

MentorInk Newsletter

the online monthly of Corporate Mentoring Solutions Volume 15 Issue 1 January 2001



Inside...
Part 1
Mentoring - The Many Faces of Diversity
Next issue (February 2001)
Benchmarking 2000 results:
Matching Mentoring Program participants

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



Let us know your interests and your reactions. If you wish to unsubscribe, send an email to: mentor@uniserve.com with the subject line "unsubscribe", your name and e-mail address in the text so we can find your entry and delete it. Happy reading to all.

Your editor: *Marilynne Miles Gray*

Benchmark 2000® results:

Compare your Program -- Part 1

Even we were surprised. By our Benchmark results, that is.

Benchmark 2000 respondents tell us they are spending days to accomplish tasks because they are bound by time-consuming, paper-based, first-generation mentoring program approaches. Because our company has moved so far into developing and supporting second generation mentoring programs, Co-ordinators we work with no longer have to spend days to select and match participants, for example. They have the advantage of being able to use the OMS Online Mentoring System, a revolutionary new approach to mentoring. OMS users are no longer limited as to how many people they can select, match, train, monitor and evaluate even while they maintain superior quality of results.

The background:

In the October and November 2000 issues of *MentorInk Newsletter*, we made it possible for Co-ordinators of a Mentoring Program to tell us about their mentoring program development & implementation practices. Results for thirty-six programs were checked via random follow-up telephone calls to confirm responses. Corporate programs represented 45.9% of responses. What focus? A cross-section ranging from a healthcare program to one for teacher-training, software developers, government treasury agents, manufacturing, insurance, environment, military, energy, etc. Where were programs located? Around the globe: the USA, Canada, Australia, Mexico, UK, Japan and so forth. (con't on page 3)

SOME MENTORING PROGRAMS



ARE OLD-FASHIONED...

- at the click of a button, can your program expand quickly and easily?
- at the click of a button, can you select participants with field-tested, objective tools that are designed for mentoring?
- at the click of a button, can you interlink information from your application forms, selection tools, matching tools, and needs-gathering tools?
- at the click of a button, can you track participant progress yet free yourself from endless phone calls / telephone tag

- with OMS, you can manage hundreds in a variety of mentoring programs
- with OMS, you have field-tested tools, designed for the objectivity you will require in your mentoring programs
- with OMS, information and data links from tool to tool and profiles each individual to help that person reach personal goals faster than by conventional approaches
- with OMS, not only can you track participant progress but you also get valuable feedback

Call us about the OMS: Online Mentoring System

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Benchmark 2000® results:

Compare your Program -- Part 1

(con't from page 1)

Online, we asked 13 questions about common component-related tasks undertaken in mentoring programs ranging from gathering information about programs through planning, selection, training monitoring and evaluation. Though we now take the concept of mentoring program components for granted, these didn't appear out of thin air. In fact, these core components of mentoring programs were originally conceptualized, researched and documented by Dr. William A. Gray starting in 1978 and subsequently adopted by programs around the world ever since.

Though there is already research to indicate that each component is necessary for success, we at CMSI felt it important to confirm this by asking co-ordinators about their experience. After all, they are the people most directly effected by the component. Clearly, around the world, co-ordinators are in agreement that components are important -- as the results of Benchmark 2000 attest. If you don't care about success then... well, fill in the rest of the sentence yourself.

Q: What is the Selection Component?

The quality of a mentoring program obviously suffers if the wrong people are in it. Long-standing formal programs with 8 and more year records of success carefully select participants and include an interview sub-component for example. Selection includes activities such as: interviewing prospective participants, creating interview protocols, reading and sorting application forms, etc.

Q: What questions did we ask?

Selection questions looked at (a) how important this component is (b) how difficult it was to carry out the associated tasks (c) how satisfactory the results were (d) how many people were involved in carrying out tasks and (e) how many hours were required.

Importance: on a scale of 1 to 9 (with 1= not very important/ 9= very important), Average rating = 8.2 (out of 9) -- 78% ranked it as important; 6.2% ranked it as moderately important; 3.1%% ranked it as not important and 12.5% had no selection component. This last type of response suggests that anyone could be in the program if desired.

How difficult is it to select participants? on a scale of 1 to 9 (with 1=difficult to do/ 9= easy to do), 41.6% ranked it as difficult to do; 36.1% ranked it as moderately difficult; 22.2% ranked it as easy to do. For 11 programs, this was both important and difficult to do.

How satisfactory are the results? on a scale of 1 to 9 (with

1=not satisfied / 9= satisfied), 41.6% were unsatisfied with their results; 25% were moderately satisfied; 33.3% were satisfied

How many people were involved to carry out these tasks? 75% of programs used 1-2 people; the remainder used from 3-11 people.

