Durham E-Theses

Mentoring in the market place.

Garvey, Bob

Mentoring in the Market Place:

studies of learning at work

A Thesis Submitted

by

Robert Garvey

For the Degree of Doctor of Philosophy

Durham University

April 1999

Contents

Table of Figures

The Introduction

This introduction has two parts. The first provides a general outline of this work. It aims to help readers orientate themselves. The first part presents the overall structure of the work and identifies the key themes. The second part presents a substantial piece of research. This establishes the main agenda for this work.

Part one

This thesis is a 'thick description' (Geertz, 1971) of mentoring activity found in a variety of settings. This work analyses mentoring at four levels within the framework of two dimensions. Each level and dimension is discussed with varying degrees of detail as illustrated in figure 1 below:

	GLOBAL	
LEARNING	NATIONAL	**MORAL**
	ORGANISATIONAL	
	DYADIC	

Figure 1

(The larger the type, the more emphasis in discussion.)

The Global context is referred to in general terms in order to offer an international dimension to the concepts presented. Mentoring means different things to different peoples. In the US mentoring is mainly understood as a vehicle for 'high fliers' and 'fast trackers'. There are many examples of mentoring in the US dramatically assisting an individual's career progress.

In Europe, there is a different perspective. Mentoring is mainly viewed as a developmental and learning process for people who are moving through either work or life related transitions. The US perspective influences the European view and visa versa. The analysis in this work develops an understanding of the European, particularly UK, perspective on mentoring.

This thesis primarily examines mentoring activity in the UK work place and investigates its application in both the private and public sectors. But, this work also locates mentoring in a wider context than the working environment. The UK seems to be moving into a different phase following eighteen years of Conservative rule and society's views on doing business are changing and developing. Mentoring plays a part in helping to bring about change as people develop new thinking and perspectives on their lives, their work and society as a whole. Mentoring is a growing phenomenon.

The Organisational context is developed with reference to the literature, the use of case studies and survey material. This level of the investigation is a key element in this work. Three specific organisations are investigated, two public sector and one private sector. They are not investigated for the purpose of comparison but rather to examine the variation and diversity of mentoring in

the work place.

The first case study investigates mentoring in the UK Health Service. It examines the mentoring activity linked to a specific educational programme. The second case study examines mentoring activity in a private sector organisation. Again the mentoring activity is linked to a specific educational programme. The third case examines mentoring activity within a public sector organisation which has undergone 'commercialisation' following Conservative Government reforms. Lessons learned from the previous two studies are applied in this third study to good affect and the thoughts and feelings of the participating individuals are explored as they prepare for the mentor role.

The Dyadic context is explored in detail using literature, case studies and survey material. This level is another key element in this work. There are two specific and in-depth case studies which explore the dynamics of the dyadic mentoring relationship together with other short vignettes which help to illustrate the variety and complexity of mentoring relationships. A descriptive heuristic device is introduced and used as the basis of investigation.

At the heart of mentoring is learning. This work explores this notion in depth using personal experiences of mentoring and teaching. References are made from time to time to the notion of learning in the work place. In this context a framework of description for the 'learning organisation' is introduced. This is referred to as a 'corporate curriculum' and offers some glimpses into the future direction of mentoring activity located in a learning or knowledge productive environment at work.

There is also a moral dimension inherent in mentoring and learning. This work places mentoring and learning within an economic framework and the moral issues arise out of this. In the context of a capitalist community the issues of manipulation, control and the abuse or use of power within mentoring cannot be ignored. These issues are debated throughout this work and although the moral dimension is not highlighted as a separate issue, it is always present in the discussions presented here. This is because as Jarvis (1992) puts it, '..learning, and perhaps knowledge itself, has significant moral connotations' (p. 7).

This work is structured in four parts as follows:

- *The Foundations*
- *Aspects of Mentoring*
- *Organisational Aspects*
- *The Future*

Section one - The Foundations section has three chapters.

The first chapter provides the methodological argument and offers an overview of mentoring. It provides a 'back-drop' of context for the reader and poses a number of questions and challenges:-

- mentoring is widespread
- mentoring activity appears in a variety of forms
- mentoring has a long history

- ▸ mentoring is a recent addition to management literature - 1970's
- ▸ mentoring in the modern context is under researched and not fully understood

All these points are addressed as the work unfolds.

The second chapter presents a number of propositions. These are the drivers of the whole work. The propositions are based on the research as a whole, together with the survey material presented in section two of this introduction and practical experience. The propositions establish the framework and the area of study for the rest of this work. These propositions represent the conclusion drawn as a result of this investigation into mentoring. The remainder of this work describes and illustrates how these propositions evolved.

Mentoring is essentially a learning and developmental relationship between two people. As such it has various dimensions and can exist in various environments. There are two main types - formal and informal. The challenge for organisations is to harness the best of the informal without making it too formal and subject to management control. Mentoring is universal and widespread. It is multicultural and truly international. Mentor, it is argued, is the highest level educator.

The third chapter defines mentoring in the context of historical perspectives, the literature and illustrative case study vignettes. This chapter does not seek to offer one definition as this would be both misleading and methodologically inappropriate. Mentoring can be defined in various ways in various contexts and environments. The context and environment influences the mentoring form.

Section two - Aspects of Mentoring

This section has three chapters - chapters 4 - 6.

Chapter four provides insights into the nature of the mentoring relationship in the dyad through case study material. Mentoring is a relationship which engages the emotions of people. There are various dimensions to the relationship and phases. As people consider becoming mentors they need to be aware of themselves and develop a strong image of themselves and their role. As a result of the emotional engagement the participants' learning is more intensive. The influence of learning styles on the choice of mentors is relevant in helping to explain the choices made by mentees.

Chapter five discusses learning within the mentoring relationship. Language and dialogue are key to learning and it is clear that mentoring engages people in crucial, meaningful dialogue. Being work-based, it also offers opportunities for relevant learning located in individual activity.

Chapter six presents survey material and discusses the effectiveness of mentoring. This links the individual and the organisational aspects of mentoring. There are potential problems which can arise in certain organisations. There are also clear benefits for the individuals who take part in mentoring.

Section three - Organisational Aspects.

This section has two chapters - chapters 7 and 8.

Chapter seven considers the environment in which mentoring can flourish using a case study. Learning happens best in certain environments as learning is relentlessly a social activity (Jarvis, 1992). In an organisational context, this means that there are implications on the dominant culture and style of management. There can be little doubt that the culture and resultant management style influence the nature and form of mentoring activity.

Chapter eight is another case study which is developed on the lessons learned from chapter eight. It explores the development of mentoring within an organisation from the point at which the organisation recognises that mentoring may help to contribute to its progress.

Section four - The Future. This section has one chapter.

Chapter nine offers both a conclusion and perspectives on the future of mentoring at work. Mentoring is not therapy for people at work. It is a highly effective process which can enhance individual and organisational effectiveness. There is great need for this type of human interaction at work. However, there are risks and there is much scope for misunderstanding and abuse. This should not stop organisations striving to achieve a learning environment in which mentoring plays its part. The tensions of the moral issues and the paradox of mentoring located in a capitalist context can be lived with. The nature and form of capitalism is shifting to a more egalitarian state based on stakeholdersim.

Part two

The extent and use of mentor in a range of organisations

There is a changing managerial climate in the UK. This is perhaps reflected in the massive change of direction taken by the Nation on May 1 1997 when there was an historical landslide Labour victory at the general election. In part, this unprecedented change may be attributed to the failure of the Conservative agenda of free-market economics; the consequences of which could be seen in people's lives with their contact with homelessness, the Health Service, 'fat cat' pay outs and the like (see: Hutton, 1995 and chapter 2). It could also be attributed to a change in the Nation's philosophy. Employers are recognising the need for co-operation at work rather than conflict. A firm's survival is now linked to the idea of co-operation between all parties and the notion of 'stakeholderism' (see: Hutton, 1995) is taking a grip of people's thinking. Rover, Thorn Lighting, Joshua Tetley, Ilford Films, The Halifax, Nat. West, Potterton Myson, Pizza Hut, The Health Service, The Information Technology Service Agency, (the list goes on), are all examples of organisations attempting to shift their thoughts towards, as David Trotter, Human Resources Director of Potterton Myson calls it, a more 'humane' way of running our organisations.

The move towards this approach has both moral and economic considerations. The economic argument is gaining much momentum; 'people mean business' as a slogan has gained much credence. As Kessels (1996) puts it, 'Perceptions of the role of human intervention in economic transactions have changed. Appreciation of an individual's physical labour and ability to regulate

and coordinate has made way for an emphasis on potential contribution to knowledge productivity' (p.5). Clawson (1996) illustrates this 'paradigm shift' graphically in figure 2. Clawson (1996) contrasts the 'shift' as:

'1 Bureaucratic way:

- ▶ planning;
- ▶ focus on the structure;
- ▶ focus on title;
- ▶ controlling;
- ▶ enacting;
- ▶ excluding;
- ▶ focus on organization;
- ▶ meeting set goals;
- ▶ hierarchy oriented;
- ▶ results oriented.

2 Process way:

- ▶ scanning;
- ▶ focus on the work;
- ▶ focus on skills;
- ▶ empowering;
- ▶ harmonizing;
- ▶ including;
- ▶ focus on customer;

Primogeniture	Max Weber	Bennis
Aristocracy	**Bureaucracy**	**Process**
History through 18th century	19th and 20th centuries	Information age

A	**B**	**P**
Power is distributed by gender and lineage	Power is distributed by gender and office	Power is redistributed to key process contributors (KPCs)
Assumption is father knows best	Assumption is boss knows best	Assumption is KPCs knows best

Figure 2 (Clawson, 1996, p.7)

▶   continuous improvement;
▶   team oriented;
▶   relationship and results oriented.' (p.8)

Clawson, (1996) goes further by suggesting that human activity occurs at three levels:

Level 1	Observable behaviour
Level 2	Conscious thought
Level 3	Pre-conscious thought - values and beliefs

Figure 3

He suggests that Level 1 is the 'bureaucratic paradigm': 'we do not care what you are thinking or feeling, just do what the job description demands of you and do it well' (p.8). In other words, treating people as a 'means to an end'. He argues that this underpinning logic led to industrial unrest and social division. Levels 2 and 3 are part of the 'Process Age' where we realise 'that to do anything collectively really well, especially in a service-based economy, we need to engage employees as a whole people and to invite their minds and their hearts as well as their bodies to come to work, (pp. 8-9). In other words, treating people as 'ends' in themselves. Mentoring, as an intensely human activity with learning at its heart, plays a role in this 'new' environment.

This introduction investigates this claim and gives rise to propositions made later in chapter 2. In addition some of the issues raised here are explored in more depth later in this work. It presents the findings of two surveys. The survey approach is convenient. It allows for a larger number of people to become involved in a level of 'thick description' (Geertz, 1971) without the great investment of time which is involved in a more detailed and active 'live' participation. These surveys contribute a 'snap-shot' and help to support the proposition that mentoring is quite widespread and manifests itself in different forms.

The Survey

Aim

The purpose of these surveys is to determine:

▶   the extent of mentoring within the participating group.
▶   the links between the way in which the participants describe their organisations and the use of mentoring.
▶   the perceived purpose of mentor schemes within the participating group.
▶   the form the schemes take within the participating group.
▶   the perceived effectiveness of the schemes.
▶   the perceived problems the mentor schemes within the participating group.

Methodology

The first questionnaire (see appendix I &II) was sent to 62 part-time MBA students - a total

cohort. Following their responses, the questionnaire was modified slightly. The second, modified questionnaire was then sent to a further 42 part-time MBA students. This number also represents a total cohort. The number included students who were attending the MBA programme from the Northern Region of the Health Service. These people are known to have a mentor programme.

A total of 83 questionnaires were returned. The responses were categorised into three main sectors. The Manufacturing Sector includes Engineering and Chemicals. The Public Sector includes Education, Local Government and the Military. The Service Sector includes utilities, financial services, consultancy and retail.

Sectors Represented
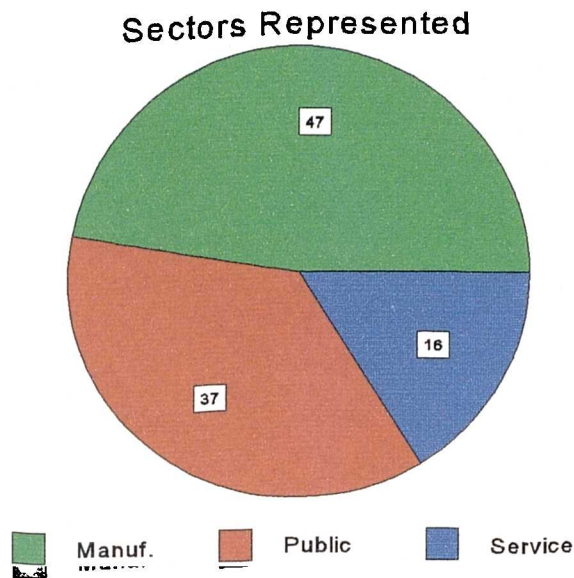
Figure 4

As can be seen in figure 4, Manufacturing offers the largest response with the Public sector next. This reflects dominant position of manufacturing industries in the regional.

The MBA group was chosen for the following reasons:

1. Ease of access to the sample through central administration.
2. Potentially 104 organisations may be represented in the sample.

4. Good possibility of high response rate as the participants were known to me.

5. Ease of arranging individual follow-up discussions if necessary.

6. Broad cross-section of organisations to draw on.

Figure 5 shows that the participants are involved in mentoring themselves.

The Questionnaire

The questionnaire was designed to meet its aims and scope was given for both 'open' and 'closed' responses. The 'closed' approach enables ease of counting while the 'open' helps to clarify meaning in order to gain a clearer understanding and truer picture of the issues. 'Closed' questions may not give a completely accurate picture and are limited in their application. However, the 'open' approach requires the participant researcher to interact and interpret the data. A judgement is necessary when analysing the responses and this was done by looking at the frequency of similar responses and banding them within categories.

From the first questionnaire, it became clear that there was a possible link between management style and mentoring. Also, the issue of a formal or informal mentor scheme was raised in the first

Involvement of Respondents

Figure 5

- Mentor/tee
- Manage it
- Devised it

88 | 6 | 6
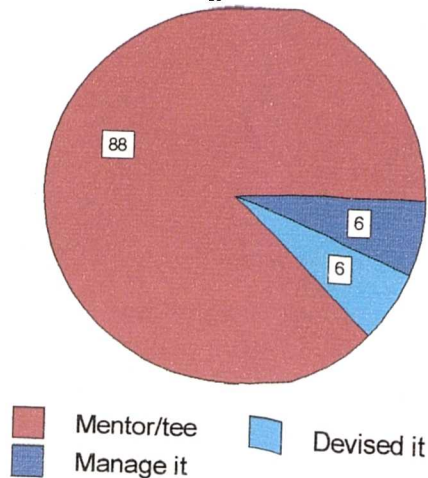
Who Has Mentoring ?

Figure 6

All | Manuf.
Public | Service

Yes | No | DK
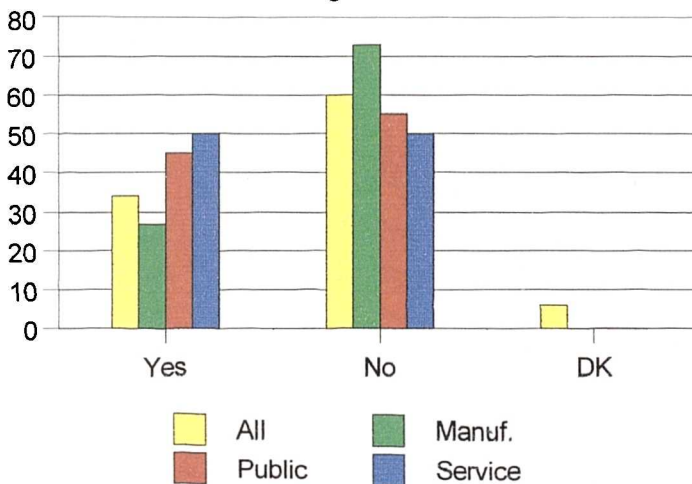
questionnaire and it seemed appropriate to explore this further.

The results of both have been put together and presented as one. This is appropriate as the two

versions are broadly in line with each other. However, in some instances, where appropriate, reference is made to each specific questionnaire.

Results and Analysis

(All results are expressed as percentages of the sample return. The data relevant to the specific objectives of the investigation from the two surveys have, in the main, been grouped together. (It is indicated in the text where this approach is not followed.)

Within the whole group about 1/3 of organisations represented have mentoring systems (figure 6). The distribution of mentoring organisations is different when the participants' responses are examined by sector. Manufacturing which offers the highest response has fewer mentoring schemes. The Service Sector which has the lowest response has proportionately more mentor schemes. Mentoring schemes seem quite well established in the Public Sector.

The dominant descriptions for all organisations in rank order, are: Task Focused, Changing, Customer Focused (see figure 7).

For the three sectors this pattern is slightly different.

Manufacturing organisations describe themselves in rank order, as follows:-

- ▸ Task Focused
- ▸ Customer Focused
- ▸ Changing

How Organisations Describe Themselves

Figure 7
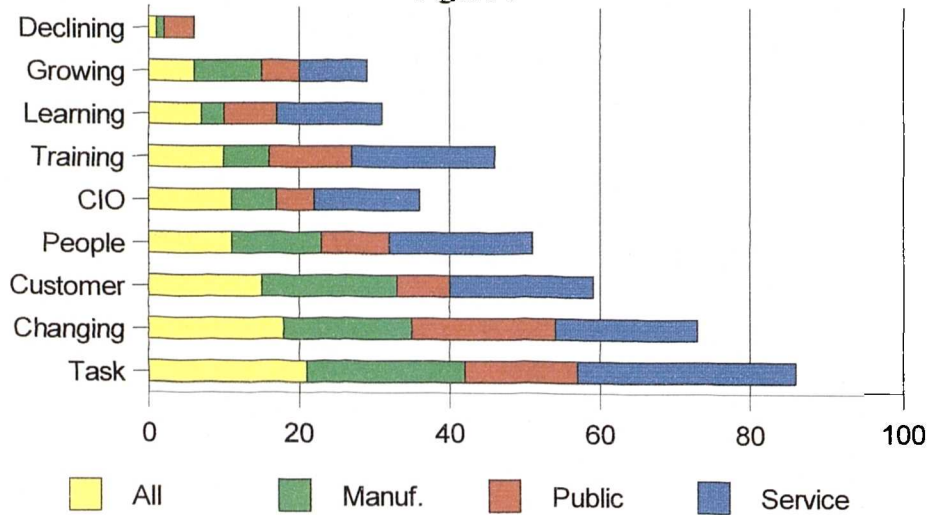
Public Sector organisations describe themselves in rank order, as follows:-

- Changing
- Task Focused
- Training Organisation

Service Sector organisations describe themselves in rank order, as follows:-

- Task Focused (very dominant)
- People Focused, Training Organisation, Customer Focused, Changing (=2nd)
- Continuous Improvement Organisation

The common descriptions for all groups being 'Task Focused' and 'Changing'.

Descriptions with Mentoring (figure 8)

When examined by those organisations with mentor systems the pattern changes again.

All organisations in the group with mentor systems describe themselves as:-

- Changing
- Task Focused
- A Continuous Improvement Organisation

These descriptions when examined by sectors with mentor systems reveal:-

Manufacturing

- Customer Focused, Changing, A Continuous Improvement Organisation (=1st)

9

Descriptions with Mentoring

Figure 8
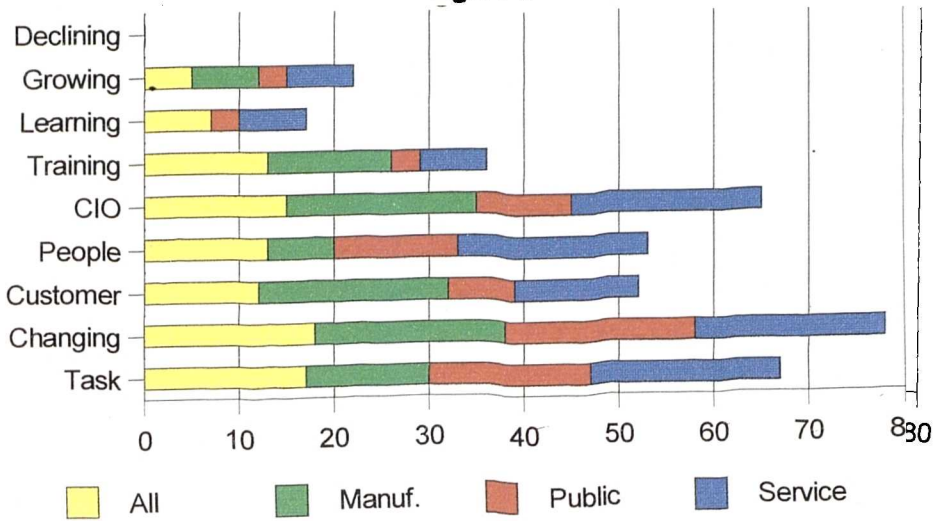
Public Sector

- ► Changing
- ► Task Focused
- ► People Focused

Service Sector

- ► People Focused,
  Task Focused, A Continuous Improvement Organisation, Changing (=1st)

The common descriptor in all sectors being - 'Changing'. Service and Manufacturing Sectors having 'Customer Focus' and 'Continuous Improvement Organisation' as common factors. The Service and Public Sectors have 'People' and 'Task Focused' in common.

No participant describes their organisation with mentoring as 'Declining'. In contrast, the Public and Manufacturing sectors without mentoring do indicate a small 'Declining' description.

The description 'Learning Organisation' is not particularly widespread in any breakdown although this description is present among the group in low numbers.

What is the Purpose of Mentoring?
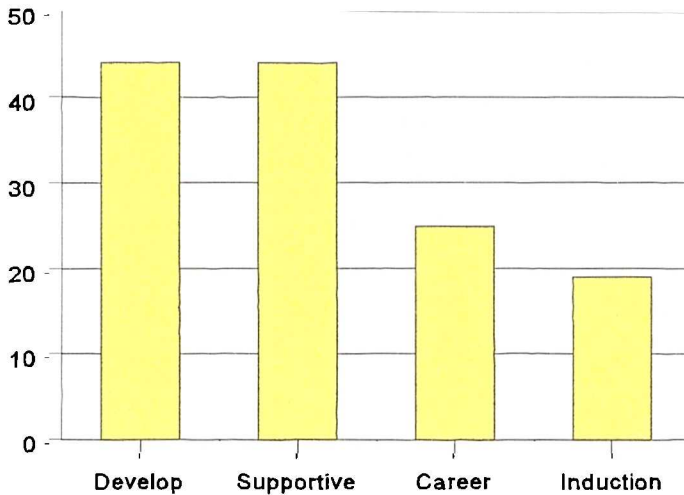
Figure 9

The Purpose of Mentoring in Organisations

A large number of mentoring organisations (88%) state that the purpose of their mentor scheme is to be supportive of development (see figure 9). Some organisations use mentoring as part of a fast tracking induction programme and others for career progression and succession planning. In one organisation, mentoring is used for redundancy outplacement, here "there has been very little recognition that paying people redundancy alone is insufficient and that there are casualties even among the people who did get jobs in the new organisation - grieving etc."

Type of Mentoring

Half of the mentoring organisations represented in the group call their system Mentoring. Other names for the schemes include:- 'Personal Development' discussions/planning, 'Godfather/mother' scheme, 'Career Development'' scheme, 'Continuous Progress Reporting', 'Counselling Partnerships' and 'Sponsorship'.

Mentoring most commonly takes the form of one-to-one discussions in private and is usually linked to a specific development scheme where the mentor's role is to support the development.

The participants' responses from the second survey indicate that they recognise the distinction between 'Formal' and 'Informal' mentoring (figure 10). The majority (29%) of the participants have 'Informal' schemes, 8% have 'Formal' ones and 21% have both 'Informal' and 'Formal' combined. Of those who have a mentor scheme, 50% link it to a Specific Development Programme.
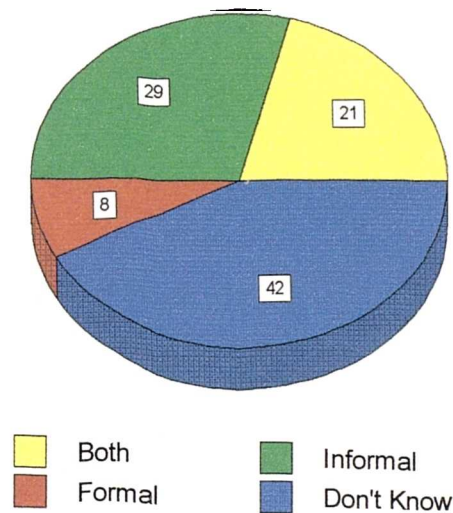
Types of Mentor Scheme

Both
Formal
Informal
Don't Know

Figure 10

Management Styles

When asked to describe their perception of the management style and structure in their organisations, the overall response of the participants is that a 'Hierarchical' structure is dominant. Linked to the 'Hierarchy' structure is an 'Authoritarian' style (figure 11). However, the participants with mentoring in both the formal and informal sense state that the dominant structure and style in their organisations is 'Teambased', 'Involving', 'Empowering' and 'Democratic'. Those with only an informal approach to mentoring report that the 'Hierarchy' structure is less significant. In those which have a formal approach to mentoring, the structure is mainly 'Hierarchy'.
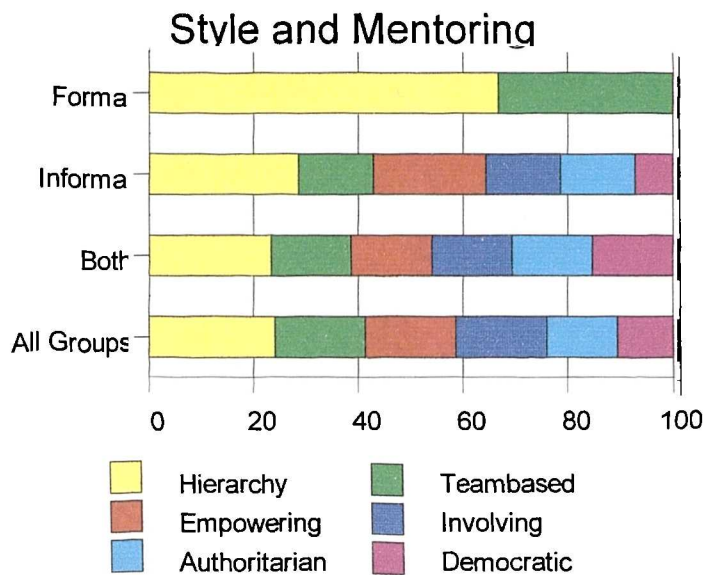
Style and Mentoring

Legend:
- Hierarchy
- Empowering
- Authoritarian
- Teambased
- Involving
- Democratic

Figure 11

How Effective is Mentoring

A large number (see figure 12) report that their mentor schemes are mainly effective in delivering the objectives of the mentoring scheme. And some participants are enthusiastic about the impact of mentoring on the organisation - "It is usually the case that it has resulted in a closer contact between myself and staff... it helps to make both sides seem more 'human' to each other." and "Whilst 'development' features in my description of its purpose, this system really offers a good means of communication. That said, some form of development must be present." Others see the long term nature of the developmental process - "Staff find the support necessary.....mentors can guide them through, however long it takes."

In another organisation the participant stresses the need for mentors with autonomy and a certain authority - "In my organisation your mentor has the authority to put you on anything you want to do and allocate unpaid leave if you want to develop further."

Some participants indicated their concern that there is a conflict of interest between the organisation and the stated purpose of mentoring. These concerns relate to the overriding 'culture' of the organisation. If the organisation leans towards the bureaucratic, there is a greater tendency for the following 'power and status' type statements. If this is the case, the systems of the organisation take greater priority than the development of the individual.

"The appraisal system, done by line management, supersedes the mentor system."

"It gets mixed up with appraisal."

"Careers are not matched to the business structure - the business plans and structure wins."

"...for some managers (mentoring) is linked to performance related pay."

"Sometimes too much focus on results rather than general development."

Other comments suggest that some organisations have difficulty with the commitment to mentoring from colleagues. Again there are the same links as mentioned previously between the way the organisation is structured and the overriding philosophy.

"..varying commitment is a problem."

"Top management don't appear to be committed."

"...seen as lip service as a means to achieve IiP (Investors in People)."

And some organisations have a problem with acknowledging the time commitment -

"No release of people who would make excellent mentors due to pressures of work."

"..mentoring, at times, seems burdensome in terms of workload."

How Effective is Mentoring?
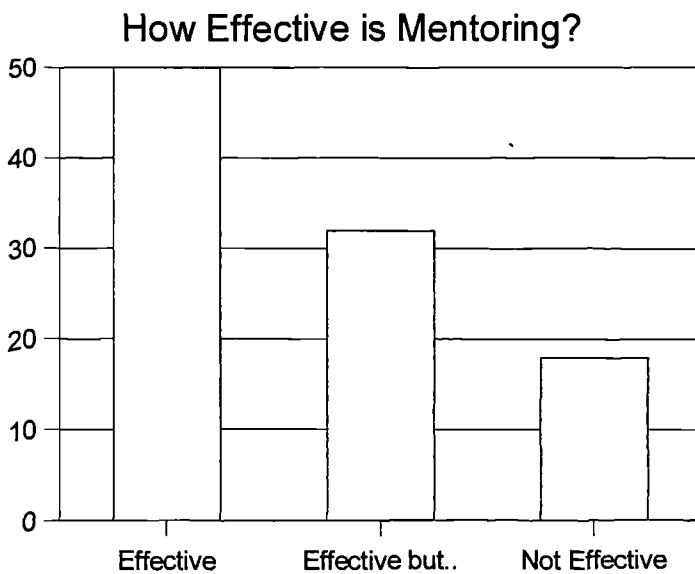
Figure 12

There is some concern that mentoring raises expectations in the mind of the mentee about job prospects, development and advancement which then prove difficult to deliver.

"Matching expectations can be difficult."

The relationship in mentoring generates concerns among this group of participants. Some are concerned about the heavy reliance on the personalities and abilities of the participants.

"...relies heavily on the participant's getting on together and trusting each other."

".. it is sometimes difficult to establish the relationship."

"Individual differences in mentors lead to different perceptions of the role of mentor."

Power and status concerns are reflected in the statements -

"...mentees maybe reluctant to be entirely open with the mentor."

"I am aware that some people see a mentor as 'big brother' i.e. a disciplinarian."

One feared that the role of mentoring was to offer criticism and this could cause difficulties in the future - "(it) would involve criticism of future colleagues."

Some participants would prefer a more controlled and tightly managed system where management makes the running in the mentor scheme.

"...perhaps not formal enough in the sense of planned meetings."

"... the roles have not been clearly defined."

"It is not a regular or continuous system."

And one participant was concerned by the empowerment issue -

"...the success relies on the individual proposing the scheme to management." Others, however see it as "an opportunity to be taken if you want to."

Some see a clear need for mentor training -

" Preparation of mentors etc. understanding the role."

"Good mentors need to be highly skilled and knowledgable."

Organisational size is seen as an issue -

"We are a relatively small group of people and we don't want to upset each other, since we promote each other!"

Some participants feel that little is achieved through mentoring -

"It doesn't really do very much...".

They indicate that the problems are often linked to selecting or being allocated the 'right or wrong' mentor -

"I was given mentor who I had great difficulty in liking."

The matching problem can also be in terms of the skills of the mentor -

"My mentor's skills needed sharpening up. He didn't seem able to listen to what I was saying and even when he was interested, he didn't seem to know what to say."

More attention to mentor training is suggested as a solution to these difficulties.

Some see the simplicity of mentoring as key to its success -

"It works because it has relatively simple and limited aims."

Formal Evaluation

The most common means of evaluation are through:-

Survey techniques   12%

Reporting systems   12%

External evaluators   12%

Internal evaluators   12%

Other unspecified means   52%

31% of mentoring organisations evaluate their scheme's effectiveness and this is most commonly done through a mixture of surveys, reporting, and both internal and external evaluators. There was a 52% non-participation rate on question 12 (see appendix I & II for questionnaire).

Is Mentoring Evaluated?

| 31% | 56% | 13% |
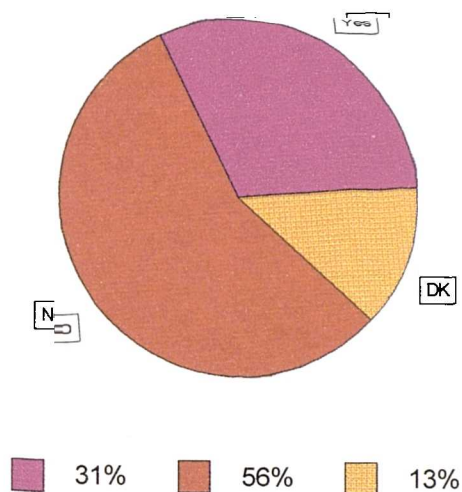
Figure 13

Interpretation and Discussion

Mentoring in the organisations questioned is fairly widespread but is more evident in the Service and Public Sectors. This may be due to the way in which they describe themselves. It may also be due to the nature of the management styles and resulting cultures represented in these Sectors.

The linking descriptor in mentoring organisations is 'Changing'. This can quite readily be explained.

In the Service Sector, financial institutions for example, are developing new products, different philosophies and alternative approaches to doing business. They have also undergone many

changes in legislation through the Financial Services Act. This has inevitably led to new codes of practice.

The Manufacturing Sector is facing very fierce international competition and clearly it is a case of 'change for survival'. These changes appear in some larger companies through ideas such as 'demerging'(i.e. ICI) or 'restructuring' (i.e. Courtaulds) and some alter their production methods through the use of technology (i.e. Rover). Underpinning these reorganisations is the need to create smaller more dynamic and autonomous working units.

The changing environment is also apparent in the changing approaches to individual performance at work, teamworking, learning and training and development. Organisations are introducing and developing 'Performance Management' systems and are focusing on the development of people. The concept of 'The Learning Organisation' is becoming established.

The Public Sector, during the period of the Conservative Government and the period of this survey, was awash with Government imposed change. As a result, Education now has Local Management of Schools, the National Curriculum, Grant Maintained Schools, GCSE, AS levels and league tables.

Health has fund holding G.P.s, Trust status, market economics and Clinical Directorates introduced.

Local Government structures are being reviewed, there are different local taxation arrangements, tighter budgetary controls, capping and compulsory competitive tendering.

It is important to note that the 'Changing' description is also the most frequently cited (75%) in all Sectors of mentoring organisations. This may be evidence of the notion that mentors are agents, supports or facilitators of change. Related to this, the notion of mentoring being most effective in 'transitions' is well established (see: Levinson, 1978; Kram, 1983; Zey,1993; Antal, 1993).

All represented organisations frequently describe themselves as 'Task Focused'. Within the three sectors there are slight variations as to the frequency of the description with the Service Sector consistently describing themselves as 'Task Focused' in all break-downs of the data.

Manufacturing participants frequently describe themselves as 'Task Focused' but this frequency is reduced when the mentoring dimension is introduced.

The reverse is true of Public Sector participants. The frequency of the 'Task Focused' description is increased when the mentoring dimension is added.

This apparent confusion could mean a number of things and highlights a weakness inherent in survey techniques in general. However, some light may emerge by referring to the literature on mentoring as this is not an untypical finding in mentoring research and gives support to the proposition that there are many variations in the mentoring form.

The values and norms inherent in an organisation, its 'culture', must influence the use and forms

16

mentoring takes. This will naturally lead to much diversification. Triandis (1989) and Triandis et.al. (1988) observe that parent / child type relationships or vertical relationships are more common in collectivist cultures. This form of relationship is based upon parental intervention for guidance; to provide a direction and framework for the child. This would naturally give rise to the hierarchical mentoring form so fully explored and described (see: e.g., Levinson et.al. 1978) since the ancient Greeks.

Cultures which are more individualistic tend to promote horizontal relationships. Here the emphasis is placed on independence and detachment. This form is likely to give rise to peer or equal status mentoring. Peer mentoring is not new, Telemachus, in Homer's poem, experienced this with his relationship with Peisistratos, King Nestor's son.

Collectivist cultures value mentoring as they view it as developmental and focused on perpetuating the existing culture. Here, both informal and formal means of mentor is recognised and enshrined in collectivist values. The appraisal system may acknowledge mentoring activity and peers may offer support informally for mentoring partnerships (see: Ragins and Scandura,1994).

Individualist cultures on the other hand may view mentoring as a form of dependency or weakness. The mentor provides remedial help for the mentee to compensate for deficiencies.

As Wilson and Elman (1990) observe, mentors play a key role in perpetuating cultural norms and values. The implications here are great. Collectivist cultures are more likely to foster mentoring and provide support and reward for the mentor. In an individualistic culture, mentoring may have greater difficulty in developing and gaining any credence among the participants for the basic driver of such cultures is 'stand on your own two feet'. There are lessons here for minority groups and women. In a collectivist culture, there is support of hierarchy and power differentials which may hinder the succession of women. However, in an individualistic culture, incompetence and inadequacy may also be compounded among women and minorities. Mentoring in both these instances may simply act to support an existing regime (Wilson and Elman, 1990; Ostroff and Kozlowski, 1993) and in some instances it has the potential to be destructive.

The individualistic culture is a direct consequence of the free market philosophy. As argued in chapter 2, there is a change away from such individualism towards a more collective culture as imaged by the term 'stakeholderism'. In a time of National change it is inevitable that there will be individual organisations at different stages of change. This again accounts for the variations in this finding.

Another interpretation of this finding may be that the participants perceive the description Task Focused in accordance with the Taylorist School (1911) of management thinking. If this is the case, their organisations would have a 'cause and effect' philosophy, or 'mental mode' (see chapter 1) based on a Newtonian view of science. This thinking process produces a traditional task focused approach to management where people are simply the resources by which productivity and profit are enhanced; people are viewed in this environment as means to an end.

Organisations that are managed in the Taylorist way may include the mentoring process only to achieve a direct enhancement in productivity. They may not see that enhanced productivity can

be one of the consequences or by-products of mentoring. Such organisations would not entertain mentoring for its own sake and an open view of development and learning could not prevail. This may account for the link between 'Formal' mentor schemes and 'Hierarchical Authoritarian' structures and styles identified in this survey.

If the above point is the case, it may be argued that, although mentoring is the name given to the process by such organisations, the reality is that such organisations may be confusing the process with straight forward Scientific Management. This means that they are using the language of development but the behaviours of power and control. In such an environment, mentoring in this sense, cannot exist for it simply becomes the instrument of a manipulating management. What they may mean by mentoring is in fact coaching. Coaching is about the transfer of specific skills from one to another. Clawson, (1996) sees coaching as being 'couching in verbal and emotional abuse and exploitation seemingly designed to treat individuals as cogs and stepping stones to personal glory - in many respects a continuation of the bureaucratic, top-down, impersonal approach' (p.9). Mentoring is more humane and holistic.

> ' Mentoring includes teaching but goes beyond the mere transfer of knowledge and skill, to include technical, organizational, and career/personal life issues' (Clawson,1996, p.9)

Another interpretation on 'Task Focus' could come from Handy's (1986) description of a 'Task Culture'. Here the culture is broadly described as job or project oriented with an emphasis on a team approach and the key influence is with the level of expertise involved in the task. These factors, linked with the need for fast response may explain the preference for the 'Task' type of environment in the Service and Manufacturing sectors.

The most common mentoring form is the 'Informal'. This seems to suggest that these organisations recognise the natural informal nature of mentoring, understand and appreciate its potential benefits and therefore allow it to continue without over-management of the relationship. This point is discussed more fully in chapter 8.

Further links may be drawn with the 'People Focused' response. If the participants understand by this Handy's 'Person Culture'(which is sharply focused on individuals and people operating by mutual consent), then a combination of 'Task' and 'People' may be, in part, the ingredients for mentoring relationships within a 'mentoring organisation'. The 'Continuous Improvement Organisation (CIO)' description also found in 'mentoring organisations' represented by this study is strongly associated with the idea of 'Learning Organisation'. Although the 'Learning Organisation' description was not frequently cited, perhaps the CIO label is one with which people feel more at ease? It is very likely that this is the understanding of the participants here for they are MBA students who engage with this language throughout their course. In fact, Handy's cultural model is taught as part of the foundation programme.

The concern with language and meaning is important for Vygotsky (1985.b) suggests that the language must be in place first for social changes to become a reality. The drive for a 'new' management language is almost insatiable. This is borne out by the other descriptions used in this survey. The crux of the issue lies with the interpretation participants place on the terminology used in the survey. This is a key challenge for many organisations. It is, as Vygotsky (1985a,b.) Bruner (1990) and Geertz (1971) suggest, important to put the language of change in place but

the next step is to develop a common understanding of what this language means. This is communicated by constant and regular dialogue together with appropriate illustrative associated behaviours. Mentoring is an intense one to one dialogue which can help to develop this all important common understanding.

Clues as to the interpretation placed on the descriptions may be drawn from the frequency of other descriptions used by the participants in this survey.

The term 'Customer Focused' is derived from the move towards total quality and meeting customer needs as well illustrated in the case "Delivering the Goods on Customer Care" Wellin (1993). The example expressed here demonstrates the need for organisations to develop relationships with clients by 'getting close to the core of clients' businesses,' over the long term in order to 'focus on the unique needs of each client as on their similarities' (p.35). The language used to describe this approach to business strategy is likely to be well understood among the participants (MBA students). This approach to competition is gaining momentum across the range of different sectors. This survey provides some evidence of this.

43% of the survey group described their organisation as 'Customer Focused'. The Manufacturing and Service sectors used the term more frequently than the Public Sector participants. Within the different organisations who take part in mentoring schemes, 'Customer Focus' was used most frequently by Manufacturing (75%) in Service (50%) and in the Public Sector only (20%). This suggests that mentoring organisations are beginning to think about their 'Customer Focus'. The Manufacturing and Service sectors may be closer to this in reality although the Public Sector may be moving towards this description. The 'Customer Led' approach to strategy as put forward by Porter (1980,1985) is very well understood in the business environment and is therefore not discussed here in any depth.

Another perception on the 'Task' description could be illustrated using the Tannenbaum & Schmidt (1973) model. This model (below) suggests that there may be a conflict between styles of management; Task management being concerned with results and People management being concerned with meeting group and individual needs. The term Task Focus used here does not have the same meaning as Handy's (1986) use of the term. Handy's meaning in 'Task Focused' is one which is all inclusive of people. Here, 'Task Focused' means the exclusion of the 'people' perspective.

Tannenbaum & Schmidt's (figure 14) model places the 'Task' at one end of a continuum and 'Relationships' at the other. They suggest that the greater the interest in 'Task', the less on 'People' and vice versa. The model does acknowledge degrees on the continuum between the two extremes.

```
                    (Sell)                          (Co-determine)
                    Paternalistic                   Democratic
Results                                                     Relationships
<------------------------------------------------------------------->
Autocratic                          Consultative
(Tell)                              (Involve)
```
Figure 14

19
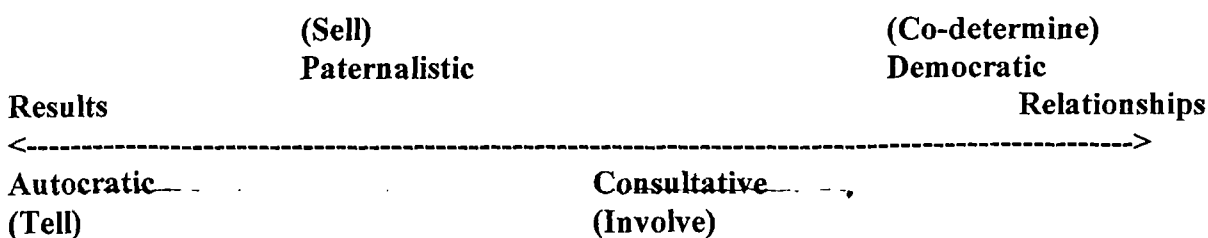
The reality is that managers cannot be concerned with one or the other in this rather simplistic way. If they were, it would be hard to visualise the successful implementation of any action plan in an organisation given the now pervading view that management is about 'achieving results through people'. The implications of this are great for the moral dimension is implicit in the statement. Organisations who ignore this may find problems in implementing such a statement (see: chapter 7).

```
HIGH|
    |
    |   1/9                        9/9
    |   Solicitous                 Motivational
    |                              Problem solving
    |
Concern   |
for       |
relationships|              5/5
    |                      Administrative
    |
    |
    |
    |   1/1                    9/1
    |   Passive               Assertive
    |   Political
    |_____
 LOW  — — — — — — — — Concern for results — — — — — — —  HIGH
```
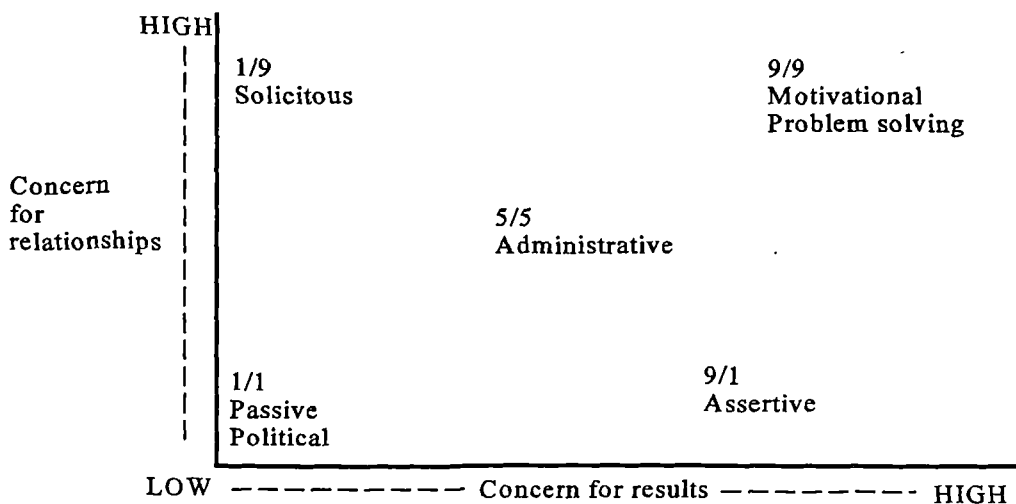
Adapted by Everard and Morris (1986, p.19)

Figure 15

Another interpretation of 'Task Focus' is described by the Blake, Mouton Managerial Grid model (1964) in figure 15.

The assertive or perhaps aggressive 'results' oriented manager may behave as follows:

'Wants things done his or her way.
'Tells' rather than 'listens'.
Doesn't worry too much about other people's feelings or opinions.
Aggressive if challenged.
'Drives' things ahead.
Checks up on staff. (Everard and Morris 1986, pp. 18-19)

The solicitous or heavily relationship focused manager may:

Care about people.
Wants to be liked.
Avoids conflict - smooths and coaxes.

Wants a 'happy' environment
Praise achievement to the point of flattering.
Glosses over slackness or poor performance.
Tends towards 'management by committee'.
Is helpful. (Everard and Morris 1986, p.19 italics signify my adaptation)

The passive political manager may be concerned 'neither with results nor people' (p.20) and they 'are often frustrated, disillusioned, or feel under theat. They may respond either 'passively' or by indulging in considerable 'political' activity' (p.20). Their behaviour may be described as:

'Passive behaviour:

Does no more than is required.
Resists change. Becomes 'slack' if not checked.
Blames other people...

Political behaviour:

Is very concerned about status.
Is quick to criticize.
Draws attention to faults.' (p.20)

The administrative compromise can be described as:

'Goes by the book.
Maintains existing systems.
Conscientious rather than creative or innovative.
Steady. (p.20)

The 'ideal' style for the current climate, motivational/problem solving:

'Agrees goals and expects achievement.
Monitors performance against goals.
Helps staff members to find solutions to poor performance.
Faces conflict calmly.
Agrees and monitors action plans.
Involves staff in decisions which affect them.
Delegates clearly.
Takes decisions when needed.'

This model puts forward the idea that it is possible for managers to focus their attentions equally on both elements 'Task' and 'People'. It describes the outcome if there is an over or too little emphasis on one element or the other.

My consultancy experience (where this model is used as a focus for discussion) suggests that some manufacturing organisations are attempting to achieve the 9/9 balance and this may go some way in explaining the use by some of the other descriptions (see chapter 7). An organisation

wishing to achieve its aims will need to focus on both the task and the people in equal measure.

There is another issue posed by this model. As competition drives harder and harder, organisations wishing to compete and survive, face many challenges. One thing remains certain and that is the prevailing need to change and adapt to meet the needs of an increasingly fluid operating environment.

The two main questions in this scenario are: do these organisations wish to create a 'new' order where development is seen as the way forward? Or, is this just another case of management jargon aimed at achieving its own ends with people as the means?

The evidence from these surveys, the literature and personal experience suggests that there are elements of truth in both scenarios. The change in thinking implied by the 'new order' scenario for some, may be very challenging and mentoring becomes part of the natural support system for facilitating the 'new thinking'. In the 'just jargon' argument, mentoring will become simply another tool of managerial manipulation. The reality is that organisations will be at different stages of change and that mentoring has a role to play in learning and change. Mentoring has both the potential to be genuinely supportive and helpful to people and to be abusive and manipulative (see: Carden, 1990).

Much must depend on the type of organisation as to the type of mentoring which may occur

Unilateral mentor Interest	Self-approach ineffective careeer mentoring	Irritating intrusion	Oppression (e.g. prison guards)
Mutual Interest	Coaching	Quasi-or partial Mentoring	True mentoring
Unilateral protégé interest	Fawning	Role modelling (vicarious or observational)	Idolizing

O   5   10

Comprehensiveness
Number of areas of mentor's influence on protege

Figure 16

within it. Clawson (1996, p.10), suggests that mentoring forms are influenced by the degree of mutuality and comprehensiveness of the relationship (see figure 16). 'True' mentoring is located at the mid point between 'Unilateral mentor interest' and 'Unilateral mentee interest' and 'fully comprehensive influence' and 'minor influence' over the mentee. In his vision of the future and

in relation to his earlier suggested paradigm shift (see pp. 5-6 of this chapter) Clawson, (1996) posits mentoring in this paradigm as facilitating flatter, egalitarian, customer focused business environments.

Much of the interpretation of these surveys suggest that Clawson's (1996) view is sustainable.

Conclusion

In conclusion:

▶   Mentoring is fairly widespread throughout the participating group.

▶   There are clear links between the ways in which the participants describe their organisations and the type of mentoring they employ.

▶   The purpose of mentoring within the participating group is varied but the general trend is an association with development and facilitating change.

▶   The most common form of mentoring within the participating group is the informal, natural approach.

▶   Mentoring is perceived as highly effective in meeting the objectives of the participating pairs.

▶   The perceived problems of mentoring within the participating group tends to focus on matching mentors and mentees, mentoring skills and development and support systems for the mentor.

Chapter 1

Overview and Approach

The Overview

This thesis offers a comprehensive, multi-layered investigation of mentoring. Mentoring is related to and associated with other reconceptualisations of organisations, such as the 'knowledge-creating company' (Nonaka, 1991). It can be located within the wider concept of the learning society, which 'needs to celebrate the qualities of being open to new ideas, listening to as well as expressing perspectives, reflecting on and enquiring into solutions to new dilemmas, co-operating in the practice of change and critically reviewing it' (Ranson, 1992, p.75). In such a society, learning is not confined to formal learning institutions, but permeates and enriches the lives of all people at work and by implication, enhances the host organisation's performance which as a consequence, enriches the wider social context.

As can be seen from the survey in the introduction, mentoring is increasingly employed in many occupational settings in relation to induction, career development and change. It is becoming recognised on both sides of the Atlantic as a highly effective human resource development process. Examples of mentoring activity can be found in many diverse organisations (the term organisation(s) refers in most part to both the public and private sector, from service to manufacturing industries). There are mentoring programmes in UK Health Service Trusts, The British Airport Authorities, Guinness, Shell, BP, Pizza Hut, The UK Social Services, Banks and Manufacturing companies. There are successful mentoring schemes employed by Government for young offenders and the young unemployed.

Mentoring is linked to the concept of 'Knowledge Productivity', (Kessels, 1996) as a key contributor to enhanced learning in a 'knowledge economy' (Handy, 1990; Hutton, 1995) Although contexts and practices vary, a central feature of mentoring is a certain kind of relationship between mentor and mentee (the protégé is commonly referred to as mentoree, learner or mentee. Mentee will be used throughout this thesis). This relationship supports professional and academic, personal development and learning. It makes a crucial contribution as the mentee integrates prior and current experience through meaningful and deep dialogue with the mentor. Mentoring is often employed when learners are making transitions at key points in their educational or occupational careers. It has been used to help people in the following contexts:

* Induction   * Identifying Strategic Capability
* Support to Development   * Career Progression and Job Change
* Social Integration   * Support to Learning on the Job
* Equal Opportunities Programmes   * Redundancy Support

This study shows that mentoring is sometimes misunderstood. It can be destructive and

damaging. It can be about the exercise of power and control over others. It is not therapy (although in practice it may be therapeutic); it is not coaching (although this may be a technique of mentoring in practice); it is not counselling (although, again this may be another technique of mentoring in practice); it is not management (although a good manager may be in 'mentoring mode' for a period of time).

In the US mentoring is often associated with sponsorship and the fast-tracking of 'bright' managers. In the UK, some associate mentoring with the 'old boys' networks, 'sitting with Nellie' or straightforward nepotism.

As with many management ideas, we could view mentoring as 'fashionable' and therefore transitory in nature. It is also possible that some may view mentoring as 'new' or 'the latest fad' and therefore something to be wary of. In some contexts there may be grounds for such scepticism. The view that mentoring can become a substitute for more expensive forms of training, or a subtle form of control, or an expensive diversion from the centrality of superior-subordinate relationships in a company (Clawson, 1985) could be a legitimate one. Any honest investigation of mentoring will recognise its potential to become part of the 'shadow-side' (Egan, 1994) of an organisation.

As Egan puts it,

> 'Because all companies and institutions are both delightfully and infuriatingly human, they have a shadow-side' (p. 33) and 'The shadow-side activities of the business then have two distinct characteristics. They are outside ordinary management processes because they are covert, informal, or even undiscussable; and they are economically significant, that they add value, or very often, add direct or indirect costs, including lost opportunity costs, that escape ordinary accounting procedures.'(p. 33)

The notion of 'shadow-side' relates very well to the mentoring idea, for mentoring is likely to happen in an organisation whether or not is recognised as a formal process or system.

In a recent presentation about mentoring given by a Deputy Director in one of the participating organisations in this research, a Director was heard to say in a presentation - "All this mentoring stuff sounds a bit airy-fairy to me. I'm not having it in my department." The deputy director replied, "Well, you have it in your department whether you like it or not, you just can't stop it." This is not to say that its contribution may be negative, on the contrary, as Egan puts it, 'Some shadow-side activities add value rather than cost.'(p. 33) Mentoring has the potential to offer just this.

As more and more people and organisations express an interest in the idea of 'the learning society' and the 'knowledge worker', an interest in mentoring inevitably develops. This is because mentoring is fundamentally concerned with learning and anyone who takes learning seriously will appreciate mentoring's potential to enhance the learning process.

The reasons for this increasing interest in learning at work are varied and complex. The business

world in the late eighties and early nineties saw 'the quality boom'. This was primarily aimed at organisations achieving competitive advantage through the superior quality of their products or services. This, combined with a drive to cut costs, saw great developments in technology and changes in working practices. Manufacturing industries saw the introduction of sophisticated automation and consequently the demand for a technically skilled workforce able to be flexible and adaptable increased. Paradoxically, some skilled workers started to become deskilled as a result of technology.

The public sector also saw many changes. In the main, these were driven by the need to reduce public expenditure but at the same time there was an attempt to improve the quality of service. Many public sector organisations became subject to 'market principles' and the notion of 'public service' diminished. The public sector started to become more 'managerial' in its approach. This was driven and supported by a right-wing, free market political agenda. The public sector saw compulsory competitive tendering and a 'commercialisation' of its activities. Within the Health Service, Trusts were established and locally some of these started to view each as competitors. The long tradition of cooperation within the Service was put under strain. The implications and consequences of this are mentioned in later chapters.

Within a short period, competing organisations found that much less divided them in terms of differences in the quality of their products or services, pricing and processes. High quality products with high quality service at reduced cost became the entry point at which organisations could do business (Hamel and Prahalad, 1989 &1991).

Competitive advantage based on quality alone became more difficult to sustain. Business started to develop new customer led strategies that required quality products, value for money, quality service and after sales care. Slogans began to appear in organisational documents such as 'people mean business', 'we're in it for the long haul' 'people are our most important asset' and the concepts of strategic human resource development and teamworking evolved.

Organisations are now seeking competitive advantage through the people they employ (Rover, Ilford Films, Joshua Tetley, Mobil Oil, Thorn Lighting, Information Technology Service Agency, Calsonic, The Health Service).

Some see these events as managerial attempts to 'gloss' over the flaws in 'disorganised capitalism' (Lash & Urry, 1987).

Others take a more generous view. As Kessels (1996) puts it:

> '..a far more cogent argument would be that organisations have a direct stake in the personal enrichment of employees because excellence on the job requires employees who are comfortable with their work and who have strong and stable personalities. Personal enrichment is thus less an employee privilege than a condition for good performance.' (p.4)

Many organisations are attempting to develop into 'learning companies' (Pedler et.al, 1991) in

order to achieve competitive edge.

Government action to support this idea has created The Investors in People initiative. (A Conservative government initiative aimed at improving organisations through training and development. These initiatives, under the new Government, continue to be financed through local Training and Enterprise Councils).

This, it is acknowledged, has brought real benefits in the form of improved training systems, improved skills and motivation, a better identification of training and development needs and enhanced financial performance (White Paper on Competitiveness: Forging Ahead, p. 82, para. 7.10 and The Return on Investors, Hillage and Moralee,1996). More generally 'intangible sources' such as personal and organisational networking are identified as a source of 'sustainable competitive advantage' (Hall, 1994; Nonaka, 1991; Hamel and Prahalad, 1991; Peters, 1992).

It is popularly accepted that the pace of change in organisational life, which is influenced by technological and political initiatives has accelerated.

The implications of this fast changing and competitive climate on individuals are considerable. The need for people who are able to adapt to change rapidly, be innovative and creative, be flexible and adaptive, to learn quickly and apply their knowledge to a range of situations has increased. The whole nature of work appears to be changing and the notion of having a career for life is transformed (Handy, 1989; Beck, 1992; Nonaka, 1991). In this climate, it is crucial for employees to have 'strong and stable personalities' (Kessels, 1996).

In association with this fast-changing climate, there has been a growing tendency in both the public and private sectors towards 'objectivity' in all work activities. Newtonian scientific method applied to organisational life has become a dominant preoccupation of managers. The exponential growth in performance league tables for organisations and performance objectives for individuals provides evidence of this (Caulkin, 1995, 1997).

In part, the interest in Japanese approaches to management (so dominant in the UK during the 1980's and earlier 90's) could explain this. Since the late 1940's, the Japanese economy has seen exceptional and rapid growth. Japan moved from a bankrupt economy to a major player in the world economy in fifty years.

It is interesting to note that the work of Frederick Taylor (scientific management) was a best-selling book in Japan during the 1950's. The Japanese adapted and developed Taylorism with great effect and some would argue, that this played a part in their economic success. However, it is also clear that Japanese approaches are not simply applied Taylorism. They seem to have taken the ideas and developed them with a Japanese logic which is clearly different to that of Western peoples.

Experience in a range of organisations suggests that, as the pressure for performance is accelerating, there is also a strong desire for people to reach out for more human aspects of life. People seem to want to develop stronger relationships at work. This seems to be for support and

guidance, for the enhancement of their performance and for the enhancement of their skills and knowledge. The notion of individuals developing a 'portfolio' (Handy, 1990) of skills and knowledge to enhance their job prospects in an insecure job market is upon us.

Clearly, mentoring as a learning and supportive relationship associated with transitions, has a vital part to play in developing the learning company (Pedler, et.al.1991) and in assisting people to come to terms with the rapidly changing work environment.

Learning Organisations and Mentoring

There exist various attempts (Lave & Wenger, 1991) to formulate the kind of conceptual shift necessary to underpin the required changes in the approach to learning embodied in a learning organisation. The definition offered here by Pedler et al. (1991) is that a learning organisation is one which 'facilitates the learning of all its members and continuously transforms itself' (p. 3).

There is a growing and considerable interest in the idea of practical knowledge or wisdom in this context. Here, notions such as flexibility, experiential learning (Kolb, 1984) personal and ethical dimensions (Jarvis, 1992; Dunne, 1993) are all embraced. Practical knowledge is seen as the ability to reflect on experience and prevent it settling into routine. It involves the capacity to reconsider ends as well as to determine means. Practical knowledge is rooted in a person's whole being as a social creature. It draws on deep sources of engagement and commitment through social interaction and dialogue. It assumes the 'community based upon sensitivity and tact' (Ranson, 1992) which is very much akin to the function of mentoring. It involves 'learning through action to realise the good in practice' and has been posited as a key component of the theory of the learning organisation (Ranson,1992). This tradition of thought can be applied to the practice of mentoring.

As with the strong move towards the accurate, rational measurement of the performance of individuals and organisations, there is also a change in our understanding of the nature of rationality itself. The view of the kinds of thinking available to us is changing. 'Society is more rational, but it is a rationality of a limited kind' (Barnett, 1994, p. 37). It is sometimes argued (see: Habermas, 1974) that the most widespread current models of learning presuppose the impersonal, 'technical' mode of rationality. This mode of thinking aims to establish systematic bodies of generalised knowledge or explicit rules and procedures. It sets out to specify objectives and learning outcomes. It becomes possible to judge success in teaching and learning if these outcomes or objectives are met. This approach lies behind current competence-based programmes in the UK, particularly NVQs. It is also a manifestation of Bernstein's (1971) 'Closed Curriculum'.

The merits of this approach (in the context of a competitive climate) include the enhanced possibilities of accountability and quality control. Despite criticism that concentration on outcomes is unduly technicist in approach, emphasis on outcomes does not preclude attention to process and relational aspects of learning (Jessup, 1991). However, the 'hegemony of technique' (Habermas, 1974) can only engineer what has been pre-specified (Bernstein, 1971). Its highest

28

virtue is in its effectiveness in getting us to where we want to go. It cannot enlarge our awareness of the different kinds of destination available, nor does it hold out any promise that the very travelling to them will enrich us.

This technical mode of rationality cannot be adequate to guide the learners in a learning organisation if they are to be pre-eminently capable of flexibility, innovation, creativity and improvisation - the widely agreed qualities required of the learners of the future. It has been maintained that 'genuinely interactive and collaborative forms of reasoning' (Barnett,1994 p.37) are in danger of being driven out by technical or 'strategic' reasoning. This is one aspect of the way interpersonal relationships weaken during times of rapid social change (Toffler, 1970). Appropriate acknowledgement needs to be made of our 'generativity' (Erikson, 1978), our human need to raise the next generation and be their teachers, as well as to be learners ourselves.

Accordingly, the affective side of mentoring needs to be clarified, particularly in the light of the tendency for interpretations of mentoring to polarise, i.e. to emphasise either the professional or the personal development of the mentee (Carruthers, 1993). A rationale for integrating the two needs to be constructed. The theory of the kind of learning involved in counselling may be helpful (Connor, 1994) as this highlights the human qualities such as trust, openness, honesty and integrity. Notions crucial to workplace learning such as those of 'skills', 'training' and 'experiential learning' need to be reassessed and located in a coherent theoretical model of mentoring (Daloz, 1986; Garvey, 1994). The connections between those who view mentoring as a means to an end, such as improved effectiveness, and those which emphasise its wider psycho-social contexts in which people are regarded as 'ends in themselves' need to be established.

The burgeoning literature on mentoring is long on recommendations and check-lists but short on the location of practice within a framework of fundamental thinking, particularly about learning. It is 'radically under-theorised' (Carmin, 1988).

Approach

This thesis has a logic which is rooted in the very nature of the subject studied. Mentoring is an all engaging activity which is based on both the quality of the relationship and the quality of the dialogue between two people. This involves much listening and questioning, deep engagement, critical and analytical thought as well as active participation. Lasswell's (1948) challenge 'Who says what, to whom, with what effect?' has appeal, for it suggests that much careful listening and questioning is needed in research in order to establish the 'effect'. It raises questions such as:

- ► Who are the key players?
- ► What do they say?
- ► How do they say it?
- ► Who do they say it to?
- ► Who else is involved?
- ► What are the influences?

▶   What are the end results?

