Prevalence and Success of Reverse Mentoring in Public Relations

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The public relations workplace is changing rapidly. The introduction of new communication technologies, particularly those involving new forms of Internet-based media, is putting many new demands on the industry and those who work within it. In fact, some experts are advising public relations professionals to focus most of their attention on new and developing social media channels rather than on traditional communication media and channels (Zuk, 2009). Public relations professionals are being warned of the dangers of being "slow to catch on" when many of their clients will already be familiar with social marketing technology and request its utilization in communication efforts (Embrace online learning…, 2010, p. 11). Not all public relations professionals are prepared for new technological demands at work. As a result, some public relations people turn to younger, more technologically adept individuals for training to bring the experienced professionals "up to speed." This kind of training relationship is among the most common variants of what has come to be known as reverse mentoring. Reverse mentoring is not a new concept; it has been applied and studied in the business community for years (Scandura & Viator, 1994). But the use of reverse mentoring has not gotten much attention in public relations, even though it is recognized and generally known to be used by public relations professionals (Guiniven, 2008). Reverse mentoring, defined as a structured or unstructured workplace relationship between senior practitioners and younger less experienced workers, continues to gain in popularity due to rapidly changing technology. Little is known about the extent to which public relations professionals recognize and use reverse mentoring, and the literature in the discipline offers no significant studies on this topic. For that reason, a study was undertaken as an initial effort to learn more about the ways reverse mentoring is used in the public relations workplace. To begin exploration into the prevalence and success of reverse mentoring in public relations, in-depth telephone interviews were conducted with 23 public relations professionals who work in the western United States. Those surveyed were all members of the Public Relations Society of America and the majority (65%) were senior-level professionals working for a for-profit entity (70%). Close to three-fourths of respondents (74%) reported that their organization did not practice reverse mentoring, and , of those that did, only one claimed the existence of a formal, structured program. Only one respondent identified the use of any training for mentors or mentees. Reverse mentoring that did exist was described as "voluntary mentorship" or an "internship program." Technology was the clear favorite subject area for reverse mentoring, particularly social media. The practice was considered successful by those surveyed but no formal measures of success were utilized. Success in reverse mentoring is defined as having tangible success, cooperation and respect, and the sharing of knowledge and new ideas. Benefits of a

reverse mentoring program included improvement in social media skills and improvement in social media vocabulary.

LITERATURE REVIEW

The public relations workplace is changing rapidly. The introduction of new communication technologies, particularly those involving new forms of Internet-based media, is putting many new demands on the industry and those who work within it. In fact, some experts are advising PR professionals to focus most of their attention on new and developing social media channels rather than on traditional communication media and channels (Zuk, 2009). Public relations professionals are being warned of the dangers of being "slow to catch on" when many of their clients will already be familiar with social marketing technology and request its utilization in communication efforts (Embrace online learning…, 2010, p. 11)

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Reverse mentoring is not a new concept; it has been applied and studied in the business community for years (Scandura & Viator, 1994). But the use of reverse mentoring has not gotten much attention in public relations, even though it is recognized and generally known to be used by PR professionals (Guiniven, 2008).

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The importance of building and maintaining strong interpersonal relationships at work has been addressed throughout the literature across a variety of occupations and disciplines. At the individual level, workers develop strong interpersonal relationships when they engage with each other. In this engagement, workers create and use messages that are clear, direct and informative (Wigington, 2008).

Less experienced employees, in particular, need to communicate well and build good relationships with senior staff, particularly in the early stages of a career (McCormack, 2010). Likewise, senior staff members need to communicate well so they can build the necessary relationships with workers who are above them in the organizational hierarchy – as well as with those workers who are below (Gentry & Shanock, 2008).

Relationships among peers are also relevant and valuable at work (Peroune, 2007). Good peer relationships provide valuable feedback on work performance and help workers strategize about their career options. Relationships between peers are different

from relationships with people higher or lower in the hierarchy. Peer relationships are more lateral in nature and therefore perceived as safer and less threatening for exchange of information (Peroune, 2007).

There are organizational variables that contribute to the establishment of strong interpersonal relationships among workers. Any organization wishing to enjoy productivity and success must first have "a foundation of effective communication practices" (Gillis, 2007, p. 28) that employees agree upon and share.

