

Mentor Ink Newsletter™

MentorInk is the online publication of
Corporate Mentoring Solutions Year 16 Issue 1 January 2002



Mentoring ScoreCard 2001 (Pt 3)

In previous issues we reviewed information from ScoreCard -- on the value of participation in a mentoring program, popularity of different program types, program size, and location. Now we turn to look at issues closer to home for participants.

Question 7: Rate relationships in program

Respondents were proteges only (9.5%), coordinators only (23.8%) and a mix of roles.

Rating = Excellent VGood Good Fair Poor No answer

%age 9.5% 38 28.6 19 -- 4.7%

Question 8 : What defines an "informal mentoring program"?

Challenged for years by the vague definitions given for this phrase, we decided to test it out in the survey. If people understand what constitutes a formal program, what is their understanding of "informal"? It's pretty easy to find descriptions of formal programs on the internet. For example, here are a few sentences from a typical description:

"Orientation [information sessions are commonly held to familiarize prospective participants with all aspects of the formal program. A variety of physical, cognitive, emotional, and social factors are involved in the identification, training, and matching of partners in formal programs. Training in communication and active listening techniques, relationship skills, models of coaching, conflict resolution, and problem solving are areas that are often included in workshops...."

The importance of setting goals cannot be overemphasized. If you don't know your destination, how will you know when you have arrived?

It is helpful to look at the typical process followed by the mentor and protege as the relationship matures. Coordinators may expect their own involvement in this process to ebb, flow, and undergo change accordingly. Co-ordinators and Task Forces can expect to be actively involved in the mentoring process to monitor and assist partners develop the relationship and work towards specific goals. As well, it is necessary to remain alert to signs of emerging problems which have an impact on the relationship -- the need for additional resources, changing demands on the time participants have for the relationship, changes in the workplace and the economy, etc. Even though the guidance of the Co-ordinator is necessary as the relationship develops, it is usually less demanding because partners and the program have a shared set of experiences...."

Respondents chose from a list of 8 features (see following) most of which are suggested or listed in

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MentorInk is 16 years old!

In the summer of 1986, immediately following our First International Conference on Mentoring (actually it was the *first mentoring conference ever*), *MentorInk Newsletter* was issued. Back then, I wrote under the non de plume of Fenelon -- the name of the first modern mentor. We never dreamed *MentorInk* would be around 16 years later.

Currently, we have more than 800 subscribers (both individuals and organizations). The aim is to serve as wide an audience as possible and as varied a range of topics as possible.

If you have any suggestions -- people to interview, books to review, concepts to describe, mini-articles -- please forward them. Thanks for your ongoing feedback which has been overwhelmingly positive.

Past issues have carried every thing & any thing mentoring-related with a focus on programs. Happy reading to all. Your editor: *Marilynne Miles Gray*



INSIDE:

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- Mentor Answers FAQs
- NEXT ISSUE : (February 2002) • Mentoring Scorecard Pt4
- Report on Mentoring Connections Conference

Mentor's Guide to... Training vs Orientation

Isn't orientation the same as training?

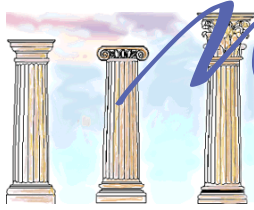
Don't confuse orientation with training. An Orientation is meant to give prospective program participants an opportunity to become informed consumers that is, to understand what they are buying into —the pros and cons of participation, the degree and type of commitment needed, the shape of the program from training through to the formal end (evaluation), etc.

Orientation is best held several weeks prior to the training. Orientation sessions (often 1-2 hours long) differ according to who is in attendance and the types of questions that type of audience will likely ask; for example, an orientation session for mentors will differ from one for protégés.

What happens during a training session?

Experience and hard data show that one of the most common reasons for program failure is lack of training. Ideally, training, in our view, with few excep-

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Mentor Answers FAQs

Q: Mentor, in what ways can mentors add to the social capital of the organization? Does this include mentor-protégé conversations about the unwritten rules of the organization?



A: Huge topic. There are many books you might wish to read concerning social capital and make some appropriate "translations" to fit the context. If you read chunks of Alan Wilkins' *Developing Corporate Character* (Jossey-Bass, 1989), for example, he has one section on organizational "border guards" that will make you think "mentoring".

Wilkins says that unless the CEO (for example) decides to act, little happens. Even so, he argues that managers (or mentors) can influence the organization by "teaching, persuading, and modeling new ways of thinking and acting".

Border guards have three key functions:

1. Perceptual function: help others understand their place in the organization; establish common ground to talk about what is happening in the organization; translate messages from other parts of the organization so people will understand the impact and importance of these messages. Doing this lessens the chances that silos are built in an organization isolating people and departments one from the other. This function also serves to pass along unwritten rules in the organization.

2. Political function: on behalf of the protégé acts as a buffer; protects, negotiates; helps to maintain focus; ensures the rest of the organization comes to see the value of the protégé.