Lasswell's challenge is a driver for this thesis. Therefore a qualitative methodology is appropriate as it brings fundamental theory to bear on, and in turn, grounds the findings in a range of contexts of practice. This means making use of case-studies, involving observation and in-depth dialogues. I draw on my personal experience of leading Mentor Awareness Workshops with over three hundred potential mentors in a range of organisations. I also make use of some survey data. Surveys are a convenient way of reaching some, albeit limited, understanding of general issues from a larger population of participants. In total, more than five hundred people have participated. The size of the participating group is important, not from any statistical or sampling perspective (these are functions of more positivist approaches which are generally rejected here) but the large scale offers variety, weight and many layers to the developing 'thick description'. The numbers also assist with the heuristic process discussed later in chapter 8.

This study which focuses on aspects of the following questions:-

▶   What is the nature, process and form of mentoring?

▶   What is the perceived purpose of the mentoring?

▶   What theories of learning are implicit in the practice of mentoring in the various contexts researched?

▶   What are the relationships between the practice of mentoring and fundamental theory of learning which takes practical knowledge/wisdom as central?

▶   To what extent does the mentoring address personal as well as professional issues?

▶   How are the 'boundaries' of mentoring conceived, and what safeguards for the various parties are established?

▶   Can mentoring, arguably an altruistic activity, function in a capitalist, market driven climate?

▶   What factors in the culture and ethos of an organisation, i.e. going beyond the 'dyadic relationship' of mentor and mentee influence the mentoring process?

▶   What benefits are there in mentoring for the mentor in relation to his or her own professional development?

▶   Does mentoring contribute to the development of the organisation as a 'learning organisation' ?

Much contemporary writing about mentoring is from the 'external', pseudo-objective perspective. It describes, attempts to explain and analyses. This is the conventional academic

mode. This, empirical approach, which is based on a systematic accumulation of 'facts', draws its strength from an alleged theoretically neutral observation language. This language is ontologically and epistemologically rooted in an assumed rationality which suggests that people and their behaviours can be explained deterministically. This very dominant mode of thinking has been the driver of the modern industrialised world with the resultant knowledge being 'characterized by a form of rationality that disengages the mind from the body and from the world' (Apffel-Marglin & Marglin, 1996 p.3). This notion is clearly inappropriate in the study of mentoring for four main reasons:

1. The conditions and environments in which the research takes place are varied and complex and therefore indeterminate.

2. The 'radically under-theorised' (Carmin, 1988) nature of mentoring means that deriving any application of theoretical generalisations in the research would have to be made *post hoc*.

3. Since any generalisation must be drawn from a sample, there would be a statistical generalisation stating a property of a particular direction or size which can only meaningfully be assessed within its own statistical boundaries. The statistics themselves become self limiting.

4. As already stated, the 'hegemony of technique' (Habermas, 1974) can only engineer what has been pre-specified. Mentoring itself is a developmental journey whose outcome may be unclear but the travellers may well be enriched by the very travelling.

Whilst it may be argued (Apffel-Marglin, 1996 p. 2) that the dominant deterministic logic (particularly prevalent in Western thinking) has been responsible for much progress in terms of industrial development, it could also be said that it is also responsible for 'social fragmentation' and 'environmental destruction' (Apeffel-Marglin, 1996 p. 2).

The positivist approach to knowledge acquisition, with its roots in Newtonian scientific methodology, is underpinned by the idea of 'rightness'. But, this is breaking down '....there is no longer a 'right knowledge,' but many coexisting conflicting pieces of knowledge' (Von Krogh, et.al, 1994 p. 54). And, 'Sociological positivism's strict emulation of the natural sciences has been tried and its benefits have now been exhausted' (Reed & Harvey, 1992 p. 354) for 'Positivist canons can suffice only in the closed domain of the experimental setting.'(Reed & Harvey, 1992 p.356).

The work of the Philosopher, Roy Bhaskar (see: Reed and Harvey, 1992) contributes substantially to this debate. He presents three main principles:

▸ 'experimental method is neither a self contained nor a self-sufficient technique for discovering causal laws.' (p. 356)

▸ 'For positivism to sustain a plausible self-accounting, it must abandon empirical realism and ground its explanations in a world of entities - entities that are endowed with real causal powers, latent capacities, and slumbering liabilities.' (p. 356)

31

▶   'Science is a social activity.' (p.357)

In the social science context, the assumption of 'predictability' or 'determinism' is now increasingly being challenged in other quarters (Parker & Stacey, 1994). It is widely accepted (Apffel-Marglin and Marglin, 1993 & 1996; Stacey, 1995; Senge, 1992; Reed & Harvey, 1992) that research, driven by the quest for knowledge and understanding is a highly complex series of dependancies and variables and that it is crucial to try to extract 'meaning' (see: Bruner, 1990) holistically from the complex situation under investigation '...the determinists dream of mathematically precise predictability at all times and in all places has given way to ....qualitative predictions of the asymptotic behaviour of the system in the long run' (Abraham & Shaw, 1982, p. 27 In: Reed & Harvey, 1992, p. 359)

Clearly, a range of methodologies are appropriate to extract meaning from complex situations. A 'new' methodology, aimed at fully exploring knowledge which is 'complex, emergently-structured and multi-layered (in a) universe of discrete entities and mechanisms' (Reed & Harvey, 1992, p. 358) becomes appropriate. 'When we wonder about something, we not only need to look for answers to questions never asked before, we need to become inventive about ways of finding out things. Otherwise, methodology may become a severe constraint on the degree of novelty in the knowledge produced.' (Von Krogh, et.al. 1994 p. 54)

However, caution is needed. Bhaskar (in: Reed & Harvey, 1992) suggests that four elements should be taken into account when taking a 'discourse-based' (p. 369) view of social research:

▶   '...social structures do not exist independently of the activities they govern.'

As such, consideration must be given to the 'activities of the individuals and collectivities that reproduce them.'

▶   '...the generative powers of social structures do not function independently of individuals and their conceptions of them.'

Care should be taken in avoiding preconceptions which may lead to 'self-fulfilling prophecies and erroneous definitions' which scientists may describe as "ideology".

▶   '...social structures do not endure in time in the same way that natural entities do.'

Social structures have a habit of evolving and changing overtime.

▶   '...societies are totalities.'

There are both internal and external conditions which influence societies. 'This totality resists not only its absorption into processes of linguistic and cultural constitution, but also refuses to be reduced to its material or ecological antecedents.' (pp. 369 -370)

The rejection of the positivist approach is not total in this work as limited use is made of the

32

more conventional scientific methods of survey and questionnaire. This is for pragmatic reasons. Survey techniques are ideal for 'trawling' larger numbers of people in less time. However, the results of surveys offer insights and 'snapshots' rather than 'thick description' (Geertz, 1971). (Thick description is Geertz's term for the systematic exploration of an interpretation *of*, and the search *for*, meaning in social action.) Therefore, opportunities for respondents to offer personal comment are also included in my questionnaires. This enhances the 'snapshot' and contributes to the 'thickness' of description - they add another layer. 'The world is systematically and hierarchically layered. If there is such a thing as cumulative knowledge and scientific progress, paradigmatic revolutions notwithstanding, each generation retains and sharpens its capacity to penetrate the onion-like layers of this hierarchical order. This layering, moreover, characterizes all levels of reality, from the micro-world of elementary particles to the macro-organization of dissipative social systems.' (Reed & Harvey, 1992 p. 357)

This work draws on personal experiences of mentoring and being mentored. I work with mentors and mentees within organisations as well as with organisations wishing to start mentoring. I am part of the process and part of the research. This is not unusual. Reason (1994) would view this as 'participation in human inquiry' and in part this research follows the long established principle of 'Action Research' (Whyte, 1991). Action Research is primarily focused on the researcher's own practice. It is a tradition very much favoured by the teaching profession. It involves 'proposing, planning, implementing, observing, recording (through diaries and journals), reflecting, and writing' (Elliott, 1991 p. 301). Although, this research is not 'pure' action research, my practice is influenced through my engagement with practitioners and interested parties. The 'action research' aspects of this investigation are evident in the case of Jane and John in chapter 4 and best illustrated in the transition from chapter 7 to chapter 8.

In chapter 4, I engage with Jane, the mentor, to assist her in her dilemmas about her mentoring relationship. As a result, I develop my understanding and am able to apply this to the dimensions heuristic which is the focus of chapter 4. In chapters 7 and 8 the lessons learned from the discussions with the training manager in the case study of Engineering Co. are applied to 'The Agency' in chapter 8.

The great risk of an action research driver is that all becomes focussed on the 'problem' in hand and generalisation into a wider community can become obscured and ignored. However, in this thesis this is not the case. My resultant learning, acquired by considering my practice is examined in a wider community through dialogue. In this way understanding from practice is regulated and legitimised by moving it outside the sphere of personal scrutiny. Dialogue with committed participants moderates, modifies, confirms and supports the researcher's experience.

The driver of this research is 'participation' for it is through this type of engagement and immersion in the subject that the 'thick description' (Geertz, 1971) can emerge. Inevitably, deep engagement and immersion with the people involved in human investigation moves the researcher outside the 'objective' framework and places him or her in the role of 'participant' examining and refining practice - the research influences my approach to my work and in turn, my work influences my research. This is my intention as I prefer a more subjective approach and lean towards the view that objectivity is 'a figment of our minds; it does not exist in nature'

(Skolimowski, 1992, p. 42). How can I be wholly objective when I am so inextricably linked to the subject under investigation?

I believe that it is appropriate in researching about an activity which, being relentlessly *affective*, is best communicated when the writer gets 'on the inside' through participation in dialogue. I am *for* mentoring, and not simply wanting to study it, or write *about* it (Carr, 1995). I have been both a mentor and a mentee; I have trained mentors and I am committed to mentoring both on experiential and theoretical grounds (Reason, 1994; Garvey et.al, 1996).

Talk of 'being committed to' mentoring might suggest subjectivity in a pernicious sense, as if for example the whole business of mentoring came down solely to your own capacities as an individual. This does not have to be the case. What we often think of as the *personal* qualities of the mentor - integrity, judgement, wisdom and self-knowledge - are to some degree at least functions of the organisation. The company can make it more or less possible to be a good mentor, for example, by the provision of proper support, by acknowledging the importance of mentoring in appraisal and other procedures, and in a variety of other ways: basically by taking the whole business of mentoring seriously. This is not to deny that people have personal qualities which they bring to the activity, but rather to recognise that these do not flourish in a vacuum (Garvey, et.al 1996). Similarly, these qualities are brought to bear on this investigation into mentoring which is conducted within an environment which is effectively a series of mentoring relationships. This is a 'thick description' (Geertz, 1971) of mentoring in a variety of environments.

All this means that the pursuit of knowledge, understanding and meaning in relation to mentoring is essentially a creative process which, if it is to be applicable, should be grounded in the practical. The approach taken here synthesises grounded and grand theories rather than seeks to discuss the implications of either (see: Glaser and Stauss, 1967). The research accepts the complex nature of the exercise and the resultant need for a multiple approach and so 'assumes a joint effort by proponents of grounded and grand theories, and the synthesis is accomplished through numerous iterations and dialogues' (Von Krogh, et.al. 1994 p. 55). The use of narrative and dialogue is seen as essential in this work and is discussed more fully in the next section.

Tales, myths legends and journeys

Because the notion of narrative is crucial to the interpretations set out in this study, it is important to be clear about my own story in the research. I am a full-time lecturer who, when deciding to start a further period of study, was embarking on a journey of learning. This is an account of that 'story' or journey. Much of what has happened along the way, as with many journeys, happened by chance and opportunities were grasped and developed. This is not to suggest that the journey is aimless and opportunistic. On the contrary, the aim is to explore mentoring as fully as possible and the opportunity to do this presents itself every day of my working life in the sense that I mentor students and colleagues and they mentor me. In an organisational context I act as a mentor to those wishing to develop mentoring.

The notion of a journey of learning is a very well established concept. It is the basis of two seminal texts on mentoring: Homer's 'Odyssey' and Fenelon's 'Les Adventure de Telemaque'. And the metaphor of 'journey' lends itself to a theory of adult development espoused by Perry (1968) in his book 'Forms of Intellectual and Ethical Development in the College Years' which may be described as a 'pilgrims progress'.

This then is a planned journey which has capitalised on chance happenings and the traveller has enhanced his understanding, knowledge and experience as the journey continues. The end of this work does not mark the end of the journey. The pace of change in this field is so great that as I write, new ideas are developing and other journeys are started and interface with this work. For example, the notion of the 'learning organisation' is under scrutiny as I write (see: Starkey, 1996 & Garavan, 1997).

The notion of 'story' is fundamental to this work. The relationship between 'story' and learning is well established (Bruner, 1990; Geertz, 1971; Daloz, 1986). The main vehicle for 'story' is metaphor. It is through understanding the myths and symbolic representation of realities in a metaphor that a person extracts meaning. This is often at the heart of individual conflicts between people. The differences between the protagonists may not be in their knowledge or what they believe to be true but in their understanding of the 'meaning' of language, symbols and myths. Bruner (1990), explores the importance of meaning and suggests that this is central to the notion of human psychology.

> 'Psychology.....deals only in objective truths and eschews cultural criticism. But even scientific psychology will fare better when it recognises that its truths about the human condition are relative to the point of view that it takes toward that condition.......The central concept of human psychology is meaning and the process and transactions involved with the construction of meaning' (pp. 32 -33).

Bruner's assertion is based upon two linked arguments. Namely, that to understand people it is important to understand how their experiences and actions are shaped by their 'intentional states' (p.33) and that the form these 'intentional states' take, is realised through the 'participation in the symbolic systems of the culture' (p.33). Bruner states that it is the surrounding culture and external environment, not biological factors, that shape the human life and mind. They do this by imposing the patterns inherent in the culture's symbolic systems 'its language and discourse modes, the forms of logical and narrative explication, and the patterns of mutually dependent communal life'(p.33). Therefore, in an investigation such as this, it is crucial to interpret language, symbols and myths in the context of the environment in which they are displayed.

> '.....we shall be able to interpret meanings and meaning-making in a principled manner only in the degree to which we are able to specify the structure and coherence of the larger contexts in which specific meanings are created and transmitted' (p.64).

> 'Symbolic meaning, then, depends in some critical fashion upon the human capacity to internalise such language and to use its system of signs as an interpretant in this 'standing

35

for' relationship' (p.69).

The investigator must become part of the process, immersed in the culture, in order to understand the meanings being communicated in a discussion or observation.

An organisation will create a culture, a way of thinking and behaving, through the 'folk psychology' (Bruner, 1990) it develops and this 'folk psychology' is communicated through narrative (Bruner, 1990 p.77). We are not individuals isolated as nuclei of consciousness locked in the head, nor are we rootless in response only to the present. We take meaning from our historical pasts which gave shape to our culture and we distribute meaning through interpersonal dialogue.

However, there is a risk in this view of society in that 'good' stories help to shape a 'good' view of society but 'bad' stories can equally become embedded as cultural norms. Bruner suggests that dysfunctional cultures may be a product of:

1.   Deep disagreement about what constitutes the ordinary and canonical life.

2.   When there is rhetorical overspecialization of narrative, when stories become ideological or self-servingly motivated that distrust displaces interpretation, and 'what happened' is discounted as fabrication.

3.   Breakdown that results from sheer impoverishment of narrative resources.

        'Our sense of the normative is nourished in narrative, but so is our sense of breach and exception. Stories make 'reality' a mitigated reality' (p.97).

This theme is also explored by Clifford Geertz (1971). The best known example of Geertz's work is his detailed description of Balinese cockfighting. He concludes that what sets the cockfight apart from the ordinary course of life is its use as a metasocial commentary. This helps to sort the players into hierarchical rankings in society and then organises the major part of the people's collective existence. Its function is interpretation; it is a Balinese reading of Balinese experience; it is a story about themselves for themselves.

Geertz also suggests that this story illustrates the correlation and importance between the deep culture of a community, the vocabulary used, the stories told and the representative symbols that act out their cultural beliefs. Further, it illustrates that symbols, stories, actions and vocabulary act together to create culture and a corresponding folk-psychology over many centuries.

Moreover, the converse may also be true. If there is conflict between actions, words, stories and symbols a dysfunctional culture may occur. This may result in a block to growth and learning.

A further perspective on the notion of 'story' is argued by Phillips (1995) 'isn't George Orwell's *Animal Farm* as much a hypothesis about power and social structure as the work of Max Weber or Stewart Clegg?' (p.627). Phillips (1995) argues that the distinction between science, social

science and the arts is 'an uncomfortable confusion of boundaries:' (p.627) and further suggests that there is a flow of understanding between the different communities of thought which makes the notion of boundaries 'insupportable and unnecessarily drawn' (p. 628).

Astley and Zammuto (1992) go further:

> 'Empirical research is essentially a form of "story-telling", albeit, an esoteric variety of storytelling. Like all storytellers, we need stimulus materials around which to construct our stories, and this is where empirical observation serves its role. We do not invent theories in a vacuum; observing managerial activity is the catalyst that galvanizes creative thought. Empirical observation serves as an excuse for theoretical work, but the theory so produced is essentially fiction', (p.449).

Morgan (1986), claims strongly that the value of metaphor as a vehicle to understand organisations is paramount. He has two main threads to his argument, firstly that metaphors are essential and fundamental elements of scientific thinking. He refutes the claim that the metaphor is simply an elaborate decorative linguistic device. Secondly, if the first claim is true, then this must lead to new and powerful insights into how organisations function and behave. Morgan (1986) is not without his critics. Tinker (1986), Jackson and Willmott (1987) and Reed (1990) are among them. They claim, perhaps positivistically, that Morgan's claims have yet to be tested. However, Morgan (1986) is not alone in his assertions. Lakoff and Johnson (1980) state that 'our ordinary conceptual system....is fundamentally metaphorical in nature' (p. 3) and Brown (1977) says 'the language of science is basically metaphoric'. Cassirer (1946) when pointing out that 'language does not belong exclusively to the realm of myth; it bears within itself....the power of logic' (p. 97) is suggesting that metaphor, as pre-logical thinking, *culminates* in factual knowledge (McCourt, 1997, p. 515).

There are a range of positions on this issue and perhaps the most secure is Black's (1979) when he suggests that metaphors *can* give insights into 'how things are'.

Consequently, this thesis makes some use of narrative as a way of accessing meaning in a variety of mentoring contexts. It also makes use of metaphors in order to express and communicate ideas as effectively as possible.

In writing this, there are various voices. This helps the reader, to engage, either as a participant or as an observer. It is an attempt to construct a dialogue between author and reader so that a 'conversation with the text' (Smith, 1992) is established.

This research is unique and somewhat unconventional. It is not a piece of participant observation nor action research (Reason, 1988; Whyte, 1991). It is not case study (Yin, 1984). It is different from grounded theory building (Glaser and Strauss, 1967; Eisenhardt, 1989). It draws on a range of disciplines and approaches with the intention of adding meaning to the descriptions, case studies, vignettes, dialogues and surveys. It is therefore offering a practical perspective on the subject of mentoring which is essentially poststructuralist and postmodernist in approach. This assumes that there is....

'no clear window into the inner life of an individual. Any gaze is always filtered through the lenses of language, gender, social class, race, and ethnicity. There are no objective observations, only observations socially situated in the worlds of the observer and the observed. Subjects, or individuals, are seldom able to give full explanations of their actions or intentions; all they can offer are accounts, or stories, about what they did and why. No single method can grasp the subtle variations in ongoing human experience.'

As a consequence '........a wide range of interconnected interpretive methods' (Denzin & Lincoln, 1994, p. 12).... are employed.

In conclusion, the approach to this research reflects the complex and affective nature of the subject. This then, is an example of a multi-layered piece of research, a piece of 'co-operative inquiry, participatory action research (PAR) and action inquiry (see: Denzin & Lincoln, 1994). These, as separate entities, all have a well argued position in qualitative methodology and their integration here is an attempt to show that there is potential for such integration.

'All three approaches articulate an extended epistemology: For co-operative inquiry this involves an interplay of experiential, presentational, propositional, and practical knowledge; for PAR it involves the reclaiming of three broad ways of knowing - thinking, feeling and acting (Tandon, 1989); and for action inquiry it is an attention that interpenetrates the territories of intuitive purposes, intellectual strategy, behavioural expression, and the outside world.' (Denzin & Lincoln, 1994, p. 333)

The participative action research approach or PAR, is most useful in 'empowering' the participants and is helpful in enabling the community to be 'capable of continuing the PAR process' (Denzin & Lincoln, 1994, p. 335) In some contexts here, this is important. Co-operative inquiry is 'more likely to be successful with a group of people who experience themselves as relatively empowered and who wish to explore and develop their practice together.' (p.335) Action inquiry offers an intense and detailed examination of 'our purposes, theories, and behaviour, and the consequences of these for our world.' (p. 336) 'All three perspectives embrace the idea that experiential knowing arises through participation with others.'(Denzin & Lincoln, 1994, p. 333)

These approaches clearly have complementary elements and this research offers a vehicle for their exploration together with a touch of pragmatic and expedient positivism.

Minor elements of this work are collaboratively written (this will be acknowledged appropriately) and the single authored sections are the result of dialogues with both texts and colleagues. Some sections are my previously published material.

38

Chapter 2

The Proposition

Introduction

This chapter is the driving force of this research. It presents issues for discussion with a view to further elaboration in later chapters. The main force of this chapter is contained within the simple explanation that mentoring is a powerful, one to one, learning relationship which exits in a variety of settings and forms. A mentor is the 'highest level educator'. Mentoring activity has a long history and the current social construction is, in the main, different to that of the past. However, past forms have influenced the current. Mentoring means different things to different people and it is because of this that this work attempts to explore its very diversity.

The chapter is not a hypothesis. The methodology, as already mentioned, is a qualitative one and as such does not subscribe to the conventional emphasis on hypotheses as the driver. The hypothesis testing approach bears little meaning to the 'insider' participating in research for it is driven by the 'objective outsider' perspective (see: Denzin & Lincoln, 1994, p.106). This research, as already discussed in chapter one, is attempting to 'get on the inside'.

The hypothesis approach 'glosses over the source of those hypotheses, usually arrived at by what is commonly termed the discovery process' (Denzin & Lincoln, 1994, p. 106).

This chapter is a set of propositions, presentations of experience and practical knowledge in the co-operative inquiry tradition. It is also a collection of thoughts, feelings and actions presented in the participative action research tradition. It includes some intuitions presented for examination later in the following chapters which seek to substantiate the notion presented here (see: Denzin & Lincoln, 1994). The chapter uses narrative, metaphors, experiences and draws on the literature to illustrate and support the points made.

Lego Bricks and House Plants

The following anecdote is an illustration of and a comment on the way in which some managers learn and are taught. It is also an observation on what some (Senge, 1992) call the 'mental mode' or mind set of some managers. This is the first piece of 'story' in this work and it represents a 'backdrop' upon which further layers of description are hung later in this work.

I recently attended a seminar. The presenter used two visual aids. He held up a Lego house together with an impressive house plant and asked us to look at them both.

"If you wanted to change the Lego house, what would you do?" he challenged.

"That's easy," replied a keen member of the audience in the front row, "you just re-design it by

taking it apart and putting it back together again and maybe you would buy some new bricks and add them to the construction."

"Yes," replied the presenter "and what of the plant?"

"Oh that's different," said Mr. Keen "That's alive."

"Yes, indeed it is," replied our presenter "just as the organisations in which we work day in, day out, are alive. Alive because they are full of people who are alive. We are not like Lego bricks, we are like the plant, we must be nurtured, fed and watered and have the right conditions for growth. Why then do the people who run our organisations insist on treating us like Lego bricks? Pull a bit off here, stick a bit on there and buy a new brick if one won't fit!"

The lego brick house is the positivist perspective whilst the plant image provides a powerful metaphor of a living organisation in need of careful attention. A plant requires certain conditions for life, the lego house is inanimate. Managers who perceive their organisations as 'dead' will behave without consideration or respect for 'life'; the people living and working within the organisation. The business world is littered with human tragedies, badly handled, poorly managed because of the 'lego house' perspective.

Organisations, public and private sector, large and small are increasingly turning to mentoring as a 'tool' of management. Mentoring relationships within organisations may be successful and achieve their purpose for the organisation but they may also become counterproductive and destructive. This may be particularly true if indeed organisations think of mentoring as a 'tool.' These forms are worthy of examination, for in the interests of progress, a good understanding of mentoring forms may lead to improvements in the operation of mentoring partnerships within organisational life.

Organisations turn to mentoring for a variety of reasons and, dependent upon the reason, particular types of mentoring are created. In some formal schemes, the mentoring may not be voluntary, it may be linked very closely to the line management function or it may be linked to training and development or performance enhancement. The schemes are also often focused on achieving particular organisational objectives. Here may lie a problem. The nature of this problem will depend on the dominant thinking of the participants and of the organisation.

As people gain promotion in their careers there is a tendency for them to acquire greater people management responsibility. This often means that the newly promoted person will have to deal with the needs of his or her people. It is also the case that in leaner and flatter organisations the technically competent are having to become more involved in managing people.

Managing people effectively requires the careful application of the good interpersonal abilities. Technical managers, perhaps lego house thinkers, may not develop the important interpersonal behaviours so necessary to manage people effectively. Their focus has always been on the technical and people issues become secondary in their thinking. This in turn leads to a situation where mentoring type activity is viewed as inappropriate and it becomes subject to managerial

interference and control mechanisms. The uncertainties of mentoring become threatening and too risky for the risk adverse technician (see chapters, 7 and 8).

The idea of 'organisational mindset' is an important one. Senge (1992) describes the concept as 'mental models' and Bettis & Prahalad (1995) call it 'the dominant logic'. They argue that mental models and dominant logic greatly influence both behaviour and thinking process and have the potential to inhibit or enhance learning capabilities.

> 'Mental Modes are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action'. (Senge, 1992, p. 8)

And

> 'Often the focus in trying to answer such questions has been on the surface architecture of the organization strategy, structure, and systems instead of underlying structures and foundations, such as the dominant logic' (Bettis & Prahalad, 1995, p. 7).

The proposition here is that mentoring activity respects life and the 'mind set' or 'mental mode' (Senge, 1992) within organisations needs to be more like the 'plant' for mentoring activity to flourish.

Much may also depend upon the dominant management style, motivation and environment provided by the organisation. The links between these things and successful mentoring are explored in this study.

"The whole world is a stage........"

As we travel through life, we are affected by the experiences and relationships we have. Some relationships are profound and have long lasting influence, others, though transitory, may leave a deep impression and some have little impact. We enter and we exit.

We play a variety of roles at various times in our lives. We are the third spear carrier, the maid, the servant, the king, the queen, we may take the lead, take a back seat, simply observe or actively disrupt. We may seek power and influence, we are victims, protagonists, rebels or supporters. We trust, mistrust, love, hate and we are indifferent. We care for and we careless, we are selfish and selfless. We are honourable and dishonourable, trustworthy, show integrity, we are consistent and inconsistent. We are decisive and indecisive, act morally or immorally, we are fair and unfair we may trample on people and we may pick people up when they are down.

There are many paradoxes here, many contradictions and many variations of the human character, for there are many types of people with many different experiences and many different relationships. Mentoring relationships are no different.

Telling Stories

Novelists throughout history have attempted to describe and explain human behaviour. In *The Wanderer* by Knut Hansun we learn that the central character, a journeyman, not only knows and can apply a high level of craft skills but he also knows his place in the social order. He is between cook and butler, he is adaptable, intelligent, practical and diligent, he also has pride in his work, he fulfills commitments and gives adequate notice (a season) of his intention leave. Others see him as an example, a model to be followed.

George Eliot provides insights into the affective side of learning in her novel *Adam Bede*. Adam Bede, the carpenter has integrity, pride in his work, autonomy, a certain amount of respect and social standing, he deals honestly with people, is reliable and has a sense of justice. Others in the story observe him, model themselves upon him, hold him up as an example, discuss issues of concern to themselves and resolve them through this discussion, some, with less integrity, discuss him as a figure of fun. Adam has his foibles too. These manifest themselves in the form of low 'emotional intelligence' (Goleman, 1996). His life's experience has not provided him with an understanding of women's behaviour. He has his mother as a model and the advice of a cynical teacher. This lack of understanding leads Adam to develop a flawed logic about his 'love's' behaviour and ultimately leads to inappropriate behaviour and a number of displays of naive emotions. The consequences of these actions provide a profound learning experience which is supported by a number of role models or mentors.

We find further examples of characters lacking in emotional maturity throughout the novels of Hardy. Often his central characters make flawed emotional decisions early in the story which continue to plague them for the duration of the novel.

In the works of Herman Hesse (Damian and Siddhartha) we find examples of mentors at work helping the key characters in their discovery of themselves and their understanding of the world. They acquire knowledge and skills through discussion and debate, role modelling and practice. They also develop a maturity as a result of this learning, deeply embedded over time.

Clearly, the emotional make-up of people is crucial to their behaviour. It is therefore necessary to consider how emotional maturity is acquired, for if it is learned from others, perhaps some may be able to achieve a faster acquisition through effective 'teaching'. The above stories show that mentor type characters may provide this, not through conventional teaching but by other means such as positive and negative role modelling, example setting, dialogue and emotional engagement, coaching for 'skills' acquisition and counselling to develop understanding. An individual's holistic development is generally acquired through one to one social learning processes over time rather than through the delivery of discrete pieces of knowledge or skills in the form of 'content': although, some things are learned in this way.

Learning - a Social Activity

Human emotions and qualities are learned in ways which make it possible for individuals to

participate (Reason, 1994) as feeling human beings and effective members of the various communities to which they belong. People who are effective participants can demonstrate the various human qualities through their words and deeds. They interact with others in their thinking and feelings. Through participation in the society or societies to which they belong, individuals learn more about human behaviour and develop an understanding of their role and function. People can become more effective participants through the interpretation given to these social interactions. Alternatively, they may not.

The propositions here are that certain condition need to be in place for the participants within the mentoring relationship to learn. Bennetts (1996), in her research, suggests that the conditions under which mentoring relationships flourish are 'the same as those in a good counselling relationship' (p.3). Rogers (1961), drawing on the counselling tradition, talks of the 'core conditions for learning', and these include: empathy, genuineness, unconditional, positive regard, ability to communicate all these to others (p. 281). All these 'conditions' need to be in place over time for learning to develop.

Moreover, learning is a social activity which happens in a social context through social discourse, dialogue and with certain qualitative conditions present (see: Polanyi, 1958; Argyris & Schon, 1981; Vygotsky, 1985a,b; Bruner, 1990; Lave, 1991; Nonaka 1991; Mole, Griffiths & Boisot, 1996).

Mentor Link

Some of what people have learned as adults may have been taught by a teacher but much more was probably acquired as a result of an engagement or series of engagements with an influential figure or a group of influential figures - possibly mentors. They may have spent many hours in a one to one relationship with a mentor discussing issues of importance to that moment in time.

The worlds of business, sport, the arts, religion, politics, academia and science are heavily populated with examples of mentoring relationships and there can be little doubt that most people experience a form of the mentor relationship at least once in their lives.

Discussions held in five focus groups within a Government Agency in the Summer of 1995 revealed that 36 people out of a total of 38 participants had experience of at least one mentoring relationship in their life so far. Further, in a series of 18 short Mentor Awareness Workshops run over a period from 1993 - 1997 with 90 Health Service mentors, 83 had experience of at least one mentoring relationship in their life so far.

All people who engage in mentoring relationships recognise the importance of the learning and development which takes place. A few recognise the potential for manipulation and an abuse of trust and power within mentoring.

What is learned....

At the heart of mentoring then, is learning. Learning what sort of person you could be (Gladstone, 1988), sometimes learning and acquiring specific knowledge, specific skills and more often gaining inspiration, challenge, encouragement and support so that understanding develops and appropriate behaviour is acquired.

A mentor relationship is individualistic and very much like the house plant metaphor alluded to at the start of this chapter. It is organic, fluid, alive and often intensive and demanding as the two parties engage in the 'social learning cycle' (Boisot, Lemmon, Griffiths & Mole, 1996) (see chapter 5) These 'intimate learning relationships' (Bennetts, 1996, p. 1) seem to appear naturally and the learning which takes place can be intense, deep and profound: it is all engaging, as Buber (1958) puts it:

> 'Among all peoples, two kinds and lines of propagation exist side by side, for quite continuous as the biological line, and parallel to it, is - in words of the philosopher Rudolf Pannwitz - the line of the "propagation of values"....This process of education involves the person as a whole, just as does physical propagation' (p. 317)

It is the sort of learning which changes lives, opens eyes, sets new horizons, values the person and is mutual and reciprocal (Carden,1990). It may be charged with emotion, relaxed with humour, tense with anxiety, driven by determination or stable and consistent. The type of learning acquired within this relationship may also help the participants to make, understand and exercise judgements, to understand what it is to be a member of a particular community, organisation or profession (see the novels of Hansun, 1859-1952, Eliot, 1819-1826, Hardy, 1840-1928, Hesse, 1877-1962 and many others). As Nonaka (1991) puts it: 'Sometimes, one individual shares tacit knowledge directly with another. For example, when Ikuko Tanaka apprentices herself to the head baker at the Osaka International Hotel, she learns his tacit skills through observation, imitation, and practice. They become part of her own tacit knowledge base. Put another way, she is "socialized" into the craft' (pp. 98-99).

The notion of tacit knowledge (Polanyi, 1958) is important for this 'consists partly of technical skills - the kind of informal, hard-to-pin-down skills captured in the term"know-how." A master craftsman after years of experience develops a wealth of expertise "at his fingertips." (Nonaka, 1991, p. 98)

The significance of mentor relationships 'lay in the engagement of mentor and protégé in the subjective world of the other' (Collin, 1986, p. 100).

In summary, learning is a social activity and mentoring is one of the most intense social activities in which people engage, mentoring must be a particularly powerful context for significant learning. It is a special, one to one learning relationship which taps into the essence of individuals and fulfils basic human social requirements (Erikson, 1950). Mentor relationships are the *stuff* of being a learning, social being.

Mentor - the highest level educator?

If all the above is true, then the mentor has the status of 'highest level educator' (Bolles, 1972). Highest level, because effective learning is all embracing and not just about the acquisition of knowledge or the transfer of skills but also the development of personal attributes, behaviours and emotions. It is long-term and profound. This intensity and all embracing nature of the mentor relationship, when the relationship operates successfully, creates a full and rich learning environment. It is hard to imagine any other learning situation in which there could be a higher level of engagement.

The mentor becomes the 'highest level educator', critically aware of the 'whole' situation and with a high level of 'meta-cognitive' ability or self-awareness. This directly links with Socrates' call to 'know yourself'. Goleman (1996) states that self-awareness is a crucial competence which means being 'aware of both our mood and our thoughts about that mood' (p. 47). Self-awareness, being aware of our emotions and the intensity and affect of said emotions is, as Goleman (1996) suggests, a key component of 'emotional intelligence'. Moreover, 'emotionally intelligent' people [those who are able to 'rein in emotional impulse; to read another's innermost feelings; to handle relationships smoothly - as Aristotle put it, the rare skill "to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way." (p.xiii)] are, 'at an advantage in any domain of life' (p. 36). Mentors who have 'emotional intelligence' are able to provide a secure, sensitive and heightened emotional experience which enables the mentee to learn.

Self-knowledge is an inadequate word. It feeds into the fantasy that all forms of judgement, wisdom and right feeling are really cognitive, modes of knowledge. Self-knowledge is not practised in isolation. Self-knowledge is acquired, as one mentor put it, by, "knowing what's out there.... by talking to others you come to know yourself". To know about yourself you have to be a 'participant' (Reason, 1994). It is a quality that exists only in practice; small wonder that we do not find it (as 'self-knowledge' suggests we might) in internal scrutiny. Self-knowledge is developed in relation to the others and within an organisation by reflection and dialogue. Hesse (1954,1958) knew this in his exploration of self knowledge in his novels Siddhartha and Demian.

Many other human learning partnerships exist; the parent and child; the doctor and patient; the priest and parishioner; the husband and wife; the uncle/aunt and niece/nephew; the God-parent and child; the manager and subordinate; the bishop and chaplain; the officer and soldier; teacher and pupil; counsellor and client but, whilst all these partnerships may contain elements of mentoring, they may or may not be wholly of the mentoring form. A few of these relationships are discussed later.

Speed of learning

Mentoring activity has been linked with the mentee's faster learning (Clutterbuck, 1992; Garvey, 1995). There is a danger here that organisations wishing to use mentoring to accelerate learning may be looking for a quick return on investment. Quick return learning tends to involve

knowledge or skills transfer where there are clearly defined inputs from the 'teacher' and clearly expected and demonstrable outputs shown by the learner. Whilst this may form part of a mentoring relationship it does not represent the sum of the learning in mentoring.

There is a moral dimension here also. Jarvis (1992) argues that the moral dimension is in escapable in learning and knowledge acquisition. He traces his argument to the myth of Adam and Eve. Before eating from the tree of knowledge, both were innocent, but afterwards they had acquired the knowledge of good and evil. Some theologians describe this event as 'the fall' but

> 'Archbishop William Temple once commented that if this was a fall, it was a fall upwards! Perhaps this is the greatest paradox of all human learning - the fact that something generally regarded as good has been intimately associated with a myth of the origin evil in the world.....learning, and perhaps knowledge itself, has significant moral connotations' (Jarvis, 1992 p. 7).

This is an issue which reappears throughout this research.

The mentoring partnership involves whole person learning; knowledge and skill transfer but also the development of the affective aspects. Learning in the mentoring dyad is more long term and probably more profound. Levinson (1978) in his work 'The Seasons of a Man's Life' indicated that the average mentor relationship among men was three years with some shorter and others longer. Bennetts (1995) suggests that many are much longer, some can last a life-time. Apprenticeships in the past were at least three years long and sometimes longer. Present day practice for development in some professions is still five years. During the apprenticeship the apprentice not only learns the knowledge and skills of their craft but also learns what it means to behave, think and feel as a craftsperson.

Social structures and expectations

If, mentor relationships are organic and concern learning in a social context, then, like the plant, they will need certain conditions for them to grow. In the past, for example, there were clear social structures in place. The knight would take a squire. The squire would have a lesser status and as a result of his participation in his role he would learn what it was to be a knight. This would mean learning the skills of a knight as well as the codes of conduct. The squire would later become a knight himself and thus his status would be elevated. In return, the knight would have a personal assistant to tend to his requirements and possibly someone to discuss knightly things with. A good example of this was William the Marshall 1st Earl of Pembroke (circa 1146 - 1219). His career started as a squire in Normandy and he later became a tutor to Henry, son of Henry II of England. He served four successive kings of England and has been described by historians as 'the model of English chivalric loyalty'. He lived and perpetuated a tradition.

Other examples of this learning partnership may be found in the craftsman / apprentice relationship, in the arts, religion, commerce, politics, sport and in ordinary everyday life.

The social form of mentor / mentee, although perhaps not called mentoring in the past, has provided a recognisable and expected structure for the younger and less experienced person to learn about life in their chosen career for many centuries. Recognising the mentoring dyad as a part of the 'generative' (Erikson, 1950) process of both individuals and society is of great importance in today's world, for accepting its existence as *normal* is taking the first step to it becoming acceptable and expected behaviour. If the social structure is such that mentoring is abnormal, it cannot exist in a publicly acceptable form and therefore may disappear or more likely, revert into the 'shadow side' (Egan, 1993) of social activity and become subversive , counterproductive or out of the control and authority of managers. The use and abuse of power in mentoring cannot be ignored.

Mentoring activity can provide a vehicle for social integration, it may also help individuals to understand the culture to which they are a part and as such mentoring is about values and beliefs. If this is the case, in an organisation engaged in mentoring either formally or informally, it would be reasonable to expect to find evidence of this transfer of values and beliefs through discussion with the organisation's members. It would also be reasonable to assume that for this to happen effectively there should be an understood set of values and beliefs and an environment that recognises that learning is a social activity and therefore needs to be supported as such.

This is a complex issue. In the days of fast communication, rapid change and intensive competition, the needs of people as social beings can easily be over looked. Managers may not provide the necessary conditions for the sustained growth of the plant. In fact they may do the opposite in a drive to achieve their commercial objectives. As employers 'down-size', 'right-size' 'out-source', cut and prune, it becomes increasingly important to consider how the cut will heal, how the new graft will grow and how the rest of the plant may be affected. People under pressure behave in unexpected ways and unanticipated behaviours may manifest themselves. In these conditions, people need and seek out mentoring type relationships to help and support them in this insecure and uncertain environment.

This support could be in the form of helping an individual to adapt and change within the new environment or it could encourage a behaviour aimed at disrupting the new environment with a view to maintaining the old. In these circumstances, the content of the relationship may be a source of conflict between the individual and the new culture of the organisation. Mentoring pairs may act in the 'shadow side' (Egan,1993) together.

One of the many ways mentoring operates is through the process of 'role modelling'. Erikson (1950) suggests that developing 'ego integrity' is a key stage of adult development. 'Ego integrity' is the ability of an individual to take life as it comes and to adapt to the rough and the smooth whilst still maintaining a sense of self-worth. 'Ego integrity' is something that is acquired by the individual following.....

> 'image bearers in religion and in politics, in the economic order and technology, in aristocratic living and in the arts and sciences. Ego integrity, therefore, implies an emotional integration which permits participation by followership as well as acceptance of the responsibility of leadership.' (p. 261)

47

The 'image bearers' arguably take the role of society's mentors. Erikson (1950) expresses his developmental phases as a series of opposites and the opposite of 'ego integrity' is 'despair'. Linked to the development of 'ego integrity' is 'identity and role confusion'. Society's mentors who fail to act in ways which promote the values they professes to hold or represent, may create a situation which leads to a disintegration of social structures, individual dysfunction, role confusion, alienation and despair. This undoubtedly would have serious social and economic implications.

In the wider context, the great 'free-market experiment' (Hutton, 1996) of the 'Thatcher' and 'Major' years may provide evidence of this social disintegration. An underpinning philosophy of the free-market approach to economic and social management is that 'No-one would have remembered the Good Samaritan if he had only had good intentions. He had money as well.' (Thatcher, 1986) 'There is no such thing as Society. There are individual men and women and there are families' (Thatcher, 1987). Arguably, statements such as these together with legislation and social and economic policies aimed at supporting such statements, shaped our society - a society which does *seem* to exist but, from the evidence, not one we can be proud of.

Despite public declamations of great economic success heralded and constantly referred to by Conservative politicians, both the economic and social facts run contrary to this affirmation. In the Thatcher & Major period only 40% of the population held secure employment with a further 30% of people holding short-term, insecure contracts. The trend of short-term contracts seems set to continue. There have been 300,000 forced house repossessions in the last five years (more than at any time this century). There is an increase in homelessness partly as a consequence of repossessions and partly due to changes in social welfare legislation. There is an increase in crime, less social cohesion and more social division. The long-term growth rate has declined, investment as a percentage of gross domestic product remains low, one in four men is either unemployed or economically inactive, child illiteracy has increased, suicide amongst young men has increased and our welfare and health services are in apparent disarray. Our transport system is slow and erratic (with privatisation of British Rail, it now takes 15 minutes longer to travel from Newcastle to London than it did in 1980 and recently there has been public concern over South West trains and a dramatic reduction in service levels). However, the top 10% of the population have benefitted from the market experiment and free market logic states that prosperity will 'trickle' down to the rest of the 90% (Hutton, 1995). It seems a long time coming for many. The free market philosophy is probably a key contributor to this social and economic decline.

A further argument of the 'free-market' philosophy is that employment should be subject to market forces. This has been achieved through massive changes in employment legislation resulting in the creation of a fundamental insecurity in people. This has not led to Britain achieving a greater competitive edge but has pushed Britain into further decline so that at the time of writing, the UK ranks eighteenth in the international league tables of economic success and fourth in Europe behind Germany, France and Italy.

The moral dimension here cannot be ignored. Despite protestations to the contrary from right-wing politicians, the philosophy and practice of government is inextricably linked to social behaviour. Laws, tax changes and the benefits system shape society's behaviour (see:Hutton,

1997). The refusal to take collective responsibility, a product of free-market thinking, places responsibility on individuals with no reference to the wider context of society (which according to free-marketers, does not exist).

> 'Indeed as the evidence of social fragmentation mounts, there is an increasingly shrill cry to remoralise society - in which morality is regarded (by free marketers) as the prohibition of individual actions backed by repressive legislation..........The march to the deregulated hyper-efficient market economy - the enterprise centre of Europe - can thus continue, immune to the social consequences' (Hutton, 1997, p. 8).

My experience of working with many different organisations is that people want fairness of treatment, a sense of security and trust in the decision makers. (The new Government launch a new Bill in July 1998 called 'Fairness at Work' - a further indication of social change in the work place.) When I find people working in factories in their mid-twenties having been made redundant four times (with some coming from companies with 'no redundancy agreements'), in their working lives, the desire for these values is a logical consequence.

In a state of change and insecurity, it is essential that mentors make appropriate judgements, are trustworthy, show integrity, are loyal, reliable, dynamic and creative. Again, it could be argued that it is quite possible to be these things but in a way which is in conflict to the organisation's objectives particularly if the organisation subscribes to a 'free-market' philosophy. Here is another paradox which is investigated later.

Some of the mentors upon whom members of society shape themselves have become part of the individualistic philosophy. I believe that the Nation has developed a cynicism and deep mis-trust towards those in authority. This cynicism and mis-trust is simply reinforced by case after case in the early to mid 90's of people in public life being involved with scandal, dishonesty and corruption. These people are some of the role models I talked of earlier. The tragedy is that many younger people will model themselves on this corrupt type of behaviour. There is some evidence of this already with a number of 'rogue trader' cases coming to light since the change in Government in 1997. The free-market experiment has failed and a new model must develop or an older one must be revived.

There is a paradox however, for the evidence of history is that capitalist and socialist doctrines both have their problems and they need not be mutually exclusive. The strength of one could be the support for the weakness of the other.

> 'One lesson of our time may be that capitalism has triumphed for the moment in the great battle with socialism..........But the moral and religious values which informed the socialist and social democratic movements of the twentieth century, along with their fierce advocacy of liberty, cannot be consigned to history without endangering the civilisation which we prize.......the operation of the unchecked market (Thatcherism & Majorism).......has an inherent tendency to produce unreasonable inequality, economic instability and immense concentrations of private, unaccountable power. To protect itself, society has to have countervailing powers built into the operation of the market, otherwise it cannot deliver

its promise. Instead it collapses into licence masquerading as liberty, spivvery dressed up as risk-taking and exploitation in the guise of efficiency and flexibility'(Hutton, 1997,p. 4).

Change on its way?

The social nature of people cannot be ignored and many now argue that economic and social well-being is only achievable through a new type of society - the stakeholder concept. This idea is becoming reflected in some organisations and a new type of language is emerging - 'humane management', 'people led strategy', 'winning through people' and as a change in language often heralds change in society (see: Bruner, 1990; Vygotsky, 1985a; 1985b), this may be the turning point.

Evidence from my work for a Government Agency (see: chapter 8) suggests that mentoring may have a role in the 'stakeholder' concept for through mentoring, individuals can acquire confidence and security, a sense of participation and involvement. The Agency's vision includes the words '..getting results through well-motivated staff. The Agency's people will be empowered to secure effective and exceptionally responsive IT services and systems' and its published 'core values' state in item two, 'to focus on people, by supporting and developing staff to enable their contribution to The Agency's's success to be tangible and recognised'. Participants in the organisation strongly believe that mentoring has a role to play in delivering a new type of organisation.

Trust is seen as a crucial element of organisational life (Hutton, 1997; Fukuyama,1995) and trust is at the heart of mentoring.

If the stakeholder concept (a concept in which trust is implicit) is to take hold, a change of both language and behaviour needs to be affected within management. One way in which this may be brought about is through learning. But, as discussed later in chapters 4, 5, 7 and 8, people tend to learn in particular environments. Here Bernstein's (1971) model of the curriculum for schools may be helpful.

Bernstein suggests that the type of curriculum provided in schools creates a particular environment and type of learning. The curriculum may be closed or open. If it is closed, the content of the learning is tightly controlled by the teacher and the outcome is socialisation by boundaries of certainty. The closed curriculum, in assuming a rationality and orderliness in human activity tends to develop orderly, logical thinkers who assume that human activity is rational.

If the curriculum is open, the content of the learning is more integrated and boundary free. The outcome of this approach is socialisation and understanding through active engagement and participation. The open curriculum, in assuming a disorderly and paradoxical base to learning, tends to develop a tolerance and understanding of chaos and paradox. It helps to develop creativity, lateral thinking and flexibility.

By developing and applying these ideas to the work place, the notion of a 'Corporate Curriculum'

(Kessels, 1996) provides a useful way of describing and discussing the learning environment. Kessels, (1996) suggests that a 'Corporate Curriculum' is a 'rich landscape' in which learning takes place at work. The features of this landscape can be represented as follows:

- acquiring subject matter expertise and skill directly related to the scops of the target competencies;
- learning to solve problems by using this domain specific expertise;
- developing reflective skills and meta-cognitions conducive to locating paths leading to new knowledge and means for acquiring and applying this asset;
- securing communication skills that provide access to the knowledge network of others an that enrich the learning climate within the workplace;
- procuring skills that regulate the motivation and affections related to learning;
- promoting peace and stability to enable specialization, cohesion, and integration;
- causing creative turmoil to instigate improvement and innovation.' (Kessels, 1996, p.173)

By combining both the closed and open curricula and by paying attention to these features, an organisation will be able to develop the 'rich landscape' (Kessels, 1996) which, in turn, will enable the learners to develop specific skills and knowledge together with flexibility, adaptability, creativity and innovative thinking. These are the widely accepted abilities of the modern employee working in a 'knowledge productive' environment.

In relation to this, the term 'knowledge management' is in current business parlance. However, this term is a flawed concept as it resonates with managerial paradigms of the past (see: the Introduction). The term suggests that knowledge is a commodity or resource that can be manipulated and controlled. While, there may be some truth in this view, when they talk of 'knowledge' many organisations mean 'information'. There is a distinction here which is significant; information may be managed and manipulated, knowledge is more elusive (see: chapter 5). On the other hand, learning, the driving force behind the concept of knowledge productivity, is a social activity and mentoring is one social setting in which learning is powerfully facilitated. In this context, 'knowledge management' is a stage in thinking, influenced by old managerial paradigms discussed by Clawson (1996) and presented in the Introduction of this work.

An alternative to the term 'knowledge management' is the notion of 'knowledge productivity'. This provides a valuable perspective on the idea of learning at work. Linking the two disassociated words - 'knowledge' and 'productivity' creates a new meaning to both. The understanding is that knowledge can be linked to economic progress and knowledge becomes the product to which value is attached. It may also be enhanced and developed (see:Hamel & Prahalad 1989, 1991). The key difference here is, as Alred (1997) puts it, '....knowledge as a product, is the result of the process of learning.'(p.2)

The assumption made in a 'knowledge productive' climate is that employees should be both technically proficient and able to think independently and creatively.

In sum, the 'Corporate Curriculum' represents the environment, systems and methods that are in place, formally or informally, which promote learning in the workplace. It consists of an

51

appropriate balance between the closed and open curricula (Bernstein, 1971). The appropriateness of the balance depends on the type of organisation. A 'Corporate Curriculum' is not a series of isolated training courses or interventions. Kessels (1996a) views it as a 'rich landscape' where individuals and teams construct and build on knowledge in order to contribute to the organisation's strategic capability (see: Harrison, 1997). This framework provides useful insights which help organisations develop a curriculum which matches the needs of the stakeholder concept.

The propositions here are that mentoring relationships may also be 'open' or 'closed' and that mentoring helps contribute to an effective 'Corporate Curriculum', particularly the more 'open' elements.

Mentoring relationships are clearly not of a single type. Within the wider community, much mentoring takes place informally through friendships and relationships based on family roles. It may also be possible to have a mentor relationship with a complete stranger. These relationships often develop spontaneously and are always voluntary. These 'informal', spontaneous relationships may also exist within the work setting and are as equally effective as more 'formal' mentoring relationships.

Gibb (1994a) suggests that mentoring within an organisational context takes a variety forms which could best be described as extreme points on a continuum. At one end of the scale he places Systematic mentoring and at the other he places Process mentoring. The Systematic approach is 'a highly structured and well bounded experience. It involves adopting the explicit plans for mentoring that may be set out by the scheme organizers; or making and following set plans between the mentor and the protégé.' (p.53) He goes on to argue that this form is not 'a major source of developmental activity.' (p.53)

In Process mentoring 'there is a concern to accommodate the interpersonal; there is a concern to see mentoring as a relationship continually "negotiated" between partners, rather than defined at the beginning by an external source or the demands of a highly structured system.' (p.54) Gibb (1994a) goes on, 'Those who follow a process mentoring approach tend to see the mentoring relationships as a central part of the learning or developmental activity it is associated with;' (p.54).

Clearly, the Systematic approach may be linked to the technicist agenda (see: chapter 1) and therefore be associated with a prespecified outcome (closed curriculum) which can be linked to the attendant assumptions of power, control and hierarchy as raised by the survey material presented in the Introduction of this piece.

Gibb goes further. He suggests that the form mentoring takes is dependent upon the dominant paradigm people use to interpret mentoring. He suggests four such paradigms: The Functionalist, The Interpretive, The Radical Humanist and the Postmodernist. Locating these within the HRD context and overlaying the notions of Systematic and Process mentoring, Gibb (1994a) provides a helpful framework within which mentoring may be discussed. The proposition put forward here is that all forms within this framework are acknowledged. However, true mentoring is Process mentoring. And, mentoring is both moral and effective when it is located within a mainly Postmodernist paradigm. Perhaps this could be best summed by the following:

'On the high ground, management problems lend themselves to solution through the application of research based theory and technique. In the swampy lowland, messy confusing problems defy technical solution.' (Schon, 1987 p.3).

Mentoring is most definitely in the 'swampy lowlands' and, if there is to be enhanced understanding, the proposition here is to continue to 'thickly describe' (Geertz, 1971) mentoring in as many different forms as possible.

Clearly, there are organisational variations in mentoring. There are also individual variations within the dyad itself. This became clear during initial discussions with participants who had experienced mentoring at some time in their lives. Although these discussions are not written up in this work, they did provide some helpful insights which allowed the development of the following heuristic device.

Dimensions within the relationship

If each mentoring dyad is a unique learning relationship, there are clear difficulties in trying to create a model for mentoring. However, in the Geertz (1971) tradition, it is possible to thickly describe mentoring dyads using an heuristic device which places various elements of the relationship as points on a continuum (see: figure 19).

This heuristic originally emerged through initial discussions with four participants, a teacher, a doctor, a retired engineer and senior manager and a retired lecturer with a strong industrial background.

Each talked of the 'quality' of their mentoring relationship in terms of:

- ▸ the range of topics discussed in the partnership
- ▸ a 'tacitly understood' or 'explicitly understood' partnership at work
- ▸ the degree of activity within the partnership
- ▸ security and stability.

Initial attempts to capture these points in a framework resulted in two Cartesian diagrams (see: figures 17 and 18). In figure 17 the range of topics discussed is represented by the open/closed axis and the degree of explicitness represented by the formal/informal axis. In figure 18, the degree of activity is represented by the active/passive axis and the degree of stability represented by the stable/unstable axis.

However, it became clear that attempting to plot mentoring relationships using these two Cartesian frameworks was misleading as the frameworks suggest that the relationship could be neatly compartmentalised. This clearly restricts the ability to 'thickly describe' different aspects of relationships and it limits the descriptive ability by suggesting that a relationship is exclusively a combination of two elements in each diagram. There are implied links or dependencies between the vertical and horizontal axises in the framework. This also restricts the ability to 'richly

describe' for it is too crude an indicator of the complexity and subtlety of the relationship.

Open

Formal   **Informal**

Closed

Figure 17

Stable

Active   **Passive**

Unstable
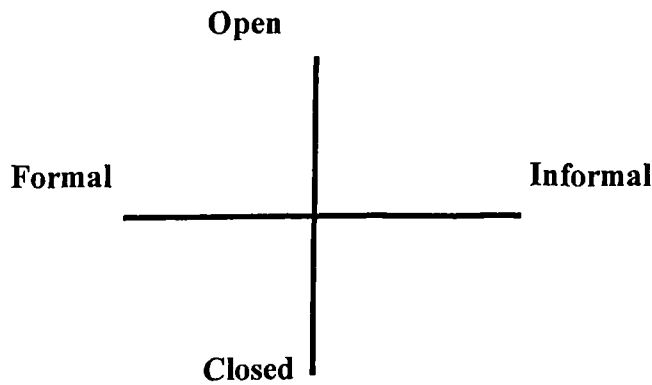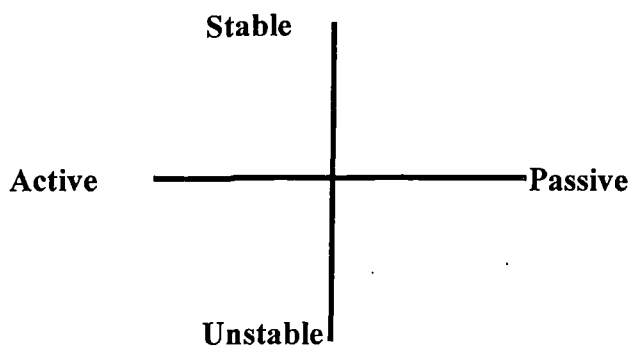
Figure 18

Through dialogue with my mentor, participating mentors and mentees and engagement with the literature, the final version of the heuristic developed organically to form the framework in figure 19. The Public / Private dimension emerged as a result of the Jane / John case presented in chapter 4. Through application in research discussions, surveys (see: chapter 6) and training courses it was found that the device is helpful in four main ways:

► as a research device to aid descriptions of mentoring relationships

► as a part of developing mentor's awareness in training courses

► as a focus for mentoring pairs to help establish initial groundrules

► as a device to assist in the maintenance of the partnership.

It helps to express the variety and paradoxical nature of mentoring partnerships and confirms that there is no 'one best way' in mentoring partnerships.

It also became clear that the device provides a helpful frame for discussion about, and description of, the nature of an individual partnership. In this way a range of descriptions can emerge and thus contribute to the 'layers in the onion' (see: chapter 1) of mentoring.

A further addition to the heuristic emerged as a result of its application with Health Service participants (see: chapters 4 and 6) where it became clear that time influenced the dimensions in the relationship. Over time the dimensions may alter as the relationship changes its dynamic.

The MBA dissertation work of Dixon (1996), provides further evidence of the helpful application of this framework.

Applications

During the research period, the heuristic, was applied in training situations. This is discussed in chapter 8. It has proved helpful for mentors and mentees in helping them to establish mutually agreed groundrules for the conduct of the partnership.

It also emerged during discussions with many mentors participating in this study that the device helps to maintain and assess the progress of the partnership. In chapter 4, it becomes a useful device for 'unblocking' a 'stuck' partnership.

OPEN	CLOSED
PUBLIC	PRIVATE
FORMAL	INFORMAL
ACTIVE	PASSIVE
STABLE	UNSTABLE

Figure 19

These dimensions can be explained as follows:

<u>OPEN</u> If the relationship is an open one the two parties feel able to discuss any topic in a free atmosphere. There are no 'off-limits' subjects. The curriculum is integrated (see: Berstein, 1971).

CLOSED In a closed relationship there are specific items for discussion and an understanding that certain issues are not for debate. The curriculum is bounded (see: Berstein, 1971).

PUBLIC In a public mentoring dyad other people know that the relationship exists and some of the topics discussed in meetings may also be discussed with third parties. This helps to avoid speculation about the nature of the relationship in a work-related context (Hurley et.al., 1996)

PRIVATE A private relationship is one which other people are not aware or at least only a limited or restricted number of people may know about its existence. This may be 'shadow-side'(Egan, 1993) mentoring.

FORMAL A formal mentoring relationship is one that involves agreed appointments, venues and time scales. It is one that may be part of an 'officially' recognised scheme within an organisation. This does not mean that the content and behaviour of the parties in the relationship are formal but rather, the relationship's existence and management are formalised. The members of the partnership in this formalised relationship are likely to establish ground rules of conduct. This dimension may be necessary in a cross gender relationship in a work-related situation in order to avoid speculation and sexual innuendo which may lead to negative affects on career progression for both parties (Bowen, 1985; Chao and O'Leary,1990; Clawson and Kram, 1984; Reich, 1986; Noe, 1988; Brown, 1993).

INFORMAL The Informal dimension is one where the relationship is managed on a casual basis. There are unlikely to be ground rules. The parties are likely to work in close proximity to each other as this tends to encourage a 'pop in anytime' foundation for the relationship. The Informal dimension relationship can operate in both a wider social context and within a official scheme. Informality does not describe the content or behaviours in the partnership but its structure and organisation.

ACTIVE An active partnership is one where both parties take some sort of action as a result of the mentoring discussions. This may take many forms from, in the case of a mentor, an intervention on the mentee's behalf or in the case of the mentee, a change in behaviour or activity. It may be possible that one party is more active than the other. Active can also mean that contact is regular.

PASSIVE A passive mentoring relationship is one where there is little action taken by either party as a result of mentoring discussions. Contacts between the parties may also have lapsed. It may be possible to have a mentoring partnership in which one party is Passive and the other Active.

STABLE A stable partnership is one in which the behaviour of both parties has an element of security and predictability. There is an understood consistency and regularity that provides a feeling of stability. This may also be linked to a feeling of commitment and the element of trust is of great importance in this dimension.

UNSTABLE An unstable relationship is unpredictable and insecure. This dimension is a manifestation of some of the negative aspects of mentoring which result from the human condition.

56

(Gladstone,1988) Trust may be lacking and the commitment may be questionable.(Garvey,1994)

As a consequence of the uniqueness of mentoring relationships, each specific pair may feature different combinations of the dimensions. Theoretically, it may be possible that certain combinations of the dimensions are present in a mentoring relationship that are absent from other types of relationship. It is also possible that some of these dimensions must be present for the relationship to be an effective one.

Time plays a crucial dynamic role in the mentoring process, for as time progresses, the relationship may alter and different dimensions may emerge or come to the fore as a result. Some writers suggest that the mentoring relationship moves through various stages or phases over time. This is worth exploring here briefly although caution is necessary for the 'neatness' of such a model may serve to distract from the 'organic' and 'fluid' nature of mentoring previously discussed.

Kram(1983) suggests that the mentoring relationship moves through various phases of development. (Holloway & Whyte, 1994) liken the phases of a mentoring relationship to those of life in figure 20 below.

Life	Mentoring
looking for a partner	gaining commitment
going out together	getting involved
courting	getting together
engagement	getting to know each other
marriage	working together
growing together, maturity, a history	learning together
parting	review & evaluation
	saying goodbye

Figure 20

Rather like the Dimensions heuristic presented above, these phases are subject to the dynamics of time.
Kram (1983) states that the stages are:-

► Initiation
► Cultivation
► Separation
► Redefinition

Initiation

Kram (1983) talks in terms of the young manager admiring the senior manager and seeks evidence to support the view that the senior manager is caring, interested and respectful of the junior. The senior manager looks for signs of competence and assertiveness in the younger manager. These starting points establish the base for the next phase of the mentoring relationship. Others, (Garvey, 1994) talk of the need to establish an early rapport and some (Clutterbuck, 1992) suggest that ground rules should be established.

Cultivation

The cultivation phases may last a number of years. Kram (1983) suggests two to five years, Levinson (1978) suggests up to seven years and Bennetts (1995) indicates that the relationship may be life-long. It is during this phase that the relationship really starts to flourish and the key elements of mentoring come to the fore - challenge, support, exposure, protection. It is also during this phase that the 'psychosocial functions emerge' (Kram, 1983, p. 616) ....

'In some instances they include, primarily, modelling and acceptance-and-confirmation. In other instances of greater intimacy, they extend to include counselling and friendship as well'. (p. 616)

This phase of the relationship depends on the psychosocial aspects of trust, mutuality and intimacy which enable the mentee to grow in confidence and competence. The mentor will start to develop a satisfaction in the knowledge that his or her influence is having a positive affect on the mentee.

There is a confidence in the relationship which means that its boundaries are well defined.

Separation

This phase is marked by changes in the nature of the relationship. There may be some anxiety, feelings of loss, frustration. There may also be a sense of anticipation as the mentee reassesses his or her future. The relationship becomes less central to both parties.

According the Kram (1983), if the structural separation is timely, it

> 'stimulates an emotional separation that enables the young manager to test his or her ability to function effectively without close guidance and support'. However, if this 'structural separation occurs prematurely, it stimulates a period of substantial anxiety as the young manager is forced to operate independently'. (p. 618)

Care is needed when the relationship comes to an end.

Redefinition

Here the relationship is redefined. Informal contact may continue or the partnership may become a friendship. Occasional mentoring may happen in this phase.

