

**Mentoring's Future: The Evolutionary Conscious Approach**  
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**A. THE MODEL'S PURPOSE**

1. Built to overcome 3 major challenges to mentoring programs that are found in:
  - processes used for the **pairings**
  - lack of a continuous **buy in**
  - the weaning of **coordination and motivational factors**
2. Identify weaknesses found in business, government, and general mentoring programs
3. Present alternative insights into the mentoring partnership with a particular emphasis on the matching and training process.
4. Assist partners to visualize their relationship

**B. THE FORMULA**

Encouragement of **internal self motivation** between partners + mentoring partners visualize relationship as a **growth process** = firm foundation for a **successful** mentoring program

**C. MODEL REQUIREMENTS**

- designated acknowledged program coordinator
- mentees have direct input into mentor selection
- mentees, mentors will attend the orientation session
- mentors, mentees attend the same orientation session
- orientation session contains a personality analysis self assessment
- anonymous mid-way survey distributed online
- program meetings last no longer than 10 months, maximum of a year

## **D. THE MODEL**

### ***Model Component One: Partnering Process***

- *Summary of the evolutionary consciousness approach*

### ***Model Component Two: Program Coordination***

*Administrative structure of the program*

- *Goals and Objectives*
- *Timeline*
- *Variables*
- *Pitfalls*

### ***Model Component Three: Program Evaluation***

- *Forms*
- *Surveys*

### ***Model Component Four: Program Sustainability***

- *stakeholder buy in*
- *organizational use of self perpetuation*

## **E. PROGRAMS USED FOR STUDY**

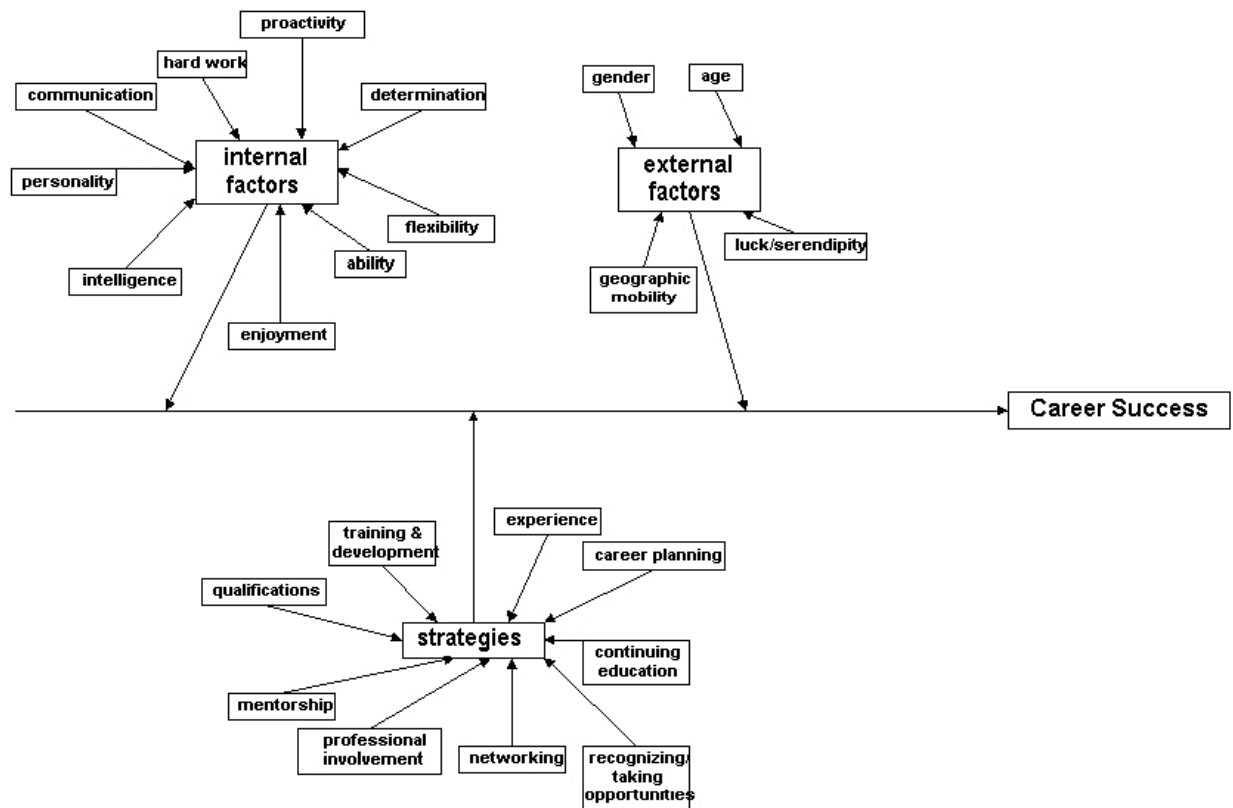
- *Professional Education for Librarians in Small Communities (PELSC) Institute of Museum and Library Services (IMLS) grant awarded to the Texas Woman's University School of Library and Information Studies, Denton, Texas, 2007-present.*
- *American Library Association (ALA) Library Leadership and Management Association's (LLAMA) Mentoring Committee, 2008 - present.*
- *State Library and Archives of Florida's Sunshine State Library Leadership Institute. (SSLLI), Tallahassee, Florida, 2004-2007.*

