



## Tameer Entrepreneurship Club

### Mentoring Guidelines

#### MENTORING

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### MENTORING



*The mentoring relationship is a complex one, like most human relationships. It is different each time, and successful to the extent that both mentor and fellow are committed to it and willing to work at it. It works best when there is open, honest communication and mutual trust and respect.*

### Chapter -1

#### INTRODUCTION

Words, *mentor* and *mentee*, involve action on the part of the person to whom they refer. Passivity on the part of either is impossibility. Both must be actively involved if the relationship is to exist at all, even if one party is not consciously aware of how the other views him/her. Paul D. Stanley and J. Robert Clinton tell us that “Mentoring is a relational experience in which one person empowers another by sharing God-given resources.”

But perhaps the best explanation of mentoring is offered by William A Hensel, who said, “You can assign advisors, not mentors. A mentor and a student will come together because they sense it is right for both of them—not because a committee decides some abstract bureaucratic goals. An advisor can show you how to write a grant proposal, how to get a research project started, or how to get promoted. A mentor will show you how to live your life.”

However you choose to define it, mentoring affects a positive change in the life, the goals, and the behavior of the mentee. Historically, mentoring goes back as far as recorded history. Homer’s *Odyssey* noted the importance of this type of relationship when Odysseus, who went off to fight the Trojan War, left his young son, Telemachus, in the care of a trusted guardian whose name was Mentor. Our word for this type of relationship—*mentoring*—was derived from this man’s name. Apprenticeship, a form of mentoring, was ***the only method*** of passing on a trade for thousands of years. During an apprenticeship, the supervisor would over-see the practical application of knowledge attained, such as in the case of a “medical intern” or a “student teacher.”



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1. Purpose
2. Recommendations for Use
3. What is Mentoring?

### **Purpose**

The purpose of this guideline is to provide a “map to guide you on the road to successful mentoring - a road that is becoming far more traveled. Mentoring is not a new concept; in fact, mentoring existed in ancient Greece. It is only that the road has been repaved with new ideas and styles that require a directional tool (i.e., map) for a successful journey.

This guide/handbook will take you through the mentoring process - what it means to be a mentor, the roles and responsibilities during your tutelage, and the different styles that you can adopt to meet the unique demands of a mentoring relationship. The mentor-mentee relationship is charted from beginning to end by tips on how to identify a mentee, cultivate the relationship, and avoid “obstacles” that can detour a mentor/mentee relationship. Finally, this handbook outlines the positive effects of traveling this road - effects that are shared by the mentor, the mentee, and the fraternity.

### **Recommendations for Use:**

This handbook contains comprehensive information on mentoring, with tips, suggestions, and examples to supplement this information. It is recommended that you read all sections of the handbook at least once. Whether you are a mentor-to-be who stands at the crossroads of mentoring, or an experienced mentor who is miles down the road, there is information to be learned. Once you have read the material, refer to the handbook whenever necessary. You may find that you refer to some sections more than others. Remember, this handbook is the “map” that guides you on the road to successful mentoring. You need to decide how to best use this tool.

### **What Is Mentoring**



‘Mentoring is an open vista of new experiences and possibilities.’ One usually charts unfamiliar territory when attempting to define ‘mentoring. ‘Mentoring is not a term that is easy to define because it is an ever-changing process. The mentoring process links an experienced Mason (mentor) with a less experienced Mason (mentee) to help foster Masonic development and growth. The mentoring process requires that the mentor and mentee work together to reach specific goals and to provide each other with sufficient feedback to ensure that the goals are reached. Many define a mentor as a teacher who assigns tasks and reviews performance, but a mentor is more than a teacher. A mentor facilitates personal and Masonic growth in an individual by sharing the knowledge and insights that have been learned through the years. The desire to want to share these “life experiences” is characteristic of a successful mentor.



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A successful mentor is also characterized as:

#### 1. Supportive

A mentor is one who supports the needs and aspirations of a mentee. This supportive attitude is critical to the successful development of the mentee. A mentor must encourage the mentee to accept challenges and overcome difficulties.

#### 2. Patient

A mentor is patient and willing to spend time performing mentoring responsibilities. A mentor provides adequate time to interact with the mentee. Both the mentor and the mentee define time requirements.

#### 3. Respected

A mentor is someone who has earned the respect of his peers and/or his Fraternity. It is important that this person be someone to whom others can look at as a positive role model.

Just as a mentor is more than a teacher, a mentee is more than a student. A mentee, as a bright and motivated individual, **is the future of the fraternity**; the insurance that a well-trained, high-quality Mason will exist to meet long-term goals. Mentees represent a wide range of individuals in terms of age and work experience. A mentee is an achiever - groomed for advancement by being provided opportunities to excel beyond the limits of his current position.

A mentee is the man new to Masonry, the junior colleague who needs to be taught everything about our great fraternity in order to make this good man better.

Together, the mentor and mentee share mentoring experiences that, over time, can build a successful and enriching relationship. Of course, the success of this relationship depends on both the mentor and the mentee. Both you and your mentee must want the relationship to work. You must cooperate with each other to make the most of the experience.

***TIP:** Watch for signs of "lopsided" mentoring. This occurs when one party is devoting more time and energy to the mentoring process than the other. In most cases, efforts should be equal. Make sure you both are committing time and energy to the process.*

The success of the mentoring relationship also depends on how well the mentoring relationship is defined. You need to know each other's expectations. Once you have a clear understanding of these expectations you will be able to ensure that each other's expectations are being met.

Finally, you must be concerned with the overall development of your mentee. You should be the influencing force behind your mentee's Masonic growth - providing guidance, promoting participation in Lodge training, and assisting in decisions - to cultivate overall development.



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### Chapter -2

#### MENTOR ROLES AND RESPONSIBILITIES

1. Mentor Directions
2. Mentoring Roles

#### **Mentor Directions**

Like marks around a compass, the roles you assume as a mentor point you in many different directions. Which role you assume depends on the needs of your mentee and on the relationship you build with your mentee. Each of the roles is explained in the next section to help you prepare for the different directions you will take.

#### **Mentor Roles**

##### **TEACHER**

As a teacher, you may need to teach the mentee the skills and knowledge required to be a successful Mason. This role requires you to outline the ‘nuts and bolts’ of the Lodge and to share your experiences as a seasoned Mason.

You have identified the knowledge and skills that make a seasoned mason. You need to identify what knowledge and skills the mentee already has and what knowledge and skills require development. Then, concentrate your efforts on helping your mentee develop his or her knowledge and skills.

It is in your best interest to ensure that your mentee develops in Masonry. There are many different ways you can help your mentee develop. You should make a point of explaining, in detail, what you expect from your mentee. If you are helping your mentee develop leadership skills, provide examples of good Masonic leaders, when possible, for the mentee to follow. The most important developmental method you can use is to answer the questions your mentee poses. Keep in mind that you are not required to be the “expert” on everything. A good mentor knows when to direct the mentee to a knowledgeable source. Knowledgeable sources can be people or materials (e.g., handbook, diagram, chart, and the internet).

As a teacher, it is important that you share the wisdom of past mistakes. A mentee cannot only learn from your errors, but also can realize that no one is perfect. Make a point to relate these learning experiences, special anecdotes, and “trials” whenever appropriate. It is this sharing of information that strengthens the mentor-mentee relationship.

##### **GUIDE**

As a guide, you help navigate through the inner workings of Masonry and decipher the “unwritten rules” for your mentee. This information is usually the “kernels of knowledge” that one only acquires over a period of time. The inner workings of Masonry are simply the “behind the scenes” dynamics that are not always apparent, but are crucial to know. The “unwritten rules” can include the special procedures your Lodge follows, the guidelines that



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are not always documented, and policies under consideration. This is known as the Lodge culture.

