: 1) structure, 2) participants, and 3) phases of mentoring. In addition, this chapter describes the advantages and challenges of mentorship applied to both career advancement among employees and lifestyle changes among ex-offenders.

Keywords: mentor, career advancement, ex-offenders

INTRODUCTION

Mentoring has been found to foster career advancement as well as change lifestyles. Factors that create mentoring success appear to vary depending on the author. Studies have shown the effects of structured mentoring programs on career advancement, however, the literature fails to evaluate informal mentoring and its impact.

Perhaps the focus on mentoring should be on the mentee; for the person being mentored is the key to successful mentoring rather than the mentoring structure. Lifestyle changes

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[*] Corresponding Author address: Email : ywesley@earthlink.net

among ex-offenders may depend on the ex-offender's motivation to change. Similarly, career advancement may be dependent on the employee's readiness and willingness to do what it takes to achieve success. Some even argue that it is the process that creates mentoring success. Implementing each of the mentoring phases as milestones to be accomplished is the key to mentoring success and may be the catalyst for triumph in each phase. A closer look at mentoring from the perspective of structure, participants and phases reveals unique twists and turns on the road to success for employees as well as ex-offenders.

STRUCTURE

Formal

Desselle (2012) suggests that formal mentoring is more common in the business world than in the academic arena. In addition, the author posits that formal mentoring is a key element to productivity and quality of work life for faculty and staff. Placing a high value on formal mentoring, Desselle rejects a dyad model of mentoring which focuses on just the mentee and mentor. Instead, Desselle suggests mentoring as part of the ethos and expectations of an organization's senior faculty and administrators. According to Desselle, successful mentor-mentee relationships include technical competence, common synergism, perceived growth needs, and relationships beyond mere professional or business interests. Successful mentoring programs in the academic arena include: criteria for mentors and workshops for the dyad to attend together where they develop a new course, publish an article or generate a grant application to fund a study. The author also suggests that the dyad state their expectations and be given information about mentoring. Theoretical literature can also help structure a mentoring program and provide guidance on monitoring the results of the program, according to Desselle. This author argues that the same energy placed on the rigors of research should be placed on the development and evaluation of sound mentoring programs. Specifically, Desselle called for better program evaluation of mentoring programs.

Qaabidh, Wesley, Gulstone, and George-Jackson (2011) published the outcomes of a nursing mentoring program at a large university. In their evaluation of the impact of a leadership training program for nurses of African descent, which included mentoring, the authors reported that the mentees identify pathways to achieve success in education, research and administration after linkage to the appropriate mentor. Labeled as a semi-structured mentoring program, nurses were assigned to a 'project mentor' to help them complete a specific project. The nurses were also given access to career mentors. Small group sessions were held where the nurses could ask questions of a high level nurse executive, plus the nurse had the opportunity to shadow the nurse executive in their work environment. Details of the mentoring program can be found in an earlier publication by Wesley and Dobal (2009). Impact of the program was also described, as well as access to nurse mentors who specialized in areas of healthcare, public health, hospital administration and health policy that would not have been possible without the program (Wesley, Turner, & Qaabidh, 2011).

To increase the effectiveness of formalized mentoring programs Knackstedt (2001) studied mentoring from a mentee's perspective. The author described how the establishment of a formal mentoring program requires coordination with other programs and depends on commitment from those involved at the organizational level. Decision makers must be

involved and resources must be allocated, according to Knackstedt. These matters complicate the process and the expense to administration may outweigh the benefits. In fact, Knackstedt suggests that coordination and costs are major drawbacks associated with formalized and structured mentoring programs. Nonetheless, understanding the mentee's needs is crucial to the success of a formal mentoring program. Like finding true love during a blind date, Knackstedt claims that it is rare to find committed matching relationships in highly structured and formalized programs. According to Knackstedt a formal match hinders the mutual identification process which occurs in non-formalized mentorships. The author notes that less role-modeling, friendship, and counseling occurs during appointed mentors as they are less motivated.

Semi-Formal

Describing the benefits of semi-formal or informal mentoring Knackstedt (2001) pointed out the intensity of the mentoring relationship may be influenced by the structure. If mentees are assigned rather than chosen, the level of intensity that forms in the relationship between the mentor and mentee may vary. Matching the right mentor-mentee pair is crucial, according to Knackstedt, as they will need to form a quality bond within the relationship. A key feature of the semi-formal structured mentoring program, according to Knackstedt, is allowing the mentor-mentee pair to happen on its own. Semi-formal mentoring programs have a degree of structure that includes time and dates of meetings, but avoids matching the mentoring relationships.