The mentee may develop a new perception of the mentor - the partnership becomes more equal.

It is also possible that a certain amount of hostility may exist between the pair as the partnership is redefined.

Personal qualities of mentors

It is reasonable to assume that a mentor should possess certain personal qualities. These have been discussed by a number of writers (Levinson, 1978; Kram, 1983; Gladstone, 1988; Clutterbuck,1992; Bennetts, 1995) and a number of common themes emerge. Many of these relate to Rogers' (1961) 'core conditions for learning'. The mentor should be able to empathise with the learner, be genuine in intent and willing to care openly for the learner. In addition, the mentor should possess the personal qualities to communicate these things to the learner. Bennetts (1995) identifies eighty three personal qualities possessed by mentors but suggests that these are 'variations on a theme'. She suggests that as individuals mentors are:

- ► Unpretentious
- ► Self-disciplined
- ► Intelligent
- ► Passionate
- ► Humorous

As professionals she continues:-

- ► Skilled practitioner*
- ► Methodical*
- ► Workaholic
- ► Practical*
- ► Good Manager*

and in their interactions with the learner:-

Caring/Loving	Honourable
Respectful	Approachable
Good Communicator*	Sensitive
Empathic*	Genuine

Astute	Generous
Non-threatening	Inspirational
Challenging	Humanitarian
Magnetic	Determined

.....she suggests that the attributes with asterisks are those which are skills based and can be acquired through training and by implication, the others must be acquired by other means, perhaps role modelling (Erikson,1950)?

When these behaviours and personal attributes are lived by, the characters survive, prosper and learn to deal with their particular organisational or social environment. Indeed, it may be that the learner acquires these attributes as a result of the mentoring relationship.

In summary then, the proposition heralded at the start of this chapter is that mentoring is essentially a learning and developmental relationship which exists in various forms and in a variety of environments. The mentor is the 'highest level educator'. However, there are many complicating factors which may influence this proposition. There is the wider society, individual organisations and environments, the variations in the nature and form of the dyadic relationship. There can be little doubt that the mentor role is an important one in the learning process and it is therefore reasonable that the nature of mentor is more fully explored first before moving into the other influences on learning.

Chapter 3

Understanding Mentoring from Different Perspectives

Since earliest times, mentoring has had a place as a key element in the field of human intellectual development. In the last ten years it has gained momentum as a vehicle for development throughout industry, commerce and the public services. As a result of this rapid application of the concept, an understanding of the nature and essence of mentoring has become somewhat confused. There is much debate amongst practitioners and academics alike as to its true and distinctive nature. Some search for a clear definition of the concept. This chapter does not present a definition but rather, it offers rich and 'thick descriptions' (Geertz, 1971).

It is relatively easy to discuss mentoring in terms of the skills involved and to some extent, to describe the attitudes of a mentor. Indeed there is much common ground among writers in this area. But there is confusion as to the difference between mentoring and the line management function, between mentoring, teaching and tutoring and between mentoring and parenthood. There is also little clarity as to close links between the power and politics, language and moral considerations involved in mentoring.

These aspects of mentoring are discussed here in an historical frame. This approach is more a heuristic device aimed at offering an analytical framework in which to highlight a number of paradoxes in the mentoring form. Later in the chapter, modern examples are discussed against the historical frameworks.

The chapter is set out as follows:-

- The Background
- The Original Story
- The Fenelon Development
- The Implications
- Bacon's Perspective
- Simmel's Dyads
- Case Examples
- Conclusion

The Background

Mentoring has clearly been a key part of human learning for at least three thousand years, beginning with the original mentor, friend and advisor of Telemachus, Odysseus' son, in Homer's epic poem 'The Odyssey'.

Although there is no mention of the word 'mentor', there are resonating links to mentoring in

Plato (427-347BC) particularly when he discusses the influence of the Socrates (469-399BC). The main thrust of Socrates' teaching being that true knowledge emerges through dialogue, systematic questioning and participation in critical debate. This is significant in the context of mentoring and will be discussed in the course of this work.

Moving into a slightly more modern context, Fenelon (1651 - 1715), in his seminal work 'Les Aventures de Telemaque' developed the themes of the Odyssey. At the time, his work was viewed as a political manifesto which presented an ideal political system based on the idea of a monarchy led republic with a clear focus on the development and education of leaders. Louis xiv banished Fenelon to Cambrai for writing the book. Like Socrates, Fenelon was punished for his views on development and learning.

Some fifty years later the term 'Mentor' (according to the Oxford Dictionary) was first used in English in 1750 by Lord Chesterfield in a letter to his son to describe a developmental process - 'the friendly care and assistance of your mentor'. Later, Lord Byron (1788-1824) used the term 'Mentor' in his poems 'The Curse of Minerva' and 'Childe Harold's Pilgrimage' to describe characters of influence. In 'The Island' Byron refers to the sea as 'the only mentor of his youth'.

It is clear that the origin of the idea of mentoring is in Greek mythology. Clutterbuck (1992) states:-

> 'The word 'mentor' originally comes from Greek mythology. Ulysses, before setting out on an epic voyage, entrusted his son to the care and direction of his old and trusted friend Mentor.'(p.2) (Uylsses is the Roman translation of Odysseus.)

and Gladstone (1988):

> 'In Greek mythology, Mentor was the friend to Odysseus, when he was setting out for Troy, to whom he entrusted his house and the education of his son.' (p.9)

And (Lean, 1983):

> 'Ever since Athene, Greek goddess of wisdom, disguised herself and stood in for Mentor to advise and teach Odysseus's son, cross-gender mentoring has taken place.' (p.61)

A full exploration of the dimensions of the dyadic relationship against its ancient origins is often ignored by modern writers. Harquail and Blake (1993) suggest that this is a serious omission and contest that the present confusion surrounding the nature of mentoring is directly attributable to this oversight.

> 'Versions of the Mentor - Telemachus story that have been presented in organizational literature are incomplete, in that they fail to explore Mentor's true identity as the goddess Athene.' (p. 1)

The Mentor - Telemachus relationship has long been the base-line from which adult development

relationships spring forth. It may be the case that the summaries in management literature that use this as the paradigm are basing their commentaries on a false premise with ill-defined parameters. The context and culture of the time is not fully considered. This is important for, as previously discussed (see: chapter 1), cultural considerations help to shape meaning in human situations. This would certainly go some way to account for the current confusion which surrounds the mentor concept. It is not my intention to slide into an extended discussion of ancient Greek society but the story itself needs a more detailed consideration. This is particularly so in the light of the assertions made by Bruner (1990) and Geertz (1971) as to the importance of narrative in shaping understanding and meaning.

The Original Story

The story is set in Ithaca and the King, Odysseus is believed to be dead, killed in the Trojan wars. During his absence (10 years) many unsuitable suitors visit his wife in the hope of gaining her hand and more importantly acquiring Odysseus' fortune. Telemachus, Odysseus' son mixes with these ill-bred visitors and learns uncouth ways.

Athene, 'The goddess of civil administration, war and, most notably, wisdom.' (Blake & Harquail, 1993, p.3) has the aim of protecting the stability and wealth of Ithaca during Odysseus' absence and she sees Telemachus as key to the achievement of this aim.

Telemachus, however, has his problems in that he is young, immature, lacking in experience and has modelled himself on the wasters who have been visiting his mother.

Athene, realising that she must offer some Godly assistance to the young man, says to Zeus.....

> 'But I shall make my way to Ithaka, so that I may stir up his son a little, and put some confidence in him...and I will convey him to Sparta and to sandy Pylos to ask after his dear father's homecoming, if he can hear something, and so that among people he may win a good reputation.' (Lattimore 1965, p.29 verses 85-90).

The semi-Goddess wishes to make contact with Telemachus in order to develop these leadership attributes within him. She wishes to help Telemachus realise that his father's fortune and influence are fast disappearing and she wants him to take some action to rectify the situation. Telemachus' dilemma is that he doesn't know if his father is dead or alive. The answer to this question will help him decide his course of action.

Athene also wants to both keep her own motives a secret and build a developmental relationship with the young man. She decides to conceal her true identity to help reduce suspicion and to get the relationship off to a good start.

Her choice of identity is significant as she wishes to appear as an experienced person with authority and knowledge and with something to offer Telemachus. She takes on the personas of Mentes and Mentor. As would be expected in ancient Greek culture, both these characters are

male. Mentor is known and liked by Odysseus. He is an elder of Ithaca and is sympathetic and trustworthy. Mentes is a stranger and is known only as a guest (an honoured title in ancient Greece) to Odysseus but he has similar qualities to Mentor.

Athene, wishing to develop kingly abilities in Telemachus, decides to set the young man some challenges. In the guise of Mentes the stranger, she comes to the palace as a beggar in order to test Telemachus' character. Greek custom has it that a stranger should be welcomed into the household and given sustenance. He(she) is kept waiting at the door by the uncouth and 'haughty' 'friends' of Telemachus' mother. When the young man discovers this error, he is horrified by the implication that his behaviour may be construed as rude by the visitor and immediately makes amends with Mentes. This incident enables Telemachus to recognise his true role and responsibility as a potential king and he immediately distances himself from his mother's suitors.

Telemachus learns that Mentes is a friend of his father's and therefore has 'guest' status. They become acquainted and the two discuss politics. The young man shares his dilemma about his father with Mentes.

Athene needs to test the young man's political acumen. She also wants to test his courage but finds him wanting. Athene/Mentes says: 'You should not go clinging to your childhood ... You are big and splendid, be bold also' (Lattimore,1965, p. 34, verses 295-300)

Mentes tells Telemachus how to deal with the suitors and suggests he undertakes a voyage in order to learn the truth about his father. This, Athene hopes, will develop his leadership potential and develop his courage so that he will be an aide to his father when he returns. (She knows that Odysseus is on his way home but still wants the voyage to go ahead.)

Athene has established Telemachus' potential and provided the vehicle for him to develop it. In her next guise as Mentor she wishes to build upon this and provide him with some specific leadership coaching and political support.

Mentor, Athene in disguise, helps Telemachus in his attempts to persuade the Ithacans to rise up against their enemies and to support his quest for news of Odysseus. The young man notices the lack of self-interest in Mentor and sees that his only motive is to protect the absent king's interests. This trust in Mentor is rewarded as Mentor/Athene enables the voyage to happen by a whole series of interventions. In one she disguises herself as Telemachus in order to recruit the sailors needed for the voyage. In another she puts his enemies to sleep so as to protect him from ambush. Mentor/Athene gives support, advice and takes actions on his behalf to ensure that the voyage takes place.

Mentor/Athene introduces Telemachus to King Nestor and facilitates the relationship. He(she) later delegates her responsibility for Telemachus to Nestor. King Nestor is favoured by the Gods and it is a great honour for Telemachus to be placed in his care. King Nestor, together with his son, take on the guiding role from Mentor. These are the most significant elements of the story.

Obviously, the historical context cannot be ignored. In ancient Greek society, individuals had a clear view of their function and 'place' in the hierarchy. Telemachus was born to be king but he needed to be developed into the role so that he could fulfill his destiny in a way which was acceptable to his Father and the Gods.

It is relevant to explore another version of this story from a different historical and cultural background.

The Fenelon Development

The theme of the development of a king is fully explored in Fenelon's 'The Adventures of Telemachus the Son of Ulysse'. In this work, Mentor's characteristics and behaviours are throughly described. It is a substantial case history of human development which demonstrates that all life's events are potential learning experiences. Fenelon shows us through Mentor that the observation of others' behaviour can provide both positive and negative experiences. He suggests that pre-arranged or chance happenings, if fully explored with the support and guidance of a mentor, provide opportunities for the learner to quickly acquire a high level understanding of 'the ways of the world'.

The story provides some insight into the process of mentoring from the mentor's perspective. It is unsurprising then that 'Telemaque' was greatly admired by Rousseau as a seminal text that stresses moral and political education. In Rousseau's 'Emile', Fenelon's book is the only book given to Emile by his tutor when the pupil reaches adulthood (Riley,1994).

Fenelon was struck by the simplicity of the ancient authors and insisted that 'it is our insane and cruel vanity, and not the noble simplicity of the ancients, which needs to be corrected'(Fenelon,1835, pp.249-50). His objective in writing the work was outlined in his letter to Father LeTellier (1710), in Oeuvres de Fenelon (1835). 'As for 'Telemaque', it is a fabulous narration in the form of an heroic poem like those of Homer and of Virgil, into which I have put the main instructions which are suitable for a young prince whose birth destines him to rule....In these adventures I have put all the truths necessary to government, and all the faults that one can find in sovereign power' (pp. 653-4).

Fenelon believed in the idea of the 'disinterested love of God' (Riley,1994) In essence this is love without 'fear of punishment' or the 'hope of reward' (Riley, 1994). He applies this philosophy to the character Mentor who is the 'true hero', and 'the moral educator'(Riley, 1994) in the story. This is the beginning of the idea of the selfless, altruistic and generous educator. The educator who gives of their experience without motive.

Fenelon's view of adult development was in many ways revolutionary in the context of the time. Some of the time interpreted it as a threat to the Christian belief and perhaps even more threatening, 'Telemaque' showed that the notions of monarchy and republic could coexist if monarchs were educated and developed into the role.

Louis xiv did not view the work in this way but saw it as 'an attack on his faults' (Riley, 1994). Even more annoying for Louis was the idea that the real hero in the tale was Mentor the personification of wisdom and not the young prince. Perhaps Fenelon is suggesting that the educator has status? Further, the very suggestion that it would be possible to develop the abilities of kingship rather than be born to them was too challenging for Louis and Fenelon was banished for his efforts. However, 'Telemaque, fils d'Ulysse' became a best seller in Fenelon's own life time.

The following extracts from the Hawkesworth translation (1741 republished in 1808) are briefly discussed here in order illustrate some of the personal attributes and behaviours of Mentor in relation to his role as developer of Telemachus.

Mentor regularly challenges Telemachus by the use of reflective questions; a well identified counselling technique.

> 'Mentor perceived his weakness, and reproved it; "Are these then," said he, "Telemachus, such thoughts as become the son of Ulysses?" (p.10).

Mentor is also very supportive of Telemachus in that he does not reproach him for error. This is a clear example of a mentor providing the supportive environment for an individual to learn where the fear of failure is removed....

> "My dear Mentor," said I, (Telemachus) "why did I reject your advice? What greater evil can befall me than a confidence in my own opinion, at an age which can form no judgement of the future, has gained no experience from the past, and knows not how to employ the present?" .... Mentor replied with a smile, "I have no desire to reproach you with the fault you have committed;" (p.12).

Fenelon treats us to a view of one of the benefits of mentoring for a mentee when he shows that Telemachus is clearly very impressed by Mentor's personal qualities and intellect.

> 'The candour and magnanimity of Mentor gave me great pleasure; but I was transported with wonder and delight at the stratagem by which he delivered us' (p.13).

Mentor displays calmness and great assertive powers in the face of adversity.

> 'But, just at this dreadful crisis, Mentor, with all the calmness of security, demanded audience of the king........ At this moment there appeared in the eyes of Mentor somewhat that intimidated the fierce, and overawed the proud'...(pp. 15 -17).

According to Fenelon, Mentor also has certain charismatic leadership powers which enabled people to tackle and overcome great difficulties. '...the subjects of Acestes, animated by the example and voice of Mentor, exerted a power which they knew not that they possessed' (p.18).

As well as possessing these exceptional personal attributes for Telemachus to learn from by role

modelling, Mentor also placed Telemachus in learning situations so that the young man could learn by observation. The following extract is an example of Mentor using a reflective discussion to enable Telemachus to draw out the learning points from a previous experience.

"Happy are the people," said Mentor, "who are governed by so wise a king! They flourish in perpetual plenty, and love him by whom that plenty is bestowed. Thus, O Telemachus! ought thy government to secure the happiness of thy people, if the gods shall at length exalt thee to the throne of thy father. The tyrants who are only so licentious to be feared, and teach their subjects humility by oppression, are the scourges of mankind: they are, indeed, objects of terror; but as they are also objects of hatred and detestation, they have more to fear from their subjects than their subjects can have to fear from them." (p.22)

and.....

'Mentor then called my attention to the cheerfulness of plenty, which was diffused over all Egypt; a country which contained twenty-two thousand cities. He admired the policy with which they were governed: the justice which prevented the oppression of the poor by the rich; the education of the youth, which rendred obedience, labour, temperance, and the love of arts, or of literature, habitual; the punctuality in all the solemnities of religion; the public spirit; the desire of honour; the integrity to man, and the reverence to the gods, which were implanted by every parent in every child. He long contemplated this beautiful order with increasing delight, and frequently repeated his exclamation of praise. "Happy are the people who are thus wisely governed!" (p.24)

Fenelon shows that Mentor can be inspirational..

'I listened attentively to this discourse of Mentor; and, while he spoke, I perceived new courage kindle in my bosom' (p.24).

The positive effects of negative experiences on Telemachus...

'Nor shall I forget, if the gods hereafter place me upon a throne, so dreadful a demonstration that a king is not worthy to command, nor can be happy in the exercise of his power....'.(p. 41).

The Implications

The original story or 'folk wisdom' Bruner, 1990) about mentoring and related dyadic partnerships are crucial in shaping our current understanding and behaviours and as mentoring develops in the modern context, new mythologies will emerge to shape future understanding and behaviours.

Telemachus had at least six people who enabled him to develop intellectually to adulthood. Arguably, he had more models. Early in his development he modelled himself on the un-couth

suitors. These people influenced him and acted as a kind of catalyst which forced a change in direction. It is sometimes the case in life that people model themselves negatively on others and come to the conclusion that "I don't want to be like that".

The characters who influenced Telemachus had specific skills and a specific motive in mind. In the role of Mentes, Athene was testing and assessing potential. In the role of Mentor she helped to develop Telemachus' potential. In reality, these two functions may be mutually exclusive or they could be carried out by the same person.

Athene hid her true identity in order to make the contact work. Does this mean that selflessness is therefore inherent in the mentor role? Fenelon thought so. This change of personality also has other implications. Why did she not remain as a woman? Is it that she foresaw difficulties in the relationship if she remained in her own gender and what are these difficulties? Certainly, it is true that historically, women in Greece had no status and no authority and to have appeared as a woman would have been a non-starter in any event. However, the modern equivalent of the problems Athene may have weighed up could be the one of office innuendo about their relationship which may have killed it before it started (Clutterbuck, 1992). She may have been aware that the relationship could be subject to 'gender tensions'.

> 'In general, if a woman has a male mentor, she should seek out a woman mentor as well. Beyond the social considerations, there are politics for women that a man may not be aware of' (Puder-York, 1992, p. 99).

Kram (1982) claims that when the woman is the subordinate -

> 'It's not as rich a relationship because both people erect barriers to protect themselves from intimacy......When the barriers don't exist, there is a dependency and sexuality that prevents the women being an autonomous individual......The trouble is that friendship is essential in creating the trust on which the relationship can thrive' (p. 19).

Athene may have also recognised the potential for a sexual relationship to develop resulting in a change in the nature of the relationship that would seriously risk the successful outcome of the original objectives. A vision of all of these problems may have led Athene to her decision to visit Telemachus in the guise of a man.

The guises also allowed Athene to start with a good foundation. Both characters were known to the family but in different circumstances and different ways. Both were mature, experienced men with something to offer Telemachus. They were both reliable and trust-worthy and had a clear vision of what Telemachus could be. They were skilled politically and had good inter-personal skills and they weren't afraid to intervene on the young man's behalf.

The nature of their interventions was different. One provided the situation in order to test the potential and left Telemachus to work his own way through although, at times, gave clear instructions to the young man. The other guided, supported, coached and taught. Neither were afraid to scold the young man but they didn't wield power over him. On the contrary, they

worked behind the scenes to enable him to gain success (see: Zey, 1984).

No one person brought Telemachus to full maturity but there were a number who had a hand in his development to adulthood. Athene, a women, played the most crucial role. This fact is of great significance as many accounts of the modern mentor relationship suggest that Mentor was the only developmental partnership to which Telemachus was exposed. Therefore, all the characteristics, role descriptions, functions and definitions of a modern mentor are made against a model that revolves around one person. This is clearly not the case in the original story. Further, the characters in the story may also have been in the surrogate father role, they certainly behaved paternally towards Telemachus. They were of the right generation, gender and status to be in the father role. Levinson (1978) suggests that this age span across a generation may be too wide for a true modern mentor relationship to work as the pair in the relationship are too distant from each other in time and experience. The modern mentor role therefore, is not essentially a parental one.

There can be little doubt as to the origins of the title and concept of mentoring. Clearly, the original meaning of mentoring has something to do with an older, wiser more mature and experienced person educating or developing a younger one. However, in current practice this is not always the case and the nature of the dyad may be quite different.

Bacon's Perspective

The essays of Francis Bacon (1579) offer further insight, not into mentoring as such, but into key elements of human relationships which are applicable to the mentoring partnership.

In the essay 'Of Youth and Age' Bacon suggests that the older persons has much to offer a younger one and visa versa. He suggests that it is - 'good to compound employments of both; for the virtues of either age may correct the defects of both' (p.171). Bacon's view provides support for Carden's (1990) view that mentoring is reciprocal and 'mutually enhancing'.

Bacon adds further hints at the nature of a mentoring relationship when he suggests - 'that young men are learners, while men in age are actors' (p.171).

This element of friendship is an important aspect of the mentoring relationship and in his essay 'Of Friendship' Bacon offers the following observations into the workings of a friendship.

Bacon contests that friendship is essential to all people, for 'Whosoever is delighted in solitude, is either a wild beast or a god;' (p. 103). But friendship has, according to Bacon, some essential characteristics and the first is that a true friend is a person to whom one can 'openeth the heart'.

Many writers (e.g.Gladstone, 1988; Levinson, 1978; Bennetts, 1995) link the idea of friendship as being an element (though not essential) of mentoring.

Further appreciation of the mentoring relationship can be understand through reference to Simmel

(1908).

Simmel's Dyads

The dyadic relationship was well understood by the Greeks and we can find many examples of 'the pair' throughout history. These relationships are easily recognisable but are there any differences between them and the mentor/mentee pairing? Georg Simmel's (1908) ideas are helpful.

He observed that the dyad relationship is unique for a number of reasons. One such observation noted that the 'secret' held between two people was the maximum number needed for the security of the 'secret'. This secrecy between two would seem to be a fundamental aspect of the dyad. The element of confidentiality must be of prime concern in the mentor relationship. This 'secrecy' places a mutual dependency on the relationship for if a third party is introduced, the social structure fundamentally alters. If one party 'drops out' of the relationship of three, the group can still exist in the remaining two. In a dyad if one drops out, the group is at an end.

The issues of dependency and the termination of the relationship can be powerful forces within the pair. There is always the potential for either greater dependency or a lack of trust evolving.

Simmel (1908) likens the risk of termination to the threat of death. He suggests that 'the fact that we shall die is a quality inherent in life from the beginning......we are, from birth on, beings that will die' (1908, p.124) This impending end is something that may affect the mentor relationship dramatically. It could through the pair closer together and thus they become more dependent on each other. Or, trust may be put under strain as the potential ending draws nearer.

Levinson (1978) tells us that most mentoring relationships last for two to three years. Bennetts (1995) does not support this view and has identified cases where mentoring relationships develop into life-long friendships or love relationships.

Levinson (1978) observes that, at times the relationship '..comes to a natural end and, after a cooling-off period, the pair form a warm but modest friendship' (1978, p. 100)

Kram (1983) goes some way to supporting this view and expresses the 'cooling off period' as one of the phases in the relationship (see: chapter 2). However, the relationship, if it is an intense one, may terminate with 'strong conflict' (Levinson, 1978) and although the meaningful elements remain with the mentee, the mentor may be left to mourn and therefore may go through the classic stages of grieving. Is there a lesson here for prospective mentors?

This sense of endangerment in the dyad can have the affect of bringing the pair closer together in a sense of uniqueness but it may also create 'sentimentalism and elegiac problems' (Simmel 1908, p. 124).

Simmel also mentions the concept of 'triviality' in relation to the dyad. This may be born out of the 'sentimentalism and elegiac problems' identified by Simmel but it may equally be born out of the initial mutual expectations in the relationship failing to materialise in practice. Further, the potential regularity and frequency of experiences within the relationship may create a triviality or a closing down of the content. Content value in a relationship can be measured by its rarity and in dyadic relationships which 'do not result in higher units, the tone of triviality frequently becomes desperate and fatal' (Simmel, 1908, p. 126).

The risk of triviality entering the mentor partnership is great and if, in a formal system, the relationship is to work effectively, vigilance is needed to reduce this risk.

A recent discussion with a mentor, operating in an active scheme, clearly focussed on this problem. The relationship had, from the mentor's point of view, become stagnant and unproductive as a result of the mentee constantly keeping the agenda of the meetings focussed on one small aspect of work. "But once we started talking about where do you see yourself and how are you going to get there and how are you coping with this problem at the moment; he didn't want to cover that ground."

This mentor felt that there were other issues which needed discussion. This included the mentee's behaviour towards others and future career plans. The mentee constantly managed to move the discussion back to what the mentor saw as 'safe ground' for himself. From the mentor's point of view this situation became frustrating and unproductive as the same ground was repeatedly covered. The relationship was on the verge of break-down and in the word of the mentor "I was beginning to think, to hell with him". The relationship has since been retrieved but this is the subject of chapter 4.

The dyad also has the potential for great intimacy, (Simmel is not referring to sexual intimacy here although Bennetts (1995) suggests that this may be a possibility in the mentoring relationship. This point is more fully discussed later.) Although generally, the relationship, based on interdependence, does not 'grow beyond its elements' (Simmel, 1908, p.126). Simmel suggests that the dyad often develops this friendship quality as the relationship has, by its nature, an in-built tendency for intimacy and mutual dependence. This is not due to the 'content' (the things the individuals discuss) of the relationship but more, the unique shared quality of the relationship - as Simmel puts it 'an all or nothing' relationship. This intimacy of friendship exists 'if the "internal" side of the relation, is felt to be essential; if its whole affective structure is based on what each of the two participants give or show only to the one other person and to nobody else' (Simmel, 1908, p. 126). It is this exclusive and essentially secret or private nature of the mentoring relationship that often creates a strong, stable friendship (Chao and O'Leary, 1990; Hunt and Michael, 1983; Shapiro et al., 1978). As previously discussed, this strength **may** cause eventual emotional difficulties for both the mentor and mentee as the relationship ends. (Levinson, 1978).

Sexual Intimacy

Mainiero (1989) argues that if the relationship is to be mutually beneficial, it is essential that the

relationship is close. Hurley,et.al. (1996) identifies three types of intimacy or closeness in work-related cross-gender mentoring relationships:

non-sexual psychological intimate relationships;
office romances (sexually intimate relationships);
sexual harassment.

These are viewed as points along a continuum of extremes. Nieva and Gutek (1981) suggest that the issue of sexuality and intimacy is best understood in the context of 'sex role spillover' (Hurley, 1996, p. 43). In the case of male mentors who feel uncomfortable with women in the workforce, they suggest that the male will base his perceptions of females on the female role with which he is most familiar in other aspects of his life. These will include 'sex object, lover, wife, daughter and mother' (Gutek, 1995 In: Hurley, 1996, p.43). According to Hurley (1996) the type of relationship which emerges within cross-gender mentoring is likely to be dependent on the male mentor's perspective. This raises the issue of the use and abuse of power in the mentoring relationship. This point is discussed later.

Hurley, et.al (1996) characterises non-sexual intimacy as involving 'mutual closeness, affection, trust, respect, commitment, and self-disclosure' (p.43). Hurley, et.al (1996) describes these relationships as 'non-sexual, psychologically intimate relationships' (p.43). She suggests that these relationships sometimes have the potential to be misconstrued in the work place by 'jealous co-worker (s)'.

Levinson (1978) observed this in his research and accounted for it by implying that the root cause is deep seated sexism - 'to regard her as attractive but not gifted, as a gifted women whose sexual attractiveness interferes with her work and friendship, as an intelligent but impersonal pseudo-male or as a charming little girl who cannot be taken seriously, (p. 98). Chao and O'Leary (1990) together with Ragins (1989) suggest that some co-workers perceive intimate sexual relations in cross-gender mentoring even if none exists. Bowen (1985) reports that some female mentees are subject to sexual innuendo and speculative rumour within the organisation. Hurley (1996) believes this is a result of these 'jealous co-workers' who view mentoring as being linked to favouritism and career success.

In a recent cross-gender study which looked at sexuality in the workplace, (Lobel et al, 1994) '968 (out) of 1,044 respondents reported non-sexual, psychologically intimate relationships with opposite gender co-workers' (Hurley, 1996, p.43). This suggests that non-sexual relationships are the more common form of cross-gender relationship in the work-place.

However, cross-gender mentoring relationships do have the potential for becoming sexually active partnerships and can develop into office romances. Clawson and Kram (1984) suggest that sexual activity is the result of the heightened emotional state and sheer intensity of the relationship. In my study of mentoring, out of the 500+ participants there is only one reported case of this type of relationship developing. I suggest that the risk is present but generally in the UK it is a small one.

72

There are mixed views as to the benefits or negative effects of the office romance. Some, (Bureau of National Affairs, 1988; Lobel et.al, 1994) suggest that there may be positive effects on the participants' career progression but others conclude the opposite (Ford & McLaughlin, 1987; Mainiero, 1989; Powell, 1986).

Ending such sexual relationships causes the biggest problems as there is the potential for the break-up to slide into sexual harassment (Bordwin, 1994; Lobel et al, 1994; Mainiero, 1989). This adds another layer to the problems associated with ending a mentoring relationship identified by Levinson (1978).

Sexual harassment, as the most extreme example of intimacy in cross-gender mentoring, is clearly the most damaging and offensive point on the continuum. Hurley (1996) identifies two main types of harassment at work. One is where there is a 'quid pro quo sexual harassment' (p.45). This is where there is the offer of preferment or other like benefit in return for an acceptance of a sexual advance. The other type is a 'hostile or offensive working environment' (p.45). This is very often related to power and status in an hierarchical relationship. Clearly, hierarchy is often associated with mentor relationships (Chao and O'Leary, 1990; Vertz, 1985).

Sexuality in mentoring is not restricted to opposite sex relationships. Levinson (1978) states that 'mentoring is best understood as a form of love relationship.'(p. 100) and as such 'it is a difficult one to terminate' (p.100). In her research into the 'loving' aspect of mentoring, Bennetts (1995) found that 'the word 'love' was used in an holistic way; for some it was used as a part of their spiritual philosophy; but for others it was a mixture of both. This included a strong emotional attraction which led to being 'in love'. Some individuals handled that aspect of the relationship by remaining silent and never mentioning it to their mentors or learners, and some individuals made it explicit and the relationship became sexual.' (p. 11). However, in every case the relationship was conducted with integrity and was not based on the abuse of power. She also noted that 'it would be too simplistic to think that these were ordinary romances. They were described in the same way for both opposite and same sex partners, regardless of their previous chosen sexuality.' (p. 11)

Torrance (1984) supports this finding - 'Those who organise and foster mentor programs should also recognise that the mentor relationship may in time become one of friendship, teacher, competitor, lover or father figure. If the relationship is a deep and caring one (and this seems to be a major characteristic of a genuine mentor relationship), any of these relationships may evolve. However because of the caring nature, the outcomes are not likely to be harmful. However, this may be a necessary risk.' (p.55)

Power, status and hierarchy

The issue of power in the mentoring relationship is often associated with gender (Brown, 1993). It is also associated with position and status. Work in the US indicates that many mentees (66% of those studied) view the mentor as offering the key or passport to future career advancement (Burke, 1984). This is very much a US perspective on mentoring where sponsorship is seen as

a prime motive for mentoring partnerships at work. In such a climate of competitiveness among one's peers, individuals, desperate for advancement, may engage in a range of unsavoury behaviours.

Studies in the US (Brown, 1993; Fagenson, 1989; Ragins, 1989; Burke,1984; Landau,1993; Walsh, 1995; Gutek, 1985; Reynolds, 1993, Hossack,1993) all point to mentees and mentors, males and females having fears and concerns over sexual harassment. And yet, the US experience is that harassment is quite generally widespread but not exclusively in the context of mentoring. The underpinning motivation for mentoring at work in the US, together with wider social pressures, may be a cause of these problems.

In the UK the emphasis in mentoring is more on learning and development. Arguably, the potential for status abuse in mentoring may be less in the UK as the dominant thinking about mentoring is clearly different. During the course of this study of mentoring there are only two examples of the misuse of power. Neither have a sexual connotation. These are discussed later. This is not to say that the potential does not exist in mentoring, clearly it does, but that the use and abuse of power was not the driver for this research. This issue cannot be ignored as it plays a part in our understanding of mentoring.

The mentor can be a role model from whom 'ego integrity' (Erikson, 1950) can be acquired. However, the opposite of this is 'despair' (Erikson, 1950) and a mentor who exercises power as a dictator without concern for the individual simply manipulates an individual to an outcome. This type of power views an individual as a means to an end rather than an end in his or herself; a fundamentally immoral act (Wood, 1970). .

McClelland and Burnham (1976) do not see the application of 'socialized power' as something necessarily associated with 'dictatorial behaviour,' but as 'a desire to have an impact, to be strong and influential' (p. 235). This type of power, which they associate with the 'good manager', is not focused on the individual and 'personal aggrandizement' (p.235) but is aimed 'toward the institution which he or she serves' (p. 235). McClelland and Burnham suggest that the successful manager is one who is able to use 'socialized power' for the benefit of the organisation. Power may be described in terms of the attributes held by the majority in an organisation. This is influenced by the organisation's structure and values. Personal power is more associated with the charismatic leader but this influence is often transitory in nature and short term. Mentoring activity is usually more long term than this (Levinson, 1979). Arguably, the 'good mentor' will have the needs of the organisation in his or her mind, the whole picture, as well as a focus of attention on the needs of the individual. Mentoring, focused in this way creates a unique and special relationship that has worked for centuries for the individual participants.

A further issue is the real and perceived hierarchies within organisations. Mentoring can often be associated with hierarchy. During the 1980's 'a new wave of management thinking developed which questioned much of the received wisdoms' (Ezzamel et.al. 1993) These challenges included a review of management structures. This resulted in management layers being eroded so that organisations became 'leaner and 'fitter'. With this came the demand for different managerial abilities. (Mentoring being just one of these.) However, Ezzamel et.al. (1993) assert

that despite the change of language, 'the command and control system lives on, concealed beneath the trappings of the facilitate and empower philosophy'. The language of change is very much in place but the realities have not yet fully materialised (see: chapters 7, 8). Mentoring, it may be inferred, as a part of the 'new language' could still be dogged by past thinking of power and control within organisations.

Clawson (1996) goes further by suggesting that a major paradigm shift has taken place from the 'industrial era' to a new 'information age' (see: introduction). He is not alone in his statement (see: Bennis, 1996; Pinchot and Pinchot, 1994, Kessels, 1996) but there are still people in the work place who have not yet made this shift.

The underpinning assumption made from the past was 'father knows best'. In effect, the paternalistic, senior male who dominated those of lesser status. Mentoring has overtones of such historical thinking. Many writers (Clawson, 1980; Klauss, 1981; Phillips-Jones, 1982; Clutterbuck, 1992) introduce their writing with a resume of the Homer story which places Mentor in the role of a paternalistic development figure. 'However, the symbolism of Mentor as a surrogate father to Telemachus cannot account effectively for the breadth and variety of functions that Mentor and other guides perform' (Harquail and Blake, 1993, pp. 2-3). The fact that Mentor is Athene, a female, in disguise is often not mentioned. This offers a different perspective. In this father - son context the motivation behind the relationship is one which is 'generative' (Erikson, 1950) but has echoes of nepotism or extended, 'old boys' networks'. Positing the relationship thus tends to exclude the 'emotional, social or sexual issues,' (Harquail and Blake, 1993, p. 5) together with power and control issues, which may still be sources of tension in modern mentoring partnerships.

In the Odyssey, Athene had an overall objective which was to maintain the stability of Ithaca until Odysseus' return. She had an 'organisational perspective' but at the same time, through her disguises, she became closer to and trusted by Telemachus. This was essential, for positive mentoring can only function thus. It is important for mentors within organisations to have a dual perspective - both the organisational and the individual.

The notion of the 'information age' or 'knowledge society' is gaining ground quickly (Kessels, 1996; Senge, 1992; Nonaka, 1991) and with this there is the realisation that the paternalism of the past is not an appropriate paradigm for unlocking individual potential. Mentoring is part of this change but it may still suffer from 'throw-back'. Clawson (1996) clarifies the 'shift' in the following way:

'These include trends away from:
career;
vertical relationships;
work focus;
seeking mentors;
top down relationships;
homogeneous relationships;
instrumental relationships;

individual focus.
They also include trends towards:
service;
peer relationships;
life focus;
seeking proteges;
bottom-up or reciprocal relationships;
heterogeneous relationships;
e-mail connections;
relationship rewards;
team focus.' (p. 10)

In such a changing environment the issues of position and status, power and control start to alter and a new egalitarianism may start to evolve.

All of the above issues create very real operational problems within organisations that wish to pursue mentoring as a way to change their structure and behaviour. The application of the Public / Private dimension of the model previously presented here may be one way in which the abuse of power, sexual or otherwise, may be avoided. This may also help to develop a new openness in which mentoring is seen as a normal work activity in which people engage for the benefit of themselves and their organisations.

Conclusion

In summary, the original story together with variations, related writings and personal experiences very strongly support the idea that mentoring is a learning relationship between two people. The Greek story provides a useful starting point for people thinking about mentoring. As a part of the evolving methodology of this research, I have applied the devise of story telling as a vehicle for debate and the extraction of meaning (see: Geertz, 1971; Morgan, 1986; Bruner, 1990 and others). Through this approach, participants draw on their tacit understanding of this type of human interaction and thus operationalise the tacit into a prevailing model. They use the story as a backdrop upon which to hang new pictures and develop new understandings. I have led mentoring workshops with over three hundred people and, after the participants hear, read and discuss the original story, they develop a 'model' of mentoring as applied to their own situation. This means that some aspects of mentoring as presented in history are rejected and others developed. The following points are consistently made which confirms their legitimacy and under underscores the participants' beliefs. Like Geertz's (1971) Balenese village (see: chapter 1), the tale has become a story about their experience based on their experience which formulates their future activities.

Trust and honesty are key elements in the mentoring relationship.

Learning Opportunities are sought out, encouraged, stimulated and supported.

The relationship has a forward focus and is developmental.

The relationship is voluntary.

There is a power differential in the relationship.

The relationship has a clear purpose.

Challenges are faced and resolved.

Confidence is built and success is reinforced.

An individual may have several mentors during a life time or at the same time.

Each mentor may bring out different aspects of the mentee's character.

The mentor often has greater or different experience and knowledge.

Mentor relationships are not necessarily bound by time.

Mentors need to invest time in their mentees and know when to withdraw.

Mentors may intervene on the mentee's behalf.

Mentors are often but not always older than mentees.

A mentor has clear influence over the mentee's activities but does not control them.

There is a clear 'organisational focus' to the relationship.

Mentoring may have the potential for manipulation and exploitation of the mentee.

Altruism may play a part in mentoring but essentially the relationship is reciprocal.

These modern interpretations of the meaning of mentoring are deeply significant. Mentoring is clearly understood and widely experienced. The confusion heralded at the start of this chapter seems to arise when mentoring is part of a scheme or viewed as a management tool. It is here that we may forget that mentoring is a voluntary learning relationship that has much to offer people. Compulsion or manipulation are not at its heart; care, concern, integrity, trust, honesty and many other positive human attributes are. This does not imply that mentoring is simply a relationship just like any other. Mentoring is special and does have unique qualities about it. The following short cases may help to shed some light the similarities and the differences between mentoring and other paired relationships.

The Archbishop's Chaplain

The Archbishop and his chaplain make a very interesting and complex partnership. It is well established in the culture of the Church of England and therefore, well understood. The question is, is it a mentoring partnership?

The following is the result of an extended interview with a former Archbishop's chaplain. This relationship was clearly unique and could not be a model for all similar partnerships. In addition, this is a one-sided conversation and only an interview with the Archbishop would confirm the chaplain's perspective and fully endorse the views expressed. This does not reduce the validity of the views expressed here. This is the truth as perceived by a key participant (Bruner, 1990; Reason, 1994) and as such, this is a reality which has both real meaning and significance.

The Case

It is the tradition in the Church of England for Archbishops to have a full-time chaplain. Bishops have a choice. The Archbishop's chaplain has three main roles, the domestic, the diocesan and the national and international. These roles reflect the roles of the Archbishop.

The selection and induction of the Archbishop's chaplain is complex and thorough. It is essential that both can communicate well with each other, almost to develop an unwritten, unspoken rapport - an understanding. Trust is a crucial element for they may discuss matters of the State and issues that have great public interest. The Archbishop may share his innermost thoughts and concerns with the chaplain.

The selection process for this chaplain started before the appointment of the Archbishop. The Archbishop interviewed the chaplain for a different post some years before. The candidate was invited to a week-long interview after which the potential chaplain shadowed the outgoing chaplain for a further week. Following this, they agreed a start date with a review after six months.

".....so, after six months I went into his study on one of our normal meetings and I said, 'I have been here for six months, shall I hang the rest of my paintings on the wall?!' and he laughed and said 'carry on.' so I did."

The relationship had become an intimate and trusting one. The clearly defined purpose of the partnership probably helped this:

"I think the purpose of the relationship was to assist him to do his job more efficiently......That was the goal and I think it should be a shared goal, and so, in that sense, one that can be counted on...anything else in the relationship was a by-product of that target."

There was much scope to develop the job as the chaplain saw fit. Having developed an interest in education and training with a previous University chaplaincy, the natural progression was to

78

develop responsibility for the recruitment and support of ordinands.

The domestic element of the core job involved the coordination and planning of visits to events and functions. This Archbishop always wrote his own speeches and sermons. He would sometimes hand the paper to the chaplain for an opinion. As the chaplain said, they were always "his scripts, my comments".

The chaplain would be present when dignitaries and Ambassadors visited and his role was to "act as a baffle, to let some things through and keep others back. To be in the job of confidante, then shield."

In addition, the chaplain would act as a sounding board for the Archbishop:

"Then he and I would discuss sometimes appointments, baffling difficult ones or invitations to delicate events, we talked about whether he should go to that or whether he should not."

The Archbishop's chaplain is listed in the Diocesan Year Book as number 2 with bishops number 3, 4 etc. This means that the chaplain is the screen - the first approach to the Archbishop is through the chaplain.

At times the chaplain and the Archbishop would engage in philosophical or theological discussions. Here the chaplain tended to be the listener and the learner. Interestingly, many people were fearful of the Archbishop's intellect and the chaplain would often present the "human face of the Archbishop" or would "defuse situations and put people at their ease."

The partnership was also "in a sense, worked as equals, as partners."

Development of the chaplain was not the prime focus of the relationship, although the chaplain learned a great deal. Development was more a consequence of the relationship for the chaplain.

The Archbishop "wasn't looking for somebody who was wet behind the ears.... I don't think he saw me as an embryonic bishop"

The chaplain did not see his role to develop the Archbishop "there was no scheme in my mind for him to develop his job. If he had that in his mind, he did not disclose it to me."

However, there is a wider expectation in the wider Church attached to the Archbishop's chaplain role.

"I think people in the wider Church see the appointment as somebody who is being preened for a top job.........I have no expectations in that direction"

There was also a subtle influencing process at work....

"I remember saying (we were talking about levels of responsibility) and I said 'I don't have a great deal of responsibility', and he said that was nonsense, and one absorbs responsibility and lives it

unconsciously."

The Archbishop once bought a copy of Machiavelli's 'The Prince'. This followed a delicate conversation about a particular appointment where the chaplain challenged the Archbishop by suggesting that other's may construe his behaviour as Machiavellian.

".........and he remembered this and in the taxi after the discussion.........he suddenly produced out of his coat pocket 'The Prince'.......I thought that was rather nice, he was going to make sure he was forearmed."

The relationship was clearly challenging for the chaplain:

"I found it challenging - intellectually quite demanding and organisationally - I learned a lot in those six years. I am quite a good administrator now, thanks to that experience I had. Intellectually, I was running where he was walking...."

In terms of the dimensions heuristic (Garvey, 1994) the chaplain described the relationship as:

OPEN X	CLOSED
PUBLIC X	X PRIVATE
FORMAL X	INFORMAL
ACTIVE X	PASSIVE
STABLE X	UNSTABLE

Figure 21

The former chaplain commented:

On the Open/Closed dimension "certainly right at the end of the Open extreme."

On the Public/Private dimension "Well, it's both really, it's a bit like Morecombe and Wise or the Queen and Prince Philip, their public roles often make them seen together but their strength depends on the intimate private relationship."

On the Formal/Informal dimension "towards the formal end - partly because of his personality and partly because of mine."

On the Active/Passive dimension "It was an active relationship really......there would often be some practical action after a discussion."

On the Stable/Unstable " ...very much stable...it had to be absolute dependence, a confidentiality, discretion and he needed to be able to trust me implicitly and I needed that stability from him to know what was expected."

Friendship was another element in the partnership. They would invite each other to social events "and not just for reasons of protocol."

They still communicate both formally and informally occasionally though the job is at an end. "I count myself as one of the people whom he could turn to if he wanted an honest opinion."

Summary and Discussion

The prime purpose of this partnership was to act as a support to the Archbishop. It was not focused on the career progression or development of the chaplain. It did not involve problem solving, challenge, nurturing or support for the chaplain's benefit. All these elements were consequences or "by products" of the relationship.

The relationship, whilst being a 'job' for the chaplain had strong voluntary elements. The chaplain was selected for the post by mutual agreement and could shape the work around his interests.

Although professionalism was at the centre of the partnership, the role was totally dependent on the quality of the relationship between the two participants: it was beyond the simple boundaries of a functional working relationship.

The dimensions of the relationship were closely linked to what may be expected from a mentoring relationship: Open; both Public and Private; towards Formal; Active; Stable.

There was a clear age difference, a difference in status, experience and power that may have placed the Archbishop in the position of mentor. But the chaplain, as part of the role, took on some of the key functions of a mentor: sounding board, confidante, support, advisor, counsellor and screen.

The Archbishop provided a developmental challenge for the chaplain by way of sharing experiences, providing challenges and engaging in discussions on a whole range of topics. The relationship was clearly reciprocal, trusting and supportive and may be described as containing many key elements which are present in most mentoring partnerships.

Arguably, the Archbishop as a leader, role model, the voice of the Church, is a mentor by definition. This role is probably implicit in the position. However, neither party consciously viewed the relationship as a mentor/mentee dyad. Perhaps the Archbishop's 'generativity' (Erikson, 1950) instincts made mentoring a subconscious force in the relationship? Moreover, as the relationship was not a purely professional arrangement, other human qualities were present: mutual respect, genuine concern for each other, humour, integrity, reliability and honesty to mention a few. These qualities are essential in any professional relationship but the chaplain was not simply 'doing his job'. If this were the case, the partnership would have been very

mechanistic, functional - 'lego house' (chapter 2, pp. 39-40), short-lived, lacking in dynamic and probably unfulfilling for both parties.

As it was, the relationship itself was full of deep respect and mutual regard for one another. Consequently it was satisfying and enriching for the chaplain and perhaps, by implication, for the Archbishop as well.

Development and learning were ever present. The dynamics of an intimate dyadic relationship (Simmel, 1908) were playing a role in this partnership. These were essential elements of the workings of the relationship without which it could not function. This explains the care taken in the selection of the chaplain - both parties had to be careful, both had to make judgements as to the potential for a close, trusting relationship. They were also aware of the need for open honest discussion within a stable environment.

The dominant factor then, was the **quality** of the relationship. Mutual regard meant that ethically both viewed each other as ends in themselves rather than means to an end - a fundamentally moral state (Wood, 1970) This must also be the case in mentoring partnerships.

It is interesting to observe that the formal relationship lasted six years. This timescale relates well to Levinson's (1978) observation where mentoring type relationships lasted about three to seven years. This partnership ended by mutual consent and at the right time for both. They remain in social contact: a testament to the success of the partnership.

The prime purpose of this relationship was not mentoring, but mentoring activity was its consequence. This is not to say that all professional relationships are mentoring partnerships. This had professional motives but developmental consequences. It is therefore an example of an informal, natural mentoring relationship which grew from a common initial purpose. The Archbishop/chaplain relationship would find it difficult to work effectively if it were anything other than of the mentoring type. Each pair who engage in this form will create something unique but the experience, age, status and power differentials in the relationship together with the explicit role of the chaplain lend themselves to reciprocal mentoring.

Although the immediate result was not preferment for the chaplain, the acquired learning from being in the role will serve the chaplain well for whatever the future has to offer. The six-year long exchange enriched both parties.

A more formal mentoring form in the Church would be that of vicar and curate. The prime function of this relationship is to develop the curate through a supported experience.

This case study has been read and approved by the chaplain.

The Officer and the Soldier

The British Army has long recognised the benefits of mentoring type relationships. Although the Army may not call it mentoring, there is a clear, perhaps implicit, understanding of the concept

82

of one to one developmental relationships. This short case study is the result of a discussion with a retired Lieutenant Colonel, Iain Robertson, who, at the time was studying for an MBA at Durham University Business School. The discussion focused on developmental relationships in the Army and in particular his personal experience of mentoring.

The term 'mentoring' was something which he had not encountered coming to the Business School but he believes that it is "something very close to what has been practised in the Army in the whole of the 24 years since I was first commissioned."

His first experience of mentoring was in 1975/76 when he was studying for his Lieutenant/ Captain promotion exam. The commanding officer of the regiment appointed a Major as his 'mentor'.

The commanding officer chose the mentor. He used his judgement to select the most appropriate mentor from a limited pool of candidates.

Iain described the mentor as "the sort of person (in professional terms) that I aspired to be in 15-20 years because he was in that bracket ahead of me having gone through the process, or similar process and he was doing the job and he had reached the rank to which I aspired and therefore I saw him as a role model".

Iain recognised that the mentor was not simply attempting to transfer his skills or knowledge to him (although this was part of the relationship) but, as a role model, the mentor was communicating some strong personal qualities: "I thought that he was a very effective Squadron Commander because he had a natural rapport with his soldiers that was brought about by being sufficiently stand-offish when it was required but at the same time being a friend to them when that was required and I believed that he had the ability to strike the right balance between being the effective leader and commander but at the same time still being a concerned human person that had quite a large degree of responsibility for much wider welfare aspects of young soldiers based overseas etc and therefore he brought a very humane approach".

He also recognised that not all aspects of the relationship were there to be modelled positively. There were some characteristics that Iain observed which made him want to behave slightly differently " there are bound to be bits that just don't quite fit, the way you see life, the way you see yourself, so it is perhaps very much a generalisation to say that this is what I'm looking at but I think provided you are sufficiently conscious of the fact that there will be bits that you just don't quite necessarily see eye-to-eye with or you don't necessarily agree with or even it's just shading of style, actually it's perfectly sound but for preference I'd rather do it with a slightly different sort of angle on it".

It is also very clear that deep and reciprocal learning was at the heart of the partnership "he undoubtedly got something out of it....."

Iain went on to say from his own experience of becoming a mentor ...... "I think there is an awful lot to be got out of it.......perhaps a new look, a new approach to some very old and perhaps

rather stale topics..... I think it does mean that you really get a very good idea of what makes the next generation down tick. I certainly found when I worked very closely with my junior officers when I was a Commanding Office; if I went out and spent a day with the subalterns of my regiment (who were studying for exactly the same exam) at the end of that day my mind was totally refreshed and I was beginning to see things much more from their point of view that I simply wouldn't have considered before the start of that day".

In terms of the dimensions heuristic (Garvey, 1994) Iain described the relationship as:

```
┌──────────────────────────────────────────────────────┐
│ OPEN                             X         CLOSED      │
│                                                        │
│ PUBLIC X                                   PRIVATE     │
│                                                        │
│ FORMAL                           X         INFORMAL    │
│                                                        │
│ ACTIVE X                                   PASSIVE     │
│                                                        │
│ STABLE X                                   UNSTABLE    │
└──────────────────────────────────────────────────────┘
```

Figure 22

Iain commented:

On the Open/Closed dimension "I would say it was fairly closed.......because there is quite clearly a chain of command within this hierarchical structure and for an issue that wasn't within the confines of this area of professional study to have been raised, if I had a problem for instance and raised it with my mentor as opposed to raising it with my own Squadron Commander, then I would have been going outside my formal chain of command".

On the Public/Private dimension "very public to those who were remotely interested".

On the Formal/Informal dimension "very much in the informal but I would put that down to the nature of our relationship and the fact that it became a friendship. I have seen other relationships where it had been much more formal".

On the Active/Passive dimension "towards the active end because it was very much a practical area of study in the profession, ...because it was active soldiering we had to spend an awful lot of time together in the field but he would actively show me what he was trying to describe to me in terms of the how the layout of what the ground might affect deployment tactics for instance....."

On the Stable/Unstable dimension "very stable but perhaps slightly artificially stable ....because of the overlaying hierarchy and indeed culture of the organisation".

Friendship remains a crucial part of this relationship. "I'm still a very close friend. We still continue to have a relationship even though he has been retired from the Army for over 15 years now".

Iain also recognises that this experience prepared him for his role as mentor for the next generation by enabling him to reflect on the qualities needed in an effective mentor. Here he stresses the importance of a good relationship.... "they have to have an extremely good grounding, knowledge of the subject areas themselves..... You also need to be good at communicating this knowledge, this expertise, and I think you've got also to have the faith of the person to whom you're trying to impart this.... if that link isn't there, there is no good the mentor having all the knowledge and expertise and having the ability to communicate if there is no reception switch that has been switched on".

Summary and Discussion

The prime purpose of this relationship was for the junior officer to progress towards promotion to a more senior officer. It did involve problem solving, challenge and support for the junior's benefit but there were clear mutual benefits.

The relationship was not voluntary. As Iain puts it "....you only volunteer once. You're in until you decide to go out."

Although professionalism was clearly at the centre of the relationship, it was to some extent dependant on the personal qualities of both parties.

The dimensions of the relationship were, in the main, linked to what may be expected from a formal mentoring partnership: Closed, Public, Informal, Active, Stable but the Closed, Informal and Stable elements are worthy of further discussion.

The Closed dimension indicates the content of the relationship. This was clearly focused on the junior officer becoming a more senior one. This meant that the necessary knowledge and skills were being transferred but for the partnership to be really effective the mentor needed to communicate and instil the culture of the organisation. For this to happen there needed to be a certain degree of voluntarism, trust and faith. This was not a brain-washing exercise. The junior officer could, in theory, have stopped at any point "The nature of the volunteer army is such that you have got to join the club, warts and all, and you've got to take the complete package and if you don't like individual bits of that package I'm afraid that's tough and if there are so many bits of the package that you don't like that you reach the conclusion that you can't accept the package you have to leave. Because if you don't leave you will be pushed".

There are other ways in which the culture is communicated; the stories told by those who are part of it (Bruner, 1990; Geertz, 1971) "Everyone of course has a Field Marshall's baton in their knapsack according to ancient legend but, if I were to be realistic which I think does start to happen in your mid 20's, late 20s, when you start seeing how far your career may go, I realised that what I wanted to do was command a regiment because that was by visual observation and

85

by traditional sort of tales of old soldiers, that was where all the fun was....."

The junior officer was aware of these tales. When he entered the Army he had a dream and his mentor was a contributor to this and was helping him to realise it (Daloz, 1986).

For the relationship to develop into a life long friendship (a common outcome of mentoring see Levinson, 1978; Bennetts,1996), as this did, there would have to have been something more than a simple Closed agenda. The danger of an excessively Closed content is 'triviality' (Simmel, 1905).

The Informal dimension raises some interesting questions. One would imagine that within the hierarchy of the Army, the relationship would be a Formal one - dates and times being adhered to faithfully. However, this particular relationship was an Informal one because of the reciprocal nature of the partnership and because it evolved into a friendship. Iain did observe more Formal relationships.... "perhaps because of the way the characters didn't quite gel together" or .... "because the Commanding Officer maybe had no choice as to who was the mentee....".

Again the issue of voluntarism appears. The Commanding Officer is instructed to develop his junior officers, it is very clearly his responsibility. How he goes about fulfilling this instruction is left to his personal judgement. Iain suggests that "I cannot imagine that any wouldn't adopt this type of approach because it's making use of a lot of valuable expertise that exists in your regiment and if you don't use this expertise it's a waste and where else are you going to get it?" A clear recognition of the power of learning inherent in the mentoring partnership.

The Stable dimension is a clear function of the culture of the organisation in this particular case. The Army provides a Stable environment which all who join need to appreciate and understand.

There was a clear difference in age and status, experience and power which may place the Major in the role of mentor. The junior officer was clearly in the role of mentee.

The Major provided developmental challenge for the junior officer by way of providing challenges, sharing experiences and discussing practical issues in live situations. The range of topics discussed had clear boundaries.

The relationship involved trust and was supportive.

With the Major being in the leadership role, the mentor label could be applied implicitly. Both parties, although not calling the partnership mentoring, knew that it was a developmental relationship. The Major's 'generativity' (Erikson, 1950) instincts were present, perhaps focused on the individual mentee but also on the British Army as a whole? "while there is no great concern over the individual, the individual, as part of the whole, is important".

This form of mentoring clearly has an organisational focus. The logic for this is overwhelming ... "I think the real purpose is tied up in the recognition that it is a unique organisation and it is not possible to buy in expertise at any level other than at the starting point, ie the young officer,

and send him to Sandhurst and train him. Five years down the line when he is hoping to become a Captain and perhaps second in command or number 2 of a squadron, you cannot go to industry and say can I have a Captain please, can I have one of those. You could theoretically go to someone else's army whose system of training was reasonably similar to yours - Australia, Canada, most of the other commonwealth countries would probably fit that and we have exchange programmes to do exactly that, but for different reasons, so I think it's this notion that we have got to grow our own and every officer from the Chief of General Staff downwards, down to the youngest officer is a product of this home grown system because you cannot buy in...". This is an overwhelming argument for the idea of organisations developing their own people. Sadly, this view suffered during the 1980's and early 1990's with the cost cutting motivated 'down-sizing' of middle management and now in the late 1990's organisations find themselves with knowledge and skills gaps.

The mentoring relationship is also enshrined in the team concept which is so strong in the Army. The Officer must be capable of developing his staff if he is worthy of promotion himself.... "this is one aspect that a Commanding Officer would consider in deciding who was going to take on a younger officer. I certainly considered it as a CO because it's almost part of the development of that level of intermediate management. Unless you are capable of developing your own junior management teams, are you then necessarily well suited to be appointed to a more senior management position yourself?"

Promotion, career progression is the motivation for the mentee in the Army. Promotion and 'keeping an ear to the ground' is the motivation for the mentor and the Army as a whole values the mentoring approach because it enables the continuance of the culture. The moral question posed here is a complex one. The Army views its members as a means to an end. That end being the defence of the realm and the means being the sacrifice of oneself if necessary to achieve the end. However, it is a voluntary and professional force and the moral view is understood (at least implicitly) when signing up. Once engaged in the service, the individual has to either comply or leave. Individuals wishing to progress subject themselves to the powerful learning experience inherent in mentoring in the full knowledge of the implications of what they are involving themselves in. The relationships formed as a result are often deep rooted and long lived. In many ways this type of regard one for the other is enshrined in Army mythology and is essential to teamworking; absolutely fundamental to an effective fighting force.

This is an example of formal mentoring with both an individual and organisational focus.

Iain has read and approved this case study.

Conclusion

Trying to reach a precise definition of mentoring would be a worthy achievement for it is clear that it is both complex and variable in nature. Gladstone (1998) suggests that trying to define mentoring is difficult because 'it is as informal as pairing, as variable as the organizations in which mentors and proteges find themselves, and as idiosyncratic as the people involved'(p. 10).

Colwill (1984) suggests that having a mentor is like having one's own personal career development officer. Levinson (1978) in his seminal work suggests: 'The mentor relationship is one of the most complex, and developmentally important, a man can have in early adulthood......No word currently in use is adequate to convey the nature of the relationship we have in mind here..........The term 'mentor' is generally used in a much narrower sense, to mean teacher, adviser or sponsor. As we use the term, it means all these things, and more' (p. 97)

Some (Murray and Owen, 1991), quite readily take the narrow view: 'Facilitated mentoring is a structure and series of processes designed to create effective mentoring relationships, guide the desired behaviour change of those involved, and evaluate the results for the proteges, the mentor and the organisation' (p.4)

This is the mechanistic view of mentoring where it is viewed as a 'tool' or a 'lever' to achieve performance enhancement in individuals (see: chapter 2)

However, the wider view taken by Levinson (1978) suggests that mentoring is a trusting, developmental relationship between two people. Levinson refers to 'he' but others, (Sheehy, 1974; Lean, 1983; Ragins, 1994, Ragins & Cotton, 1991) express similar ideas in relation to women and mixed gender relationships. The evidence from these short case studies, the historical perspectives and the workshops presented here indicate that mentoring relationships involve a differential of age, experience, knowledge or skill.

There are two main types of mentoring; the 'facilitated' or 'formal' and the 'informal' or 'natural'. The two can probably exist together. As Gay (1994) poses the question - .. 'does the fact that you start from a different point mean that you cannot conclude at the same place?' (p.4) The role of mentor clearly encapsulates many ingredients. The 'thick description' (Geertz, 1971) offered here is an attempt to move towards an understanding of mentoring. Providing a simple definition would simply move this work back into the scientific, positivist world where all is cause and effect and thus explained in such terms. The understanding offered here moves beyond simple definition and celebrates the complex nature and form of mentoring type relationships. There are a some common themes and intriguing variants.

The historical perspectives here help to bring deep and meaningful insights to the nature and form of the relationship and the process. They do not offer a simplistic definition but a full and dynamic description, with paradoxes included. And the case study vignettes provide some insights into the variations which mentoring relationships can sustain. The next section explores aspects of mentoring in an attempt to lay a thicker description which may lead to deeper understanding.

Section 2 - Aspects of Mentoring

Chapter 4

The Relationship

This new section explores key aspects of mentoring relationships. This first chapter in this section aims to explore the detailed workings of mentoring relationships within in the Northern and Yorkshire Region of the UK Health Service. In this organisation, mentoring is quite widespread. In the following examples the mentoring arrangement is for employees taking part in the Durham MBA programme. The mentoring arrangement is voluntary but participants are encouraged to take a mentor for the duration of their MBA. The chapter elaborates on some of the issues raised in the previous section and explores the dimensions of the relationship through detailed case studies. In particular, the chapter provides further description of the mentoring relationship and shows that trust, commitment, integrity, the 'quality' of the relationship are key aspects of the partnership. It also describes what is meant by the claim that a mentor is the highest level educator (see: chapter 2). It draws on discussions (see: Garvey, 1994, 1995) with both mentors and mentees. Here I become a participant in the research as I engage the other participants in a dialogue; exploring ideas and elaborating on the meanings.

To achieve these aims, two mentoring partnerships are discussed against the dimensions heuristic previously presented in chapter 2.

These two relationships were selected as examples for the following reasons:

- ► the relationships provide clear evidence of both variety and development over time
- ► the relationships are atypical and therefore offer interest and insight
- ► case 'A' contributed to the development of the dimensions heuristic (see: chapter 2)
- ► case 'B' runs contrary to the Health Service guideline on line manager / mentor relationships
- ► regular contact was easy to establish and maintain due to the good personal rapport which developed between me and the participants

These cases are not therefore presented as 'typical' examples. Rather they are illustrative of certain possibilities in the mentor/mentee relationship. This relates well and is consistent with the driving philosophy of 'rich description' in this work.

The initial interactions with the mentors and mentees described here occurred over a 6 month period between November 1993 to April 1994. At the time of the first interview the mentor system had been operating for 10 months. The discussions continued to the end of the partnerships.

The Background and Context of the MBA Programme

The Northern and Yorkshire Region of the NHS annually places up to fifty employees on the

Durham University Business School MBA programme. The MBA programme, which started its second year in January 1994, aims to provide a base for management development throughout the Region.

The Health Authority's Objectives

The Health Authority's objectives in sending people on the Durham MBA programme are:

'To:

► Create a programme of the highest quality that addresses relevant health issues.
► Make the programme available to all suitable candidates regardless of formal qualifications.
► Ensure that the programme is non-discriminatory and consistent with Opportunity 2000.
► Enable the students to mix and study with participants from a range of other public and private sector backgrounds.' (Northern and Yorkshire Health Authority notes)

(Opportunity 2000 is a Government initiative aimed at providing women and minority groups with equal opportunities at work.)

