

Mentor Ink Newsletter™

MentorInk is the online publication of
Corporate Mentoring Solutions Year 15 Issue 8 October 2001



Editorial: When Terrorists Strike

On behalf of Corporate Mentoring Solutions Inc. we wish to extend our heartfelt sympathy to those of you who may have lost someone in the September 11 attack. Some clients e-mailed us back to let us know they were unharmed and had lost no one in New York or Washington. Other clients did not have such good news and it is those we think of at this time. Had the arrangements gone ahead, one of our principals would have been in midtown Manhattan that day.

The inconvenience we have experienced since that time with cancelled meetings is nothing compared to what our American neighbours have felt and will experience for a very long time to come. We Canadians have lost civilians in the attacks as did nationals of other countries.

At this time, we hope and pray that cool and reasoned heads prevail. Our experiences through mentoring have proven that there are many well-intentioned humans who will do their utmost to understand one another and work towards better relationships. When misguided people are able to wreck so much havoc and destruction in so little time, it takes determination and effort to ensure that we go forward, not back.

Mentoring ScoreCard 2001 - Results (Part 1)



In the next few issues, we will report results from our Mentoring Scorecard which was designed to get at some satisfaction issues. Electronically, participants told us about the most recent program they were involved with. Most respondents were Co-ordinators of programs developed and launched within the past year or two with the longest-lived being two programs that had a five year track record.

The variability of mentoring programs turns up not only in the locations -- in Canada, the USA, New Zealand, China, England, Mexico, Australia -- but also in the purposes for which the program was formed. Some were for members of a non-profit agency to mentor other members. Some were medical programs for nurse interns while others aimed at new staff in corporations, pastors in churches, line staff in manufacturing.

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Pages from

The Virtual Mentoring Library

Topic: Seven mistakes to avoid in mentoring programs

The following account is taken from a description of peer-to-peer mentoring program as supplied to *Mentoring International Journal* by a program coordinator. It was a retrospective article designed to point to some of the typical mistakes made.

While these may not be your program mistakes (past, present or future), your response to this article is instructive. Co-ordinators and participants with this attitude -- "what can you possibly teach us about mentoring that we don't already know?" -- lack the necessary humility needed for good, long-term results. This is mistake #1. Don't play the know-it-all-role; you never know what challenges lie ahead.

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

Mistake 2: role definitions- Our mentors were neither counselors, nor tutors. Rather, mentors were to use their greater expertise and practical wisdom to provide enrichment, inspire dreams and encourage the pursuit of realistic goals.

It is important to distinguish between mentoring and peer counseling. The term "peer" generally means an equal in experience and capability. These important distinctions weren't made.

Mistake 3: planning- The mentoring program was a new program in a busy organization amongst many already-existing programs and activities. It had to compete for participants, meeting space, [publicity] coverage, and staff time and support. We thought its competitive edge was provided by a plan developed before the program started and which laid out who would do what, where, when and how. The plan was not perfect but it did provide a guide particularly in

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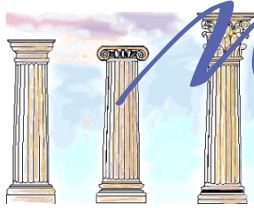
- Mentor Answers FAQs (See page 3)
- NEXT ISSUE: Mentoring ScoreCard - Part 2

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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The Virtual Mentoring Library (cont. from pg 1)

those moments when everything else seemed to be falling apart.

However, the planning process was incomplete. For 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 4: on selection- In retrospect we learned participants felt the programs selection criterion and selection process were unclear and poorly communicated to them. Proteges' social skills, performance, attendance, and participation in organizational and community activities were intuitively considered but at no time was there a discussion of specific selection criteria.



Mistake 5: Furthermore, some participants were automatically accepted into the program while others had to complete a variety of tasks.

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

Mistake 7: on matching- Matching mentors and proteges is not a science. However, it is a combination of good interviews, careful assessments, and scheduling needs. A good match requires participants' understanding of the developmental process associated with mentoring relationships and taking time to work on some basic trust issues, meeting times, tasks and rules. We didn't attend to this. ##

Mentoring ScoreCard (Cont. from page 1)

Questions focussed on the respondents more recent mentoring experience.

What questions did we ask? When was the program started? What type of program was it -- formal or informal? For what type of participants? Size of program? What rating would these participants place on the program and the relationships (from excellent to poor). What were the limitations of the program? What defines an informal program?

