

MentorInk Newsletter™

MentorInk is the online publication of
Corporate Mentoring Solutions Year 16 Issue 6 June 2002



About our lead item



Five Mentoring Trends - Part 4

What started out as a simple piece of research last year, escalated, yielding some very interesting results. Of late, we see more and more pretenses to activities such as e-mentoring with many misconceptions attached. That aspect we covered several issues back. Last month, we tackled the notion of scope, scale and globalization. We continue by overviewing what our company calls self-directed mentoring. In our opinion, if our experience (next page)

Other features:



The Intelligent Thinkers Guide to Mentoring (new series)

This month we turn our attention to components of a mentoring program.

Qian shi bu wang hou shi zhi shi

Translation:

Past experience, if not forgotten, is a guide
for the future. (Ancient Chinese proverb)



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.



Mentor Muses - The Alphabet According to Mentor

In which Mentor attempts to work through the alphabet in an ongoing series of several letters per issue. Being a long-lived soul, Mentor makes no promises as to when he will be finished this task. Note that, from time to time, he becomes exercised over an issue preferring to shake his hoary locks and expound -- then return to the task at hand.

Mentor senses that when, in the same brief paragraph, an author uses "mentoring", "coaching" and "tutoring" to mean the same thing, there is need to go back to basics. (next page)

Announcement: Registration of Trademark



As of last month, *Mentoring Solutions*® was registered as an official trademark of Corporate Mentoring Solutions Inc. in the USA and Canada.

COMING: Best of MentorInk Newsletter (July-August 2002):



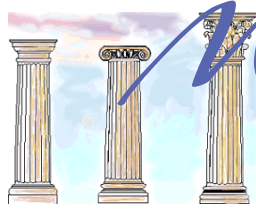
Typically the summer is time off from publishing. For this year, a decision has been made to dip into past issues from 1986 through to more recent years...and give you more good reading and food for thought.

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*





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Five Mentoring Trends Part 4

Mentoring Trend 4: Self-directed mentoring (cont. from p.1)

is to be trusted, this is a future trend. Traces of it can be seen in books on mentoring without the attendant thought and research that should accompany any new development. Again, our company is attempting to make certain there is a solid base for what we do in this area.

Let us distinguish the several flavors of mentoring that currently exist. Virtually everyone claims to know what traditional informal mentoring is. To the contrary, research CMSI carried out using the Mentoring ScoreCard (see especially January 2002 issue of *MentorInk*), clearly pointed to the continuing confusion in the field over mentoring definitions including that of "program".



To clarify, let it be noted that there are three broad forms of mentoring:

1. the coordinated (or formal) program with a co-ordinator's services, guidelines, tools, plus all the mentoring program components -- design and information sessions, structured selection and matching activities, training, monitoring and evaluation;

2. the informal -- that is of the whatever happens, happens sort

3. self-directed mentoring. This last term is a recent one describing proactive mentoring arranged by the protégé outside of a program.

However, of late, this label has been applied to programs. Here's why.

While staff are expected to engage in lifelong learning, many have no clearly marked career ladders for guidance. To help, many ask for access to mentoring programs these being more and more common and because mentoring results from programs have been so positive that it only makes sense to try to get into one. Demand becomes such that coordinators can no longer possibly oversee such numbers. Then, by thinking laterally, program co-ordinators and regular mentoring program participants see the value of carrying mentoring tools and processes into self-directed mentoring programs. Associated with this type of thinking is the notion: technology can assist this endeavor in a sophisticated manner.

For some, this will be a way to break down silos, for others, it will be a way to service far flung global staffing, or support current HR development on a wide scale. Whatever the reason, this is one trend to watch.

September issue - Trend 5: Legal issues

NOTE: This trend analysis is not scientific and reflects the research and opinions of Corporate Mentoring Solutions.

The Alphabet According to Mentor

A - adaptation: no co-ordinated program can simply roll off the shelf; program elements must be adapted from group to group, organization type to organization type, location, and so on. This is an especially key activity during the pilot.



- anticipates: one of the key reasons for training during a co-ordinated mentoring program is to allow partners to anticipate one another's needs, styles, and so forth.

