

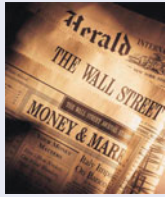
Best of MentorInk Newsletter (July-August 2002):

Typically the summer is time off from publishing. For this year, a decision has been made to dip into past issues from 1986 through to more recent years...and give you more good reading and food for thought.

In July 1986 at the First International Conference on Mentoring held at the University of British Columbia during Expo year. Delegates from around the world -- Singapore, England, Australia, the USA, and Canada -- on the last afternoon gathered to brainstorm ideas to carry us forward as we went out to develop co-ordinated (formal) mentoring programs. Out of this was born *MentorInk Newsletter*. Our first issue appeared shortly thereafter going out to the several hundred delegates who had attended this first-ever event.

What follows in this edition, is a cross-section of the types of items that have appeared through the years (with the exception of several items) -- the Mentoring Timeline, Mentor Muses, The Virtual Mentoring Library, Fenelon speaks, Ask the mentoring expert, Words that matter, Mentoring Myth, Mentor answers FAQs, and other features.

What have we chosen? Deming on mentoring (1990 issue), The Virtual Mentoring Library (1992 issue) and other items as shown below...



[The Mentoring Timeline](#)

Here's a feature of longstanding for *MentorInk Newsletter*. This issue we time-travel back even further than we did last month.

[Editorial: Fenelon speaks \(1992 issue\)](#)

From 1992, we offer a sample.

[Mentor Muses - Who was Fenelon?](#)

In which he recounts the fascinating tale of Fenelon, the first modern mentor.

Coming this autumn:

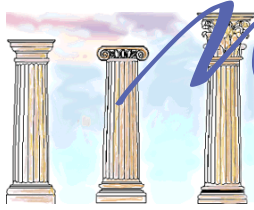
The 2002 Corporate Mentoring Solutions survey.
This will be our third annual survey.

From the Editor

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

Your editor: *Marilynne Miles Gray*





Mentor Ink Newsletter™

MentorInk is the online publication of
Corporate Mentoring Solutions Year 16 Issue 7 July-August 2002



Editorial: Fenelon speaks

Paper Boundaries

(Mentoring International Vol 6 # 1/2 - Winter/Spring 1992)



"A mentor," so begins a young lady of this town, "is an older, successful person who gives support and advice concerning career and, less commonly, personal challenges."

God forbid that an unsuccessful person decides to reveal from out of their storehouse of experience something about life's personal challenges -- or at least to her way of thinking.

My young Prince, Louis, of late departed fame, would have shaken his wise head wondering why this modern young woman so fervently believes that mentors are reserved (almost exclusively) for career. For Louis, his career was his life. His vocation, his avocation. Not like his hunt-loving wastrel brother and cousins who spent long hours in the forests after boar and pheasant.

Back to my young lady of modern persuasion. She comments that, given the dearth of real-life mentors and role models, she has turned to books for mentors,

How much her age has changed in comparison to mine. Mentors do not abound. My heart aches seeing that she believes the cold hard pages will yield her more than role models.

Her "mentors" will not answer, nor debate. They will not lead her to see many views of the world. She will pick from those pages only what she wishes, no yielding to the possibility of "otherness."

Caught in her books, worthy as they may be, she inhabits a passive world filled with make believe characters (in many cases) only one-tenth as complex as the simplest of real live dolts. Without her flesh and blood mentor, she is deprived and does not know it.

She has limited her boundaries through her belief that she has extended it. The young ladies of my era, for whom I championed the cause of education, would never have settled for less than the best that mentoring could give. ~~

Who was Fenelon?

Francois de Salignac de la Mothe Fenelon (1651-1715) can truly be credited as the modern father of mentoring. French bishop and author of noble birth. It is possible to see mentoring influences in his own life. For example, owing to delicate health, his childhood was passed in his father's chateau under a tutor, who schooled him in the classics including Greek literature. At age 21 he came under the extended direction of Monsieur Tronson. Thirty years later, in a letter to Pope Clement XI, Fenelon fondly refers to Tronson's training.