As a mentor, it is important that you explain the inner workings and “unwritten rules” to your mentee. Brief your mentee on who does what, the critical responsibilities that each performs. The mentee may well ask why all of the rules are not written so that mistakes or misinterpretations are not made. Sadly the answer may be that you don’t know. **A good mentor will strive to correct this deficiency in his lodge.**

### COUNSELOR

The role of counselor requires you to establish a trusting and open relationship. In order to create a trusting relationship, you need to stress confidentiality and show respect for the mentee. You can promote confidentiality by not disclosing personal information that the mentee shares with you. Show respect by listening carefully and attentively to the mentee and by not interrupting while your mentee is talking.

The counselor role also encourages a mentee to develop problem-solving skills. A mentee must be able to think through problems rather than always depending on you to provide a solution. You can develop the mentee’s problem-solving skills by advising the mentee to attempt to solve the problem before seeking assistance.

### MOTIVATOR

As a motivator, you may at times need to generate motivation in your mentee. Motivation is an inner drive that compels a person to succeed. It’s not often you will find an unmotivated mentee. In general, most mentees are enthusiastic about their journey in Masonry. After all, mentees tend to be characterized as highly motivated individuals with a thirst for knowledge. You usually perform the role of motivator only when you need to motivate your mentee to complete a difficult assignment or to pursue an ambitious goal. Through encouragement, support, and incentives, you can motivate your mentee to succeed.

One of the most effective ways to encourage your mentee is to provide frequent positive feedback during an assigned task or while the mentee strives toward a goal. Positive feedback is a great morale booster that removes doubt, builds self-esteem and results in your mentee feeling a sense of accomplishment. Concentrate on what the mentee is doing well and tell your mentee about these successes.

### ADVISOR

This role requires you to help the mentee develop interests and set realistic Masonic goals. As the old saying goes, “If you don’t know where you are going, you won’t know how to get there.” This saying holds true for mentee’s Masonic development. In the role of advisor, you need to think about where the mentee wants to go in Masonry. That is, you need to help the mentee set Masonic goals.



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There are several factors to consider when setting Masonic goals. Goals should be specific. Goals need to be clearly explained, using details about what the mentee wants to achieve. Goals must be time-framed. You both need to plan an overall time frame for goals with interim deadlines to ensure that your mentee is moving toward these goals. It is important not to make goals too future oriented. Most mentors recommend that you keep goal time frames within a three to six month range. Goals must be results oriented. You need to concentrate on the results of their efforts, not so much on the activities that are required to accomplish them. An activity provides a way of reaching the goal, but the end result (the goal) should not be neglected. Goals must be relevant. The goals must be appropriate and in tune with Masonry, while moving the mentee closer to the knowledge and proficiency that he finds challenging and enjoyable. Goals must be reachable. The goals must be within the mentee's reach. The mentee needs to feel challenged, but not incapable of reaching the goals. You must consider the special talents of your mentee and weigh these talents with the requirements of the goal for which your mentee strives. You may want to create several Masonic goals to eliminate the possibility of your mentee feeling "trapped." However, goals should be limited in number. You need to avoid setting too many goals at once. Concentrate first on setting goals that will help your mentee accomplish what needs to be done (i.e. proficiency in his current degree). Keep in mind that set goals must be flexible enough to accommodate changes in the mentee's personal life. Goals shouldn't be so rigid that adjustments can't be made.

### REFERRAL AGENT

Once Masonic goals are set, you are likely to assume the role of referral agent. As a referral agent, work with your mentee to develop an action plan that outlines what knowledge, skills, and abilities a mentee needs to meet his goals. There are several steps that you and your mentee should follow when developing an action plan.

Target the areas that require development. To target developmental areas, know the requirements of the next goal or position. Perhaps talk to people who hold the position, or visit with the Worshipful Master to obtain information about the position. You should identify the knowledge, skills, and abilities that are required of the future position. Weigh these against the knowledge, skills, and abilities that your mentee already possesses. Are there any that required developments? What knowledge needs to be acquired and skills honed to meet the demands of the future position?





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#### MENTOR AND MENTEE CHARACTERISTICS

The most important benefit of mentoring relationships is the development of a much-needed support system. The more we really *know* each other, the more often we will be there for each other—much like the members of a healthy *family*. Mentor/mentee relationships can also be of assistance in facilitating personal and professional growth. The mentor, by encouraging, advising, coaching, and holding the protégé accountable, helps the protégé grow in skills, knowledge, wisdom, and experience.

A mentor/mentee relationship has a two-way payoff. The mentee gets assistance and support from “someone who has been there.” The mentor gets the satisfaction of helping to discover or develop latent talent in another person, plus much more!

BOTH gain:

- Mutual respect for one another’s talents, gifts, knowledge, and experiences.
- Memories of a relationship where there was cooperation and no compromise to the personal integrity of either party.
- Greater potential for career success as they learn from each other.
- Increased productivity as both parties grow in all aspects of their lives as a result of this special relationship.

According to the Random House College Dictionary, it means being “a wise and trusted counselor.”

According to Gordon Shea, “Mentors are helpers. Their styles range from that of a persistent encourager who helps build our self-confidence to that of a stern taskmaster who teaches us to appreciate excellence in performance. Whatever their style, they care about us and what we are trying to do.”

According to Tom Brown, a contributing editor for *Industry Week*, it means, “An extended, confidential relationship between two people who have mutual personal growth, and corporate success as common goals.”

Howard and William Hendricks say this: “The simplest definition I know of a mentor is a person committed to two things: helping you grow and keeping you growing, and helping you realize your life goals.”

The following lists are, once again, not intended to be totally inclusive, but are provided to assist in the development of good, healthy, productive mentoring relationships.

- Confidentiality
- Understanding





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- Constructive-building up and encouraging
- Non-judgmental attitude
- Availability
- One-on-one
- Integrity

### The following dynamics are deemed by Stanley and Clinton as *vital* to the mentoring relationship:

1. **Attraction.** This is the necessary starting point in the mentoring relationship. The mentee is drawn to the mentor for various reasons: perspective, certain skills, experience, values and commitments modeled, perceived wisdom, position, character, knowledge, and influence. The mentor is attracted to the protégé because of the protégé's attitude, potential, and opportunity for influence.
2. **Responsiveness.** The mentee must be willing and ready to learn from the mentor. Attitude is crucial for the mentee. A responsive, receiving spirit on the part of the protégé and attentiveness on the part of the mentor will directly speed and enhance the empowerment.
3. **Accountability.** Mutual responsibility for one another in the mentoring process ensures progress and closure. Sharing expectations and a periodic evaluation will give strength to application and facilitate empowerment. The mentor takes the responsibility for initiating and maintaining accountability.

A mentor, according to Stanley and Clinton, can be a Disciple, a Spiritual Guide, a Coach, a Counselor, a Teacher, a Model, or a Sponsor. But sometimes a mentor will be more than one of these to a mentee.

Other experts, however, have differing opinions. Joan Jeruchim and Pat Shapiro in their book, Women Mentors and Success, say, "We see mentoring as the pinnacle of relationships along a continuum of work relationships, starting with a peer and moving up to a coach, sponsor, and finally, a mentor." What makes mentoring different, according to these writers, is the intensity of the emotional involvement. Trusting someone enough to reveal your true self—your strengths, weaknesses, vulnerabilities, hopes and dreams always involves emotions.

Since the mentoring relationship requires effort from both the mentor and the mentee, it CANNOT be forced on either party! It must be based on freely given TRUST AND RESPECT if it is to be meaningful and productive.

1. Desired Characteristics of a Mentor
2. Desired Characteristics of a Mentee



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#### **Desired Characteristics of a Mentor**

To successfully assume the different roles of a mentor, you need to display certain characteristics. As previously mentioned, a successful mentor is characterized as supportive, patient, and respected. There are other characteristics a successful mentor should possess. A successful mentor should be:

#### **PEOPLE ORIENTED**

A mentor is one who is genuinely interested in people and has a desire to help others. A successful mentor is one who has good people skills; that is, knows how to effectively communicate and actively listen. A mentor must also be able to resolve conflicts and give appropriate feedback.