An advantage of planned mentoring is that it anticipates the help needed during the protege's transition from one state to another (e.g., fitting into the new firm; moving from a management position to one of leadership, etc.)

- appropriate: this is one of the most important of all mentoring words. It is not uncommon for organizations to jump on the group mentoring bandwagon, for instance, without questioning whether this is the most appropriate format. The concept of appropriateness runs at the heart of mentoring. Wise mentors long ago judged whether it was appropriate to do certain tasks with and for the protege. Although times have changed, this concept still has a central place for us today.

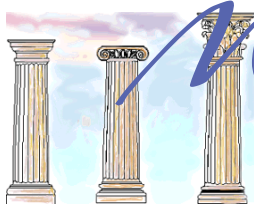
*Always try to follow the road
that makes your heart feel good.*

~ Nisgaa saying

B - before implementation of the pilot program, there are a number of tasks to be undertaken including that of forming the Mentoring Task Force or Steering Committee; once formed, this group needs to be clear on the reasons for having the program, what the most appropriate goals are, what specific competencies are to be the focus, what will suit the organizational culture and mission, who will likely be the target group (proteges), and so on. CMSI's Mentoring Benchmark 2000 research indicated that selection of participants ranked as a very important activity (8.2 out of 9) with 41.6% saying this was difficult to do. The majority of responses claimed it took 10-13 hours to carry out selection.

C - co-ordinator: responsible for the day to day operation of a program as these do not run themselves (contrary to what some organizations think); sometimes part of the Mentoring Task Force or Steering Committee.

September issue - The letter D and more.



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The Intelligent Thinkers Guide to Mentoring: Pt 4

Advice on starting a mentoring program

I'm sitting at my desk reading articles from 1982, 1984 and 1985 describing Gray's Mentor-Protege Relationship Model Components of a Mentoring Program (e.g., *Educational Leadership*). Looking back, it's clear none of us had any idea the directions mentoring would take over the next 20 years.

Even today, we at CMSI find the need to educate on starting a mentoring program, including what the components of coordinated mentoring programs are, amongst other topics. This issue, we tackle at least part of this subject.

[Editor's note: This is an adaptation of an earlier article written for *Mentoring International* – Vol. 3, No. 3 – Summer 1989. However, most of these comments still hold true.]

By definition, mentors use their expertise and practical wisdom to provide enrichment, inspire dreams and the pursuit of realistic goals. Therefore, program planners should be very clear as to the differences between remediation activities (tutoring) and actual mentoring.

It is hoped this article will offer insights and transferable concepts that might prove useful in the development of mentoring programs. What works in one situation will not necessarily work the same way elsewhere. Planned mentoring does not produce a quick fix to solve difficult, chronic problems – and it won't be successful for everyone. It is a developmental process that requires time to develop and to produce desired results, and it must be monitored to ensure success.



Three types of mentoring

There is much confusion about what mentoring is. An early review of nearly 800 references on mentoring (Gray & Gray, 1986) indicated at least three major types of mentors, each fulfilling similar roles and functions, but for different purposes and different periods of time. Over time, many have focused on the first type extracting the overall outcomes and expecting that the same should, would and could yield similar outcomes for intentional, semi-programmatic mentoring. In fact, many insist on using the same terminology although the conditions are quite different.

Next issue: More on starting a program and on the components of a mentoring program.

Tools for mentoring

Tools should be and are specially created for the mentoring relationship. In the early 1980s, we started testing the suitability of tools like Myers Briggs in mentoring programs. Feedback from program participants prompted us to continue with the development of our own line of unique tools. Here's a capsule of how we developed one.

Our original *Inventory of Protege Needs* (©1989) was and is still used to focus the time and activity of pairs, match partners, and assess benefits at a later point. What this tool does is more or less self-explanatory. The protege indicates his / her unique sets of gaps or needs via clusters of competencies and the mentor, expertise. It was an immediate success. Within several years, each client had a unique version. For instance, the following four companies had their competencies under heading such as:

Dow Chemical	Adjustment to Job / Career Development
OxyChem	Adjustment to Job Personal & Social Adjustment The Business of OxyChem Administrative Policies & Procedures
Kodak	Achieving Technical Competencies Understand Culture & Policies/Job Assignment Socialization Develop Leadership Skills
Pacific Bell	Planning & Organizing Communicating & Interpersonal Effectiveness Handling Specific Situations Supporting Management Managing Associates

Within a few years, common elements in the different forms were drawn together into career development and new hires versions and renamed the *PNI Protege Needs Inventory*.