Griffin and Toldson (2012) opine that mentoring is a professional and personal commitment. They see a mentor as someone who examines, calls out, and nurtures unrealized potential in others. This definition fits well in the environment of student counselors. The authors suggest that oppressed people often fail to see their own potential and a mentor can see a glimmer of that potential, and then engages in a process to advance the student from mediocre to excellent.

Pointing out the struggles that African Americans face, Griffin and Toldson (2012) note that mentoring is especially important for Black students. Supporting students as they navigate challenging, intimidating, and sometimes hostile learning environments is a key function of a mentor. Black faculty members are uniquely positioned to help Black students overcome challenges due to their shared experiences with marginalization, according to Griffin and Toldson. Specifically, Black faculty can serve as role models, reminding students that success in higher education is within their reach. The authors point out that having someone of the same race and gender allows the mentor to share a piece of themselves, thereby validating identity and experiences for the mentee.

Sampson and James (2012) describe the mentoring concept as a social relationship practiced by persons expecting returns to their careers and/or to their human or social capital. These authors suggest that the aerospace industry can produce tangible benefits by adopting an organizational philosophy of hiring more females and mentoring them so that the best females move forward into the elite official administrative ranks. The authors remind the reader that organizational leaders should identify skills that have lead females to career success. This information should then be shared by way of mentoring employees for it is seen as employee development and builds a more cohesive organization. Sampson and James

content that the aerospace industry would benefit from mentoring as it promotes professional growth and heightens support for lasting partnerships, thus achieving organizational profitability. They opine the point that employees should be encouraged to inform their mentors about assignments they are working on and the mentors should provide helpful information to ensure a win-win situation. As an organizational attitude, mentoring incorporates support, guidance, empowerment, education, and career progression (Sampson & James, 2012). By providing insights about the industry and directing the mentees in the aerospace industry, Sampson and James explain how leadership development becomes a strategic necessity for a company.

Informal

Lynn (2012) explains that unlike formal mentoring, informal mentoring just happens. No set schedule for meetings or programs to attend. This author describes that two people whose chemistry is compatible get together, share ideas and learn. One takes on the teacher/mentor role, while the other acts as student/mentee. Lynn suggests that a key feather of informal mentoring is a trust bond between the mentor and mentee, which takes time and skill to develop. Unlike Lynn's description of informal mentoring, the 2013 Management Mentor website claims that informal mentoring can be structured into a program that does not specify goals. The website claims that the outcomes of their informal mentoring program can be unknown and the dyad of mentor/mentee is self-selecting. Moreover, their website noted that no expert training or support is provided and there may be indirect benefit to a company that take advantage of an informal mentoring program.

Massachusetts Institute of Technology's Humane Resource department went a step further and developed a guide to informal mentoring (Guide to Informal Mentoring). MIT's website shares an expanded definition of mentoring which promotes the notion that today's individuals have a network of people who guide their professional growth. MIT moves beyond the dyad model of mentoring by suggesting that mentees should cultivate mentors and create development relationships. The website also informs the reader that as the mentee identifies persons who will help them learn skills, gain access and/or serve as a confidante, the mentee should also explain to the prospective member of a network of mentors what the mentor will gain from the relationship as well.

In a study 510 Nigerian bankers, Okurame and Balogun (2005) found that informal mentoring predicted a significant portion of the variance ($\beta = 0.64$, $p < 0.0l$) in career success. Defined as "the achievement of valued effects and specific results desired by an individual" the authors determine that career success is needed to avoid career stress and dissatisfaction. Noting that mentoring is a determinate of career success, Okurame and Balogun (2005) also highlight the notion that mentors benefit from mentoring as they are productive and pass-on their knowledge and skills to a mentee. The researcher also points out that promotions, increased mobility, career satisfaction, and increased salary are positive outcomes of mentoring. Using a dyad model where some male mentees were paired with male mentors, and females with females, while other were paired with the opposite gender, the mentoring relationships lasted on average four years.

