



In this issue

- Mentoring: The Many Faces of Diversity
 - The "S" Word
 - Answers to MentorInk Quiz

Next issue (May-June 2001)

- Benchmark 2000© Results - Part 4
 - Tool-making (conclusion)

Words that MatterTM Criteria

The criteria for selection into a planned mentoring program must be fair, attainable and known so that potential mentors and protégés can take personal responsibility for achieving the criteria needed to include themselves in the program. Being unfairly excluded frequently causes resentment toward those persons who are included. Requiring prospective protégés to take responsibility for including themselves helps to ensure that they will be receptive and responsive in learning what an authority (i.e., the mentor) has to offer. [from Components of a planned mentoring program W. A. Gray & M. Miles Gray]

Mentor Muses on: Toolmaking: Neanderthal, Cro-Magnon, Homo Sapiens - part 2

Last issue I wrote of selection and matching to be in mentoring relationships thousands of years ago. This issue, I come closer in time to the present. Certain factors had to be in place before we could reach the present status. What do I mean by this statement? For example, the Wright Brothers would not have been able to make the first heavier-than-air flight if the internal combustion engine had not been invented. Da Vinci may have dreamed of a helicopter centuries earlier but there would have been no way to have actually developed the machine without many iterations of the Scientific Revolution.



With the advent of the Industrial Revolution in the West, public schools were created to teach and train workers in requisite skills and knowledge on a large scale. Belonging to the guilds just didn't cut it any more. The new era of science brought with it the concept of testing, step by step methodology and mass-production. People see it to be useful to gather data in a very systematic fashion and test observations in order to make more improvements faster and on a larger scale than before. After all, people now had to keep up with a world filled with steam engines, sextants, compasses. People moved faster, farther and more knowledgeably -- or least in theory if not always in practise. Without such developments, we would not have the very modern concept of mentoring tools. In an earlier era, no one would have conceived of the test tool idea because test tools didn't exist. Certain factors had to come about first.

The Mentor Protege Relationship Model (©1984, Gray) is based on the premise that because participants in mentoring relationships are more educated, more travelled and have a wider range of experiences, the old mentoring paradigm is replaced with a more adequate and sophisticated explanation of how mentor and protege interact.

With the rise of democracies, people came to have different conceptions of self, worth, individuality and the value of public education for the masses. The road to employment and career altered such that people had more freedom and education so as to determine their own career paths or the career paths of other individuals. No longer was it the preserve of the guild masters to determine who could "get in" and become the next generation of masters. With this new freedom and shift in thinking, to a large degree, mentors consciously or subconsciously matched themselves to a protege, brought that person along into the ranks and did everything possible to ensure the protege's success. Mentors in this instance, were males and the proteges, also

(con't on page 3)



From the Editor:
Welcome to *MentorInk Newsletter*TM.
Past issues have carried everything
and anything
mentoring-related with a focus on
mentoring programs.
Happy reading to all.
Your editor:

Marilynne Miles Gray



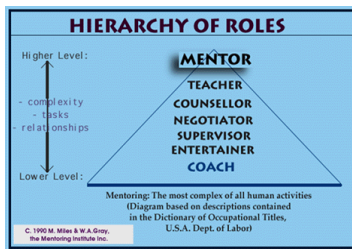
Mentor Answers FAQs™

Q: Mentor, I'm confused. I just read the following quote on the net: "Coaching, with its emphasis on skills and knowledge transfer is much more amenable to preset objective-setting than mentoring with its focus on personal development."
Please explain

A: While mentoring is much more wide-scoped than coaching, it is possible to set specific objectives in the mentoring relationship. This is why, years ago, we developed an activity and tool -- *The Mentoring Action Plan* -- which assisted partners to meet a series of specific objectives quickly and successfully.

So, I conclude that what you read comes from a source which doesn't understand that coaching (narrow focus) fits within the broader context of mentoring.

Over the years, we have developed a number of Models to indicate how mentoring and coaching interplay one with another. One model, The Hierarchy of Roles© (1990) interprets how reputable and long-standing sources, such as the US Department of Labor, rank coaching as the less complex activity (see below).



In planned mentoring, since each protege has different objectives, the skill lies in determining which mentoring roles are most appropriate to meet those objectives. For this reason, one mentor's roles may include: coaching, advising, and role modelling while another mentor may play out quite different but still appropriate roles. For years, we have used the Mentoring Egg-role© Model (1990) to teach program partners how to select the most appropriate roles so that participants are clear as to how, when and why different roles will advance the setting and meeting of objectives. #

The "S" Word

S is for SCALEABILITY.

