

## MentorInk Newsletter™

the online monthly of the Mentoring Institute Vol14 Issue 1

Welcome to *MentorInk Newsletter™* a publication of the Mentoring Institute since 1986. If you've read earlier editions, you'll know that past issues have carried everything from mentoring in history, tips, definitions, excerpts, research information and book reviews -- everything and anything mentoring-related to formal mentoring programs. With the advent of a revised website, items that were clickable buttons could well appear here in future editions. Let us know your interests and your reactions to *MentorInk Newsletter*. Happy reading to all.

"The proteges of today



are the mentors of tomorrow."

### Inside MentorInk™

This issue:

- from The Virtual Mentoring Library™
- Words That Matter: The NEW Mentoring Paradigm
- The Legacy of Mentor: Part 2
- Mentor Answers FAQs™
- Mentor Muses™

### MentorInk™ next issue:

We will carry items from The Virtual Mentoring Library™, Mentor Answers FAQs™, Words that Matter™, features of interest, such as your questions to us.

Stay posted. If you have any other items of interest to you, please let us know. Email:

mentor@uniserve.com or fax: 250/655-0324

If you wish to unsubscribe, send us an email with the subject line reading "unsubscribe" and your name and e-mail address in the text so we can find your entry and delete it.



Your editors:  
Marilynne Miles Gray  
& Bill Gray

### Words that Matter™

Q: "Where can I get more details about The NEW Mentoring Paradigm™?"

A: The NEW Mentoring Paradigm, as you call it, refers to the Mentor-Protetge Relationship Model developed by Dr. William A. Gray in the early 1980's. By looking at the definitions for mentoring, he found them imbalanced and lacking. His solution was to rebalance

Cont page 3

### from The Virtual Mentoring Library™

Q: *What is the essence of mentoring?*

A: Talk about the essence of mentoring and we attempt to boil down "the who and what is a mentor?" question. We examine perceptions people have of one another. We aim to understand what the possible effects are of the interactions between two people in a formally-arrange relationship.

I say informal mentoring deliberately since with informal mentoring, the relationship just happens; we cannot measure the effects as it progresses. We are forced to measure after the fact in which case our results are suspect. This is one of the valuable aspects of having mentoring programs because we can be deliberate and plan to measure from beginning to end.

One interesting phenomenological study of mentoring programs was carried out by Dr. Judy-Arin Krupp (Source: Mentor and protege perceptions, Mentoring International Vol 1 # 1, 1987, pp 35-40). She notes,

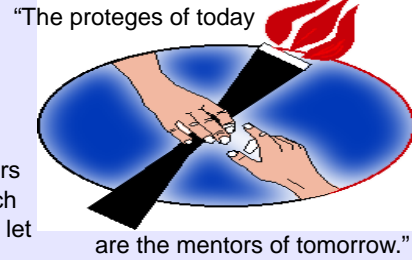
*"Since many readers may not be familiar with phenomenological analysis... think of the questionnaire data travelling through a funnel. All the data were thrown in at the top... to reveal themes. What emerges at the bottom of the funnel is one or more essences (an essence is much like a factor or factors that emerge when statistical data is subjected to a factor analysis).*

*The essence that emerged from the data is that personal needs determined what a specific protege internalized from the mentoring relationship -- they got the help they needed.*

What did mentors gain from their relationship with proteges? Although individual differences exist, the pattern is more discernible than with proteges. Mentors, in essence, *felt good about being able to make use of past experiences to help others develop -- in other words, being needed.* ~ ~

# MentorInk Newsletter™

the online monthly of the Mentoring Institute Vol14 Issue 2  
April 2000



## Next issue

we will carry further items from The Virtual Mentoring Library™, Mentor Answers FAQs™, Words that Matter™. If you have any other items of interest to you such as answering your questions about mentoring and mentoring programs, please let us know. Email: mentor@uniserve.com or fax: 250/655-0324 ~~ The Editors

## Mentor Answers FAQs™

*Q: "I am doing research on a European company whose mentoring program is viewed as not working effectively. I can see many reasons why it is not successful. I want to know if one of the main reasons for the failure is a lack of support the mentors receive."*

**A:** You came close to the mark with the phrase 'many reasons'. In one program, the main reason for failure could be the lack of support you have cited. In another program, it could be lack of training. In another program, it could come down to lack of clear guidelines. But these typically are not be the only contributing factors to failure.

From time to time, we hear the following phrase: "We have 2 hours to train everybody." Wrong. A mentoring program is not a course. Just because the training session is the most visible event does not make that event the equivalent of an entire program -- it is simply one part of the overall program which began long before with the readiness assessment through to the end-point evaluation. Nor should the program be a band aid to quick fix a problem. With mentoring, the participants are engaged in a person to person process which evolves over time. If an organization ignores these concepts on which good programs are based, the negative outcome can be predicted.