*Coming together is a beginning.
Keeping together is progress.
Working together is success.
- Henry Ford*

Many of the questions could be answered with drop-down lists to reduce the amount of text entry and for ease of compiling the results.

Who answered?

For one question, respondents could indicate that they are one or more of: a mentor, a protege, a co-ordinator, or any combination of these three.

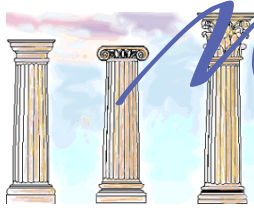
- 71.4% are Co-ordinators (of these about half also play another role such as also a protege, or also a mentor). No one serves in all 3 capacities.
- 10% of respondents are proteges only. The fact that we had even this small percentage confirms that *MentorInk* has a broad-based audience and ensures broad-based surveys response

- 66.6% represent corporate programs
- 14.2% represent medical /health care
- 14.2% represent non-profits
- 5% represent government programs

In all likelihood, this set of figures does not represent the prevalent percentages around the globe.

- 61.9% represent programs run in the USA
- 14.2% in Canada
- 23.9% all others (previously noted)

Next issue: Which is the most valued reason for participating? What percentage of programs are distance programs?



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Mentor Answers FAQs:

Q: Mentor, what's the difference between mentoring and coaching?

A: In a word: COMPREHENSIVENESS. These two methods of helping people are more different than alike. While each provides training and help in the form of instruction, demonstration, opportunity to practise new skills, and constructive feedback, mentors fulfill many additional roles and functions for the broader purpose of helping protégés to develop as people and to advance their careers. This is the comprehensiveness I mentioned.

Some years back, Schein (1978) advocated that mentors be utilized to aid the socialization of new employees into corporate life. Since that time, through experience and scores of research studies, we've found that to do this socialization, mentors would fulfill the roles of confidant, teacher, sponsor, role model, talent developer, door opener, protector, and successful leader.

Just how are these roles fulfilled? (See sidebar) Also, mentors guide protégés' personal development by enabling them to view life from a new paradigm and by helping them to map new directions for their lives.

Mentoring is sometimes confused with peer coaching. However, unlike mentors and protégés, peers are equal by definition. This means that Peer A cannot greatly facilitate Peer B's personal development because A has not had enough experience to gain sufficient wisdom to guide B's journey; moreover, peers who hold similar ranks in the organization cannot greatly facilitate each other's career advancement because they do not have enough power to sponsor the other person's promotion to a higher position. Nevertheless, there is a place for knowledgeable peers to help one another improve job performance by providing peer coaching. The large number of capable peers available, in contrast to more experienced mentors, suggests that peer coaching can provide one solution to the transfer of training problem in business, industry, schools, hospitals, and wherever employee training is being offered. ##



8 Sample mentoring roles

- serve as successful role models
- arrange opportunities for protege to showcase their
- developing talents
- encourage protege to risk taking on more challenging assignments and then protecting the protege when inevitable failures occur
- teach protege "the unwritten rules"
- share insights about office politics and the corporate mission
- groom protege for promotion
- share wisdom to give a deeper understanding & broader perspective about those things that cannot be learned through formal schooling, courses or training

Mentoring Timeline™

1960s- **Louis Leakey** (noted anthropologist and discoverer of "Lucy") became a mentor to untrained, sensible **Jane Goodall**, who came to the Gombe Reserve in Tanzania in 1957 to be his secretary. Clearly he saw in her extremely keen observational powers because he sent Jane as a raw recruit to a distant reserve to study pan troglodytes (chimpanzees). As most of us know, she became one of the world's leading primatologists. She called Leakey FFF (short for Fairy Foster Father). Jane developed what is called "habituating" -- the ability to move gradually among the chimpanzees, and studying them as individuals. When Jane first arrived, chimps were still being given numbers instead of names.

70s
80s
90s

Leakey's other proteges: Dian Fossey and Birute Galdikas also went on to do primate studies in Africa and Asia. All three women have earned considerable fame after successfully overcoming barriers to females in an otherwise male-dominated scientific community. For those interested, there are a number of excellent books on the lives of this branch of the mentoring community. A recent 2-part work, Africa in My Blood and Beyond Innocence, both by Jane Goodall and edited by Dale Peterson has just appeared on the bookshelves. ##