#### **GOOD MOTIVATOR**

A mentor is someone who inspires a mentee to do better. A mentor needs to be able to motivate a mentee through encouraging feedback and challenging assignments. A mentor once described this characteristic by saying, “a mentor needs to stretch the mentee’s potential, setting new limits for what the mentee can do.’

#### **EFFECTIVE TEACHER**

A mentor must thoroughly understand the mentee’s current knowledge and goals, and be able to effectively teach his mentee. A mentor must not only teach the “skills of the craft,” but also manage the learning of the mentee. This means that a mentor must actively try to recognize and use teaching opportunities

#### **SECURE IN POSITION**

A mentor must be confident in his Masonic knowledge so that pride for the mentee’s accomplishments can be genuinely expressed. A mentor should appreciate a mentee’s developing strengths and abilities, without viewing these accomplishments as a threat. A secure mentor delights in a mentee’s discoveries and welcomes a mentee’s achievements. In truth, a mentor enjoys being a part of the mentees growth and expansion.

#### **AN ACHIEVER**

A mentor is usually an achiever - one who sets realistic goals, continually evaluates these goals, strives to reach them and demonstrates a thirst for Masonic knowledge and improvement, himself. A successful mentor is usually one who takes on more responsibility than is required, volunteers for more activities, and tends to climb the proverbial Masonic ladder at a quick pace.



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A mentor attempts to inspire a mentee with the same drive for achievement. This “attempt at achievement”, or thirst for Masonic knowledge, is the flint that sparks a mentee’s desire for Masonic success. In this way, a mentor helps a mentee to set, evaluate, and reach Masonic goals.

#### **VALUES MASONRY**

A mentor takes pride in being a Mason and relishes the every day challenges that typically arise. A mentor understands the vision and values of the fraternity and supports his Lodge and the Grand Lodge initiatives. A mentor should be well versed in lodge culture as well as its particular policies and procedures. Keep in mind that a mentee looks to his mentor for guidance on interpreting policies and procedures as well as understanding the lodge culture. In order to provide this guidance, you need to know well versed in all of these areas.

#### **RESPECTS OTHERS**

A mentor is one who shows regard for another’s well-being. Every person, including the mentor, has certain vulnerabilities and imperfections that must be accepted. A mentor should learn to accept a mentee’s weaknesses and minor flaws, just as the mentee must learn to accept the weaknesses and flaws of the mentor. Mentors can, in fact, help a mentee explore his or her vulnerabilities and imperfections. Without passing judgment, a mentor must also recognize the differences in opinions, values, and interests that will exist. By accepting such differences, a mentor projects an openness to others. Not all these characteristics are equally found in everyone. If you fall short in one or several of these characteristics, it doesn’t mean that you can’t be a successful mentor. It just means that you need to strengthen those characteristics that you think are a bit weak.

#### **Desired Characteristics of a Mentee**

A successful mentoring relationship not only depends on the characteristics of the mentor, but also on the characteristics of the mentee. The following list outlines the characteristics of the “ideal” mentee.

#### **EAGERNESS TO LEARN**

A mentee has a strong desire to learn. A mentee seeks educational and/or training opportunities whenever possible to broaden his knowledge. A mentee strives to elevate his level of Masonic knowledge gain a greater mastery of the craft. A Mentee should also be permitted and encouraged to search out a Mason whom he believes that he will be compatible with and whom he believes will be of value in his own Masonic enlightenment.

#### **ABILITY TO WORK AS A TEAM PLAYER**

A mentee must interact with many others as a part of the fraternity.



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Therefore, it is important that the mentee cooperate and communicate with the brethren. A mentee must learn how to be a team player - to contribute as much as possible to the mentoring relationship. To do this, a mentee should:

- 1) Initiate and participate in discussions
- 2) Seek information and opinions
- 3) Suggest a plan for reaching goals
- 4) Clarify or elaborate on ideas
- 5) Try to ease tension between parties
- 6) Resolve differences
- 7) Be fair with praise and criticism
- 8) Accept praise and criticism.

### PATIENT

A mentee must be willing to put time and effort into the mentoring relationship. A mentee must persevere through the difficulties that arise during the learning process. Many mentees, at one time or another, feel frustrated because they feel confined in their current position. A mentee should be realistic enough to know that Masonic knowledge doesn't happen overnight. In fact, it takes a lifetime, for **Mentoring should be a life long process, at all levels, throughout the entire fraternity.**

### RISK TAKER

As a risk taker, a mentee must be willing to travel from "safe harbor" into the seas of uncertainty. This means that a mentee must move beyond tasks that he or she has mastered and accept new and more challenging experiences. This can be difficult for a mentee because this means giving up the known for the unknown. With each new task, a mentee may ask, "Can I really do this?"

Task changes are never easy for a mentee. A mentee must realize that, to grow in Masonry, it is necessary to assess oneself, to acquire needed knowledge and to make contact with other brothers. A mentee must be willing to take chances! In fact, a mentor should encourage risk taking.

### POSITIVE ATTITUDE

This is the most important trait for a mentee to possess because it is a bright and hopeful attitude that can help a mentee succeed. A mentee with a poor or "defeatist" attitude will not move ahead - the first "bump in the road" will jar this person off course. An optimistic mentee is more likely to tackle difficulties and to stay on course. A mentee should not be afraid to fail.



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Remember, these characteristics are desired characteristics of the “ideal” mentee. If your mentee has only two or three of these characteristics, this does not mean that the mentoring relationship will fail. It may, however, take extra effort to overcome possible obstacles that could arise from lacking one or several of these characteristics.

## MENTEE’S ROLE

### Various Roles of a Mentee

Mentoring creates a partnership between two individuals - the mentor and the mentee. In a previous section you learned the roles of the mentor, but a mentor is not the only one that must wear many hats. A mentee must also perform several roles.

A mentee is the gauge to measure how interactive a mentoring partnership will be. This means that a mentee determines the capacity of the mentoring relationship. Your mentee decides upon the amount of dependence and guidance he needs. A mentee should take the initiative to ask for help or advice and to tackle more challenging work.

A mentee is the student who needs to absorb the mentor’s knowledge and have the ambition to know what to do with this knowledge. As a student, the mentee needs to practice and demonstrate what has been learned.

A mentee is also a trainee who should blend mentoring with other training approaches. The mentee must participate in Masonic training programs, in addition to seeking your advice. By participating in other programs, the mentee becomes a better-rounded and versatile individual and Mason.



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#### ESSENTIALS OF A MENTORING RELATIONSHIP

##### **Five Essentials of a Mentoring Relationship**

When you are traveling to an unfamiliar destination, there are probably some essentials you should take to make your trip a success - a road map, directions, and perhaps a contact's telephone number in case you get lost. Well, as you begin your Masonic mentoring journey, there are several essentials that you should know to make your journey a success. These essential factors are:

- 1) RESPECT
- 2) TRUST
- 3) PARTNERSHIP BUILDING
- 4) SELF ESTEEM
- 5) TIME

##### **RESPECT**

The first essential of a successful mentoring relationship is respect. Respect is established when the mentee recognizes knowledge, skills, and abilities in the mentor that he or she would like to possess. The mentee then attempts to acquire these much-admired characteristics. Respect usually increases over time.

##### **TRUST**

Trust is another essential of a successful mentoring relationship. Trust is a two-way street - both mentors and mentees need to work together to build trust. There are four factors to building trust:

*Communication + Availability + Predictability + Loyalty = TRUST*

*Communication:* You need to talk and actively listen to your mentee. It is important to value your mentee's opinions and let your mentee know that he is being taken seriously. Your mentee can help to build trust in the relationship by honestly relaying his goals and concerns and by listening to your opinions.

*Availability:* You should be willing to meet with your mentee whenever he needs you. Remember the "open door" policy - that is, you should keep the door open as often as possible. Your mentee should also make time for this relationship.