The diagram (simplified version shown below) is one I elaborate on when I give a seminar or design

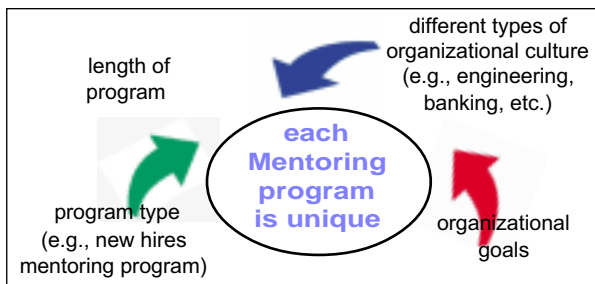
a mentoring program. It clears away many misconceptions people have about mentoring programs (as opposed to informal mentoring). In our experience since starting our first program in 1978, we've found that people still need to be grounded in reality and taught the dozen or so differences between the concepts of informal mentoring and mentoring programs. Too many people confuse the two. The confusion is not unlike someone saying: "I think taking a stroll through the woods is the same as running a race at the Olympics." Certainly there are superficial similarities but each comes with a different mindset, implies a different skill level and deliberation, etc. To refer back to the original question, the program probably failed on other levels as well, for instance:

- (a) because the mentors were not supported (in a number of different ways)
- (b) the proteges were not supported and
- (c) the entire concept of the mentoring program was not supported.

Lack of support can range from (1) no release time to (2) no funding (3) no training (4) no clearly-expressed expectations or goals, etc. When the participants in the program realized that there was no support forthcoming, they quietly let the concept die. Why commit to something on a personal level when the leadership of the company puts a concept in motion and then does little to see it to fruition?

Sad, but true, we've heard too many stories of this sort before. And it doesn't have to be this way. ~ ~

Sample Factors influencing mentoring program uniqueness © 2000. M. Miles Gray



## Mentor Muses™

Here are four lines which seem to have a strong connection with the concept of mentoring at its best, particularly the first and last lines:

- Being smart is not the same as being wise.*
- Being tough is not the same as being strong.*
- Being wealthy is not the same as being rich.*
- Being shown is not the same as being led. -Anon.*

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## The legacy of Mentor™

### Words that Matter™

cont. from page 1

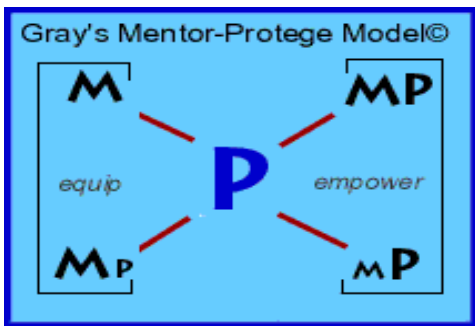
the mentoring equation to fit a world which has changed over the centuries.

The original concept of mentoring was based on a world without universal education, widespread travel, computers, modern workforces. No one can argue with the statement that, in the past, mentors were regarded as gurus; experts to be emulated but not to be exceeded. The proteges, after long apprenticeships, had to meet standards and specifications before being pronounced "finished". Proteges (and young people in general) were "tabula rasas" or blank slates on which their elders wrote the wisdom. Another way of expressing the notion is to say the proteges were like empty vessels to be filled.

The Mentor-Protege Relationship Model conceives of the necessary balance between the equipping roles of the mentor and those which are empowering depending on the needs of the protege.



In the past year, we (at The Mentoring Institute) have revised the Model diagram to better show that mentoring programs are protege-driven. Suffice to say that



as this Model is the foundation of what The Mentoring Institute teaches, several paragraphs here cannot do justice to the model. In future issues of *MentorInk Newsletter*, though, we will give more details of The Mentor-Protege Relationship Model. ~ ~

Last month, we looked at leadership and mentoring. This month we pick up on the theme and go back to one of the most interesting side-bar stories imaginable. The time is the late 1600s. France of Louis XIV, of "Sun King" fame, is in trouble. Louis was, in actual fact, despite his fame, a lousy ruler. He let his people starve, he spent on show not substance, he undermined and deliberately destroyed some of the most valuable people in his kingdom. Megalomania some would call it. He knew that at some point, all things being equal, his grandson would succeed him. For this reason, he called to Versailles a priest called Fenelon to tutor the grandson. The two got on famously.

Fenelon, not being stupid and not approving of Louis' style of governance (think CEO if you wish to update the story) decided to do something rather subversive but wrap it in an innocuous package. The typical boring materials used to teach young people of the day, Fenelon concluded, needed some updating.

Fenelon recognized that people relate to stories. Searching around, he chose a favourite of the day -- the story of Odysseus. Fenelon altered and highlighted the original enough to show the difference between how to run an empire the right way and the wrong way. Don't let your people starve. Actually, if you think of it, the logic is impeccable -- if you let too many people starve, you have a weakened workforce. Don't spend all your energies and money on wars based on vanity. He proposed radical notions such as: educate girls.

Fenelon got away with his teachings for a time then Louis found out what Fenelon had been doing through the back door so to speak. As we all know, Louis would not permit any criticism. After all, he was The Sun King and to Louis, appearance and control were paramount. Though Fenelon was banished to the remotest part of the kingdom, one copy of his book was saved and published. It became the most widely published book of the decade. It's ideas became the foundation for much of our thinking today and certainly hastened the French Revolution, ironically.

Mentor, in the guise of Fenelon, left us a great legacy though we may not always be aware of it. ~ ~