Workplace mentoring can provide employees the opportunity to improve their capabilities in a variety of ways. Generally defined, workplace mentoring is any situation in which "a mentor helps a protégé or mentoree become more professionally competent" (Cotugna & Vickery, 1998, p. 1166). Mentoring can involve general business or organizational understandings, as well as specific skills needed for the employee to complete tasks or be more valuable within the organization.

Mentoring can take a variety of forms. Although it is mostly thought of as a relationship between senior and subordinate workers, it can also take the form of a relationship between peers, friends, or members of professional organizations with the intent of improving workplace performance and/or understandings (Chandler, 2010).

Mentors help employees "in managing and coping with certain kinds of role conflict" (Viator, 2000, p. 88). Mentoring has the potential to provide valuable organizational information (Ostroff & Kozlowski, 1993). Mentoring can offer support that would reduce employee turnover (Hall & Smith, 2009). It has been shown to greatly reduce role ambiguity among participants (Viator, 2000).

In addition to the potential benefit for the individual employee participants, mentoring can have value for the organization itself. Mentoring can result in a situation where the organization is more in tune with the needs of its customers (Parekh, 2007). Corporate executives in particular need to seek out interactions – through mentoring and other interpersonal communication – so that executives can obtain different perspectives that "offer support for managing change" (Carter, 2004, p. 85).

Inside the organization, mentoring can be associated with "personal influence" between leaders and subordinates. "Personal influence" has been found to increase worker job satisfaction, particularly if the influence comes through an effective administrative leader (White, Vanc, & Stafford, 2010, p. 79). White, Vanc and Stafford also found that "it is important to most employees to receive information about their organization, even if the information is not essential to their job performance" (p. 80). Mentoring is an ideal way to share information that would otherwise not be shared among co-workers (Guiniven, 2008).

Success of a mentoring relationship is not guaranteed, of course. Establishment of a mentorship program without adequate preparation and support structures can be

unsuccessful and result in discouragement or even resentment among participants (McCann & Johannessen, 2009).

Reverse Mentoring
In an increasingly technological world, senior staff members sometimes do not have the technological skills they need. Those senior staff members who do not have adequate skills can in fact resent younger staff members who do (McCormack, 2010). In situations such as this, reverse mentoring can offer assistance both individually and collectively.

Reverse mentoring is a concept initially introduced by former General Electric CEO Jack Welch (Greengard, 2002). It involves a structured workplace relationship between senior staff members and younger/less experienced workers. Typically, the younger workers have less expertise within the organization but more technological familiarity and skills. The pairing of senior staff with more technologically knowledgeable workers brings about the education of "older folks who can't figure out technology" (Pyle, 2005, p. 40).

Unilever USA, for example, paired older marketing executives with younger staff so that the senior marketing professionals could gain digital media and social networking skills (Parekh, 2007). In another case, professional dietitians with little technical expertise were paired with students who helped the dietitians learn how to do research on the Internet (Cotugna & Vickery, 1998). In an academic workplace, university professors who needed to integrate technology into their courses were taught to do so by graduate students, both individually and in groups (Leh, 2005).

Technological skill development is not always the focus of reverse mentoring, however. Male senior executives at Dell Computer were mentored by female middle managers in an effort to allow the men "an insight into the challenges that women face in the workplace" (Phillips, 2009, Abstract). At Proctor & Gamble, CIO Steve David participated in a reverse mentoring program in which a dozen P&G scientists taught top managers about the ethical implications of biotechnology. Gamble said the experience made him "much more knowledgeable, [and] much more able to address with our customers and our suppliers the issues associated with this biotech revolution" (Solomon, 2001, p. 41).

Public Relations and Reverse Mentoring

The development and use of new media is a root cause of cultural change, both for societies and workplaces (Singh, 2010). In the media workplace, a rapid technology evolution has resulted in a shift to new communication technologies in all media-related fields.

The technological shift is especially pronounced in the public relations profession, where workers at all levels of the hierarchy must quickly gain new knowledge and skills. A lack of understanding of the impact of social media – or a slow response to crisis events that incubate through social media – can be devastating. There have been

numerous examples of this in recent years. One of the most prominent is the 2009 case involving Domino's Pizza, in which employees in a North Carolina store performed unsanitary acts with food and then uploaded a video of their activities to YouTube (Jacques, 2009). Domino's corporate public relations team took several days to react to the incident and was later criticized in the news media for that slow reaction. Company executives acknowledged later that they had a less "aggressive stance" than would have been ideal (Jacques, 2009, para. 14).