*Predictability:* Your mentee needs you to be dependable and reliable. You should make a point to give consistent feedback, direction, and advice. You should also be able to predict the needs of your mentee. Conversely, your mentee needs to be consistent in his actions and behavior. Although your mentee will grow and change during the mentoring relationship,



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drastic changes in behavior or attitude could signal a problem. Look for these indicators of potential trouble in your mentoring relationship:

Frequent switches in direction, frequent arguments, frustration at lack of progress, excessive questioning of each decision or action taken, floundering.

*Loyalty:* Never compromise your relationship by discussing your mentee's problems or concerns with others. In addition, instruct your mentee not to discuss your relationship with others. Keep the information discussed between the two of you in strict confidence. Avoid criticizing or complaining about other Masons. Disloyalty to the organization or a brother may cause confusion on the part of your mentee.

### PARTNERSHIP BUILDING

The third essential is “partnership-building” activities. When you enter a mentoring relationship, you and your mentee become Masonic partners. There are natural barriers that all partnerships face. Natural barriers may include miscommunication or an uncertainty of each other's expectations.

Five improvement activities can help you overcome these barriers:

Maintain communication

Fix “obvious” problems

Forecast how decisions could affect goals

Discuss progress

Monitor changes

You and your mentee can use the following activities to help build a successful partnership:

Show enthusiasm: Create a positive atmosphere by showing enthusiasm and excitement for your mentee's efforts.

Create an atmosphere for emotional acceptance. Since a person can resist being changed, transformation is a campaign for the heart as well as the mind. Help your mentee feel accepted as he experiences Masonic growth.

Approach change slowly. Listen to your mentee and be responsive to his concerns. When drastic changes occur, a person needs time to accept and experiment with these changes.

Partnership-building activities are not only useful when building a mentoring partnership, but also are helpful to your mentee when interacting with others.

### SELF ESTEEM

The fourth essential to a successful mentoring relationship is to build your mentees self-esteem. All people have the desire to believe that they are worthwhile and valuable.





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To help build your mentee's self-esteem, encourage him to have realistic expectations of himself and the mentoring relationship.

Dissatisfaction can result if the mentee expects too much of himself, the mentoring relationship, or his progress. Discuss realistic expectations together. Encourage your mentee to have a realistic self-perception. You can help define your mentee's self-perception by identifying your mentee's social traits, intellectual capacity, beliefs, talents and roles.

***Tip: Always provide honest feedback. Your mentee deserves the truth, and honest feedback helps your mentee keep a realistic self-perception.***

Encourage your mentee to change a poor self-perception. Changing a poor self-perception requires a good deal of commitment from your mentee. There are two reasons for a poor self-perception:

The mentee "can't" be the person he would like to be. The mentee "won't" be the person he would like to be.

A mentee "can't" change when he does not have the skills or abilities to change. You can help your mentee change this self-perception by helping him develop the knowledge, skills and abilities to become the person he wants to be. Often, a mentee with a poor self-perception claims he "won't" be the person he would like to be because he is not willing to do what is required. You need to instill in your mentee that a poor self-perception can be changed if he is willing to make the effort.

## TIME

The fifth essential is time. During the mentoring relationship, make time to interact with your mentee. Specifically set aside time for your mentee. Set meeting times with your mentee and don't change these times unless absolutely necessary. Meet periodically, at mutually convenient times and at times when you know you won't be interrupted. In addition to making time in your schedule, realize that you need to give your mentee adequate time to grow professionally.

## MENTORING PROCESS

### A Six-Step Mentoring Process

#### 1. Evaluate Characteristics

The first step is to evaluate the characteristics of a mentor. You need to do a self-evaluation. You can evaluate yourself by using the checklist below. This checklist should give you an idea of whether or not you have the characteristics to be a mentor.

#### CHECK THE CHARACTERISTICS THAT APPLY TO YOU:

Possess a passion for life and Masonry

Positive asset to the lodge

People Oriented



## Tameer Entrepreneurship Club Mentoring Guidelines

- Good Motivator
- Effective Teacher
- An Achiever
- Respects Others

Remember that these characteristics are found in successful mentors, but they are not all required. You may have identified some characteristics you need to cultivate or improve. Perhaps you may even have found that you are not ready to be a mentor right now. If you are not ready to be a mentor yet, please let the Worshipful Master know.

### 2. Identify Mentee

The second step is to identify a mentee. You must build a trusting relationship and this involves being able to talk freely to each other. When you are identifying a mentee, remember that the person doesn't need to be exactly like you. Successful mentoring relationships often occur between people of different ethnic backgrounds and physical capabilities. **It is imperative that the Mentee be willing to enter into this relationship with the Mentor.**

### 3. Establish Guidelines

Once you have identified your Mentee, **and the Mentor/Mentee relationship has been agreed to**, the third step is to develop mentoring guidelines. Talk to your mentee about expectations that help build the foundation of the mentoring experience. Communicate your expectations to your mentee. Ask your mentee about his expectations. Find out what he expects to learn from this relationship and how the relationship should develop.

Begin by asking your mentee:

What do you want to gain from this mentoring relationship? How should we work together to make the most of this mentoring experience? What do you expect from Masonry? Are you interested in getting in the Lodge line of officers?

During this step of the mentoring process, you should develop a schedule with your mentee to ensure enough time will be devoted to the mentoring relationship.

### 4. Perform Roles

The fourth step is to perform the appropriate roles. Talk to your mentee about the different roles of a mentor and mentee. Your mentee may not be aware of the roles he is expected to perform. During this step of the mentoring process, you and your mentee begin to assume your roles.



## Tameer Entrepreneurship Club

### Mentoring Guidelines

#### 5. Evaluate Relationships

The fifth step is to informally evaluate your mentoring relationship. Meet with your mentee, from time to time, to find out if expectations are being met and if both you and your mentee are satisfied.

When you evaluate your mentoring relationship, you may find that there are issues or obstacles you need to discuss. The mentor, as the more experienced partner, should take the initiative for monitoring the “health” of the mentoring relationship. Your mentee is responsible for acknowledging and discussing problems as they arise.

#### 6. End Relationship

Finally, the sixth step of the mentoring process involves knowing when to end the mentoring relationship. It is healthy for a mentoring relationship to end.

The following are two common reasons why mentoring relationships end:

Mentee “grows” beyond the boundaries of the relationship. When a mentee begins to gain more confidence and starts to perform more independently, the mentoring relationship may begin to wane. This is acceptable. You want your mentee to achieve independence and begin to make decisions on their own. Of course, you and your mentee can still remain good friends and brothers.

Mentee and mentor have a “falling out.” You may also find that the mentoring relationship is no longer beneficial to you or your mentee. Sometimes the mentoring relationship becomes exploitative and needs to be terminated. When a mentoring relationship ends, reflection and analysis need to be employed to discover why. Both the mentor and the mentee **should think carefully** about whether their expectations were realistic and if their behaviors were appropriate. This reflection is beneficial when the mentor or mentee begin a new mentoring relationship with another brother. The Worshipful Master should be made aware of this situation before it gets to the point where brotherly love fails.



## Tameer Entrepreneurship Club Mentoring Guidelines

### Chapter-5

### MENTORING SKILLS

#### **MENTORING SKILLS:**

Mentors are expected to:

- Be good listeners.
- Have good communication skills.
- Be able to share their experience – capable of applying the theory into practice.
- Show enthusiasm and responsibility during their involvement in the programme.
- Be committed to the theory of equality.
- Be creative and positively predisposed, and not only instruct the mentees what he/she should do, because can distort the relationship very easily, play consulting role rather than authoritarian: i.e. provide guidance and directions.
- Ensure and maintain suitable atmosphere, where mutual partnership between mentor and mentees is developed; be able to exchange information; strive for partnership that would bring benefits and change to each one of them.
- Predispose and persuade the mentees, so that they show their full potential in the implementation of their everyday tasks.
- Be tactful.
- Be well organized, having good skills for time allocation.
- Encourage mentees to decide:
  - Where and when they will meet;
  - How long these meetings will last;
  - What they will talk about;
  - How they will do it (in what form: written - via e-mail, fax; oral – personal meetings, phone calls).
- Give his/her personal recommendations to people.