The Participants

In 1993, 42 NHS employees started the programme. Of these, 23 (55%) were women. The Business School undertakes to match the number of NHS participants with a similar number of non-NHS participants. The Health Service participants are drawn from a wide range of functional backgrounds. These include, Nursing, Midwifery, The Ambulance Service, Management, General Practice, Pharmacy, Dentistry and Clinical Specialisms.

The applicant usually holds a degree or equivalent professional qualification. However, if an applicant does not have any formal qualifications they should have a good track record of achievement and must be able to demonstrate the ability to respond to the intellectual demands of the programme. The educational qualifications of participants range from certificates to doctorates. The age range of the participants is late 20's to Mid 40's. Participants come from all parts of the Region.

Despite the considerable demands of the programme, particularly in terms of time commitment, there are very few (1 or 2 a year) NHS drop outs. This may be due in part to the high level of support available to each participant. For example, each Health Service participant has a personal tutor allocated from the academic staff of Durham University Business School. Within the Region, training is given to participants and their line managers on how to run the quarterly review system which is operated by Regional Health Authority

managers to monitor the Programme. The line manager is also asked to support the application. The participants are encouraged to create study groups. These groups are made up of NHS and non-NHS participants. The Region has a programme manager whose job is to help recruit and monitor the participants as they move through the programme. Each NHS participant may choose a mentor to assist them during the two years. The mentor is often selected from the Health Service but there are some participants who select people from else where.

The Mentoring Arrangement

The Health Service mentoring arrangement exists to assist the MBA participants translate the content of the MBA programme to their specific roles and the organisations in which they operate. The MBA participant is free to choose a mentor from within the NHS and guidance is given in making the choice. The guidance is in the form of a half day's introduction to the MBA programme for NHS participants and as part of this they have a presentation on mentoring and an open question session. The aim of both the presentation and question session is to help the participants clarify the role, purpose and function of a mentor within this arrangement. Initially, a mentor is defined as a 'Trusted friend, counsellor and guide' (Gladstone, 1988). The content of the presentation and question session revolves around the following guidelines:

'1. The Mentor Role
To:

1.1 Provide objective and trustworthy support for the participant in an unthreatening environment.

1.2 Highlight how learning opportunities can be grasped through work tasks and relationships with other individuals both inside and outside the work organisation.

1.3 Encourage and stimulate.

1.4 Help to resolve issues arising from applying learning at the workplace.

1.5 Reinforce the self-confidence of a participant who may be experiencing difficulties.

1.6 Include the role of mentor as part of his/her Internal Performance Rating.

2. Characteristics of the Mentor

2.1 Commitment - adequate time available for regular meetings.

2.2 Trustworthiness - to provide personal and a supportive relationship.

2.3 Objectivity - to stimulate and nurture effective managerial practice in the Programme participant without the constraints of the line relationship.

2.4 Patience - to listen to and assist with difficulties.

2.5 Experience - to help the participant to identify learning opportunities and to turn theoretical learning into practical ability.

2.6   Interpersonal Skills - to build up a good rapport with the participant.

2.7   Openness - to accept the challenges to existing ideas which may be posed by the participant.' (Northern Health Services MBA Programme- "Guidelines for Choosing a Mentor" 1992)

Occasionally there may be a conflict of interest between the line manager and the wider developmental issues which may be discussed in a mentor partnership (see: Clutterbuck 1992). It is suggested that the mentor should not usually be the line manager of the participant. Participants are encouraged to consider each of these points before approaching the candidate of their choice. They also refer to the key elements of the Greek story (see: chapter 3) to help clarify their understanding of the nature of mentoring.

The participants make varied choices of mentor but the general pattern is for senior managers to be asked and in some cases, chief executives have been approached and have accepted. In others, programme participants may ask a peer to fulfill the role. The participants give the following main reasons for making their choices:

"He has done an MBA himself so I thought that he would understand what I am going through".

"Although we are of the same grade, she has greater experience of management development than I do".

"I can trust him/her".

"Although he is technically my boss, he is sufficiently removed from my situation to be able to give me impartial comment and support".

"He/she is somebody I can respect and who respects me".

"I believe that they are stable in their position within the authority".

Possible Problems of Choice

There are two problems which face the participants in their choice of mentor. The Health Service, both Regionally and Nationally, is going through substantial change and some of these changes have created an atmosphere of insecurity. When a mentee's career and future livelihood is in question, as it is with some people within the authority, he/she may become cautious about discussing career progression and other work-related issues with a senior manager who may have to make a managerial decision that could have negative consequences on the mentee. Where this situation exists, it would be inappropriate to

consider the manager for a mentoring relationship. Therefore, the word 'trusted' in the original definition is strongly emphasised as a key element for consideration. Fortunately, at the present time, this is not a common problem but it may become so when some of the structural changes take place within the Service and when the new regional mergers take place.

The other related problem is one of stability. Strategy and policy change in the Health Service have also meant personnel change. This fact is of great concern to the participants as ideally they would choose a mentor who will remain in the Health Service and in their locality for the duration of the MBA course. The problem here is that nobody has a crystal ball with which to predict the future job stability of potential mentors. Stability is an important element in the mentor process, despite the fact that mentor relationships are often short and that the unique aspect of any dyadic relationship is the certainty of its end (Simmel, 1908), a certain security must be present if the relationship is to develop any kind of momentum. To avoid this, some participants chose non-executive directors as mentors. Others, who had experienced this problem have managed to keep the relationship working despite relocation. In one particular case, the mentee is now working in a different area and at a different Health Service Organisation with a different role but the pair have managed to maintain the mentor relationship. This case is discussed next.

The heuristic

From initial interviews previously mentioned in chapter 3 (p.49) it appears that the dimensions model presented in chapter 2 is valid as a framework for describing the mentoring form.

As a consequence of the uniqueness of mentoring relationships, each specific pair may feature different combinations of the dimensions.

Time plays a crucial dynamic role in the mentoring process for as time progresses, the relationship may alter and different dimensions emerge or come to the fore as a result. This is demonstrated in the following case studies.

Case Study 'A'

Much of Case Study 'A' was previously published in both 'A Dose of Mentoring', Education and Training, Vol. 36 No. 4 1994 pp 18-26 and 'Mentoring in Action' edited by Megginson and Clutterbuck and published by Kogan Page under the title of 'Peer Mentoring, Supported by a Consultant: Jane Smith with John Jones' pp 175-188. The book chapter is an up-dated version of the journal article and this chapter is a further up-date.

The names of the people have been changed to protect their privacy and respect the confidentiality agreement made between the researcher and participants.

Both parties in Case Study 'A' work for the Health Service. The mentee was taking the Durham part-time MBA course.

The Mentor

Name:	Jane Smith
Gender:	Female
Age:	32
Position:	Training and Development Manager
Learning Style:	Activist preferences with Theorist leanings.
Background:	Total Health Service experience - 7 years and 3 years experience in Training in a commercial organisation.

The Mentee

Name:	John Jones
Gender:	Male
Age:	32
Position:	Surgical Services Management
Learning Style:	Theorist.
Background:	Total Health Service experience - 10+ years

This mentor relationship had a number of interesting features about it.

1.	The mentor is female and the mentee is male. This makes it an example of cross-gender mentoring. This is an unusual form (Burke et al., 1990; Noe, 1998; Ragins, 1994; Ragins and Cotton, 1991) as the majority of cross-gender relationships tend to be male mentor to female mentee. In 'Healthy Signs for Mentoring' Garvey (1995) observed in his sample of 42 (84 participants) Health Service mentoring relationships that 44% were male mentor to male mentee partnerships, 29% female mentor to female mentee partnerships, 25% male mentor to female mentee partnerships and only 1 female mentor to male mentee partnership. This is with 55% of the sample being women. (The programme is 55% women.)

2.	They are the same age.

3.	They have a similar status in the Health Service. (Points 2 & 3 make this an example of peer mentoring.)

4.	Initially they worked in the same Trust. They were then separated by about 30 miles because John was seconded out, John was then appointed to a new full-time post and the relationship has now ended as a result of chief executive action.

5.	The relationship had acute problems but these were resolved by the researcher

providing support for the mentor. (An example of genuine participation in human inquiry.)

6.   Their respective Learning Styles had a significant influence on the relationship.

The Mentor's View

After 10 months of the relationship, Jane found the mentor relationship with her mentee 'difficult'. She believed that John initially chose her for the following reasons:

Jane's guess as to John's reasons for choosing her....

1.   They had quite a good working relationship.

2.   John wanted somebody inside the organisation.

3.   John did not have a good relationship with the General Manager. (The GM didn't want him to do the MBA) This ruled the GM out of the running for John's mentorship.

4.   Jane was a 'last resort' as John was not popular, particularly with the GM, which made it difficult for him to find a mentor.

5.   Jane thought that John felt she would not be as critical of him as others might be.

Reasons for Agreement

Jane agreed to adopt the role in order to:

1.   Develop her own understanding of mentoring in order that she could implement a similar programme for other managers within the Trust.

2.   Help John develop his understanding of work related issues through the MBA.

3.   Provide John with career support so that he might be in a better position to gain employment outside the Health Service if he needed to. Jane saw job security for John as a major issue.

4.   Help John to understand the difficulties he had with relationships at work so that he could develop into a 'better' manager.

The Mentee's View

John agreed with most of Jane's observations about the rationale behind his choice.

95

However, he added that Jane was accessible and available and he believed that Jane had a different knowledge and skills base to his own. Initially, he felt that Jane had a "head start in her understanding of the mentoring process." The work relationships issue observed and identified (Reasons for Agreement point 4) by Jane was not discussed in the research interview with John.

Analysis of the Dimensions

Mentor's View   = X
Mentee's View   = Y

OPEN   Y   X   CLOSED

PUBLIC   Y   X   PRIVATE

FORMAL   X Y   INFORMAL

ACTIVE   Y   X   PASSIVE

STABLE   X Y   UNSTABLE

Figure 23

Analysis using the heuristic places this relationship as a 'Closed/Open', 'Private/Public', 'Formal', 'Active/Passive', 'Stable' partnership. It is clear that the participants view their relationship differently. This is discussed later.

The Closed/Open Dimension

In their early meetings, ground rules of conduct were agreed. John was keen to have a strong MBA focus but he agreed that other work related issues could be discussed. Jane was particularly keen on this as she did not see her role as "an extension of an MBA tutor" but rather "as having an all-round development focus".

After 10 months John's agenda (in Jane's view) dominated. Discussions around other developmental issues were not been forthcoming. She described the relationship as "the opposite of openness" and the agenda, John's agenda, of their discussions was "very controlled". At this time Jane felt a strong sense of frustration. Jane said "He loves to show me his assignment plans and timetables" but she believed that he needed to widen his thinking beyond the MBA course for his own good. Particularly in his behaviour towards others.

John's perspective was interestingly different. He believed that Jane's counsel on the MBA was exactly what he needed. Indeed, he believed that the relationship was progressing along the lines of the agreed ground rules.

Jane was very frustrated. She recognised aspects of John's behaviour as unhelpful to his career prospects and felt that she would be able to help him modify his approach through the mentor discussions. After 10 months, she was in such a state of despair about the deadlock that she was ready to withdraw from the mentor role. "I was beginning to think, to hell with him".

This 'Closed/Open' split was a contributor to the deadlock in the relationship for, whilst John unknowingly controlled the focus of the agenda so tightly on MBA specific issues, the relationship, from Jane's perspective, had difficulty in developing.

This 'Closed' agenda was compounded by John's enforced move to another Trust. The potential for 'common ground' and 'common understanding' was reduced by the move as they no longer shared the same work place. This move and obvious threat to John's security may help to explain Jane's perception of John's determination to keep the agenda 'Closed' although, he felt that the agenda was 'Open' and on agreed lines. Simmel's (1908) 'triviality' was beginning to appear (see: chapter 3).

The Private/Public Dimension

Jane may have put her own position at some risk by agreeing to be John's mentor. This was because, despite the opportunity within the mentoring arrangement to include the role as part of her performance review, Jane did not discuss the role with her Line Manager, (General Manager) or with the HRD Director. She believed that their response would be that, with John, she was "wasting her time".

The pressure to keep the relationship 'Private' caused difficulties for Jane. She did not gain any recognition or support for her efforts. Indeed, she might, if discovered, have received reprimand for starting and continuing the relationship. The relationship had the potential to become a 'shadow-side' (Egan, 1993) relationship. Arguably, not a relationship operating for the benefit of the organisation but for the benefit of the individuals. This partnership would not have been damaging to the organisation had John remained with in it.

John would have (as he showed later) developed and changed to become a useful contributor to the Health Service (although not his 'home Trust). Personal conflict, prejudice and misunderstanding created the problem which could only be resolved by either John leaving or by 'Adult' (Berne, 1964) discussion.

Their meetings were arranged out of office hours and in a neutral venue away from Jane's work place. She was committed to the concept of mentoring and it was this commitment to both the process and John that kept her going. She appeared to have a "started so I'll finish" view of the situation! John, unaware of this 'Private' Dimension believed the relationship was 'Public'.

The Formal Dimension

They agreed ground rules early in their mentor meetings. Times, dates and venues were all agreed in advance. It may be reasonable to speculate that the mixed gender in this relationship made the Formal dimension more necessary (see: chapter 2).

The Active/Passive Dimension

At the time of the initial interviews, John was clearly the 'Active' partner. He was, through Jane's obvious skill as a mentor, widening his understanding of MBA related topics. John said that Jane "helps me to step away from things and look at them in order to clarify a few things in my own mind". He also confirmed Jane's perception that the agenda was heavily controlled when he said that the relationship "is pretty much logistical and about planning things".

In this 'Passive' role, Jane felt unable to influence or contribute to what she saw as priority issues for John. Namely, his response to change and his behaviour towards others. This 'Passive' position for Jane was a key element in the deadlocked relationship and a contributor to Jane's feelings of frustration. This may be linked to the cross-gender issue.

According to Sheehy (1974) women do not follow the same type of life cycle as men. In general and traditional terms the first half of womens' lives is linked to 'serving others'. This is manifest in 'serving children and husbands' (Gladstone 1988). In Sheehy's (1974) studies she observed that women with careers tended to opt for 'service based work such as teaching and nursing'. Sheehy (1974) observed that the second phase of womens' lives, when children are not so significant, tended to be one where dormant talents and greater creativity emerged.

Levinson (1979, drawing the term from Erikson (1950), refers to this influence as generativity and he sees it as a strong factor in womens' lives.

Sheehy (1974) believes that the key difference in the behaviour of men and women is best described by the words 'initiating' for men and 'responsive' for women.

This debate is generalist in nature and neither one behaviour nor the other is exclusive in men or women. But, Western culture, though changing, still develops 'initiating' in men and 'responsiveness' in women. Maccoby and Jacklin, (1974) in Ragins & Cotton (1996), assert that 'traditional sex-role expectations encourage men to take aggressive roles and women to take passive roles in initiating relationships'. This help to understand Jane's 'Passive' role and John's initiating behaviour may explain his role as 'Active'. Jane listened and responded to John. She did not initiate further debate despite appreciating the need. John believed that the relationship was balanced. Jane felt that the 'Passive' role was unsatisfactory for her and did not fulfil her needs in the relationship. The relationship was un-balanced from her view point. The ingredients for a break-down in the partnership were in place.

Jarvis (1992) suggests that 'in dyadic relationships, even of the most harmonious kind, changes in one person create disjuncture within the relationship, and so learning occurs as the two seek to reestablish the lost harmony.' This is a critical statement in this case for the challenge of mentoring here is for both parties to reach an understanding of the 'disjuncture' in their relationship. It is only when this happens that deep and affective learning can take place. This learning is very likely to be mutual in that the mentor may learn very deeply, not the same things, but just as much as the mentee.

The Stable Dimension

During the 10 month period of the mentoring partnership with Jane, John was first seconded to another district and subsequently seconded again to another Trust in yet another district. These changes were part of a restructuring programme within the 'home' Trust. John would not get his original job back because it no longer existed.

The secondments had a time limit on them and so, in reality, John was facing redundancy if he didn't find another position. John admitted that Jane was a strong stable influence in his life through these disruptions. He also admits that he felt "very bitter and upset" by the changes and that:

"Jane's ability to be objective about that and not take sides but to push me to think positively about it, was significant..." and that she "reassured me of my own self-worth".

This type of outcome from mentoring is well documented (Gladstone, 1988, Clutterbuck, 1992). Stability is obviously crucial to John and Jane enabled him to feel some security in uncertain times.

"I think that it has been useful at times in particular doing the MBA programme as being a sort of stability, and in a way Jane's done the journey with me..................It's been a bit of a constant which has been necessary."

It may be that this strong desire for some stability in a very uncertain situation, influenced John in keeping the agenda 'Closed' and focused. It could be that the prospect of introducing his behavioural problems into the mentoring discussion may have threatened his security further. He may have controlled the agenda in order to preserve his security.

Jane now recognises these possibilities but at the time it didn't change her feelings of frustration in the relationship. She was able to recognise the role she was playing but she wanted to become more 'Active' in areas other than those John would allow. A further ingredient for break-down.

At 10 months into the partnership, there was a very real problem. The two participants had different perspectives on the relationship. They were at crossed purposes.

John was happy with the mentoring he was receiving and was oblivious to Jane's

perspective.

Evolution Over Time

At the outset, some of the dimensions of the relationship could be plotted on opposite ends of the continuum. This may have contributed to a confusion of roles and purpose in Jane's mind in particular.

Time influenced the dimensions of this relationship and through time the dimensions evolved to create a new and quite different relationship.

This evolution was partly due to the willing efforts of Jane to make a success of her role and partly due to a supportive, mentoring intervention.

The Learning Styles Intervention

Background

Jane believed that John's Learning Style was a contributor to his "entrenched" view point and a contributor to the creation of the 'Closed' agenda in their relationship. She also believed that John's strong Theorist (see: Honey & Mumford, 1986) style contributed to his behavioural problems with others. These manifested themselves particularly through John's reluctance to 'shift' his ground or be flexible about certain issues.

Jane felt that John "is a strongly principled person who sticks to his principles, no matter how small the issue". It was this, she believed, that led others to believe that he was rigid and immovable.

Jane's learning style, although generally Activist has Theorist tendencies. Jane does suggest that her preferences are changing through environmental necessities. She believes that she has been able to develop another style of learning and behaviour which is more appropriate for a "fast changing and responsive" Health Service. In Jane's opinion it is important in this environment to become more Activist/Pragmatist in style, particularly in her role in Training and Development.

Jane is clear that John is a "nice person, very hard working and a good employee for any organisation" but he has fallen victim to a cultural change where "outcome" has become more important than "process". This "outcome" philosophy is one which is driven by targets and measurable end results (A 'Lego House' perspective, see: chapter 2). John's thinking was, as she understood it, locked into the ideology of the "old" Health Service where the way things were done, regardless of the outcome, was important. She understood John's position at the time of their first discussion as it was one she could recognise in herself.

This explains both her feelings of despair with him and her willingness to pursue the relationship. She felt he needed to be less resistant to change and more willing to adapt to

the new climate for his own survival. As previously mentioned, John's previous bosses had little faith in his ability to manage in the changing climate.

It is also important to record that Jane's personal life was in great turmoil that this time. Her family had just experienced a rare and very distressing tragedy. Her dedication to her mentoring role is remarkable given the very delicate state of her emotions. Her determination to offer this man support in his time of difficulty was exemplary.

The Intervention

At this first meeting with Jane I, the researcher, became engaged in the discussion. This is not unusual, particularly when a subject such as mentoring is under discussion. Jane looked to me for advice and support as she saw me as the 'mentoring expert'. I was faced with a dilemma: do I remain detached and objective or do I engage in a dialogue with this participant who thinks of me as an 'expert' to help her - thus placing me in the role of mentor to the mentor? If I was to maintain any credibility or trust, I could not remain passive, I had to engage. To have remained detached would have been ethically wrong and would have destroyed any possibility of building a long-term relationship with Jane. Non-participation would have left her without the much needed support and would probably have led to the break down of the mentoring relationship with John. I become a 'participant' (Reason, 1994).

Rather than give advice, I followed Egan's (1994) three stage model. There are three stages:

- ▸ Exploration
- ▸ Understanding
- ▸ Action.

The model is best conceived of as a map. This is a helpful metaphor. A map has many features. It can tell you where you are going and where you have been. A map identifies 'difficult terrain' and straight roads. And, in the context of a 'journey of learning', a map becomes an essential tool.

We discussed the issues thoroughly, the interview schedule was abandoned. We explored (Egan, 1994) Jane's issue through questions, descriptions and illustrative examples. Over the course of about two hours, Jane started to reach a new understanding (Egan, 1994) of the situation with John. She realised that John was not behaving in the way he was in order to cause her difficulties but rather, he was behaving in accordance with his perception of the groundrules they established at the start and in line with his learning style (Honey & Mumford 1986).

"John is not doing this to be awkward, he can't help it! In fact, it is this very rigid behaviour which gets him into trouble with his colleagues - it's what I wanted to help him change."

On reaching this new understanding, Jane gained a different perception of John and became

more determined to try and help him. We agreed some action and had thus completed Egan's (1994) skilled helper model.

Conceptually, Egan's (1994) is very simple. In practice it is often difficult to work through. It does not work incrementally or vertically but it often 'zig-zags' about as the participants move around in the model.

Its application in this case was helpful. Through exploration, Jane eventually reached a new understanding of the situation with John. With this new understanding, she was able to develop an appropriate action plan.

Jane agreed to re-visit the Learning Styles profile with John, in order to talk about the pattern that their relationship had fallen into. During this discussion Jane was to use the Learning Styles profiles as a vehicle to introduce her thought that their relationship was deadlocked. She decided to discuss the dimensions of the relationship with John using the Dimensions Heuristic (Garvey, 1994).

The profiles and dimensions provided the evidence and model that John needed as a Theorist mentee to take the discussion seriously and to help him understand the deadlock. Jane's view was that this was a make or break meeting and much would depend on John's response. She was nervous but positive and determined. Jane agreed to ask John if he would mind if she taped the discussion for research purposes.

The Outcome

Jane tried the above approach at their next meeting with dramatic affect. She noted that it "opened up the discussion" and helped John to appreciate and understand the differences in their separate perceptions of the relationship. The Learning Styles profiles provided a neutral and factual reference point for both which had the affect of keeping the discussion focused.

The Dimensions Heuristic became the vehicle for a discussion about the nature of their relationship and made it easier for both parties to agree new groundrules because they had a common language to describe and understand their relationship (see: Vygotsky, 1985b; Bruner, 1990).

The meeting lasted for over two hours and both agreed that it was "very productive". It helped to "clear the air". John agreed to the tape recording but the discussion simply evolved and both forgot to switch it on!

They redefined their partnership and could describe how they wanted it to change.

Following this meeting they had three further meetings at informal venues and Jane reported that, whilst the meetings retained an academic element, they were able to discuss other issues concerning John's future. She also reports that over a period of 6 months following this

meeting, John seemed more "confident, outgoing, assertive and business minded".

These observable changes in John contributed to him gaining a promotion to a new job which he applied for in open competition.

At the time of the 'turning point' meeting, Jane discussed her mentor role with her own boss. He agreed to its continuance. This had the effect of changing the relationship from a 'Private' dimension to a 'Public' one. This must have taken some of the pressure off Jane.

A final change in the dimensions of the relationship was that, as the discussions became more 'Open', Jane moved from a 'Passive' listener to a more 'Active' partner as the relationship became more reciprocal.

The Final Development

Following John's appointment to a new position, they continued the relationship until a chance remark brought it to an abrupt end.

Jane mentioned in passing that she was still mentoring John to her General Manager who responded "you are not still wasting your time there are you?" He was adamant that since John was no longer part of the same Trust in any form that Jane should no longer provide the mentor support.

Jane's view was one of shock as she felt that the relationship did not have very much longer to run and that John was about to enter a new phase of the MBA programme, the 'dissertation', and would therefore need continued support. She also felt that, "after all, we are all still Health Service". This was not the view of her General Manager who instructed her to finish the relationship.

This situation could be an example of the negative elements of the Health Service 'marketisation'; Trusts view each other as competitors. This means that collaboration is not welcomed and represents a clear break with the former traditions.

(John agrees with this view in principle although, in his case, he saw the problem more of the fact that the General Manager was "glad to be rid of him".)

Stunned, she phoned John to tell him.

John was "very disappointed" and had, initially "a great feeling of loss". However, he understood the reasons and was satisfied with the relationship and grateful to Jane for her support and guidance. He agrees that he "learned a great deal from Jane" and that when he graduates he will include Jane as a major contributor to his success.

Jane, on reflection, felt she should have continued as John's mentor in her own time and she feels a sense of loss as she found the role interesting and challenging and this, she feels, she

misses. It also created a deep resentment of the General Manager and shortly afterwards Jane took a new job within the Health Service, outside the Region.

I am still in touch and we meet occasionally to discuss other development issues within her current Trust. In December 1996, Jane's husband was made redundant. She contacted me to discuss this new transition in her life. I continue in the role of mentor to the mentor but at a distance and only when required.

Conclusion

It should be acknowledged that the changes in John over time can be attributed to a number of factors; the threat of redundancy and consequent feeling of insecurity; his desire to adapt to the Health Service changes to survive; a series of limited secondments and the influence of the MBA course. However, the one work-related constant through this period was his mentor. Jane's influence must have contributed positively to his development. She provided him with support, guidance, coaching (specifically in interview techniques for his new job) counselling and honest feed-back. Jane was also a "neutral figure to 'bounce' ideas off". It may be significant that this neutral position was the one truly independent element in John's life. He said that he discussed work related issues with his wife but sometimes there was "too much emotion involved with the possible insecurity that the conversation generates".

Deep and significant learning had taken place here. Over time, John's personality and behaviour transformed. Jarvis (1995) argues that significant learning inevitably leads to changes in a person. Much of this could be attributed to Jane's involvement. Jane was the 'highest level educator' for John as she engaged with him in a powerful dialogue over time which resulted in significant change.

This case example demonstrates that a mentor relationship can transform itself if there is the will on both sides. Jane needed to change her approach just as much as John did. Gladstone (1988) suggests that 'successful mentors accept change willingly'(p.21) and that 'mentorees are encouraged to devote their talents and energies to attainable goals and as a result they develop self-confidence.'(p.21)

This seems to have been the case in this example. Jane's positive view towards change and her ability to assess her situation and change as a consequence enabled her to discuss change with John with dramatic affect. The fact that she demonstrated commitment to him greatly assisted the process.

It also demonstrates the depth of impact mentoring can have on the individual participants. The relationship evolved and changed to an 'Open', 'Public', 'Formal', 'Active' and 'Stable' partnership (figure 24). The significant point being that both parties eventually viewed the relationship in the same way.

Mentor's View   = X
Mentee's View   = Y

OPEN	Y X	CLOSED

PUBLIC	Y X	PRIVATE

FORMAL	Y X	INFORMAL

ACTIVE	Y X	PASSIVE

STABLE	Y X	UNSTABLE
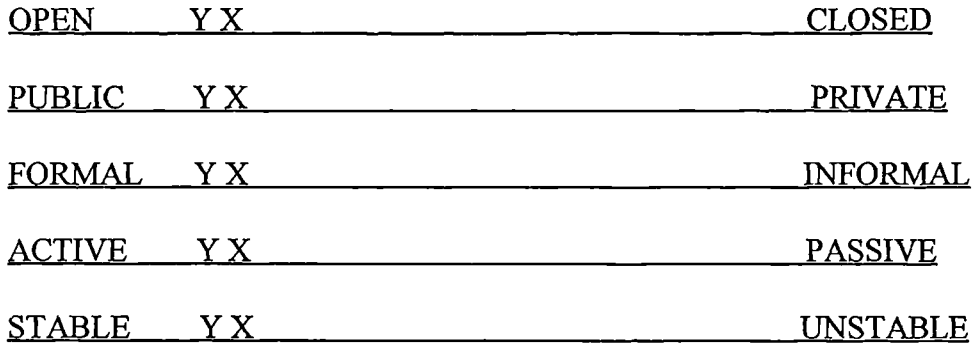
Figure 24

Understanding the dynamics of the combination of these dimensions and the elements of trust and commitment were crucial to the success of this partnership. Both parties needed to understand the dimensions of their relationship for the partnership to work. The practical tools of the Dimensions Heuristic and Learning Style Profile (Honey & Mumford, 1986) together with the application of Egan's (1994) three stage process helped to avoid confrontation in their discussion about the relationship and enabled the participants to view it differently. The tools and process map provided a focus and a language which helped the participants to engage in meaningful dialogue.

Another factor in the success of the relationship is the support needed and given to the mentor. Without this the relationship was at risk. Through support, the mentor was able to review her thoughts and feelings about the partnership and take appropriate action to try to redeem the failing situation. Organisations wishing to involve people in mentoring need to consider the mentor's need for support as well as the mentee's.

As previously discussed, the cross-gender element of the partnership may have contributed to both the success and the problems encountered. Organisations wishing to engage in mentoring need to take this point seriously.

Mentor Relationship 'B'(Mentor Relationship 'B' was previously published as part of the article 'A Dose of Mentoring' Education and Training Journal, Vol. 36 No. 4 1994 pp 18-26)

The Background

The Mentor

Name:	Jim Jefferies
Gender:	Male
Age:	48
Position:	Chief Executive
Learning Style:	Pragmatist.
Background:	Health Service - whole career

The Mentee

Name:	George Johnson
Gender:	Male
Age:	38
Position:	Operations Manager
Learning Style:	Pragmatist
Background	Health Service - whole career

Mentor relationship 'B' has a number of interesting features about it.

1. Throughout their long standing relationship Jim has always held a more senior position George.

2. Previously, George was a Union Shop Steward. Jim was the Manager with whom he negotiated.

3. Jim is George's direct Line Manager. (Jim is No.1 and George is No. 2 in the management structure.)

4. Both parties have the same perception of the dimensions of the relationship.

5. Both have strong Pragmatic Learning Styles.

George entered the MBA programme with no formal educational qualifications at all. At interview he stated that his greatest achievement in life was "over-coming a stutter." He was determined to do well on the programme to prove to himself the intellectual capabilities he always suspected he had.

Analysis Against the Dimensions

Mentor's View	= X
Mentee's View	= Y

OPEN   Y.X   CLOSED

PUBLIC   Y X   PRIVATE

FORMAL   Y X   INFORMAL

ACTIVE   Y X   PASSIVE

STABLE   Y X   UNSTABLE

Figure 25

This partnership is an example of an Open, Public, Informal, Active, Stable combination (figure 25). Both parties viewed the relationship as having the same dimensions.

The Open Dimension

The Open dimension of this mentoring pair is one where, as a result of their long-term relationship they had an established track record based on mutual respect, trust and familiarity. Therefore, they felt that this new situation was simply another facet of working together and was one which could quite naturally lead to "chatting about anything".

The Public Dimension

Colleagues around them at work knew that George was taking the MBA course and that Jim was going to act as mentor. This meant that, in the view of their colleagues, there was nothing unusual about the regular contact between George and Jim. It simply represented an extension of the type of relationship they had always had.

The Informal Dimension

This dimension was dictated by their close proximity to each other (offices next door). It was based on a 'pop in sometime for a 15 minute chat'. Their past history was clearly one which enabled this approach to work and there can be little doubt as to the commitment demonstrated by both parties.

This way of working meant that there was little need for an agenda for each meeting as the informality of practice meant that it was possible to have several short mentoring sessions in a week. This also meant that time was allowed to prepare, formulate and develop ideas naturally and a 'pop in' occurred when there was something specific to discuss.

There may be a potential problem here in the form of a confusion of roles (see: Clutterbuck, 1992.) Jim is George's Line Manager and mentor. This dual role may be difficult to maintain in say, an appraisal discussion or a disciplinary situation. According to George:-

"there is no confusion in my mind, he is still the boss but the relationship is based on respect, trust, success and familiarity".

He goes on to say:-

"Jim is more experienced in personal skills than me, there is a lot to learn from him".

Jim recognises that the split role may have the potential for difficulty but in this case, he discounts any negative affect because he believes that he is clear about the different roles he plays:-

"I know which hat I am wearing and I make that clear to George".

The Active Dimension

As a result of the Open element, they discuss "anything" and both parties benefit from the discussions. They agree that their mentoring relationship is an important learning experience for both of them on various levels; they are learning about mentoring but they are also interacting in a way which has remained unexplored previously in their relationship. They are not negotiating, discussing problems of the day to day operations or simply socialising but their focus is on George's development. This "shifts the relationship onto another level".

With similar Learning Styles they both tend to think and behave in the same way. Their joint Pragmatist Style leads them to search for active, pragmatic application; George brings Jim ideas drawn from the MBA input and both seek practical applications of these ideas. In many ways they meet the main aims of this mentoring arrangement (see pages 89/90) Both George and Jim feel that they are gaining from George's MBA experience. The relationship is reciprocal (see: Carden, 1990; Kram, 1983).

The Stable Dimension

Their respective job positions within the Trust mean that they have a sense of job security.

It is George's Shop Steward and strongly Union based past, where he and Jim were in 'conflict' with each other on a fairly regular basis, which has been significant in building this Stable partnership. George attributes the success of their relationship to these 'conflict' days where both acquired a great deal of respect for the other's integrity despite their differences. Now they are 'on the same side of the fence' this respect has clearly continued. It is their past history which makes the mentor relationship work as a Stable partnership.

Conclusion

This mentoring partnership is one which appears to be progressing very effectively. Their past contact with each other has been varied and that they have taken different roles at different stages in their working life together. It is this history which has given the mentoring partnership a head start. Equally, it may be that Jim has been acting as an informal mentor to George for a few years and that this semi-formal scheme simply gave the form of their relationship a name and as such, a new focus.

While they have no social contact with each other (George has no social contact with anybody from work as a matter of course) they have the type of friendship described by Simmel (1908) and discussed by Garvey (1994) in the article 'Ancient Greece, MBAs The Health Service and Georg'. 'The dyad often develops this friendship quality as the relationship has, by its nature, an in-built tendency for intimacy and mutual dependence. This is not due to the 'content' (the things the individuals discuss) of the relationship but more, the unique shared quality of the relationship - as Simmel puts it 'an ALL or NOTHING' relationship. This intimacy of friendship exists 'if the "internal" side of the relation, is felt to be essential; if its whole affective structure is based on what each of the two participants

108

give or show only to the one other person and to nobody else.'......It is therefore, this exclusive and essentially secret (trust) nature of the mentoring relationship that often creates a strong friendship.' (pp.22-23)

The potential confusion between the two roles of mentor and Line Manager has not materialised and observations suggest that the forthright nature of their relationship would not allow such confusions to emerge. Both are clear about what they are doing and why. This is an example of two Pragmatist Styles working effectively together to seek practical solutions.

Could this relationship, whilst obviously productive, be missing other dimensions and developmental challenges by its clear practical focus? Surely the learning process is, in part at least, about exploring ideas in other ways than just the practical? Rogers (1969) suggests that learning involves feelings as well as intellect and when the two combine the learning is often profound and lasting. Goleman (1996) strongly supports this view. Rogers (1969) also suggests that the most socially useful type of learning is to learn the **process** of learning. This is about gaining a continuing and expanding openness to new and varied experience. It also means that the mentee 'absorbs' the process of change into him/herself so that learning becomes an evolutionary and natural process engaging both the cognitive intellect and the emotional elements of the brain.

In the case of George and Jim, it may be that their similarities are both strengths and weaknesses. Strong in that they work well together and make fast, pragmatic progress. Weak in that they may tend to discuss issues from a similar view point and thus reach a similar understanding.

Experience of using Egan's (1994) model with other mentors points to the observation that the mentoring manager's first inclination in a mentoring discussion is to move towards the last stage of the model (see page 99) as soon as possible. This means that much valuable exploration and consequential understanding may be lost. This may mean that the quality of the resulting action may not be as high as expected and that the commitment to the action from the mentee may not be as great.

This observed tendency in other's behaviour may be exaggerated by George's and Jim's strong pragmatic tendencies. Their similarity in Learning Styles may have a narrowing affect on George which results in a perpetuation of his current view of the world. A mentor with a different Learning Style would provide George with more opportunities for exploring ideas in a variety of ways.

Both George and Jim are aware of this issue but both believe that the 'wider dimension' comes from the MBA course itself. (This may be the case as later developments demonstrate.)

The Informal dimension could contribute to a lack of focus in their discussions and perhaps a lack of urgency and significance in the content resulting in Simmel's (1908) 'triviality'

developing. This Informal conduct might also create a role conflict for Jim if circumstances change and a Line Manager's role is required of him.

They dispute this view. With their working history, they may be right and given George's non-educational background, Jim offered security, a safe haven, a person to offer support in a journey of which George had no experience and this may have been enough for George. The friendship and mutual trust played a crucial part in George's choice of mentor.

Towards the end of the MBA programme, George's views started to shift.

George successfully competed his MBA and his relationship with Jim continued. However, during the last few months of the course George became more and more disillusioned with his job and spent much of his time seeking out new challenges elsewhere. He gained some success in reaching short-lists for interview and he met with consulting companies to explore the possibility of joining them. George also started to develop his abilities in other directions. He set-up a small business writing CVs for Health Service people. He had always 'dabbled' in short story writing and poetry and this interest started to take on greater significance. He tried to get these stories published. Later, after graduating with his MBA, George investigated the possibility of pursuing a PhD programme. He was entering another phase of development and with this, his need for Jim's support diminished and the need for a different type of mentoring support started to emerge.

Tragically, George died before any of his plans came to fruition. At his funeral his son praised George as a great friend and mentor. Jim praised George's achievements and suggested that George's graduation to MBA was one of his finest.

Summary and Conclusions from Both Cases

These case studies provide partial insight into some of the issues surrounding a mentor scheme. Within its terms of reference 'To highlight how learning opportunities can be grasped..' and 'Help resolve issues arising from applying learning at the workplace' (Northern Health Services MBA Programme "Guidelines for Choosing a Mentor" 1992), this scheme worked well for these people.

It is also clear that individual mentoring pairs may have difficulties and that the relationship is not necessarily straight forward.

Mentor Support

Case study 'A' clearly identifies a need for a support and development system for mentors within the scheme. The amount of time available for mentor training within this scheme is inadequate; the training is called 'an awareness session' and it aims to communicate the key elements of mentoring and give confidence to the mentor. However, there are some questions which have been generated by these studies.

1. Should there be a longer mentor development and training period?
2. Is the assumption that the mentors already have the necessary mentoring skills of mentoring a valid one?
3. Should there be further support available if the mentor requires it?
4. What form should the support take?

The pragmatic answer to question 1 is likely to be 'No'. This is unfortunate for many mentoring relationships may flounder for want of understanding and skills training. It must not be assumed that 'skills' are all that is required of a mentor. Commitment, trust and a host of other personal qualities (see: chapter 2) are required and these are unlikely to be acquired through skills training.

The realistic answer to question 2 is also likely to be 'No' with the proviso 'it all depends on the mentor's experience'. Mentoring does seem to offer such great potential for effective development, perhaps the skills of mentoring should be developed early in individuals as part of standard management development? This would help the process to flourish at the same time as instilling the concept of 'mentoring for development' in the minds of future mentors. It is this long term vision which will help this highly effective development process to flourish.

In the mean time, the answer to question 3 must be 'Yes'. Support could come from existing and experienced mentors (and there are some in this scheme)who make themselves available to support other, less experienced mentors as required. An alternative could be to establish mentor support groups where mentors could meet periodically to discuss and resolve issues of concern. This has worked well in other situations (see: chapter 8)

The evidence from both the presented cases confirms that mentoring is indeed a complex subject. History has taught us that, as a process of development, mentoring has great potential for success. Formalised schemes need to be introduced with great care and the process cannot be forced. (Kram, 1985) Human relationships take time to develop and mentoring relationships are no different.

Dimensions heuristic and learning styles as tools?

This research provides a practical tool with which to help mentoring pairs establish and agree the dimensions, operation and conduct of their relationship. (The use of this tool is further pursued in the MBA Dissertation 'The Value of Mentoring within a Competency Based Approach to Management Development' (Dixon, 1996) and proved to be effective.) It has also expanded the potential use of an already existing tool, the Learning Styles Profile (Honey & Mumford, 1986). These tools may be particularly relevant to formalised mentor schemes which are linked to other development programmes.

The dimensions of the relationship as presented here do affect its operation and conduct. Each Dimension brings with it pluses and minuses. It is beginning to emerge that certain combinations do seem to offer more potential than others for a successful outcome.

OPEN   XY   CLOSED

PUBLIC XY   PRIVATE

FORMAL XY   INFORMAL

ACTIVE XY   PASSIVE

STABLE XY   UNSTABLE

Figure 26

The 'Norm'?

The Open , Public, Formal, Active, Stable dimensions appear to offer the best combination for success but by the nature of human relationships, it is probable that other combinations may also work. This has been demonstrated by Jim and George's partnership where their partnership has an Informal dimension.

It may be that mentor relationships can cope with one dimension being different from the stated norm but, as in the case of Jane and John, perhaps more than one variation changes the partnership into something other than a mentoring relationship? More than one variation may be the cause of conflict or misunderstanding.

In the case of Jane and John the variations played their part in the potential conflict. In this case the relationship was further complicated by the parties perceiving the dimensions of their relationship differently. The parties were at cross purpose with each other.

The dimensions heuristic is a practical 'tool' which can help the mentoring pair to discuss their relationship. It also helps the participants to 'pay attention' to the quality of their relationship and establish an understanding of its operation.

The quest for a 'norm' is probably unrealistic and is also born out of the positivist school of thinking where clear models justify and explain rather than 'thickly describe' (Geertz, 1971). This 'tool' is about description and dialogue within a framework aimed at helping develop a common understanding.

Kram's Phases

The phases of the mentoring relationship as discussed by Kram (1983) and presented in chapter 2, are illustrated in these cases.

In Case Example 'A', the hesitant start and misunderstanding cause may have been a result of a poorly developed Initiation Phase. The mentee was attracted to the mentor as a result of her greater experience and understanding and, despite being the same age and having the same status, the mentee had a degree of admiration for the mentor. The mentor was willing

to offer support and develop the potential she perceived within the mentee. However, their efforts to establish ground-rules and establish a rapport were limited, perhaps as a result of their gender difference.

The pair moved their relationship into the Cultivation Phase but it became 'stuck' due to the lack of genuine openness in Phase 1. They needed to Redefine before they could progress the partnership. This pushed them into a new, Redefined Phase 1 and so on into a new Cultivation Phase. In Case 'A' the mutual benefits of mentoring became much more evident as the relationship developed new meaning and real significance by shifting the focus and moving around the Phases.

The Separation Phase was poorly handled. Some resentment and shock was experienced as a result of the abruptness of the ending.

The Redefining Phase, perhaps driven by guilt on the part of the mentor, helped to re-establish a friendly, social relationship.

Case 'B' perhaps started with the Redefining Phase although the two had known each other for many years. This was a new phase in their relationship. They needed to move their relationship on to a new foundation which meant that a new set of groundrules were needed. Perhaps this did not happen sufficiently to enable clear progress into the Cultivation Phase. They simply carried on as before. Their relationship was a trusting, stable and open but perhaps not as developmental as it might have been. The Separation Phase came about as a result of the tragic death of George. More realistically, George was probably ready to 'move' on to another phase as evidenced by his interest in other things.

Although in these two case studies it is possible to observe some links to Kram's Phases, the relationship is neither linear nor progressive. The reality is more complex than the model suggests for these mentoring pairs moved around the phases as the dynamics of their relationship were played out. The 'neatness' of Kram, while having appeal in a positivist world needs cautious acknowledgement in the antipositivist world.

Chapter 5

Mentoring and Learning

This chapter explores the links between mentoring and learning through narrative. It justifies the claim made earlier (chapter 2) that a mentor is the 'highest level educator'. The chapter also illustrates the importance of:

- ▶   appropriate learning environments
- ▶   a balanced approach which is neither heavily technicist nor unduly open in approach
- ▶   achieving a 'learner focus' to learning

and ways in which abilities such as practical judgement are acquired through mentoring activity.

The chapter contains a true story based on my personal experience (see appendix viii). This is justifiable as discussed in chapter 1:

> 'It is widely accepted (Apffel-Marglin and Marglin, 1993 & 1996; Stacey, 1995; Senge, 1992; Reed & Harvey, 1992) that research, driven by the quest for knowledge and understanding is a highly complex series of dependancies and variables and that it is crucial to try to extract 'meaning' (see: Bruner, 1990) holistically from the complex situation under investigation '...the determinists dream of mathematically precise predictability at all times and in all places has given way to ....qualitative predictions of the asymptotic behaviour of the system in the long run' (Abraham & Shaw, 1982, p. 27 In: Reed & Harvey, 1992, p. 359)' (see: chapter 1).

This chapter is about meaning. The story acts as a backdrop for analysis and interpretation. As also discussed in chapter 1, understanding about a subject as relentlessly *affective* as mentoring means that the 'observer' cannot be dispassionate or detached; understanding is arrived at through the writer 'getting on the inside' (chapter 1).

The first part of this chapter presents the tale for the reader to interpret. The second part, or discussion, is my analysis and interpretation.

This story is an insiders view. The accusation that this is simply an 'ideology' is refuted for as Bruner (1990) states..

> 'Psychology.....deals only in objective truths and eschews cultural criticism. But even scientific psychology will fare better when it recognises that its truths about the human condition are relative to the point of view that it takes toward that condition.......The central concept of human psychology is meaning and the process and transactions involved with the construction of meaning' (pp. 32 -33, see: chapter 1).

The story is told here in order to help understand the wider context. As the writer offering

interpretations it is crucial that the reader understands my perspective, my story, for real understanding can only be arrived at through the appreciation of my involvement for it influences the interpretation of all of this work. As Bruner (1990) says:

'.....we shall be able to interpret meanings and meaning-making in a principled manner only in the degree to which we are able to specify the structure and coherence of the larger contexts in which specific meanings are created and transmitted' (p.64).

'Symbolic meaning, then, depends in some critical fashion upon the human capacity to internalise such language and to use its system of signs as an interpretant in this 'standing for' relationship' (p.69 see: chapter 1).

These are my internalised symbols of meaning. Internalised over many years. I am part of this process, immersed in the mentoring and learning culture. The story is part of my 'folk psychology' (Bruner, 1990). It is therefore part of my value and belief system. The experience, now fully reflected, generalised and actioned, has shaped and underpinned much of what I believe mentoring to be about. In turn, this has created a perspective on learning which is dominant. Learning is about having faith in people, inspiring confidence, encouraging an individual to do well, to feel part of the group, to feel that they have a contribution to make within an environment or the culture which reflects these values. In short, to be 'person' or 'learner' centred. This is the challenge for organisations who take learning seriously.

A True Story - Terry

Terry was the child of a single parent. Born into poverty. Not talked to. Left to play on the street. Brought himself up.

School was no better. It was alien. He didn't fit in. All the other children could read. They talked differently. Could do sums. Could draw. Play instruments. They were good at sport. Terry wanted to be good at sport. But nobody took any notice of him. He didn't push himself forward.

But he showed them.

He could fight. He could shout and push the other kids over. They didn't fight back very often. He got into trouble with the teachers. So what? He didn't care. Why should he? What could they do to him that was worse than he had got?

Day after day. Week after week. Year after year he endured his time at school.

He dreaded Mondays because everybody would be asked to write about the weekend. He couldn't write much. Didn't want to write much. Anyway, his weekend was spent in the garage with bits of wood, making things.

That was his secret.

Each teacher, each year would make him spend all of Monday writing nothing.

All the other kids (except Tony, who was just like him) finished in no time. By playtime they were doing other things.

Not Terry.

He would wait in the 'words' queue for ages. Each time he got close to the teacher he would move himself to the back of the queue. This put in the time after all.

Then, he might push a kid who looked at him strangely. Terry would be told off for 5 minutes.

This put in more time.

He might go to the toilet for 25 minutes. He might pee up the wall. Scratch swear words in big letters in the paint. (He could spell all the swear words. He had heard them enough times.) He might get caught or blamed. It got him some attention. It put in more time.

Sometimes, during playtime, he would have to stand outside the Head's office for doing something naughty.

This was good.

He could see everything that happened outside the Head's door. All the to-ings and fro-ings of the teachers. He could hear what they said in the staff room too. And some teachers would come up to him and say "Oh Terry, are you in trouble again? What are we going to do with you?"

Terry would hang his head and look forlorn. Distressed.

He wasn't. He didn't care.

It put in the time.

Some teachers would come and yell at him. "Terry, I'm sick and tired of seeing you outside here, you are nothing but a nuisance. What are you?"

Terry would dutifully mumble "A nuisance sir/miss".

One teacher might then say "Don't mumble lad, I asked you a question. What are you, eh?"
"Yes, that's right a nuisance."

Tuesdays were the same as Mondays. Except, Tuesdays started with Maths. Book 1 or 2 or 3 depending on which year you were in.

It made no difference to Terry. He couldn't do it anyway.

This was the pattern of things. Day after day. Week after week. Year after year.

A positive educational experience?

Friday afternoon was different. Everyone got to go onto the field to play games.

Terry rarely did.

He was usually in trouble.

His punishment was always to tidy the classroom. (They couldn't even think of a better 'punishment'.)

He was left alone.

He loved it.

He **could** tidy the room. He did it well.

When he had finished he would look at the fish in the library. He might pull out a book. He would always look at the picture of the Dreadnought class battleship. He loved that picture. He knew every inch of it. He could even read some of the words. He didn't tell. That was his 'power'. He could draw it from memory.

When the end of Friday finally came he would run home. Pushing all the other kids out of his way. In a hurry to get to his garage. He was building his Dreadnought battleship. A perfect scale model. It was his secret. He would make each little bit with great care and precision. It was his.

Terry grew. The gulf between him and the other children deepened. Eventually he reached the final year. He was to have a new teacher. The new teacher was Deputy Head. The last Deputy Head used to give him a whack now and again when some of the other teachers had had enough of him.

Terry didn't know what to expect from this new teacher. Terry went into class. He kept his head down. He rarely looked up. He might get noticed if he did.

Then the day came.

He was called up to read.

He couldn't. The new teacher **didn't** seem to mind.

The new teacher was quite nice to him. He talked to him, asked him questions found out what he liked and Terry found himself telling him **his secret**. He didn't know why he did and he didn't regret it because the new teacher said that if he liked making models, he could. And, he could do

it in lesson time.

The class were 'doing' the first world war as their project. Terry had his big chance, he could make a Dreadnought Battleship. This new teacher had loads of balsa wood and all the tools. This was much better than the scraps of wood he could get together in his garage.

The teacher talked to Terry about his model, asked him about size and proportion, they talked about scale and looked at pictures of the Dreadnought together. The new teacher was interested. Terry started to feel quite good about school.

He started to make his model. It would be good. It would be the best he had ever done. It would be right and this teacher would be pleased.

The rest of the children in the class started to take an interest in what Terry was doing. They were interested in the fact that Terry was allowed to make his model all day. That was alright because the new teacher let them do interesting things too. He didn't make them do page after page of the same type of sums. He didn't make them write about a boring weekend, he didn't make them do page after page of 'First Aid in English'.

He set them problems. He let them set their own problems. He joked with them and talked to them about their work. He joined in with their projects. He took photos of them working. They took photos of their work. They made films. Wrote music. Told stories. Solved problems. Did real sums. Did computering. Found out things. Looked at things. Drew real pictures of real things. Did science. Did projects in groups. Talked to each other.

Had a great time.

This teacher even invited the mums and dads to come to school in the evening to do projects and science and sums and things. The mums and dads liked it too.

Terry's model progressed well. It was the best thing he had ever done. He knew that. The teacher said it was "brilliant". The kids in the class said it was "ace".

Terry felt good. Good for the first time.

The other kids let him play cricket in the playground. They said he was good at it.

The new teacher played cricket in the playground with them too. He asked Terry to play for the school team.

This new teacher didn't hit anybody. Miss Jones sent kids to him for a whack all the time. He didn't give them one. He talked to them instead.

Terry suspected that this new teacher was unpopular with the other teachers. He didn't really understand what it was all about but he had seen things and heard things when he stood outside

the Head's office. He heard shouting from the staff room once. He had never heard that before. Once he saw Mr. Brown slam the door in the face of the new teacher and Mr. Brown didn't say sorry. He did it on purpose. Another time, the new teacher was in the middle of saying something about not hitting children to Miss Jones when she just walked away as if he didn't exist. This wasn't a mistake. Miss Jones heard. She gave Terry a 'look' as she rushed off.

Another time, Terry heard a conversation. It was a strange one. Mr Everard had a small beetle in a match box. He had shown it to Terry. Mr Everard shoved the beetle under the new teacher's nose and said "If you know about science, what's this called?" Terry thought that this was a strange way to talk - especially to the Deputy Head. The new teacher said "Harry!" and laughed. Terry thought that was funny. Mr. Everard did not laugh. He marched straight into the staff room. Terry couldn't hear what he said. He knew it wasn't very nice by the loudness of his voice. The new teacher followed him into the staff room. It went silent when he walked in.

Then there was the time the teachers all gathered around the display boards in the entrance hall. They were whispering about bad spelling. Terry knew they were talking about his teacher. He didn't like it. The display on the board was from his class. He thought it was great. In fact, it was his poem they were pointing at.

This new teacher couldn't be mucked about. He was everywhere and always seemed to turn up around the school when something was happening. He didn't spend all his time in the staff room like the others did. He did playground duty and went out to the playground at lunch time. Kids didn't want to muck him about. He gave everyone a chance. He didn't blame the same old kids when things went wrong. He let everyone come to cricket practise, even the girls.

Terry's model was going well. The teacher suggested that he wrote something about the model. Terry didn't mind. He would try. Nobody would laugh at him. He knew that. So he tried. The teacher helped him and he tried. He wrote it on the computer. Nobody had let him on the computer in the past because either he never finished anything or he had been naughty. The computer was for good kids in all the other classes. This teacher let him tap the keys by himself.

This class was great.

Terry started to ask about reading. He started to ask about sums. He measured the Dreadnought and tried to read about it. Terry behaviour in the playground improved. There was no need to fight anybody. There was no need to nip off to the toilets to write things on the wall.

When he had finished his model, the new teacher asked him to show it to the whole school in assembly. Terry had been in front of the whole school before but never for doing anything well or right.

All the kids said "brilliant" and gave him a clap when they saw the model. The other teachers couldn't believe what was happening either.

What was happening to the well established pattern of winners and losers, failures and

119

successes?

How had Terry achieved something when his destiny was to be a waster?

The new teacher was fearful of the future for Terry in the next school. But, here and now Terry was a hero.

Sue and Phil

Sue was the Head of the school. This was her second post as Head. She had transformed her first school.

The new Deputy Head was young (the youngest Deputy in West Sussex at 28 years old). He had come from the Inner London Education Authority. That, by definition put him in conflict with his teaching colleagues. The young city lad coming into the country. They felt threatened by his approach and very presence.

Initially he was in conflict with parents who were anxious about the tales of what was 'going on' at school. However, he had support from Sue. She had appointed him to do a job of work.

Phil ran evening workshops for parents. They did the same things that their children did during the day. They were amazed. Sue supported these workshops. None of his colleagues came.

The pupils learned in a way they had never learned before. Their parents realised this. They noticed a change in their children's behaviour. They liked this. Parents asked why other teachers were not teaching in this way?

The conflict between the new teacher and parents reduced but it increased among his teaching colleagues. They slammed doors in his face, shouted at him in the staff room. The most difficult to deal with was being sent to 'Coventry'.

Despite the constant and daily conflict with teaching colleagues his actions and words were congruent in his dealings with staff and pupils. He was "walking the talk". He developed coping mechanisms and these were mainly focused on avoiding the staff room and spending time around the school with the children. This strengthened his position with the children and their parents. It weakened his position with staff, although a couple started to show interest in what he was doing. One admitted that she had never had the courage to work like this, but in future she would.

The key coping mechanism was regular 'chats' with Sue. Despite her being his direct boss she was also his partner in the change process. She supported and encouraged him at every step.

Teaching colleagues constantly looked for opportunities to catch Phil out. If they found one they rushed to tell Sue.

Once, Phil put children's work on the wall in the entrance hall. It was beautiful. He had displayed it beautifully. There was a spelling mistake in one of the poems. The other teachers couldn't wait to point this out to Sue. They didn't point it out to Phil. They chose the moment of most embarrassment. Sue publicly took his side. In private they talked. He didn't want to change the child's work but Sue helped him see that he had to. Phil quietly corrected it when everyone had gone home.

On another occasion, the caretaker's keys had gone missing. They were later found hidden in the boys' toilets. Phil decided that it was important to identify the culprit. His approach was to 'punish' the innocent in the hope of exposing the guilty. This meant keeping all the children in school at play-times until someone confessed or informed.

Sue suggested privately that this was an error. Publicly she supported him.

The punishment continued for an entire week, every play time. Phil got increasingly irritated and frustrated. He had made a stand and had to see it through. .

By Friday he changed his approach. He offered an amnesty if someone confessed privately at any time before the end of school. He didn't want it to go on another week! During lunch time cricket and child whispered a confession. He was the most unlikely child but he was distraught. Phil talked to him and it emerged that the child had confessed without being guilty. This was to restore order. Phil viewed this as a supreme piece of moral sacrifice.

He called all the children together. He told them that he had an anonymous confession and that was the end of it.

In the evening, after school he discussed it with Sue. Without criticism they discussed the issues and he understood where he had 'gone wrong'. Through a painful and frustrating experience he had learned something about leadership, decisions and judgements.

Sue could have intervened at any time. She let him learn through experience and offered support, an opportunity for reflection and discussion after the experience.

Sue introduced Phil to every visitor. She invited him to every discussion with parents. She invited him to interview every new member of staff. She invited him to meetings with County officers. She sought opportunities to promote his work at every turn. She told him who was who. Who to cultivate, who to avoid and how to handle certain people. They discussed his future career. She posed problems. Delegated difficult tasks. Left him to make blunders. Encouraged him to take initiative in this school and in other schools in the County. They discussed the day to day running of the school, the pupils, the staff, the parents the education office. They discussed his family, her family and the state of the English cricket team!

In two very traumatic, tense, busy and rewarding years Phil became well known in the County. It was only a matter of time before he became a Head himself. Sue knew this. She used to say to him, "I'll give you three years. I'll make you work really hard and after three years you'll be

off. But this school will benefit greatly from your influence."

After two years, Phil resigned. After two years and one term, he left to look after his new baby and reflect on his experience. This shocked Sue at first. But she knew that Phil was unorthodox. She accepted his decision.

Phil kept in touch with Sue regularly for about three years. Still discussing things of interest. He only visited the school once after leaving. She also helped him to be 'up-to-date' with educational issues.

Phil went to visit her just after she retired. They got on just as well as before.

Now, fourteen years later, they exchange Christmas cards.

Discussion

This job was the first opportunity Phil had in his teaching career to work in what he felt was the right way with children. He did it by instinct. Subsequently, he learned that this approach was called 'experiential learning' (Kolb, 1984) The interesting thing here is that Kolb was writing about adult learners. Perhaps the needs of adult learners are not so very different to those of children?

Kolb's Learning Cycle
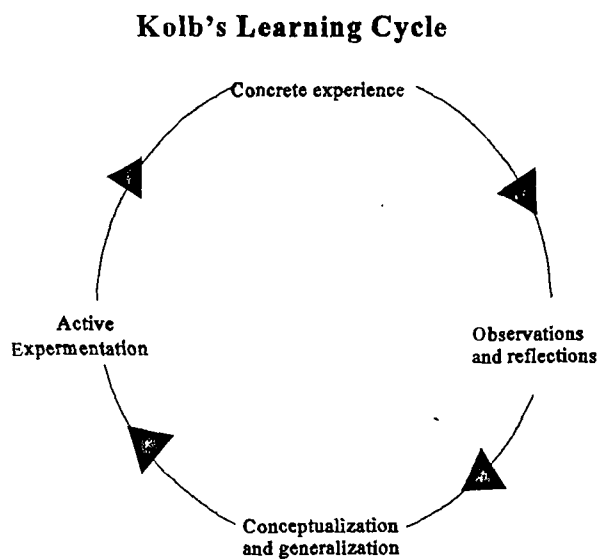
Kolb's (1984) work, developed from the work of Dewey, (1958); Lewin, (1951) and Piaget (1970), clearly argues that learning from experience is a process and not a product or outcome. The process is viewed as cyclic, figure 27.

This model offers two aspects of learning; gaining experience through action; gaining experience through reflection. Action based experience leads to apprehension whereas reflective experience leads to comprehension.

Figure 27

The horizontal dimension relates to action and reflection. Freire (1974) refers to this as praxis.

Kolb (1984) suggests that experience gained during action or testing is 'concrete experience'. Experience, which is gained through apprehension, it may involve feelings of the 'heat' of the situation, the mood, the ambience. The concrete experience will include a whole range of events, some of which will be tangible and others, intangible. The resultant knowledge is

'accommodative knowledge'.

At the other end of the vertical axis, generalisations are the result of the concrete experience being comprehended in the form of a model or theory. This introduces an element of predictability into the knowledge. Experience which is grasped through comprehension and transformed through intention is known as 'assimilative knowledge'.

The testing element on the horizontal axis is not part of an experiential stage but one that transforms the abstract into concrete experience through experimental activity. Separating active experimentation and concrete experience may be difficult for they may occur simultaneously. However, they do represent different dimensions. A task may be performed identically by two separate individuals but the resultant concrete experience may be completely different.

Reflection on the other horizontal axis occurs after a concrete experience. Reflection or observation is part of the documentation process. No interpretation takes place only description. From reflection, abstract theories or concepts may be generated. These may be further tested.

Jarvis (1992) goes further and argues that while Kolb's model has a neat simplicity about it, in reality learning is likely to be far more complex.

Jarvis (1992) suggests a typology of learning, developed from Kolb (see figure 28). He suggests that a learner may experience any combination of the three forms at any one time. With regard to the idea of a 'nonlearning' experience, Jarvis (1992) suggest that 'people do not always learn from their experiences' (p. 72). The presumptive aspect is 'a response to everyday experience. It involves a sense of trust that the world will not change and therefore that successful acts can be repeated'. (p.72) Jarvis argues that this is the basis of 'social living' for many and it would be 'quite intolerable for people to have to consider every word and every act in every social situation before they performed it.' (p. 73) In the diagram, taken from Jarvis (see: figure 29), he suggests that resumption in nonlearning and follows the route of 1 through to 4. As to the 'nonconsideration' aspect, Jarvis (1992) points out that people have a variety of reasons for not considering a learning experience. In terms of the routes taken in figure 29, nonconsideration also moves from 1 to 4.

The 'rejection' aspect of 'nonlearning' is clear. An individual may experience something but decide to reject the idea and confirm the present state. Sociologists may argue that an individual may not have much real freedom to reject experiences as to some extent we a products of our social conditioning and therefore respond to many experiences in an almost predetermined way.

Jarvis (1992) comments:

> 'People who go through life often approaching things presumptively, or even from a position of nonconsideration, experience considerable freedom because life unfolds in the expected manner. This sense of freedom results from the fact that society does not seem to be pressuring them to do anything they do not want to do. By contrast, when individuals reject the possible learning opportunity, then social pressures which inhibit that

opportunity often appear oppressive. Yet there is still a sense of individual freedom - freedom not to respond to the social forces that are exercised on them. Hence, people might still feel free to act as they desire, even though circumstances seem oppressive.' (p.74)

Using figure 29, rejection takes route of 1 to 3 to 7 to either 4 or 9.

A Typology of Learning

Category of response to experience	*Type of learning/nonlearning*
Nonlearning	Presumption Nonconsideration Rejection
Nonreflective learning	Preconsious learning Skills learning Memorization
Reflective learning	Contemplation* Reflective skills learning* Experimental learning*

* Each of the reflective forms of learning can have two possible outcomes, conformity and change.

Figure 28   Jarvis, 1992, p.72, Table 5.1

Terry was in the 'nonlearning' state for most of his schooling. This included elements of 'presumption' - he had an expectation of the school experience and he simply behaved in line with his presumptions. His 'nonlearning' state also included a large element of 'rejection'. The school experience was so alien to him that 'rejection' was the easiest option. It may also be possible that 'nonconsideration' of the school experience as holding anything of value for him played a part in his 'nonlearning' at school.

The staff at the school provide another link to the idea of 'nonlearning'. In general, they were also stuck in all three elements of 'nonlearning'. They wanted their world to remain as it was and were therefore operating on a series of 'presumptions'. They found the challenge of change perhaps too much to contemplate and therefore preferred 'nonconsideration' and at times hostile 'rejection' of the learning offered by a change in approach to education Phil presented.

Returning to Jarvis (1992), he discusses in his typography of learning the notion of 'nonreflective' learning. He further subdivides the notion into the elements of 'preconscious learning', 'skills learning' and 'memorization'.

