

The background of the cover features several stylized, light green leaf motifs scattered across a pale yellow gradient. These motifs are simple, elongated shapes with small leaflets at the ends of short stems.

THE MANAGER AS MENTOR

Michael J. Marquardt, Peter Loan

The logo for Greenwood Publishing Group, featuring a stylized green leaf motif to the left of the company name.

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Publisher's Note

The backbone of every organization, large or small, is its managers. They guide and direct employees' actions, decisions, resources, and energies. They serve as friends and leaders, motivators and disciplinarians, problem solvers and counselors, partners and directors. Managers serve as liaisons between executives and employees, interpreting the organization's mission and realizing its goals. They are responsible for performance improvement, quality, productivity, strategy, *and* execution—through the people who work for and with them. All too often, though, managers are thrust into these roles and responsibilities without adequate guidance and support. MBA programs provide book learning but little practical experience in the art of managing projects and people; at the other end of the spectrum, exceptional talent in one's functional area does not necessarily prepare the individual for the daily rigors of supervision. This series is designed to address those gaps directly.

The Manager as ... series provides a unique library of insights and information designed to help managers develop a portfolio of outstanding skills. From Mentor to Marketer, Politician to Problem Solver, Coach to Change Leader, each book provides an introduction to the principles, concepts, and issues that define the role; discusses the evolution of recent and

current trends; and guides the reader through the dynamic process of assessing their strengths and weaknesses and creating a personal development plan. Featuring diagnostic tools, exercises, checklists, case examples, practical tips, and recommended resources, the books in this series will help readers at any stage in their careers master the art and science of management.

PART I

Principles and Practices

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ONE

Mentoring for Corporate Success

Probably the most important and valuable role a manager can perform in today's rapidly changing environment is to mentor and inspire the people around him or her to learn. By nurturing talent, inspiring individual development, and facilitating excellence, a manager's mentoring can enhance the organization's probability for global success. Mentoring is not an easy competency to develop, much less master. Many managers, who may be great at leading or coaching others and coordinating projects and programs, may be disasters as mentors. As a result, opportunities for individual and organizational effectiveness are lost.

THE IMPORTANCE OF MENTORING

Mentoring is an age-old practice whose name traces in Greek mythology to Odysseus's friend, Mentor, whom he entrusted as guide to the development of his son, Telemachus. Over the years, mentoring has played an important role in the development of individuals and organizations worldwide.

Today, however, the manner and importance of mentoring has begun to change, and it is influenced by new forms of work, technology, and learning. Mentoring is sweeping through corporate America and is attracting attention in government and nonprofit sectors as well. Mentoring typically has been defined as a relationship between an experienced person and a less experienced person in which the mentor provides guidance, advice, support, and feedback to the mentee. Mentoring helps new employees learn about organizational culture and facilitate personal and career growth and development.

The old model of informal relationships that provided ambitious employees ways to achieve their career goals has given way to a diversity of learning-focused mentoring programs that are helping build the next generation of leaders.¹ Mentoring has also expanded opportunities for those who traditionally have faced societal and organizational barriers to career growth, such as women and minorities. The benefits of mentoring have begun to extend beyond the workplace to expand cultural awareness and enhance the potential for meaningful lives.²

The diversity of mentoring environments has generated a number of working definitions of mentoring. Mentoring can be:

- a one-to-one, nonjudgmental relationship in which an individual voluntarily gives time to support and encourage another. This is typically developed at a time of transition in the mentee's life and lasts for a significant and sustained period of time;
- support, assistance, advocacy, or guidance given by one person to another in order to achieve an objective or several objectives over a period of time;
- an adult who can provide a pupil with the benefit of his or her life, school, or work experience with a view to encouraging the pupil to move confidently through a range of new experiences;
- off-line help by one person to another in making significant transitions in knowledge, work, or thinking;
- the support of one individual by another within a personal relationship developed through regular contact over a period of time;
- a process by which an older and more experienced person takes a younger person under his or her wing, freely offering advice, support, and encouragement. The older person (the mentor) becomes, among other things, a role model who inspires the younger person (the mentee).³

James Freedman, president of the American Academy of Arts and Sciences had two mentors in his life—the first, Alexander Bickel,

his law professor at Yale, and the second, Thurgood Marshall, for whom Freedman was a law clerk. Freedman recalls the importance of each.

"Alex Bickel had an enormous impact on me. He is a man who was born in Bucharest, came to this country at age twelve, became a brilliant student himself, and clerked for Justice Frankfurter. He was, in the classroom, electric. Alex Bickel had a mind of enormous originality. He encouraged students to engage him and debate him. He was enormously generous. He helped me when I wanted to enter law teaching. Alex Bickel was the most important teacher I've ever had."