## **Mentoring's Future: The Evolutionary Conscious Approach**

The mention of the word “mentoring” in some circles has begun to create a mental deafness in the minds of various individuals. The claim is that mentoring does not work. Individuals have stated they either participated in a formal mentoring program or have heard of someone else being mentored that served no constructive purpose in either case. Formal mentoring has also been considered at times as a sheer waste of time and energy. Worth noting is the fact that all of these experiences may have been true in the particular cases mentioned.

However, in today's attempt to regenerate the library profession, along with others, mentoring indeed can be a very viable career development strategy for not only those beginning the profession, but for those seasoned library professionals who may need a career boost. See researcher's diagram below.

Figure 1: Career Success Diagram. (Golden, 2005)



The goal of this article is to illustrate how to help mentors and mentees acquire the knowledge, skills, and motivational measures for further successful career leadership development. How this will be done is by focusing on a mentoring model which was created from research performed on successful as well as failed mentoring programs. This model identifies strengths and weaknesses found in business, government, and general mentoring programs, and presents alternative insights into the mentoring partnership with a particular emphasis on the matching and training processes. Current research shows that one or more of the challenges in the following areas could possibly weaken the mentoring program: the partnering process, program coordination, program evaluation, and/or program sustainability. However, for purposes of this article, discussion focuses on only the partnering process of the mentoring program and its significance to the success of the program. The idea being that if funding is assumed, and the coordinator is in place, then partnerships formed must be a suitable match or the program will either limp along or else fail all together. Reasons are generally discovered either by way of a midway or concluding

survey. Therefore in the created mentoring model, the successful foundation of the mentoring program results in the strength of the pairs.

While presenting the concept of mentoring as a leadership career development strategy, this article introduces a mentoring model created to increase the conscious individualism of the partners and their awareness of the evolutionary relationship. The outcome measure should illustrate that as the mentoring relationship evolves, individuals develop a partnership empowering them to establish individualized learning and growth.

### **Current partnering practices**

This article concentrates on three mentoring programs as part of a research direction. Relying on data collected, as well as assumptions made on these three programs, the researcher has produced a model that is currently being tested. The three programs mentioned are a mentoring program that is a component of the Professional Education for Librarians in Small Communities (PELSC) grant, awarded to Texas Woman's University in Denton Texas through the Institute of Museum and Library Services (IMLS).<sup>1</sup> The second is the American Library Association's (ALA) Library Leadership and Management Administration (LLAMA) mentoring committee's program built from LLAMA's Leadership Development strategic plan.<sup>2</sup> And the third is a mentoring component of the Florida Department of State's Sunshine State Library Leadership Institute (SSLLI).<sup>3</sup> In all of these programs, the author has either created the program or has had direct input into their process.