The newest trend in mentoring seems to be the growth of large programs and program cycles.

Why?

Technological advances make it possible to have bulletin boards, and vast reservoirs of e-documents for reference purposes. But these can be labor-intensive, clumsy and very text heavy. But there are ways to meet these challenges...

The OMS Online Mentoring Solutions permits scaleability by allowing participants to click choices for several different functions (selection, matching, reports, etc.). Co-ordinators no longer have to read through pages of data on each participant in order to make objective choices based on our field-tested tools.

Yes, there are some big changes going on in mentoring programs. Check out our website for details or give us a call. #

Mentor Ink Quiz

Last month, we asked: Is there an ideal mentor or protégé personality?

- Yes based on the idea that _____
- No, based on the idea that _____
- Does not matter because _____
- Unsure.

According to Dr. E. Alleman, there is no ideal personality. Which makes sense given the idea that each pairing is unique, each goal is unique, each organization is unique and so on. The relationship and what's required just can't be canned (much as we'd like to have it so). Dr. Alleman's extensive research and findings led her to conclude that mentor and protégé **behaviours** are of primary importance. More specifically, what mentors do with and for protégés, and how receptively protégés respond to mentor help. She contends that "mentoring involves mentor-like behavior, and behaviour, once identified, can be taught." #



Mentoring The Many Faces of Diversity Part 2

Mentoring Teams Improve Management-Labor Relations at C&O Railroad

Management-labor conflicts have historically plagued many corporations, especially the railroad industry. The Chesapeake and Ohio Railroad was no exception.

General Manager Al Crown wanted to resolve this age-old conflict. Our company guided the development of a rather unique mentoring program for C&O. During the Planning and Design session, we conceived of a five-person Mentoring Team comprised of management and labor co-mentors for three protégés. One of our requirements was that each of the three protégés had common work experience.

For example, one group of protégés had all been working as computer programmers.

Then, one of our other contributions was to determine which of our mentoring tools and activities would best work towards goal achievement starting with use of these tools during the Training Day.

In the end, through the assistance of the mentors, the proteges did such a good job technically that this qualified them to supervise other people doing these same jobs. Their diversity challenge entailed dramatically changing their style of work to become less detail-oriented and better able to see the "bigger picture," as well as more people-oriented.

A second group had earned promotions from the Operations side of railroad-ing (which required asser-tive decisions and actions to keep the trains rolling out of the yard on time). Now, they were learning to supervise other Operations workers, and needed to become more people-oriented and motivating.

The co-mentors were willing to work together to help the protégés make this major style-shift transformation.

Was this of value? Absolutely. During the mentor-ing process, the protégés were able to observe the role model of cooperation between the co-mentors, which furthered C&O's initiative to improve man-

were males.

Matching was based on common interests, common field of endeavor, similar mind sets, similar cultural and economic backgrounds. This latter barrier could be overcome by an ambitious, intelligent but poor protege who gained access to banking, science, military or political spheres. For other fields, apprentices were still sent to a particular location to learn from a master. Matching was not a consideration. The new freedom meant only that apprentices might now suggest the field they wished to enter rather than leaving that to their elders.

Since my protege, who was destined to become King of France and I worked together before the Age of Science, this entire line of thinking would have been foreign to us.

In the next issue we will treat the concept of mentoring tools, the personal coach and self-directed mentoring.

Next issue: Stage 3 matching - Homo Sapiens

**"If you continue to do
what you've always done,
you'll continue to get
what you've always gotten."**

~ Anon.

agement-labor relations.

The preceding examples here, and in an earlier issue of *MentorInk Newsletter*, illustrate that each mentoring program must be thoughtfully designed to meet the diverse needs of participants and their organizations. For over 20 years, we have provided a wide variety of Corporate Mentoring Solutions™ based on this guiding principle: "Different Strokes for Different Folks."

Diversity is more than what you see. In the mentoring programs our company helps to develop and deliver, we emphasize the many types of diversity which operate in the workplace.#

This article appears in its entirety in the book, *Mentoring for Diversity* edited by David Clutterbuck and Belle Rose to be published in 2001.

For more information, and to see a Flash presentation of our new Online Mentoring Solutions™, visit our web site at <http://www.mentoring.ws>.