Structure Summary

Whether formal, semi-formal or informal, research seems to suggest each structure has its individual benefits and challenges however, all agree that mentoring leads to success. Formal mentoring may vary according to the ethos of an organization or the professional discipline conducting the program. Successful formal mentoring programs involve committed trained mentors and expectations are clearly outlined.

The literature, however, does not seem to suggest that one structure works better than another, nor does there seem to be an advantage to a specific structure for a specific group such as males, females, professionals, or ex-prisoners. Perhaps structure is arbitrary when it comes to mentoring, and practical considerations like expenses and administrative commitment are the key factors to producing success in a mentoring relationship.

PARTICIPANTS OF MENTORING

Career Advancement

Desselle (2012) claims that faculty seeking the highest levels of self-actualization are now taking advantage of formal mentoring programs. The advancement of African Americans in accounting was discussed at a meeting hosted by Howard University School of Business (Wells and Ross, 2012). One of the key recommendations produced during the meeting was the identification of a mentor, someone in a position of influence that would advocate for the mentee's career, as African Americans are the least likely of all racial groups to hold a certified public accountant CPA (certified public accountant) license. Wells and Ross also point out how mentoring efforts fall short of expectations when the mentor lacks commitment, interprets the job too narrowly, or is not a good mentor. They suggest rigorous selectivity when assigning mentors, providing training to develop mentoring skills, and changing mentor/mentee pairs until a relationship clicks.

Sampson and James (2012) also wrote about mentoring and its effect on ones' career. In the field of aviation and aerospace, Sampson and James explain that mentoring in this discipline started with the Wright brothers. The euphemisms; counselor, tutor, and wise trusted teacher are just a few of the terms used by Sampson and James to explain how aviation mentors would take someone 'under their wing' in hopes of helping with the advancement of their vocation. Within the aviation field, Sampson and James note a change in mentoring has occurred. Voluntary and mutually agreed upon communication was once the style of mentoring within this field, but now paid consultants are deployed to advance promising careers in the company. The value of the old style was that the mentor 'tells it like it is', according to the authors. But the paid consultant has conflict depending on who has agreed to pay for the mentoring service. Despite the very competitive nature of the aviation industry, Sampson and James concluded that mentorship is a valuable tool and improves management processes which benefit the organization as well as the mentee.

In a qualitative study of factors that facilitate career development and interest in entrepreneurship among women in top management positions, Knorr (2011) found that mentoring was among the key factors. Mentoring was a relevant component of career

advancement for the study participants. Mentoring varied from networking to being mentored from a book. The author noted that factors which facilitate career development also promote entrepreneurship. These included but were not limited to self-confidence, the ability to take risks, and taking responsibility, according to Knorr.

Similar to men, career development and entrepreneurship was facilitated by mentoring. For women, however, networking with other women appeared to play a significant role. The participants shared that mentoring was a support system that contained developmental relationships with friends and family. Gaining self-confidence throughout their career experiences and utilizing support to reducing stress, the participants described mentoring as more than just coaching. They suggested a network type of system that gained them access to more information about their respective organizations and made them aware of options for career advancement.

Lifestyle Change

As a statewide initiative, Geither (2012) explains that the Kansas Department of Corrections (KDOC) provides mentoring services to help ex-offenders safely and successfully return to the community. Community-based organizations work closely with the KDOC to match eligible ex-offenders to mentors as part of a re-entry effort. Led by an experienced service organization, mentoring is seen as a key component of ongoing efforts to reduce recidivism. With a focus on increased job readiness, access to treatment and housing, plus cognitive skills-building, the statewide program has been successful in reducing recidivism by more than 50%. Geither notes that even the return rates of offenders with severe and persistent mental illness decreased from 51 to 74%. Supported by government funding, the KDOC initiative matched outgoing inmates with mentors to cut down the number of offenders who return to prison. Community based organizations interested in providing mentors take the lead role and recruit appropriate mentors. The mentors are trained on communication, setting boundaries, policies, useful mentoring practices, safety tips, and risk/needs of offenders.

