

MentorInk Newsletter™

MentorInk is the online publication of
Corporate Mentoring Solutions Year 15 Issue 6 August 2001



Benchmark 2000 Survey: Part 5 Evaluating Benefits

Over the years, we've found to our amazement that many organizations failed to evaluate the benefits stemming from the mentoring programs they sponsored. Why so, you ask? We've wondered ourselves..

Too busy? Taking for granted that the benefits were obvious to all? "Quick fix" mind-set that will offer staff something (whether appropriate or not),

--- (con't on page 3) ---

About Our new logo

Native artist, Ron Stacy of British Columbia, has revamped our logo.

Now, what you see is two hands reaching up to hold the Torch of Wisdom -- one hand giving, one hand receiving.

Arching over the Flame of Enlightenment, is our mission statement [*Passing the Torch*] as a reminder to all that we should seek to relay



**... MENTORING
INNOVATIONS
&
TRENDS**
Read more on page 3

Feedback from Mentor

Q: How can we make the most of our mentor-protege meetings?

""We're not getting the results. I expected." How often have you thought that? If you are, here's 3 pieces of advice.

- 1.** One of the commonest causes of relational deterioration is the fact that people enter with good intentions and high hopes. That won't sustain the momentum. [We did a survey of program participants in 1981-82 on this topic.] Be prepared to remotivate yourself in those flagging moments when life gets in the way of your best intentions.
- 2.** Agree in advance on the focus of the meeting. It's important to both feel and know you are accomplishing something of significance. Our research backs this up. In the first year of our mentoring programs (1978), some participants said: "We sit and have endless cups of coffee when we get together. That was okay at first but now it bothers us -- we feel we aren't accomplishing anything." Out of this feedback came the *Mentoring Action Plan* and the process to go with it to move relationships along and sustain partnerships.. Now, with our electronic system, (the OMS) goals can be set, profiled, tracked and monitored to good effect.
- 3.** In the same line of thinking, keep distractions to a minimum. Turn off those cell phones. Don't allow yourself to be distracted. Nothing saps energy as having to constantly recenter our thoughts.

Follow these tips and you're on your way to benefitting more by your mentor-protege meetings. ##

our insights from one generation to the next.

Our mission statement evolved out of a planning session we held in July 2000 with Gerry McQuade of Pythonic Management Corp.

From the Editor: Welcome to *MentorInk Newsletter™* This month we feature:

• **What's in it for the mentor?**
Part 1

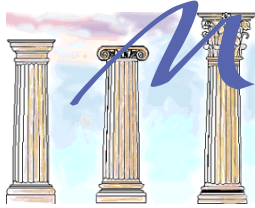
Next issue (September)
Benchmark 2000 part 6 - Training

Past issues have carried every thing & any thing mentoring-related with a focus on programs.

Happy reading to all.
Your editor:

Marilynne Miles Gray





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What's in it for the mentor? (part 1)

©1990 CMSI Adapted from longer article by Georgiann McKenna published in *Mentoring International* in 1990.

McKenna's research probed issues of the following sort. For some, being a mentor is an add-on job. Why take it on? The role of the mentor in some programs is not always clear. Why be a mentor in such circumstances? If, for instance, the mentor is given little release time, and must assume new responsibilities, why would an already overburdened experienced professional say "yes" to such an additional role?

One set of answers proceeds from prior studies. Levinson and his colleagues (1978) describe the mentor relationship as "one of the most complex and developmentally important... in early adulthood." Keele and DeLaMare-Schaefer (1984) concluded in their study that whether or not a person has had a mentor, there are career benefits that can come from being a mentor. Many of these benefits are the same as those of being a protégé. Adult development theory also suggests there are benefits for the mentor --

When mentorship is clearly understood and patterns of influence are identified, this important role can be more effectively encouraged and utilized

- career development
- emotional satisfaction
- rejuvenation
- creativity
- increased self-awareness and personal growth
- realization of the significance of the mentor's life and professional contributions
- fulfillment of generativity needs.

Alleman, Cochran, Doverspike, and Newman (1984) reported that mentoring is a behavioral phenomena not dependent on personal traits. Mentoring relationships can be established or deepened by encouraging mentor-like behaviors rather than selecting certain types of people.

McKenna's Sample McKenna notes, "When mentorship is clearly understood and patterns of influence are identified, this important role can be more effectively encouraged and utilized." This is referred to as mentor outcomes.

Q1. What are the benefits that accrue to a mentor in a formal induction program?

Q2. How are mentoring roles played out? • Which mentor roles are employed?

Q3. Is there increased effectiveness in the workplace of the mentor due to mentoring?

The actual USA program studied was developed to provide assistance and support for the new hire throughout the initial year. Program administrators

1. screened and selected experienced staff members to serve as mentors
2. scheduled monthly seminars to meet the needs of participants.

The sample included 37 mentors who did not play an evaluative role. Primarily female (75.7%), 56.8% held bachelors degrees; the mean age was 37; there were six (16.2%) mentors over fifty years old. Most (62.2%) did not receive release time, and over half (56.7%) attended five or six of the monthly seminars.

Mentor benefits were categorized into four dimensions: • Relationship • Professional • Skill • Personal Esteem.

These were content-validated by several experts.

McKenna notes: "The same procedure was followed for role-functions that mentors have been known to fill. These role-functions were defined for a new hire

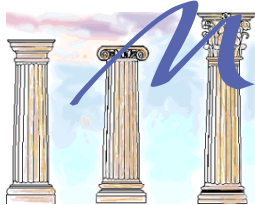
...whether or not a person has had a mentor, there are career benefits that can come from being a mentor

context. Again, content validation took place."