So we can divide these skills in 4 main categories.

1. Skills Building
2. Listening Skills
3. Counseling
4. Career Advising

#### **Skills Building**

Skills such as listening, counseling, and advising are crucial skills for a mentor. Read this section to learn more about these basic mentoring skills.



## Tameer Entrepreneurship Club Mentoring Guidelines

### Listening Skills

There are two styles of listening - one-way listening and two-way listening. One-way listening, also known as passive listening, occurs when a listener tries to understand the speaker's remarks without actively trying to provide feedback. In this style of listening there is little or no feedback. The listener may deliberately, or unintentionally, send non-verbal messages such as eye contact, smiles, yawns, or nods. However, there is no verbal response to indicate how the message is being received. Sometimes one-way listening is an appropriate way to listen. If your mentee wants to air a gripe, vent frustration, or express an opinion, you may want to practice one-way listening. Your mentee may not want or need a verbal response, but only wants you to serve as a "sounding board." One-way listening is also appropriate when you want to ease back mentally and be entertained. It would be a mistake to interrupt your mentee as he relates a good joke or story.

Two-way listening involves verbal feedback. There are two types of feedback that you can use as a listener. One type of verbal feedback involves a questioning response. You ask for additional information to clarify your idea of the mentee's message. For instance, you may want to ask, "What do you mean?" By asking this type of question, you are asking your mentee to elaborate on information already given. The second type of verbal feedback is paraphrasing. In this type of feedback, you need to demonstrate that you have understood your mentee's concerns. You need to rephrase your mentee's ideas in your own words. If you concentrate on restating your mentee's words, you can avoid selective listening, which is responding only to parts of the conversation that interest you.

**TIP:** You can summarize your mentee's points by saying, "Let me make sure I'm with you so far," or "The way you see the problem is..."

A key to strengthening your listening skills is to improve your concentration. You can improve concentration by:

**Holding your fire:** Learn not to get too excited or angry about the individual's point until you are sure you understand it. Do not immediately draw conclusions whether the meaning is "good" or "bad." Reduce your emotional reactions.

**Listening for the main points:** When listening to your mentee, focus on the main ideas. Make a mental outline of his or her most important points. Look at your mentee to understand what is being communicated.

**Resisting distractions:** While listening to your mentee, try to ignore your surroundings, outside noises, or others. Try to concentrate on your mentee's facial expressions, or his emphasis on certain words.

**Capitalizing upon thought speed:** On an average, you speak 125 words a minute. You think, and therefore listen, at almost four times that speed. You need to remember not to let your mind stray while you are waiting for the person's next thought. Instead, try to "listen between the lines." You can do this by interpreting your mentee's non-verbal messages.



## Tameer Entrepreneurship Club

### Mentoring Guidelines

Listening for the whole meaning: Listen for feeling as well as fact. In other words, try to “get inside the other person’s head.”

#### Counseling

During the course of the mentoring relationship, you may be required to counsel your mentee on problems that can stem from conditions outside of the Lodge, or from conflicts in the Lodge. You may also counsel your mentee on how to make certain decisions. As a mentor, you should be familiar with the non-directive approach to counseling. The focus of this approach is to let your mentee discover problems and work out solutions that best fit his value system. This type of approach avoids the need for making a diagnosis.

***TIP: One role you don’t want to assume is that of psychoanalyst. Never try to diagnose a mentee’s problem.***

A non-directive counseling approach requires you to use active listening skills. While listening to your mentee, refrain from passing judgment. You should accept the different values and opinions of your mentee without imposing your own values and opinions. Make your mentee feel comfortable and at ease and show a genuine interest in your mentee’s welfare. Attempt to get your mentee to ‘open up’ with phrases such as:

“I see, would you like to tell me about it?” “Would you help me to better understand what you’re feeling?” “Why do you feel that way?” “OK...what happened?”

As part of the non-directive approach, you should learn how to reflect on what has been said by your mentee. A non-directive approach does NOT mean that you are passive throughout the discussion. Any discussion, if it is to be productive, requires give-and-take. You should reflect on your mentee’s statement by restating the key point(s). Make sure you really know what your mentee is trying to tell you.

It is not unusual for a person to stop talking during a conversation to organize thoughts, focus opinions, interpret feelings, or simply catch his breath. You may feel great pressure to break the silence by saying something. However, it is better to let your mentee restart the conversation and continue the conversation at their own pace. This eliminates putting too much of your own feelings and biases into the conversation.

If your mentee becomes emotional during your discussion, let him work through the feelings. After an emotional release, it is not unusual for a person to feel shame and guilt. If your mentee wants to discuss this emotional release, you should allow him to talk freely about it.

With a non-directive approach, it is better to let your mentee arrive at their own solutions. (This helps your mentee sharpen problem-solving abilities.) Of course you can give advice to your mentee, but you need to emphasize that this advice comes from your own perspective or experience. If you are asked for advice, preface your statements with “From my experience...” or “The way I view the situation...” or “If I were in your situation, I would consider...” These statements help your mentee understand that this advice is from your perspective. It is the mentee’s choice and responsibility to decide whether or not to apply it.



## Tameer Entrepreneurship Club Mentoring Guidelines

Remember the more serious and personal your mentee's problem, the more cautious you should be about giving advice.

It goes without saying that confidences should be maintained. You should use considerable discretion in handling sensitive or confidential information. Realize that your mentee may be feeling anxiety, apprehension, or fear about disclosing this information to you. Your mentee may wonder how this information is going to be interpreted or acted upon. (This is where trust really is a factor.)

When you counsel your mentee, you can learn to better understand how your mentee thinks, feels, acts, or reacts. In fact, counseling can effectively stimulate your mentee's problem-solving ability.

### Advising

Mentoring requires you to help your mentee set goals and to meet these goals within a specified time frame.

First, you need to determine your mentee's interests. To help your mentee determine his interests:

Begin by asking questions such as:

What activities do you enjoy or find satisfying in Masonry? What outside activities or other organizations do you enjoy? In what other volunteer programs are you active?

Keep in mind that your mentee may have difficulty identifying his skills and abilities for three reasons. People tend to be modest and not want to toot their own horns.' People tend to recall only those attributes necessary to address their current experiences. People tend to diminish their abilities by thinking the abilities are common to everyone.

Second, once your mentee shares some of his interests, begin to categorize these interests. By categorizing your mentee's interests, you can help your mentee focus on the areas of knowledge that he enjoys. Once you have identified your mentee's interests, you need to identify his skills and abilities within these interest areas. You need to gather this information to focus your mentee's goals and his areas of interest.

Ask your mentee: What do you think are your responsibilities? What knowledge, skills, and abilities do you need to meet these responsibilities? What do you believe are your strengths?

Often knowledge, skills, and abilities are shown in accomplishments. Accomplishments include the successful completion of any assignment or task that clearly demonstrates a particular skill or combination of skills. Have your mentee think about his professional, personal or Masonic accomplishments by asking your mentee the following questions:

What would you consider to be your three most significant accomplishments? Why do you consider these to be the most significant?

You can help your mentee reveal knowledge, skills, and abilities by forcing him to closely examine professional, personal or Masonic accomplishments.





## Tameer Entrepreneurship Club

### Mentoring Guidelines

Third, once you have determined your mentee's interests, knowledge, skills, and abilities, help your mentee to formulate and develop or isolate **his Masonic**, as well as his personal goals. Masonic goals are desires to enhance one's Masonic interaction and personal endeavors. Masonic development goals are sometimes hard to quantify so be patient and willing to accept small detours long the path that you are traveling.

Ask your mentee: Where would you like to be in three years (long-term goals)? What series of one-year goals (short-term goals) could lead you to these objectives?

You can set a formalized Masonic education structure for your mentee by writing the long-term and short-term goals on a planning worksheet. Keep in mind that your mentee's goals must be realistic and flexible. You also should ensure that the mentee's goals coincide with Masonry's philosophy and culture.