### **Matching Process in Group Mentoring**

Although there are varied practices engaged for formally matching the mentor and mentee, most organizations initiate the process by providing the potential candidates with a type of interest and experience inventory form to complete about themselves, as did the three research programs.

Depending on the field, generally these are comprised of personal questions to both the mentor and mentee regarding career strengths, professional expertise, experience, educational background, and what each hopes to gain by participating in this program. Data is collected either via a paper instrument, or handled online in order that pairs can be matched.

In situations such as the three cases used in this study where the mentees have already been selected, these organizations often believe that the candidate mentor applicant pool needs to be a control group possessing certain characteristics. As an example, administrators of PELSC invited individuals for mentors who were categorized as library leaders in the State of Texas. A list was constructed and the mentee could either choose, or be appointed a leader from that list. Another example is where LLAMA permitted only current or future members of the LLAMA organization for the pool. In this case, the LLAMA member mentee had the opportunity to suggest someone, or was appointed a mentor from the list of volunteer LLAMA members solicited online by the mentoring committee. The third example, which is SLLI, shows participant mentees suggesting two leaders employed within the State of Florida (private or corporate) to be their mentors, with the final decision resting with the State Library program coordinator. One commonality in all three examples is the mentor, either appointed or self selected could in no way be responsible for the mentee's worksite evaluation.

These examples listed illustrate only three variations used in the initial step in the partnering process. There are potentially many more methods that can be applied depending on the circumstance and the outcomes required.

### **Orientation Session**

Once the partners are chosen, in a formal mentoring process, the individuals are usually invited to attend an orientation session. These can groups both mentors and mentees or separate them. The pairs come together to best receive instructions on how the program is to proceed. In all

three of the researched organizations, the orientation included both mentors and mentees together for approximately a half to a full day's session. In each case, where the mentor could not attend, the presentation slides were easily accessible via the organization's website, with all appropriate materials provided as well.

From the orientation session the pairs are then given suggestions on how to further proceed with their mentoring. The program continues on for the time encouraged by the organization, with communication taking place with the program coordinator. The program is evaluated, both along the way as well as at the conclusion and possible program sustainability is a consideration.

### **Theoretical framework of the created model**

The mentoring model being discussed here was created from research performed on successful as well as failed mentoring programs. This model builds from the weaknesses and strengths found in not only the three mentoring programs discussed here, but in business, government, and general mentoring programs presented in the current literature. This article presents alternative insights into the mentoring partnership with a particular emphasis on the matching and orientation processes.

The overall model was constructed to assist partners to visualize their relationship as a growth process, and as a result to help encourage internal self motivation. As the mentoring relationship evolves, individuals develop a partnership empowering them to establish individualized learning and growth. This can happen when the conscious individualism of the partners and their awareness of the evolutionary relationship have been heightened. This heightening occurs as the guidelines of this model are to be followed.

Again, for purposes of this paper, the emphasis for this article remains focused on one part of the model only - the partnering process. Note also that within this model the use of contractual forms are implied and as such will not be mentioned within this narrative.

### **Seven requirements**

There are seven major requirements of the formal mentoring process with regard to the partnering process for participants if this model is to work successfully both for and between the pairs: 1) There must exist an acknowledged program coordinator who communicates with the mentees and mentors on a regular and confidential basis; 2) Mentees must have direct input into mentor selection; 3) It is a given that all mentees will be in attendance, but also it is required that all mentors must attend the orientation session in order to even be considered for participation in the program; 4) Mentors and mentees must attend the same orientation session; and 5) The formal mentoring orientation session needs to contain various elements with the most important being a personality analysis assessment (preferably the enneagram personality system) presented to the pairs at this initial meeting. Note however, of the three case studies in this research study, only one of the three programs (SSLLI) were able to logistically have the enneagram personality test presented. Unavailability of time and the inconvenience of geography presented this from happening for PELSC and for LLAMA pairs; 6) An anonymous mid-way survey should be distributed online that questions challenges and successes currently up to this point in the program, frequency of meetings, and topics discussed. The results need to be distributed, data collected, then spun back to the participants; and 7) The mentoring program meetings of pairs should last no longer than 10 months, with the maximum being a year's time.