A Model of the Learning Processes.
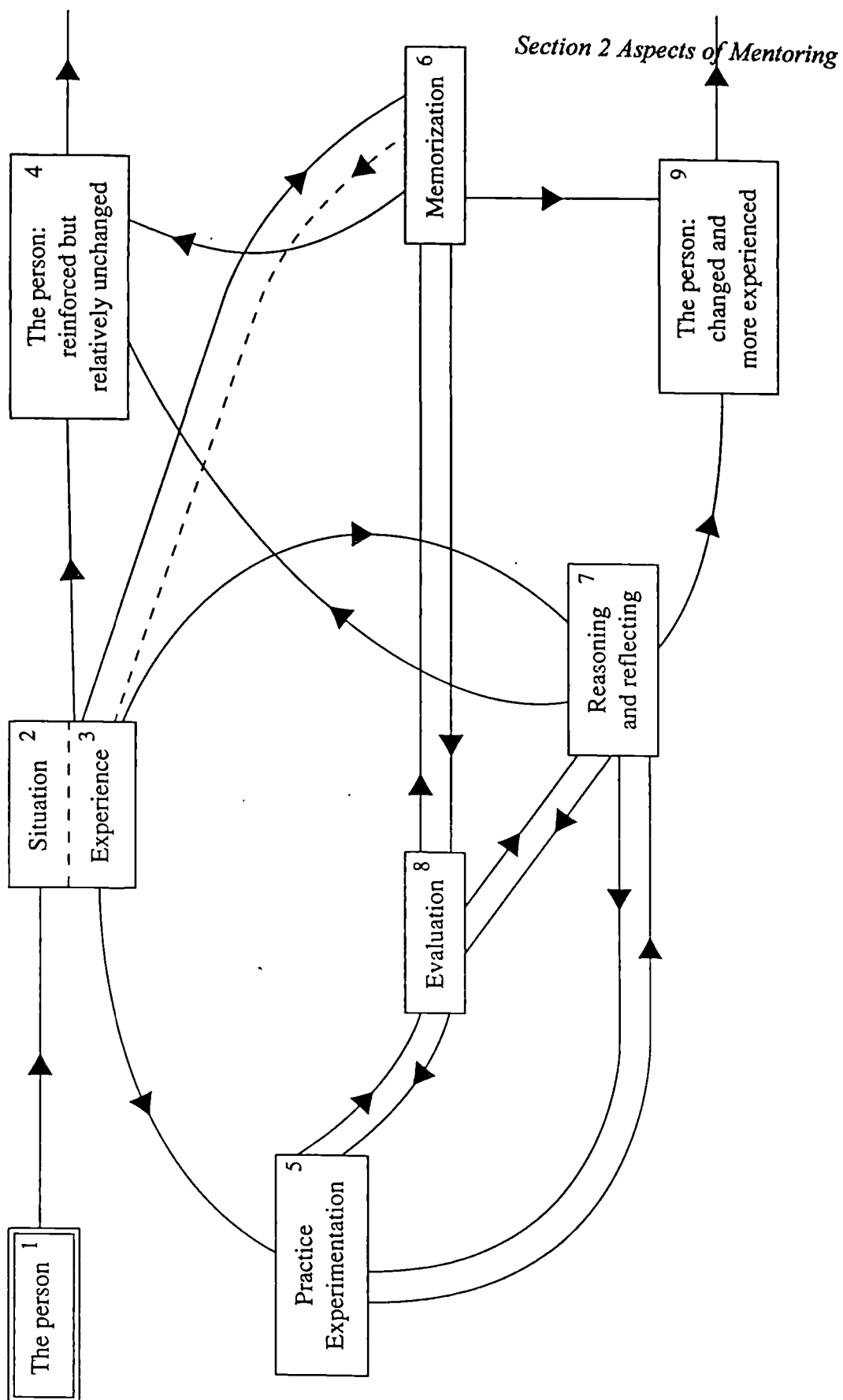
Figure 29 (Jarvis, 1992, p.73)

Preconscious learning is a curious notion and difficult to isolate. Jarvis (1992) describes it as 'a result of experiencing in the communicative mode' or participants maybe "vaguely aware" or 'they may see things out of the "corner of their eye" (p.75)' when they are engaged in a conversation.

Using figure 29, preconscious learning moves from 1 to 3 to 6 to 4.

Skills learning is related to training for manual activities. Not all skills learning is nonreflective but in this instance Jarvis restricts the term's meaning to 'simple, short procedures'. He argues that the relationship between knowledge and skill is very close and suggests that skill learning in this context is limited to imitation and role modelling. He suggests that skill learning happens in an 'action mode of experience rather than in communicative interaction' (p.75). According to Jarvis (1992) skills learning moves through figure 29 - 1 to 3 to 5 to 8 to 6 and to either 4 or 9.

Memorization is the form of learning most familiar to all people. It is often associated with formal education. Children memorize when they learn and revise for school exams and adults believe that this is what is expected of them when they attend higher education courses. Memorization acts in both the interactive communicative mode and the action mode. Jarvis (1992) points out that memorization moves through figure 29 - 1 to 3 to 6 then possibly 8 to 6 and then either to 4 or 9.

> 'The significance of preconscious learning, skills learning and memorization in the wider social context becomes clear. They represent a process of social reproduction. Society and its structures remain unquestioned and unaltered. When people learn this way, they are learning to fit into the larger organization or the wider society; they are learning their place, as it were.' (p. 76)

In the case of Terry, he certainly was learning his place and was most definitely being kept in it by the education process - outside of main stream society and in a backwater of anti-social behaviour. As the above narrative suggests, his failure was being compounded and reinforced by the education system.

The teachers were clearly playing their part in this. They had created a self-serving system which provided them with a role and a function - an identity and Phil was threatening it by his very presence.

To continue the exploration of Jarvis (1992), reflective learning is the third element of his typography of learning. Reflective learning offers another dimension. Many (Freire, 1972a, 1972b; Argyris, 1982; Schon, 1983,1987; Kolb, 1984) have explored the importance of reflection in the learning process. Jarvis (1992) contends that reflective learning is not always, nor automatically, innovative and he asserts 'that reflective learning is itself a symbol of modernity.' He suggests that the pace of change in modern life is such that the 'lack of total accord between the internal and the external worlds is inevitable...... Change, then, is one of the conditions of the modern world.' (pp.83-84). It is this paradox of imbalance which seems to be at the very centre of innovative learning and reflection plays a crucial role in progressing the understanding developed in paradoxical situations.

From figure 28, contemplation is an element of reflective learning. The word itself has a religious significance for it is through 'pure thought' (which may involve meditation, philosophical reasoning and other deep thought process) that a learner reaches a conclusion. The process of contemplation moves through figure 29 - 1 to 3 to 7 to 8 to 6 to 9 with possible two-way process operating in the later stages.

Schon (1983) indicates that reflective skills learning is where professionals tends to 'think on their feet'. It is learning which occurs spontaneously and in the heat of a situation and as Jarvis (1992) suggests it is 'a more sophisticated approach to learning practical subjects. It involves not only learning a skill but also learning the concepts that undergird the practice.' (p.77) This is what others (see: Smith, 1997) refer to as practical judgement. In relation to the Jarvis (1992) model (figure 29, reflective skills learning moves from 1 to 3 to 5,7 and 8 and loops many times around in both directions from 5 to 8 to 6 to 9.

Experimental learning is 'theory tried out in practice and as a result is a new form of knowledge that captures social reality.' (p.78) Using figure 29, this starts at 1 goes through 3 to 7, 5 and 8 and loops many times around in both directions from 7 to 8 to 6 to 9.

These ideas are all dependent on activity and action and clearly they apply to Terry. The conditions and environment need to be conducive to learning. Phil, with a new approach respected, trusted and gave Terry the benefit of the doubt. Terry was given every opportunity to build a positive self image. Most of all, he was challenged to play ('play' is a deliberate choice of word) to his strengths and as a result, rose to the challenge. This gave him confidence in other aspects of school life.

The notion of 'environments' put forward by Vygotsky (1978) as the 'zone of proximal development' plays an important role in the learning process. He described this as '...the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers' (p.86). The implication here is that a greater potential for enhanced understanding and learning is unlocked if there is guidance or collaboration. This notion, first formulated by Vygotsky around 1930, has major implications on how we organise for learning. The influence and power of the social context in the learning process is not in doubt.

> '....passing on knowledge is like passing on language - his (Vygotsky's) basic belief that social transaction is the fundamental vehicle of education and not, so to speak, solo performance.' (Bruner, 1985, p.25)

Terry did not have learning difficulties. He was not 'thick' or disruptive. He did not misbehave to spite his teachers as they believed. He was just 'switched off' by the environment, the social context was not appropriate for his needs. So far in life, Terry had learned the things he wanted to without difficulty. He had a great capacity to learn. His potential was not exploited. It was simply suppressed by a context which was inappropriate for him.

The environment Phil created at the school was one based on relationships. He was supportive,

respectful, challenging, honest, trusting. He encouraged laughter, risk taking, investigation, experimentation, participation. He did not plan 'lessons' for he did not view learning as a series of lessons lasting 35 minutes. This is not to say that he did not know what he was doing or that he was engaging in random chaos. He saw learning as an holistic, continuous process which should be pursued until the issues were resolved. In Kolb's (1984) or in Jarvis's (1992) terms, with full consideration of the models of experiential learning. In Vygotskian terms as a 'unity of perception, speech and action, which ultimately produces internalization' (Vygotsky, 1978, p.26) If, for Terry, this took 35 minutes that was alright. If it took a day, a week, a month, that was also alright. (All this was pre-National Curriculum.)

Phil was aware of the content, of what children should know. His prime concern was with learning processes. The content was delivered through a sound experiential process and 'how' children learn not 'what' children learn became the driver of his work. There is a clear distinction between the two. The 'what' approach is the 'technicists' (see: chapter 1 and 2) approach (the National Curriculum approach). The 'how' is more to do with 'practical judgement' (Smith, 1997) or 'reflective skills learning' (see:Jarvis, 1992; Schon 1983). Practical judgement has its roots in Aristotle's ideas.

> 'In the *Nicomachean Ethics* Aristotle gives a picture of what he calls *phronesis* that seems fruitful for this purpose, and which has attracted renewed attention in recent years. *Phronesis* can be translated in a number of ways: as practical judgement, practical reasoning or practical wisdom.' (Smith, 1997, p.3)

Aristotle presents two notions, one he refers to as *phronesis* and the other *techne* (see: chapter 1). *Techne* is akin to the modern worlds understanding of scientific thinking and behaviour. It is the domain of the practical craftsperson.

Phronesis is linked to the idea of 'noticing' or by attentiveness to a specific situation. It involves flexibility of thought and interpretation.

> 'Aristotle talks of the need for *aesthesis*, which many modern commentators (e.g. Dunne, 1993) call 'situational appreciation' but which can also be called 'alertness'. The central ideas in *aesthesis* are those of sensitivity and a kind of attunement to the subject, instead of the 'mastery' which is characteristic of instrumental/technical reason.' (Smith, 1997, p.3)

Techne involves pre-planned and organisation whereas *phronesis* 'is exercised in the course of what might be called 'hot action'. It also involves being open to further experience, rather than resting content once it has achieved a satisfactory set of procedures.' (Smith, 1997, p.3)

Practical judgement has an ethical dimension. This is best illustrated by Aristotle himself, 'Politics cannot simply pursue certain ends such as low inflation and territorial expansion or integrity while being indifferent to means. The good nation-state, in Aristotle's terms, is one where we find open and honest dealings among the citizenry, as opposed to corruption and what we would now call 'sleazes'.' (Smith, 1997, p.4) Jarvis (1992) would agree. Learning is fundamentally an ethical

activity.

Practical judgement also has an emotional dimension. It combines many elements of 'character' and therefore contributes greatly to the learning process.

> 'In practical judgement knowledge, wisdom and feeling hold together and inform each other. *Practical judgement and learning are intrinsically and essentially linked.* The point cannot be emphasised too strongly.' (Smith, 1997, p.4)

Phil's experience convinced him that the 'process' approach to learning, the 'experiential' (Kolb, 1984) approach together with the development of and application of 'practical judgement', offered the most potential for learning effectively. The approach seems to be all engaging, holistic and based on the quality of social interaction and practical judgement.

Boisot (1995) suggests that tacit, uncodified knowledge is that which is internal to an individual (Terry's knowledge) but that this is only of any value if it has become explicit. Tacit knowledge becomes explicit through social interaction. The environment in which the social discourse takes place is a significant influence on the ability of the participants to exchange and develop their mutual understanding. The participants 'make sense' of their worlds through social engagement. Piaget's theory of decentration is helpful here.

> 'An adult person's repertory of possible perspectives entails as experiential possibilities aspects that are immediately visible only from the position of her or his conversation partner....'(Rommetveit, 1985, p.189).

Through listening and interacting in dialogue perspectives are modified and developed and sense is made. The participants engage in 'an intersubjective world, common to all of us' (Schutz, 1945, p.534)

The dialogue point is crucial. As Bruner (1985) says, 'language is a way of sorting out one's thoughts about things'. (p.23)

Another perspective is the idea of 'situated learning' (Lave & Wenger, 1991).

> 'Learning viewed as situated activity has as its central defining characteristic a process that we call *legitimate peripheral participation*. By this we mean to draw attention to the point that learners inevitably participate in communities of practitioners and that the mastery of knowledge and skill requires newcomers to move toward full participation in sociocultural processes of a community.......A person's intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a sociocultural practice. This social process includes, indeed it subsumes, the learning of knowledgeable skills.' (p.29).

'Situated learning foregrounds the person of the learner, their sense of themselves as a learner, in relationship with others, and at large in the learning landscape' (Alred, 1997, p.5)

....where the learners 'find their way and construct knowledge.' (Kessels, 1996b, p.10)

In the context of pupil-teacher, the nature of the relationship between Phil and his pupils had altered from that which had previously been established. The relationship itself became of greater value than the disengaged, disinterested, objective world of a teacher transmitting knowledge from a 'power position' into the heads of the pupils. Phil was 'child centred'. His language had become child centred and his approach was engaging, respectful, interested and humane. It resulted in transformations.

The parents were at first concerned by the different approach but when they engaged in the process themselves, they understood its power and potential. There was no doubt that parents noticed a difference in their children. Their children were more motivated, more animated, more enthusiastic. (Every year at Christmas, some 14 years later, Phil receives a letter from one parent telling of his child's progress and thanking him for 'saving him'. This was another child who suffered at the hands of the well-meaning, technicist school.) Perhaps then, the needs of adult learners are similar to children's?

The teachers were more resistant. Their worlds were threatened. Phil attempted to engage with them in the same way as he did with the children. This was more difficult. He had too many disadvantages: his age; experience and background. Phil could not create the environment in which they could engage. The barriers between them were too great. Phil had no option but to leave. Three years after leaving Sue told Phil that one teacher, the door slammer, said "I think I now know what Phil was talking about."

(The tragedy is that present day education, in the form of the National Curriculum, has endorsed the 'content' or 'what' perspective. It has become 'outcome driven' and technicist.)

Sue took a similar line with Phil as he did with the children. The quality of their relationship was important. Their conversations were crucial to Phil's own learning and development. Sue was a mentor and the result of the relationship was transformational for Phil. Bruner (1978), writing on Vygotsky states 'since learning for him involved entry into a culture via induction by more skilled members.' (p.25) Here the links between mentoring and learning are very clearly made. Sue was the more skilled member enabling Phil to enter into an new world.

Gladstone (1988) cites Bolles (1972) as stating that 'a mentor is the highest level educator' (p.10). Vygotsky (1981) would agree,

> 'Any higher mental function necessarily goes through an external stage in its development because it is initially a social function......Any higher mental function was external because it was social at some point before becoming an internal, truly mental function.' (p.162)

130

The relationship of mentoring is essentially about learning in a social context and the learning which takes place, because it is social, is of a higher order.

Sue had the needs of the organisation to consider as well as Phil's needs. In appointing him, she took a risk, a risk which she partially understood through her personal qualities of 'character' or practical judgement. The risk was reduced and managed through active participation and dialogue - mentoring. As a result, Phil learned to deal with the situation, met the 'right' people, had his reputation extended and therefore he developed into the role. He also started to acquire Sue's abilities to make practical judgements through supported, reflected practical experience explored through social interaction and dialogue. Not only this, Sue's perspective was also on the future. Her view was that Phil had the potential for Headship and she saw her function as developing Phil for that future. By the time he left teaching, he had that capability. This was evidenced by the interest in his subsequent applications for Headship both within and outside the County.

However, by this time Phil was beginning to think that continuing to work in primary schools was no longer his vocation. His 'dream' (Levinson, 1978; Field, 1996) had gone elsewhere. He needed a new mentor to help fulfill that dream. He had to move on.

Chapter 6

Healthy Signs for Mentoring

This chapter presents and discusses an evaluation of the Northern Region and Yorkshire Health Service mentor scheme which is linked to the Durham MBA. It was originally published as the final article in a series of three. It followed Part 1 "Ancient Greece, MBAs, the Health Service and Georg" (Garvey, 1994) and Part 2 "A Dose of Mentoring" (Garvey, 1994). This, virtually unedited chapter, achieved runner-up status in the MCB Press annual Award of Excellence.

This chapter draws on the results of a commissioned survey sent to 42 Health Service mentees who were just finishing the two year part-time Durham MBA course and their 42 mentors who had supported them during this time.

It highlights the issues raised by both mentors and mentees and discusses some of the implications of the findings with a view to recommending further developments and improvements to the scheme. The chapter has a practical slant and is aimed mainly at practitioners involved in the mentoring process. The ideas presented have application in a variety of settings.

The survey offers another layer of description of mentoring in action. It provides a 'snap shot' through the use of a survey which is then interpreted against the propositions established in chapter 2. It offers insights as to the nature, process and various forms mentoring takes and indicates the effectiveness and benefits of mentoring for the participating individuals and their organisations.

Methodology

Two questionnaires (see appendix III) were designed for this survey, one for the mentees and one for the mentors. Clutterbuck's (1993) survey was helpful as a framework for the design. It also helped to use this as a comparison. Both were composite questionnaires involving a variety of closed response options, open response options and preference scales. The questions were drawn from mentoring literature, the dialogues which were used for Part 2 of this series "A Dose of Mentoring"(see: Garvey, 1994) and experience of a series of mentor workshops, formal and informal conversations with mentees and mentors. It was intended that the survey would highlight some of the practical issues, the educational and training issues and some of the process concerns of both mentors and mentees.

As discussed in the introduction of this work and chapter 1, surveys are a convenient way to gather a perspective, albeit a limited one, from a larger group of participants.

Some Facts

The total return was 40% and these were divided almost 50/50 as mentor and mentee responses.

Of this response 44% were male mentor to male mentee partnerships, 29% female mentor to female mentee partnerships, 25% male mentor to female mentee partnerships and only 1 female mentor to male mentee partnership.

(The programme is made up of 55% women.)

The average length of Health Service experience for mentors was 16 years with an average of 6 years experience in another field. The average Health Service experience for the mentees was 13 years with an average of 2 years in another field.

The majority of mentor participants have the words 'Chief', 'Head' or 'General' in their titles and the majority of mentees have the words 'Manager' in their titles with one having the word 'Head' and another 'Director'.

Summary of Mentor Responses

When asked how they felt about being asked to take on the role of mentor the biggest concern was over the 'time commitment' (63%). Many felt 'flattered' to be asked (45%) and some were 'not sure what was involved' (36%). Only 18% saw mentoring as 'a normal part of their role as a senior manager'.

The majority (54%) felt that it was their 'listening skills' which were the main influence in their mentees choice of them as mentor, This was closely followed by their 'greater experience of Health Service Management'.

Most of the mentors (65%) had previous mentoring experience but only 27% had been mentored themselves.

Trust and Objectives

The majority (90%) claimed that they found it 'very easy' to establish a relationship of trust with their mentee.

When asked how easy the mentors found it to establish clear objectives for the relationship, the response was a follows:-

Establishing Objectives
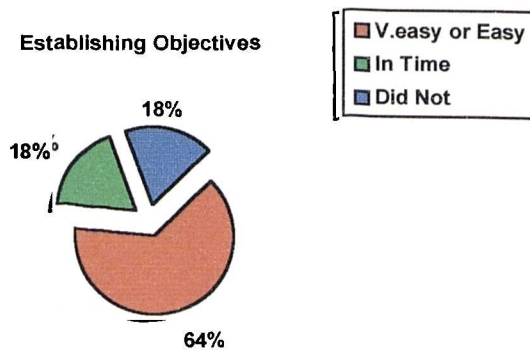
Figure 30

Learning Styles

A few mentors used the Learning Styles Questionnaire (Honey and Mumford, 1986) as part of the mentor discussions (27%) but those who did make use of it found it very helpful to either 'contribute to their understanding of each other' or to 'focus discussion and provide a framework for mentor meetings'. This framework tended to be based on the Learning Cycle (Kolb, 1984).

The Relationship

The responsibility for managing the relationship was mainly either 'shared' (46%) or 'driven by the mentee' (46%).

The mentor respondents saw their role as:-

► 'counsellor' (91%)

as the most important in mentoring with the combined roles of:-

► 'sounding board', 'critical friend', 'giver of encouragement' and 'listener'.

They also indicated that most time was spent in the roles of:-

► 'sounding board' and 'listener'.

The topics discussed in the mentor sessions were ranked as follows:-

1. 'the mentor's work problems'

2. 'time management and personal/domestic issues'

3. 'the mentees work problems'

The problems encountered in the mentor relationship by the mentors were identified as:-

Problem	Serious	Mild
Time pressure	45%	
Dislocation (moving job)	18%	
Achieving a focus for the relationship		36%

Using the dimensions heuristic as explained in chapters 2 and 4, the mentors described their relationship with their mentees as:-

OPEN___X_____CLOSED

PUBLIC_____X_PRIVATE

FORMAL_____X_INFORMAL

ACTIVE_X_____PASSIVE

STABLE_X_____UNSTABLE

Figure 31
- some reported a PUBLIC dimension instead of a PRIVATE dimension.

The majority (55%) reported that their relationships did not change over the time and 45% reported the opposite.

The main reported changes in the relationship were 'a deeper relationship of trust' over the period and 'the relationship became more ACTIVE' or 'more OPEN' over the period.

Organisation of the Relationship

Many felt that the mentor process should have been available before the start of the MBA course in order to 'give time for the relationship to develop' (72%). The same number felt that the relationship should continue beyond the MBA if both parties wished it.

The frequency of mentor meetings seemed variable and very much dependent on the mentee's needs. The frequency of meetings ranged from fortnightly to quarterly.

The length of mentor meetings was also variable but most met for up to 1 hour at a time. This was partly dependent on the frequency of meetings, i.e. the less frequent the longer the meeting.

The majority (54%) respondents spent either up to 25 hours or more than 25 hours in the two years on each mentee.

The meeting places ranged from the mentee's office to the mentor's office and included neutral venues such as cafes, pubs and restaurants.

Development Needs of Mentors

The mentors considered that they needed 'specific training in mentoring' (63%) 'opportunities to discuss mentoring with other mentors' (63%) and 'access to materials on mentoring' (55%).

Benefits

The benefits of mentoring for the mentees ranked as 'Very important' by the mentors as:

- exposure to other levels in the organisation
- faster learning for mentee
- improved ability to cope with change
- greater realism

The benefits of mentoring for the mentees ranked as 'modest significance' by the mentors as:

- faster learning for mentee
- general maturing
- greater self confidence
- greater ability to cope with new situations

The benefits for the mentors ranked by the mentors as 'very important' were

- Satisfaction at seeing someone else grow

The benefits ranked as 'modest significance' were

- Personal learning for the mentor

Would you do it again?
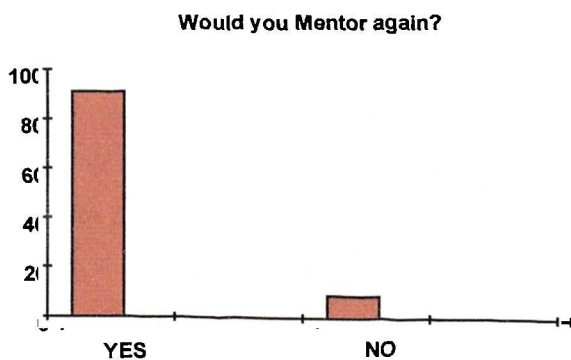
Figure 32

A Summary of Mentees' Responses

The majority of mentees (65%) found it very easy to find a suitable mentor. However, 18% found it either 'difficult' or 'very difficult' and sought help from the MBA Manager within the Region, the MBA Director at Durham, their Chief Executive or their Line Manager.

Most (82%)mentees had a 'clear idea' of the type of person they wanted for a mentor.

The qualities they looked for in their potential mentors were ranked as follows:-

- ► Good Listener
- ► General experience at executive level
- ► Previous MBA experience
- ► Greater Health Service experience
- ► Different perspective
- ► Trust

Few mentees had previous experience of mentoring (29%)

Trust and Objectives

The majority (87%)found it easy to establish a relationship of trust with their mentor only one person found it took a lot of effort and one failed altogether.

The mentees found agreeing clear objectives for the relationship as follows:-

Establishing Objectives

□ V.Easy or Easy
□ In Time
□ Did Not

7%   7%

86%
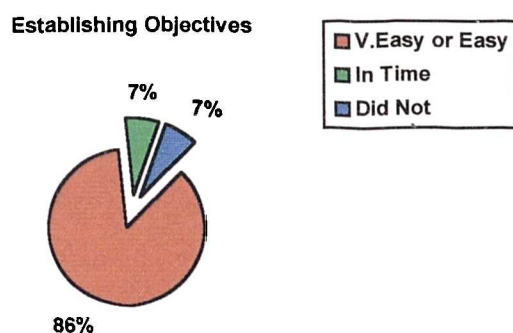
Figure 33

Learning Styles

A few used the Learning Styles Questionnaire (Honey & Mumford, 1986) and this response correlates exactly with the mentor responses.

The Relationship

The mentees claimed that the management of the relationship was either 'led by them' (53%) 'shared' (40%) or 'managed by the mentor' (7%). This almost correlates with the mentors' response.

The importance of the mentor role ranked as follows:-

► Sounding board
► Giver of encouragement
► Critical friend
► Counsellor/Expert

and most time was spent using the mentor as a 'sounding board' 'critical friend' or 'confidant'. This response is supported by the mentor response.

The topics for discussion were ranked by the mentees as follows:-

1.   'the mentor's work problems'

2.   'dissertations and rehearsing arguments for use elsewhere'

3.   'time management and personal /domestic issues'

4.   'the mentee's work problems'

This response is also reflected by the mentors' responses.

The problems identified by the mentees in the relationship were as follows:-

Problem	Serious	Mild
Dislocation	27%	
Achieving a focus for the relationship	27%	
Time pressure		20%
Misunderstandings or resentment of other people outside the relationship		20%

The dimensions of the relationship were described by the mentees as follows:-

OPEN___X_____CLOSED

PUBLIC___X_____PRIVATE

FORMAL_____X_INFORMAL

ACTIVE__X_____PASSIVE

STABLE__X_____UNSTABLE

Figure 34

- some reported a PRIVATE dimension instead of a PUBLIC dimension.

This is a similar pattern as reported by the mentors with the exception of the PRIVATE/PUBLIC dimension.

47% of the mentees claimed a change in the relationship over time and 47% claimed the opposite with a 6% no response.

The main area of change reported by the mentees was 'a wider range of topics were discussed' so that the relationship became more OPEN. This view is reflected in the mentors' response.

Organising the Relationship

The majority of mentees expressed the need for the mentor relationship to both start early (before the MBA course) and to continue after the course if appropriate.

The mentees support the claims made by the mentors with regard to the time spent on the relationship and venues for meetings.

Development Needs of Mentors

The development needs of the mentor were seen by the mentees as being in three main areas as follows:-

'specific training in mentorship' (66%)

'opportunities to discuss mentoring with fellow mentors' (66%)

'access to background materials on mentoring' (60%).

Benefits

The benefits of mentoring to the mentees were ranked as 'Very Important' as follows:-

- ▸ greater realism
- ▸ greater self confidence
- ▸ enhanced ability to cope with new situations

and 'Modest Significance' as follows:-

- ▸ developing political skills
- ▸ general maturing
- ▸ faster learning.

The benefits of mentoring for the mentor were perceived as 'Very Important' as follows:-

- ▸ Satisfaction at seeing someone else grow
- ▸ Learning gained

and of 'Modest Significance'

- ▸ Peer recognition

Would you do it again?

Would you use a Mentor again?
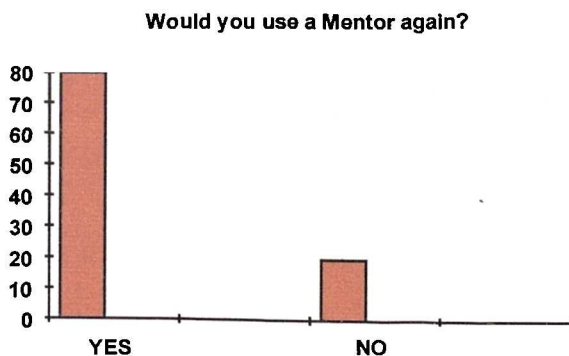
Figure 35

Analysis of Results

The most striking pattern to emerge from this survey is the broad level of shared perceptions between mentors and mentees. This indicates that both parties were describing the same situation independently of each other.

There is a difference in the years of experience and status between mentors and mentees. The average difference being 3 years Health Service experience and 4 years experience elsewhere giving a total of 7 years difference in experience. This differential is very well observed and

140

documented by other authors (Clutterbuck, 1992; Levinson, 1979) and seems to be an important element in the mentor relationship (Gibb, 1994).

The issue of 'time' is raised in several parts of this survey.

Letters were received from some participants who felt unable to complete the questionnaire. The most illuminating of these paid particular attention to the issue of 'time'. This participant wrote:-

"I recently asked for an appointment to see my him (mentor) before Christmas and his secretary said, "No appointments are available until the New Year."

it continues...

"My mentor has felt under tremendous stress as a result of reorganisation. By Year Two of the MBA, he was on the verge of a nervous breakdown. If and when I went to see him, I tended to listen to his problems. I found the Senior Management totally unempathetic to this man's distress."

If this is the background to the 'time' responses within the survey, it is a worrying situation. Certainly, experience over the last two years of working with Health Service colleagues suggests that a 'time pressure culture' has emerged. This is where individuals discuss the long hours that they put into their jobs almost competitively. This situation is of concern as 'putting in the hours' is not necessarily efficient or effective, indeed, it often leads to the opposite outcome.

The above comments may also be supported by the 'topics for discussion' aspect of the survey. Both mentors and mentees alike placed 'the mentor's work problems' at the top of their list of topics for discussion. At first sight, this is a curious response. There is an issue relating to the rapid pace of change within the Health Service and the resultant effect of the pace of change on the senior people.

It seems that what may be happening is 'co-mentoring' in that the mentor seems to be receiving listening support from the mentee. This is probably of benefit to both the mentor and the mentee. This behaviour helps the mentor to unburden the problems of the position and this unburdening may, in turn, help to prepare the mentee for the pressures of more senior positions by gaining insights from the mentor. The element of "mutually enhancing" (Carden, 1990) in the mentor relationship is commonly mentioned in previous work.

There may also be some correlation here between the benefits of mentoring, as indicated by this survey (and other similar surveys (Clutterbuck, 1993) and this issue of co-mentoring. For example, the following benefits identified by the mentors for the mentees:-

- faster learning for mentee
- improved ability to cope with change
- greater realism
- general maturing

- greater self confidence

together with the acknowledged benefits to the mentor of:-

- Satisfaction at seeing someone else grow
- Personal learning for the mentor

offer some evidence of the 'mutually enhancing' (Carden, 1990) nature of the mentor relationship. But, here we have a problem of methodology. Surveys are limited in the information they provide and only detailed one to one discussion could conclusively unravel this issue.

This emerging new culture and associated behaviour is obviously affecting the mentoring process in this context.

Mentoring Experience

Many of the mentors have experience of the mentor role but little experience of being mentored. This implies that mentoring is a relatively new process in the Health Service and that this lack of experience of being mentored may change over time as the mentees progress through the Health Service. Gladstone (1988) tells us that being successfully mentored will lead to the mentee successfully mentoring someone else. As mentioned in "A Dose of Mentoring" (Garvey,1994), the concept of mentoring for development will inevitably take time to evolve but the process will be aided by approximately 50 people a year for 5 years taking part in the Durham MBA. In the meantime there are implications here for the development of the current mentors.

As indicated by the survey, both mentors and mentees feel the need for more mentor training and support. However, there is a conflict here between this developmental issue and the time issue. A half day mentor awareness session (Garvey, 1994) is offered but not all mentors attend. This is often not through lack of interest or motivation but through a perceived lack of time. As previously debated (Garvey,1994), a half day session is inadequate but all that seems possible to achieve with the present time pressure culture.

The fact that only a few (18%) mentors see mentoring as a normal part of their role as a senior manager combined with the shortness of the awareness session and the seeming attitude that mentoring is an extra activity rather than part of senior management's function, all suggest that there is much that needs to be done to create a developmental or learning culture within the Region.

Although apparently under-used as a tool, the Learning Styles profile (Honey & Mumford, 1986) when utilised has proved effective. The potential for its use has since been stressed in awareness workshops and it is hoped that the tool may be used more fully in subsequent years.

Many respondents indicated the desire to both start the relationship earlier and continue after the programme ends if both parties feel the need. This, in some ways, is an indication of the success

of mentoring when it works well. Not only do participants recognise the need to start in the 'right' way but to also continue with an obviously beneficial process if necessary or desired. This finding is also supported by Clutterbuck's (1993) survey in the Oxford Regional Health Authority.

Dimensions in the Survey (see chapter 4)

Both mentors and mentees report similar dimensions to the relationship. The key differences between the survey findings and the case studies presented in chapter 4 are on the FORMAL / INFORMAL and the PRIVATE / PUBLIC dimensions.

The INFORMAL preference indicated in the survey may be related to the close proximity of the offices of mentors and mentees in this sample but further investigation on this dimension is required as there is a conflict here between the 'pop in anytime' concept of the INFORMAL dimension and the time pressure culture already discussed. Could this be part of the time problem in that the attitude of 'open door' to interruptions is cited on most time management courses as a key element of poor time control? A 'door ajar' is offered as a more controlled alternative and that means that a move towards the FORMAL dimension may be the solution.

The issues surrounding the PUBLIC / PRIVATE dimension are discussed in chapter 4. However, it seems curious that, while some mentors indicated a PUBLIC dimension (40%), the majority (60%) indicated a PRIVATE dimension.

This trend is reversed in the mentees' responses. This maybe because the mentees feel happy about a PUBLIC association with the more senior mentor.

Given the fact that mentors are able to include the role as part of their performance review, the expectation was that the majority would indicate a PUBLIC dimension relationship. Perhaps status is not the same issue for the mentors as it may be for mentees?

Another explanation could be that the meaning of these dimensions may be confused The most likely explanation is the possible confusion between the PRIVATE dimension and the issue of confidentiality.

A relationship in the PUBLIC dimension is one that keeps its content confidential but others know of the relationship's purpose and function. In the PRIVATE dimension, the relationship's purpose and function will be known only to a limited group, probably just the two parties however, the content, as in the PUBLIC dimension will be confidential.

The survey findings relating to the dimensions do not fully match the case studies in chapter 4. Further case study work (Dixon, 1996) suggests that the dimensions are subject to situational and dynamic variation. This is hinted at by the survey material in that 45% of the mentors and 47% of the mentees highlighted changes in the relationship over time. The majority of these being a move to the OPEN dimension for both members of the dyad and a more ACTIVE dimension for mentors.

Implications

Time pressures are clearly a crucial issue. Time management is more about attitudes of mind than it is skills or knowledge. It is difficult to deal with as it sometimes requires a major attitudinal shift in order to affect a change in behaviour. In a 'time pressure culture' attitudinal shifts towards a 'time managed culture' are difficult to achieve on an individual basis as the culture does not confirm or support the time managed behaviour for the individual. The participant quoted earlier in this chapter stated that the people who manage to say 'no' and appear to control their time often gain respect as 'organised' people. If this is the case, much work needs to be done on time management with both mentees and mentors in order to create a different climate; a climate of effectiveness and efficiency driven by good time management. The mentees do receive a short session on time management skills as part of their MBA induction programme but it is probably a good idea to run the same sort of development workshop for mentors if they can find the time to attend!

The 'time pressure' issue is apparent in all case studies in this work, i.e. chapters 7 and 8.

Mentor Awareness

The survey suggests that there is a need to develop the mentor awareness session. Difficulty is already experienced in achieving full attendance with a half-day session so a whole day is probably not feasible. However, it may be possible to offer the initial half day with a further half day after about 3 months. This would give mentors and mentees an opportunity to develop their relationship on their own whilst offering a formalised review session that could pick up on any problems that may have emerged during the first 3 months.

The experience of the organisation, The Agency, discussed in chapter 8, shows that with the will to 'hold the line' and support from senior management, mentoring becomes a legitimate activity and a recognised part of work. In such an environment the time pressure is not such an issue.

The experience of Engineering Co., discussed later in chapter 7 is quite the reverse. Mentoring in Engineering Co. has dissolved.

Mentor Support

The need for further support during the mentoring period for mentors is great. One possibility would be to establish a mentor network system so that mentors could communicate with each other if necessary. Another possibility would be to establish a mentor support group for mentors to meet on a fairly regular basis. The experience of The Agency, where some of those who attend the mentor awareness sessions remain together for mutual support, is good. These people find the support they need and with continued support from the 'external mentor' are making good progress.

Mentors in the Health Service scheme are given the opportunity to contact Durham University Business School to discuss issues if they wish. Very few take up this offer.

Another possibility may be to establish a mentor reference library so that mentors could have easy access to literature on the subject. This is The Agency experience and again it is working well.

A mentoring news letter may also be a good idea to encourage good communication between people. Again, The Agency took up this suggestion and it is encouraging mentoring to develop within their organisation.

Conclusion

This surveys suggest that mentoring is working quite well in this particular context.

The previously discussed tools of mentoring, i.e. Learning Styles (Honey and Mumford, 1986) and The Dimensions, do seem to have their uses in helping to both operate and describe the mentoring partnership.

Mentoring works for those who make it work. Some participants, particularly the mentees, are very grateful for the support and encouragement given to them by their mentors during the MBA and acknowledge this help as very significant.

More action is needed to encourage the developmental or learning culture necessary to sustain mentoring as a normal senior management activity and as learning doesn't often happen under time pressure, the time pressure culture needs to change as well.

Many of the findings of this survey are also reflected in the Oxford Regional Health Authority Survey (Clutterbuck, 1993) and although the mentor schemes have differences, the basic philosophy of the mentor supporting a specific development programme remains the same.

The bottom line question of 'would you do it again?' indicates the great potential of this ancient process of developing people and it seems that the mentor may indeed be the 'highest level educator' (Bolles, 1972). Mentoring, in the context of the Durham MBA programme, enhances the learning of the participants which in turn, contributes to the value of the MBA course for both the organisation and the participant.

Section 3 - Organisational Aspects of Mentoring

Chapter 7

Mentoring - The Heart of a Vision

This new section investigates the organisational aspects of mentoring. It examines some of the cultural, structural and operational issues involved in mentoring at work. The section also examines the links between the notion of a 'learning organisation' and mentoring.

The aim of the case study in this chapter is to examine the key elements in establishing the Engineering Co's UK Mentor System. At their request, all names have been changed. The chapter adds further layers to the description. It describes an approach to establishing the mentoring process, linked to a major development programme, in a 'live' situation.

The chapter focuses on the propositions put forward in chapter 2. Unlike previous chapters, the emphasis here is more on the organisational context rather than the individual. It is an example of a *techne* (see: chapters 1, 2, 5, 8) applied to mentoring. On the surface, the thinking and preparation for mentoring were sound but the organisation was of a 'mind set' (see: Senge, 1992 and Bettis and Prahalad, 1995, discussed in chapter 2) which made its adoption and operation, in a formal sense, very difficult. The perspective of the organisation was that of the 'Lego house' explored in chapter 2 and the issue of management style and the form of mentoring takes which was raised in the introduction of this work is further illustrated here. The implementation issues raised in chapter 6 are applied here to good effect. This chapter outlines the very thorough process the company used to establish mentoring and highlights the fatal errors made in implementation.

The emotional engagement between mentor and mentee in this organisation is also explored here. The potential for misunderstanding and abuse is raised in the context of the organisational culture which, it is argued, made mentoring activity difficult for the participants. The desired learning and resultant change did not happen in this organisation and although the company is clearly economically successful, it failed to implement the mentoring process with any success.

The study was previously published in 1994 as 'Mentoring, the Heart of the Vision' in Opleiders in Organisaties, Capita Selecta, Mentoring en coaching and in a revised form as 'Let the Actions Match the Words' in the book 'Mentoring in Action'. This is a further revision.

To differentiate between the world-wide company and its UK site, the world-wide company is referred to as Engineering Co. and the UK site is referred to as Engineering UK.

NB: Any unacknowledged quotations in speech marks are attributed to the UK Training Manager.

Background

Engineering Co. is a large (in terms of market share, plant and international coverage) multi-

national engineering company. It is constantly aware of the serious threat of competition. The competition issue became a major consideration when in 1989 one Japanese competitor approached Engineering Co.'s major customer with the offer to match Engineering Co.'s quality standards, beat the delivery dates by 12 hours and reduce costs by 30%.

This was a head on assault for Engineering Co. The company responded by making an appeal to the work-force to meet the challenge by matching the Japanese targets. This was almost achieved in 30 months.

Engineering Co. held its customer base.

In order to continue this dramatic success, Engineering Co. created a new corporate 'Customer Led' strategy. Senior management hoped that this would enable them to maintain and develop further their world market position.

They communicated the strategy to the world sites using a great number of slogans, for example: 'continuous improvement', 'bench marking', 'learning organisation' 'common approach', 'we're in it for the long haul', 'people are our major asset'. There also published numerous manuals, texts and made many presentations. The content of all this was issued by the parent company. Key staff were expected to implement these dictates. The contents of these directives, whilst recognising the need to make operational and structural changes within the organisation, also acknowledged the importance of gaining the commitment of the whole work-force. The new strategy involved dramatic changes that revolved around a review and subsequent introduction of new production methods and new management approaches.

Internationally a major training and development programme was established to support the strategy. The programme was aimed at the whole work-force - from senior managers to hourly paid workers but there was a clear primary focus of attention on first line supervisors and their team members.

At the heart of the development programme Engineering Co. established a mentor scheme to support the development of participating individuals.

Central to this international programme was the slogan 'the common approach' for all people. This meant that all training inputs, development systems and evaluation processes were underpinned by constant reference to Engineering Co's. objectives.

Through the approach of working to a common agenda, Engineering Co. expected that all sections of the company would develop in the same direction and emerge with a shared philosophy.

Engineering Co. has been and continues to be involved in a massive and comprehensive change process.

Training, Development and Mentoring

The training programme in the UK covers a range of topics. These include, production related subjects, leadership and motivation, team building, decision making and appraisal skills training. Provision is also made for people to develop personal skills such as time management, effective reading, writing and speaking skills. Interpersonal skills such as coaching, counselling, influencing and negotiating are also considered. All employees have an opportunity to participate in programmes according to individual need.

These programmes of development may include teaching inputs from both internal and external providers. They may also include discussion/study groups and work-based assignments. Some development is supported by paper based distance learning materials and others make use of interactive computer and video programmes.

In the UK, another aspect of the development programme is an independent research project which is investigating the detailed workings of teams within a plant. The participants in the research receive regular feed back from the researchers and this gives the teams an opportunity to reflect and modify their workings and relationships.

According to the UK Training Manager, the whole programme is totally committed to the concept of 'Continuous Improvement'. In Engineering UK's case, this means that progress is reviewed on at least a 3-monthly basis. If the individual's performance meet the previously agreed standard, new development areas may be discussed and agreed with the line manager or team leader. Alternatively, the individual may prefer a period of consolidation. If the individual's performance is below the agreed standard, ways of improving are discussed and, where possible, the obstacles to achievement are removed and the conditions for improvement are provided.

In the UK, the programme is moving towards accreditation through the National Vocational Qualifications system and some programmes are working towards either a Certificate of Management Studies or a Diploma in Management Studies. This accreditation is not yet in place but discussions continue with a local business school.

Birth of Mentoring in the UK

Although in concept the mentor scheme was born out of the development programme, its growth to infancy had much wider expectations.

In introducing mentoring to the UK programme the UK Training Manager used a similar approach to Kram's (1985) model for achieving a successful mentor scheme.

This model is used in this case study as the framework to help describe the extent of expectations from mentoring at Engineering UK.

148

Background to Kram's Model

During research, Kram (1985), assistant professor of organisational behaviour at Boston University School of Management, noted that mentoring between juniors and seniors and among peers rarely achieved its objectives. She noted that mentoring tended to be available to a few 'fast trackers' and that others became demotivated as they became victims of this unequal treatment. Kram does see potential in mentoring as a developmental process, provided the Human Resource Development practitioner is clear about the design, implementation and evaluation of the mentor scheme.

She identifies 4 key stages in the mentoring improvement model. These stages are as follows:-

1. Defining the scope of the project
2. Diagnosis
3. Implementation
4. Evaluation

The Scope - defining the objectives and scope of the project

As Kram states 'without objectives that are related directly to existing business and human resource strategies, efforts to improve mentoring can appear superfluous.' (1985, p. 40).

The purpose of the Engineering UK Scheme was, according to the UK Training Manager, "to provide the yeast in the bread" for the changes. Mentors were seen by the Training Manager as having a key role in the success of the programme. Their main function was to help identify opportunities for applying the newly acquired learning from the development programme into the work place.

Mentors were asked to discuss career opportunities and to help resolve learning difficulties in a supportive and person centred environment. They were not briefed to 'control' events but to act as independent counsellors and guides for their 'clients'. (The term 'client' is discussed later.)

It was also intended that "the mentor process should be two-way in that the 'client' needed to influence the mentor's thinking just as much as the other way round".

Additionally, the Engineering UK mentor scheme was established to offer ease of induction for new recruits and provide the opportunity for 'clients' to gain a better understanding of the formal structures of the organisation.

The mentor scheme was also expected to address the following:-

1. Recent redundancies and de-skilling
2. The need for improved individual effectiveness
3. Internal cultural change.

1. Redundancies and de-skilling

Engineering UK has a history of industrial unrest and at the time of this initiative they had just reduced the size of the work-force due to the increased use of high technology. According to the Training Manager, this created the classic fears in the work-force of, "if we work hard and commission these new machines, we lose our jobs and if we don't lose our jobs, we become de-skilled." This feeling of a loss of trust and an increase in suspicion for management among those left after the redundancy round, was very strong at the time of this new initiative. There was also evidence of resentment among people for the insensitivity of management in making people redundant following the successful drive to head-off competition.

The mentor scheme was expected to help re-build trust between management and the shop floor and address the de-skilling issue by seeking areas of skill development through the mentor process.

2. The need for greater effectiveness

With fewer people and more technology, the company needed all individuals to be more effective and adaptable at work.

The mentor scheme was also expected to help facilitate flexible working and enhance individual performance. It was felt that mentoring would help to offer scope for people to take on new roles within the plant. This led to specific job descriptions being replaced with more open working specifications which allowed people to modify their roles more easily. The unions co-operated with these changes. Probably because there was little choice.

There is a need for caution here as some employers in the UK use the banner of flexible working as a vehicle to de-skill the work-force, reduce wage costs and deregulate the job market. However, 'provided flexible working positively addresses the following four areas:-

1. Security of employment and job flexibility
2. Shared organisational success
3. Information, consultation and employee involvement
4. Representation of the workforce in decision making
- it offers great opportunities for employers and employees' (Monks, 1994, p.8).

Engineering UK hoped that mentoring would support the need for greater flexibility and effectiveness.

3. Internal Culture Change

The company's need for greater individual effectiveness also implied a need to, as the UK Training Manager said, "swing the culture from a managed culture to a leadership culture" where change and individual adaptability are the fulcrum around which the organisation revolves.

As Adair (1990) suggests - 'Leadership is of the spirit compounded of personality and vision. Its practice is an art. Management is of the mind, more a matter of accurate calculation of statistics, of methods, timetables and routines. Its practice is a science. Managers are necessary - Leaders are essential.' (p. 61)

It is the view of the UK Training Manager that a leadership culture gives employees a greater sense of commitment and involvement and they become more confident and willing to contribute to the success of the company. Ultimately, control becomes a shared activity as individuals are trusted to act appropriately in the company's best interests. The individual may also come to appreciate that his/her personal fortune is often closely linked to the fortunes of the employing organisation.

The main challenge which faced Engineering UK in its attempts to change the way it worked was the need for this fundamental change in management style. To achieve this, change managers needed to acquire 'situational sensitivity' and 'style flexibility' (Reddin, 1971). This meant a shift in style to accommodate individual or group requirements. Managing is about changing behaviour, and a manager 'who truly has a high concern for both people and results (see the introduction section 2) should be able to adapt his (or her) behaviour according to the needs of the person with whom he (she) is dealing.' (Everard, 1986, p.21).

Change is an integral part of the continuous improvement process as it is through the willingness of people to examine and change their practices that improvements are made. However, reluctance to change is often deeply embedded in the thoughts of individuals and groups.

In the past at Engineering UK, authority, responsibility and control were firmly in the hands of management. This encouraged an autocratic management style. This style focuses primarily on the task and ignores the motivational and developmental needs of the people.

The Engineering UK Mentor System was placed at the heart of this cultural change and it was envisaged that mentoring would both empower the work-force by "giving real authority to both the mentor and 'client'. It would help to create and maintain the Continuous Improvement process by creating a new dynamic 'learning culture' in the organisation where opportunities for development would be encouraged."

Innovation and change also requires vision. The 'vision' of an organisation could best be described as 'a vision articulates a view of a realistic, credible, attractive future for the organisation, a condition that is better in some important ways than what now exists' (Bennis and Nanus, 1985, p.145). As 'vision' is closely linked with an image of the successful end result it is of vital importance to consider the way in which a mentor scheme is introduced in relation to the overall business objectives. Kram (1985) warns against a sweeping imposition of mentoring schemes and suggests that once clear objectives for the mentor scheme have been established, mentoring programmes should be introduced gradually to support the development process rather than force it.

Within Engineering UK, the timescale for implementation of mentoring was short and the

151

dependence on the scheme to solve a wide range of problems was considerable.

The scope of the mentor system was wide, perhaps too wide? The reliance on the mentor system to help "the bread rise" was perhaps, too great?

The Diagnosis of Potential Problems - diagnosing the individual and organisation circumstances promoting or interfering with effective mentoring.

One aspect of achieving a vision is the awareness of the potential difficulties which may occur along the way. Contingency plans are needed, to avoid, obviate, or deal with, the potential foreseen or unexpected difficulties. Engineering UK set about gaining information about the attitudes, skills and knowledge of the potential participants in a mentor scheme.

They attempted to identify and list the interpersonal skills needed by the mentors.

They discovered that some potential mentors had a poor comprehension of how development impacts on the career progression and personal growth of people. Further, there was a perception within the organisation that people development was secondary and unimportant.

They noted that some potential mentor candidates were opposed to a scheme particularly if they themselves have had no positive experience of mentoring. Others were experiencing blockages in their own career progression and therefore were not very keen to help.

Another potential difficulty identified was the overriding culture in the organisation.

In a very strong 'task' focused culture the 'people' aspect may be disregarded. (The term 'Task' focused culture is not used here to mean the same as Handy's (1986) or Harrison's (1972) Task Culture. It is used here to mean a focus on the job itself in its technical sense and in the sense of achieving a measured end result or *techne*. Here it is not concerned about the people who do the job - see introduction section 2 and 6.) The difficulty in Engineering UK was that some individuals, driven by a powerful subconscious force, based on the notion of "this is not the way we do it" and "I did it the hard way and so should you", tended to thwart development initiatives. The mentor's strong desire to instruct the 'client' in "the old ways" of Engineering UK (like an initiation ceremony into the internal politics of each manufacturing plant) created the cultural barrier. This behaviour was not, in the main, a conscious attempt to thwart progress.

This attitude was not required by the Training Manager at Engineering UK. The internal politics needed to change so that the organisation could achieve its new objectives.

There could be, as the UK Training Manager said, a "two way dilemma which is bound up with this previous experience of mentors and the clear organisational intention that the mentor process should be two-way. The 'client' needs to influence the mentor's thinking just as much as the other way round."

The selection of mentors and the pairing with 'clients' therefore needed to be done with great

care. The mentor training process also needed to be "precisely allied to the corporate vision and mentors needed to fully appreciate their role and function".

According to the UK Training Manager, "Most importantly, if the mentor selection process works and the mentor training is effective, the possible negative scenario becomes an unlikely event."

Implementation - implementing educational programmes, changes in the reward system, task design, or other managerial practices.

The result of detail analysis shows that there is a need for both organisational and educational changes (Kram, 1985).

At Engineering UK, the action plans were an attempt to reflect the diagnosis.

Their first step was to select appropriate people to act as mentors. This was done at Engineering UK by drawing up a blue print of the 'ideal' mentor.

The UK Training Manager outlined the key points of the 'blue print' as follows:-

"There are seven points to the 'blue print' -

One, **interest** - the potential mentor needs to have a genuine interest in being a mentor, imposing the role on an unwilling individual could spell disaster.

Two, **supportiveness** - the potential mentor must be an individual who supports the changes at Engineering UK or at least has an open mind towards change.

Three, **position** - the mentor should normally be 'senior' to the 'client' but not the 'client's' direct manager. In some cases, the mentor may be somebody of equal status in the organisation but with a greater, wider or different experience.

Four, the mentor will need to have **influence** within Engineering UK. They will be able to access the various networks of communication within the company and understand the political make-up of the organisation.

Five, potential mentors need to be **established** in their careers - they will have to avoid the potential difficulty of seeing the 'client' as a threat to their position.......

Time is important. There's no point if the mentor feels too busy. They need time for face to face discussions of the issues - this is part of the continuous improvement process.

The relationship must be one based on **mutual respect.... trust...** a kind of.... a sense of camaraderie.

A mentor needs to be a good **leader**.... leadership qualities ...successful mentors often possess good leadership qualities ..... they are able to motivate, listen, support and challenge. We will want mentors in Engineering UK who have previously displayed good leadership qualities."

The next stage was to ask the various plant managers to nominate potential mentors. The plant managers needed to relate their nominations to the established criteria.

Once this was done, the 'client' selected a mentor of their choice from the nominated list of mentors. Each selection was discussed by the line manager, mentor, plant manager and training manager and, where appropriate, agreed. No guarantees of agreement were given, although most selections were accepted.

The relationship was established as a formal one initially, but the UK Training Manager felt that "they may well evolve into friendship over time." Levinson, (1978) Bennets, (1993) would agree.

Mentor Skills

The UK Training Manager believed that "the skills of an effective mentor are varied and complex."

The mentor nominees at Engineering UK attended a 1·5 day training programme simply to learn the principles of the Engineering UK Mentor System and to understand the mentor role within the system. This training time was very short and was based on the assumption that nominee mentors had already acquired the skills necessary to be a mentor (see: chapter 6). Certainly, if nominees met the established criteria there was a reasonably good chance that they would be equipped. However, this is no guarantee.

The skills identified by Engineering UK for mentorship fell into two main categories:-

Personal Skills   -   personal management abilities i.e. ability to listen,
                            interpret and comment, ability to manage time

Inter-personal Skills -   skills necessary to facilitate good inter-personal
                            relationships often dependent on attitudes

These two areas are not mutually exclusive and there is an obvious overlap. If one was unable to listen, interpret and comment, then the inter-personal relationship would have difficulty in operating effectively.

Through the acquisition and application of effective skills in both areas, Personal and Inter-personal, a trusting and meaningful relationship between mentor and 'client' was thought to have a good chance of developing.

Engineering UK felt that it was important for the mentor to understand the techniques of counselling and coaching. It was also vital that the mentor "knew the difference between the two.

.....Coaching is about instruction and teaching to achieve a specific end result - counselling is about exploration of possibilities and ideas, seeking solutions and mutual agreement in an open framework - it is very skilled work and used wrongly, it could be dangerous."

If a mentor starts to coach an individual when the need is for counselling, there is great potential for conflict and misunderstanding. As the Training Manager said, "in many ways the Engineering UK Mentor System is more dependent on a counselling approach to mentoring. Coaching is more often a line management responsibility."

Other skills identified by Engineering UK as necessary to the successful outcome of the mentor system included the ability to communicate, the ability to set and agree goals, networking abilities, the ability to build and maintain relationships. There was also a need for a clear understanding of the changes taking place in the organisation; this included the acceptance of the principles of the whole development programme.

According to the UK Training Manager, some of these skills were "trained into all supervisory personnel as part of the standard Engineering UK development programmes ... others may be acquired through experience and where there are gaps, we can design special programmes to fill the gap."

Benefits of the Mentor System

The benefits to Engineering UK of this approach were viewed in two categories:-

Individual benefits
Organisational benefits

Individual benefits

The mentor system offered opportunities for improvements in an individual's self confidence through providing support and encouragement as well as offering the individual meaningful career advice. "This, all important self confidence, also offered the basis for improved job performance by giving 'clients' direct access to managerial tutoring."

The Engineering UK Mentor System offers "ease of induction for new recruits and it provides the opportunity for 'clients' to gain a better understanding of the internal and formal structures of the organisation quickly. This is particularly important for people new to the organisation as they can often lose valuable time understanding these structures."

"It is common for mentors to perceive that their role enables them to build positive relationships with other sections of the organisation and therefore encourages inter-departmental co-operation. Some mentors feel a great sense of personal satisfaction as they see their 'clients' develop."

Organisational benefits

For the organisation, the mentor system offers "the opportunity of enhanced communications and motivation through a system which can enable more direct leadership. Potentially it offers a stability of management structure and a realism in succession planning."

Ultimately, "mentoring is the heart of the common approach to the successful implementation of the changes."

Evaluation

'Assessing programs does more than indicate whether or not the commitment, energy and human resources spent have had their intended impact.' (Kram, 1985, p.42)

During the development period, progress was monitored and assessed. Evaluation was seen as an integral part of Continuous Improvement and as such it was intended that the outcomes of these continuous reviews would be fed back into the system in the spirit of the continuous improvement philosophy which is still a dominant force at Engineering UK.

An analysis of reason for failure

The Engineering UK Mentor System was relatively new at the time of the initial discussions, it needed time to develop. However, the research discussions were conducted over a period of 14 months. During this time, many changes were observed.

According to the UK Training Manager, the development programme ran "very well". This statement may have been driven more by optimism than the truth. The mentor system had its problems. It went through a period of being re-thought and currently it no longer exists. There are a number of possible explanations for this.

When the diagnosis phase was fully completed a clear picture emerged of the factors which may inhibit or encourage mentoring. Little was done to address these issues. Kram (1985) highlights the issues and possible solutions -

> 'Collecting data about the factors that promote and inhibit developmental relationships is a critical next step. If individuals report little understanding of how developmental relationships support career advancement and personal growth at each career stage, then education is needed. Alternatively, if data suggest that people development activities are perceived as unimportant, then changes to the reward system and the organizations culture are needed for educational intervention to have an impact.' (p. 40).

The situation here was highly complex. Perhaps educational interventions and changes in the reward policies may have had the desired effect but the cultural issues ran deep in the organisational memory.

It emerged during the evaluation that mentors needed further training and development particularly in understanding the nature of adult learning and counselling.

It was agreed that more time was needed from the Human Resource Development specialists to support the process rather than force it. More collaboration was needed between the HRD people and the mentors. There was a need for more educational inputs in order to address attitudinal resistance to change and there was a need to consider the reward and recognition issues for people fulfilling the mentor role. In some ways the introduction of mentoring raised more issues than it resolved.

The UK Training Manager felt that "mentors and 'clients' needed to be brought together in order to highlight the aspects of the scheme that were working and those that were not".

They attempted a new implementation programme to address the issues but, despite carefully identifying the problems and the solutions, the commitment to mentoring had dissolved. This resulted in the mentor scheme withering.

The Kram (1985) 'educational solutions' could not be applied for the organisation was under increasing pressure to perform and time became at a premium. There were more redundancies and plant closures. All of which conspired to create a negative environment.

Cultural Influences and Management Style

The most immovable obstacle was the dominant culture. Great difficulty was experienced here and this influenced all other issues.

The demise of mentoring could, in part, be attributed to the tendency of the dominant macho-management to under value people development. And though mentors at Engineering UK agreed that mentoring was a good thing in principle, when it came to giving the time to their 'clients', they found it difficult to justify to themselves and seemed unable or unwilling to make the time available. This is a response to the 'lean' perspective taken about cost cutting influencing management thinking in training and development activities. It created an impatience with learning and unrealistic expectations about the time it takes for people to learn, change and develop.

In a wider context than mentoring, the attitude towards development can be further illustrated by the fact that the UK Training Manager needed to constantly persuade plant managers to release people for training. The end result of this was a compromised situation where people were released for training for shorter periods than necessary and the time span between training interventions increased. This compromised the effectiveness of training and development and added further fuel to the negative attitude towards development and training by its critics.

The dominant management style created a 'power' based mentoring perspective where the mentor's function was to advise or instruct the mentee. The 'two-way' perspective at the heart of such a scheme has difficulty in such a one-way environment.

It seems tragic that such a carefully thought out scheme should flounder. However, in many ways this was inevitable for the deeply embedded attitudes of Engineering UK mentors, together with the decisions taken on the UK's behalf by the parent company and the wide ranging demands made on the mentor scheme were too much for it.

Engineering Co. operates in a highly competitive business market. It therefore needs to make certain that internal changes happen quickly. There is a conflict here as mentor development cannot be hurried, particularly in a potentially hostile environment (Kram 1985).

This driving competitiveness may have contributed to the macho management attitudes which are very evident within Engineering UK and are also present by implication in the parent company. It is likely that this management style and the culture it created was the main cause of the death of mentoring.

The international strategy seemed to be formed "lock, stock and barrel" behind closed doors and then imposed through - "a like it or lump it approach". This contrasts strongly with say, the Rover Cars or Ilford Films approach to strategy. Here the overall framework is decided by senior management but the details of implementation are left to the various working groups within the organisation who are empowered to use their expertise to influence and affect the strategy (see Performance Management BBC Training, 1994).

Kram (1985) suggests that the imposition of mentoring also creates problems. 'Taking time to involve organizational members in a collaborative approach pays off (p.42).

Hamel and Prahalad (1989) would support the idea that all employees participate in the fortunes of the business 'Reciprocal responsibility means shared gain and pain' (p.7). In Engineering UK, many people viewed their situation as mainly 'pain'. This perception created a situation where employees were sceptical about change. Hamel and Prahalad (1989) offer a perspective on this situation where 'initiative overload' can create problems in managers' behaviour -

'Give the organization time to digest one challenge before launching another. When competing initiatives overload the organization, middle managers often try to protect their people from the whipsaw of shifting priorities'(p.7).

In Engineering UK's case it was not only 'initiative overload' that created difficulties. The mentoring initiative itself was overloaded.

The importance of 'Culture' in the mentor process should not be underestimated.

At Engineering UK, the 'autocratic' culture was and is still very strong. This culture undermines the mentoring process, for mentoring is not about giving instructions and advice; the natural inclinations of autocratic management. Mentoring requires a counselling, supporting, challenging and developmental approach (see: chapter 3) and in an environment of command and control, this would not be the normal behaviour of senior management. Mentoring may well be regarded as 'soft' and a 'waste of time'. The significance of and relationship to business success of adult

158

development was neither accepted nor understand.

The failure of mentoring to become established within Engineering UK is, in the main, attributable to the autocratic management style which focuses on the needs of the company and not on the needs of the individuals. The management style is driven by management's fear of losing control and relinquishing power. The more egalitarian concept of 'stakeholderism' as outlined in chapter 2 had not arrived in Engineering UK despite rhetoric to the contrary. The employees were treated as means to an end and not ends in themselves - an immoral position (see: chapters 2 & 3).

Leadership

It was encouraging that the rhetoric of senior management recognised that the new strategy could only be delivered by the work-force and that by targeting the development programme at supervisory level, they were hoping for the desired change of culture - 'bottom up'.

However, this placed great responsibility on this level of employee who had no experience of the 'bottom up' concept and without senior management support and understanding would stand little chance of achieving it. This situation was an example of the leadership handing over responsibility but retaining authority - the problem of 'autocratic' management (see: introduction section 2 and chapter 2).

Although for the UK Training Manager a 'leadership culture' was the desired outcome of the development programme and the mentor scheme was in part the vehicle for delivering this, it could not happen as the 'old' culture was too strong.