Number of hours required to do the tasks? A full 34.4% of programs reported needing 16 or more hours to carry out this set of tasks. The average for all programs was from a low of 10.3 hours to more than 13 hours for just this one component. Recall though how many programs reported that this component was very important.

How to solve this challenge?

Having run programs ourselves over the years, we know the needs of both co-ordinators and program participants. One need is to reduce time required for paperwork and improve program quality.

Whether a program is to expand from just a few -- 15 or 20 pairs for example -- to hundreds, there needs to be an easy, objective, proven way to

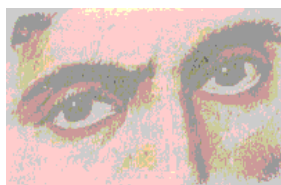
- take in applications
 - process that data (via the Matching Function) and
 - provide the Co-ordinator with easy to read results.
- OMS can do this and more. For example, it will take data entered by applicants and give a listing of compatible matches ranked from most compatible to progressively less compatible matches. More on matching next issue.

How does OMS operate for this component?

Prospective participants enter their responses to 6 different, field-tested Mentoring Scales. This is a far more sophisticated approach than the bulletin boards currently used by mentoring programs for which the Co-ordinator has to read hundreds of words of text and then make subjective choices -- each of which takes much time. The Co-ordinator needs only a moment or to scan the recommendation per applicant. OMS has made automatically (and algorithmically) suggestions thus eliminating paperwork, guesswork and the need to develop and field-test a tool for this purpose.

NEXT ISSUE:

Benchmarking the Matching Component of Mentoring Programs



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Mentoring the Many Faces of Diversity (excerpt)

by Marilynne Miles Gray, M.A., M.Ed. & William A. Gray, Ph.D.

this article is to appear in 2001 in the book *Mentoring for Diversity* by D. Clutterbuck & B. Rose

Since 1978, our guiding principle, when developing each mentoring program, has always been: while a mentoring program is designed for a targeted group of proteges, it is important to remember that within the group are individuals, with different backgrounds, needs, goals and dreams within a unique corporate context. The program must be designed to accommodate the individual differences within the same program, and at the same time, not lose sight of satisfying corporate needs and goals. Collaborative upfront planning and design ensures that the program addresses everybody's diversity issues, as well as common issues.

While it's customary to focus on the visual differences, such as gender and race, we have also included the unseen differences that could potentially hinder or help a working relationship. We do not assume, for example, that diversity issues automatically arise from differences in race or gender. Indeed, these issues may stem from different working styles. Or from their different designations, such as labour, management, technical and non-technical. In sum, we have learned, over the years, to address diversity issues very broadly and to stress the teaching of many kinds of diversity so that program participants are enabled to more accurately deal with the differences when they arise in the work place.

The following brief case studies illustrate how we have provided different Corporate Mentoring Solutions™ for the many faces of diversity.

1. Mentoring to Facilitate Silo Busting at CSX

Like most organizations that have been around for over 20 years, CSX Transportation is hierarchically structured and has departments that were created to carry out specific functions. Add to this, CSX's history as a railroad with often-severe management-labor conflicts. Under CEO Pete Carpenter's leadership, in the early 1990's CSX began to transform itself into a High-Performing Organization with a threefold purpose: serving customers better, enabling salaried and exempt employees at all levels to develop themselves, and increasing stock market value for shareholders.

In 1992, an Associate Development Program was launched, in which employees from all levels, from management and labor, and from all departments could participate in the mentoring program. Its primary purpose is to enable employees to develop themselves so

they can pursue career options in new directions, such as moving from labor to management, from one department to another, and/or relocating into new positions, etc. By allowing everybody to participate in the mentoring program, CSX combats another diversity issue: silo busting.

Silo busting occurs when the "silos," or different departments within the organization, are broken down. A culture of teamwork is fostered, rather than one of compartmentalization. Employees get a chance to understand the importance of each other's roles within the company, and learn from people that they may not usually have a chance to interact with. Working relationships that were previously antagonistic, due to misunderstanding a person's function or lack of communication, are smoothed over. People learn that each department is unique and is a vital part of the larger organization. They learn to work together for an essential business reason: to attract and keep valued customers.