In 1689, Fenelon was given one of the most influential positions in France -- Preceptor [mentor] to the seven-year-old Dauphin, the Duc of Burgundy-- the young man who would succeed his grandfather, Louis XIV. It was a most important post, seeing that the formation of the future King of France lay in his hands; but it was not without great difficulties, owing to the violent, haughty, and character of the pupil commonly called "Monseigneur":

A contemporary description of this boy says he was ..."born with the disposition which made one tremble. He was so passionate that he would break the clocks when the hour struck summoning him to some unwelcomed duty... Resistance made him perfectly furious... whatever was forbidden... as soon as the storm of passion was over, reason would return... His mind was lively, quick, penetrating, resolute to meet difficulty. The marvel is, that in so short a time, devotion [to Fenelon]...should have made an altogether new being of him and changed so many faults into the entirely opposite virtues."

Fenelon brought to his task never-failing patience, whole-hearted zeal and devotion. Under this mentoring, the Duc changed. One historian Saint-Simon, known to dislike Fenelon, compliments his work as a mentor: "The prince is affable, moderate, humane, patient, humble, and applies himself to his lesson."

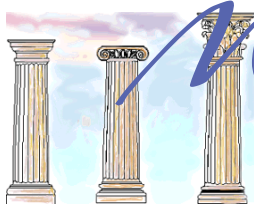
By 1695, every one who came in contact with the prince was in admiration at the change in him. The King expressed



In order for something to be significantly better, it has to be significantly different.

- William A. Gray

Cont. pg 3



Who was Fenelon? (Cont. from pg 2)

a wish that Fenelon would continue to instruct the Dauphin. A bond grew between them. Soon the boy was won over to Fenelon and continued to revere him during the ensuing years. Everything down to, the Latin themes served in the taming of this impetuous spirit.

It was in the three years Fenelon lived at court, with this taming in view, he wrote *Les Aventures de Telemaque* (Telemaque being the French name of Odysseus' son and his heir to the throne) to offer advice to the young boy.

This early novel has caused some to call Fenelon "the first modern mind." Under the guise of pleasant fiction, Fenelon taught the young Dauphin lessons of self-control, all the duties required by his exalted position and the ideal government including the negative effects of royal despotism. Once published, its popularity was enormous. In fact, of books in print for single authors, it has 126 different editions, ranking seventh.

Louis XIV was angered by *Telemaque*, seeing his person and his government subjected to criticism. The King said Fenelon had to go. Banishment from court was considered by most a sentence of death. Louis was himself barely educated and probably did not know the story of Odysseus who was not the best monarch and Telemachus, the ideal ruler-in-waiting. And, if it were a criticism, Louis deserved it. His country was ravaged by war, people were starving and Louis was oblivious to the stirrings of democracy.

Fenelon was always a model person even in exile. He loved to visit the peasants, interested himself in their lives. During the War of Spanish Succession, his palace was open to all who took refuge. In spite of his busy life, Fenelon found time to correspond widely -- ten volumes --with people of all stations, workmen and women, the religious, soldiers, courtiers, servants, and above all the Dauphin.

In 1712, an epidemic prematurely took the life of the Dauphin. Had he lived, the history of France could well have been far different. ~~

*One learns people through the heart,
not the eyes or the intellect. - Mark Twain*

The Virtual Mentoring Library (1992)

[Editor's note: The following account is taken from a description of peer-to-peer mentoring program as supplied to *Mentoring International Journal* by a program co-ordinator. It was a retrospective article designed to point to some of the typical mistakes made.]



Mistake #1. Incomplete planning process. Even though the program idea was timely and people were interested in mentoring, how the mentoring fit into the organization's goals, objectives and already-existing programs was not fully addressed. The program continued to struggle to be part of the organization. From the point of view of those participating, this struggle tempered their participation and commitment.

Mistake 2: Failure to define roles and distinguish between mentoring and peer counseling.

Mistake 3: Making the mentoring program compete for participants, meeting space, [publicity] coverage, and staff time and support.

Mistake 4: programs selection criterion and selection process were unclear and poorly communicated to participants.

*Why is it there is never enough time to
do a job right, but always time
enough to do it over?*

-- Anonymous

Mistake 5: Automatically accepting participants into a program

Mistake 6: For some, participation was mandatory, while for others it was voluntary. The selection process effected the proteges' trust level

Mistake 7: Failure to have a combination of good interviews, careful assessments, and scheduling needs to make a match.

