

Enhance Your
Mentoring
Relationship
&
Benefits

While
Preventing
Common
Problems

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Other Books

Mentoring, Skill Coaching & Knowledge Solutions: Different Resolutions for Different Challenges (2022)

Mentoring: Aid to Excellence in Education, the Family and Community Vol. 1 (edited with M.M. Gray)

Mentoring: Aid to Excellence in Career Development, Business and the Professions Vol. 2 (edited with M.M. Gray)

Mentoring: A Comprehensive Annotated Bibliography (with Marilynne Miles Gray)

Why Become a Christian? A Spiritual Memoir.

God Nods on His Story About Me (2022)

God Nods on True Love (2021)

Learning By Doing: Developing Teaching Skills (with Brian Gerard, Addison-Wesley)

Understanding Yourself And Others (with Brian Gerard, Harper & Row)

ENDORSEMENTS

My introduction to Bill Gray started in the early 1990s, when **CSX Transportation** started its Associate Development Program (ADP). This began when CEO Pete Carpenter sanctioned this mentoring program so CSX would become more competitive, serve customers better, and increase profitability. CSX hired Bill Gray to conduct his Mentoring for Results Partner Training for CSX personnel at all levels – in management and the union – to break down existing departmental silos. From 1992-2000, Bill encouraged mentoring partners in different functions (e.g., sales and finance) to engage in reciprocal mentoring to break down silo thinking and gain a better appreciation of each other's contributions to the overall company.

After the first eight years, I statistically analyzed all the data from about 300 participants and found that the mentors and proteges who reported the most benefits had been in long-distance relationships (not living or working in the same state). This outcome occurred because Dr. Gray taught partners to create a Mentoring Action Plan during partner training and then use this to schedule meetings and be prepared for them. The long-distance partners did this better than same-location partners.

After 2000, I took over from Bill and conducted his Mentoring for Results Partner Training for CSX – even after I started my own company. I know from 18 years experience as a coordinator and trainer that virtual strangers (who have been matched as partners) feel so comfortable that mentoring actually occurs during partner training. Partners compare protege needs and mentor expertise after answering the Protege Needs Inventory. Partners discuss difficult challenges using Bill's 6-Step Mentoring Process – and then plan how to address this using a Mentoring Action Plan. Partners learn how to use four Mentoring Styles for giving/receiving assistance, after answering Bill's Mentoring Style Indicator.

Even during two recessions, Mentoring for Results Partner Training has continued to take place because it produces ***Mentoring Relationships that Produce Results!***

~**Dr. Doug Klippel**, former Mentoring Coordinator at CSX and current President of People Development Partners (<http://www.peopledevpartners.com>)

William Gray has produced an epic work on formalized mentoring relationships that work. Bill's work is significant in breaking new ground for understanding the importance of the journey for both the mentor and protege to succeed. Equally important are the tools provided to guide both parties. These tools are like road-signs or directions on a GPS. They guide you to the right destination with the fewest delays. Bill is responsible for my personal success as a mentor, at two organizations (**Air National Guard** and **Defense Supply Center Columbus**) where I helped introduce the formalized mentoring program concept.

~**John Murphy**, Retired Lieutenant Colonel USAF, and former Change Manager, Defense Supply Center Columbus, Ohio.

When I was **Director of Human Resources for Eastman Kodak**, I was responsible for orienting newly hired researchers into our research labs. They had doctorates from top universities. Because of our reorganization, they had to do applied research for a Business Unit, usually on a team. Previously, they mostly did pure research on their own projects, working alone. To orient them to our new way of doing research, we tried putting them beside veteran researchers in the lab – to receive informal mentoring when needed – but this didn't work. So, I contacted Bill Gray to help us plan and implement a formalized Mentoring Program. To get high-level support, we created an assessment of knowledge, attitudes and competencies that new researchers need to learn during their first six months. During the training of mentor-protégé partners, partners created an Action Plan for achieving learning outcomes identified by our assessment.

Because the first program worked so well, I contacted Bill again for help with another challenge. Kodak's leaders had decided to enter the digital age, so we hired new researchers with doctorates in electronics, electrical engineering, and related fields. We wanted them to work with our chemistry-oriented researchers on new hybrid projects, such as the laser printer and digital camera. However, they did not work together very well. During collaborative planning of a mentoring program, we decided that Knowledge Exchange was needed so researchers with backgrounds in chemistry and electronics could mutually exchange knowledge about their discipline – without either partner feeling superior or inferior to the other. After partners were matched, Bill trained them to exchange knowledge about major contributions each discipline can make, key concepts, problem-solving strategies, acronyms and jargon, etc. Partners created an Action Plan to schedule what they would do, so they both would be prepared.

Bill has helped many clients plan and implement formalized mentoring programs that produce intended results. His book describes the approach he has used for over 40 years. I know from personal experience that simply encouraging informal mentoring does not produce desired outcomes for protégés, mentors, and their organization.

I can recommend Bill and this book with complete confidence, based on our professional association over the years we worked together on various Eastman Kodak projects.

~**Bob Calman**, former Director of Human Resources for Eastman Kodak.