The increased effectiveness of the mentor in his/her own workplace was measured in terms of mentor workplace outcomes. These mentor outcomes were reported in open-ended questions by asking for specific examples of outcomes on 3 content areas mentors most extensively worked on with their proteges.

Analysis At this point, mentor outcomes were studied from the perspective of the 4 Dimensions. Mentors were asked to use a Likert-type rating scale to indicate how much they felt there were tangible workplace benefits as they worked on 6 content areas with their proteges. Later, these data were related to age, gender, education, satisfaction level, and release time. Triangulation (360 degree feedback) was achieved through the use of several data sources.

----- Next issue: The Findings and conclusions -----



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Benchmark 2000 Survey: Part 5

Evaluating Benefits ----- (con't from page 1)-----

and yet not bother to see if it worked? Was it because early results were bad? For example few partnerships still in place at midpoint? Or was it something else?

Whatever, the reason, the fact is respondents to our Mentoring Benchmark 2000 did not rate this task's importance on a par with other tasks such as: monitoring, doing initial research, documenting the need for a program, publicity, selection or matching.

Important: If you don't know the results of your efforts then, how will you plan to improve or maintain the benefits?

Case in point: results are very good yet because this is not known, the program is cancelled. Results not so great but still remediable ...yet no changes are made and the program dies. And so forth.

When we developed the OMS Online Mentoring System, we linked the Evaluation Tool / Function to what people have achieved. Information gathered by earlier tools (for instance the PNI Protege Needs Inventory) carry forward and are evaluated at the wrap-up point.

In our *Survey*, note just how long Coordinators say are spending in getting these results when they bother to do so -- more than one day. Wouldn't it be nice to be able to gather all this important information automatically without having to invent the survey so the main focus is on high level next step activities such as studying the data and making changes, if any. Get that snapshot of how the program has done in order to improve results and that's what it's all about, isn't it?

√ Q 11: Evaluating Protégé Benefits (23 responses)
Evaluating each protege's main benefits [includes: designing, sending out, collecting back Surveys; analyzing responses]

- Importance of this task / component: Low = 4.3% Moderate = 13% High = 82.6% 3 Average rating = 7.6 out of 9
- Difficulty of doing this task: Difficult = 43.5% Moderate = 39.1% Easy = 17.4%
- Satisfaction with the outcomes or results: Low = 19% Moderate = 52.4% High = 28.6% One program did not indicate its satisfaction level.
- Number of people involved; 1 to 2 = 78.3% 3 to 6 = 17.4% 7 to 10 = 0% 11 or more = 4.3%

----- (con't on page 4)-----

MENTORING INNOVATIONS & TRENDS

Announcing an upgrade to the OMS Online Mentoring Solutions System 1.7 Professional (from 1.5)

- **UPGRADE: greater reliability with a Sequel Server version**
- **UPGRADE: Co-Ordinator Smart Screens enhanced in numerous ways**
- **UPGRADE: Co-ordinator Smart Screens reconfiguration for ease of handling very large numbers of participants.**

If you would like a copy of any of the following PowerPoint presentations, please contact us by e-mail

Title

Topics



- What you should know about Mentoring Trends

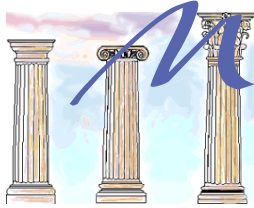
17 slides, (2001), compares many e-trends in mentoring



- Successful Mentoring

7 slides, (2001), tips for mentoring success stories





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- Number of hours needed: 1 to 5 = 31.8%
6 to 10 = 22.7% 11 to 15 = 4.5% 16 or more = 40.9%
- Number of hours spent on this task (average):
from 8.7 to 11.1 hours

√ Q 12: Mentor Benefits (22 responses)

Evaluating each mentor's main benefits [includes:
designing, sending out, collecting back Surveys;
analyzing responses]

- Importance of this task/ component: Low = 13.6%
Moderate = 13.6% High = 72.7% Average rating = 7.1
out of 9
- Difficulty of doing this task: Difficult = 18.2%
Moderate = 63.6% Easy = 18.2%
- Satisfaction with the outcomes or results:
Low = 9.5% Moderate = 61.9% High = 28.6% One
program did not indicate a satisfaction level.
- Number of people involved; 1 to 2 = 77.3%
3 to 6 = 22.7 % 7 to 10 = 0% 11 or more = 0

- Number of hours needed: 1 to 5 = 42.9%
6 to 10 = 23.8% 11 to 15 = 0% 16 or more = 33.3 %.
- One program did not indicate how many hours were
dedicated to this process although indication was given
that from 3 to 6 people were involved. Number of
hours spent on this task (average): from 4.7 to 7.2 hours

Discussion: Note that even when compared to other
program activities (which had higher importance
ratings), this task still required a sizable chunk of time
to carry out. This was one of the reasons our OMS
Online Mentoring Solutions System has an interlinked
evaluation tool. We recognize the possibility programs
will not be assessed due to the amount of time it takes.

For further information about the OMS Online
Mentoring Solutions System 1.7 Professional or to
request a demo tour of the OMS, call our Business
Development person. ##

September issue: Benchmark Survey Part 6 - Training

Taylor & Francis...

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currently publishes over 540 academic peer-reviewed journals across a variety of disciplines. In response to the changing needs of the academic community, we are using the Internet actively to disseminate information about journals in advance of publication.

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