Public relations professionals who do not quickly adapt to the new expectations of the workplace can quickly find themselves unemployed with no way to re-enter the profession. The recent poor economy has resulted in layoffs of established, senior public relations executives who thought they had stable jobs (Sweeney, 2010; Woloshin, 2009). Many who were laid off found they lacked the social media skills needed to be perceived as competitive in the marketplace.

For PR professionals today, job security means the ability to "actively engage in social media in a pragmatic, controlled and open manner" (Cahill, 2009, p. 26). This necessitates that PR people understand not only the use of new and emerging media, but also have the ability to use media tools in ways that were formerly more associated with marketing than with PR.

A 2009 survey by Korn/Ferry and the Public Relations Society of America found that public relations professionals "are taking the lead over marketing and other departments in managing an organization's use of social media channels" (The 2009 Digital Readiness Report…, para. 4). The survey concluded that social networking, blogging and microblogging may be even more important than traditional media relations skills.

Some public relations professionals have already acknowledged the value of reverse mentoring as a means of developing the understanding and skills needed to stay current in the increasingly technological workplace. Laura Perry, a public relations executive with more than 30 years of experience, responded to a request from a college student for mentoring – and later wrote, "I ended up being the one who received the mentoring" (Perry, 2009, p. 7). Perry's relationship with a student from the University of Georgia allowed her to gain new media knowledge and expertise, along with "amazing access to resources" available online (p.7).

Mentoring is also recommended for those just entering the PR workplace. Brown (2007) advises entry-level public relations staffers to find a mentor and "emulate their work ethic" so that the new professional can "garner feedback and help troubleshoot challenges (para. 7)."

While mentoring and reverse mentoring seem to be commonly used in public relations, the literature has given little attention to the topic. Therefore, this study attempts to broaden knowledge in this area by posing the following research questions:

RQ1: How prevalent is reverse mentoring in the public relations industry?

RQ2: What types of reverse mentoring occur in the public relations industry?

RQ3: What topics or skills are typically addressed via reverse mentoring in the public relations industry?

RQ4: How effective is reverse mentoring in the public relations industry, and what standards are used to measure effectiveness?

RQ5: What makes a successful reverse mentoring program?

METHODOLOGY

This section details the methods used to identify a sample of public relations industry professionals from whom information was gathered to address the research questions. It then explains the study procedures, including the time frame for investigation. Finally, the section includes information about the survey instrument and the related system devised by the researchers to gather information from respondents.

Sample
A search of the literature showed that use of reverse mentoring by public relations professionals was a subject not previously explored. Therefore, the researchers decided it was best to conduct an investigation that would target a variety of professionals in different public relations workplace environments to learn about the extent reverse mentoring currently used, and gather information about 'best practices' among professionals. The researchers also hoped to encourage current public relations professionals to reflect on their thoughts regarding reverse mentoring, whether they have been directly involved or whether their organization has engaged in the practice.

The researchers opted to survey active members of the Public Relations Society of America (PRSA). The PRSA is recognized as the preeminent professional organization within the discipline, and one would expect that PRSA members would have a higher level of knowledge and experience within the field than non-members. In the interest of developing an investigation that was limited in geographic scope, PRSA members in the association's North Pacific District (consisting of Alaska, California, Idaho, Montana, Nevada, Oregon, Utah and Washington) comprised the population for study. As of April 2010 there were 1,943 PRSA members in this district.

Procedures
In order to identify a subset of PRSA members to survey, an e-mail communication was sent from a PRSA chapter president to the other 16 chapter presidents within the North Pacific District. The e-mail informed presidents of the general nature of the survey and asked for them to contact their members to see if any would volunteer to be interviewed

for the study. From responses to this e-mail, researchers were able to assemble an initial list of five members willing to be surveyed. This list served as the starting point for the respondent pool.

Since no two mentorship experiences are alike and mentorship experiences are most effectively described in qualitative terms, it was determined that a survey conducted by telephone would be the most effective way to gather information from respondents.

A total of 23 public relations professionals were interviewed by telephone during a 90-day period beginning in March and ending in May, 2010. Telephone interviews were conducted by two undergraduate public relations students who were trained to work with the lead researchers on this project. Each interview with a respondent lasted approximately 20 minutes and resulted in a completed coding sheet. Comments offered in response to open-ended questions were later transcribed and analyzed to allow the researchers to formulate answers to the stated research questions. At the conclusion of each telephone interview, respondents were asked to suggest other PRSA members who might wish to participate in the survey. Participation in the study was voluntary, and all responses were kept confidential.