The mentors are matched with offenders six to 12 months prior to their release from prison. The mentor, offender, corrections counselor and program coordinator meet to map out the mentoring plan. Face-to-face and video interactions prior to release helped corrections case workers identify the inmates' areas of need to ensure the proper mentor match and the development of the mentoring plan. Despite geographical challenges throughout the state of Kansas, the program is successful due in part to technology and transportation vouchers. Mentors and mentees interact prior to release to establish a relationship that will last a long time. Geither suggests that the duration of the relationship is more important than the frequency of the contacts. Ongoing relevant communication between the mentor and mentee is also described as key. The match includes relevance, for example; an offender with cancer was matched with an oncology nurse, which strengthened their relationship and made their communications more relevant. High-risk offenders have more frequent contact with their mentors to help break anti-social thinking and improve pro-social decision-making. Aside from one-on-one mentoring, group mentoring sessions were run with low-risk ex-offenders. The group sessions focused on job training, addiction and pro-social skills.

A feature unique to mentoring an ex-offender is safety. KDOC gave special attention to training and policies that ensured safety and helped alleviate concerns of the public and staff. Parole officers, along with case workers' active participation, increased comfort for mentors and community partners. Everyone had a hand in making sure the program was conducted in a safe manner.

McMichael (2011) took a look at mentoring among veterans who had been convicted of crimes. It appears that some, if not many, veterans have problems re-adjusting to civilian life and unfortunately end up in the criminal justice system. Mentoring in the form of support and counseling is used to control drug and alcohol abuse, depression and even suicide attempts among those with jail time for driving while intoxicated. McMicheal describes a group style of mentoring which offers the veteran camaraderie with other veterans who help each other build problem-solving skills. In addition, McMicheal's article suggests that an 18-month program, that included a volunteer veteran mentor helped stabilize ex-offenders on medications, kept them in counseling, and pass auto-sobriety tests.

Specific to domestic violence during prisoners' re-entry to their families, Bobbitt and colleagues (2011) reported the impact of a Safe Return Initiative. With a growing interest in helping people leave prison with positive community connections the authors recognition that volunteer mentors, plus faith-based providers model appropriate behaviors to help address abusive behaviors prior to prison release. The report notes that the mentor must be someone who has been trained to: 1) understand criminal thinking, 2) not be inappropriately influenced by criminal thinking, 3) avoid enabling the ex-offender to re-offend, and 4) avoid getting involved in criminal activity. These authors seem to suggest that lifestyle mentors working with ex-offenders appear to take on risks of criminal activity. On the other hand, the literature involving career mentoring does not mention criminal activity as a risk to the mentor.

Relative to structure, mentoring programs that help facilitate a life change among ex-offenders appears to be very structured. In fact, a program coordinator oversees the program's criteria for selecting the mentors is well defined, the mentors are trained, and the mentor/mentee relationship is monitored. As outlined in the formal structure, by Desselle (2012) specific goals are set and agreed upon by both parties. Despite Knackstedt's concern that a formal match hampers the mutual identification process, ex-offender type mentoring programs appear to take special efforts to be sure the correct mentor guides an ex-offender. Furthermore, time limits are essential, as the program starts while the person is still incarcerated and continues for approximately 18 months.

Participant Summary

While employees may seek self-actualization via a mentoring relationship, persons being released from prison also need, even if they are not aware of their need, an opportunity to self-actualize by changing their lifestyle. Realizing the value of mentoring, state officials in partnership with strategic community members, have instituted formal mentoring programs for ex-offenders. The process of identifying and matching appropriate mentors with mentees is similar for both participants and commitment to the relationship is a top priority for both parties.

The task of setting appropriate expectations is essential regardless of the structure, whether it is formal, semi-formal or informal, the mentor/mentee dyad must start by setting

mutually agreed upon goals. Whether an ex-offender or an executive hopeful, the mentee needs to gain confidence to achieve set goals. The mentor is responsible for supplying physical as well as psychological support. In the case of the ex-offender, the support may be in the form of attending court during a child custody hearing. Whereas the aspiring executive may need to have someone help them navigate the political environment at their place of employment.

FOUR PHASES OF MENTOR/MENTEE RELATIONSHIPS

Initiation

Many, if not most, successful people will give credit to a mentor as a contributor to their success. This is true for ex-offenders as well as employees. For the employees, Milner and Bossers (2004) found mentors and mentees agree that the purpose of the mentor is to facilitate professional development through guidance, sponsorship and counsel is key. The mentor should help the mentee identify opportunities within the professional environment, help the mentee navigate difficult situations, and help them build self-confidence as well as improve the mentees' creativity and independent thinking (Milner & Bossers, 2004). With these criteria in mind, the initiation phase of the mentoring relationship, as outlined in the classic work by Kram (1983), includes defining expectations as well as the purpose of the relationship.