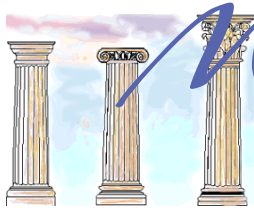
CMSI has come full circle with the *PNI* now available electronically (as part of the Online Mentoring Solutions® System). Clients add specific categories and items to the generic competencies base. Mentors access the tool to indicate expertise while proteges access it for needs. Now part of an entire system of interlinked tools, the *Needs-Expertise Inventory* (as it is now called) is a cornerstone tool created just for mentoring programs.

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.





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Test Yourself

Here's an actual list of "uses for e-coaching / e-mentoring" recently seen on the internet. Lists like these can contain misguided or wrong notions. Can you spot them?

1. Has one of your employees hit a rough spot in his or her career development? You could just tell her/him to find some training somewhere, but if you or another employee already has the skills, online tutoring would be a much faster and more efficient way to bring her/him up to speed.
2. We're talking about 1-to-1 discussions that focus on solving anything from math problems to managerial problems. Being able to write on a whiteboard to brainstorm the solution or sharing documents in real time over the Web is a great help compared to simply talking with someone on the phone.
3. The status report can be brought into a live, online session so that the results can be discussed while everyone is looking at the same content.
4. An employee wants to apply for tuition reimbursement, but doesn't understand how to fill in the appropriate form, or even where the form is located. Go online to show the employee where it is and how to do it. The next time, the employee will be able to do it himself.
5. Perhaps as a manager or trainer, it would be useful for you to have "office hours" when you are available to answer questions from employees, customers or partners. Use individual, online breakout rooms for additional privacy.
6. In this day and age, many managers are responsible for employees who do not work or live in the same office or area. Performance reviews become a rather impersonal event held over the phone with the review document being e-mailed or sent to the employee. Using a live, online environment helps to personalize that event and provide more give-and-take.

Did you spot the following:

1. Three problems here: Tutoring is not mentoring or coaching. Use of the internet may not be faster and more efficient or appropriate. If I'm a protege, I may be very sensitive to the fact I have "hit a rough spot". I won't appreciate the lack of confidentiality if I am given several different people to work with.
2. The phone is as valid a medium as using the internet; it's what's appropriate that counts.
3. Two problems: making a report is just that -- it is not mentoring or coaching. Take heed of the various problems surrounding "group" events. Traditionally mentoring has been one on one for very good reasons
4. This could be a time waster for a high level mentor. Typically this sort of activity can be done by a peer, or office assistant.
5. Mentoring is reduced to a group event; feedback from participants suggests that mentors self-select to work with the same one or two proteges for extended periods of time
6. (a) Performance appraisals aren't carried out over the phone or internet. (b) Carrying out any activity over the internet is more impersonal and prone to miscommunication than over the phone communication and both are more impersonal than in person.

CMSI Sales Associates

Live in the UK or Europe? If you are in the mentoring field and wish to work with the leading online mentoring products, OMS® and Colaboro™ please call, or send us an e-mail to discuss the opportunities.

Mentoring Timeline™

343-339 BC

There he is (below) set in mosaic on a map of all he conquered. Alexander the Great, is still remembered in song and story in Afghanistan, Turkey and places in between. Philip, King of Macedonia, educated his son the same way Telemachus (son of Odysseus) was by inviting Aristotle to work with Alexander who was a wild lad of 13. Aristotle stayed at the task for four years.

As his **mentor**, Aristotle probably instilled in Alexander a love for unity and a desire to unite all under his rule. It is clear the young man loved Greek literature especially the *Iliad* and the *Odyssey* which he took on his campaigns. In later years, he wrote to his mentor, "For my part, I had rather surpass others in the knowledge of what is excellent, than in the extent of my power and dominion". It was due to his mentor that Alexander sent an expedition to explore the sources of the Nile and he gave money generously to fund scientific inquiry.

Alexander and Aristotle died in the same year, each having left a profound mark on history.