#### *1. Program coordinator*

Whether there exists one person in the role as coordinator as in PELSC and SSLLI, or a committee of liaisons in LLAMA, a regular form of communication needs to develop between

the organization and the pairs. This communication can exist as one liaison to one pair as in the LLAMA program, or perhaps one coordinator for all the pairs, or yet with communication kept separate dividing the mentor messages from the mentees as in PELSC and SLLI. Critical to the success of the program is the acknowledgment by the coordinator to offer anywhere from confidential assistance, to articles on the mentoring relationship itself, to finally rah-rahs.

## *2. Mentee direct input*

To shorten the successful interaction between the mentor and mentee, in this model the mentee as a direct and major stakeholder needs to contribute to the selection process, with a final selection choice left up to the organization. “The more that mentee and mentor consider themselves to be similar, the greater the perceived benefits of mentoring... Compatibility predicts positive relationship outcomes.”<sup>4</sup>

Chungliang and Lynch agree with Johnson and Ridley by stating that “Searching for a healthy mentoring relationship is not an easy task. It may be a challenge to find a good one. The world is crowded with gurus seeking to fill their own needs for love and attention, even worship. When looking for such a relationship, rely on your heart, your deep intuitive sense of what seems right.”<sup>5</sup> Just as an aside, Chung and Lynch also state they have found that the best mentors are students of other mentors.

As mentioned above, of the three programs, only SLLI participants were required to initially submit two names of mentors as part of their admittance contract to the program. In the cases of PELSC and LLAMA, participants had the opportunity to suggest mentors, but ultimately the majority of the participants preferred the coordinator to choose for them from the organization’s hand picked list of invitees. Some did recommend leaders, albeit unattainable (i.e. Laura Bush, Oprah Winfrey, etc.) The point being made here is that the mentees have input

as they are asked to keep in mind “personality, communication style, personal values, and career interests are especially salient matching variables.”<sup>6</sup>

### *3. Mandatory mentor orientation attendance*

This requirement for the model was chosen as a direct result of data collected from the three organizations. In each example when the mentors were not able to attend, the survey results produced comments such as: “I am not certain that what I am doing is what the committee would have intended” (LLAMA); or “the organization should provide more structure/direction for the mentoring process, “(PELSC) or “The coordinator of the program ought to provide the mentors with more up-front and real-time information about what the course was covering.”(SLLI)

### *4. Same session attendance*

There are three benefits for including this requirement that both mentor and mentee attend the same orientation session as part of the model. The first is to ensure that both the mentor and mentee are in synchronization with each other’s roles as well as the role assumed by the organization. The second is to encourage introductory interaction with each other, with other pairs, and with the program coordinator. The third benefit is the organization’s opportunity to assist the individuals initiate the development of obtaining a deeper understanding of each other. As Riso and Hudson point out, “Conflicts are often avoidable once people gain insight into how to relate to others from their world view. The message cannot be heard if there is no understanding of one another.”<sup>7</sup> And fourth, the participants will begin the process of learning alternatives to their own patterns of behavior.

### *5. Orientation elements*

In conjunction with the model, the orientation session contains two parts.

Part 1: Ten informational elements. These are essential points needing to be heard by all participants.