3. Practical function: communicates what constraints there are and practicalities of dealing with the outside world; teaches what the outside culture will / will not tolerate; helps to work through the protégé's personal preferences and trade-offs which must be made. #

Mentor's Guide to...

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tions, is a joint exercise—mentors and protégés together—because the protégés of today are tomorrow's mentors. This is one of several key reasons for co-training when it is possible to bring partners together.

*Training, with few exceptions,
is a joint exercise--
mentors and protégés together--
because the protégés of today
are tomorrow's mentors.*

Commonly, primary mentors don't have the time to spend extended periods being trained. Some programs have add-on sessions to provide participants with particular skills or special knowledge considered vital but which cannot be covered in the initial training or which can comfortably be dealt with at a later point.

One common misperception centering around training is that it is not needed. Would-be program developers are told: "Mentors will know what to do." Again, experience and research clearly tell us this is not so. Meaning well (being a mentor or a protégé) does not magically translate into filling the role. All the professional experience in the world does not ensure that partners will know the what-how-when-why of mentoring. #

CMSI Sales Associates

We are looking for Sales Associates in Australia, New Zealand, and the UK. If

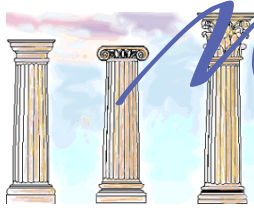
- you are in the mentoring field or
- know of someone with a mentoring background and wish to work with the leading online mentoring product, OMS™, please give us a call to discuss the opportunities or go to our website for more details.

The Mentoring Interest Profiler™ (MIP)

Our Web-based survey tool you can use -- organization-wide -- to determine the interest in mentoring. FREE to you!

This 7-question survey takes approximately 3-4 minutes to review and complete. The organization receives a Report of the results as well as all of the raw data for analysis. MIP charts and graphs contain a wealth of detail. This as a starting point to answer questions such as: "How many staff are interested in mentoring?" or "What type of mentoring -- formal or informal?"

If you would like to see a sample report for the MIP, please contact sales@mentoring.ws.



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Mentoring ScoreCard (Cont. from page 1)

the foregoing description of formal. Informal cannot be the same as formal. What did the ScoreCard discover?

<u>feature</u>	<u>% choosing this</u>
• has no co-ordinator	28.6%
• has no Information Session	33.3
• has no Guidelines	42.8
• self-matching	42.8
• has no Training Session	47.6
• has no monitoring	42.8
• has no follow-up activities	52.3
• has no evaluation	52.3
• unsure of the definition	19.0%

Note the percentage who think that only one characteristic defines the difference between a formal program and an "informal" one.

For those who listed only one characteristic making the difference, the chosen options tended to be: "self-matching" [an informal program allowed self-matching] or "no follow-up activities [are to be found in informal programs]" .

At the other end of the spectrum, note that almost half believe there are at least 4 or more differences between formal and informal. Note also how large a percentage are "unsure".

According to these survey-takers, the difference between informal mentoring boils down to:

- only one feature different = 14% • 2-3 features are

different = 19% • 4-5 = 24% • 6-8 = 24% • unsure of the definition = 19%.

It would seem, from these results, that the field of mentoring remains in flux and uncertainty.

In our next issue, we will report on Limitations of the Program and ratings of the program. #

This survey is not scientific and reflects the opinions of only those MentorInk subscribers and CMSI website visitors who have chosen to participate. The results cannot be assumed to represent either the opinions of CMSI in general or the mentoring professionals community as a whole.

Mentoring Thoughts for 2002

Some will claim that the ultimate responsibility for the success of the mentor relationship rests with the mentor. This is not so.

Mentoring programs are protege driven. This is what has made mentoring programs a phenomenon unique to contemporary history. To expect anything other than that the ultimate responsibility rests with the protege is to deny the idea that it is the protege who is working towards taking responsibility for his / her own development. #

Mentoring Timeline™



Garnet "ACE" BAILEY - Director of Pro Scouting for the Los Angeles Kings of the National Hockey League and a former player in the league, was among the passengers killed when the hijacked United Airlines Flight 175 crashed into the World Trade Center September 11. Bailey and another scout for the Kings, Mark Bavis, were traveling from Boston to Los Angeles for the start of the Kings' training camp in California.

In his 31st season in the NHL as a player or scout, Bailey enjoyed a tremendous amount of success with seven Stanley Cup rings as proof.

While with the Bruins, he was a member of Stanley Cup championship teams in 1969-70 and 1971-72. Bailey also spent seasons with the Detroit Red Wings, St. Louis Blues, Washington Capitals. Near the end of his long playing career, he joined the Edmonton Oilers primarily as a **mentor** to teenage phenom Wayne Gretzky. He roomed with rookie Gretzky on the road, showing the kid the ropes -- how to conduct press interviews, how to dress appropriately, how to deal with success.

Bailey spent 13 seasons as a scout with the Edmonton Oilers prior to joining the Kings. Bailey's ability to evaluate talent helped the Oilers to five Stanley Cups in the 1980s. During Edmonton's many great playoff runs, Bailey played the key role of advance scout, supplying detailed information on upcoming opponents. #