Thurgood Marshall "was so different from my law school professors, who were, of course, very scholarly and intellectual. I went to work for him right out of law school. He was a practical man. He wanted to know how trials worked, and when errors were made, allegedly, in lower courts. He was looking at trial tactics; he was looking at why they occurred. He was a much more pragmatic man than most law professors were, and that added a very nice dimension to my own growth.... He was a person who had a sense of destiny, and you could just feel it. Occasionally, you meet such individuals among your friends. You occasionally see such qualities in students. Thurgood Marshall knew from a very young age that he was destined to do important things. He felt it. He believed it. He wanted it. And he did have a heroic mind. It is interesting to me that once Brown against the Board was decided, he had really achieved his destiny. And that's when he began to think of other things. And, of course, finally became a judge."⁴

As there are various perspectives on mentoring, there are various notions, as well, regarding mentors. Mentors may be:

- people who, through their actions and work, help others to achieve their potential;
- someone who helps another person, usually younger, on a one-to-one basis through an important transition;
- many things—a positive role model, an adviser, an experienced friend. Somebody from outside a person's immediate circle taking a special interest can make an enormous difference.

Within the variety of mentoring situations and settings is a generic core support that is given voluntarily by one person to another. What makes mentoring unique includes:

- its objectives—what it hopes to achieve;
- the mentor pairing—combinations of young person and adult, matches as peers, colleagues, or by gender, cultural background, and career objectives;
- the intensity and time commitment given to the mentoring relationship;
- the amount and the content of mentor preparation and training.

Because mentoring takes place in many forms and with many groups, it can mean different things to different people. Mentoring can span a continuum from coaching and tutoring, to a holistic, whole-person approach, involving a high degree of personal commitment. According to Clutterbuck, there are two major schools of mentoring.⁵

1. **The Traditional School:** This originated in the United States and involves sponsorship, hands-on help, tapping into the authority and contacts of the senior partner, and focuses mostly on career development through mentee-focused learning.
2. **The Developmental School:** This originated in Europe and focuses on a two-way learning partnership and expects that the mentee will do more for himself or herself. Here the focus is on developing the mentee's capabilities.

The realization that everyone does not have the same understanding of the mentoring process is particularly important for multinational companies that introduce mentoring as part of the employee development process.

Over dinner, Wayne, a bureau chief with a large federal agency, shares with his wife, Wendy, an office director at an aerospace corporation, that he has been asked to "volunteer" to be a mentor.

"I'm already overworked, and I'm not sure I have the skills to be a mentor, even with the training I will get."

"Wayne, you are very insightful, and you do listen well when you make the effort. Mentoring has worked well for me, and I think you will be an effective mentor."

"But your situation is different, Wendy. First, you have the soft skills, and in your corporate environment people want to improve their skills and advance. Where I am, most people feel entitled to their jobs and don't put out extra effort."

"Well," Wendy replied, "you really should think about it. Both government and the private sector have been eliminating middle management positions, and those of us who are left feel overworked. Mentoring can empower others to step up and take more responsi-

bility. Maybe the investment you make will eventually decrease your workload.”

“Hmm, maybe so; I’ll give it some thought,” replied Wayne.

THE REVIVAL OF MENTORING

Two broad currents have reintroduced and reaffirmed the value of mentoring in the modern workplace. One is the centrality of learning to the long-term development of individuals and teams for corporate success; the second concerns the rapid changes in the world of work.

Importance of Learning to Long-Term Development of Individuals and Teams for Corporate Success

In this age of knowledge the long-term development of individuals is essential for the success of companies, government agencies, nonprofit organizations, indeed, for healthy civic life. Organizational growth is directly linked to individual learning and development. People must continue to learn after they complete their college experiences. Increasingly, it is not the formal knowledge that one learns in college, graduate school, or business school that is valuable to companies, but the learning that comes from being open to all sorts of stimuli and the disposition to craft relationships from seemingly disparate information.

In such times as these, the questions for organizations are how to manage knowledge and how to keep all employees in a frame of constant learning.

When Robert H. Buckman, chairman of the board for Bulab Holdings, the parent company of Buckman Laboratories, addressed the International Association of Business Communicators conference in Washington, D.C., in 2000, he said his company must share knowledge to increase the speed of innovation and meet the changing needs of customers and increase the global speed of response. The flexible and mobile organization relies on the faster growth of talented people who flourish in a climate of continuity and trust.⁶

A company’s growth is directly linked with employee development. More and more companies are turning to training programs to harness a corporate culture capable of being more innovative and flexible.⁷

Yet even traditional training programs must be scrutinized. Much traditional training engages in, as McElroy notes, “something we endure in response to other people’s views on what they think we should know.”⁸

As knowledge is created daily and as people must continue to learn after they leave formal college and university training, organizations must identify ongoing learning opportunities for employees at all levels. Many organizations have accepted that they must become learning organizations and have adopted a host of powerful tools to promote workplace learning, problem solving, and quality improvement; programs include action learning, Six Sigma, and human performance improvement (HPI). As the importance of collaboration, respect for the person, and employee retention have become recognized, an age-old learning tool has been revived and adapted to the needs of today’s organizations. Mentoring is a growing phenomenon in organizations, and managers are increasingly taking responsibility for the mentoring of employees.