One of the things that has made this mentoring program so effective since 1992, is the Oversight Committee. This volunteer group puts more time into interviewing, selecting and matching mentor-protége partners — and providing ongoing monitoring and support for each mentoring relationship — than any other company we've worked with. Another key to success is the Corporate Mentoring Solution™ we provide: a two-day training session at CSX's rural retreat centre in Welaka. This remote location and timeframe greatly reduces job distractions and enables mentor-protége partners to focus on getting to know each other and on planning how they will work together to achieve major protege goals. This arrangement also fosters silo busting, by allowing participants to network and, through informal dialogue, realize the importance of all job functions and discuss how to work together more cooperatively to serve customers better. For example, one mentor-protége pair learned about auditing and sales from each other, and then made presentations to each other's department; this fostered appreciation and cooperation between the departments. Is the 90-minute drive to Waleka and the time spent away from work really worth it? Participants think so. The program has consistently been rated 4.3 (average) out of 5 for eight years. CSX has sponsored 13 Phases [group of participants]. A senior executive has made the three-hour round-trip to Waleka to address each phase, emphasizing how this mentoring program fosters the silo busting necessary to achieve CSX's three-fold strategic purpose as a high-performance organization. ~~

(end part 1)

What you know, you will value
What you value, you will do.
What you do, will make the difference.

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(EEO) goals. Close tracking revealed that after five years, these valued sales people were not performing at a high enough level to justify promotion. Upon realizing this, many females and black males left Exxon. In contrast, white males had higher performance ratings and were getting promoted because they had received informal mentoring.

Our Corporate Mentoring Solution™ for Exxon uncovered another reason for the high turnover rate of females and black males: they were having difficulty making the transformation from being just technically oriented to becoming more people-oriented — an essential competency for sales.

EEO data revealed that supervisors were providing adequate supervision to orient all new hires during the first year. The performance differences began to occur in the second year, when the females and black males were not getting any informal mentoring. We carefully designed a more formalized mentoring program to ensure that females and black males (and white males) received the systematic mentoring needed to become competent salespeople.

At the end of the year-long relationship, quantitative surveys revealed that some protege's needs were not met as expected (due to long-distance relationships that hindered getting together with the mentor). Qualitative evaluation (structured interviews) revealed that every protege felt valued and optimistic about their future with Exxon. All recommended that Exxon slightly reduce the job functions of mentors so that they had more time to assist proteges. This was done and the net result was significantly greater retention of Exxon's highly valued diversified workforce, which saved money and, in turn, increased sales, which made money!

3. Reciprocal Mentoring Overcame the Generation Gap at Varian Associates

The diversity issue for the Radiation Division of Varian Associates was the generation gap between recently hired personnel, most of whom had master's degrees, and veterans who did not. Although the newer hirers knew how to use the latest technology and software programs, they lacked the practical know-how and business acumen that the veterans had gained from years on the job. Due to animosity between the generations, we thought it best to allow proteges to nominate mentors, who were then asked if they would like to work with that protege. In many instances, a protege chose a mentor s/he had difficulty working with. When asked why a mentor was nominated: "I want to see if we learn how to work together in a formalized relationship."

Each mentor-protege pair worked on a six-month Mentor-Assisted Project™ (MAP) in the mentor's area of expertise. (Expertise that the protege wanted to acquire.) Was this beneficial? Yes. Every protege completed a MAP in an area of professional interest. For example, one mentor was chosen for his expertise in project management. This mentor identified how to quickly prepare a future project manager. This was significant because the Radiation Division had no formal training courses on project management, yet most of the work they did involved working on project teams. After the MAP ended, this mentor and protege developed a training program that greatly improved the competencies of all future project managers.

A number of the mentor-protege pairs engaged in reciprocal mentoring. The protege taught the latest in software savvy and the mentor taught practical know-how. The pilot program was so successful that it was expanded each year. By the fifth year, the Radiation Division had moved from the bottom of 23 divisions to become a profit centre.

4. Bottom-up Mentoring at AT&T Global Communication Systems

Mentoring is generally thought to follow the hierarchical structure of the organization: going from someone higher ranking to someone lower ranking. However, when we worked with AT&T Global Business Communication Systems, our initial

Mentoring Solution™ was bottom-up. After top-level management mandated that everyone would receive diversity training, the group representing the diversified workforce, approached the decision-makers and offered to mentor them. This lower-ranking group helped these corporate leaders understand the frustrations of being different and the unique contribution that diversity could bring to the organization. For example, leaders decided to target minority small-businesses — something they had never previously thought of. They now had direct access to people who represented the diversified workforce and could contribute to these new initiatives. As a result of this unique approach, the decision-making process became more collaborative.

To add value to the initial mentoring initiative, we suggested reciprocal mentoring relationships be established. Corporate leaders continued to receive mentoring about diversity issues from the diversified workforce, which, in turn, now received mentoring to guide career development.