Once you have identified the Masonic development goals, organize these goals in one of the following categories:

**Knowledge goals:** These goals are desires to advance one's Masonic knowledge and proficiency. To attain Masonic knowledge goals, one must use his previous knowledge, skills, and abilities.

**Target areas:** Target areas are subtasks that a mentee needs to do to reach his Masonic goals.

**Social goals:** Social goals are aspirations to meet other brothers to build a network of contacts.

**Personal goals:** Personal goals are strong desires to improve oneself.

Fourth, once your mentee's goals are established, you need to meet at least every six weeks to evaluate them. You and your mentee may want to adjust Masonic development goals as your mentee's interest's change.



## Tameer Entrepreneurship Club Mentoring Guidelines

### Chapter-6

#### TYPES OF MENTORING

##### **Three Types of Mentoring**

There are three different routes one can take on the road to successful mentoring. The three routes to mentoring are:

- Traditional mentoring
- Planned mentoring
- Self -mentoring

Although these routes will lead you to the same destination, you need to decide which route to follow.

##### **1. Traditional Mentoring**

Traditional mentoring also referred to as informal mentoring, focuses primarily on the mentee. This type of mentoring promotes the examination of the mentee's Masonic path through goal setting. The mentor and mentee work together to devise an action plan that sets Masonic goals that will lead the mentee on the appropriate path. Traditional mentoring not only encourages the mentee to establish Masonic goals but also advocates setting personal goals. The overall development of the individual is the focus of traditional mentoring. Traditional mentoring is a natural process; that is, the mentor and mentee pair together by their own internal forces. Internal forces such as mutual respect, shared experiences, and common interests are the ingredients that create the relationship.

With this type of mentoring, you can say that a mentor and mentee come together through a 'special chemistry.' Generally, traditional mentoring lasts between 8-15 years, (although friendships that are formed through this type of mentoring can last a lifetime.)

Another characteristic of traditional mentoring is that it involves frequent social interaction between the mentor and mentee. This type of mentoring relationship usually results in the mentor and mentee spending time together outside of the Lodge and sharing a friendly, comfortable relationship. This type of mentoring is usually successful because the two parties have a genuine concern for each other's well being. Friendship, rather than acquaintance, keeps the two parties together.

##### **2. Planned Mentoring**

Planned mentoring, also known as formal mentoring, primarily focuses on the goals of the Lodge.

Planned mentoring concentrates on the needs of the Lodge as well as the individual. This results in benefits to both the Lodge and the mentee. This type of mentoring promotes a



## Tameer Entrepreneurship Club Mentoring Guidelines

“formal” approach to the relationship so there is little or no out of Lodge social interaction. The mentor and mentee rarely see each other outside the Lodge. The mentor and mentee are not concerned with developing a friendship as much as they are interested in meeting the Lodge’s needs. After all, the basis for the relationship is organizational commitment.

Planned mentoring usually lasts from six to eight months. This phase will entail assisting the mentee getting through his degrees proficiently. The relationship ends when the Lodge’s goals are reached. This type of mentoring takes a systematic approach that consists of four steps:

**Write a formal contract:** The mentor and mentee develop a formal contract that outlines expectations and obligations. Both participants sign the contract to bind the relationship.

**Train participants:** The Lodge trains the participants to understand their roles as mentor and mentee.

**Monitor the relationship:** The mentor and mentee monitor the mentoring program to ensure compliance with the formal contract.

**Evaluate the program:** The program is evaluated to determine the results.

*Note: Some mentoring relationships develop into a combination of both planned and traditional.*

### 3. Self-Mentoring

Although self-mentoring can be considered a type of mentoring, it differs significantly from the other two mentoring types. Why? Because self-mentoring is more a strategy than a type. There is no mentor who promotes the development of a mentee. Rather, the individual cultivates his own Masonic growth through self-tutoring activities and resource-finding techniques. Self-mentoring requires the individual to be highly motivated and self-disciplined. The individual prefers to increase his Masonic knowledge and augment his Masonic obligations by building a body of knowledge in the craft and developing skills without the aid of other brothers.

There are several self-mentoring strategies that successful individuals have used. Here are five strategies that individuals have used to help advance their Masonic growth:

**Ask questions and listen carefully to the experts in Masonry.** This includes finding out who is the authority on a subject and asking detailed questions. Talk to brothers who are in positions to which you aspire.

**Read and research materials in the Masonry and related fields.** Learn new information from magazines, books, and periodicals.

**Observe brothers in leadership positions.** Individuals can learn a lot about the inner workings of Masonry and different leadership styles simply by watching those in authority.

**Attend educational programs.** Educational programs may include conferences, seminars, night classes, or training courses.



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### Mentoring Guidelines

Seek out new opportunities. Volunteer for projects or join concordant organizations.

You may want to alert your mentee to these strategies. A mentee should be encouraged to look for opportunities to develop independently, outside of the traditional mentoring arena.



## Tameer Entrepreneurship Club Mentoring Guidelines

### Chapter-7

#### MENTORING STAGES AND OBSTACLES

##### **The Four Stages of Mentoring**

Mentoring, as a dynamic and ever-changing process, consists of different stages that provide a mentee with the opportunity to learn and grow. A mentor needs to be aware that each stage requires that different roles be assumed.

There are four stages of mentoring:

1. PRESCRIPTIVE
2. PERSUASIVE
3. COLLABORATIVE
4. CONFIRMATIVE

##### **PRESCRIPTIVE**

In the first stage of mentoring, the Prescriptive Stage, the mentee usually has little or no experience in Masonry or in the Lodge. This stage is most comfortable for the novice mentee, who depends heavily on you for support and direction. This is where you are prescribing and advising your mentee.

The Prescriptive Stage requires you to give a lot of praise and attention to build your mentee's self-confidence. You will devote more time to your mentee in this stage than in any of the other stages. You will provide detailed guidance and advice to your mentee on many, if not all, Masonic issues and procedures. In this stage, think of the mentee as a sponge - soaking up every new piece of information you provide. You will share many of your experiences, "trials," and "anecdotes" during this stage.

**TIP:** Give examples of how you or other people handled similar situations and what consequences resulted.

##### **PERSUASIVE**

The Persuasive Stage, the second stage, requires you to take a strong approach with your mentee. In this stage, you actively persuade your mentee to find answers and seek challenges. The mentee usually has some experience, but needs firm direction to be successful. During this stage, your mentee may need to be prodded into taking risks. Suggest new strategies, coach, question, and push your mentee into discoveries.

##### **COLLABORATIVE**

In the Collaborative Stage, the mentee has enough experience and ability that he can work together with the mentor to jointly solve problems and participate in more equal



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communication. In this stage, the mentee actively cooperates with the mentor in his Masonic development.

### CONFIRMATIVE

The Confirmative Stage is suitable for mentees with a lot of experience who have mastered the degree proficiencies, but require your insight into Masonic policies and procedures. In this stage, you act more as a sounding board or empathetic listener.

While everyone can benefit from a mentor at any point in his life, the ultimate goal of the mentoring stages is to produce a well-rounded, competent Mason who outgrows the tutelage of a mentor. Your relationship should evolve to the point where you mentee is self-motivated, confident, and polished. Ideally, you want your protégé to move on to become a mentor to another colleague.

Each mentoring stage is characterized by the degree of dependence your mentee has on you as a mentor. The degree of mentee dependency is greatest at the Prescriptive Stage, with dependency decreasing with each subsequent stage. This means that a mentee who is successfully capable of working independently most of the time would be comfortable in the Confirmative Stage. As the mentee grows in Masonry, the amount of dependence decreases, until the mentee is shaped into an independent and competent Freemason.

### OBSTACLES IN A MENTORING RELATIONSHIP

#### Overcoming Obstacles in the Relationship

During the course of your mentoring relationship, you and your mentee may experience roadblocks.

Roadblocks are obstacles that could hinder a developing relationship. There are obstacles unique to a mentor and obstacles that only a mentee may encounter.