The model of the 'old' culture was supported by the actions but not the words of the parent company. The language was that of development and change but the behaviour, in the form of their dictates, was that of the past. Senior management behaviour needed to change in line with the language but it did not and the mentors, on the whole, simply behaved as they always had done. A clear example of the negative aspects of Egan's (1993) 'shadow side' (see: chapter 2).

Trust

The employees were contributing to organisational success while the company was, driven by a desire to cut costs through efficiency gains, making people redundant and de-skilling them. This clearly created contradictory and morally dubious messages thus damaging any hope of a trust being established between the work force and management. This created mistrust of management.

Mistrust could also be linked to the 'leanness' concept. A concept, in this case, driven by cost cutting. As Womack (1996) stresses

> 'because lean methods are more efficient, fewer employees are needed to get the same number of products to customers. Management has two fundamental choices at this point: lay off workers or find new work by speeding up product development and finding new markets. The second choice is clearly the correct one because otherwise management is asking

employees to cooperate in the task of eliminating their livelihoods.' (p.21)

The first of Womack's choices was the Engineering UK approach. This created distrust and guilt among those left behind and damaged the organisation's ability to learn by removing workers with the core knowledge of the business. A learning process as deeply human as mentoring had little chance in this environment.

Selecting Mentors

Mentors were selected from an approved list and then paired with 'clients' on the basis of controlled choice. A further example of a heavily controlled and managed process.

A number of mentors were inevitably selected from the dominant group of people which represented the 'autocratic' culture. This had the affect of undermining the process. In Engineering UK, the existing culture was perpetuated through mentors set on maintaining the status quo.

Linked to this idea is the assumption made at Engineering UK that potential mentors would have acquired both the understanding and the skills necessary for mentoring simply by being experienced. However, skills are acquired through the application of both knowledge and understanding and they are refined and enhanced with experience over time in an appropriate environment in which to practice them (see: chapters 2, 3 and 5). As the appropriate environment did not exist in Engineering UK it is clear that such understanding and skills would not be developed by senior managers simply as a matter of course or as a result of years of service and this was a fundamental problem in the implementation of the scheme.

This was recognised in the diagnosis but a compromised offer of 1.5 days to develop the essential understanding and skills of mentoring was inadequate. The UK Training Manager recognised this for he saw mentoring as a highly complex process. However, the Training Manager's thought that certain mentor skills could be "trained in" is flawed. As put forward by Bennetts (1995) in chapter 2, mentoring is not only about skills but also personal qualities. She argues that certain limited skills may be acquired through training and education but others are acquired through social interaction and 'role modelling' (Erikson, 1950). Therefore challenging the notion that the skills may be, as the UK Training Manager suggested, "trained in". The evidence of this case is that Bennetts' observations have validity.

Chapter 2 argues that an effective mentor is one who is 'self-aware' and effective, practical judgements are made in the context of clear self awareness. It is also argued in chapter 2, that mentoring is about making appropriate judgements. The appropriateness of a judgement is dependent on the circumstances and the environment. Both these variables place a context around the judgement which establishes certain judgement frameworks. Erikson (1950) suggests that the ability to make appropriate judgements is linked to the notion of 'role modelling'.

The Engineering UK environment made it difficult for new judgements to be made in order to create the new environment they were seeking for there were few 'role models' and little of the

new judgement frameworks established as reference points to enable such change. This, taken in the context of suspicion, mistrust and dominant technical rationality made change through people very difficult.

The dominant focus on 'mentoring skills' created a misunderstanding about the simple humanity of the mentoring process. The proposition presented in chapter 1 that mentoring is an integral part of a 'community based upon sensitivity and tact' (Ranson, 1992) and that there is at large an over rationalisation of human activity resulting in a dominant technical rationality as argued by Habermas (1974); Barnett (1994) and Jessup (1991), is supported in this case. Engineering UK's 'dominant logic' (Bettis & Prahalad, 1995) or 'mental mode' (Senge, 1992) (see: chapter 2) is largely 'outcome' driven and this, transferred to adult development and mentoring in particular, has led to an 'outcome' driven curriculum which creates a 'hegemony of technique' (Habermas, 1974) which can only engineer what has been pre-specified (see: Bernstein, 1971). Its highest virtue is in its effectiveness in getting us to where we want to go. It cannot enlarge our awareness of the different kinds of destination available, nor does it hold out any promise that the very travelling to them will enrich us (chapter 1).

The consequences of such an outcome did not lead to a rapid decline of the company. However, the dismal outcome of the mentoring scheme was predictable. The economic fortunes of the business are subject to many other variables. The time, cost and energy invested in 'failed' schemes must ultimately have both an economic and social impact on the company.

Some mentors were paired with 'clients' 300 miles away. This created serious communication difficulties and restricted the ability of the partnerships to establish rapport.

De-skilling Concerns

The issue of de-skilling continued as a concern. People who found their skills replaced by technology remained resentful. As some mentors did not give the time to mentor discussions, these resentments were not resolved and the lack of trust in management continued. In the minds of the work-force change equated with them either losing their jobs or in them becoming de-skilled.

International Dimension

The desire to achieve the common approach around the world in different cultures is perhaps a misplaced ideal? People may find it difficult to alter their attitudes and behaviour for deep cultural or religious reasons. The desire of the parent company to force the strategy through seemed to be at the expense of local considerations. The history and culture of Engineering UK did not seem to feature very greatly in the thinking of the parent company.

It should be possible to achieve a global business by respecting and working with local cultures, customs and religions and making these differences a strength rather expecting blanket conformity. McDonalds seemed to learn this lesson in France. The French, while being vaguely interested in burgers American style, also wanted 'fast' equivalent French food. McDonalds were

forced to accept this when they were eventually concerned about falling sales in France. Euro-Disney had a similar experience in France.

Mentoring may start to play an ever increasing role in facilitating international understanding.

Language

The dominant and public language in Engineering UK was focused upon people and the importance of training and development. However, the private or social language in the company was generally macho and aggressive. The workforce saw no difference in the behaviour of management during the 'new' initiative. Therefore cynicism and disbelief were created in employees' minds.

Talking about employee 'ownership' of the strategy by the use of the language of empowerment, ownership and involvement as public statements is not the same as believing it, understanding it or living it. The language is only the first step and if it is not supported by clear actions to demonstrate its meaning, change simply becomes a management fad in the minds of the workforce (see: Vygotsky, 1985b; Bruner, 1990; chapter 2).

For example the term 'client' used by Engineering UK to describe the learner or mentee has confused and misleading meanings. The term 'client' implies a commercial relationship and seems to be born out of the 'customer led' concept. However, whilst the term itself may be an attempt to alter the nature and conduct of existing authority differentiated relationships within Engineering UK, mentoring is not a customer - supplier relationship. The mentoring dyad may contain some elements of this form, for example dedication to customer needs, commitment and trust but most writers would support a form of the 'trusted counsellor and guide' definition of mentoring put forward by Gladstone (1985). This definition expresses the humanity inherent in mentoring and establishes it as a developmental process (see: chapter 3).

The use of the word 'client' places a distance between the participants and puts the emphasis only on the supply and acquisition of skills and knowledge. This must have the effect of reinforcing the power and status differential between the participants. In these circumstances, mentoring is simply instrumental and technicist; it is the instrument of management; a management tool which provides a vehicle for manipulation towards an organisational objective which is rooted in a bygone age or 'industrial era' (Clawson, 1996). It is not 'learner centred' (see: chapter 5)

The problem here is not one of semantics. Either the term 'mentoring' in this context is an inappropriate one for the activities Engineering UK wanted and expected from its scheme, or the concept of mentoring in a modern context was not fully understood by the users of the term. I believe the latter in this case.

The Training Manager at Engineering UK was committed to change and wanted to place people at the heart of this. However, the language conveyed a different meaning to the other participants within Engineering Co. Mentoring in Engineering UK was thought of as instrumental and used the language of the 'technicist' (see: chapter 1). Therefore it was understood as such.

The language point is fundamental, for if the terminology is incorrectly used or misunderstood, behavioural confusions will inevitably follow (see: Bruner, 1990; Vygotsky, 1985a; 1985b). The lesson learned from these writers is that if the meaning of language is confused or obscured and the 'actors' perform a role contrary to the meaning held by the observers, trust will not be established and scepticism, (or worse) will emerge. The publicly proclaimed language appears here as 'lip service' and is not believed. In the case of Engineering UK, this resulted in a particular perspective taken towards mentees by mentors. This perspective tended to create hierarchical, power driven mentoring relationships which involved direction, instruction and advice giving.

The 'published' or 'public' language of Engineering UK is that of development "people are our most important assets". However, the 'private', 'real' or 'shadow-side' (Egan, 1993) language is something quite different.

For example, the following is a statement made by a supervisor: "You can talk about development as much as you like but if the product is not out the door on Friday, you still get your arse kicked."

This comment establishes the real priorities of the organisation's management in the mind of the supervisor. The 'task outcome' is all important and the people who perform the 'task' are not.

Other indications of the 'real' use of language by management are illustrated by the commonly used expressions 'belly up, kick arse, break butt, holding your arse to the fire' and when talking about going to the factory floor, 'visiting the animals'.

These expressions are not part of the published strategy nor do they represent the sentiments behind the slogans so apparent on the factory floor. They do represent commonly used language which are part of the 'shadow culture' (Egan, 1993) They simply reflect the underlying negative and disrespectful attitudes held by management towards the workforce. And underscore management's position of power and control. They demonstrate a lack of understanding of the implications of the 'new' strategy in terms of language and behaviour (see: chapter 1).

Language is integral to thought processes and therefore to the resulting behaviour, the 'shadow' language of Engineering UK had to change to reflect the 'public' language and the behaviour of those wishing change needed to become illustrative of the 'public' language. The alternative is exactly what they achieved - a dead mentor scheme. What is worse is that mentoring now has the 'blame' for the outcome and any attempt to revive mentoring at a later date may prove very difficult.

Cure all

The expectation of the mentor scheme in the UK business was too great, particularly in terms of the sheer number of responsibilities placed on it. It seemed as though the scheme was, not only the driver behind substantial change but also the mop for any other 'organisational people problems' that existed in Engineering UK.

All these factors combined to destroy what essentially should have been a well planned and well organised scheme. Engineering UK, influenced so strongly by its dominant culture, adopted a 'technicists'- cause and effect approach to mentoring. Mentoring was being used as a tool of manipulation.

In conclusion, the dominant management style, so important to the successful implementation of mentoring, was unable to alter. Kram's (1985) point that such barriers need to be 'educated' away presents a huge challenge. If this is really the case, too much responsibility is placed on the education process to solve all problems almost in the same way as Engineering UK placed so much faith in the mentor scheme to cure all its problems.

Mentoring is about change, changing from one phase of life to another, or making a transition from one state to another (Levinson, 1979; Kegan, 1982; Daloz, 1986). However, its process, as a natural phenomena, is organic and its pace is subject to complex learning processes. It is like the plant described in chapter 2.

The Egan (1994) model emphasises this point. Mentoring cannot be about 'quick fixes' any more than education can be. The lessons from writers such as Dewey (1958), Levinson (1979), Daloz (1986) and from Homer's epic poem 'The Odyssey', the source of the mentoring concept, is that this is not a process that can be forced or hurried. In chapter 4, it is demonstrated that mentoring is a process which is subject to dynamic change through time. The current perception in the business world of a fast changing, fast moving environment seems at odds with the mentoring concept. The evidence of other chapters (4, 5, 8) indicate that mentoring does speed the learning process when the conditions are right. The great paradox is that while businesses such as Engineering UK need a fast learning environment, their cultures, structures and thinking patterns seem unable to deliver it.

The learning I acquired from this case study is applied to the following case in chapter 8. One key element is each organisation's approach to introducing mentoring. Engineering UK went for a highly 'scientific' or technicist approach and mentoring was heralded as the new initiative to 'help the yeast in the bread rise.' This approach did not work - too much was expected. The senior managers of The Agency described next, wanted and expected a similar approach. As one of the consultants involved with the feasibility study and the implementation plan, I strongly advised against this approach. I was supported in this view by the participants in The Agency who stated over and over again "we do not want another damned initiative!" So far the 'organic' approach is proving effective.

Chapter 8

Approaching Mentoring

Introduction

The basis of this chapter is a result of collaborative work with two colleagues. This is acknowledged appropriately in the relevant sections. Parts of this chapter were published in the proceedings of the European Mentoring Centre Conference, 'Approaching Mentoring: Becoming a Semi-god', Alred, Garvey, 1996, pp. 12-19).

This chapter is a discussion of the attitudes, perceptions and expectations of a group of people working in different departments within a large public sector organisation as they 'approach mentoring'. All the participants want to become mentors. They must remain anonymous as the research is subject to a confidentiality clause. This is standard practice. The organisation will be discussed as 'The Agency'. The discussions took place at a time when the organisation was adjusting to changing circumstances and an uncertain future.

The main propositions of chapter 2 are illustrated and the lessons learned from chapter 7 are implemented here.

There are seven elements to this chapter: .

- ▸ the organisational context
- ▸ perceptions of the organisation among the group studied
- ▸ themes from discussions with the participants as they approach mentoring
- ▸ mentoring stories
- ▸ the conclusions
- ▸ the outcome
- ▸ the development of mentor awareness programmes for mentors.

The chapter aims to address the following questions:-

- ▸ How do people feel when given the opportunity to become a mentor?
- ▸ What does it mean to them?
- ▸ How do they balance what dreams or ideals they have about mentoring with day to day realities in the organisation?
- ▸ Is there a conflict between individual and personal agendas and those of the organisation?
- ▸ How can new mentors tackle the cynicism, pessimism and underachievement that can pervade organisations at difficult times in their history?
- ▸ How are misuses and abuses of mentoring avoided?
- ▸ How can people be helped to approach mentoring so that it becomes second nature, unremarkable and valued?

These questions emerged during discussions with groups of people when they were thinking about mentoring.

The discussions with the participants started in August 1995. The time span is the period from the first suggestion that mentoring might have something to offer the organisation through to the early stages of introducing a formal scheme. This is a period of 6 months.

Analysis of the discussions was done using an heuristic enquiry approach. Here the researcher is engaged in processes aimed at discovery (see: Moustakas, 1994). This involves elements of self-inquiry and dialogue with others which focus on the extraction of meaning (see: chapter 1). According to Moustakas (1994), there are six phases of this type of inquiry:

- initial engagement
- immersion in the topic and questions
- incubation
- illumination
- explication
- creative synthesis (see: Moustakas, 1994, p.18)

The following quotation precisely describes the approach taken in this investigation:-

> 'The heuristic researcher returns again and again to the data to check the depictions of the experience to determine whether the qualities or constituents that have been derived from the data embrace the necessary and sufficient meanings. The heuristic researcher's "constant appraisal of significance" and "checking and judging" facilitate the process of achieving a valid depiction of the experience being investigated.' (Moustakas, 1990, p.33)

Alternative approaches (including the use of software packages such as NUDIST), were rejected on the basis that they restrict the scope for full engagement and participation. As argued in chapter 1 pp.33 - 34, the main driver of this work is about 'getting on the inside' and to develop a methodology which is effectively the same as the mentoring process. An heuristic process allows this to occur.

The discussions with new and existing participants still continue.

Strong claims are made for mentoring (Carden, 1990): on the positive side it is claimed that it can enhance knowledge, emotional stability, problem-solving, decision-making, creativity, opportunity, leadership, generativity (Erikson, 1950) in individuals, and organisational morale and productivity (see: Garvey, 1995; Clutterbuck, 1993). In contrast there is evidence that mentoring can be exclusive and divisive, encourages conformity among those with power, maintains the status quo and reproduces exploitative hierarchical structures (see: Carden,1990; Ragins, 1989, 1994; Ragins and Cotton, 1991; Simmel, 1950; Egan, 1993).

Mentoring relationships are no less complex, serious and influential than other types of relationship (see: chapters 3 & 4). It can only be expected that experientially and psychologically, approaching mentoring is potentially a significant transition in personal and professional development. To assist in understanding this transition the classical origins of mentoring in Homer's Odyssey are re-visited. The analogy of becoming a semi-god, like Athene in human guise, captures the important psychological meaning of approaching mentoring, and expresses its human value - the metaphor of 'head in the clouds' in a godly manner and 'feet on the ground' as a human is illustrative of the transitional state of becoming a mentor.

Against this background, a number of stories of people approaching mentoring are presented, four as short vignettes. As a result, the implications for introducing and encouraging mentoring in an organisation are highlighted and discussed. Finally, all this is related to practice in a description of practical workshops which were devised and developed at the same time as these discussions to deal with the implementation of the recommendations of a commissioned report (see: appendix IV).

The Organisational Context

The organisation is in the public sector. In recent times it has been subject to 'marketisation' and is now an 'Agency' with 'customers'. It is still facing great and rapid change. The imperative to change is strong, given the unpredictability of political and other external factors which impinge on the operation of the organisation. It now finds itself in a much more competitive market in which customers expect greater value for money and the highest standard of service.

In this climate there is a high degree of uncertainty. One implication of this is that the quality of 'human assets' becomes of crucial importance (Storey, 1992; Wickens, 1987). Human attributes such as enthusiasm, flexibility, adaptability and the willingness to learn and to work with others are likely to play an increasingly important part in the organisation's ability to meet its objectives.

This organisation, like many others, has committed itself to 'Investors in People' (a Government initiative explained in chapter 1) and mentoring is seen as contributing to this award. To discover where mentoring might be applied and developed within this organisation, The Agency commissioned Alred, Garvey and Smith to conduct a feasibility study.

Initial discussions with the participants in the study confirm that much high-quality, informal mentoring already occurs within the organisation. It is much valued by those involved, and the extension of mentoring would receive wide support. The final report is appended in appendix IV and some is quoted later in this chapter. Some of the discussion material presented here provides the basis for the feasibility report. It is important to include the main themes and issues of these discussions in the way in which the participants actually talk so that the reader is able to understand the interpretations and meanings which are later located in the final report.

Some Participants' voices

The following are the voices of some of the participants in this study. Their voices are used here to present the very real hopes and concerns for mentoring becoming established within their organisation. The first series of extracts help to establish the type of environment in which these people work.

Each extract is taken from individual, one to one discussions. Sometimes, the same participant is quoted a number of times. Many of the participants do not know each other.

The threat of redundancy is ever present. This sense of insecurity is also compounded by the high number of 'acting up' posts held by the participants. This 'acting up ' policy may give certain legal advantages to The Agency, but it creates an atmosphere of 'lack of permanence' among the participants.

The transcripts are printed here with the minimum of editing. This may place real demands on the reader as the context is sometimes difficult to capture. Despite this, there is a clear sense of people 'grappling' with ideas. Very often the participants adopt various 'voices', almost play act, to get their point across.

I have placed editorial notes in italics in order to help give the reader a 'feel' of the emphasis and lead the interpretation. However, it is easier to try and gain an overall 'feel' of the sentiments being expressed rather than trying understand every word.

I took part in all these discussions and this is acknowledged through the use of my name. It is difficult to express the emotional energy contained within these extracts but the views expressed here were delivered with passion and a sense of commitment to both the organisation and their colleagues.

Each new conversation starts with the name of the participant as a the heading.

Geoff - *Geoff is an Higher Executive Officer.* (See appendix IV)

The following extracts express concerns about CEMT's (Chief Executive's Management Team) seriousness and willingness to become involved with mentoring.

Bob: "........what would have to happen for people to think, yes, the senior managers really are behind mentoring?"

Geoff: *(incredulously)* "God!!!!!"

Bob: "What would make you feel that they were on board with mentoring properly?"

(Pause)

Geoff: "I really don't know......"

(Pause)

Bob: *(trying a different approach)* "Do you feel that they support mentoring?"

Geoff: "I would imagine not."

Bob: "Do the senior people take part in new initiatives?"

Geoff: "To a great extent, no, they don't. Mentoring is something that The Agency needs to do. That is what they need to do if The Agency is going to keep going and to be successful.....*(Pause)*... yes,... that is it....*(Pause)*... Or in some cases it's the flavour of the month, you know, they will do grand buzz words, ... 'We have a vision!' and they have all this sort of thing, which is fine. But I think they *(Senior Managers)* need to get involved in it *(mentoring)*. If they were seen to willingly get involved....actually put themselves behind it *(mentoring)* ...*(Pause)*... I mean *(very confidently)* they, themselves *(senior managers)*, need to be involved as mentors or mentees."

The next exchange between James and I illustrates the dominant 'task' focus within the organisation.

James - *James is an Executive Officer.*

Bob: "I was at one of your sites last week and people have been describing the 'task' focus."......

James: *(interrupting and confidently)*.....*"It is 'task' this culture - it's relentless."*

The focus on 'task' focus is a regular theme. The next extract demonstrates one of the consequences of relentless 'task' focus. The Agency is making people redundant and the way it is doing it is without due consideration for people's concerns.

Joan - *Joan is an acting Executive Officer.*

Joan: "I have worked for the Civil Service, as I said for twenty-odd years, and they are just saying well, *(acting)* 'goodbye, tomorrow you work for ICL' *(angry)* and they don't really care....*(Pause)*... *(calmer)*... And it is that attitude and I think that has got through to the rest of The Agency ....that we could be out of a job tomorrow or we could be working for somebody else tomorrow or we could be out of a job....*(Pause)*...*(tearfully)* They don't care about me."

Joan is clearly very upset - as much by the way in which she is treated as by the fear of redundancy.

Other aspects of the dominant 'task' management style are illustrated next.

Tom - *Tom is talking about a very senior manager with whom he started work in The Agency, both as juniors. Tom is a Grade 7 - relatively senior but several grades this man's junior. Tom expresses surprise that this man gained promotion ahead of himself. He refers to a 'blame' culture in the Agency.*

Tom: " ....a right blame culture."

Bob: "What is a blame culture?"

Tom: "Sort of a *(stressing the point)* **blame** culture. When something goes wrong, well *(as if quoting)* 'whose fault was that?!!!' ...*(Pause)...(reflectively to self)*...Well does it matter whose fault it is?..*(Pause)*...Let's get it put right. It doesn't matter really whose fault it is... *(Pause)...(shouting and play-acting)* 'oh yes it does because they might do it again'."

The future may look brighter. The following extract from Colin's discussion illustrates that there is hope that the climate of change can lead to improvements and it is clear that mentoring could play a role in this.

Colin - *Colin is Grade 7 level.*

Colin: "The organisation is beginning to describe itself as an empowered organisation and it means that people are to be given responsibility and they are to be given commensurate authority as well, and line management structures, formal line management structures are deliberately being eroded. Line of responsibility may well remain but if someone is given a task, I think...*(Pause)*...our view of empowerment is that they should have the skills to undertake that task and not have somebody looking over their shoulder all the time. They should feel that they are able to undertake the task, they have the right tools, got the right training, they have got the appropriate authority and that it is their responsibility to actually do the very outcome of that task. But always of course, within a framework of someone there in the background if they need advice and guidance."

Bob: *(inquiringly)* "and that would be the mentor perhaps?"

Colin: "I think that puts people who have been line managers more into a position of mentor than of line manager. And I suppose I contrast line manager with a mentor as being more interventionist...."

Bob: "so it is a shift from more of a controlled type of environment towards a more monitoring sort of environment is it? or not?"

Colin: "Yeah, I think that is one way of describing it. I don't think there is any intention to just sort of abandon people, it is a genuine attempt to give people a more creative opportunity to say this is your task. Do it within sensible boundaries in the way that you think is most appropriate."

But from others there are clear concerns that the 'empowerment' concept is misunderstood and becomes another variant of the imposition of 'power'.

<u>Jane</u> - *Jane is an acting HEO.*

Jane: "The managers are under stress but what they do is they off-load their stress and their priorities and ditch the work onto somebody else, they now call it empowerment, which is ditching the work onto somebody else... *(firmly)* I say it's passing the buck."

Bob: *(repeating)* "Empowerment?"

Jane: "This is empowerment and I think managers are using it in the wrong ways."

Bob: *(restating)* "Empowerment?"

Jane: "A load of rubbish!" ....

Bob: "Would you only feel empowered if there was some real discussion between you and your boss?"

Jane: "Yeah, oh,... it is nice to be challenged sometimes but here it's just passing the buck on their workload. I think that is what empowerment is turning out to be, from what I have seen of it. They keep the jobs they want and give the rest out."

Jane's obvious frustration is echoed in Colin's comments. He suggests that change may be slow and may be blocked by the established 'culture'.

<u>Colin</u> - *This is the same Colin as quoted previously.*

Colin: "I think there has been a prevailing style of management within The Agency that cuts across much of what I have been saying because I think what I have been describing to you is what I see of mentoring and what I see of The Agency's wish to introduce a more empowered environment. I have been describing that quite sympathetically because I like the idea, but I think there has been a prevailing style within The Agency that is very different to that and I think it remains to be seen whether The Agency can actually make this shift. There has been a culture and it is still there to a large extent of powerful personalities and boundaries within The Agency. People who by force of personality stamp their authority on the organisation and to accrue to them people of a very similar ilk, who themselves operate in the same sort of way and I think it remains to be seen as to whether we can break down this culture that has been there now for several years, because many of the people whom I see as being responsible for that culture are still within the organisation."

And, from Julie, a 'lower' grade - acting Executive Officer, there is a similar perspective:-

<u>Julie</u>

Bob: "What do you think needs to change for mentoring to catch on?

Julie: "Peoples' attitudes."

Bob: Which kind of people?"

Julie: "I think the higher grades. Yeah.... they think of a task to do and it's any cost to get it done............ It's a ......perhaps a fact to recognise that it is......*(stressing the point)* **valuing** people, you know, you have to put some regard on how a person feels about what they are doing .....emm........"

Bob: "Do you think there is a culture here that's does not value people really?"

Julie: "Yeah, I agree with that."

There is genuine concern that mentoring may become simply another new initiative. This next discussion illustrates this point well. It also confirms the previously expressed views about the prevailing management style:-

<u>Elizabeth</u> - *Elizabeth is an Acting Higher Executive Officer.*

Bob: "What would you feel about a mentor scheme being introduced here?"

Elizabeth: "Wary at first."

Bob: "Wary? Why would you be wary?"

Elizabeth: "Because there are always new initiatives that's all."

Bob: "Too many of them?"

Elizabeth: "It all depends on which area you aim at. You have to aim it *(mentoring)* at the middle to low I think.".....

Bob: "Is there an issue here? If people at the top go in for mentoring, people further down would take it seriously?"

Elizabeth: *(challenging)* "Who is going to mentor to them? *(meaning the senior people)* "

Bob: "I don't know."

Elizabeth: *(angry)* "Because they only hear what they want hear that's the thing."

Emerging themes about mentoring

The participants expressed a wide range of views in discussions and often talked in quite personal terms about their thoughts and feelings as they approached mentoring in this uncertain climate. The following dialogues illustrate the recurring themes.

Theme One - Mentoring as a reaction - seeing it as one way to tackle things about the organisation that the participants don't like and want to change. Using mentoring to improve vertical communication and understanding.

<u>Bill</u> - *Bill holds the post of Grade 7.*

Bill: "I think they *(meaning his junior colleagues)* would want a word with me about how the organisation is going, for instance, and how their job is going... and how they do their job... 'how do you feel? what is your view? and also I am doing this at the moment and this is the way I am heading, and I am thinking about going in that direction, what do you think?'..."

Bill continues....

Bill: "I would think that somebody of my grade may be mentored by an assistant director or a director. He could actually get a lot out of me, if it was done in the right way because I can feed down to the system and give him feedback on vital issues and if a director goes and talks to one of the senior officers and says what do you think about this, they give an answer that suits the person who is asking but if I can get down to the grass roots I might be able to find some information for them, so that could be part ... to make them aware ... to change things."

Bob: "Is that a legitimate use of mentoring?"

Bill: "No, it is silent side ...*(pause, then changing his mind)*....no it is not really, but it is some way that might sell the idea to them *(meaning CEMT)*."

Bob: "The culture of the organisation is important, and communication is important. And mentoring's perhaps one way in which a person could find out about what is going on in this organisation. So it might be legitimate."

Bill: "It is not illegitimate as long as it is done ... of the heart... and I would hate to think that I was seen by my peers as this sort of director's snout, if you like. But there is nothing wrong necessarily with it, but you could see a neutral person feeding information to the director, in fact, my staff and peers could actually use me as well as **he** can use me. It is not strictly what it is all about but it's probably a very useful side benefit."

Wendy provides a suggestion as to how the bureaucratic, 'task' culture may need to change in The Agency for mentoring to work well.

<u>Wendy</u> - *Wendy holds the post of HEO.*

Bob: "One thing people in The Agency say is that they would like a mentor manual. What do you think of that?"

Wendy: "You mean sort of, somebody just referring to a guide."

Bob: "Yeah."

Wendy: "Shocking, uh hu, yeah. That would be terrible."

Bob: "Shocking? Why?"

Wendy: "There must be hundreds of manuals in The Agency that people just put to one side, you know, I think it is an individual thing as well - mentoring, I see it as an individual thing that won't have a set style or you sort of can't put down in a text book, I would have thought.....I think a lot of managers, both senior and whatever don't see this type of thing as core business, they probably don't realise the business benefits from a happy staff and a content staff, and staff who are being developed and invested in, and trained.

Bob: "And you see that kind of 'task focus' as a basic way of thinking that exists in The Agency?"

Wendy: "Yeah. Mentoring may change all that."

David has had experience of informal mentoring within The Agency. He relates this experience here and implies that change is possible through a more 'people' oriented approach. He sees informal mentoring as one way of achieving this.

David - *HEO*

Bob: "What sort of things went on in those discussions?"

David: ".... I think for me it was more experience of......it was not an experience of sort of technical matters, you know, you put this tick in that box, it was more about interactions with people, the way that the organisation works, the things that you can do and the things that you cannot do so successfully within an organisation. Learning how to influence people, learning how to manoeuvre situations, I think that was the area where I found the advice, the mentoring that I had most useful."

And Sandra highlights the changes needed in senior management's thinking to change the organisation.

Sandra

Bob: "What else would have to change around here if mentoring was to come in?"

Sandra: "Well, I think first of all you've got to have your senior management approval and seen to be not just approval on paper, you actually have to see them showing the importance of it and carrying it on down along the way..."

Bob: "What would carrying it through be?"

Sandra: "I think somebody *(CEMT)* actually getting involved themselves, rather than just saying this is a great idea, we think **you** should get involved because I think actions speak louder than words don't they?"

Bob: "What do you think they would be doing if they got involved in mentoring?"

Sandra: "In mentoring?"

Bob: "In mentoring each other ....Senior managers?"

Sandra: "Scary thought! I think obviously getting involved in it themselves, being available....."

Bob: "So people would be impressed would they if they knew that senior managers were getting themselves mentors?"

Sandra: "I don't know whether they would be impressed or not, maybe they would see in it that there is actually some use, because I think a lot of people do model themselves on senior management.....I think it is a definite organisational change - culture change - to actually come round to this."

Theme Two -Mentoring as an assertion and expression of certain values.

<u>Robert</u> - *Robert is an SEO grade. Here he expresses the importance of 'trust' and the emphasis which is needed on continuous learning within The Agency.*

Robert: ".....you have got to have someone you could trust who then wanted to get involved, so it has to be widely publicised and you have got to have volunteers.......we need to encourage our people to be capable of learning constantly .... I think it *(mentoring)* would encourage people."

Bob: "So you are looking towards this learning environment as a desirable state for The Agency to be in?"

Robert: "Well, I think it is. If we want to build up an organisation of first class people, I don't think it is good enough just to say.. 'yes we have brought in some very good technical skills and we have trained people up to this level, you know, 'we have X hundred analysts, X hundred programmers'. I don't think that is the way forward ...."

<u>John</u> - *John holds the post of Acting EO. Here he suggests that mentoring offers the potential to learn and develop ideas beyond the immediate task. He is advocating a more 'person centred' approach with all the humane qualities this implies.*

John: "Personally it would be useful for me to have someone who, someone I could bounce ideas from, rather than going to someone and saying, you just tell me what the answer to this is. I think that is it in a nutshell for me rather than having a prescribed route that says you must go and talk to these people because if you are embarking on anything new. It would be nice to go and talk to someone and say - 'have you come across anything like this before, how do I approach it?' Someone whom you can focus your thoughts with rather than look in a manual because it strikes me as that is the way this organisation is going at the minute.... We are becoming very procedure bound and that really, if you are not careful, can be a rod for your own back, you then have procedures that you have to adhere to and sometimes that is not the best way of tackling the job and there are times when you have to be a bit more flexible, people have to understand how to approach something rather than a list of things to do."

<u>Jim</u> - *Jim, an EO, wants a more 'open', 'caring' environment where 'trust' is a key element.*

Jim: "It would be nice, I think it is simply down to uncertainties in the organisation and it would be nice to have somebody who wasn't a line manager that I felt I could trust. To ask what might seem silly questions without someone saying - 'you should know that all ready, you should not be asking me these questions'. Or in fact, finding someone of more senior grade who actually had some time to sit and chat to staff."

Theme Three - Concern about time, cost and measurement and concern about the links to appraisal

<u>Alice</u> - *Alice is an HEO. She sees mentoring as a change for the better - away from the heavy 'measurement culture'.*

Bob: "One person this morning described mentoring to me as being like something refreshed, something rekindled, but in the modern working environment it is easy to loose that."

Alice: "Oh, yeah, yeah......yeah. Deadlines and all this, targets, boxes to tick, well, that's it because of what the organisation does. We talk about objectives and we are now talking about what is your product? So I now just call things products now. Papers with little numbers on, that's my product, my salaries, my average salary, that's my staffing profile, that is whatever it is I am doing that particular day. Mentoring could be refreshing, yes, it could."

<u>Brian</u> - *A Grade 7.*

Brian: "It occurred to me that we talked about time and cost in that focus group, they set a great deal of store by performance appraisals and set objectives for the individual and perhaps mentoring could be incorporated into that, or you know, in The Agency, to be mentored it should be acknowledged that you take the time, it is acknowledged that it is a skill. So that is a time part

of the skills base and I am not so sure of the cost, the cost that is a bit indirect - cost, I am not sure where direct cost could be catered for. You can't set aside part of your budget for mentoring so..."

Bob: "There has to be a commitment doesn't there...?"

Brian: "Yes, yes, there does...."

Bob: "And acceptance that it is a ....I don't know....hidden cost?"

Brian: "Yes I think so."

<u>**Sheila**</u> - *An Acting HEO.*

Shelia: "...mentoring would have to be fairly informal because at appraisal time your manager may ask 'did you do this?' and you would say, 'yes I do this for a number of people', so you get a tick in the box for actually having done it, but the manager would not be able to judge how well you had done it, so it is a different sort of mark if you like get a tick in the box for being involved but no judgement can be made because of the confidentiality of the relationship which is as it probably should be not how well he is doing."

Bob: "Right, so there needs to be an acknowledgement that this is a legitimate activity?"

Shelia: "Yes, that is important."

Bob: "Somebody I was talking to yesterday said that he thought that there was a possibility of pricing mentoring?"

Shelia: "It's an interesting argument that, and it is one that applies to all sorts of formal training, management development, core initiatives, well all sorts of things and the bottom results should be a better quality product or service to the customer and I think it is worth trying and I personally don't see a lot wrong with charging customers for training which has a direct effect, but there is a fine line there, there is a judgement needed as to what is actually going to benefit the customer and what isn't..... I think that would probably be a difficult argument."

Kevin - *An SEO. He highlights the low priority learning and development activities have in the organisation and hopes that mentoring would help develop a learning climate in a more informal way.*

Kevin: "Yes, we ran a senior management training scheme for which we procured some external help and this was for sort of CEMT and the senior management team and they all dropped out, every single one of them! So we ran it for Grade 6's and 7's and it went from something like 20 people signed up for one day to like, 3 turned up on the event, which was quite embarrassing.

Bob: "and only 3 people were there? Why do you think this happened?"

Kevin: "Well, they said it was work priorities had changed so they weren't available to attend. The acting chief executive wanted some documentation to find out why these people had not turned up, but I don't know what was done with that information; it was passed on, and that was mainly because the event cost so much as a...*(pause)*....I felt it was because of the monetary value as opposed to anything else"......

Bob: "and how did this make you feel?"

Kevin: "De-motivated because I thought if senior management aren't going to spare one day out of their schedule, then how could we expect HEOs and EO managers to adhere to what is being talked about?"

Bob: "Would you see this particular issue as being an obstacle to mentoring working here - you know, the time business?"

Kevin: "Yes, but, I was under the impression that mentoring would just be a ....wouldn't follow a set criteria so therefore somebody who wanted to be a mentor would do it in their own time or make time to do it."

Bob: "Right, would you see that if mentoring was a set system or involved a lot of criteria, that that would be a problem?"

Kevin: "Possibly, yes."

Theme Four - Concern about the uses and abuses of mentoring

Steve - A Grade 7.

Steve: "I think there might be some element of frustration in that I think mentors need to know what they can and what they can't do. That they can't necessarily open doors for people that aren't there to be opened.....To encourage the person being mentored to take it in their own hands and confront any obstacles like that, I mean that is one of the dangers that people need to appreciate what it *(mentoring)* is there for and what it is not there for more importantly."

Bob: "Is there as danger that if that was to be spelled out it would be in danger of becoming manualised?"

Steve: "It might, yeah. I think it is probably more important that it is spelled out to the mentors than the mentees, but not to get too involved and shove your nose in where it is not wanted, that it is very much there to help the mentee, rather than you use your influence and say - so-and-so is not happy, can you move him/her there. The other danger and it's...I mentioned it sort of....semi-amusingly when we were at Durham is that the mentors themselves might spot some good staff and think 'I'll have them.' Which is not necessarily a danger if it involves interests, but it might be that people abuse their position of mentor."

Theme Five - Clear evidence of the existence of mentoring going on already

<u>Geoff</u> - *The same Geoff as mentioned previously.*

Geoff: "At the Durham focus group meeting I mentioned a lady who was my experience of 'Mentoring' if you like.

Bob: "Yes, I remember."

Geoff: "It was strange actually, because I mentioned the lady without naming her and said exactly what happened to me and Jack across the road - across the desk, when we went outside he knew exactly who I was talking about and he was right."

Bob: "He's the training guy?"

Geoff: "Yes, because he had had exactly the same experience with the same lady. She is that sort of a person, she is one of these people, she knows where she is going - she has a very clear view of 'this is my next step, I am going to be whatever - a Grade 7 or whatever'.. it is all very clear for her."

Bob: "Looking a way back, some people have been very unsupportive haven't they?"

Geoff: "Yes , but she wasn't, she tried to give me assistance and tried to show you what was going on. Like promotion boards and interviews and things like that in the past. Jan's view was right well, the job is in so-and-so and you're now doing so-and-so, you have got this experience right well - they are going to ask you about such-and-such for the job and she would analyse what they were going to ask her before she went for an interview and she would know the answers to those questions in quite a lot of depth and she would have a background knowledge of the rest just in case.......she was also supportive in all and made you look at things differently as well."

Bob: " So she has been the best example you have of a mentor?"

Geoff: "Definitely."

Theme six - The recognition that mentoring is deep, effective, lasting and linked to generativity (Erikson, 1950)

In one focus group discussion a participant interrupted the discussion about the nature of mentoring a said "It's just awesome!"

Geoff - *The same Geoff!*

Geoff: ... "she still keeps taking to you if she sees you in the corridor, she might be in a rush but she will make a couple of minutes at least to say 'how are you?' .. 'how's things?' .. and all this sort of stuff. If she has the time she will stop for longer and tell you what she is doing now and

ask you what you are doing now and I think that that is part of her way if you like, of keeping in touch with all these because I know she keeps in touch with other people on the same basis and to some extent I think that is good because she is seems concerned about you as well, so there is the mentoring in that way, but I think also she is getting a feedback from it in that she keeps in touch with what is going on in the different areas as well."

Bob: " So she is not just doing it for her benefit is she?"

Geoff: "Oh no, no, no, no.... I mean, as an example I had a guy working for me, an AO and he just couldn't hack it, so I said to him 'what are you going to do about it?' But she said 'no, no no you can't do that, he has a problem in that he can't hack it but you have got a problem because you're his manager and you have to manage this problem. Now how are **you** going to deal with this problem?' and I thought - 'a good question that', so I thought about it and I started involving him more in what I was doing and I would go along with him or I'd take him along to show him things and he came on quite a bit and it was because of that."......

Steve - *The same Steve quoted earlier.*

Steve: "I have been fairly fortunate in having a few people I would call as mentors, without it being official mentoring, and I would see mentoring being learning from other peoples' experience, both good things and bad things, and having advice, guidance, call it whatever you will, but you are still making the decisions yourself, so it is helping someone learn for themselves, rather than strict instruction and telling you this is what you have got to do. From a mentor point of view, I also feel that I would like to be able to do that to other people as well, because I have been fortunate in that way that I have had good people to have worked for, I would like to be able to pass on something that I have perhaps picked up to other people who are willing to learn."

Theme seven - Concern and anxiety about doing it 'right'

Steve - *Again!*

Steve: "....it is also quite dangerous as well, that if we are doing this *(mentoring)* then we need to make sure that people are mentoring in the right way, so how do we actually...I was going to say police it....police it is probably a bit too strong....but if I am acting as a mentor for someone else, how do I know I am doing it right? Because it can be dangerous if I am doing it wrong, so it is all well and good putting it on as an objective and then I say 'yes I've satisfied that objective because I met with Joe Bloggs'....

Bob: *(suggesting)* "gave him 2 hours a month?"

Steve: "Yeah, but if I am telling him the wrong things or giving him damming messages, how do we make sure that that is right? Because what we do need to make sure is that if we are mentoring that we are all...that we are not all doing it the same because I don't think it is a thing that you do the same... but we are all doing it within a framework or doing it the right way or passing the same messages over..."

Stories of approaching mentoring

The following are a number of descriptions and commentaries of individuals. These illustrate their views of mentoring and their views about themselves as potential mentors within the system their organisation is introducing.

'While there are many differences among the individuals we seek to portray, there are similarities that stem from the challenge becoming a mentor presents. We believe that when undertaken wholeheartedly, becoming a mentor brings about a reappraisal of who one is and a reassessment of one's strengths and basic human qualities. It leads not so much to the development of certain skills as to a growth - sometimes considerable - in the *kind of person* one is, such that quality is there for people to draw on and respond to. Like Athene, the mentor seems to embody powerful qualities of a range different to those we label as 'skills' and 'competencies' in our everyday working environments. It is for this reason that we refer to the mentor as a semi-god.' (Alred, et.al.1996 p.16)

Becoming a semi-god

'Athene was a semi-god, between heaven and earth, a guide for the journey. To become a mentor is to move metaphorically towards being halfway between heaven and earth, to have one's feet on the ground and one's head above the clouds, it unites the day to day, the immediate and what we dream of, hope and long for (Levinson, 1979). It provides us with fuel for idealism and a vehicle for progress in our lives. It is a move from doing things better to doing better things (Hall, 1996).' (Alred,et.al, 1996, p. 19)

'**Andrea** (mid 50's, middle manager)

Andrea has a mentor at the moment and is a mentor, unofficially. She thinks mentoring and counselling roles overlap. She gives the example of a 'prickly person' she became mentor to. During a long car journey they had an important conversation that initiated the relationship. Andrea sees her as 'a younger me', and describes a mentor as an 'older friend'. Being a mentor can make you more sure of your identity, help you see you have strengths. Her mentee gains 'peace of mind', and can 'see the way....'. She has begun to dress like Andrea. Mentoring in the organisation would lead to a 'happier', 'more content' workforce. Andrea feels she needs a mentor herself, in her present professional and personal situation. She is unsure how mentoring can be introduced more formally, but believes mentors will need support.

Bill (early 50's, senior manager)

Bill defines mentoring in terms of trust and friendship. Mentoring helps the mentee to obtain a view and knowledge of the organisation from a more senior and experienced person, it is 20% to do with specific problems and 80% to do with broader issues. The qualification to mentor is to have attended the 'university of life'. You must have

confidence and not too many problems yourself. Mentoring has a 'silent side', it is a channel for information from lower to higher levels in the organisations, but he would not want to be seen as a 'director's snout'. Mentoring must have the potential to become a friendship. It must not be allowed to raise expectations of personal development too high. In approaching mentoring, he doesn't need training but would like to have support, and adds 'you mentor yourself, don't you'.

Carol (mid 40's, upper middle manager)

Carol's first experience of mentoring was being assigned a mentor when she took up a new post. She describes him as approachable, enthusiastic and very capable, she 'did not feel silly asking basic questions'. The relationship was like 'an arranged marriage'. Carol formed a relationship later in her career with someone whom she slowly came to regard as a mentor. At first, she found this surprising at that stage of her career, she didn't think she needed a mentor, but came to realise that with the help of this person she found a new direction, broadened her outlook and became more mature. She regards mentoring as essentially to do with recognising, developing and valuing what a person is and can do already. In her experience, there can be mutual learning and benefits, almost as co-mentoring. She has strong views about the shallowness of some approaches to training. She feels she would like and need preparation to be a mentor but doesn't know what that preparation would be.

David (mid 50's, senior manager)

David sees mentoring as a means of bringing about radical change in the culture and climate of the organisation. He defines mentoring as a 'process of guidance and advice giving maybe from someone who is more experienced, more mature, perhaps, to someone who is often less experienced and less mature, although I am not sure it is possible to mentor people who are fairly well equivalent to you....' He has greatly benefited from mentoring experiences and can think of '4, 5, half a dozen managers' who have been a mentor to him. David suggests that mentoring is about personal contact, ideas, influence and understanding political manoeuvre in the organisation, open-mindedness, learning through observation and demonstration. It is based upon mutual respect. It is not about technical skills. For David, mentoring is integral to his role as a manager.'
(Alred, et.al, 1996, pp.16-18)

With all the above (together with the unquoted discussions and survey data) in mind, the following became the conclusions and recommendations made to CEMT. This an extract from the final report of the Feasibility Study (appendix IV).

'3.7 General Conclusions

3.7.1 There was strong commitment amongst participants to the development of the organisation and a belief in the need for improved inter-personal relationships in order to achieve corporate goals. This feature was evident across all grades.

3.7.2 There is sufficient commitment, enthusiasm and experience amongst staff to translate current informal mentoring into a formal system throughout the organisation, given adequate and appropriate support.

3.7.3 The way in which a mentoring system is introduced is a critical factor in the success of the system. Individuals will become mentors and mentees through the example and encouragement of others. Recognition of the value of mentoring by senior management is crucial.

3.7.4 A key feature of a successful system will be the support available to the mentors themselves.

4. Recommendations

4.1 Introduction

Mentoring flourishes when there is recognition of the subtle and complex ways in which individual performance and fulfilment are enhanced by mentoring and when support is provided in appropriate ways throughout the organisation. This belief is consistent with research in other Organisations, and with the experience, expectations and aspirations of interested members of The Agency.

4.2 CEMT Commitment

4.2.1 It is important for all members of CEMT to promote mentoring as a legitimate and valued activity among staff.

4.2.2 Clear evidence of commitment would be attendance by members of CEMT at a mentor awareness workshop.

4.2.3 Members of CEMT may also consider their personal involvement in the scheme, either as mentor or mentee.

4.3 Introducing a formal mentoring system

4.3.1 Interested participants from the Feasibility Study to form a steering group to decide strategies for building on existing informal mentoring.

4.3.2 A CEMT member to become a member or sponsor of this group, and/or to chair it.

4.3.3 The system to be voluntary and confidential.

4.3.4 Mentoring to be acknowledged through the appraisal system.

4.3.5 Those people who would like a mentor to be identified by open invitation.

4.3.6 Those who would be willing to act as a mentor to be identified by open invitation.

4.3.7 Data base of mentors to be established, perhaps as part of Human Resource Information Systems.

4.4 Support

4.4.1 Mentor support network to be established.

4.4.2 Articles and texts on mentoring to made available through HR department and/or internal IT network and/or *the brief.* (*the brief* is the internal quarterly journal of The Agency.)

4.4.3 In-house contributions to *the brief* on the experience of mentoring to be sought.

4.5 Matching

4.5.1 It is expected that in most cases colleagues will find mentors from among existing relationships at work. However, where appropriate, matching will be facilitated by a sub-group of the mentor steering group.

4.6 Training

4.6.1 The Agency management trainers to receive training in conducting mentor awareness workshops.

4.6.2 Prospective mentors to take part in mentor awareness workshop.

4.6.3 The subject of mentoring to be included in future management development courses and activities.

4.7 Management & Evaluation

4.7.1 The management of the mentor scheme to be the responsibility of the mentor steering group.

4.7.2 We strongly recommend that evaluation be included as an integral part of the mentoring. Evaluation would focus on participants' perceptions of the benefits and other affects of mentoring, and on appropriate performance indicators.

4.7.3 Further discussion would be necessary to decide the form of evaluation and its timing.' (Alred, Garvey and Smith 1996, pp 10-13)

The Outcome

The majority of our recommendations were accepted apart from the training, and the CEMT involvement. We were asked to design and deliver the training for the mentors. Following this report, members of the organisation, through an initiative of a small number of senior managers and HRD staff, established a mentor steering group and worked actively to promote mentoring. Articles appeared in *the brief* (the internal magazine). 'Mentor awareness' sessions were delivered, and there was also a demand for 'mentee awareness' sessions. These were also delivered. Interest grew and some mentors established mentor support groups. The Agency also commissioned a booklet. This was not intended as a handbook or manual and we called it Mentoring in The Agency: A companion and guide. This is appended in appendix V.

In May 1997, following a favourable evaluation presentation from a member of the steering committee, CEMT, as a whole, took direct interest and some agreed to participate. CEMT also provided a small budget until May 1998 to support mentoring activity. By January 1998, one CEMT member attended the end of a Mentor Awareness session. In March 1998 the Agency had a full week devoted to mentoring activity. This included discussion groups and awareness courses. The project has recently been given a further year to run until May 1999.

Next steps towards a mentoring organisation

Many of the people presented here volunteered to attend a 'Mentor Awareness' session. This was developed as a result of our continued work with the organisation. The programme was developed with the assumption that many of the 'skills' or the *'techne'* of mentoring would probably be already in place within the potential mentors - they are all experienced people, managers, parents and as such, already have acquired an understanding of 'interpersonal abilities. This assumption is a common one and is identified throughout this work as an issue (see: chapters 4,6 and 7). The challenge here is that potential mentors may not recognise their interpersonal skills or abilities as transferable into other situations. There is also a mind set challenge here for the organisation as discussed in the introduction and chapters 2, 6, 7 and 9.

All the potential mentors here are people with a genuine interest in being a mentor and they have an appreciation of the principles of adult development. This gives them a good foundation.

It is also assumed that potential mentors have current and up-to-date knowledge of the The Agency. These assumptions, in general terms, are probably reasonable in that an experienced manager should have an understanding of all these things. However, it is not necessarily the case and this is a potential weakness of the assumption which is addressed through the Mentor Awareness Sessions.

Mentor Awareness Session - Content

The session is two residential days. This is an important element as it allows the participants to relax and immerse themselves in mentoring. The full programme is as follows:

Day 1

Introductions
Aims and Objectives
Expectations
Programme outline and approach
What I bring to mentor and what I hope to gain.
Historical perspectives on mentoring
What are mentors made of - personal qualities
Defining mentoring
Case study
3 stage model
Practical work using the model, debrief and discussions
'First Person Mentoring'
If I had a mentor?

Day 2

Review day one
Practical sessions and debrief
Organisational and practical issues
Action and Close

Describing the Programme

The programme is always facilitated by two people. This is because the participants observe the facilitators' behaviour and recognise the 'co- mentoring nature' of the partnership. People often comment on this and recognise the importance of behaviour modelling (Erikson, 1950) in helping them to reach an understanding of mentoring. Later in the programme the two facilitators mentor each other using a 'live' issue for discussion.

The programme is very much driven by the Egan (1994) skilled helper model - Explore - Understand - Action. It is therefore more process led than content driven; it is not a programme which simply imparts knowledge but it uses the model to help the participants to develop deep and lasting understanding of mentoring by engaging in the mentoring process itself and through the application of Kolb's (1984) learning cycle.

In order to establish rapport and set a tone for the session, the programme starts with short personal introductions. The facilitators start and disclose aspects of their personal and professional lives. The other participants are asked to follow suit. It is clear that these initial disclosures set a standard and atmosphere for the programme. Often they become the topic of conversation later in the programme and they help to establish the 'humanness' of the programme.

Participants are then asked to reflect on what they bring to mentoring and what they may gain. This helps to develop the 'reflective mode' within the group and gives a clear focus on the importance of self awareness in the mentoring process.

We explain that any issues which arise during the programme of an organisational nature will be recorded on a flipchart and dealt with at the end of the programme. We call this 'parking the points'.

Following this, Kolb's (1978) learning cycle is presented. This is presented as the main framework for the programme. This becomes a reference point throughout the two days.

At this point, the participants are asked to consider what they bring to mentoring and what they hope to gain from it. This is also part of the 'disclosure' approach which helps the participants to get used to talking frankly. It also reveals the individual motives of the participants.

Based on the ideas of Vygotsky (1985b) Geertz (1971)Bruner (1990), the next piece of input is the Telemachus story. This is written in an abbreviated form (see appendix VI) and the participants are asked to identify the key elements of the story. These points help to focus our attention on key mentoring issues. Some points are related to the nature of the basic mentoring relationship and others offer an organisational context (see: chapter 3 for a full listing). These help to clarify the various aspects of mentoring and they serve as a further reference point. They are discussed at length and listed for public display.

Following the story, the participants are presented with an exercise aimed at helping them to clarify and compare various human characteristics and attributes (see appendix VII) This creates a reflective atmosphere and offers further opportunities to clarify the meaning of mentoring.
The next stage of the awareness session is to explore the definition of a mentor. As previously mentioned, a mentor is broadly defined as a 'trusted friend, counsellor and guide' (Gladstone,1988) and these aspects are analysed and discussed in some detail. The participants develop full understanding of the definition. The following is a description of the process. The description uses participant's voices to elaborate or illustrate the point. This description is based on 28 sessions.

"Trusted..."

The element of **trust** is regarded as a crucial element of mentoring. Without trust the partnership cannot survive. All participants agree that this is fundamentally important.

"Without trust the relationship is pointless." "Trust is the key to an effective mentoring relationship." "There just wouldn't be any point without trust."

Trust is closely linked with the next element of the definition.......

"Friend......."

The word 'friend' from the Gladstone (1988) definition is also debated in order to arrive at an understanding of what it means for them as individuals.

"My experience of mentoring suggests that it is more like a close friendship than anything else." "I think that the mentor is like a caring supportive uncle or aunty concerned for the welfare and progress of their nephew or niece - sort of like a family friendship." "It can very easily turn into a friendship..."

As Torrence (1984) says: "Those who organise and foster mentor programs should also recognise that the mentor relationship may in time become one of friendship, teacher, competitor, lover, or father figure. If the relationship is a deep and caring one (and this seems to be a major characteristic of a genuine mentor relationship), any of these relationships may evolve" (p.55).

"Counsellor and Guide....."

We encourage the participants to plan their approach to their role very carefully. There is a need for mentors to adopt both a counselling and guiding role while remaining flexible and willing to change their approach to their mentee if appropriate. The mentors are encouraged to adopt a 'mentee centred approach' (Field, 1996), to consider the present position of their mentee. This is done in terms of the stage the pair have reached in their mentoring relationship (see: chapter 4). It is likely that the mentee will have a restricted understanding but a high level of motivation at the start of the relationship. However, this may change as the relationship progresses. The first change often comes when the mentee becomes aware of the size of the learning task ahead of them. They may start to feel daunted. At this stage the mentor needs to invest much time in supporting the mentee. The approach needed from the mentor is more a guiding approach. This involves discussions which focus on clear objectives with clearly defined parameters. The pair may agree specific tasks.

Eventually the mentee starts to feel confident, secure in their understanding and motivated. It is at this point that the mentor may need to withdraw a little or change their approach. The approach at this stage is likely to be of a counselling type where the mentor asks less focused questions but attempts to open and widen the discussion. The mentor may get the mentee to set their own tasks and simply provide a 'sounding board' (Clutterbuck, 1993) support approach.

As the mentee grows in confidence, motivation and understanding, they may need less time with the mentor and the mentor may simply make certain that the environment is right for their mentee to flourish. This is the point at which the mentor may wish to withdraw. But, this does need discussion and agreement between the pair. It may be that the mentee reaches this stage but has some kind of set back. If this is the case, the mentor may need to revert to a more guiding approach in order to help the mentee through a particular problem.

The Three Stage Model

At this point, the participants are introduced to the Three Stage Model (see: chapter 4). They then work on a 'live' issue in groups of three. One person takes the role of mentor, one the mentee and the other as an observer to offer feedback. The observers are asked to provide positive feedback with examples, quotes and direct evidence from their observations. The three change role to discuss another 'live' issue after about 30 minutes.

Observations from these sessions suggest that the mentor often moves to the 'Action' stage very quickly and feels uncomfortable with 'Exploration'. This is probably explained by the necessity in a management role to reach an action point quickly. However, the major learning point is that the quality of the 'Action' is completely dependent upon the quality of the 'Exploration'. This is an important realisation for people approaching mentoring. The participants become aware of the notion of 'mentoring mode'. Mentoring mode is a state of mind. It means that the manager, within the work situation, is alert to the possibility of learning situations and is able to adopt a mentoring approach in order to help maximise the learning opportunity as it spontaneously arises.

Following this practical work, the participants are then given a text - 'First Person Mentoring' (Garvey, et.al, 1996). This published paper was based on work with The Agency. It is then discussed.

The evening finishes with a round. Each individual is asked to nominate a mentor of their choice from any period of history. While this is a light-hearted ending, it also has a serious side. The nominated mentor may be symbolic of the individual's core values, aspirations, hopes and dreams. The nominated mentor is often someone they admire.

The start of day two is a review of day one. Each participant is asked to identify at least three points which they remember as significant or important from day one. The points are recorded on a flipchart.

The following are a list of the points most often recalled:

- Mentoring is a legitimate work activity
- Mentors need to be clear about what they are doing
- The organisation needs to be clear about the purpose and scope of mentoring
- It is important to clarify the boundaries of the relationship
- Mentoring is a serious business
- Mentoring facilitates learning - it is a process
- Mentoring is distinctive and different to other management activities
- Mentoring should not be over-managed
- Mentors need support
- Trust is key
- There needs to be commitment on both sides
- The skills of mentoring are similar the skills of 'good' management
- Mentoring is hard work but powerful

▸ It should be focused on the mentee
▸ The mentor learns from the relationship.

Following the review, the two facilitators take a 'live' issue and unrehearsed, demonstrate mentoring using the Three Stage Model. It is not intended that this is a model mentoring session. It is, however, and opportunity for the participants to observe the process as practised by experienced people. The participants are asked to offer feedback.

This is often a turning point in the programme and participants state that at this point they develop vital insights into the mentoring process. After discussing the session, the participants then work in groups as before, refining and experimenting with the mentoring process.

It is our observation that the participants develop improved abilities to listen and 'stay with' the process. They discover that mentoring is not about the exchange of knowledge, skills or advice but that it is often an exploratory process which needs time. The 'Understanding' becomes a mentee led experience and is a natural consequence of adequate 'Exploration'. It is also clear that participants find the 'Action' is often obvious to the mentee once 'Understanding' is reached. The mentor's function here is to help develop a framework for the 'Action' and to encourage review of the 'Action' at a later date.

The next stage of the programme is focused on The Agency's issues or any issues which have remained unresolved. The flipchart 'parking' list is referred to at this point. It is common that many of the issues on the list are resolved in people's minds while some remain but with a sense of improved understanding.

The Awareness Session has a number of clear outcomes. One is that the participants become determined to engage in mentoring and wish to find ways to implement the process in their immediate environment.

Another is that some participants decide that mentoring is not an activity for them. This is a positive outcome. The participants attend voluntarily in order to explore mentoring and having explored it, their new understanding of the process leads them to opt out with knowledge. This is important for they may still continue to support mentoring for others even though they do not participate themselves. In this way the mentor scheme can become self regulating in that those who want to be involved are involved from the basis of understanding the process. Nobody is 'pressed' into the role.

Some agree to form mentor support groups from the cohort of attendees. Some have invited us to attend their subsequent meetings. These are often events where they wish to gain further practice of mentoring, discuss practical issues and concerns and to offer support to each other.

To date the biggest unresolved problem in relation to mentoring within The Agency is a greater number of volunteers wishing to be mentors than mentees. This is a sign that the culture has not yet fully accepted mentoring as normal and legitimate.

190

One interpretation could be the issue of hierarchy. The title 'mentor' in some cases is perceived as holding status and authority. Despite the clear attempts to empower people and remove hierarchical structures through giving people job titles rather than grades, in reality, the hierarchy still exists in individual perceptions of the organisation. Many participants remain sceptical and suspicious of CEMT. This may take many years to alter. There are positive stories of mentoring spreading through The Agency.

The nature and priority of participants' concerns about mentoring in The Agency have changed. Disappearing is the desire to cost or put a price on mentoring. This is replaced with a sense that mentoring is valuable and is part of organisational life. The strong focus on 'task' without considering the people is changing to include consideration of people related issues. Developmental activities are valued more.

I do not claim that mentoring alone is making these changes but, it does play its part and offers a valuable contribution to organisational change.

Further evidence of cultural change is illustrated by the changing priority given to certain issues by the participants over time. In the original sessions the issues raised tended to be of the controlling or technicist type. For example, during 1996 the following questions held priority:

- ▸ Who gets credit for mentoring?
- ▸ How much does it cost?
- ▸ Who pays?
- ▸ Is mentoring a chargeable activity?
- ▸ How much time is available?
- ▸ What is the role of CEMT?
- ▸ What do we do about the 'bad' mentor?

By February 1998, some of these questions had become statements and the dominant issues were as follows:

- ▸ How can I mentor better?
- ▸ I want to make a difference to people's lives.
- ▸ We can get on with mentoring whether or not CEMT take part.
- ▸ Mentoring adds real value to the individual and in turn, to the organisation.
- ▸ I want to 'give something back'.
- ▸ If people are important, you make time to mentor.

These simple examples, taken from flipcharts written during sessions, show a shift in organisational mindset.

As I write in April 1998, there is still much work to be done in The Agency for mentoring to become more widespread. The progress is modest but positive and effective.

Numbers

To date there are 64 mentors who have attended the awareness workshop. 49 are male and 15 females. 22 mentors are at B4 grade or above, of these there are 18 male and 4 are female mentors.

There are 38 mentees who are partnered with mentors. Of these 9 are male and 29 are female. There are two mentees of grade B4 or above.

There are 26 cross-gender partnerships. There have been a total of 53 registered mentoring relationships involving 98 people in the two years since its official recognition.

Duration

The typical length of the relationship ranges from 3 to 18 months.

Mentee's expectations

To gain:

- A broader view of The Agency business and culture
- Confidence
- Knowledge
- Benefit from mentor's experience
- Support
- Unbiased advice
- Alternative viewpoint
- Suggestions for career development

Mentor's expectations

- A chance to share experience
- To develop the 'softer' skills
- People Development
- Value such relationships as important

Issues discussed

- Career development, CV writing
- Welfare issues, Personal issues
- Stress management
- Managing changing and conflict
- Project work
- How to 'add value' at work
- The Agency's culture

- Line management role
- Specific tasks
- Sex discrimination
- Work blockages

Benefits - mentees

- Self confidence
- Motivation
- Greater awareness of The Agency as a whole
- Reassurance
- Career planning
- Targets to aim for
- How I fit into The Agency
- Clearer perception of self
- Practical support
- Encouragement

Benefits - mentors

- Self re-evaluation
- More positive personal outlook
- Realising depth of own knowledge
- Self esteem
- Satisfaction of helping others
- Realising the benefit to be had
- Seeing The Agency through different eyes
- Chance to demonstrate The Agency's positive commitment to its published values

What would improve mentoring in the Agency?

- Promote it more
- Help line managers to understand it is not a threat
- Feedback to IiP group
- More information on how to find a mentor
- Encourage middle management to support mentoring more
- Address the negative reaction to mentoring among peers
- Help people to learn to become mentees
- Keep doing what's right for people - not bump the numbers
- Recognition of the wide informal mentoring that is going on
- Temporary mentors for new people
- Keep it low key - this way culture will change
- Get the message across that mentoring is not a weakness
- Get the message across that mentoring is not a low priority activity

Key organisational messages

- Do attend awareness sessions even if you don't think you need it
- Start with integrity
- Mentoring is not a threat nor does it imply a negative judgement.

