

MentorInk Newsletter™

the online monthly of the Mentoring Institute Vol14 Issue 4 June 2000

"The proteges of today



are the mentors of tomorrow."

Welcome to *MentorInk Newsletter™* a publication of the Mentoring Institute since 1986. If you've read earlier editions, you'll know that past issues have carried everything from mentoring in history, tips, definitions, excerpts, research information and book reviews -- everything and anything mentoring-related to formal mentoring programs. With the advent of a revised website, items that were clickable buttons could well appear here in future editions. Let us know your interests and your reactions to *MentorInk Newsletter*. Happy reading to all. There will be no July, August or December issues.

Inside MentorInk™

This issue: **The Mentoring Timeline™**

Find out what happened when.

If you have any other items of interest to you, please let us know. And, keep those questions coming. Email: mentor@uniserve.com or fax: 250/655-0324

If you wish to unsubscribe, send us an email with the subject line reading "unsubscribe" and your name and e-mail address in the text so we can find your entry and delete it. Your editor:
Marilynne Miles Gray



**In youth we learn.
In age, we understand.**

~ Marie Ebner-Eschenbach

Mentor Answers FAQs™

Q: "When I look at the banner across the top of the page, I see *MentorInk Newsletter* started quite some time ago. It must have been one of the earliest such mentoring publications. How and why did TMI start it?"

A: The when and why? It was born in Vancouver, British Columbia, July 1986 during the First International Conference on Mentoring which we (TMI) sponsored because we so strongly believe in the mentoring program concept.

The how? At a roundtable session, some of the several hundred delegates from around the world proposed the idea of a publication to keep us all in touch. This was what launched the world's first mentoring newsletter.

It then became an insert to *Mentoring International*, the world's first journal on mentoring. Since 1993, when we chose to focus our energies on our videos and further development of mentoring program tools and then our internet presence, we have issued *MentorInk* as a stand-alone paper copy or electronic newsletter --again, this has been another of our "mentoring firsts".

Concept-pioneers, such as ourselves in the field of mentoring, get used to leading the way and having others follow. *MentorInk Newsletter* is one of a string of more than 40 "mentoring firsts" which TMI can claim.

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You are invited to tell others about *MentorInk* so they too can directly subscribe and stay in touch with good ideas. ~~

Mentor Muses™

There it was! Major US magazine declaring: "Fire all the elders." Whoa! Hold on just a minute. Let's think about this idea... If you, like me, define an elder as someone who is not necessarily older in years but in wisdom and experience, this statement is puzzling in light of recent events. Makes Mentor feel REALLY old and grumpy.

This in the wake of a world filled with dotcoms the like of the now-defunct Boo.com (run by a fashion model and some 20-somthings) which slurped away \$130,000,000 in 6 months (yes those numbers represent millions). Maybe they could have used an elder? Translation: a mentor.

Those of us who read those old-fashioned objects called books may be familiar with "Lord of the Flies" by Golding in which a group of young boys, marooned on an island, proceed to destroy it in short order, presumably because no elders are present.

Do we know something the less experienced don't know just as they clearly know things elders don't? -- probably.

Those of us who occupy mentoring roles in a formal program need to take careful note. This is important.

(cont on page 2)

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September issue

we will carry further items from feature columns such as: The Virtual Mentoring Library™, Mentor Answers FAQs™, Words that Matter™. If you have any other items of interest to you such as answering your questions about mentoring and mentoring programs, please let us know. Email: mentor@uniserve.com or fax: 250/655-0324 ~- The Editors

Mentor Muses™

(con't from page 1)

Proteges still need equipping even if they are empowered in any one of a thousand ways to reach a myriad of goals -- spend \$130,000,000US real dollars wisely, manage investors' money as stock exchange traders, develop and encourage at-risk youth -- whatever it is that allows someone with less experience and wisdom to do some pretty powerful stuff without being given some ripening and gentle guidance by a person who has been down the road just a little further.

Gray's NEW Mentoring Paradigm, which has been outlined briefly in an earlier issue of *MentorInk*, describes this delicate and essential balancing which must occur for people to fully live out the roles they have in the marketplace, in educational institutions, in government agencies.

In some cases, clearly some people are given power without knowing how to use it wisely. In other cases, people are asked to carry out tasks without adequate or appropriate equipping. No matter what area of life both equipping and empowering are needed to function properly.

Contact us at The Mentoring Institute if you'd like more details about The NEW Mentoring Paradigm and what it can and has done for organizations of all types and sizes. ~-



The Mentoring Timeline

1768_{ad}

Captain James Cook sails on an expedition with - amongst others - naturalist James Bank, Dr. Daniel Solander (Linnaeus' favourite pupil) and George Vancouver. All of these men and others spend years on board ship with Cook

being influenced by his energy and careful work. Reading the history books and biographies, it would seem Cook was a mentor.

Cook's exploration gives Great Britain an entire island (Australia) new territories the size of the United States.