The obstacles that could confront a mentor are:

A mentoring style that does not meet the mentee's needs or suit you What happens when ...a highly organized mentor has a mentee with a relaxed work style ...? a creative mentee has a mentor who practices the old school of thought ..? an assertive mentor has a mentee with a reserved personality? Of course you can guess what would happen ... frustration!

As a mentor, your style of mentoring may not always match the needs of your mentee. Your mentoring style has a lot to do with who you are and how you interact with people. If you are a detail-oriented person, you probably tend to give extensive directions or outline each step of an assignment. If you are a person who tends to see the "big picture," you probably are more inclined to give looser, perhaps even vague directions to your mentee. Of course, noting these differences does not make one style better than the other. However, differences in styles between you and your mentee can pose as an obstacle. Both of you need to understand each other's styles. Be flexible, but remember that disorganization and sloppiness warrant improvement rather than acceptance.



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### Mentoring Guidelines

Frustration may also occur when you don't adapt your style to meet the developing needs of your mentee. As your relationship evolves, your mentee's confidence grows as Masonic knowledge and proficiency develop and successes are relished. You need to adjust your mentoring techniques to keep in sync with your mentees evolution. In time, detailed directions or certain problem-solving strategies may be considered stifling by your developing mentee. Consider giving less and accepting more from your mentee.

Once you evaluate your mentee and discover the required amount of guidance, you can determine what style is appropriate for your mentee.

**Insufficient time:** Another potential obstacle for mentors is insufficient time. Some mentors can't seem to devote enough time to their mentee. Other commitments in your life may prevent you from spending enough time with your mentee. If you start to sacrifice sufficient time with your mentee because of other commitments, he may lose faith in you and your mentoring relationship will suffer.

Another obstacle involving time occurs when a mentor expects too much progress from the mentee, in an unrealistic amount of time. You need to give your mentee time to grow in Masonry and to make mistakes along the way. Try not to be impatient with your mentee and expect too much too soon.

**A mentee's coach feeling excluded:** Unless you are your mentee's coach, you may find that your mentees coach feels excluded from the mentoring relationship. It is imperative that you do not undermine the authority of your mentee's coach in degree work.

**An inappropriate attitude on the part of the mentee:** Another possible obstacle involves a mentees inappropriate attitude toward the mentoring relationship. Some mentees expect too much from their mentors - demanding more time and attention than they actually need. Others may expect to control their mentors. Be firm with your mentee about commitments and responsibilities. In terms of social etiquette, you must be supportive of your mentee and sensitive to cultural differences. For example, in some cultures, there is a preference towards modesty, reserve and control. Where as, with another culture, directness or emotionally intense, dynamic, and demonstrative behavior is considered appropriate.

These are just a few of the obstacles you and your mentee may encounter during your relationship, but with time and effort these obstacles can be overcome.

## BENEFITS OF MENTORING

### What Are Some Benefits?

Mentoring provides benefits to the mentor, mentee, and Masonry. An overwhelming number of mentors have stated that one of the greatest rewards of being a mentor is the personal satisfaction of fostering the Masonic growth of my mentee. This personal satisfaction that a mentor feels is one benefit to a mentor.

As a mentor, you may reap the following rewards:





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### Mentoring Guidelines

- \* A chance to cultivate your own Masonic knowledge, Masonic leadership and interpersonal skills. You sharpen these skills by delegating challenging work to your mentee and by giving constructive feedback.
- \* A source of recognition from your peers. Others will respect the role you have in imparting Masonic to your mentee.
- \* The potential for developing rewarding Masonic contacts by interacting with other mentors, as well as with contacts made through your mentee.
- \* Learning from your mentee - mentors and mentees can learn from each other.

Here are some specific ways that a mentee can benefit from mentoring:

- \* The mentee is provided a role model and sounding board. By using the mentor as a role model, the mentee can learn from example. In addition, the mentee can use the mentor as a sounding board to express new ideas or to vent frustrations.
  - \* For the novice mentee, mentoring allows for a smoother transition into the workings of the Lodge. A mentee who is new to Masonry may join the Lodge with unrealistic expectations and naïve illusions. A mentor can make this adjustment period easier through communication, understanding, and guidance.
  - \* The mentee will have an opportunity to work on challenging and interesting projects and can be given a chance to try different and more advanced tasks.
-

# A DAILY ADVANCEMENT . . .

Linford Lodge of Research

April 2020

This ADA is a collection of papers related to the early manifestations of local Masonic education. The three documents were part of the papers from the estate of the late Bro John Le Mesurier. Our thanks to Bro Graeme Moller for his assistance in ensuring the survival of these documents.

PAGE 206—MAY 1, 1958

THE NEW SOUTH WALES FREEMASON

## Lodge Rawson, No. 249

### Third Degree and Propositions

In an atmosphere of extreme humidity but generous congeniality, Lodge Rawson, No. 249, with Worshipful Bro. Ron. Banks, W.M., in the Chair, held its regular meeting in the Masonic Hall, Gore Hill, on Thursday, March 27, 1958. There was a moderate attendance with a good sprinkling of visitors.

The business included the conferring of the third degree on Bros. Rogers Everett Scott and Bro. William Andrews Butterss, the latter having been initiated in Lodge Veritas, Victorian Constitution. He recently received the second degree in Lodge Rawson, and the sublime degree of M.M. was bestowed at this meeting.

The whole ceremony went without a hitch, and reflected the utmost credit on the W.M., W. Bro. R. Banks; Worshipful Bro. J. Laughlin, Retro; Worshipful Bro. A. Burns, 1st Raising; Worshipful Bro. A. Allitt (Secretary), 2nd Raising; W.M., S. and S.; Worshipful Bro. C. Ewings, Trad. History; Bro. F. Byrne, T.B.; Worshipful Bro. J. Farley, Ex. Signs; Bro. T. Griffiths, W.T.; Right Worshipful Bro. J. N. Shield, F.C.

Propositions for initiation were submitted on behalf of Messrs. Colin Robert Jones, aged 33, factory manager; Dennis Reginald Pegley, aged 31, salesman; Abraham James Davis, aged 36, concrete labourer.

Mr. Joseph Samuel Loui Zucconi, aged 31, provision caterer, business address, 158 Castlereagh Street, was balloted for and accepted as an initiate.

In the South the Ladies' Auxiliary prepared dainty morsels, which were much appreciated. The Stewards, as usual, were very attentive to their duties, and the whole evening was punctuated with good feeling.

The toast of "N.R.B." was in the hands of Bro. N. Robb (S.W.), suitable responses being made by the newly-raised Brethren, while Worshipful Bro. J. Cuthbertson (Treasurer) was in his element in the toast, "Our Guests."

After visitors had replied, Bro. J. Hickinbotham (J.W.) gave the last toast, and the National Anthem and "Auld Lang Syne" concluded a very happy meeting.

—R.H.S.

## FORMATION OF MASONIC STUDY GROUP IN CANBERRA

Worshipful Bro. Ted Le Mesurier made a great contribution to his Lodge and the Masonic Brethren of Canberra generally when, as Worshipful Master of Lodge Commonwealth of Australia last year, he saw the need and advantages of a Study Group within the Lodge, and set about its formation. Thus it was with the advice and guidance of the Grand Lodge Librarian, Right Worshipful Bro. E. A. Peisley, that the Group held its first meeting in June, 1957, and elected as its Discussion Leader, a prominent Canberra Mason in the person of Worshipful Bro. I. R. Alexander, under whose sympathetic leadership the Group now meets regularly on the third Tuesday of each month.

The form of programme generally followed at meetings is for a member to undertake the preparation of a paper on a given subject to be presented at the following meeting. This is followed by a general discussion, in which all members are encouraged to take part and offer constructive criticism. With approval of the leader the paper could become the basis of a lecture or *lecturette* to the Brethren of the Lodge; in fact, a lecture delivered to the Brethren in the latter part of last year was prepared in this manner, the lecturer on that occasion being Bro. Ken. Canham, and his subject, "Symbolism of the Officers of the Lodge."

