

# Mentor Ink Newsletter™

MentorInk is the online publication of  
Corporate Mentoring Solutions Year 15 Issue 9 November-December 2001



## Mentoring Scorecard 2001 Results (Part 2)

In October, the first set of results from the 2001 Scorecard appeared. This issue you'll see more about what programs look like so you can make comparison (judiciously it is hoped). The respondents were from medical facilities, government agencies, corporations and non-profits. As already noted in the past issue, there was a range of participants: proteges, mentors, program co-ordinators, and combinations of these three categories.

When was the typical program started?

While the program with greatest longevity was one established in 1990, it was no surprise that the median start date was the year 2000. Forty percent were started in 2001.

### Question 3: Program Type

Respondents were asked to check descriptors matching their respective programs. More than one descriptor was checked in a number of cases, for example: "formal", "distance", "career development" and "electronic" to describe programs in a given organization. Some organizations also had more than one type of program.

Formal program	57%
Informal program	42.8%
Distance program	42.8%
Newer Hires focus	19%
Career development focus	33.3%
Leadership focus	14%
one program fits all group	47.6%
	19%
Electronic	28.6%

## CMSI Sales Associates

Currently, we have Sales Associates in the following locations:

- Gold Learning Solutions, Florida (North)
- Employee Development Associates, Florida (South)
- Career Management Strategies, California
- Hamlin Interactive Systems, Maryland

Sales Associates (a person or firm) re-sell the Online Mentoring Solutions™ product to clients, along with his/her own services and products.

CMSI is pleased to announce the latest addition to our Sales Associates Program: Via & Associates, based in Virginia.

Details on each Sales Associate appear on our website.

### IMPORTANT:

We are actively looking for additional Sales Associates in the other locations -- the U.S.A., Canada, Australia, New Zealand, the UK. If you are in the mentoring field, and wish to work with the leading online mentoring product, OMS™, please give us a call to discuss the opportunities.

### Questions 4 & 5: Size of program

At this point, respondents indicated how many proteges and mentors started in a mentoring cycle (from enrollment / acceptance to designated ending / wrap-up). Respondents could click on categories of numbers such as "1-10 participants", and so on.

Cluster size	Proteges	Mentors
1-10	55.5%	55.5%
11-20	16.6%	11.1%
21-50	11.1%	16.6%
51-100	11.1%	5.5%
101-500	5.5%	11.1%

Cont. on page 2

## **CONFERENCE** **Mentoring Connections**

Themes: best practices, program design, new trends, partnerships

**January 17-19, 2002 Toronto, ON Canada**

**to register: 1-888-247-3609**

Details: [www.mentorcanada.ca](http://www.mentorcanada.ca)

### **INSIDE:**

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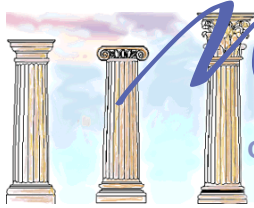
**NEXT ISSUE : (January 2002)**

**Mentoring ScoreCard - Conclusion**

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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## New professional as protege

This actual series of journal entries from one protege has been condensed from a longer document which covers nine months of a mentor-protege relationship. Though this protege is in one of the helping professions, those of you in other fields will still benefit from reading about the relationship from the neophyte's perspective.

I begin:

As a new hire (and new to the profession), I presently have very limited, practical experience or even theoretical knowledge which has been gained through my training. I am an ideal candidate to be a protégé.

I now have only one goal, to competently and effectively work in a manner that is mutually beneficial and pleasant to both "clients" and me. With my mentor's help, I wish to learn best methods of creating a positive atmosphere so I can enhance interest, participation and success -- which is my job...

My mentor and I begin:

Through discussion, we have divided the areas of knowledge to be covered into two categories. The first includes elements that I will work on alone: for example strategies and learning styles. The second category necessitates co-operation between my mentor and me because I want to "work on" and apply these in practise: leadership, management and professional effectiveness...

We continue:

We have agreed one role my mentor should take on now is to be a gate-opener. In this role, my mentor (S.W.) has agreed to arrange for me to visit a number of other worksites so I can see: assertiveness, self-man-

Cont. on page 3

## Mentoring ScoreCard (Cont. from page 1)

### Question 6: Value of Participation in a Program

Respondents were able to check off one or more descriptors as shown following.