Today, people in organizations are becoming increasingly aware that the knowledge, the strategies, the leadership, and the technology of yesterday will not lead to success in tomorrow’s world. Companies must increase their corporate capacity to learn if they are to function successfully in an environment that includes continual mergers, rapid technological changes, massive societal change, and increasing competition. These challenges and the potential benefits to organizations virtually assured the emergence of a new species of learning organization.

Companies have come to realize that to obtain and sustain competitive advantage in this new world, they must evolve to a higher form of learning capability and to learn better and faster from their successes and failures, from within and from without. They must transform themselves into organizations in which everyone, groups and individuals, increases their adaptive and productive capabilities. Without increasing their capacity to learn, they will not avoid the fate of the dinosaur, unable to adapt to its changing environment.

In pursuit of better deployment of human capital, learning speeds new workers’ readiness to do the new job and fit the role needed. We now have a new metric, “time to competence.” Learning is the foundation of professional development, the ongoing growth of human capital from which companies derive more innovation, higher levels of service, and greater margins. Learning is the key to adapting and surviving massive discontinuities in markets and competitive environments. It is the shock absorber for the speed bumps of change.

Mentoring is a process of engagement and learning is its fundamental purpose. Mentoring is most successful when learning needs determine its structure, when it is done collaboratively, and when commitment to learning by the mentoring partners is its key element.

Both the mentor and mentee embark upon a learning journey. Their respective and parallel learning is based in their relationship and enables them to challenge, support, and articulate their vision.

As Zachary notes, the new mentor/mentee paradigm has the mentor as facilitator and guide of the learning process ("sage on the stage, to guide on the side").⁹ The mentee is not fed wisdom at the feet of the mentor, but he or she discovers it in relationship to the mentor and both learn.

A famous mentor-mentee pairing is found in the relationship between Thomas Jefferson and Meriwether Lewis. *The Journals of Lewis and Clark* chronicle the guidance and support provided by Jefferson to prepare Lewis for shepherding the journey westward across America. These two men shared in the moment-to-moment planning and preparation for the exploration and scientific discovery of the uncharted western territories.¹⁰

Rapid Changes in the World of Work

Sweeping changes have occurred in workplace relationships between workers, their managers, and their organizations. These changes include: (1) technology, (2) globalization, (3) changes in the workplace, (4) restructuring of companies into learning organizations, (5) growing importance of knowledge, (6) changing roles and expectations of workers, (7) innovation, and (8) the merging of leadership and management.

Technology. The impact of technology on organizations, management, and learning is turning the world of work on its head. Some organizations are becoming more virtual than physical because of technology. People may spend more time with customers in Kuala Lumpur than with coworkers across the hall. Technology has caused learning to become the prime purpose of business, and learning, as Zuboff proclaims, has become "the new form of labor."¹¹

Technology increasingly requires that managers manage knowledge rather than manage people. Technology alters the *how* and *why* workers learn. Employees now need to train themselves via self-directed learning. And workplace learning no longer assumes a fixed time and location with a group of people for just-in-case purposes; instead, it is being implemented on a just-what's-needed, just-in-time, and just-where-it's-needed basis. The technological forces that have already restructured work will force those who are responsible for employee development to "create ever more flexible and responsive learning and performance solutions."¹²

Globalization and Diversity. Although images of autoworkers lining up to punch their time cards linger with those of us who still have a nostalgic foot in the Industrial Age, our changing global economy is better represented today by images of people coming and going at all hours, dressed in ties, tank tops, and turbans, working at home, at telecenters, or on the road, forming ad hoc teams, and collaborating across continents.

The global economy has created global organizations, companies that operate as if the entire world were a single entity. They are so fully integrated that all their activities link, leverage, and compete on a worldwide scale. Global firms emphasize global operations over national or multinational operations. They use global sourcing of human resources, capital, technology, facilities, resources, and raw materials. They deem cultural sensitivity to employees, customers, and patterns as critical to the success of the organization. Globalization of an organization has occurred when the organization has developed a global corporate culture, strategy, and structure as well as global operations and global people.¹³

Success depends upon the ability of the organization to compete globally for every industry and sector throughout the world. Even the largest companies in the biggest markets will not be able to survive based on their domestic markets alone. Thinking and operating globally will be critical to organizational survival and growth in the twenty-first century.

The growing similarity of what customers wish to purchase, including quality and price, has spurred both opportunities and pressures for businesses to become global. More and more companies, whether small or large, young or old, recognize that they must become global or become extinct.