In 1779, the year Cook was killed while on one of his expeditions, Banks suggests that convicts be transported to Australia due to the fact that America had become independent and was no longer available for this purpose. Thus Australia began starts to be settled by non-aboriginals.

Cook's mapping work is later carried on by Vancouver whose claims to parts of western North America will challenge those of Russia and Spain.

Words that Matter™

Q: Does it really matter if some of the terms such as mentor and coach are used interchangeably? or protege and mentee? or role model and mentor? What's the difference?

In mentoring, there ARE differences between terms which do count.

For those of us who are professional mentoring specialists, to casually substitute one term for another would be like a heart surgeon at the operating table saying to his assistant: "Give me a scalpel" when, in fact, the doctor should be asking for "forceps".

However, even if you aren't a mentoring specialist, there's still cause to be more precise. In a mentoring program, it helps all of us to be very clear on what we mean, what we intend, what the outcome is to be, what roles are to be played, and so forth. So, language does count. Some call it "being on the same page."

Our research at TMI indicates that many people are unclear about the difference between informal mentoring (with which they have some familiarity) and mentoring programs. In informal mentoring, clear word use may matter less since the vast majority of partners have fallen into the relationship. To the partners, being exact about terms doesn't matter. This accounts for an extremely casual attitude towards mentoring vocabulary which has been transferred to the arena of mentoring programs.

Over time this has gradually changed as people have come to understand that they can and need to be more intentional about their "informal" mentoring. When two people wish to develop a solid, effective mentoring relationship outside of a program and without training, they will need to be armed not only with the skills and knowledge to do it well but also with a common vocabulary that clearly and easily conveys the same concept not only for themselves but also for the community at large.

There is a second factor to consider -- we are still very young at operating mentoring programs. A decade or two is nothing in terms of how long it takes to develop quality programs with the language that surrounds it. ~-

Excerpted from: **A diagnostic model for mentoring career-immobile women (1989)**

Andrea C. Zintz

Mentoring has been cited time and again as an important resource to job holders in planning career management strategies. Much research indicates that mentoring plays a very important role in organizational settings. The study of career advancement in organizations has led to one view which differentiates individuals into two social categories, each with its own social and psychological realities: the *mobile* and the *immobile*. Opportunity for advancement is structured in most organizations. There are paths, tracks, ladders, and streams that determine how much opportunity people have. Some jobs come with a great deal of opportunity. That means the ladder is long, there are many places to move into and the ladder is moving. People in those jobs can expect frequent promotions. Training and development go along with this expectation. Other jobs come with very little opportunity: short ladders, low ceilings, early dead-ends, few places to move into, and limited expectations of moving. If people move at all, it is infrequently and after very long intervals.

Mentors can guide employees in how they present, position,



and connect themselves within an organization. A mentor can help alleviate some of the pain of organization politics by explaining the way a system functions and by helping to plan an appropriate strategy.

In my doctoral dissertation study, my principal research question was: In what ways has mentoring contributed to the advancement of women who are experiencing career-immobility within the corporate setting (those whose situation does not offer opportunities congruent with their personal ambitions)? when did mentoring occur? what were the specific characteristics of mentoring (in this situation for people in this category)?

Successful advancement from positions of career-immobility within the corporate hierarchy was found to be related to several variables:

- the clarity of an individual's aspirations,
- her technical and interpersonal competence as perceived by decision-makers,
- her "fit" within the culture, as perceived by decision-makers, and
- an available opportunity within the organization.

A new model of mentoring

As a result of my research findings, I developed a new model of mentoring to help the career-immobile in their transformational journey towards advancement up the corporate ladder. The model is interactive and applies to both

mentor and protégé. It addresses the protégé's orientation towards power and control along one continuum or axis and her attitudes and self-concept along another continuum or axis.

For example, the **Adaptable** woman takes direction easily, responds to external conditions and her feelings as the prime motivation for the choices she makes, and is conservative with respect to risk-taking. The **Dependent** woman has well-defended perceptions of herself and the way things are, looks for confirmation of her world view, and sees power originating outside herself. The **Control-Oriented** woman is task and result-oriented, will take risks toward achieving her goals, has a well-defended view of herself and the way things work, and does not take direction easily unless it fits her picture of reality. The **Self-Actualizing** woman is proactive and takes risks toward achieving her goals. She is open to new ideas and insights about herself that may help her grow and change the way she sees available alternatives.

Effective mentoring behaviors

When mentors do their work effectively, they help proteges to see not only the tasks before them, but also the broader context. From this vantage point, mentors help their protégés understand the forces affecting them, thus enabling them to choose another direction. ...

Zintz's mentoring model portraying four protégé orientations: Adaptable, Dependent, Control-Oriented, Self-Actualizing

		<u>Power and Control Dimension</u>	
		Reactive/Responsive	Proactive/Creative
Open to Self	Adaptable (flexible)	Self-Actualizing (independent)	
	Dependent (structured)	Control-Oriented (rigid)	
		Mentor-initiated interactions	Protege-initiated interactions

Part 2 of Zintz's article will appear in the next issue.



Reminder: The next issue of MentorInk Newsletter will be September