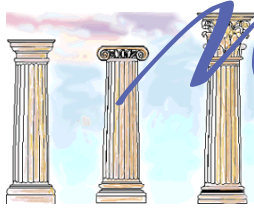
(Source: *Mentoring International* 1992, V6 #2/3, pp3-9.
©CMSI)

The Mentoring Interest Profiler™ (MIP)

Here's a starting point to answer questions such as: "How many of our staff are interested in mentoring?" or "What type of mentoring do our staff desire -- formal or informal?" The MIP is our web-based survey tool to be used organization-wide to determine the interest in mentoring. And it's FREE to appropriate organizations!

This 7-question survey takes approximately two minutes for respondents to complete. Your 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. If your organization is interested in using the MIP, please contact sales@mentoring.ws.





Mentor Ink Newsletter™

MentorInk is the online publication of
Corporate Mentoring Solutions Year 16 Issue 7 July-August 2002



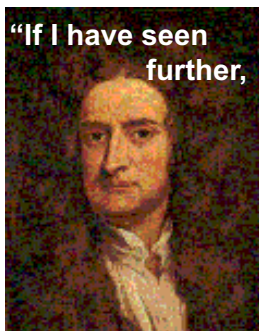
Benchmark 2000 Survey: Part 6 - The Findings and Conclusion

Our *Benchmark 2000 Survey* asked program co-ordinators for estimates as to the importance of 13 common tasks and how much time was spent carrying out each. For those readers of this special issue, below we capture the highlights of our survey. This allows others in the same position to make comparisons. One of the reasons several years ago CMSI determined there was a need for an online mentoring solution was the fact that co-ordinators were spending chunks of time that could be shortened through the use of electronics -- one instance being the use of an electronic matching tool. Incidentally, we personally already knew the realities having been program co-ordinators ourselves from 1978 through 1986.

Benchmark 2000 - Estimated hours per activity category

<i>Task</i>	<i>range of hours needed</i>	<i>Task</i>	<i>range of hours needed</i>
1. Research	12.5 hours – 13.8 hours	12. Determining Mentor Benefits	4.7 hours – 7.2 hours
2. Benchmarking	10.7 hours – 12.7 hours	13. Determining ROI	7.5 hours – 10.1 hours
3. Document Need for Program	8.6 hours – 11.4 hours	Total number of hours per program	131.1 hrs to 158.4 hrs
4. Planning	12.5 hours – 14.4 hours		
5. Publicity	11.0 hours – 12.9 hours		
6. Selection	10.3 hours – 12.7 hours		
7. Matching	10.3 hours – 13.0 hours		
8. Training	12.8 hours – 13.5 hours		
9. Trainer preparation	10.3 hours – 12.4 hours		
10. Monitoring	11.2 hours – 13.2 hours		
11. Determining Protégé Benefits	8.7 hours – 11.1 hours		

*"The definition of insanity is doing the same thing over and over again and expecting a different result."
~~ Albert Einstein*



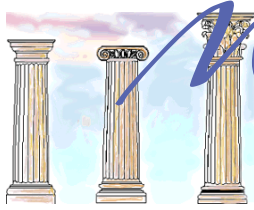
Mentoring Timeline™ 1667 A.D.

it is by standing upon the shoulders of giants."
~ Sir Isaac Newton

My history book opens at the name Sir Isaac Newton. He is reported to have said: "If I have seen further, it is by standing on the shoulders of giants." Why does Newton say this? Quite simply because he learned from other famous men who had done the ground work such as Kepler, Brahe, Descartes. History records that Newton would have been intimately aware of every word Descartes had written on planetary motion, for instance.

As the protege of Professor Barrow while at Cambridge University (1667), Newton worked on a book of optics and worked independently on his own experiments. There is a story that Barrow remarked to Newton that Mercator (famous as a map-maker) had just successfully calculated the area under a hyperbola to which Newton casually replied that he had "already done that" and showed Barrow his notes. This proof prompted Barrow to resign his Chair of Mathematics at Trinity in favor of his protege. [Note: for those unfamiliar with how British universities operate, this action is akin to a Department Head abdicating his / her position in favour of a student.]