Sampson and James (2012) agree that the initial phase of mentoring is the time period when a prospective mentee begins to respect the mentor as someone they would like to emulate. At the same time, the mentor begins to identify the mentor as someone who deserves their special attention. This period of time can range from three months to a year. Relative to lifestyle changes among persons being released from prison, the initiation phase may be filled with concerns of meeting program expectations on both the mentor and mentees. Brown and Ross (2010) content that when the mentor/mentee relationship is established based on respect and support; the ex-offender will wish to gain the mentor's approval and ultimately see the values modeled by the mentor as important, thus changing their life.

Cultivation

Sampson and James (2012) suggest that it is during the cultivation phase, the partners learn more about each other's capabilities and identify the benefits of participating in a mentorship relationship. Kram (1983) noted that this phase is most beneficial to the mentee.

While much of mentoring involves advise on promotion, coaching about office politics, role modeling behaviors, and sharing expertise in technical skills, career mentoring also includes but it is not limited to swapping confidences, sharing private problems, and even participation in social camaraderie (Desselle, 2012). For the ex-offender, the most helpful aspect of a mentoring program was found to have been emotional support and someone to talk.

Successful reintegration and resettlement for those looking for a new lifestyle should involve a voluntary mentoring model according to Brown and Ross (2010). They made the point that ex-offenders who had post-release contact with mentors had significantly better resettlement in the community. Initiating contact with a mentor while still being incarcerated was helpful, but the relationship needed to move to the cultivation phase. Brown and Ross support the idea that ex-prisoners benefit from contact with someone who pays attention to the ex-offenders' individual needs and provides ongoing personal and emotional support. From a theoretical perspective, Brown and Ross content mentoring is effective among ex-offenders when it is connected to accountability of behavior. That is, the mentor helps the ex-offender avoid criminal behavior by modeling decision-making.

Definitions of mentoring vary; however, a common thread appears to develop within the literature which is the process. Within the criminal justice system nature, duration and intensity of the mentoring relationship is key. Brown and Ross point out the mentoring process includes proper recruitment, selection and matching of mentors with mentees, agreement on goals, building a rapport, understanding the evolution of the relationship over time, applying the appropriate techniques(e.g., support , removing roadblocks, stimulating alternative ways of thinking) and finally effectively bringing the relationship to closure.

For the person looking for career advancement, the cultivation phase is a time when the mentee learns a specific skill, gains exposure to a process or job role and/or, gains a confidante to act as a sounding board to test ideas (Desselle, 2012). In the case of a new professor in the academic environment the skill of balancing service, scholarship and teaching, all of which are required to obtain tenure, are a daunting task. New faculty members who make a synergic relationship with their mentor are able to develop new courses, initiate creative teaching techniques, and even generate grant applications. The phase of separation may be less apparent in the academic environment as the mentor and mentee become colleagues taking on scholarly endeavors for numerous years. Some of which becomes lifetime work.

Separation

Similar to the process outlined by Brown and Ross (2010), Kram (1983) acknowledged a separation phase as being marked by significant changes in function and affect. Both the mentee and mentor may feel some sense of turmoil, anxiety, or even feelings of loss. Some have characterized this period as a time of disequilibrium. It is a time when the mentee asserts independence and autonomy. Both the mentor and mentee begin to reassess the value of the relationship as it becomes a less central part for each individual.

Brown and Ross suggest that mentoring ex-offenders to obtain lifestyle changes from crime is different from mentoring high school students or faculty at a university to advance ones career. Specific to the separation phase which is marked by decreased structural and psychological support from the mentor to the mentee, Brown and Ross argue that similar to psychotherapy and counseling, behavioral lifestyle mentoring needs to be based in theory. They push the point that the mentor should transition the relationship with the following in mind: the relationship, regardless of phase, should involve empathy, genuineness, a good working alliance, and a mentee-centered collaborative relationship that uses a mentee driven approach.

When transitioning the relationship, the mentor should consider the ex-offenders' level of functioning, such as motivation to change and resilience. In addition, as the relationship is re-defined, both the mentor and mentee should consider the social context within which the ex-offender lives, such as connectedness and social support. Aspects of the relationship that may be carried into the final phase are respect, trust and formal criminal justice arrangements.