- 1) Introduction and statement of the role of the coordinator.
- 2) Presentation of the organization's definition of mentoring. Since each career field formulates their own meaning of the process of mentoring, the pairs all need to be in synchronization of their organization's intended meaning. This model suggests using the words and phrases as contained in a definition offered by Anderson and Shannon: nurturing, role model, teach, sponsor, encourage, counsel and befriend; promotion of professional and/or personal development, and ongoing, caring relationship between the mentor and protégé.<sup>8</sup>
- 3) Myths and fallacies of mentoring.
- 4) Stated roles of the mentor and mentee highlighting that the mentee drives the relationship. With the expected outcomes of the orientation including:
  - 5) Clear expectations of each partner to each other as well as to and from the organization.
  - 6) The establishment of relational boundaries.
  - 7) Awareness of potential risks and benefits of engaging in the program.
  - 8) The recognition that both partners benefit from the relationship."The mentor goes beyond the common notion of *master* to become a special kind of leader, one who can both guide and be guided."<sup>9</sup>
- 9) The expectation that mentee career goal construction is a key element.
- 10) The knowledge that there is a beginning and a conclusion to this formal organizational sponsored program.

## Part 2: The enneagram personality self- assessment

Of all of the pieces that make up the mentoring model, use of the enneagram self-assessment is the most critical component necessary to help increase the conscious individualism of the partners as well as their awareness of the evolutionary relationship. As the mentoring

relationship evolves, this assessment assists the individuals with developing a partnership empowering them not only to establish individualized learning but growth as well.

Of the three organizations studied, the enneagram personality assessment was given to participants of the SLLI mentoring program at the orientation of both the mentors and mentees. This particular type of personality self- assessment is chosen for use in the model for two reasons. First, the basics can be delivered within a short amount of time, and secondly, unlike many other personality assessments, the literature about the enneagram states that our basic type stays the same throughout life. While people change and develop in numerous ways, they do not change from one basic personality type to another as they grow older.

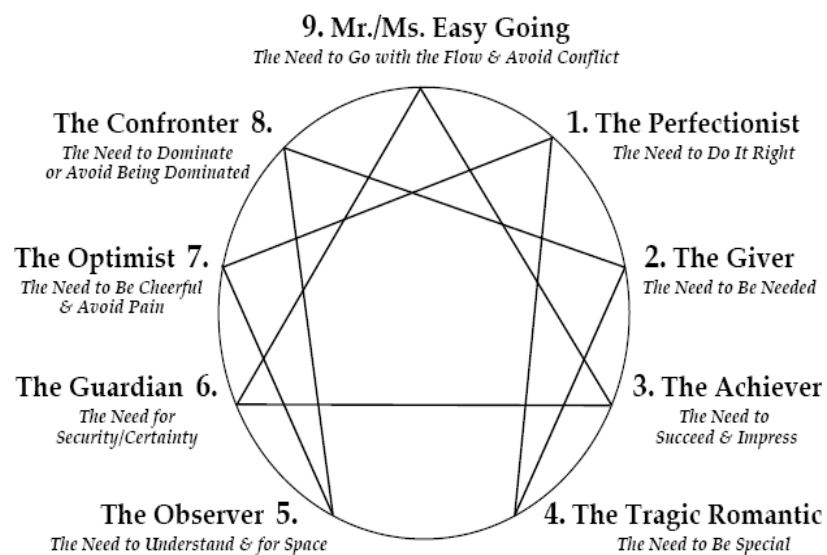
As such, the application of the enneagram has much to contribute to the success of the mentoring process. The enneagram itself is basically a study of the nine basic types of people. It explains not only why we behave the way we do, but it also points to specific directions for individual growth. People from the same type have the same basic motivations and view the world in some fundamentally similar ways. However, variations within each type stem from such factors as maturity, parents' types, birth order, cultural values, and inherent traits such as being naturally introverted or extroverted. The behaviour patterns that emerge from the nine types are as numerous, mysterious and unique as the individual involved.<sup>10</sup>

According to Reynolds, The enneagram is Greek, the diagram (see below) is of Sufi (Islamic) origin and the personality designations are given in Latin, but scholars dispute the contributions and proportions of its three traditions. Mystics, priests, psychologists, and social scientists have studied, taught written about, and utilized it so much so that today it has evolved into a powerful system for personal, spiritual, and professional understanding of the human personality.<sup>11</sup>

The enneagram is not a religion, however, and it does not interfere with a person's religious orientation. But it does concern itself with the one element that is fundamental to all life paths: self-knowledge. While everyone has a certain mix of types in their overall personality, Riso and Hudson state that one particular pattern or style is our "home base", and we return to it over and over. <sup>12</sup>