• honed my mentoring skills	68.5%
• made me explore new ideas / career possibilities	58%
• made me feel valuable to organization	52.6%
• made me meet more objectives than possible on my own	42.1%
• tested my leadership skills	42.1%
• tested my management skills	26.3%
• made me decide to stay with organization	16%
• made me more promotable	10.5%
• no answer	9.5%
• unsure	9.5%
• little or no value	4.7%

It should be noted that the third highest item -- feeling of value to the organization -- is the only non-instrumental one. The high ranking of this item tends to validate the "emotional component" and value of the mentoring relationship.

*Next issue: We wrap up the survey and look at limitations of programs, overall ratings and descriptions of informal programs.*

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.

*To most people  
nothing is more troublesome  
than the effort of thinking.  
~ James Bryce*

*don't know  
where to start?*

## The Mentoring Interest Profiler™ (MIP)

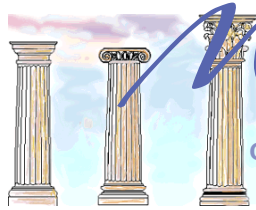
Web-based survey tool you can use -- organization-wide -- to determine the interest in mentoring. And it's FREE to you!

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.

*don't know how  
many will partici-  
pate?*



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## *New professional as protege* Cont. from page 2

agement, meetings, democratic leadership, and so forth in operation...

Our progress:

There are some areas in which I feel more knowledgeable and independent. So, during discussion S.W. and I were able to shift our styles to the right side of Gray's Mentor-Protege Relationship Model\*, when necessary. For the first little while (based on my inexperience), we tended to work on the left.

At each stage of our working together, we tried to figure out where we were on the Model. I was interested in determining the extent to which S.W. was telling me what to do and the extent to which I was able to make choices and decisions by myself... In consciously trying to figure out where we stood at each point in our relationship, I began to appreciate Gray's Model more fully.

Looking back:

In retrospect, I realize that Gray's M-P Relationship Model has been more helpful than I first allowed it to be. To begin with, it is this Model which has allowed me to determine the degree of success I'm having in a given activity. Secondly, I realize that I did indeed have a few preconceived ideas of what sort of working style I preferred. This was one of the most important discoveries I made during this entire time.

For more details of **\*The Mentor-Protege Relationship Model** (©1984) which has been used by thousands of mentor-protege partners, contact Corporate Mentoring Solutions. #

## *Mentoring Myth #7:*

**Myth:** Often-cited "mentoring author-researchers" are good sources of key ideas for mentoring relationships and programs.

**Reality:** Proceed with caution with this notion.

It can fairly be said that some very well-known "mentoring" authors have considered the relationships only at a distance and for a very short time. Here's an instance -- Levinson (*Seasons of a Man's Life*), for all that he and his colleagues are considered "mentoring gurus", looked only at male-male, informal mentoring relationships. From which, some people have extracted inappropriate ideas for their mentoring programs and relationships.

Here's a specific. Renowned author-researcher Edgar Schein in writing about mentoring in mid-career, described a number of mentoring roles that many of us recognize as: role model, talent-developer, coach. However, one role -- that of successful leader -- should not be accepted at face value. Here's why:

To quote Schein: the mentor "*as a successful leader [is] a person whose own success ensures that her or his supporters will 'ride along on his or her coat-tails'.*" To be a leader, one must have followers. The mentor-protege relationship is, most accurately, not a leader-follower model because the role of the mentor is to bring the protege alongside.

Because Schein was widely read, this idea went broadly into circulation such that proteges enrolling in mentoring programs came to expect the "ride". Since that time, program co-ordinators and other authors have had to re-educate people as to why "the ride" was not acceptable in a program.

So don't just accept what you read on face value. #

## *Mentoring Timeline™*

### 1900ff

Ernest Rutherford (1871-1937)

Shown on the New Zealand 100 dollar banknote.

Claim to fame: **Mentor** to many of the 20th Century's greatest scientists in the field of physics.

A contemporary of scientists like Nils Bohr, Schrodinger, Einstein and Marconi, Rutherford was the first to show that atoms have a positively-charged nucleus surrounded by a swarm of lighter particles.

Similarly, Rutherford discovered thoron -- an isotope of radon -- detected alpha and beta rays in uranium radiation and with Hans Geiger, his research assistant, helped to design the instrument which later became known as the geiger counter.