Measures
The researchers created an original survey instrument to gather data from respondents that would address the stated research questions. Items in the instrument were modeled after questions that were located in instruments found during a review of literature focusing on mentoring and reverse mentoring. (The script and survey instrument are found in Appendix A.)

The survey instrument questions were informally pre-tested on mass communication and journalism faculty colleagues to help the researchers establish that the survey instrument was understandable and that the questions used would likely result in collection of reliable and valid data.

The survey consisted of 22 questions, eight of which were intended to generate quantitative responses and 14 of which elicited more in-depth, qualitative answers. Each of the two students who conducted telephone interviews followed the same script, in accordance with the regulations of the Human Subjects Review Board at the lead researcher's university.

Initially, basic demographic information was collected. Open-ended, in-depth questions followed the demographic questions. These items focused on the respondent's perception of the prevalence of reverse mentoring in the public relations industry, the description and depth of said reverse mentoring and the results and challenges of reverse mentoring in public relations.

RESULTS

Respondent profile

A total of 23 members of the Public Relations Society of America who lived in the western United States were interviewed by telephone to gather data for this study. Among all respondents, 19 were female (83%) and four were male (17%). Fifteen of the respondents (65%) self-identified as an executive-level professional with a position title such as firm owner, CEO, or public relations manager. Eight of the respondents (35%) self-identified as a staff-level professional with a position title such as public information officer, writer, or communications coordinator.

The majority of respondents reported working in a for-profit entity such as a public relations agency (8, or 35%) or for-profit business or hospital (9, or 40%). Four of the respondents (17%) reported working in some type of non-profit organization and two (9%) reported working in a government entity.

Most respondents reported working in organizations with ten or fewer staff members (18, or 79%). Five respondents reported working in an organization with more than eleven staff members (21%); of these, two (8%) reported working in organizations with more than 50 employees.

About half of the respondents reported ten years or less of experience in public relations (11, or 48%) while the remainder reported working in the field eleven years or more (13, or 56%).

RESEARCH QUESTIONS

RQ1: How prevalent is reverse mentoring in the public relations industry?

A large majority of survey respondents (17, or 74%) said their organizations do not practice reverse mentoring. Among those respondents who said reverse mentoring was used in their organization (5, or 26%), only one claimed the existence of a formal, structured program. That particular respondent went on to describe the program as "over lunch mentoring," a characterization that would not be consistent with what experts have identified as comprehensive mentorship training (Leh, 2005; Greengard, 2002; Cortugna & Vickery, 1998). Only one respondent identified the use of any kind of training of mentors or mentees to prepare for a reverse mentoring relationship.

RQ2: What types of reverse mentoring occur in the public relations industry?

Seventeen of the respondents (74%) were not able to offer any description of a reverse mentoring program in the public relations industry. The respondents who were able to offer a description (6, or 26%) described a "voluntary mentorship," "internship program,"

or endeavor in which "professionals who have been practicing longer are paired with new professionals to form a mentorship." When presented with a list of seven mentoring models, 15 respondents (65%) said they were familiar with "one-on-one" and/or "just-in-time" mentoring.

RQ3: What topics or skills are typically addressed via reverse mentoring in the public relations industry?

Technology was the clear favorite among the respondents when they were asked about topics typically addressed via reverse mentoring. Whether it be social media, computer skills, technical equipment or the Internet, all but two respondents (91%) indicated that these were the areas where seasoned professionals learned from the less experienced ones. This result is consistent with existing literature and studies on reverse mentoring in other professions. Other topics cited by respondents included new practices in the profession, again pointing to a theme of "currency" for reverse mentoring subject matter.

RQ4: How effective is reverse mentoring in the public relations industry, and what standards are used to measure effectiveness?

Respondents were quick to declare reverse mentoring happening at their organizations as a success, citing that younger, less experienced professionals (often interns) were able to teach seasoned professionals many things, especially regarding social media and technology. All respondents who answered this question (10 or 43%) cited success. However, when asked if any measurement tools were in place to gauge or prove this success, none of the respondents indicated use of any measurement tools or existence of any assessment program.

RQ5: What makes a successful reverse mentoring program?

Respondents were asked to describe, in general terms, a successful reverse mentoring program. The most common responses were: a program with tangible measures of success (8, or 35%); a program in which participants are cooperative and respectful (6, or 23%); and, a program for sharing of knowledge and new ideas (4, or 17%).