Comments

The Agency is still strongly 'task' oriented and mentoring is still viewed as "something which is done rather than as a relationship". Some line managers see mentoring as a threat to their authority. It remains important to pursue mentoring in the way it has started in The Agency, as a low key, natural activity which is gently encouraged. To treat mentoring like the 'plant' in chapter 2. It needs care and attention. Over time the sapling grows and becomes the larger, more mature plant. Holding 'the line' which has been established here is an important element in the success of mentoring. The alternative is to force the pace and mentoring will become like that found in Engineering Co. presented in chapter 7.

Section 4 - The Future

Chapter 9

A summary of conclusions

This chapter presents:

▸ a general summary of the issues drawn from this research.
▸ comments on the initial propositions
▸ comments on further developed propositions
▸ comments on the final proposition
▸ an overall conclusion

General summary

Mentoring involves guiding the next generation (Erikson, 1950). It involves learning, learning of a profound and significant kind (see: chapters 4 and 5). It is an intimate, deep and often lasting relationship between two people which evolves over time. It involves trust and challenge. It may be formal or informal. It has the potential to be destructive and constructive. It is supportive. It is a well-understood process which is generations long.

It helps to develop both of the individuals who participate. In an organisational context, developed individuals contribute positively to the social system to which they belong. Mentoring can facilitate a sense of belonging. It can facilitate change. It involves a degree of altruism, selflessness and yet the benefits are mutually reciprocal.

Mentoring is not therapy for people at work but its affects may be therapeutic. It is a highly effective process that can enhance individual and organisational effectiveness. There is a great need for this type of human interaction at work. However, there are risks and there is much scope for misunderstanding and abuse.

This should not stop organisations striving to achieve a learning environment in which mentoring plays its part. The tensions of the moral issues and the paradox of mentoring in capitalism can and must be lived with if our organisations are to progress. The old paradigm of managers managing and workers working is breaking down as our society moves more towards the stakeholder concept. There is still a long way to travel.

Mentoring is found in many different places. It may be used as a vehicle for social integration and change, for induction, in a change of job or role, to facilitate learning and equal opportunities.

Mentoring is an elusive concept that does not lend itself to neat definition (see: chapter 3). It appears in a variety of guises and in a variety of settings. Above all it is a very ordinary and normal human activity. This presents a challenge to some for its sheer normalness, simplicity and inherent humanity may be threatening to those who wish to control and measure mentoring.

Mentoring in organisations

Many organisations treat mentoring as a great initiative or a tool to gain strategic leverage. If this is the case, mentoring always has the potential to become manipulative rather than part of a normal life process.

In chapter 6, the survey material showed that only 18% of participants saw mentoring as a normal work activity. This suggests that a large number do not. It is important to note that the Health Service (the focus of this survey) has a long tradition of promoting learning and development.

Traditionally, this has been in the form of training courses rather than education programmes supported by mentoring. The view that learning and development is something separate from management and is associated with specific training courses is popularly associated with people with a technical background where there is a tendency, to avoid anything that suggests the 'soft' end of management. The descriptions presented in many chapters of this work support this view.

Here is a challenge to modern management. The greater the desire to strictly manage and control people, the fewer opportunities there are for learning. In a knowledge economy, creativity, freedom of movement and expression are essential human attributes. These are not achieved in the bureaucratic cultures of the past.

Some of the organisational attempts at formal mentoring represented in this work seem to expose attitudinal difficulties towards the concept of adult development and in particular to the role and function of mentoring activity.

Another challenge for managers is the clear evidence that a strong driver of organisational attitude towards development is 'in at the deep end thinking'. This type of thinking is accompanied with statements like "they have to sink or swim" and "I did it the hard way and why shouldn't they? It didn't do me any harm."

The technical mode of rationality may help to explain this. The participating organisations in this work stated that the proportion of the total development budget spent on technical training was on average 75%. In one case it was 98%. This means that a maximum of 25% is spent on developing the 'soft' or interpersonal abilities. This discrepancy in the development budget spend between the technical and the personal development may mean that the personal abilities and attributes of managers are not developed to a level appropriate to the role they are expected to perform. This, in turn, may result in interpersonal difficulties when the 'technical' manager is asked to lead a team. Moreover, in a mentoring situation, the interpersonal abilities in this technicist environment may be in a very poor state. Many chapters in of this work provide the thick layers of description which give rise to this point.

Many participants in this study acknowledge that, under pressure to 'perform' at work, (an increasing requirement in the mid to late 1990's) there is a strong inclination for the technically

oriented to simply work harder at the technical using technical solutions rather than focusing on developing the people who are engaged in the task to perform it better. The participants in this study agreed that often technically competent people, who have not paid attention to their own personal and interpersonal development, in times of pressure, tend to rely heavily on what they know, the technical. This can lead to both organisational and individual stress with the obvious associated performance difficulties (see: chapters 7 & 8).

One participant described a situation when the main frame computer was malfunctioning and one of the senior management team with a strong technical background actually started to repair the machine himself. This, in an organisation full of people capable of doing the repair work. This demonstrates the senior manager's inability to 'let go' of his past. It also displays to the employees a lack of faith or trust in their ability to cope with functional problems. This is an organisation that publicly declares its empowerment policy. The gesture by the senior manager is symbolic for those in the organisation and shows that empowerment is not foremost in this manager's mind.

The participants drew a clear link between this technicist approach and a "culture of fear" an "unempowered environment," a "lack of motivation" and "poor interpersonal relationships." They reported that this led to people "not knowing where they were going" and it created a "fire fighting and blaming culture" which heavily focused on 'task' without consideration of who was going to perform the task. Participants stressed that this environment may have been suitable in the past but in the present business climate all people need to be involved, share responsibility and have authority to act in accordance with the needs of specific situations at work. Despite the often published language of empowerment presented by senior teams, the reality is that there is no change in behaviour in line with these words. This, in turn, leads to a cynicism towards senior management and consequential problems in implementing any change (see: chapter 7).

Many participants in this research admit that developing people is often regarded as a cost. This creates a thinking in which development does not feature greatly and those who already possess the attributes which enable them to contribute are in great demand. The problem here is that new people are not being developed in sufficient numbers to aid expansion or to assist those already with the necessary attributes to make the service offered more customer focused.

During this investigation it became apparent that many participants wanted their work environments to change. They wanted a more supportive, developmental environment. They wanted to take risks for the benefit of the organisation and that they had a clear desire to contribute through learning.

Mentoring is about developing complete, accomplished people and although a mentor will be concerned with both the technical and the personal, he or she is more likely to support the development of emotional stability and enable practical judgements to be performed (see: chapter 5). The technical can be dealt with by teachers and trainers who offer a 'formal' curriculum (see The Introduction and chapter 1).

Individual managers, when asked to adopt the role of mentor, may be reluctant to accept.

Perhaps because they fear they lack the attributes necessary to perform the role or they do not understand what is involved. Alternatively, a manager may accept the role but then not be able to perform it through the lack of interpersonal abilities or lack of understanding of adult learning processes.

Developing mentoring managers is a long-term business and needs to be started early. Schools are starting to spend some time in this area under the heading of social and personal education but this is a relatively recent addition to the curriculum and will take some years to affect managers in the work place.

Current initiatives in education introduced by the new Government are of great concern. The focus now seems to be on de-skilling teachers and the successful approach to education talked of in chapter 5 is being squeezed out. There is great tendency to create a heavily 'target' based learning environment which has a great emphasis on the skills element of learning. This is evidenced by the rise of the NVQ and GNVQ system which has a heavy skills leaning.

While it is important to consider what people can actually do, learning cannot merely be expressed in these simple terms. Knowledge is also important as it often underpins skills. This current approach creates a 'closed' curriculum where the emphasis is on 'bounded content' (Bernstein, 1971), criteria-based teaching leading to easily assessable outcomes. This is not going to enable people to develop 'strong and stable personalities' (Kessels, 1996, see: chapter 1).

The depressing news for the UK is that much progress is being made in the area of social and emotional education in the USA (see: Goleman, 1996). This poses a potential threat to the UK in the longer term.

The areas that seem to give most cause for concern in business life are rooted in an individual's personal qualities - the attributes of practical judgements. This is because skill and knowledge acquisition is relatively easy to achieve (it is certainly more easily measured) through the rational approach of the formal curriculum which assumes a rationality of social behaviour (see Berstein, 1971) but the personal attributes associated with social interaction are not. These attributes do have a major impact on an individual's ability to learn and apply knowledge and skills. They also represent the values which drive human behaviour. The full descriptions of this work suggest that a mentor helps facilitate the acquisition of these attributes.

If a 'target' approach is applied to mentoring (as it often is) it may not yield the desired outcome of enhanced individual learning (see: chapters 7 & 8). This is because the fundamental nature of mentoring is more about developing a whole person than in developing specific skills or knowledge. An organisation that engages in 'whole person' development using a technical and rational approach is therefore likely to be disappointed with the outcomes.

The heavily quantitative approach to targets introduced to reduce costs and create leanness has not yielded the desired returns. Some people may not achieve target but still contribute to the organisation. Others achieve targets but in a way that adversely affects the business (Caulkin, 1995). Organisations, are now starting to invest in more people focused development and

attempting to encourage people to consider the qualitative side of management; **how** targets are achieved as well as the measured end result.

These are perhaps early signs of a shift in view from the 'if you can't measure it, you can't manage it' to a more qualitative approach that recognises that there is more to human performance at work than simple measurement.

Many organisations are genuine about attempting to develop a learning culture and have plans to spend more money on developing personal abilities. They see that leading people is becoming increasingly important as the pressure on technical experts to take a more people-focused approach in a leaner and flatter organisation gathers a pace. Caution must be exercised. Leanness can be dangerous. Linked to this issue is the attitude that a technical manager has towards time. Being heavily task focused, is often associated with spending more time at work. This tendency has become more common in a measurable target driven organisation where 'putting in the hours' is a heavily competitive activity. Within this culture, time will not be available for mentoring (see: chapters 6 & 7).

It is crucial that this learning driven approach to strategic advantage recognises the need to develop managers who can create the right environment and guide learning reliably as well as provide the technical solution. This is particularly the case as this study shows that effective learning occurs in social and supportive environments where the attributes of a good mentor are most effective.

In the learning society it is inevitable that we turn to mentoring to support learning. However, developing mentors is a difficult business for it is crucial that the 'right' people with the 'right' understanding, the 'right' value system and the 'right' attitude perform the role. Defining the 'right' is the first challenge and identifying these people is difficult as we cannot assume that senior people are necessarily the right people. The starting point has to be interest, commitment to learning and a voluntary approach to mentoring at work. People who show interest need to explore the subject of mentoring and voluntarily continue or end the relationship (see: chapter 8).

If our organisations are to compete internationally and our people are to contribute by learning and applying their ideas at work, there is no longer any excuse for "in at the deep end thinking." Attention needs to be given to developing 'people skills' at the same time as the technical.

Participants in this study say that mentoring has been practised extensively on an informal basis for years within their organisations. This is despite the public 'in at the deep end thinking' and the very strong technicist tendencies of management. The challenge for management here is to nourish this clearly effective ad hoc approach into something that maintains the best practice of the informal activity and permeates throughout the organisation to make a positive contribution. The natural tendency of some organisations is to set targets for mentoring, appraise it and evaluate it, control it - the very things that will damage the organic nature of the process. The starting point for any formalising of mentoring therefore needs to be from the position of what already exists and what is already known and understood. It should not be imposed as a new initiative that simply 'bolts on' to the organisation (see chapter 7). The lessons of chapter 8 show

that it is possible to develop mentoring organically.

For many organisations, achieving a competitive edge through learning is very challenging. Many managers need to change their thinking so that development is expressed at best as a chargeable necessity in any project or as an investment in the future of the organisation. This change in language and thinking may elicit a change in behaviour that will enable formal mentoring to become acceptable.

Mentoring can be a deeply rewarding activity for both parties. For the natural mentor, it offers the fulfilment of a fundamental human need. It also offers scope for influence and a broadening of networks and contacts. The mentee becomes a mentor in due course and the links of the chain are continued (see: Gladstone, 1988). Many who have experienced mentoring know this and need no persuasion to participate. Those who do not may need persuasion.

Initial propositions

Many of the initial propositions offered at the start of this work are to some degree supported by the evidence of the survey material presented in part two of The Introduction. Others become strengthened as the thesis develops. Specific propositions made in the introduction include -

➤ *Mentoring means different things to different peoples.* (p.1) *Mentoring activity appears in a variety of forms.* (p.2)

There are many descriptions in this work to support this proposition in The Introduction and chapters 3 - 8. People talk of mentoring in a variety of ways. Their experiences of mentoring also vary in context and approach. However, there remains a central theme in all these cases. Mentoring is essentially about learning within a dyadic relationship. These chapters contribute to the formulation of another initial proposition as follows -

➤ *At the heart of mentoring is learning.* (p.2)

Throughout this work and in particular chapters 3 - 8, this proposition is developed. It is a central theme. However, it is also clear that learning is not an activity which is dissociated from moral considerations. Moral considerations are always present in learning activities for learning is not value free. The proposition -

➤ *There is also a moral dimension inherent in mentoring and learning.* (p.2)

is therefore more generally implicit throughout this thesis and in particular chapters 4, 7 and 8 have moral dimensions. There is also evidence from the US that much depends on what individuals and organisations think mentoring is for as to the extent of moral concerns becoming raised or a problem. When mentoring is linked to 'fast tracking' there is much more potential for abuse.

One 'layer' of description which recurs throughout and leads to the following proposition that -

➤ *Mentoring plays a part in helping to bring about change as people develop new thinking and perspectives on their lives, their work and society as a whole.* (p.1)

is supported by the long association mentoring has with transitions either age based (see: Levinson, 1978), or stage or phase based (see: Daloz, 1986). However, it is important to stress that mentoring 'plays a part' in helping people to make transitions. It is not the only process and in some circumstances mentoring may have a major role, in others a minor.

This work throws light on the growing interest in mentoring and from the survey evidence in part two of The Introduction, it seems fairly widespread. This, in part adds weight to the proposition -

➤ *Mentoring is a growing phenomenon.* (p.1) *Mentoring is widespread.* (p.2)

A further contributor to this proposition is my experience and the experience of others (fellow members of the European mentoring Centre) of working in organisations who are interested in learning and development. Mentoring becomes a natural choice for such organisations.

The notion that mentoring activity is 'new' is refuted. The current interest and growth in mentoring activity may be new but when people are asked to relate past experiences the proposition -

➤ *Mentoring has a long history.* (p.3) and *Mentoring is a recent addition to management literature.* (p.3)

are naturally associated and are compatible if but paradoxical. The historical perspectives in chapter 3 also provide support for this proposition. Levinson (1978) offers the first real 'modern' glimpse at the effectiveness of mentoring activity. However, it is also the case that, due to the recent interest or revival of mentoring, the following proposition is a natural step -

➤ *Mentoring in the modern context is under researched and not fully understood.* (p.3)

Although acknowledged as a debatable point. There is an increasing amount of research into mentoring. This is in a variety of fields - social services, education and business. It is also conducted using a variety of methodologies. These range from positivist approaches to post modernist perspectives. It is becoming better understood and this thesis makes a contribution to this understanding.

Further developed propositions

It is inevitable that the initial propositions presented above evolved during the course of this thick description of mentoring. In some cases, the propositions presented here are presented as written in chapter 2. In others they are condensed for ease of presentation.

Mentoring is a powerful, one to one, learning relationship which exits in a variety of settings and

forms. A mentor is the 'highest level educator'. Mentoring activity has a long history and the current social construction is, in the main, different to that of the past. However, past forms have influenced the current. Mentoring means different things to different people. (p.39)

The burgeoning literature which surrounds mentoring almost exclusively supports this perspective. The individual cases and organisational cases throughout this work also support this proposition. This is not to say that mentoring is always this. There is sufficient implicit description and undercurrent in this work to suggest that mentoring may, in some cases, not be like this. It is my view that the examples of 'poor' or 'immoral' mentoring are limited. This is not to dismiss them and much further work could be done to investigate the negative, shadowy aspects of mentoring. The next proposition is a natural consequence of this point. The mentoring descriptions presented in chapters 4, 6 and 7 provide some implied support for this perspective.

Mentoring relationships within organisations may be successful and achieve their purpose for the organisation but they may also become counterproductive and destructive. This may be particularly true if indeed organisations think of mentoring as a 'tool.' (p.40)

The following series of propositions are related and influenced to an extent by the above proposition.

Organisations turn to mentoring for a variety of reasons and, dependent upon the reason, particular types of mentoring are created. (p.40)

Mentoring activity respects life and the 'mind set' or 'mental mode' (Senge, 1992) within organisations needs to be more like the 'plant' for mentoring activity to flourish. (p.41)

Much (in mentoring) *may also depend upon the dominant management style, motivation and environment provided by the organisation.* (p.40)

Mentoring activity is strongly linked to a social/cultural dimension. (see p. 46)

The majority of the participants in this work are involved with mentoring activity linked to a specific development programme. Therefore, in a sense they all have a common purpose - development. However, the cultural situations vary considerably and the form mentoring takes is influenced by this. In chapter 7 mentoring collapses as the culture and mind set overwhelms the participants. Genuine understanding of learning processes is absent here and mentoring struggles. The case in chapter 8 is not focused on a specific development programme and it takes a different form. This form is influenced in part by my activities. Dominant cultural aspects attempt to quash mentoring activity but, plant like it is holding on to life as the key participants enthusiastically provide the nourishment for growth encouraged by their success and my constant mentoring.

The proposition -

The uncertainties of mentoring become threatening and too risky for the risk adverse technician
(p.40)

is strongly supported in a number of the descriptions offered in The Introduction, chapter 7 and chapter 8. Mentoring is not a clearly defined activity and for those who need precise definition it is easy to dismiss mentoring as too vague and uncertain.

The truth of the next proposition is apparent throughout this thesis and in particular in the descriptions in chapters 3 - 4.

There are many paradoxes here, many contradictions and many variations of the human character, for there are many types of people with many different experiences and many different relationships. Mentoring relationships are no different. (p.41)

The combination of the descriptions of individual mentoring relationships, organisational experiences and the literature presented in this thesis combine to support the statement -

Mentoring helps people to develop holistically because it involves positive and negative role modelling, example setting, dialogue and emotional engagement, coaching for 'skills' acquisition and counselling to develop understanding. (see: p.42)

And, the qualifying proposition -

Certain conditions need to be in place for the participants within the mentoring relationship to learn. (p.43)

is supported through descriptions in The Introduction, chapters 5, 7 and 8.

The very strong statement -

Mentor relationships are the stuff of being a learning, social being. (p.44)

is constantly made explicit or is ever implicit as an argued position throughout this work. This is particularly the case in chapter 5.

Linked to this statement is the proposition that -

The mentor has the status of 'highest level educator'. (p.45)

Taken as a whole, the descriptive process used throughout provides many layers which leave a strong impression that this is indeed the case. Obviously, as implied by other propositions, this need not be the only position. As previously argued, mentoring is full of paradoxes but it is this very state which offers so much potential to people. The work place has become increasing

complex and paradoxical and mentoring activity can help people to tolerate these conflicting conditions.

Mentors are effective when they have self-knowledge, emotional intelligence and commitment to their own learning. (see: p.45)

The descriptive layers in chapters 4, 7 ... offer support to this proposition. Bennetts' (1995, 1996) work, which is discussed in this work offers further perspectives on this proposition.

As previously discussed in the initial propositions section,

Mentoring activity has amoral dimension. (see p.46)

This proposition is an undercurrent of the descriptive process and remains mostly implicit in the cases presented.

Linked to the above proposition and influenced by it is the proposition -

Mentoring activity can provide a vehicle for social integration, it may also help individuals to understand the culture to which they are a part and as such mentoring is about values and beliefs. (p. 47)

Glimpses of this position are snatched throughout this work and there are many stories from community mentoring schemes not presented or discussed here which lend credence to such a conclusion.

Throughout this description a regularly made assumption and implicit conclusion must be drawn that -

Trust is at the heart of mentoring. (p. 50)

for without this quality and value it seems difficult to conclude that the relationship could progress. Trust must be a core condition for any human relationship to be effective and this condition is widely and regularly stated both explicitly and implicitly in the descriptions and the cases presented throughout this work.

There is a strong case presented in chapters 3, 4 and 6 to support the proposition -

Mentoring relationships may be 'open' or 'closed' (p.52)

it is also implicit in the previously stated propositions made about the variety found in the mentoring form. There is a second part to this proposition -

mentoring helps contribute to an effective 'Corporate Curriculum', particularly the more 'open' elements. (p. 52)

Within the context of this thesis, this is not a major point but rather more a glimpse of the future and is supported more by argument than hard description. The notion of managers adopting a 'mentoring mode' in an attempt to redefine managerial roles in a new learning climate would relate to this proposition. More work needs to be done to thickly describe this point.

Linked to the above proposition about the 'open' and 'closed' nature of mentoring partnerships the following proposition is relevant -

Variety in mentoring relationships may be described using an heuristic framework. (see: pp.52-57)

The mentoring heuristic presented in the main in chapters 3, 4 and 6 together with the work of Dixon (1996) has proved very effective in offering a sound descriptive vehicle for the variety in mentoring relationships. This heuristic .. may be applied and developed further in order to deepen understanding of mentoring variety. More investigation would be beneficial here.

Closely related to the descriptive heuristic is the notion that mentoring relationships alter through time. The proposition -

Mentoring relationships move through phases. (see pp. 57-59)

is also linked to this perspective and is discussed in chapter 3 with reference to Kram's (1983) observations. The descriptions in chapter 4 help to add layers to Kram's observations and create support for the above proposition.

There is much implicit and explicit description particularly in part two of The Introduction and chapters 4, 5, 6, 7 and 8 to give rise to the proposition -

Mentors possess certain personal qualities, attributes and skills. (see pp.59-60)

This perspective is particularly well argued by Bennetts (1995, 1996).

The final proposition

Mentoring is potentially a very powerful learning relationship between two people. There are many variations and many forms. Mentoring activity in the market place is affected by social, and cultural influences. It is also influenced by the quality of the relationship between the participants. It is both natural and normal, it is also part of life's generative process. Mentor has the potential to be the 'highest level educator'.

Conclusion

There is a massive challenge for the people who view people-related issues as 'soft'. The reality for them is that these issues are very 'hard'.

'Until recently 'soft' management issues had been scorned by macho managers on the grounds that is was impossible to link them with 'hard' business outcomes, such as financial measures. But the tide is turning. Research for the Institute of Personnel and Development has already shown that the way people are managed has more impact on the bottom line than investment in technology and R&D or in strategic policies.' (Caulkin, 1998, p.I).

People issues, including mentoring activity, are so difficult that they are often dismissed, rejected or ignored. People issues can make some feel uncomfortable and out of their depth. But, if grasped, the potential benefits for individuals and their organisations are vast. This is particularly the case where learning is concerned. This research shows that learning happens in certain environments. The environment of autocratic bureaucracy and all its associated behaviours are not conducive to effective learning. Some managers in this study have started to recognise this.

Our 'new look', fast moving organisations need to develop all-round effective people who are capable of creative, independent thought, capable of taking risks and solving problems. This issue poses a wider educational question that will not be answered with a simplistic skills or knowledge approach - a technicists agenda.

The 'shadow side' (Egan, 1993) of mentoring cannot be ignored for any human interaction may be used either positively or negatively. 'Shadow side' has the potential to 'add value' if it is supported. The risks to organisations of not attempting to add value by developing an understanding of learning are even greater.

Many of the examples of mentoring at work in this piece of research show that mentoring has the potential to deliver on a number of different fronts. The grand claims made by those in favour of mentoring are sustainable. However, the stories told here show that mentoring is developing in a variety of situations and floundering in others. It is not the cure-all many managers yearn for; it is not the only hope of salvation for the powerless in an autocratic, power conscious organisation.

Mentoring is capable of transforming lives and transforming organisations but under its own terms and conditions. It cannot be highjacked by those who seek power and control for their own gain. Mentoring, like a plant (see: chapter 2), has a life of its own. Each relationship is unique. For organisations to harness mentoring's full potential and bring it to flower is a delicate business.

Life is about choices and this is no exception. If mentoring is **to be**, the view taken by some about learning, the way in which we treat others and the examples set by society's mentors needs to change. There is curious symmetry here for this challenge to the future viability of mentoring in organisations could be met through appropriate mentoring activity.

References

References

ABRAHAM, R.A., & SHAW, C.D., (1982) Dynamics, the geometry of behaviour, part one: Periodic behaviour, Santa Cruz, California: Ariel Press In:REED, M. & HARVEY, D.L. (1992) 'The New Science and the Old: Complexity and Realism' in: Social Sciences Journal of the Theory of Social Science Behaviour 22:4 pp 353-380

ADAIR J.(1990) Not Bosses but Leaders Kogan Page

ADAM, J. HAYES, J. HOPSON, B. (1976) Transition: Understanding and managing personal change Martin Robertson & Co. London.

ALRED, G. (1997) Learning to produce knowledge - the contribution of mentoring In: Proceedings of an invited international seminar Leiden University, Netherlands, November 20-22 pp 1-11

APFFEL-MARGLIN, F & MARGLIN, S.A. (1993) Dominating Knowledge Development, Culture and Resistance, Clarendon Press, Oxford.

APPFFEL-MARGLIN, F. & MARGLIN, S.A. (1996) Decolonizing Knowledge - From Development to Dialogue, Clarendon Press, Oxford.

ARGYRIS, C. (1982) Reasoning, Learning, and Action: Individual and Organizational. San Fransisco: Jossey Bass

ARGYRIS, C. (1992) On Organisational Learning Blackwell Business Publishers

ARGYRIS, C. & SCHON, D.A. (1981) Organizational Learning, Addison-Wesley, Reading, MA.

ASTLEY, W.G., ZAMMUTO, R.F., (1992) 'Organization science, managers, and language games'. In: Organization Science 3/4: pp. 443-460

AKANDE, A. (1993) The Glass Ceiling: Women and Mentoring in Management and Business, Equal Opportunities International, Volume 12, Number 4, pp. 14-21

ALRED, G., GARVEY, R., (1996) Approaching Mentoring: Becoming a semi-god, In: European Mentoring Centre Conference Proceedings, EMC, Bucks. pp. 12-19

ALRED, G., GARVEY, R., SMITH, R. (1996) Mentoring: A key element of strategic human resource development within the Information Technology Service Agency, Durham University Business School, Report.

ANTAL A.B. (1993) Odysseus' Legacy to Management Development: Mentoring European Management Journal Vol.11 No. 4 Dec. pp448 - 454

ATKINSON, J. (1984) Manpower Strategies for Flexible Organisations.in Personnel Management Aug.

BACON, F. (Undated publication) Essays or Counsels Civil and Moral Blackie and Son Limited London

BARNETT, R. (1994), The Limits of Competence (Open University Press & SRHE)

BECK, U. (1992), Risk Society: towards a new modernity Sage.

BENNETTS, C. (1995) Interpersonal Aspects of Informal Mentor/Learner Relationships: A Research Perspective, Paper in proceedings at the European Mentoring Centre Conference,

BENNETTS, C. (1996) Mentor/ Learner Relationships - A research Perspective, Making it Happen, South West Conference 19 & 20 January, The Grand Hotel, Torquay.

BENNIS, W. and NANUS, B. (1985) Leaders: The Strategies for Taking Charge, Harper & Row, New York In: CAMPBELL, A. and YEUNG, S., (1991) Brief Case: Mission, Vision and Strategic Intent, In: Long Range Planning, Vol. 24 No. 4 pp. 145-147

BENNIS, W. (1966) "The coming death of bureacracy", Think Magazine, November.

BERNE, E. (1964) The Games People Play, Ballantine Books inc. New York.

BERNSTEIN, B.(1971) On the Classification and Framing of Educational Knowledge In:Knowledge and Control: New Directions for the Sociology of Education pp. 47-69 Ed. Young, M.F.D. Open University, Collier-MacMillan, London.

BETTIS, R.A. & PRAHALAD, C.K. (1995) The Dominant Logic: Retrospective and Extension, In: Strategic Management Journal, Vol. 16, 5-14

BLACK, M. 'More about Metaphor,' In: ORTONY, A. (Ed.) Metaphor and thought, pp.19-41, Cambridge, Cambridge University Press.

BLAKE, R.R. and Mouton, J.S. (1964) The Managerial Grid, Gulf Publishing Co. Houston, Texas In:EVERARD, K.B. and MORRIS, G.(1988 reprint) Effective School Management Paul Chapman Publishing, Bury St. Edmunds, UK.

BLOCH, S. (1995) Coaching Tomorrow's Top Managers In: Executive Development Vol.8 No.5 pp.20-22 MCB University Press, Leeds.

BOISOT, M., (1995), Information Space: A Framework for Learning in Organizations, Institutions and Culture, Routledge, London.

BOISOT, M., LEMMON, T., GRIFFITHS, D. & MOLE, V. (1996) Spinning a good yarn: the identification of core competencies at Courtaulds, International Journal of Technology Management. Speical Issue on the 5th International Forum on Technology Management. Vol. 11./ Nos. 3/4 pp 425-440

BOLLES R.N. (1972) What Color is your Parachute? California: Ten Speed Press

BORDWIN, M. (1994), "Containing cupid's arrow", In:Small Business Reports, Vol.19 No.7, pp.53-58.

BOWEN, D.D. (1985) Were Men Meant to Mentor Women? Training and Development Journal, Vol.36 February pp. 30-34

BRIGLEY, S. (1995) Walking the Tightrope: a survey of ethics in management In: Executive Development Vol.8 No.5 pp32-35 MCB University Press, Leeds.

BROAD, M.L. & NEWSTOM, J.W. (1992) Transfer of training. Action-packed strategies to ensure high payoff from training investments. Reading, Mass: Addison-Wesley Publishing Company, Inc.

BROWN,C.D. (1993) "Male/Female mentoring: turning potential risks into rewards", IEEE Transactions on Professional Communication, Vol.36 No. 4, pp.197-201

BROWN, R.H. (1977) A poet for sociology, Cambridge, Cambridge University Press.

BRUNER, J. (1985) Vygotsky: a historical and conceptual perspective. In: WERTSCH, J.V. Culture, Communication and Cognition: Vygotskian perspectives, Cambridge University Press, Cambridge, London and N.Y

BRUNER, J. (1990) Acts of Meaning. Harvard University Press,USA

BUBER, M. (1958) "Teaching and Deed", In: W.Herberg (ed.) The Writings of Martin Buber, Meridian Books, USA.

Bureau of National Affairs (1988), Corporate Affairs: Nepotism, Office Romance, and Sexual Harassment, Washington, DC.

BURKE, R.J. (1984), "Mentors in organizations", In: Group Organization Studies, Vol9, pp.353-372.

BURKE, R.J., McKeen,C.A. & McKenna, C.S. (1990), "Sex differences and cross-sex effects on mentoring: some preliminary data.", Psychological Reports, Vol.67, pp. 1011-23.

CARDEN, A. (1990) Mentoring and Adult Career Development. In The Counselling Psychologist, Vol. 18 No. 2 April pp 275-299

CARR, W. 1995, For Education: Towards Critical Educational Inquiry, Buckingham, Open University Press.

CARMIN, C.N. (1988), 'Issues in research on mentoring: definitional and methodological', International Journal of Mentoring 2.2, pp. 9 - 13.

CARRUTHERS, J. (1993), The Principles and Practice of Mentoring, in: B.Caldwell and E.Carter (eds), The Return of the Mentor, Falmer

CASSIRER, E. Language and Myth, Harper, New York.

CAULKIN, S. (1995)The Measure Principal In:The Observer, Sunday 30th July

CAULKIN, S. (1997) League tables? A restaurant guide is a lot more use In: The Observer, Sunday 6th April

CAULKIN, S. (1998) How that pat on the head can mean money in the bank In: The Observer, Sunday 19th April

CHAO, G.T. & O'Leary, A.M. (1990) "How others see same and cross-gender mentoring", Mentoring International, pp3-12

CHEN, M.C. (1997) The Corporate Curriculum at Calsonic Exhaust Systems MBA Dissertation, Durham University Business School.

CLAWSON, J.G. & KRAM,K.E. (1984) "Managing cross-gender mentoring," Business Horizons, May-June, pp.22-32.

CLAWSON, J.G. (1980) "Mentoring in managerial careers", In: DERR, C.B. (Ed.) Work , family and career, Praeger, New York, pp. 144-165

CLAWSON, J.G. (1985) Is Mentoring Necessary? Training and Development Journal April pp.36-39

CLAWSON, J.G., (1996) "Mentoring in the Information Age" In: Leadership and Organization Development Journal, Vol. 17. No 3 pp. 6-15

CLUTTERBUCK, D.(1980) Driving Women to the Top. in International Management Nov. pp31,33-34

CLUTTERBUCK, D.(1982) How much does career success depend upon a helping hand from above. in International Management Apr. pp17-19

CLUTTERBUCK, D.(1986) Mentoring Overview. in Industrial and Commercial Training Nov./Dec.Vol. 18 No 6 pp 13-14

CLUTTERBUCK, D.(1987) Businesswomen Present and Future. Macmillan

CLUTTERBUCK D. (1990) Makers of Management. Macmillan

CLUTTERBUCK, D. (1992) Everyone Needs a Mentor . IPM Reprint

CLUTTERBUCK, D. (1993) Mentoring of Top Managers in Oxford Regional Health Authority Oxford Regional Health Authority/European Mentoring Centre

COLLIN, A. (1979) Notes on Some Typologies of Managerial Development and the Role of Mentor in the process of Adaptation of the Individual to the Organisation Personnel Review Vol.8 No. 4 Autumn

COLLIN, A. (1986) "The role of the Mentor in the Experience of Change", in: Mentoring: Aid to Excellence in Career, Business and the Professions. Proceedings of the First International Conference on Mentoring, Vol.11, W.A. Gray and A.M. Gray, (eds.) International Association for Mentoring, Canada.

COLLINS, E.G.C. ed. (1978) Everyone who makes it has a mentor: interviews with FJ Lunding, GL Clements DS Perkins in Harvard Business Review July-August pp.89-101

COLWILL N.I.(1983) Woman and Proteges Women, and Men Business Quarterly Summer pp. 19-21

CONNOR, M. (1994) Counsellor Training: An Integrated Approach (Kogan Page)

DALOZ, L.A.,(1986) Effective Teaching and Mentoring Jossey Bass

DARLING, L.A.W. (1984) Mentor Types and Life Cycles, The Journal of Nursing Administration, November, pp 43-44

DE BONO, E., (1991) I Am Right - You Are Wrong, Penguin Books, Harmondsworth, Middx. UK

DE LA MOTHE-FENELON, F.S. The Adventures of Telemachus Vols 1 &2 Trans. Hawkesworth, J. Union Printing Office, St. John's Square, London 1808

DE LA MOTHE-FENELON, F.S.,(1835) Oeuvres de Fenelon, Vol.III, in:RILEY, P. (1994) Fenelon - Telemachus Cambridge University Press

DENZIN, N.K., & LINCOLN, Y.S., (1994) Handbook of Qualitative Research, Sage Publications, USA.

DEWEY, J. (1958) Experience and Nature Dover Publications, New York

DIXON, L (1996) 'The value of mentorship within a competency based approach to management development' MBA Dissertation, Durham, UK.

DIXON, P. (1995) Releasing Middle Management Potential: Part 1 In: Executive Development Vol.8 No.5 pp 23-25 MCB University Press, Leeds.

DODGSON, M. (1993) Learning, Trust and Technological Collaboration In: Human Relations Vol. 46 No1 pp77 -95

DRUCKER P.F. (1985) Innovation and Entrepreneurship William Heinemann Ltd

DRUCKER, P.F (1992) Managing For The Future Butterworth-Heinemann Ltd.

DUNNE, J. (1993), Back to the Rough Ground: 'phronesis' and 'techne' in modern philosophy and in Aristotle (University of Notre Dame Press)

DURKHEIM, E. (1973) On Morality and Society. Selected Writings Ed. BELLAH R. University of Chicago Press, Chicago

EGAN, G., (1993) Adding Value: A Systematic Guide to Business-Driven Management and Leadership, Jossey Bass

EGAN, G., (1993) The Shadow Side In: Management Today September 1993 pp33-38

EGAN, G., (1994) The Skilled Helper: a problem management approach to helping, Brooks & Cole, Pacific Grove, California

EISENHARDT, K.M. (1989) "Building theories from case study research," In: Academy of Management Review, 14(4) pp.532-550

ELIOT, G. (First pub.1906, This edition 1994) Adam Bede, Everyman, Orion Publishing Group, London.

ELLIOTT, J. (1991) Action research for educational change. In: Handbook of Qualitative Research, Denzin, N,K. & Lincoln, Y.S. Sage, USA

ERIKSON, E. (first pub.1950) Childhood and Society Penguin Books Ltd. Harmondsworth, Middx

EVERARD K.B. MORRIS G. (1986) Effective School Management Paul Chapman Ltd.

EZZAMEL, M., LILLEY, S., WILMOTT, H. (1993) 'Be wary of new waves', In: Management Today, October, pp.99-102.

FAGENSON, E.A. (1989), "The mentor advantage: perceived career/job experience of proteges vs. Non-proteges", In: Journal of Organizational Behaviour, Vol.10 No.4 pp. 309-320.

FREIRE, P.(1972a,) Cutural Action for Freedom. Harmondsworth, England: Penguin Books.

FREIRE, P. (1972b) The Pedagogy of the Oppressed. Harmondsworth, England: Penguin Books.

FREIRE, P. (1974) Education for Critical Consciouness. London: Sheed and Ward.

FIELD, R. (1996) Key Note Speaker at the European Mentoring Centre Conference, November, London.

FLETCHER, S. (1995) Motivation and Mentoring Research Paper presented at the European Educational Research Conference September, University of Bath.

FORD, R.C. and McLaughlin, F.S. (1987), "Should Cupid come to the workplace? An ASPA survey", In: Personnel Administrator, Vol.32, No. 10, pp.100-110.

FUKUYAMA, F. (1995) Trust: The Social Virtues and the Creation of Prosperity, Hamish Hamilton, London.

GARAVAN, T., (1997) "The Learning Organization: a review and evaluation" in: The Learning Organization, Vol. 4, No. 1 MCB Press, Leeds.

GARVEY, B.(1994) "Ancient Greece, MBAs, the Health Service and Georg", Education + Training, Vol. 36 No. 2, pp 18-26

GARVEY, B., "A Dose of Mentoring", Education + Training, Vol. 36 No. 4 1994 pp 18-26

GARVEY. B. (1994) Mentoring, the Heart of the Vision in Opleiders in Organisaties, Capita Selecta, Mentoring en coaching, Kluwer Bedrijfswetenschapen, Amstelveen, Netherlands.

GARVEY, B.(1995) "Healthy Signs for Mentoring", Education and Training, Vol.37 No.5 pp 12-19

GARVEY, B.(1995) "Let the Actions match the Words" pp 111-123 in Mentoring in Action Ed. Clutterbuck. D & Megginson D. Kogan Page.

GARVEY, B., (1995) "Peer Mentoring, Supported by a Consultant: Jane Smith with John Jones" pp 175-188 in Mentoring in Action Ed. Clutterbuck, D. & Megginson, D. Kogan Page

GARVEY, B., (1997a) "What's in it for me?" in The Learning Organization Vol.4 No. 1 MCB University Press, Leeds pp 3-9

GARVEY, B. (1997b), The Corporate Curriculum as a Vehicle for Knowledge Productivity and the Enhancement of Organizations' Strategic Capability, Proposal to Calsonic.

GARVEY, B., ALRED, G., SMITH, R.,(1996) "First Person Mentoring" in: Career Development International Vol. No. pp 10-14

GAY, B., (1994) What is Mentoring? In: Education & Training, Vol.36 No.5, pp4-7

GEERTZ, C. et al (1971) Myth, Symbol & Culture. W.W. Norton & Company Inc. New York

GLADSTONE M.S.(1988) Mentoring: A Strategy for Learning in a Rapidly Changing Society Research Document CEGEP John Abbott College Quebec

GLASER, B.G. & STRAUSS, A.L., (1967) The Discovery of Grounded Theory, Aldine, Chicago, IL.

GIBB, S., (1994,a) 'Inside Corporate Mentoring Schemes: The Development of a Conceptual Framework' In: Personnel Review, Vol.23 No.3, pp.47-60 MCB University Press, Leeds.

GIBB, S., (1994) The Liberation of Mentoring: A Conceptual Framework for Reading Diversity in Formal, Organised Mentoring, Conference Papers, Sheffield Business School & European Mentoring Centre, Sheffield

GOLEMAN, D. (1996) Emotional Intelligence, Bloomsbury Publishing Plc. London

GROOT, W. (1993) Het rendement van bedrijfsopleidingen. In: KESSELS, J. W.M. (1996) Corporate education: The ambivalent perspective of knowledge productivity Centre for Education and Instruction, Leiden University.

GUTEK, B.A., (1985), Sex and the Workplace, Jossey-Bass, San Francisco, CA.

HALE, N. (1990) The Older Worker, Jossey Bass

HALL, R. (1994) A Framework for Identifying the Intangible Sources of Sustainable Competitive Advantage The Strategic Management Society, John Wiley & Sons Ltd. UK.

HALL, R. (1996) Inaugural lecture : 'Managing Capabilities and Knowledge in Supply Chains', University of Durham.

HABERMAS, J. (1974), Theory and Practice (Heinemann) (first published in 1971 as Theorie und Praxis)

HAMEL, G. and PRAHALAD,C.K. (1991) Corporate Imagination and Expeditionary Marketing Harvard Business Review July- August 1991

HAMEL, G. and PRAHALAD, C.K.(1989) Strategic Intent Harvard Business Review May-June pp. 1-14

HAMSUN, K.(1975) The Wanderer -Under the Autumn Star and On Muted Strings Picador, Pan Books, London

HANDY, C. (Reprinted, 1986) Understanding Organisations, Penguin Books, Harmondsworth, Middlesex, UK.

HANDY, C. (1990) The Age of Unreason Arrow Books Ltd. Reading, Berkshire, UK.

HANSON, J. (1995) Prostitutes as Adult Educators: Educational Programmes in the New Zealand Sex Industry, Paper presented at the International Conference of Educating the Adult Educator: Role of the University Canmore, Alberta, Canada, May 15th - 17th.

HARRISON, R. (1972) 'How to describe your organisation'. Harvard Business Review, Sept/Oct.

HARRISON, R. (1997) Employee Development, IPD, London, UK

HARQUAIL, C.V. BLAKE, S. D. (1993) UnMasc-ing Mentor and Reclaiming Athena: Insights for Mentoring in Heterogeneous Organizations Standing Conference on Organizational Symbolism, Collbato, Barcelona, Spain Paper 8

HEISENBERG, W. (1971) Physics and Beyond. Harper & Row, New York.

HESSE, H.(first pub.1958, this edition 1995) Demian, Picador, London.

HESSE, H.(first pub.1954, this edition 1991) Siddhartha, Picador, London.

HILLAGE, J. MORALEE, J. (1996) The Return on Investors, The Institute for Employment Studies Report 314

HOLLOWAY, A. & WHYTE, C.(1994) Mentoring: The Definitive Workbook, Development Processes (Publications) Ltd. Manchester, UK.

HONEY. P. & MUMFORD A.(1986) The Manual of Learning Styles 2nd Ed. Maidenhead, Peter Honey.

HOSSACK, R. (1993), "Male executives: challenged by a gender bind", In: CMA - The Management Accounting Magazine, Vol.67 No.5 pp. 5-6.

HUNT, D.M, Michael C.(1983) Mentorship: A Career Training and Development Tool. in Academy of Management Review Vol.8 No.3 pp 475-85

HUNT, D.M, Michael C.(1983) Mentorship: A Career Training and Development Tool. in Academy of Management Review Vol.26 No.4 pg 608

HURLEY, A.E. & FAGENSON-ELAND, E.A., (1996) "Challenges in cross-gender mentoring relationships: pschological intimacy, myths, rumours, innuendoes and sexual harassment", in Leadership & Organization Development Journal, Vol.17 No.3 pp42-49, MCB University Press.

HUTTON, W (1995) The State We're In, Vintage, Jonathan Cape, London

HUTTON, W. (1997) The State to Come, Vintage, London

JACOBS, J. (1992) Systems of Survival. Hodder & Stoughton, Sevenoaks, Kent

JACKSON, N. and Wilmott, H. (1987) 'Beyond epistemology and reflective conversation: Towards human relations.' In: Human Relations 40/6: pp. 361-380

JARVIS, P. (1992) Paradoxes of Learning - on becoming an individual in society, Jossey Bass Higher Education Series, San Francisco.

JESSUP, G., (1991) Outcomes: NVQs and the Emerging Model of Education and Training, Falmer.

JUNG, C.J.(1958) Psyche and Symbol, Doubleday, New York.

KEGAN, R. (1982) The Evolving Self: Problem and Process in Human Development Harvard University Press, Cambridge, Mass.

KESSELS, J. W.M. (1996) Corporate education: The ambivalent perspective of knowledge productivity Centre for Education and Instruction, Leiden University.

KESSELS, J.W.M. (1996a) "Knowledge Productivity and the Corporate Curriculum", In: Knowledge Management: Organization, Competence and Methodology, The proceedings of the Fourth International ISMICK Symposium, 21-22 October, Rotterdam, the Netherlands.

KLAUSS, R. (1981) Formalized mentor relationships for management and public development programs in federal government, In: Public Administration Quarterly, Huly, pp. 489-496.

KOLB, D.A, (1984) Experiental Learning Prentice Hall Englewood Cliffs, New Jersey

KRAM, K.E. (1982) Interviewed in CLUTTERBUCK, D. (1982) How much does career success depend upon a helping hand from above . in International Management Apr. pp.17-19

KRAM, KE (1983) Phases of the Mentor Relationship, In: Academy of Management Journal Vol.26 No 4 pp608-625

KRAM, K.E.(1985) Improving the Mentoring Process In: Training and Development Journal April pgs 40-42

KRAM, K.E. (1996) Commentary, Leadership and Organisational Development Journal, No.17/3 MCB Press, Leeds pp 4-5

LAKOFF, G. and JOHNSON, M. (1980) Metaphors we live by, Chicago: University of Chicago Press.

LANDAU, E. (1993), Sexual Harassment, Walker and Company, New York, NY.

LASH, S. & URRY, J. (1987) The End of Organised Capitalism Cambridge, Polity Press. UK

LASSWELL, H. (1948) In: McQuail, D. & Wirdahl,S. (1993) Communication Models Second Edition, Longman.

LATTIMORE, R. (1965) The Odyssey of Homer, New York: Harper Perennial

LAVE, J. & WENGER, E. (1991), Situated Learning : legitimate peripheral participation Cambridge University Press

LEAN, E. (1983) Cross-Gender mentoring: Downright Upright and Good for Productivity Training and Development Journal May 1993 pp.61-65

LEE, R. (1996), "The Pay-Forward View of Training", People Management, 8 Feb.

LEVINSON, D. (1978) The Seasons of a Man's Life New York, Alfred Knopf

LEWIN, K. (1951) Field Theory in Social Sciences, Harper Row, New york

LEWIS, I. MUNN, P.(1987) So You Want To Do Research? The Scottish Council for Research in Education

LOBEL, S.A., QUINN,R.E., St CLAIR, L. and WARFIELD, A. (1994) "Love without sex: the impact of psychological intimacy between men and women at work", In: Organizational Dynamics, Vol.23 No.1. pp. 5-16

MACCOBY,E.E. & JACKLIN, C.N. (1974) The Psychology of Sex Differences, Stanford University Press, Stanford, CA.

MAINIERO, L.A. (1989) Office Romance, Rawson Associates, New York, NY.

MARCIC, D. (1995) Challenges and Opportunities of Teaching Management in a Post Socialist Society In: Executive Development Vol.8 No.5 pp26-31 MCB University Press, Leeds.

McCLELLAND, D. & BURNHAM, D. (1976) "Power Is the Great Motivator" Havard Business Review, Vol.54 (2), pp.100-110. In: VROOM, V.H., and DECI, E.L. (First published 1970), Management and Motivation, Penguin Books, Harmondsworth, UK.

McCOURT, W. (1997) 'Discussion Note: using Metaphors to Understand and tp Change Organizations: A Critique of gareth Morgan's Approach', In:Organization Studies 18/3 pp. 511-522

McGREGOR, D. (1960) The Human Side of Enterprise, New York: McGraw-Hill.

MISSIRIAN A.K. (1982) The Corporate Connection New Jersey: Prentice Hall,

MOLE, V., GRIFFITHS, D., BOISOT, M.(1996) Theory and Practice: An exploration of the concept of core competence in BP Exploration and Courtaulds, British Academy of Management Conference, September.

MONKS, J. 'Flexible Working' In: Business Link Yorkshire Edition Haychart Ltd. Jan 1994

MORGAN, G. (1986) Images of organization, London, Sage.

MOUSTAKAS, C. (1990) Heuristic Research: Design, methodology, and applications, Newbury Park, CA: Sage

MOUSTAKAS, C. (1994) Phenomenological Research Methods, California: Sage

MUMFORD, A.(1985) What's New in Management Development. Personnel Management May pp 30-32

MURRAY, M. and OWEN, M.A., (1991) Beyond the Myths and Magic of Mentoring, Jossey Bass, San Francisco, CA. In: Gay, B.(1994) "What is Mentoring?" Education and Training, Vol. 36, No. 5. pp. 4-7.

NOE, R.A., (1988) "Women and mentoring: a review and research agenda", Academy of Management Review, Vol.13 No.1 pp.65-79

NONAKA, I. (1991) The Knowledge Creating Company, Harvard Business Review, Nov-Dec pp 96-104

NIEVA, V.F. and GITEK, B.A., (1981) Women and Work: A Psychological Perspective, Praeger, New York, NY.

NIXON, J. (Ed) 1981 A Teachers Guide to Action Research Grant McIntyre

O'BRIEN, J. (1995) Mentoring as a Change Agency - A Psychodynamic Approach. In: Counselling, February pp51-54

OSTROFF, C. and KOZLOWSKI, S.W.J. (1993)" The role of mentoring in the information gathering processes of newcomers during early organizational socialization". In: Journal of Vocational Behaviour, 42, pp. 170-183.

PARKER, D. & STACEY, R.D., (1994) Chaos management and economics, IEA Hobart Paper 125, Institute of Economic Affairs, London.

PEDLER, M., BURGOYNE, J. and BOYDELL,T., (1991) The Learning Company - A strategy for Sustainable Development McGraw Hill

PERRY, W.G. (1968) Forms of Intellectual and Ethical Development in the College Years: A Scheme. New York, Holt, Rinehart & Winston

PETERS, T.J. & WATERMAN, R.H. (1992) In Search of Excellence Harper and Row, New York

PHILLIPS-JONES L.(1982) Mentors & Protégés New York: Arbor House

PHILLIPS, N. (1995) 'Telling Organizational Tales: On the Role of Narrative Fiction in the Study of Organizations,' In: Organization Studies, 16/4 pp.625-649

PIAGET, J.(1970) Genetic Epistemology, NY, Columbia University Press

PINCHOT, G. and PINCHOT, E. (1994), The End of Bureaucracy and the Rise of the Intelligent Organization, Berrett-Koehler, San Fransisco, CA.

POLANYI, M. (1958) Personal Knowledge: Towards a Post-critical Philosophy, Routledge and Kegan Paul, London

PORTER, M.E. (1980) Competitive Strategy: Techniques for Analyzing Industries and Competitors. Macmillan Free Press, New York.

PORTER, M.E. (1985) Competitive Advantage: Creating and Sustaining Superior Performance, Macmillan Free Press, New York.

POWELL, G.N. (1986) "Effects of sex role identity and sex on definitions of sexual harassment", In: Sex Roles, Vol.14, pp. 9-19

PRAHALAD, C.K. & HAMEL, G. (1990), "The Core Competence of the Corporation", Harvard Business Review, May-Jun, pp. 79-91.

PUDER-YORK, M. (1992) In:CLUTTERBUCK, D. (1992) Everyone Needs a Mentor IPM Reprint,

RAGINS, B.R. (1989) "Barriers to mentoring: the female manager's dilemma", Human Relations, Vol. 42, No.1 pp. 1-23.

RAGINS, B.R. (1994) "Gender and mentoring: a research agenda", presented at the 40th annual meeting of the Southeastern Psychological Association, New Orleans, LA, April

RAGINS, B. R. & COTTON, J.L.(1991) "Easier said than done: gender differences in perceived barriers to gaining a mentor", Academy of Management Journal, Vol.34 No.4 pp.939-52

RAGINS, B. R. & COTTON, J.L.(1996) "Jumping the hurdles: barriers to mentoring for women in organizations". In: Leadership & Organization Devlopment Journal No.17 Issue No.3 pp37-41 MCB University Press.

RAGINS, B.R. and SCANDURA, T. (1994) "Gender differences in expected outcomes of mentoring relationships." In: Academy of Management Journal, 37, pp. 957-971.

RANSON, S. (1992), 'Towards the learning society', Educational Management and Administration 20.2

REASON, P. (1988) Human Inquiry in Action, sage Publications, London

REASON, P.(Ed.) (1994) Participation in Human Inquiry. London: Sage.

REASON, P. and ROWAN, J. (eds) (1981), Human Inquiry: a sourcebook of new paradigm research (Wiley)

REED, M. (1990) 'From paradigms to images: The paradigm warrior turns post-modernist guru'. In: Personnel Review 19/3: pp. 35-40

REED, M. & HARVEY, D.L. (1992) 'The New Science and the Old: Complexity and Realism' in: Social Sciences Journal of the Theory of Social Science Behaviour 22:4 pp 353-380

REDDIN W.J.(1971) Managerial Effectiveness New York, McGraw-Hill

REICH, M.H. (1986) "The mentor connection", Personnel, Vol.63 No.2 pp.265-76

REYNOLDS, L., (1993, "New Congress will tackle women's issues", In: HR Focus, Vol.70 No.2, pp. 1-3.

RILEY, P. (1994) <u>Fenelon - Telemachus</u> Cambridge University Press

ROGERS, C. (1961) <u>A Therapists View of Psychotherapy: On Becoming a Person,</u> Constable and Company, London.

ROGERS, C.R.(1969) <u>Freedom to Learn</u> Columbus, Ohio: Charles E. Merrill Publishing Co.

ROGERS, R.W.(1995) The Psychological Contract of Trust In: <u>Executive Development</u> Vol.8 No.1 Parts 1 pp.15-19 MCB University Press, Leeds.

ROMMETVEIT, R. (1985) Language acquistition as increasing linguistic structuring of experience and symbolic behaviour control. In: <u>Culture, Communication and Cognition:</u> <u>Vygotskian Perspectives</u> Ed. Wertsch, J. V., Cambridge University Press, New York, USA.

SCHON, D.A., (1983) <u>The Reflective Practitioner.</u> New York: Basic Books.

SCHON, D.A., (1987) <u>Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the PRofession,</u> Jossey-Bass, San Francisco, CA

SCHUTZ, A. (1945). On Multiple realities. *Philosophical and Phenomenological Research*, 5, 533-576 In: In: <u>Culture, Communication and Cognition: Vygotskian Perspectives</u> Ed. Wertsch, J. V., Cambridge University Press, New York, USA.

SENGE, P.M. (1992) <u>The Fifth Discipline,</u> Century Business, Chatham, Kent, UK.

SHAPIRO, E.C., HASELTINE, F.P. & ROWE, M.P. (1978), " Moving up: role models and the patron system", <u>Sloan Management Review,</u> Vol.19, pp.51-8

SHAW T.E.(1932) <u>The Odyssey of Homer</u> English Translation OUP

SHEEHY, G. (1974) <u>Passages: Predictable Crises of Adult Life.</u> New York: E.P. Dotton Inc.,

SIMMEL, G. (1950) <u>The Sociology of Georg Simmel</u> Ed. K. H. Wolff Free Press Paperback

SKOMILOSKI, H. (1992) Living Philosophy: Eco-philosophy as a tree of life. London: Arkana.

SMAIL, D. (1980), Learning in Psychotherapy, in: Phillida Salmon (ed.), <u>Coming to Know</u> (Routledge)

SMITH, F. (1982) Understanding Reading, CBS College Publishing, New York

SMITH, R. (1997) Practical Judgement In: The proceedings of the first joint seminar on Knowledge Productivity: Concepts and Issues, Leiden University, Nov 20-22.

STARKEY, K. (Ed.) (1996) How Organizations Learn, International Thomson Business Press, UK

STACEY, R.D. (1995) The Science of Complexity: An Alternative Perspective for Strategic Change Processes, In: Strategic Management Journal, Vol.16, pp.477-495

STOREY, J. (1992) Developments in the Management of Human Resources. Oxford: Blackwell.

SYRETT, M. & LAMMIMAN, J. (1997) From Leanness to Fitness: Developing Corporate Muscle. IPD, Wiltshire, UK

TANDON, R. (1989) Participatory research and social transformation In:DENZIN, N.K., &
LINCOLN, Y.S., (1994) Handbook of Qualitative Research, Sage Publications, USA.

TANNENBAUM, R. And SCHMIDT, W.H. (1973) "How to choose a Leadership pattern', In: Harvard Business Review, 36, pp.95-101

TAYLOR, F.W. (1911) The principles of scientific management In: Scientific Management, Harper, 1947 pp. 36-122 .

THATCHER, M. (1986) Verbal reference, Televison Interview, January 6

THATCHER, M. (1987) Women's Own Magazine 30 October

TINKER, T. (1986) 'Metaphor or reification: Are radical humanists really libertarian anarchists?' In: Journal of Management Studies, 23/4: pp. 363-384

TOFFLER, A. (1970), Future Shock The Bodley Head

TORRANCE, E.P. (1984) Mentor Relationships: How they Aid Creative Achievement, Endure, Change and Die, Bearly Ltd. Buffalo, New York

TRIANDIS, H.C. (1989) The self and social behaviour in differing social contexts. In: Psychological Review, 96, pp. 506-520.

TRIANDIS, H.C., BONTEMPO, R., VILLAREAL, M.J., ASAI, M., & LUCCA, N. (1988) Individualism and collectivism: Cross-cultural perspectives on self-ingroup relationships. In: Journal of Personality and Social Psychology, 54, pp. 323-338.

VERTZ, L.L., (1985),"Women, occupational advancement, and mentoring: an anlaysis of on epublic organization", In: Public Administration Review, Vol.45. No3, pp 415-423.

VON KROGH, G., ROOS, J., SLOCUM, K., (1994) An Essay on Corportae Epistemology in: Strategic Management Journal, Vol. 15, 53-71, John Wiley & Sons Ltd.

VYGOTSKY, L.S. (1985a) In: WERTSCH, J.V. Vygotsky and the Social Formation of Mind, Harvard University Press, Cambridge, Massachusetts and London, England

VYGOTSKY, L.S. (1985b) In: WERTSCH, J.V. Culture, Communication and Cognition: Vygotskian perspectives, Cambridge University Press, Cambridge, London and N.Y

VYGOTSKY, L.S. (1978) Mind in society: the development of higher psychological processes Ed. M. Cole et.al. Cambridge: Harvard University Press.

VYGOTSKY, L.S. (1981) The genesis of higher mental functions, In: J. Wertsch (Ed.) The concept of activity in Soviet psychology, Armonk, N.Y.:

WALSH, S. (1985),"Hushing up harassment?", Washington Post, 9 April, p.H1.

WELLIN, M. (1993) Delivering the Goods on Customer Care In: Personnel Management, March, pp. 34-37

WHYTE, W. F. (1991) Social Theory for Action: How Individuals and Organizations Learn to Change. Sage, Newbury Park, CA.

WICKENS, P. (1987) The Road to Nissan: Flexibility, Quality and Teamwork. Basingstoke: Macmillan.

WILSON, J.A., & ELMAN, N.S. (1990) 'Orgaizational benefits of mentoring'. In: Academy of Management Executive, 4(4), pp. 88-94.

WOMACK, J., (1996) 'The psychology of lean production', Applied Psychology: An International Review. pp. 119-152 In: SYRETT, M. & LAMMIMAN, J.(1997) From Leanness to Fitness: Developing corporate muscle. IPD, London.

WOOD, A.W. (1970) Kant's Moral Religion, Cornell University Press, Ithaca, New York.

YIN, R.K. (1984) Case Study Research, Sage, Beverly Hills, CA.

ZEY. M.G. (re-print1993) The Mentor Connection Transaction Publishers New Brunswick U.S.A. and London U.K.

ZEY, M.G. (1989) Building a Successful Formal Mentor Program Mentoring International Vol.3 No.1 Winter Vancouver Canada pp. 48-51

Appendices

MEMO TO All Non Health Service Part-time MBA and Full-time MBA Students
FROM: Bob Garvey (DUBS)

MENTOR SYSTEM SURVEY

The purpose of this questionnaire is to gain an idea of how widespread Mentoring is, why it is used and how effective it is.

The notion of Mentoring as a vehicle for human development has been around for centuries. However, as a formal process it is gaining momentum in the business world as the process offers and effective vehicle for HR development.

You may have come across Mentoring before but it may have been called something else. Typical examples are:-

> Buddy System
> Tutorage
> Internal Sponsorship
> 1to1 Development Discussions

I would be really grateful if you could spare a LITTLE TIME to complete the questionnaire. If you answer NO question 4 there is no more to be done! If you answer YES to question 4, the rest of the questionnaire will take no more than 5 MINUTES to complete.

Please return completed questionnaires to me, BOB GARVEY at the Business School either by post or by putting it in my pigeon hole the next time you come to the Business School.

Thanks a lot.

1. Please name your employer or your last employer...

2. To which sector does the organisation belong? (Please Tick)

'Light' Engineering	[ ]
'Heavy' Engineering	[ ]
Financial Services	[.]
Education	[ ]
Local Gov.	[ ]
Government	[ ]
Chemicals	[ ]
Pharmaceuticals	[ ]
Manufacturing	[ ]
Other (Please specify)	

3. Would you describe this organisation as any of the following ? (Feel free to tick   more

than 1 if appropriate)

People Focused	[ ]
Task Focused	[ ]
Learning Organisation	[ ]
Training Organisation	[ ]
Customer Focused	[ ]
Changing	[ ]
Growing	[ ]
Declining	[ ]
A Continuous Improvement Organisation	[ ]

4. Does the organisation have a 'Mentor' or similar 1 to 1 Development System?(Please Tick)

YES [ ]   NO [ ]   DON'T KNOW [ ]

IF NO or DON'T KNOW-------THANKS FOR YOUR TIME!

IF YES - Please continue.

5. What is the system called?...

6. What is the main purpose of the system?...
....

7. Is the system linked to a Development Programme? (Please Tick)
YES [ ]   NO [ ]

If YES.....Please answer 8 If NO go to 9

8. What is the focus of the Development Programme?

9. Were you involved in the system? (Please Tick)   YES [ ]   NO.[ ]

10. If YES------How were you involved?
....
....
....

11. Is the system evaluated?
YES [ ]   NO [ ]

If YES please answer 12 If NO go to 13

12. How is it evaluated?
....
....

....iii

....

13.   In your view, does the system work? (Please give reasons why)

....

....

....

....

....

14.   Are you aware of any problems with the system? (Please Specify)

....

....

....

....

15.   Any other relevant comments?

....

....

....

....

THANKS A LOT!

Bob Garvey

If you could spare a LITTLE TIME to complete this questionnaire, I will be eternally grateful! It will take about 5 MINUTES to do.

Please return the completed questionnaire to **BOB GARVEY** by putting it in the box at reception next time you come to **DUBS.**

If you would like to discuss this questionnaire or any aspect of mentoring, do give me a call on 0191 374 7327. There is a voice mail system on this number.

Thanks a lot.