Chris Wright, M.A., LPC, LMFT, in his presentation at the SLLI mentoring orientation session presented the following diagram in order for the participants to visualize the enneagram

Figure 2: The Enneagram



According to Wright, the enneagram can help participants understand:

- their unique strengths and natural gifts, and of all the people they interact with

- that people are inherently different and that each enneagram type's view of reality is equally as valid
- this knowledge enables the participant to attune to and honor different perspectives
- how the mentors and mentees communicate with each other, and what they don't communicate (and why).
- significant blind spots in individuals, couples, families, and organizations
- the interpersonal dynamics in mentoring relationships<sup>13</sup>

In itself, the enneagram tells us nothing about another person's particular history, intelligence, talent, honesty, integrity, character, or many other factors. However, type does tell us a great deal about how we respond to stress, and many other important things.<sup>14</sup> By applying principles of the enneagram, each partner in the mentoring relationship can more easily appreciate perspectives that are different from their own.

To better understand the concept Wright details the nine types in the following manner:

#### EMOTIONAL TYPES

*TYPE TWO* - The Giver: The need to be needed

Gifts: Helpful, kind, compassionate, nice, flexible, hard working, cares about people.

Features: Indispensability, right-hand "man", good worker, do-goodism.

Concerns: People-pleaser, unaware of own needs, give in order to get, rescuer, door-mat.

*TYPE THREE* - Mr./Ms. Success: The need to Achieve, Succeed & Impress

Gifts: Versatile, highly motivated, hard-working, efficient, people-oriented, and smooth.

Features: Getting ahead; goal/image orientation; likes attention, strokes, praise.

Concerns: Appearances over substance, tendency to overwork, compete; chameleon, deceit.

*TYPE FOUR* - The Individualist: The need to be Special

Gifts: Creative, dramatic, intense, sensitive, imaginative, passionate, likes being special.

Features: Values authenticity, meaning, passion; strong personal style & appearance.

Concerns: Overly sensitive, overly dramatic, envious, not satisfied in the present.

## MENTAL TYPES

*TYPE FIVE* - The Intellect: The need to Understand & for Personal Space

Gifts: Objective, knowledgeable, perceptive, analytical. Observer. Thinker. Calm in a crisis.

Features: Seeks information; needs independence, privacy.

Concerns: Tendency to intellectualize; detached, not so people oriented or nurturing.

*TYPE SIX* - Mr./Ms. Responsible: The need for Trust/Security/Certainty

Gifts: Reliable, hardworking, loyal, caring, trooper. Detail-oriented. Structured outlook.

Features: Trust. Fear. Need for structure. Loyal supporter. Security. Goes "by the book."

Concerns: Controlling, tendency to distrust, focus on the negative, indecisive, vacillate.

*TYPE SEVEN* - The Optimist: The need to be Happy & Avoid Pain

Gifts: Fun-loving, energetic, imaginative, up-beat, charming, spontaneous, flexible, enthusiastic.

Features: Likes variety, stimulation, risk and adventure. Positive thinking.

Concerns: Idealistic, schemers, restless, pollyanna, superficial, chatterbox.

## VISCERAL, WILLFUL TYPES

*TYPE EIGHT* - The Powerful: The need to Dominate

Gifts: Direct, powerful, assertive, decisive, reliable, earthy, self-sufficient, practical, dominant.

Features: Action-power-results orientation; comfortable with confrontation, challenges.

Concerns: Inappropriately forceful or insensitive; fear of exposing vulnerability, lustful.

*TYPE NINE* - Mr./Ms. Easy Going: The need for peace and to go with the flow

Gifts: Good-natured, open, stable, unpretentious, self-effacing, supportive and likable.

Features: Inaction; avoid unpleasantness & conflict; sees everyone's view, harmonizes.

Concerns: Procrastination, neglectful of details; avoiding conflict and commitment.