Respondents were also asked to indicate more specific benefits that a professional might realize through a reverse mentoring program. The most common responses were: improvement in social media skills (16, or 70%); improvement in social media vocabulary (13, or 56%); involvement with a knowledgeable mentor (12, or 52%); and involvement with an enthusiastic mentor (11, or 48%).

DISCUSSION

The results of this survey suggest a need for public relations professionals to have a greater understanding of the concept of reverse mentoring. Although reverse mentoring is understood and used in a variety of professions (Meister & Willyerd, 2010), more than half of the respondents in this survey (13, or 57%) initially reported they were unfamiliar

with it. This is particularly troubling in an industry that is profoundly affected – on a daily basis – with changes and trends in technology and the rapid transformation of the mass media industry.

Although 17 of the 23 survey respondents (74%) initially said reverse mentoring was not utilized in their workplace, most respondents were still able to describe general characteristics of a successful mentoring program. This finding might be gratifying in that public relations professionals, at least at a basic level, understand the importance and value of such an enterprise. Public relations executives could certainly build on this foundation and begin development of programs to formalize reverse mentoring relationships in the public relations workplace.

The results of the survey suggest a need for public relations professionals to implement reverse mentoring in a consistent, more formalized way that is consistent with identified best practices, including incorporating training on both sides of the equation (mentors and mentees) (See Solomon, 2001).

Because the business community in general is so focused on outcomes measurement, it was interesting to note that while respondents believed their organizations' reverse mentoring experiences were successful, none had any way to prove this via any type of measurement. This again identifies an opportunity to create and implement formal and informal measurement tools into the reverse mentoring process to either prove its effectiveness or foster improvement.

Finally – and perhaps more importantly – the results suggest public relations professionals need to clearly understand the concept of reverse mentoring, both in concept and execution. A large percentage of the respondents initially claimed to not know what reverse mentoring is and/or said they did not work in an organization where reverse mentoring was practiced. Yet these same respondents went on to describe how successful their organization's reverse mentoring effort was and how much impact it has had. They later described the value of reverse mentoring.

Study Limitations and Directions for Future Research
The researchers chose to survey PRSA professionals in the western United States because of ease of access to potential respondents. One of the researchers is a PRSA chapter president, and that affiliation allowed access to contact information for potential respondents. However, the researchers still found it difficult to get public relations professionals to participate in the survey. Although the western district had 1,943 PRSA members, multiple contact attempts to solicit participation in the survey yielded a much smaller number of participants than would have been ideal.

Many of the potential participants expressed interest in the survey, but were too busy with their work to take time for even a brief telephone interview. Others expressed interest in the topic, but were unwilling to participate in the survey because of what seemed to be a lack of understanding or involvement with reverse mentoring. The vast

majority of PR professionals contacted, however, simply did not respond to e-mail requests for participation.

Low response rates in surveys of public relations professionals are not uncommon. A recent national survey of almost 2,000 public relations "industry leaders" was able to generate only a 6.3% return (Jin, 2010). Still, the researchers had initially hoped that a higher level of participation might result from the more 'personal' approach of an initial e-mail contact inviting participation in a telephone interview. It would be worthwhile in the future to investigate other options for gathering data, such as an online survey that would allow respondents to offer information without being bound to a specific date and time for a telephone interview.

The survey instrument was drafted with the assumption that respondents would have more familiarity with reverse mentoring concepts and applications. As it turned out, most respondents did not indicate a strong knowledge of the concept of reverse mentoring at the outset of the survey administration. Most respondents said they were not employed in a workplace where reverse mentoring was used. But by the end of the survey administration, most respondents were offering comments about the "success" of a mentoring concept that they did not seem to fully understand at the beginning of the interview. This could suggest one of two conclusions: either survey respondents gained greater recall of past and/or present mentoring involvement as the survey went on, or respondents were simply offering answers based on their understanding of mentoring in general.

Further research with a much larger subject pool could help determine if, indeed, reverse mentoring is widely understood within the universe of practicing public relations professionals. It would also help determine if public relations professionals in large number can identify specific benefits that have resulted from reverse mentoring relationships.

CONCLUSION

The researchers who undertook this project are faculty members in undergraduate public relations programs, and also are active in the professional realm. They conducted this work in part because public relations scholars have previously called for more collaboration between academics and practitioners – particularly to develop to research projects addressing industry concerns that would result in coauthored journal publications (Cheng & deGregorio, 2010).