Please give your name and contact phone number_____

1.   Your organisation's name_____

2.   To which sector does the organisation belong?   (Please Tick)

'Light' Engineering	[ ]
'Heavy' Engineering	[ ]
Financial Services	[ ]
Education	[ ]
Local Gov.	[ ]
Government	[ ]
Chemicals	[ ]
Pharmaceuticals	[ ]
Manufacturing	[ ]
Health Service	[ ]

Other (Please specify)

3.   How would you describe your organisation? (Feel free to tick more than 1 if appropriate)

People Focused	[ ]
Task Focused	[ ]
Learning Organisation	[ ]
Training Organisation	[ ]
Customer Focused	[ ]
Changing	[ ]
Growing	[ ]
Declining	[ ]
Turbulent	[ ]
Reactive	[ ]
Proactive	[ ]

A Continuous Improvement Organisation   [ ]

Other (Please specify)

4.   How would you describe the main style of management within your organisation?

                              Hierarchical   [ ]
                              Authoritarian   [ ]
                              Democratic   [ ]
                              Involving   [ ]
                              Co-operative   [ ]
                              Team based   [ ]
                              Empowering   [ ]
                              Other (please specify)

5.   Do people in your organisation take part in **informal** 1 to 1 development
activities?   YES [ ]   NO [ ]   DON'T KNOW [ ]

6.   Please briefly describe the form these activities take.

_____

_____

_____

7.   How common do you think these activities are in your organisation?

       1 = very common   4 = not common

           1 [ ]   2 [ ]   3 [ ]   4 [ ]

8.   Does your organisation have a **formal** mentor or similar 1 to 1 development
       system?   YES [ ]   NO [ ]   DON'T KNOW [ ]

9.   What is the system called?

_____

10.   What is the main purpose of the system?

_____

11.   Is your system linked to a Development Programme? (Please Tick)

       YES [ ]   NO [ ]   If YES.....Please answer 12 If NO go to 13

12.   What is the focus of the Development Programme?

_____
_____
_____
_____

13.   Please indicate how your organisation uses mentoring.

Induction	[ ]
Fast tracking	[ ]
General development	[ ]
Career change	[ ]
Support for promotion	[ ]
Redundancy	[ ]
Other (Please specify)	

14.   Is the system evaluated?   YES [ ]   NO [ ]

15.   If YES to 14 - How is it evaluated?

_____
_____
_____

16.   In your view, does the system work? (Please give reasons why)

_____
_____
_____

17.   Are you aware of any problems with the system? (Please Specify)

_____
_____
_____

18.   Any other relevant comments please?

_____
_____
_____
_____

Please return to the box at reception at DUBS.

THANKS!

HEALTH SERVICE MBA 1993/94(Northern and Yorkshire)

MENTORING SURVEY

As you probably know, I am currently researching your mentoring process. In order to more fully understand this process and to help others who follow you, I would be very grateful if you could complete this questionnaire. There are 28 questions and it will take about 10 minutes. Please return it to:

Bob Garvey
Lecturer
Durham University Business School
Mill Hill Lane
Durham City
DH1 3LB

by January 6th 1995 please!

Your responses will be treated as strictly confidential. The design of the form ensures that it is not possible to identify specific individual responses.

If you would like to discuss any questions or mentoring in general, do give me a call on 091 374 7327.

Thank you in anticipation.

<u>Mentee's Questionnaire</u>

1. Are you   Male   .   Female ? (Please tick)

2. Is your mentor   Male   Female ? (Please tick)

3. Please state your job title.

....
4. How many years Health Service experience have you?   ....yrs.

5. How many years employment experience have you **other** than Health
    Service?   ....yrs

6. Please tick the statement(s) that best reflect your experience.

	Type	No. of Years
Health Service Management		___
Commercial experience		___

Human Resource management experience ___
Other specialist experience ___
General management experience ___
Other (please specify) ___

7. How easy was it for you to find a mentor? (Please tick the number on the scale.)

Very Easy   Very Difficult
    1   2   3   4   5

8. From whom did you seek advice to help your choice of mentor?

_____

9. Did you have a clear view of the person you were looking for to be a mentor?

Yes   No

If yes, go to 10.
If no, go to 11.

10 What qualities did you see in your mentor, that influenced your choice? (Please tick all relevant)
greater experience in NHS management
greater experience in executive level management in general
greater experience in a functional area
political ability
a good listener
a different perspective
a practised counsellor, guide and coach
someone able to help you achieve your career ambitions
previous MBA experience
trust
other (please add)

11. Have you had a mentor before? (please tick) Yes   No
12. Have you been a mentor before? (please tick) Yes   No

13 How easy did you find it to establish a relationship of trust with your mentor? (please tick)
very easy
easy, with time
took an effort
took a lot of effort
very difficult
we did not succeed in doing so
other (please specify below)

11. How easy did you find it to set clear objectives for the relationship?

very easy
easy, with time
takes an effort
takes a lot of effort
very difficult
we did not succeed in doing so

12. Did you use the Learning Styles Questionnaire as part of your discussions? (please tick)

   Yes   No

If yes, please go to 13.
If no, please go to 14.

13. How did you use the Learning Styles Questionnaire? (you may tick more than one)
to help give a focus to the initial discussions
to help understand each other
to 'break' a difficult situation
to help build awareness of the learning cycle
to help keep the purpose of our meetings focused
other (please specify below)

14.Who took responsibility for managing the relationship? (please tick)
I did
I did at first, but mentor gradually took over
We shared responsibility from the start
The mentor did from the start
The mentor did at first, but I had to take over
other (please specify)

15. Which of the following roles or activities do you see as important for a mentor? On which did your mentor spend most time? (Please tick which ever apply)

	Important	Spend most time
* coaching		
* counselling		
* opening up your networks		
* helping you to access resources		
* "critical friend"		
* challenging assumptions		
* sounding board		
* confidant		
* standard-setter		
* role model		
* disciplinarian		
* giver of encouragement		
* listener		

*   drawing on your own experience
*   expert, adviser
*   other (please add)

16. What kind of topics came under discussion in your mentoring relationships? Please rank in order of frequency of occurrence i.e. 1 = high frequency, 10 = low frequency.

Frequency

* assignments   ____
* dissertations   ____
* time management issues   ____
* other MBA related topics   ____
* career issues   ____
* your current work problems   ____
* mentor's current work problems   ____
* planning learning opportunities   ____.
* rehearsing arguments for use elsewhere   ____
* personal/domestic issues   ____
* other (please add)   ____
                                            ____
                                            ____

17. What problems have you encountered in mentoring relationships? (please indicate degree of seriousness.)

           Serious   **Mild** **No problem**

* time pressures
* incompatibility with mentor
* dislocation (e.g. move of job location) .
* confidentiality
* achieving a focus for the relationship
* problems with the mentor's boss
* misunderstanding or resentment of other
   people outside the relationship
* mentor unwilling to put effort
   into the relationship/the learning process
* other (please add)

18. What in your view have been the main benefits for you from the mentoring process? (Please tick)

           V.Important   **Modest** **Not Important**

* faster learning of professional knowledge
* faster learning of functional skills
* faster learning of political skills
* faster career progress

* greater realism
* greater self-confidence
* enhanced ability to cope with new
  situations
* exposure to other levels of the
  organisation
* a general maturing
* other (please add)

19. What do you feel have been the main benefits for your mentor? Please indicate degree of importance.

	V.Important	Modest	Not Important
* peer recognition			
* satisfaction at seeing someone else grow			
* financial rewards			
* learning you have acquired in the process			
* someone (you) who can help him/her achieve their objectives			
* expansion of his/her networks			
* opportunity to view rising talent that he/she may wish to attract to their department			
* desire to do the MBA			
* other (please add)			

20. What support do you consider a mentor needs? (Please tick all relevant.)
* specific training in mentoring
* peer support
* opportunities to discuss mentoring with other mentors
* specific recognition for mentoring in your performance
  appraisal
* access to advice from more experienced mentors
* access to background materials on mentoring
* other (please add)

21. For the purposes of the MBA Programme should the mentoring relationship:
(Please tick)
* begin and end with the 2 years of the course
* begin before the course, to give both parties time to develop the relationship
* continue on a less formal basis for as long as is needed?
* other (please specify)

22.   a) During the course how regularly did you meet?   _____
       b) How long was each meeting? (please tick)

0-1 hour   1+ hour   2+ hours

     c) Roughly how many hours in total did you spend on the relationship over the
         2 years? (please tick)

5 or less   6-10   11-15   16-20   20-25   25+

     d) Where did you meet? (Please tick all appropriate)

your office   the mentor's office   neutral territory   other (please specify)

23. In this section there are 10 possible descriptions of your relationship with your mentor. Each dimension is briefly explained. Please tick the box which best fits your understanding of the relationship from **your** point of view **and from how you think your mentor** viewed things.

(1) In an **OPEN** relationship the two parties feel able to freely discuss any topic. There are no 'off-limits' subjects.
         Mentor's View   Mentee's View

OPEN

(2) In a **CLOSED** relationship specific items for discussion and an understanding that certain issues are not for debate.
         Mentor's View   Mentee's View

CLOSED

(3) A **FORMAL** dimension involves agreed appointments, venues and time scales. The members of the partnership in this dimension may establish ground rules of conduct.
         Mentor's View   Mentee's View

FORMAL

(4) An **INFORMAL** - The relationship is managed on a casual basis. There are unlikely to be ground rules. The parties may work in close proximity to each other as this tends to encourage a 'pop in anytime' foundation for the relationship.
         Mentor's View   Mentee's View

INFORMAL

(5) In an **ACTIVE** partnership both parties take action as a result of the mentoring discussions. This may take many forms from, in the case of a mentor, an intervention on the mentee's behalf or in the case of the mentee, a change in behaviour or activity.
         Mentor's View   Mentee's View

ACTIVE

(6) In a **PASSIVE** relationship there is little action taken by either party as a result of mentoring discussions. Contacts between the parties may also have lapsed. It is possible to have a mentoring partnership in which one party is Passive and the other Active.
         Mentor's View   Mentee's View

PASSIVE

(7) In a **STABLE** partnership both parties have an element of predictability in their behaviour and there is an understood consistency and regularity that provides stability. This is linked to a feeling of commitment and trust.

              Mentor's View   Mentee's View

STABLE

(8) An **UNSTABLE** partnership is unpredictable and insecure. Trust may be lacking and the commitment may be questionable.

              Mentor's View   Mentee's View

UNSTABLE

(9) In a **PUBLIC** relationship others know that the relationship exists and some of the topics discussed in meetings may be discussed with third parties.

              Mentor's View   Mentee's View

PUBLIC

(10) In a **PRIVATE** relationship other people are not aware or at least only a limited or restricted number of people may know about its existence.

              Mentor's View   Mentee's View

PRIVATE

24. Did your relationship change over the time?

      Yes   No

If **yes**, please go to question 25 & 26.
If **no**, please go on to question 27.

25. How did the relationship change? (Please tick all appropriate)
we started to talk about a wider range of issues
we began to develop a much deeper relationship of trust
it slowly drifted away
we became more focused in our discussions
we became less focused in our discussions
other (please specify)

26. Using the descriptions previously explained above, please tick the box(es) that describe the change(s).
it became more OPEN
it became less OPEN
it became more ACTIVE
it became less ACTIVE
it became more STABLE

it became less STABLE
it became more PUBLIC
it became less PUBLIC
it became more FORMAL
it became less FORMAL

27. If asked, would you use mentoring again to support your development?
Yes   No
28. Any other comments?   **Thank you for completing this questionnaire.**

As you probably know, I am currently researching your mentoring process. In order to more fully understand this process and to help others who follow you, I would be very grateful if you could complete this questionnaire. There are 28 questions and it will take about 10 minutes. Please return it to:

Bob Garvey
Lecturer
Durham University Business School
Mill Hill Lane
Durham City
DH1 3LB

by January 6th 1995 please!

Your responses will be treated as strictly confidential. The design of the form ensures that it is not possible to identify specific individual responses.

If you would like to discuss any questions or mentoring in general, do give me a call on 091 374 7327.

Thank you in anticipation.

<u>Mentor's Questionnaire</u>

1. Are you   Male   Female ? (Please tick)

2. Is your mentor   Male   Female ? (Please tick)

3. Please state your job title.

....

4. How many years Health Service experience have you?   ....yrs.

5. How many years employment experience have you **other** than Health
   Service?   ....yrs

6. Please tick the statement(s) that best reflect your experience.

                                              Type   No. of Years
Health Service Management   ____
Commercial experience   ____
Human Resource management experience   ____
Other specialist experience   ____
General management experience   .   ____
Other (please specify)   ____

7. How did you feel about being approached to act as a mentor?
flattered   []
pleased to be able to share some of your experience   []
concerned at the additional burden on your time   []
not sure what was involved   []
not sure whether you were the right person for the task   []
this is just another normal management task   []
not sure if you had the skills to do the task   []
other (please specify below)

8. What qualities do you perceive the mentee saw in you, that influenced his or her
choice?
(Please tick all relevant)
greater experience in NHS management   []
greater experience in executive level management in general   []
greater experience in a functional area   []
political ability   []
a good listener   []
a different perspective   []
a practised counsellor   ..   []
someone able to help them achieve their career ambitions   []
previous MBA experience   []
other (please add)
9.   a) How many MBA mentees do you have?
          b) How many mentees have you had in the past five years?
          (formally or informally, MBA or otherwise)
          c) Have you been a mentee yourself? (Please tick) Yes []   No []

10. How easy did you find it to estblish a relationship of trust with your mentee? (Please tick)

very easy	[]
easy, with time	[]
took an effort	[]
took a lot if effort	[]
very difficult	[]
we did not succeed in doing so	[]
other (please specify below)	

11. How easy did you find it to set clear objectives for the relationship? (Please tick)

very easy	[]
easy, with time	[]
took an effort	[]
took a lot if effort	[]
very difficult	[]
we did not succeed in doing so	[]
other (please specify below)	

12. Did you use the Learning Styles Questionnaire as part of your discussions? (please tick)

        Yes   No

If **yes**, please go to 13.
If **no**, please go to 14.

13. How did you use the Learning Styles Questionnaire? (you may tick more than one)

to help give a focus to the initial discussions	[]
to help understand each other	[]
to 'break' a difficult situation	[]
to help build awareness of the learning cycle	[]
to help keep the purpose of our meetings focused	[]
other (please specify below)	

14.Who took responsibility for managing the relationship? (please tick)
I did
I did at first, but mentor gradually took over
We shared responsibility from the start
The mentor did from the start
The mentor did at first, but I had to take over
other (please specify)

15. Which of the following roles or activities do you see as important for a mentor? On which did you spend most time? (Please tick which ever apply)

	Important	Spend most time
* coaching	[]	[]
* counselling	[]	[]
* opening up your networks	[]	[]
* helping you to access resources	[]	[]
* "critical friend"	[]	[]
* challenging assumptions	[]	[]
* sounding board	[]	[]
* confidant	[]	[]
* standard-setter	[]	[]
* role model	[]	[]
* disciplinarian	[]	[]
* giver of encouragement	[]	[]
* listener	[]	[]
* drawing on your own experience	[]	[]
* expert, adviser	[]	[]
other (please add)		

16. What kind of topics came under discussion in your mentoring relationships? Please rank in order of frequency of occurrence i.e. 1 = high frequency, 10 = low frequency.

	Frequency
* assignments	___
* dissertations	___
* time management issues	___
* other MBA related topics	___
* career issues	___
* your current work problems	___
* mentee's current work problems	___
* planning learning opportunities	___
* rehearsing arguments for use elsewhere	___
* personal/domestic issues	___
* other (please add)	___
	___
	___

17. What problems have you encountered in mentoring relationships? (please indicate degree of seriousness.)

	Serious	Mild	No problem
* time pressures	[]	[]	[]
* incompatibility with mentor	[]	[]	[]
* dislocation (e.g. move of job location)	[]	[]	[]
*confidentiality	[]	[]	[]
* achieving a focus for the relationship	[]	[]	[]
* problems with the mentee's boss	[]	[]	[]
* misunderstanding or resentment of other			

	V.Important	Modest	Not Important
people outside the relationship	[]	[]	[]
* mentee unwilling to put effort	[]	[]	[]
into the relationship/the learning process			
* other (please add)			

18. What in your view have been the main benefits for you from the mentoring process? (Please tick)

	V.Important	Modest	Not Important
* faster learning of professional knowledge	[]	[]	[]
* faster learning of functional skills	[]	[]	[]
* faster learning of political skills	[]	[]	[]
* faster career progress	[]	[]	[]
* greater realism	[]	[]	[]
* greater self-confidence	[]	[]	[]
* enhanced ability to cope with new situations	[]	[]	[]
* exposure to other levels of the organisation	[]	[]	[]
* a general maturing	[]	[]	[]
* other (please add)			

19. What do you feel have been the main benefits for you? Please indicate degree of importance.

	V.Important	Modest	Not Important
* peer recognition	[]	[]	[]
* satisfaction at seeing someone else grow	[]	[]	[]
* financial rewards	[]	[]	[]
* learning you have acquired in the process	[]	[]	[]
* someone (you) who can help him/her achieve their objectives	[]	[]	[]
* expansion of your networks	[]	[]	[]
* opportunity to view rising talent that you may wish to attract to your department	[]	[]	[]
* desire to do the MBA	[]	[]	[]
* other (please add)			

20. What support do you consider a mentor needs? (Please tick all relevant.)
* specific training in mentoring
* peer support
* opportunities to discuss mentoring with other mentors
* specific recognition for mentoring in your performance appraisal
* access to advice from more experienced mentors
* access to background materials on mentoring

* other (please add)

21. For the purposes of the MBA Programme should the mentoring relationship: (Please tick)
* begin and end with the 2 years of the course [ ]
* begin before the course, to give both parties time to develop the relationship [ ]
* continue on a less formal basis for as long as is needed? [ ]
* other (please specify)

22. a) During the course how regularly did you meet? _____
     b) How long was each meeting? (please tick)
     0-1 hour   1+ hour   2+ hours

     c) Roughly how many hours in total did you spend on the relationship over the 2 years? (please tick)
5 or less   6-10   11-15   16-20   . 20-25   25+

     d) Where did you meet? (Please tick all appropriate)
your office   the mentor's office   neutral territory   other (please specify)

23. In this section there are 10 possible descriptions of your relationship with your mentor. Each dimension is briefly explained. Please tick the box which best fits your understanding of the relationship from **your** point of view **and** from how **you think your mentee** viewed things.

(1) In an **OPEN** relationship the two parties feel able to freely discuss any topic. There are no 'off-limits' subjects.

	Mentor's View	Mentee's View
OPEN	[ ]	[ ]

(2) In a **CLOSED** relationship specific items for discussion and an understanding that certain issues are not for debate.

	Mentor's View	Mentee's View
CLOSED	[ ]	[ ]

(3) A **FORMAL** dimension involves agreed appointments, venues and time scales. The members of the partnership in this dimension may establish ground rules of conduct.

	Mentor's View	Mentee's View
FORMAL	[ ]	[ ]

(4) An **INFORMAL** - The relationship is managed on a casual basis. There are unlikely to be ground rules. The parties may work in close proximity to each other as this tends to encourage a 'pop in anytime' foundation for the relationship.

Mentor's View   Mentee's View

INFORMAL []   []

(5) In an **ACTIVE** partnership both parties take action as a result of the mentoring discussions. This may take many forms from, in the case of a mentor, an intervention on the mentee's behalf or in the case of the mentee, a change in behaviour or activity.

	Mentor's View	Mentee's View
ACTIVE	[]	[]

(6) In a **PASSIVE** relationship there is little action taken by either party as a result of mentoring discussions. Contacts between the parties may also have lapsed. It is possible to have a mentoring partnership in which one party is Passive and the other Active.

	Mentor's View	Mentee's View
PASSIVE	[]	[]

(7) In a **STABLE** partnership both parties have an element of predictability in their behaviour and there is an understood consistency and regularity that provides stability. This is linked to a feeling of commitment and trust.

	Mentor's View	Mentee's View
STABLE	[]	[]

(8) An **UNSTABLE** partnership is unpredictable and insecure. Trust may be lacking and the commitment may be questionable.

	Mentor's View	Mentee's View
UNSTABLE []		[]

(9) In a **PUBLIC** relationship others know that the relationship exists and some of the topics discussed in meetings may be discussed with third parties.

	Mentor's View	Mentee's View
PUBLIC	[]	[]

(10) In a **PRIVATE** relationship other people are not aware or at least only a limited or restricted number of people may know about its existence.

	Mentor's View	Mentee's View
PRIVATE	[]	[]

24. Did your relationship change over the time?

        Yes   No

If **yes**, please go to question 25 & 26.
If **no**, please go on to question 27.

25. How did the relationship change? (Please tick all appropriate)
we started to talk about a wider range of issues   []
we began to develop a much deeper relationship of trust   []
it slowly drifted away   []

we became more focused in our discussions   []
we became less focused in our discussions   []
other (please specify)

26. Using the descriptions previously explained above, please tick the box(es) that describe the change(s).

it became more OPEN   []
it became less OPEN   []
it became more ACTIVE   []
it became less ACTIVE   []
it became more STABLE   []
it became less STABLE   []
it became more PUBLIC   []
it became less PUBLIC   []
it became more FORMAL   []
it became less FORMAL   []

27. If asked, would you use mentoring again to support your development?
Yes   No
28. Any other comments?   **Thank you for completing this questionnaire.**

Confidential

MENTORING

A key element of strategic human resource development within the

Prepared by:

Dr.Geof Alred
Mr.Bob Garvey
Mr. Richard Smith
Centre for Management Development
Durham University Business School
Mill Hill Lane
Durham
DH1 3LB
TEL:0191 374 7327
FAX:0191 374 4772

Notes on Grading Structure (not part of original report)

AO   Administrative Officer
EO   Executive Officer
HEO   Higher Executive Officer
SEO   Senior Executive Officer
Grade 7 - 1   Senior Management

(NB There is only one Grade 1 in the whole of the Civil Service. The most senior Grade in   is Grade 2.)

Contents

Management Summary

- Mentoring is the process in which one employee, usually an older and more experienced one, acts as 'a trusted counsellor and guide' to another.

- Mentoring is widely recognised as 'a key component of management development programmes' in a range of manufacturing and service industries both in the UK and abroad.

- Mentoring is particularly valuable where the quality of 'human assets' is of crucial importance in environments of change characterised by a high degree of uncertainty.

- Much informal, high-quality mentoring already occurs within .   . It is greatly valued, and a wider extension of mentoring would be welcomed.

- A commitment to the development of mentoring will enhance .   ability to achieve its goals, effect change and contribute to the creation of an empowering management style.

- The development of mentoring in   will involve personnel at all levels of the organisation. The role of CEMT will be to demonstrate the value of mentoring as a legitimate activity in the workplace by involvement in and support for the scheme.

- Further discussion will be necessary to decide matters of implementation with the Human Resource Development Group.

- The cost of implementation will be minimal.

1. Context

1.1 The   Agency is an organisation facing great and rapid change. The urgency for change cannot be underestimated, given the unpredictability of political and other factors in the background against which   is operating.   . now finds itself in a much more competitive market in which customers expect greater value for money and the highest standard of service. Customers are increasingly able to make alternative choices of provider and have the financial power to exercise that choice *(Business Plan, 1995/6, p. 4)*.

1.2 In this environment of change there is a high degree of uncertainty. This means that the quality of 'human assets' becomes of crucial importance.   Attributes such as enthusiasm, flexibility, adaptability and the willingness to learn and to work with others are likely to play an increasingly important part in meeting   objectives.

1.3 The concept of 'Customers First' is central to   thinking. This core philosophy will only be realised through the willing efforts of the people within the organisation. ˙   has already enshrined this concept in its *Vision, Mission and Aims*. Mentoring is one way to translate words into effective actions.

1.4 The Feasibility Study has established that much informal, high-quality mentoring already occurs within ˉ   . It is much valued, and the extension of mentoring would receive wide support.

2. Background

2.1 Mentoring is rapidly becoming recognised on both sides of the Atlantic as a highly effective human resource development process. Examples can be found in many diverse organisations from public to private sector, from service to manufacturing industries. There are mentoring programmes in Health Trusts, the British Airport Authorities, Guinness, Shell, BP and Pizza Hut to mention a few.

2.2 Mentoring is used for various purposes, for example:

* Induction	* Identifying Strategic Capability
* Support to Development	* Career Progression
* Social Integration	* Support to Learning on the Job
* Equal Opportunities Programmes	* Redundancy Support

2.3 A commitment to mentoring will enhance   's ability to achieve its goals, effect change and contribute to the creation of an empowering management style. In order to give mentoring the best possible foundation and opportunity to succeed it is important to ensure that all parties involved both understand and 'own' the concept. Then mentoring will take its place alongside other management tools. A commitment to mentoring will also help   move towards *Investors in People* status.

3. The Feasibility Study

3.1 Aim & Objectives:-

To develop an understanding of mentoring and its application as a management tool in assisting   to achieve its organisational goals.

In particular the study closely examined the following:-

1. The possible aim and scope of mentoring within   ..

2. The 'cultural' factors that will encourage mentoring in   . and those which may inhibit it.

3. Consideration of approaches to the implementation of mentoring within   ..

3.2 Methodology

3.2.1 A total of 41 people expressed interest in taking part in the project. These ranged from EO grade to UG6/7.

3.2.2 Data were collected in three ways:-

Focus workshops, groups of 8-10 ·	38 participants
Questionnaire	24 respondents
Individual interviews (1hour)	30 participants

3.3 Sample

3.3.1 The sample is a cross-section of grades within   . from EO to UG6. The distribution of grades is as follows:-

UG6/7	SEO	HEO	EO	not known
9	10	11	5	3

3.3.2 Participants were volunteers. The majority expressed an overall positive view towards mentoring. It is not claimed that our findings are necessarily representative of   as a whole. However, we regard participants' views as particularly important, especially in relation to the early stages of introducing the proposed mentoring system.

3.4 Focus Workshops

3.4.1 The Objectives

- Develop a common understanding about the concept of mentoring.
- Agree a definition of mentoring.
- Reach a common understanding of   's present 'culture' and the direction in which it is going.
- Identify the nature and extent of informal mentoring within   .
- Explore the likely value of mentoring to   .
- Relate mentoring to the quality of communication within   .

3.4.2 Workshop Outcomes

The definition of a mentor accepted by participants was:-"A trusted counsellor and guide." There also was a consensus that a mentor:-

- is a non-judgmental listener;
- begins with the colleague's needs;
- recognises the link between professional and personal concerns;
- helps the individual add value to his or her contribution to the organisation;
- gains benefit from the mentoring relationship together with the mentee.

3.4.3 Culture

culture is viewed as the following:-

- task-focused rather than people-focused;
- generally 'command and control' management style;
- status-oriented;
- technically-oriented with little attention paid to issues such as inter-personal relationships;
- characterised by a strong desire across all grades for change to a team-based, empowered organisation;
- moving slowly towards becoming a team-based, empowered organisation.

These findings are supported by the survey data. (see section 3.5 and Appendix 2)

3.4.4 Experience of Mentoring

The workshops revealed that the most participants were familiar with mentoring. Some clearly identified the existence of mentoring within ·   as an informal process and recognised its impact on their personal career progress. Others were able to identify mentoring relationships outside of   . All these people have clearly reflected upon their experience of mentoring as both mentors and mentees and spoke positively of its potential value to   .

3.5 The Questionnaire

An adaptation of the Harrison Cultural Analysis Questionnaire was used to assess existing and preferred management styles (Power, Role, Task and Person -Centred: see Appendix 1). This has a high degree of reliability and validity. Management style is a dimension of organisational culture. It also represents a tangible, manageable aspect which can be influenced and changed.

3.5.1 Overall Findings

- The overall pattern is typical of an organisation in a state of change.

- There is grade-related variation in the views on the degree and type of change necessary.

- The perceived present style (see appendix 1) cannot sustain empowerment.

- There is a clear desire for a change to a combination of Task and Person-Centred styles.

3.5.2 Comment

- A Task/Person Centred style is more appropriate to introduce and sustain empowerment throughout the workforce.

- Mentoring flourishes in and enhances an empowering environment.

3.6 Interview Findings

3.6.1 Value of mentoring

- Mentoring is seen as an essential part of enabling   to become a 'learning organisation'.

- Mentoring is an important element in fostering good inter-personal relations vital to a successful organisation.

- Almost all interviewees have been a mentor or mentee and several have been or are being mentored on an informal basis in   .

- There is strong desire for more individualised personal support in the working environment.

- There is a strong belief that mentoring would enhance work performance, by reducing stress and absenteeism and improving motivation.

- The existing communication networks may be improved by mentoring.

- Mentoring is particularly helpful at transitional stages, e.g. induction, job change, promotion, new project.

3.6.2 Factors that may support mentoring

- Informal mentoring already takes place in

- The strong desire both to have a mentor, and to undertake mentoring.

- The rewards and benefits of mentoring for the mentor are recognised.

- Respect for individual preferences in the choice of mentor, e.g. gender composition.

- The strong and clear desire for a change in management style.

3.6.3 Factors that may inhibit mentoring

- Formalisation of mentoring might jeopardise existing informal relationships.

- The mentor being the line manager.

- Mentoring might be perceived sceptically as 'yet one more initiative'.

- Misuse of the mentoring relationship e.g. career move, manipulation of the mentee.

- Lack of CEMT acknowledgement, support and participation.

3.6.4 Concerns

- Mentoring may not remain voluntary for all parties.

- Possible conflicts between mentoring and appraisal.

- The provision of sufficient and appropriate resourcing.

- CEMT recognition of mentoring as a legitimate activity in the workplace.

- Failure to develop mentoring on the basis of existing practices, relationships and strengths in .

- Tension between the voluntary nature of mentoring and its status as a legitimate and possible chargeable activity.

3.7 General Conclusions

3.7.1 There was strong commitment amongst participants to the development of the organisation and a belief in the need for improved inter-personal relationships in order to achieve corporate goals. This feature was evident across all grades.

3.7.2 There is sufficient commitment, enthusiasm and experience amongst staff to translate current informal mentoring into a formal system throughout the organisation, given adequate and appropriate support.

3.7.3 The way in which a mentoring system is introduced is a critical factor in the success of the system. Individuals will become mentors and mentees through the example and encouragement of others. Recognition of the value of mentoring by senior management is crucial.

3.7.4 A key feature of a successful system will be the support available to the mentors themselves.

4. Recommendations

4.1 Introduction

Mentoring flourishes when there is recognition of the subtle and complex ways in which individual performance and fulfilment are enhanced by mentoring and when support is provided in appropriate ways throughout the organisation. This belief is consistent with research in other Organisations, and with the experience, expectations and aspirations of interested members of   .

4.2 CEMT Commitment

4.2.1 It is important for all members of CEMT to promote mentoring as a legitimate and valued activity among staff.

4.2.2 Clear evidence of commitment would be attendance by members of CEMT at a mentor awareness workshop.

4.2.3 Members of CEMT may also consider their personal involvement in the scheme, either as mentor or mentee.

4.3 Introducing a formal mentoring system

4.3.1 Interested participants from the Feasibility Study to form a steering group to decide strategies for building on existing informal mentoring.

4.3.2 A CEMT member to become a member or sponsor of this group, and/or to chair it.

4.3.3 The system to be voluntary and confidential.

4.3.4 Mentoring to be acknowledged through the appraisal system.

4.3.5 Those people who would like a mentor to be identified by open invitation.

4.3.6 Those who would be willing to act as a mentor to be identified by open invitation.

4.3.7 Data base of mentors to be established, perhaps as part of Human Resource Information Systems.

4.4 Support

4.4.1 Mentor support network to be established.

4.4.2 Articles and texts on mentoring to made available through HR department and/or internal IT network and/or

4.4.3 In-house contributions to   on the experience of mentoring to be sought.

4.5 Matching

4.5.1 It is expected that in most cases colleagues will find mentors from among existing relationships at work. However, where appropriate, matching will be facilitated by a sub-group of the mentor steering group.

4.6 Training

4.6.1 .   management trainers to receive training in conducting mentor awareness workshops.

4.6.2 Prospective mentors to take part in mentor awareness workshop.

4.6.3 The subject of mentoring to be included in future management development courses and activities.

4.7 Management & Evaluation

4.7.1 The management of the mentor scheme to be the responsibility of the mentor steering group.

4.7.2 We strongly recommend that evaluation be included as an integral part of the mentoring. Evaluation would focus on participants' perceptions of the benefits and other effects of mentoring, and on appropriate performance indicators.

4.7.3 Further discussion would be necessary to decide the form of evaluation and its timing.

5. Costs

5.1 The direct costs of training and support are viewed as minimal and could be absorbed within the current training budget.

5.2 The indirect costs may be calculated against the amount of time spent on mentoring activity. This is estimated as follows:-

Mentor awareness workshop	1 day per group of 8 mentors.
Mentoring time (approx.)	4 hours per month per mentor and mentee.
Mentor steering group (approx.)	4 hours per month in the first year.

6. Suggested Action Plan

	Who	Time
Presentation of report to CEMT Jan/Feb 96	DUBS	
Establish participants steering group	HR	Feb 96
Training trainers	DUBS	Feb/Mar96
Identify mentors	MSG	Feb/Mar96
CEMT awareness	DUBS	"
Establish data base	MSG	"
Mentor awareness courses	DUBS	Apr96
Evaluation		Mar/Ap97

KEY

DUBS	Durham University Business School
HR	Human Resource Department
MSG	Mentoring Steering Group

NB A revision of your appraisal form to include acknowledgement of mentoring activity will be necessary, subject to printing schedules.

Appendix 1

Explanation of Management Style (after Harrison)

PERSON CENTRED STYLE
- Focused on the individual
- Desire of individual takes precedence
- Control mechanisms operate by mutual consent
- Examples: professional groups, consultants etc.
- Common at the level of the individual
- Some feel little allegiance to employer

ROLE STYLE·
- Stereotyped as a bureaucracy
- Works according to logic and rationality
- Emphasis on functional strengths
- Procedures for roles; job descriptions, etc.
- Procedures for communication; memo, etc.
- Co-ordinated at top by narrow band of senior managers
- Successful in a stable environment where economies of scale are important
- Slow to perceive need for change
- Offers security and predictability

TASK STYLE·
- Job or project-oriented
- Emphasis is on "getting the job done"
- Influence is based on level of expertise
- Team based
- Power and influence is at intersects (matrix)
- Important when product life short in a fast competitive market
- Difficult to produce economies of scale
- Favoured by middle managers because of the emphasis on groups, expert power and reward for results

POWER STYLE·
- Central power source with rays of influence spreading out from central figure(s)
- Control exercised by selection of key people
- Power-oriented individuals, politically minded risk-takers, low rating of security
- Possible high turnover and low morale in middle layers
- Highly competitive atmosphere
- Few rules and procedures little bureaucracy
- Size is a problem. The power web can break if too many activities are linked
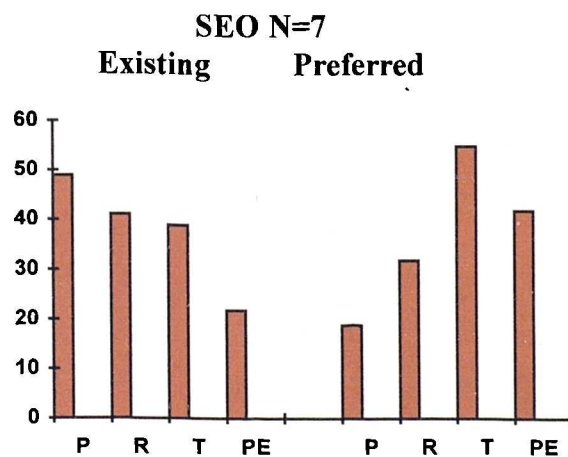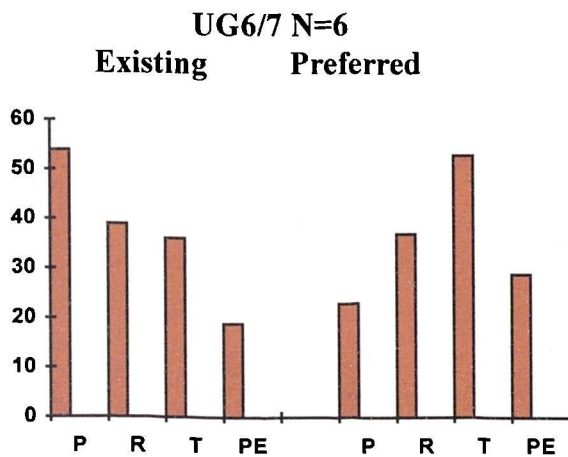
Appendix 2

Survey Results

KEY

P   =   Power Management Style
R   =   Role Management Style
T   =   Task Management Style
PE   =   Person Centred Management Style
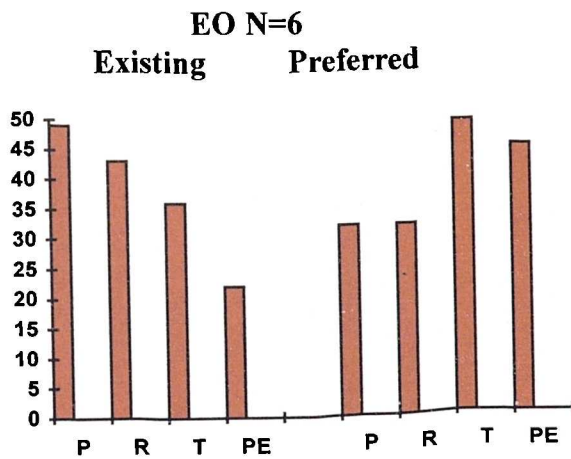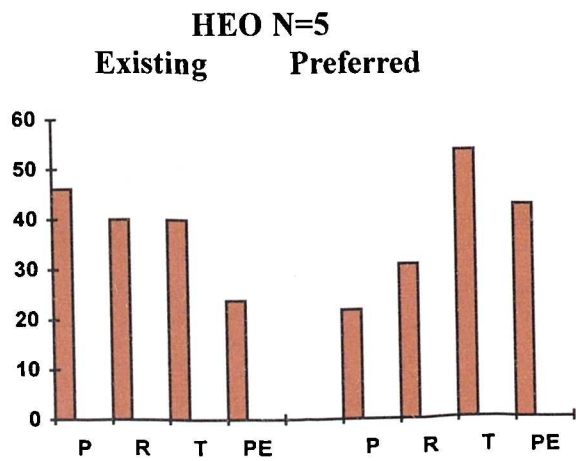(See appendix 1 for further explanation)

The following graphs indicate perceptions of existing management style and the style individuals would prefer. Graphs are presented for the overall sample and the separate grades.

UG6/7 N=6
Existing   Preferred

SEO N=7
Existing   Preferred

KEY

P = Power Management Style
R = Role Management Style
T = Task Management Style
PE = Person Centred Management Style
(See appendix 1 for further explanation)

The following graphs indicate perceptions of existing management style and the style individuals would prefer. Graphs are presented for the overall sample and the separate grades.
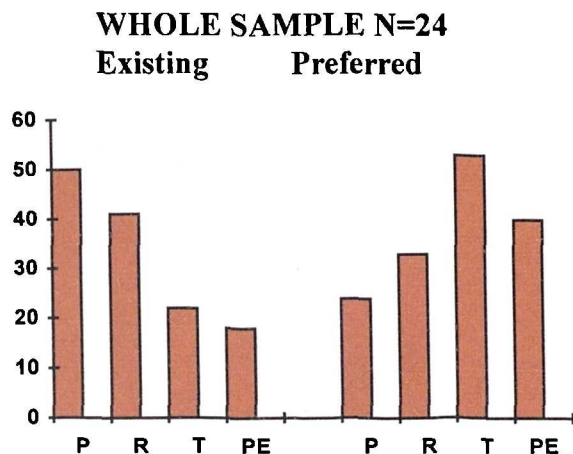
HEO N=5
Existing   Preferred

EO N=6
Existing   Preferred

KEY

P   =   Power Management Style
R   =   Role Management Style
T   =   Task Management Style
PE   =   Person Centred Management Style
(See appendix 1 for further explanation)

The following graphs indicate perceptions of existing management style and the style individuals would prefer. Graphs are presented for the overall sample and the separate grades.

WHOLE SAMPLE N=24
Existing   Preferred

Interpretation of Results

Existing Management Style

•   has a complex mix of management styles.
•   The dominant   management style is Power/Role with some elements of Task.
•   Few respondents see the existing management style as Person Centred.

Preferred Management Style

•   Majority desire a Task Style tempered by a Person Centred Style.
•   UG6/7 prefer stronger Task Style.
•   A high number of EOs prefer Power Style.

APPENDIX V

Mentoring Booklet

Contents

'Mentoring is a process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, supportive relationship between the mentor and mentee.'

A mentoring researcher

How to use this booklet

This booklet is a resource and support for those involved in mentoring in   It will be useful to anyone in   who is interested in professional and personal learning.

It can be used in a number of ways including the following -

As an outline resource booklet: it gives you a clear idea of how to prepare yourself for mentoring, conduct mentoring sessions, and maintain the mentoring relationship.

For reflection: it is a resource to consult, particularly when you are approaching a mentoring session or when you want to reflect after one about what has gone on.

To stimulate your development as a mentor: the booklet provides a challenge and stimulus to reflect upon your role within ` and what you value as a member of the organisation.

To stimulate your development as a mentee: the booklet may help you to develop your career and yourself personally.

For discussion: the booklet can be a focus for discussion with mentees in mentoring sessions and with other mentors in your network. It may also provide a focus for discussion with your line manager.

To read selectively: the booklet is designed to be read in any way which you feel appropriate, either from cover to cover or by the sections relevant to you.

> *NB   Where this booklet talks of the 'mentee' others sometimes use the words 'protégé', 'mentoree' or 'learner'. 'Mentee' is the preferred term in*

What is mentoring?

Mentoring is as old as the hills! It has been valued as a means of offering support, encouragement and advice to people for centuries.

Mentoring is a process where one person acts towards another as a -

trusted counsellor and guide

In mentoring the **relationship** between mentor and mentee is all-important. There needs to be a high degree of trust and mutual regard.

Mentoring is -

off-line help given by one person to another in making significant transitions in knowledge, work or thinking

The mentee is encouraged to take responsibility in pursuing their objectives. Personal change is usually involved.

A mentor -

helps the mentee to realise their potential

·rl mentoring

·   has undergone significant change in recent years. Since   is an organisation committed to technological innovation and high quality service, change is inevitable and continuing. People in any organisation react positively to change when they take responsibility for their own development. The   . Vision statement recognises the importance of the organisation's role in offering assistance.

> enables the ·   to set its IS/IT direction.
>   will be a fast moving, customer focused organisation, ensuring value for money, and getting results through well motivated staff.
> · ¯   people will be empowered to secure effective and exceptionally responsive IT services and systems.

Mentoring helps people understand and work through change and so contribute to the vision.

Mentoring helps people to learn and supports self development.

Values in `

The **core values of** .   are -

- to **delight the customer,** by providing the right advice and information on all IS/IT issues, and by ensuring the provision of high quality products and services

- to **focus on people,** by supporting and developing staff to enable their contribution to   success to be tangible and recognised

- to **provide value for money,** by reducing costs and by maintaining high quality services.

Mentoring helps people to understand how these values are realised in the organisation.

Mentoring is a strategic development tool, consistent with the Investors in People standard and supported by the   Development and Training Strategy.

Mentoring makes a contribution to the delivery of the vision, achievement of objectives and upholds ` values.

Management and mentoring

Management is essentially about meeting team and organisational objectives. Mentoring is about helping a person to learn within a supportive relationship.

Appreciating the differences between management and mentoring rests upon becoming clear and confident about what it is you do when you mentor.

Many   managers have made this step forward when attending a Mentor Awareness course. They recognise mentoring as distinctive and at the same time a part of their management role outside of the line function.

The two roles can be complementary. Managers recognise that they often use mentoring already in their line role. They also recognise the value of an employee having a separate mentor as this will enhance their overall performance and contribution to the team.

Some managers may feel a threat to their authority if the mentor is somebody different. They may be reassured when the benefits of mentoring start to come through in the form of greater commitment, motivation and learning.

It is important that confidentiality is respected and at the same time there needs to be as much openness and honesty as possible between the line manager, mentor and mentee.

'One of the things mentors and mentees should do is to make sure that the mentee's line manager knows that mentoring is going on.'

An   mentee

You have been mentored!

Almost everyone has been helped at some time in their lives by someone who has taken an interest in their welfare, shared experiences and knowledge, and enabled them to develop.

When you think back to someone in your past who has helped you in this way, you may not have not have thought of that person as a 'mentor'. But you know that it was an important relationship and you value what it did for you.

As a starting point, consider the following questions -

• Who took an interest in your welfare and development at a time when you were taking on challenges, such as starting in a new job?

• Who was a useful role model in your life?

• Who helped you uncover and use your hidden talent or ability?

• Who helped you face and resolve a difficult situation in your personal and/or professional life?

• Who challenged you to acquire a new vision and take a new direction in your life?

What was it about these people that helped you?

'I'm now about to become a mentor myself, having attended an   mentoring workshop. I don't know if anyone I mentor will be fortunate enough to get as much out of the experience of being mentored as I did. But, if I can contribute to someone else's development in some way then, hopefully, the experience will be rewarding both for the mentee and for myself.'

An ´ manager approaching the mentoring role

Variety and vision

Mentoring relationships come in all shapes and sizes! They vary just as people vary. They may be -

Open - able to discuss any topic

Closed - restricted discussion topics

Public - others know that the relationship exists

Private - few know that the relationship exists

Formal - agreed appointments, venues and timing

Informal - casual or a 'pop in anytime' basis

There is no blueprint for ideal mentoring. It can be a one-off intervention or a lifelong relationship, part of an existing friendship or highly structured. Different mentoring approaches include, peer mentoring and mentoring within the line management role.

Common to all mentoring is that mentees come to view things in a new way. Mentoring is about change - both responding to change in the environment and promoting change in the mentee. The basis of change is a new vision of what is possible.

It is also possible that mentors will come to view themselves and their situation in a new light.

'.... *it was my mentor who convinced me that I was good enough, so that I could convince the promotion board.* '

An   mentee

Variety

Colleagues in   have identified the following as key elements of the mentoring relationship -

- You can have more than one mentor. Each mentor develops different aspects of the mentee

- The mentor's concern is for the mentee **and** the organisation in which they work

- The mentee has potential for development. Mentoring emphasises what might be, starting from present circumstances

- The mentee must be willing to learn

- Mentoring is a **challenging** relationship as well as a supportive one. Constructive criticism can help the mentee face the need to change

- The mentor has wider or different knowledge, experience and skills from the mentee

- Each mentoring relationship has a **natural life span**. Further learning will occur in new mentoring relationships.

'Mentoring gives me a real buzz and makes me feel unbelievably good that somebody can learn and develop with my help. It has enabled my influence to spread in the organisation and thus assist the change process in a way which is more powerful than any other process I know.'

An NHS manager and mentor

How do you know that you are ready to be a mentor?

This is an important question. Mentoring is a common, often unrecognised, activity. It is a form of helping that most people could develop further. Effective mentoring requires certain personal qualities and skills.

You can address this question in a number of ways -

- recognise and reflect on the mentoring you do already
    What do you do well?
    What would you like to develop further?

- reflect upon your own experience of being a mentee
    What did you value?
    What didn't help?

- talk to other mentors
    What can you learn from them?
    Would you emulate them?

- talk to people you have mentored
    How do they describe you as a mentor?
    Would they recommend you as a mentor?

- consider the differences between mentoring and management
    Appreciate the overlap as well as the differences.

- consider the differences between mentoring and other ways of helping
    e.g. coaching, counselling, appraisal.

How do you know that you are ready to be a mentor?

You can also address this question by comparing yourself with the following list of characteristics of effective mentors. Do you have -

- relevant job-related experience and skills?

- well developed interpersonal skills?

- an ability to relate well with people who want to learn?

- a desire to help and develop mentees?

- an open mind, a flexible attitude, and a recognition of your own need for support?

- time and willingness to develop relationships with mentees?

It is a natural human impulse to help others. As an experienced and knowledgeable person, you have something valuable to pass on. Mentoring is a natural way to influence others and your organisation for the good. If you have the desire to work with people in this way .....

...... you are ready to mentor

What mentors do

Mentors help their mentees to -

- Gain knowledge and skills

- Understand the workings of the organisation

- Be aware of organisational politics

- Develop personally

- Acquire technical expertise

- Understand appropriate behaviour in social situations

- Understand different and conflicting ideas

- Develop values and an ethical perspective

- Adjust to change

- Question their responses to certain issues, problems or situations

- Overcome setbacks and obstacles

- Acquire an open, flexible attitude to learning

- Enjoy the challenge of change.

'A mentor is in a position to model what one should or could be and not what one should or could do.'

A mentor in an engineering company

A 3 Stage Model of Mentoring

Mentoring includes a number of processes. Different mentors have different strengths and work in different ways. Whatever approach or style mentors use, they need a framework to be of most help to the mentee.

A useful framework is a **3 stage model** of helping.

Stage 1 - **Exploration**

Stage 2 - **New understanding**

Stage 3 - **Action planning**

How the model can be used -

• to **reflect** upon what mentoring involves, and to **assess** yourself as a mentor

• as a **schedule** for a mentoring meeting - to work through the stages

• as a **map** of the mentoring process - to see what ground has been covered and what needs further attention

• to **reflect** on the mentoring relationship over time as the mentee moves towards achieving the objectives they identified at the beginning of the mentoring relationship.

Stage 1 - Exploration

Strategies you use -

- take the lead

- pay attention to the relationship and develop it

- clarify the aims and objectives of mentoring

- support and counsel.

Methods you use -

- listen

- ask open questions

- negotiate an agenda.

How to make the most of Stage 1

Give it time, be patient. Action plans come unstuck when rushed. Insufficient exploration leads to faulty understanding in Stage 2. Investment of time and care in Stage 1 pays dividends later in the meeting and later in the relationship.

Take the lead in creating a rapport with your mentee and an atmosphere that encourages exploration. Help your mentee to arrive at his or her own answers.

Stage 2 - New understanding

Strategies you use -

- support and counsel
- coach and demonstrate skills
- give constructive feedback.

Methods you use -

- listen and challenge, ask open and closed questions
- recognise strengths and weaknesses
- share experiences
- establish priorities
- identify developmental needs
- give information and advice
- tell stories.

How to make the most of Stage 2

Stage 2 is the **turning point** in the process. New understanding releases energy. Once your mentee sees things differently, offer **encouragement**. Progress can be rapid but again - **don't rush.**

Share stories from your own experience. It will help your mentee **consolidate** their learning. Don't share too soon.

Arriving at a new understanding might be uncomfortable - the mentee may be resistant. Be **supportive** and **sensitive** so that when you **challenge**, your mentee is able to learn.

Stage 3 - Action planning

Strategies you use -

- examine options for action and their consequences
- attend to the mentoring process and the relationship
- negotiate the action plan for the next meeting.

Methods you use -

- encourage new and creative ways of thinking
- help to make decisions and solve problems
- agree action plans
- monitor progress and evaluate outcomes.

How to make the most of Stage 3

When Stages 1 and 2 are done thoroughly, Stage 3 is straightforward and uses familiar **management skills**.

Plans are followed through when your mentee **owns** the solution. Give advice sparingly. Enhance **commitment** to change by clear agreements and target setting.

Look after the **relationship**, discuss its progress with your mentee. **Don't expect every meeting to end in an action plan**. Sometimes the action will be to meet again, and that will be progress enough.

'To be a successful mentor enjoy what you're doing as well as BELIEVE in your mentee. Do . not hesitate to ask for help from another mentor with special expertise. It is important to be friends and be able to have rapport between people. The enriching experiences of meeting interesting people and facing the challenges of solving difficult problems are similar to the rewards of being a mentor. A good mentor therefore brings enjoyment of people and ideas and a strong belief to the mentoring situation. '

A mentor with many years' experience

Questions you might ask your mentee

'Tell me about your experience of ....?'

'What do you think this means?' 'What is there to learn here?'

'What general lessons can be drawn from your reflection on your experience?' 'Can we develop any broad principles to work to?'

'How can you apply this understanding?' 'How can I help you do this?'

Finding a mentee

Does the mentor find a mentee or does a mentee find a mentor? The answer is both. Mentoring relationships begin in all sorts of ways, both formal and informal. However they begin, it is important that the starting point is the mentee's needs and aspirations.

In the ITSA scheme, your mentee may be somebody you know already or you may request a matching with someone new.

What would you like them to know about you? Put yourself in their position. The information you give about yourself needs careful thought.

'Mentors can give us new language so that we can think differently and gain new perspectives.'

A mentor in a secondary school

'People develop best under their own power.'

A mentee from manufacturing industry

Being a mentee

People learn how to be a mentee through being part of a mentoring relationship. With experience and practice, you will become better at making the most of the mentoring process.

Successful mentees accept challenge willingly. They are committed to the mentoring process.

Mentees are willing to be active in their development and to see learning as a continuing process. When the mentee owns the process the quality of learning is improved. Active mentees make progress.

Mentees have trust and confidence in their mentor. They are willing to discuss issues openly. Mentees recognise that learning can involve taking risks in order to make progress.

The mentor will help you to 'develop under your own power'. The mentee will be more willing to take risks when an atmosphere of mutual trust and respect exists. This is achieved through open discussion and regular contact.

What mentees can expect

Mentees expect to -

- be challenged
- develop greater self-confidence
- be assisted in developing their careers
- gain friendship
- listen and be listened to
- learn from example
- learn from mistakes
- be coached
- be supported and encouraged
- receive wise counsel
- become more self-aware
- share critical knowledge
- learn how the organisation works.

What mentees look for in their mentor

- a sounding-board
- a giver of encouragement
- a critical friend
- a source of emotional support
- a confidant
- a source of knowledge
- access to organisational networks.

What mentees and mentors talk about

- the mentee's work-related issues
- the mentor's work-related issues
- time management
- special projects
- personal issues
- domestic issues.

Mentee and mentor often rehearse arguments for use elsewhere.

'*Mentoring has helped this organisation get where it wants to be. It has also become a better place to work.*'

Managing Director, retailing sector

Introducing mentoring in   .

How does mentoring work in   . ?

1. If you would like a mentor or you would like to be a mentor, contact either ˙
       ɔr   .   to express your interest

2. ˙   . has a list of people who are interested in mentoring and you may be able to find a mentor or mentee from this list.

3. You will find it helpful to attend a mentee or mentor awareness workshop.

4. Next, meet with your mentoring partner to discuss how you would like to proceed and to establish ground rules.

5. Don't wait for answers to all your questions before you start.

Another way -

Make informal arrangements with someone you know in   .. If you do this, it is still a good idea to attend a mentoring workshop. Please let the Project Steering Committee know so that they know who is mentoring whom in   .. This will help ˙   to support you and will contribute to any future evaluation of mentoring.

It is possible that you will find a suitable mentor who is not a member of   . This may arise if you decide that factors other than specific knowledge of your organisation are more important.

Who benefits?

- the mentee benefits by developing confidence, learning more effectively and quickly, and acquiring new perspectives

- the mentor benefits by satisfying his or her desire to help others, and acquiring improved ways of working with people

- both mentor and mentee benefit by developing a wider perspective on their organisation and their work

- the line manager can benefit by having a more motivated and effective team member

- the organisation benefits by having more fulfilled, committed, motivated and resourceful employees.

What is the scope of mentoring in   ?

Mentoring helps to support, challenge and encourage people when they are learning, developing or responding to change. If this describes you, then what you are looking for falls within the scope of mentoring in   .

Finding a mentor in

Finding a mentor is usually straightforward. Your mentor may be someone you know already or someone new. If you do have difficulty, discuss it with a member of the Project Steering Committee or your line manager.

It is important to have a clear idea of the type of person you want for a mentor.

The qualities mentees often look for in mentors are -

- Good listening skills

- Wide experience of the organisation

- Specific technical competence

- Greater managerial experience

- Different perspectives

- Trustworthiness

- Ability to challenge and be supportive.

The first meeting

The aim of the first meeting is to begin to establish a relationship with which you both feel comfortable.

Whether you know the person or not, this is a new beginning. It is important to think about the type of relationship you would both like and how you would like it to develop.

Agree groundrules and objectives for the relationship. This way you will know where your relationship is going and have some idea as to how you will get there.

Your attitude as a mentor

The climate you create needs to be relaxed, open and encouraging. This can be influenced by a number of things -

- the relationship you have previously established
- the priority mentoring has in your mind
- the priority mentoring has in your mentee's mind
- the priority mentoring has within   ..

The climate can be helped by -

- Sitting in a relaxed manner in comfortable surroundings
- Privacy
- Asking open questions and listening carefully to the responses.

Your attitude as a mentee

The climate you contribute to is influenced by all the above points. In addition -

- be prepared to talk about yourself

- be prepared to listen and ask questions

- be prepared to view this first meeting as a social event aimed at building a longer-term learning relationship.

'My first experience of mentoring was being assigned a mentor when I took up a new post. She was approachable, enthusiastic and very capable, and I did not feel silly asking basic questions.'

An   manager

Key things to think about

Preparation - it is helpful to have an agenda for each meeting. Reflect on the nature of mentoring, the process as well as the outcomes. Think about your commitment to using mentoring well and giving it adequate time.

Getting to know each other - give this enough time, it is the basis of trust and working well together. Share experiences from your pasts.

Time - your relationship will change over time. Many mentees and mentors notice that discussion topics widen and deepen.

Difficulties - sometimes things may go wrong. Nothing can replace honest and open discussion about the relationship. Try to let others know about the existence of your mentoring relationship to avoid any misunderstanding or resentment. Keep the relationship under review.

Groundrules - establish groundrules. These will include -

- confidentiality - this is essential. Agree between yourselves the boundaries of the relationship.
- time commitment - how much? how often?
- location - where are you going to meet?
- recording meetings - will you record your meeting, and if so, how: a diary or log?

And when it ends?

This is the only certain event in the relationship! The end may happen when the mentee has reached a stage when they no longer feels the need for regular contact. The mentee is confident and able to move on.

It is important to consider how it will end. If the relationship has been successful, there will be cause for celebration and a sense of loss. Attend to both.

You may agree to meet socially or less frequently or simply call a halt.

The final discussion

* Look back and review your mentoring relationship and what you value about it.
* What were your original goals and were they achieved?
* Did they change, did you discover new goals/aspirations?
* What problems did you have and how did you resolve them?
* Would you seek a mentoring relationship again?

*These questions are also useful for reviewing
the mentoring process.*

'*And when the mentoring comes to an end, you will want to move on. There will be other people who come along in your life who will become your mentor.*'

A mentor in financial services

Issues and questions in

The following issues and questions are drawn from a number of conversations with people within   . Some issues and questions are easily resolved and others may require further thought and discussion with your colleagues.

Who should be a mentor in   ?

Anyone who is interested. It may be a manager or a peer. A mentor needs to be somebody that a mentee can trust. A mentor is often, but not always, older than the mentee. A mentor may also have greater or different experience than the mentee. A mentor is someone who recognises their own need for help and support.

What about potential conflict between the line manager and the mentor?

Ideally your mentor should not be your line manager. There is some scope for confusion of roles. Many managers see that their role includes mentoring. However, most mentees value a degree of separation between the roles.

How do you match people?

Often, two people will match themselves without any extra help. The mentoring relationship starts from knowing each other already.

When mentor and mentee are matched, this can be a good way of starting the relationship as long as it is done sensitively and with care. Mentoring is like any other human relationship - it needs time to develop. If you feel you would like a mentor in order to help with your development, there may be somebody you know who could fulfil the role for you. Ask them!

There is a data base of potential mentors held by the   Project Steering Committee. You may be able to find a suitable mentor from this list. If you volunteer to be a mentor, the pen-picture you provide will help a mentee decide whether to approach you. Remember that the scheme is voluntary. The Project Steering Committee is sensitive to the different ways in which mentors and mentees come together.

How much time is involved?

This will vary depending on the mentee's needs. Average time in other organisations is 2-3 hours per month.

What about bad mentoring?

The quality of mentoring depends in part upon circumstances and the environment. If the relationship does not work be honest about it and either bring it to a close or try to resolve the differences. Trying to predict who will be good at mentoring may be a fruitless activity. One result of attending a mentor awareness workshop can be a decision not to take on the role. This must be acceptable in a voluntary scheme as a 'pressed mentor' is not a committed mentor.

How many mentors/mentees can I have?

It is possible to have more than one mentor. Each mentor offers something different to the mentee, most often in areas of knowledge and technical expertise.

Mentors may have more than one mentee. As mentors gain in experience, they find that they are able to help more mentees than when they started.

Who gets credit for mentoring?

Credit is perhaps the wrong word. Mentoring is a satisfying and productive activity for the participants and the organisation. You can include mentoring activity as part of your Personal Development Plan.

What about confidentiality?

Confidentiality is crucial. Secrecy is inappropriate. Everything in the mentoring relationship should be done by agreement.

What training can I do?

It is advisable that the mentor attends a mentor awareness workshop. This will help you to develop the role so that you can appreciate better what is involved.

Common outcomes of the training are - .

- improved confidence and commitment to mentoring

- improved mentoring skills

- a decision to continue to meet as a group to provide support for each other

- a decision to seek a mentor for yourself.

Information and help

Information about mentoring is available from the ˙ Project Steering Committee.
This group can give you information about mentor/mentee awareness sessions. There
are also books available in the Open Learning Centre.

Contact names and telephone numbers

Appendix VI

The Greek Story in Brief

The original story is as follows. King Odysseus entrusted his home and family to the care of Mentor when he left Ithaca to fight the Trojan wars. This is the only mention of a 'real life' character in the story. During the King's absence, his son, Telemachus, observes many suitors coming to the family home to woo his mother. These characters are uncouth and Telemachus learns their debauched ways. The suitors have selfish designs upon the Queen and the Kingdom. Athena, Goddess of civil administration, war and very significantly, wisdom, is unhappy about this situation as she wishes to keep the kingdom intact. She sees Telemachus as the only person who can take any action but he is very clearly becoming out of control himself. She decides to intervene in order to rectify the deteriorating situation and to help develop leadership and political qualities in Telemachus. To do this, she visits Telemachus in the guise of both Mentes and Mentor. These characters are known to both Odysseus and Telemachus as trusted men. Mentes has the status of guest (in Greek mythology a very honoured position) in Odysseus' household and Mentor, as already mentioned, has the position of elder statesman in Ithaca. Firstly, as Mentes, Athena tests Telemachus' potential for development by encouraging him to rid the court of the undesirable suitors. The young man proves up to the task. Secondly, as Mentor, she sets the lad some challenges in order to develop his latent talents. The main challenge for Telemachus is to lead a voyage to search for news of his father. (Athena knows that Odysseus is alive and well but nobody else does). Athena intervenes on the young man's behalf on several occasions and in one situation she puts him into a deep sleep and then takes his form in order to persuade some seamen to join the voyage of discovery. At one point in the voyage, Mentor (Athena) feels that he/she has done enough and so leaves Telemachus in the hands of King Nestor (Nestor is favoured by the Gods as a mortal King) who, with his son, helps Telemachus to further develop his leadership potential. The end result is that Telemachus becomes a vital aide to his father upon his return and he develops the abilities necessary to succeed his father as king. Athena's aim which was to "earn him repute among men" (Shaw1932) is achieved.

What do you see as the main characteristics of mentoring as highlighted in this abridged story?

Your self	Qualities	Mentor		Appendix VII Manager		Teacher		A job you would like		Your present job	
	patient	S			S		S		S		S
	ambitious										
	creative										
	influential										
	numerate										
	versatile										
	empowering										
	self-reliant										
	articulate										
	assertive										
	encouraging										
	unflappable										
	tactful										
	imaginative										
	sensitive to others										
	logical										
	competitive										
	persuasive										
	co-operative										
	determined										
	authoritative										
	enthusiastic										
	independent										
	trusting										
		T		T		T		T		T	

lxxxvi

In September 1983 I took up a post as Deputy Head of Steyning Primary School, West Sussex. Steyning, being a dormitory town for both London and Brighton, has a mainly wealthy population and 'County Town' atmosphere.

Close by the school is a small Council Housing Estate from where some children from a different social background are drawn.

At that time most middle class parents opted for the state primary school in preference to the local independent preparatory school and they chose to put their money into the school by generously supporting fetes and events.

Parents, mostly of the professional classes, had high expectations for their children at Steyning and much pressure was put on teachers to encourage the children to achieve. One of my first observations on taking up the post was that on occasions, under parental pressure, teachers tended over exaggerate children's abilities for the parents' benefit. The Headteacher and I used to say that the staff described 'geese' as 'swans'. This created an artificial competitive environment not only among the children but the parents as well.

The teaching methods were what could be described as 'traditional'. Traditional in the sense that education was seen to be about inputs and outputs - knowledge in (from the teacher) and tests on a regular basis to test output or understanding as some would describe it.

There was also a clear cut curriculum. For example, all children, regardless of abilities would pursue the same lesson content. In Mathematics book three was for third years and that was that! Any pupil who couldn't function is this regime suffered. It was my belief that those pupils who couldn't cope with this or perhaps learned in a different way were severely disadvantaged.

It created a favoured 'coping class' who got to play sport, take lead role in plays, play music, do jobs for the caretaker and go on errands for the teachers. It also created a small 'non-coping class' who got nothing except ignored or worse, victimised by teachers and pupils alike.

So as not to be ignored, some of these children were disruptive in the playground and some even dared to attempt disruption in the classroom. Some opted out altogether and simply went through the motions of being at school.

Staff room banter was about those 'coping' children and how wonderful they were and, at times, complaints about the 'non-coping' ones. This often took the form of simple complaint about an individual child which placed blame for their behaviour on the parents or the child itself. On occasions it took the form of vicious personal verbal attacks about a particular child (in the privacy of the staff room and not to their face). Certain children were the regular focus of this type of private verbal abuse.