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NOTE: Since 1978, I've used the Anglicized word "**protege**" (meaning the "protected one") for these reasons:

- (1) "protege" is of French origin, where "le protégé" (male) and "la protégée" (female) indicate gender;
- (2) It is awkward using the two French versions when writing in English;
- (3) "protege" has been used longer than "mentee" or "mentoree" or any other word, to designate the recipient of mentoring;
- (4) beginning in 1984, I copyrighted over 20 customized mentoring materials that use the word "protege";
- (5) over 150 clients have hired me to provide our *Mentoring for Results Training* for Mentor-Protege Partners, using our training materials;
- (6) I've trained over 300 Trainers – and over 300 Coordinators – of formalized mentoring programs to use our Partner Training and materials.

INTRODUCTION

Why you should read

*Enhance YOUR Mentoring Relationship & Benefits
While Preventing Common Failures.*

MENTORS and **PROTEGES** [Mentees] will learn *how* to rectify seven common **FAILURES** [described below]. What's learned will enhance all your mentoring relationships, even mentoring your own children.

Mentoring COORDINATORS will learn *what* mentoring activities to monitor to enhance success. Such as: satisfying protege needs/goals, equipping and empowering proteges, resolving challenging situations, producing benefits for individual proteges, their mentors and the sponsoring organization.

CHAMPIONS of mentoring will understand *why* only an **EXPERT** in *Developing Formalized Mentoring Programs* and in *Training Mentor-Protege Partners* should be hired to prevent seven main **FAILURES**.

What I share with you is based on my training over 20,000 Mentor-Protege Partners in more than 150 organizations where we collaboratively planned and implemented *formalized* mentoring programs. [Read *Mentoring, Skill Coaching & Knowledge Solutions: Different Resolutions for Different Challenges* for client examples from my 45 years of experience.]

Each Chapter ends with **Summarized Tips** for Mentors & Proteges and for Coordinators & Champions.

After answering Questions below, read how to rectify
each **FAILURE**.

Failure #1. Mentors do not employ the <i>right Mentoring Styles and behaviors</i> to help proteges progress through <i>Levels of Awareness & Competence</i> .
<ul style="list-style-type: none"> ○ As a protege, have you encountered a situation where you've been <i>unaware</i> of what to do AND <i>unable</i> to do what's needed? OR <i>aware</i> of what to do, BUT <i>unable</i> to do what's needed?
<ul style="list-style-type: none"> ○ As a mentor, do you know which Mentoring Styles and behaviors will assist your protege to become <i>aware</i> of what to do AND <i>able</i> to do what's needed?

In Chapter 1, you'll “**Identify Your Preferred Mentoring Style and Level of Awareness & Competence.**”

Being *aware* of your Preferred Mentoring Style *enables* you to develop *Mentoring Style Flexibility* as a competency – *aware* and *able* to engage in *Situational Mentoring* that is appropriate to each situation.

You'll learn how *Situational Mentoring* helps proteges progress from functioning at an *Unconsciously* or *Consciously Incompetent* Level – to function at a *Consciously Competently* Level to handle challenging situations on their own.

Failure #2. Ineffective mentors do not <i>equip</i> AND <i>empower</i> proteges.
<ul style="list-style-type: none"> ○ As a mentor, do you only <i>equip</i> your protege with what you know? Do you <i>empower</i> what your protege wants to learn, do and become?
<ul style="list-style-type: none"> ○ As a protege, do you mostly want to be <i>equipped</i>? Do you mostly want to be <i>empowered</i>? Do you need both?

Chapter 2 describes why and how “**Effective Mentors EQUIP & EMPOWER Proteges**” by employing appropriate *Mentoring Styles* and associated behaviors.

You'll learn why mentors typically prefer to *equip* proteges with their greater experience and wisdom, but also need to *empower* what proteges want to learn, do and become as well as *empower* contributions they want to make.

You'll learn the *negative consequences* that result when mentors “get stuck” *only* equipping or *only* empowering their proteges.

You'll find out which Mentoring Styles and behaviors to employ to prevent “getting stuck.”

Failure #3. Unsuccessful proteges “get stuck” wanting a particular kind of mentoring assistance and support.
○ As a protege, do you prefer the <i>mentor supporting what you want to do?</i> OR prefer the <i>mentor telling you what to do?</i>
○ As a mentor, do you like the protege <i>relying on you?</i> OR <i>figuring out what to do?</i>

Chapter 3 describes why and how “**Successful Proteges are EQUIPPED & EMPOWERED.**”

You’ll learn the *negative consequences* that result when proteges “get stuck” wanting *only* equipping or *only* empowering.

You’ll learn why **today’s proteges** prefer to be *empowered*, but also need *equipping* to be successful.

You’ll learn **12 Benefits** my clients reported because proteges were *equipped* with what mentors know and *empowered* to make contributions that benefitted them, their mentors and their organizations.

Failure #4. NO proven mentoring process was used to <i>resolve especially challenging situations</i> (e.g., a complex problem; a personal transformation; a career transition; a dilemma with many options).
○ As a protege, have you tried to resolve an especially challenging situation on your own – but could not?
○ As a mentor, do you expect your protege to resolve his/her own challenge? Or, do you resolve the challenge for your protege?