In those days, a professor of Mathematics commonly also lectured on light and optics. In his spare time, Newton worked on a reflecting telescope to replace the contemporary refracting instrument which was quite limited. Years later, Sir Christopher Wren and Edmond Halley (of Halley's comet fame) persuaded Newton to compile his findings into what would become *Principia Mathematica*. His theory of universal gravitation lies at the heart of present space technology. Though widely read and revolutionary, it took years and the considerable influence of greats like Voltaire to turn opinion in favour of Principia. Four years after retiring from the Chair (1701), Newton received the first knighthood for science. He is buried in Westminster Abbey.
##



Mentor Ink Newsletter™

MentorInk is the online publication of
Corporate Mentoring Solutions Year 16 Issue 7 July-August 2002



Retirement Party 1987

One contributor, William Crago (Professor of English, Kentucky Wesleyan College) wrote this poem to honour his mentor...

Good bye, old brother,
Ancient Greek,
Friend of Odysseus,
Old man of the road,
Who lent me your hand.

Veteran navigator
Who led me through rapids,
Pointed me safe to land.

Tapped my wavers toward balance,
Left me independent,
This lonely final stand.



Deming on mentoring (1990)

Change in organizations comes in five stages: the decision to adopt, incubation, planning and promotion, education and never-ending improvement. The incubation stage is the "mentoring" stage.

"Very often organizations acquire **mentors**. Florida Power and Light first had Kansai Electric, then the counsellors from the Union of Japanese Scientists and Engineers. FPL was then able to **mentor** its sister company, Colonial Penn. Americans at the LaVergne tire plant had a flock of Japanese adviser-mentors. The Quality Resource Group at Hospital Corporation of America mentors participating hospitals. Mentors do not tell their charges what to do. They support, suggest, prod, and offer feedback." (Source: *Deming management at work*)

*"The problem is not that there are problems.
The problem is expecting otherwise and thinking that
having problems is a problem."
-Theodore Rubin*

[Excerpt] Ask the mentoring expert (1991)

Q: What connection, if any, is there between the age of my mentor and creativity?

Enthusiasm, gate-keeping, and experience

So, you've now got a mentor? What do you do if you believe what Einstein once said: "Someone who has not made a great contribution...before the age of 30 will never do so"?

Einstein had a point. He [and his wife] had first published the theory of Relativity at age 26. Darwin developed his theory of evolution in his late 20s while Newton figured out universal gravitation at age 24.

In point of fact, studies repeatedly show that in a wide variety of fields, people are most productive and creative in early adulthood. This peaking occurs at different ages for different professions.

However, the question arises: Is this peaking a function of aging? If so, it's interesting to conjecture what might this do for a mentor-protege relationship?

With the greying of the population, the question takes on some urgency. To illustrate, consider the fact that between 1973 and 1987, the percentage of American PhD-level scientists and engineers under the age of 40 fell from 44% to 28.5%. Imagine the consequences on quality of research, industrial productivity, and economic well-being.

At the same time, as people age, clearly their physical and mental capacity do not deteriorate in the same fashion or at the same rate. Productive, creative people are not any less

intelligent at age 35, 45, 55 or more than at age 26. What does happen, as we all acknowledge, is the wisdom accumulates.

As people age, they become drawn more and more into gate-keeping activities such as becoming editors of journals, heads of departments, mentors, CEOs.

In addition, many become burdened with social demands such as marriage, raising families, paying for the mortgage, and so forth. Yet, these are not drains necessarily on creativity. In fact, it might be argued that people must often be especially creative in order to survive financially as part of the family unit, or in the job.

Over 100 years ago, psychologist G.M. Beard argued that productivity was the combination of enthusiasm and experience. Enthusiasm is abundant in the early stages of one's career. Experience curves upward from a zero point. Beard suggested that without experience, raw idealism is unfocused effort while experience without enthusiasm

results in uninspired work. This observation may go a long way to explaining why mentors enthuse over the effects of working with a young, inexperienced protege.

(This excerpt appeared in the Summer-Autumn issue, 1991).