*TYPE ONE* - The Perfectionist: The need to do it right

Gifts: Detail-oriented, orderly, reliable, principled, forthright, responsible and hardworking.

Features: High standards, creating order, self discipline, "doing things right."

Concerns: Excessive detail orientation; tendency to be critical, judgmental, demanding, cold.

At the mentoring orientation session, each of the participants are given a short test to help them assess their own personality characteristics based on the above nine types. Wright also cautions the participants that there are "wings" and "lines." So. That even though a participant believes themselves anchored to one type, they may have influences from other numbers that can greatly modify the tendencies of their type. There are two ways these influences are possible.

The first are called wings. Wings refer to the enneagram number preceding your type and the number that follows your type. The other influence comes from lines. Each enneagram type has two separate lines that connect to two additional enneagram types (refer back to the enneagram diagram).

As with other personality analysis, the process is much more involved. But the researcher has found this particular element of the program a critical piece to assist the mentor and mentee acquire a better understanding of one another initially as well as their own selves within the relationship that they are about to embark.

#### *6. Mid-way Survey*

Creating and collecting data for this mid-way survey has a definitive impact on the partnering relationship. The researcher has found that generally half way through the program the partnership needs a boost. Sometimes communication from the coordinator alone may achieve this result. But this model suggests that a mid-way questionnaire be created asking (among others) questions from five very significant areas. The first is how often have the partners been meeting, the second is how the partners have been communicating (phone, e-mail, etc.), the third is what subjects have they been discussing, the fourth is whether or not they are experiencing challenges, and the last is how the coordinator/organization can help. Data gathered from this anonymous questionnaire has been most valuable not only for the coordinator of the program, but for the participants. If done correctly according to the model, the results are summarized and then spun back to the participants. In effect the results show the pairs not only what their peers are doing, but it gives the pairs additional ideas, particularly concerning what subjects are being discussed when the mentoring pairs meet.

#### *7. Length of Program*

According to this created model, the length of the program also has direct impact on the partnering relationship. This model suggests a program of 12 months, with the mentors and mentees actually connecting for 10 of those 12. As noted in current literature, the mentoring relationship should have enough stated time to experience its natural course of the mentoring phases. One example subscribed to in this model is a four stage process used by Megginson & Clutterbuck – establishing rapport, direction setting, progress, making, and moving on.<sup>15</sup>

Another is mentioned by Hill and Banuck<sup>16</sup>:

*Initiation:* the protégé admires, respects, and trusts the mentor. In return the mentor feels this respect and believes he/she has something to offer the protégé

*Cultivation:* both confidence and career support develop

*Separation:* the protégé becomes more independent and empowered causing the relationship to change

*Redefinition:* the relationship is reshaped to a “colleague” stage

## **Conclusion**

Research conducted on the three organizations has provided significant data to the creation of the mentoring model described in this article. Since two of the three programs being studied (PELSC and LLAMA) are still in progress, there are many questions, theories, and assumptions needing to be studied relative to the three remaining sections of the model: program coordination, program evaluation, and/or program sustainability. Of the four involved with the model, the partnering process is pretty well in place within the model using the seven requirements outlined above in this article as: an acknowledged program coordinator; mentees having direct input into mentor selection; mandatory mentor attendance at the orientation

session; mentors and mentees attending the same orientation session; the enneagram personality system presented to the pairs; an anonymous mid-way survey distributed online; and the length of the program being no longer than 10 months.

As the PELSC and LLAMA programs continue, assumptions and theories used to construct the created model will be adjusted depending on data analyzed from the results of studies made. In turn this model will be tested over and over again to possibly improve and update its suggested usability.

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## References

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- <sup>14</sup> Riso and Hudson, 16-17.
- <sup>15</sup> Megginson, D. and Clutterbuck, D. *Mentoring in Action*, London: Kogan Page. 1995, 30-34

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<sup>16</sup> Hill, S.K. and M. H. Bahniuk. "Promoting Career Success Through Mentoring." *Review of Business* 19 (1998).