The separate phase may take on a different feel depending on the professional discipline. As mentioned prior, university level faculty may maintain relationships that build a program of research which requires a lifetime of commitment. In fact, White, et al (2010) concluded, from a study of novice nursing faculty that meaningful mentor-mentee relationships have the potential to develop into long term relationships that last well beyond the length a formal program.

While in the business world the executive hopeful may spend 2-5 years in close contact with a mentor but significant change occurs during the separation phase. Once achieving the position, the new executive will have less contact with the mentor, make more independent decisions and find self-confidence to solve problems. It should also be noted however that there many potential points at which the mentor-mentee relationship can end Sugimoto (2012). Whether there are difficulties with time management or job changes for the mentor or mentee, the linear nature of Kram's framework are not always followed.

Redefinition

Sampson and James (2012) explain that the mentorship partners evolve the relationship into a more informal relationship one with less contact and more mutual esteem during the redefinition phase. Kram (1983) first described this phase as one where the relationship becomes more friendship and less formal. With only occasional interactions, both individuals continue to play much of their respective mentor/mentee roles. However, not all the interactions in this phase are governed by the mentor offering counseling and support while the mentee continues to approach the relationship with gratitude and appreciation for the past guidance. Each party begins to see the other in a new light.

Unlike career mentoring in the business world, mentoring relationships that change behaviors among ex-offenders struggle with high attrition rates. Despite pre-release connections, many of the lifestyle mentor/mentee dyad relationships end abruptly and fail to make it to redefinition phase. In fact, a study by Brown and Ross (2010) found that mentoring does not hold the same attraction for all women exiting prison. Mentoring appeared to be most successful among older women who had shorter criminal records and less history of drug use.

Differences in lifestyle vs. career mentoring may be the most obvious in the redefinition phase. The types of friendship that grow out of the career mentor/mentee relationship are somewhat less restricted then friendships that are a product of a lifestyle mentor/mentee relationship. Depending on standards set by the criminal justice system, in the lifestyle mentor/mentee relationship, friendship may be discouraged. However, successful mentor/mentee relationships leave both parties with increased mutual respect. The mentor gains more respect for the mentee as they accomplish preset goals, while the mentee's appreciation for the mentor is cultivated as the mentee learns how to handle life and business challenges.

CONCLUSION

The four phases of mentor/mentee relationship has been studied for many years and some may re-word the titles of each phase. However, in the broadest sense, it appears Kram captured the essences of mentoring relationships in the 1980s. The length of time in each phase many vary from author to author, yet the notion that change occurs overtime remains. Expectations and milestones of each phase may vary according to the specific mentor/mentee relationship. In the case of lifestyle change verses career advancement, the provision of support may take the form of attending court and even speaking on behalf of the mentee; while in the workplace the mentor may introduce the mentee to someone that will offer them a promotion.

Aside from the process outlined in the phases of mentoring, the participants of a mentor/mentee relationship require both parties to be committed to the process. Perhaps, readiness on the part of the mentee for mentoring is the most important factor when determining whether the venture will be a success. Whether an aspiring executive or an ex-offender, the mentee must see and value what the mentor has to offer. For the ex-offender, issues of food, clothing, shelter and/or drug use may interfere with discovering a new way of tackling life challenges. The would-be executive may need to address childcare issues before he or she is ready to commit to time with a mentor.

Ex-offenders and those striving to advance their careers share some things in common when it comes to being mentored. Both must be ready and willing. However, the structure of mentoring provided by the criminal justice system may leave the mentee in a relationship that is not naturally occurring. Even when the mentor is friendly, the formal mentoring structure requires that the mentor find a way to provide evidence of trust and affirmation that their mentee is a person of importance and the relationship is meaningful. The person looking for career advancement appears to benefit when the correct mentor/mentee match is made; this holds true apart from the structure that may be formal, semi-formal or informal.

The chapter has provided pros and cons for each mentoring structure. Regardless of the structure or recipient, the ultimate goal of mentoring is to move the mentee forward. Mentoring is also considered a long-term relationship, one that requires a certain 'chemistry' between the mentor and mentee. Moreover, the classic model of mentoring relationships by Kram (1983) recognized the importance of mentoring in career development and appears to hold true for lifestyle changes amongst ex-offenders also.

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