The researchers were unable to locate any significant scholarly work addressing the prevalence of reverse mentoring in the public relations profession. Therefore, the researchers hope that this study can be a first step toward more substantial investigation in the future.

The small sample population and somewhat contradictory responses from the survey participants prevent generalization of the findings toward the universe of public relations

professionals. However, the results do suggest that there is a tremendous lack of clarity among public relations professionals about specifically what reverse mentoring is, whether or not it is used in accordance with good practice, and the extent to which it is bringing about successful outcomes in the public relations workplace.

The effective communication and relationship building that results from mentoring relationships among employees can lead to greater job satisfaction in a workplace where a recent study showed less than half of all Americans were satisfied with their jobs (U.S. Job Satisfaction. . ., 2003). The public relations industry is not immune to the types of stresses that bring about dissatisfied workers. PR professionals owe it to their employers, their clients and to themselves to do everything they can to understand, develop and support mentoring relationships that will allow the public relations workplace to be as productive as it can be.

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APPENDIX A

Script and questions for in-depth interviews of public relations professionals regarding reverse mentoring

These questions were asked of public relations professionals in the Western U.S. via telephone. All subjects were over 18 years old.

Hello. My name is (name of student researcher), and I am a student at (university). I am working with two professors, (names of lead researchers), on a study about reverse mentoring and would like to invite you to participate.

The interview will take about 20 minutes. If you have time, we can certainly conduct the interview now, or we can schedule a time that is more convenient for you.

Of course, your participation is voluntary and your answers will remain confidential when we present the results of this study. With this is mind, please be truthful and accurate with all of your answers.

This study is being conducted in compliance with the Human Subjects Review Board at (university). If you have any questions about this study, you can contact (lead researcher) at any time. Would you like her phone number or email address?

Thank you for your participation.

Demographic Questions:
1) Male or Female
2) City: _____
3) Title: _____
4) Type of company:
    a) PR Firm/Agency
    b) For-profit company or hospital
    c) Nonprofit
    d) Government agency/municipality
5) Number of staff members in your firm or department
    a) 0-10
    b) 11-25
    c) 26-50
    d) 51-100
    e) 100+
6) Age of organization (years):
    a) 0-5
    b) 6-10
    c) 11-15
    d) 20+

7) Number of years that you have worked in public relations or closely-aligned field:
   a) 0-5
   b) 6-10
   c) 11-15
   d) 20+

Prevalence/Description Questions:
   8) Have you heard of the idea of "reverse mentoring?"
   9) If yes, what does it mean to you?

Our working definition

> *Reverse mentoring involves a structured or unstructured workplace relationship between senior professionals and younger/ less experienced workers. Typically, the younger workers have less expertise within the organization but more technological familiarity and skills. The pairing of senior professionals with more technologically knowledgeable workers brings about the education of "older folks who can't figure out technology" (Pyle, 2005, p. 40). It may also provide a variety of other interpersonal and organizational benefits.*

10) Does your organization practice "reverse mentoring?"
11) If so, how?

Please describe your program.
   12) Do you use any of the following models?:
      a)   Large group
      b)   Small group
      c)   One-on-one
      d)   Just in time ("spot" reverse mentoring)
      e)   Email mentoring
      f)   Phone mentoring
      g)   Over lunch mentoring
   13) Would you consider your program to be "formal" or "informal" reverse mentoring?

Please explain briefly.
   14) In which work task/ subject area – or areas – does your organization employ reverse mentoring?
   15) Does your company train either the mentors or mentees or both?
   Results Questions:
   16) Do you and/or your organization consider your reverse mentoring "program" to be successful? Please explain briefly.
   17) Do you use any type of measurement, either formal or informal, to gauge success?
   18) If yes, please describe.

19)   For you, and your involvement in reverse mentoring, please respond to the following statements using a 5-point scale:

1=strongly agree, 2=agree, 3=no opinion, 4=disagree and 5=agree:

- Reverse mentoring has been helpful to me
- I am better able to use social media because of reverse mentoring
- I am more familiar with social media vocabulary because of reverse mentoring
- My mentor is/was knowledgeable
- I will increase my use of social media because of reverse mentoring
- My mentor is/was enthusiastic
- My reverse mentoring experience met my expectations

20)   What have you discovered to be important in determining success re: reverse mentoring?

21)   What advice do you have for others who want to succeed with reverse mentoring?