Chapter 4 describes a “**6-Step Mentoring Process for Resolving Challenging Situations**” (used by 20,000 mentor-protege partners).

You can read a **TRANSCRIPT** of me using this **6-Step Mentoring Process** to help my protege (Elaine) make a *career transition* that required a *personal transformation* in her thinking and actions.

The 4 *Mentoring Styles/behaviors* I employed are clearly labeled and explained so you’ll understand how I *equipped* and *empowered* Elaine to progress from being *Unconsciously Incompetent* (“I don’t have a clue what to do”) to become *Consciously Competent* (“Now I know what to do because we broke this

down into manageable parts”).

You’ll see our *brainstormed ideas* and resulting **Mentoring Action Plan** for achieving her Goal.

Failure #5. Mentor-protégé partners are <i>NOT compatible</i> .
○ As a mentor, did you stop helping an <i>incompatible</i> protégé?
○ As a protégé, were you <i>incompatible</i> with your mentor?

Chapter 5 describes how “**Proven Mentoring Assessments Enhance Mentor-Protégé Compatibility & Benefits**” like they did for over 20,000 mentor-protégé partners.

You’ll answer these Mentoring Assessments to understand how they enhance Partner Compatibility – and the matching of “best-fit” Partners:

- **Mentoring Style Indicator.**
- **Protégé Needs Inventory.**
- **General Style of Functioning Indicator.**
- My **ONE-DAY Partner Matching Process** saves hundreds of hours and matches *best-fit* mentor-protégé partners.

Failure #6. <i>Informal</i> “do-your-own-thing” mentoring seldom “happens” when a protégé most needs mentor assistance.
○ As a protégé, did you receive <i>informal</i> mentoring when you most needed it?
○ As a mentor, did you provide <i>informal</i> mentoring when most needed?

Chapter 6 describes how and why “**Formalized Mentoring Satisfies Protégé Needs better than Informal Mentoring.**”

You’ll learn how 10 distinctive differences of *formalized* mentoring overcome the shortcomings of *informal* mentoring.

You’ll find out essential components of *formalized* mentoring programs, which are lacking in *informal* mentoring.

Failure #7. <i>Informal</i> mentoring relationships often <i>end badly</i> .
<ul style="list-style-type: none"> ○ As a protege, have you experienced a “power struggle” before your <i>informal</i> mentor would let you leave? Or, have you wanted to stay when the mentor wanted you to leave?
<ul style="list-style-type: none"> ○ As an <i>informal</i> mentor, did you encourage your protege to go? Or, did you pressure your protege to stay?

Chapter 7 explains how to employ what you’ve learned in Chapters 1-6:

You’ll understand why and how *informal* mentoring often ends badly.

You’ll understand why and how *formalized* mentoring ends well, by reading actual examples.

After benefitting from *formalized* mentoring, proteges typically want to mentor others like they were mentored. My poem – ***Mentor Me*** – describes this.

You’ll learn how to ***Manage Mentoring*** – like I did by guiding my mentor to employ the *6-Step Mentoring Process* and provide *Situational Mentoring* – to help me ***transition*** from salaried professor to revenue-generating business owner, and make necessary ***transformations*** in my thinking and actions.

Proteges will learn how to ***Manage Mentoring*** so you receive the *equipping* and *empowering* you need to satisfy important Needs/Goals.

Bottom Line

Reading this book and applying what you learn will ***Enhance YOUR Mentoring Relationship & Benefits*** – as it has for over 20,000 mentor-protege partners, whom I’ve trained. Intended Benefits have resulted for individual proteges and their mentors and for their organizations. And will result for you, too!

Another book describes 45 years of my work/passion:

***Mentoring, Skill Coaching & Knowledge Solutions:
Different Resolutions for Different Challenges***

- ✓ **Mentor grade 4-12 Youth** so they learn about careers that match their talents and aspirations. We discovered essential components for creating a **Talent / Workforce Development Pipeline** (comprised of Youth + Undergrad-mentors + STEM Professionals).
- ✓ **Mentor college students** to succeed academically and **mentor college interns/co-ops** so they learn about the sponsoring company and hire on. This saves recruiting dollars.
- ✓ **Mentor new hires** to feel welcome, get up to speed faster, begin preparing for career development, and remain with the company; reducing turnover pays for such mentoring.
- ✓ **Mentor career exploration** so the right career path is taken for the right reasons. (e.g., you don't want unprepared "techies" take the managerial path when they should not).
- ✓ **Mentor career expansion** to reduce costly turnover when promotion isn't possible.
- ✓ **Mentor career development** so proteges are properly prepared and will be successful.
- ✓ **Mentor leaders for succession planning** to support talent development courses and to gain wisdom and practical know-how from C-level Officers to "run" the organization.
- ✓ **Mentor/coach improved Person-Job Fit** so one's typical style of functioning better matches what the job or position requires. This improves performance and reduces turnover.
- ✓ **Mentor the diversified workforce** so unique talents and creativity are empowered.

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