Institutes of management education are recognizing that in a pluralistic world new approaches to managing across cultures should begin long before one enters the workforce. The recent proliferation of international executive MBA programs highlights the need for managers who can function in different cultures. Recently, for example, the Asian Academy of Management was established at the Chinese University in Hong Kong because of the dissatisfaction among both academics and managers in Asia that Western models of management are inadequate in Asian cultures.¹⁴

In multicultural environments, managers must develop or enhance skills such as:

- active listening;
- becoming aware of one's own assumptions and worldviews;
- understanding the beliefs and values systems of other cultures;
- developing relationships with people from other cultures; and
- adopting the appropriate communication strategy in negotiation and conflict resolution.¹⁵

Until recently, it was normal for global corporations to be headed by nationals of the mother company. Today it is becoming a common arrangement to have local executives take the rein of foreign companies, even as expatriates continue to staff the senior management ranks. Among global corporations, both Nestle-Philippines and Procter & Gamble-Philippines, two of the country's largest foreign corporations have Filipino CEOs. Other global corporations based in the Philippines that now have Filipino chief executives include Shell Petroleum Corporation, Caltex, Amway, IBM, ING Barings, and Coca-Cola Bottlers.¹⁶ Toyota Motor Corporation has appointed non-Japanese citizens as executive chairman of Toyota Motor Corp. Australia Ltd. and as chief operating officer of Toyota Motor Marketing Europe.

Changes in the Workplace. Both the world of work and the world of the workplace have been transformed. Many workers no longer work in an office. Corporations collaborate and compete with one another at the same time. Customers provide supervision as well as dictate services. Fellow employees work closely with one another though never meet. Companies have temporary, part-time CEOs and permanent full-time janitors. Corporate headquarters staff may consist of less than 1 percent of the company's workforce, if there is a headquarters.

"The biggest challenge is not having those hallway conversations, especially when you're moving as fast as we are," concedes Frank Ianna, president of AT&T Network Services, based in Basking Ridge, New Jersey. "We use communications and information technology to work together, whether someone is two floors away or 2,000 miles away," he points out. "Remote communication is a given today. If you can't manage and work remotely, you're not going to be successful."¹⁷

Organizations have moved from the quality efforts of the 1980s through the reengineering processes of the 1990s to the radical transformation of the workplace itself as we enter the twenty-first century. Focuses on the reduction of defects and the streamlining of business processes have been superseded by a new focus on enabling organizations to manage continuous, white-water change. Companies create high performance work organizations in which work is reorganized, redesigned, and reengineered to improve performance.

Decades of breaking work into ever smaller tasks are coming to an end. Now teams of employees are responsible for key business processes from beginning to end. Impatience with the rate of change causes many organizations to reengineer (start from scratch) their key processes. Virtual or-

ganizations are appearing, which build on a few core competencies and assign their other work to temporary and contract workers as needed.

Advances in information technology described previously are providing greater computer power, faster transmission of data, expanded storage capacity, and clearer, more complex links among users. This innovation permits greater control of a more decentralized organization and facilitates the information flow needed to give local managers substantive decision-making authority.

Because of this technology, corporations will become cluster organizations or adhocracies, groups of geographically dispersed people—typically working at home—that come together electronically for a particular project and then disband, having completed their work. More organizations will comprise a minimal core of permanent employees supported by independently contracted professionals.

As more companies realize that the key resources of business are not capital, personnel, or facilities, but rather knowledge, information, and ideas, many new ways of viewing the organization begin to emerge. Everywhere companies are restructuring, creating integrated organizations, global networks, and leaner corporate centers. Organizations are becoming more fluid, ever shifting in size, shape, and arrangements.

Companies organize around what they do best. They structure themselves according to core competencies instead of according to product or market. The organizational architecture of companies evolves around autonomous work teams and strategic alliances.

Companies also coevolve by working with direct competitors, customers, and suppliers to create new businesses, markets, and industries. Soon companies will view themselves as part of a wider environment, a business ecosystem, and will see business opportunities not simply from the perspective of solo players but as players coevolving with many others in relationships of codependency.

Coevolution is sharply different from the conventional idea of competition, in which companies work only with their own resources and do not extend themselves using the capabilities of others. In the global market, companies must rely on other players for capacity, innovation, and capital.

Business Week states that networked (virtual) companies “could become the most important organizational innovation since the 1920s. That was when Pierre DuPont and Alfred Sloan developed the principle of decentralization to organize giant complex corporations.”¹⁸ The virtual corporation will have neither central office nor organization chart; it will have no hierarchy or vertical integration. Teams of people in different companies will routinely work together. After the business is done, the network will disband.

The emergence of these network-type organizations replacing the more traditional bureaucratic structures can be summarized by the transformative organizational shifts shown in Table 1.1.