To date, some twelve papers have been prepared on subjects of Masonic Ritual, early history of local Lodges, ancient Guilds, etc. It is now proposed to have these uniformly reproduced and preserved.

Another interesting form of discussion at meetings arises from articles printed in Masonic Journals. These articles are found most informative, and the Brethren submitting them make a valuable contribution to our study and research.

The District Grand Inspector of Workings, V.W. Bro. T. W. Owen, honoured the Group by attending the December meeting, when several of the papers previously presented were reviewed. V.W. Bro. Owen,

who was impressed with our efforts, expressed gratification at the variety and quality of the work, and the serious thought which members had given to their assignments.

The activities of the Group have received of Workings, V.W. Bro. J. V. Roach, at the commendation of the Grand Inspector whose suggestion an invitation has been extended to members of local sister Lodges to attend the meetings and participate in the general proceedings.

W. R. CAPP,  
Group Secretary.

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## Commonwealth of Australia No. 633

Canberra

7th December, 1957

Installation

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Of the usual high standard achieved by this Lodge

63 (plus 46 visitors and 9 Grand Officers)

A very pleasant occasion. The toasts were proposed and put in an extremely able manner.

Both the retiring Master and the incoming Master asked me to convey to the M.W. Grand Master expressions of loyalty and affection.

The ceremony was exceptionally well conducted and I would like to record my congratulations to the Installing Master, on a task extremely well performed. The incoming Master, Wor.Bro. Linford, is an extremely able and energetic person and I expect that the Lodge will go on to bigger and better things during his term of office. Masters of the type we are getting in Canberra ensure that the Craft will be maintained in the Territory in the highest traditions. (Over)

There is a very close fraternal link between Lodge Commonwealth of Australia and Lodge Technology, Sydney. This was further exemplified by the presence of the W.M. of Lodge Technology with three of his brethren. Another visitor was Wor. Bro. F.N. Schurr, of Lodge Hiram, who had initiated the retiring Master. Wor. Bro. Schurr was present at the last Installation as well. A Delightful harmony was rendered by Wor. Bro. Terence Hunt, of Lodge University of Sydney.

I congratulated the new Master on behalf of the M.W. Grand Master and pointed out to him that, by accepting Mastership of the Lodge, he had undertaken many responsibilities. Important among these responsibilities were the necessity of maintaining a high level of contributions to Masonic charities. I took the opportunity of asking the Lodge to work diligently to obtain a new Temple because the present one had outlived its usefulness and was not in keeping with the dignity of the order.



DGIW's report of Lodge Commonwealth's Installation meeting  
7 December 1957.

MINUTES of a General Meeting of Grand Lodge Officers and members, No. 40 District, U.G.L. of N.S.W., held at the Temple, A.P.A. Building, City, F.C.T., on Sunday, 27th August 1933.

Appointment of Chairman: Objects of Meeting.

In an opening address, at 3.30 p.m., the duly elected Chairman, Very Worshipful Brother Canon Robertson, D.G.I.W., explained in detail why he thought it advisable to informally assemble such of the Grand Lodge Officers and members as could conveniently be in attendance.

Present.

Very Worshipful Brother Canon Robertson, D.G.I.W., V.W.Bro. P.W. Hammond, P.D.G.I.W., Wor. Bro. Gifford, W.M. Lodge St. Andrew No. 56, Wor. Bro. G.A. Crease, W.M. Lodge Canberra No. 465, Wor. Bro. J. Gunn, W.M. Lodge Capitol No. 612, Wor. Bro. H.C. Behan, W.M. Lodge Commonwealth of Australia No. 633, Wor. Bro. I.A. Smith, P.M. Lodge Canberra No. 465, Wor. Bro. Verney, P.M. Lodge Capitol No. 612, Wor. Bro. Petrie and Wor. Bro. H. Starling, P.M.'s. Lodge Commonwealth of Australia No. 633, Bro. J. McKinnon S.W. and Bro. C. Guthrie, J.W. Lodge Canberra No. 465, Bro. S. Dee, S.W. and Bro. Bishop, J.W. Lodge Capitol No. 612; Bro. J. Stephen, S.W. and Bro. E. Callender, J.W. Lodge Commonwealth of Australia No. 633.

Wor Bro Curtis W.M. Q'lynn N° 615

Apologies.

Apologies were received or tendered for and on behalf of, Wor. Bros. Grey and Murphy, Lodge St. Andrew No. 56; Wor. Bros. Adamson and Jackson, Lodge Canberra No. 465; Wor. Bro. Marshall, Lodge Commonwealth of Australia No. 633 and Wor. Bro. Jeffrey, Canberra Mark Lodge.

Appointment of Secretary.

Resolved, (Wor. Bro. Curtis mover, Wor. Bro. Gifford seconder): "That Wor. Bro. I.A. Smith act as Secretary".

Decision re Objects of Meeting.

Resolved unanimously, (V.W.Bro. Canon Robertson mover, V.W.Bro. P.W. Hammond seconder): "That it is advisable to create in District No. 40, U.G.L. of N.S.W. some form of organisation for the exchange of opinions on Freemasonry as a whole and its furtherance in the District in particular."

The Agenda was then finalised as follows:-

Item 1. Lectures, Regularity and Sequence.

Resolved, (Wor. Bro. H. Starling mover, Wor. Bro. G.A. Crease seconder): "That V.W.Bro. Canon Robertson be requested to arrange for a series of Lectures to be available covering the historical, ethical and symbolical phases of Freemasonry".

Item 2 Library as a means of disseminating Masonic knowledge.

Resolved,

(Wor. Bro. Stephen mover, Bro. Bishop seconder): "That a Library be established in the Temple at Canberra to serve the brethren of Lodges comprising No. 40 District".

(Wor. Bro. Behan mover, Wor. Bro. Smith seconder): "That, as a commencement, each Master and Past Master affiliated in No. 40 District be invited to donate one book".

(Bro. Guthrie mover, Bro. Dee seconder): "That the Grand Secretary's advice be sought as to books etc. available and recommended to be obtained and that he be requested to take the necessary action to have any books etc. surplus to requirements in the Grand Lodge Library donated to the Library at the National Capital".

Item 2, Library  
as a means of  
disseminating  
Masonic  
knowledge.

Resolved continued,

(Wor. Bro. Behan mover, Wor. Bro. Smith seconder): "That Bro. Broinowski be entrusted with the organising of a Working Bee having as its objective the provision of necessary fittings".

It is recorded that during the general discussion on this item Wor. Bro. Curtis, W.M. of Lodge Queanbeyan No. 612, stated his Lodge had already instituted a Library and it was functioning creditably. This intimation was received with evident pleasure and approbation. The absence of suggestion as to its future clearly indicated a common desire that No. 612 should determine its course of action of its own free will and accord.

Item 3, Lodge  
of Instruction.

This item cause extensive debate which was ended by Bro. McKinnon moving, as expressive of the desire of the District Grand Inspector of Workings, "That this meeting recommends that a Lodge of Instruction be instituted". Wor. Bro. Verney seconded the motion and it was resolved accordingly.

Details relative procedure of Lodges of Instruction not being available it was resolved, (Bro. McKinnon mover, Wor. Bro. Gifford seconder): "That the D.G.I.W. and the Worshipful Masters of Lodges in District No. 40 meet and finalise, as necessary".

Item 4, Wor. Bro.  
J.H.G.Pike:  
Recognition of  
Service.

Very Wor. Bro. Canon Robertson introduced this item for an expression of opinion. Brethren learned with regret, and surprise, of the unfortunate financial standing of this brother when he left the District and of his distressed state of health. The Worshipful Master of Lodge Capitol No. 612 stated he had already approached Grand Lodge with respect to assistance from the Benevolent Fund and that action would shortly be finalised. Wor. Bro. Smith narrated the service contributed by Wor. Bro. Pike stating his opinion that it was a valuable addition in the early stages of Masonry at the National Capital. He expressed the opinion that if the Grand Lodge rank recommended by the D.G.I.W. was conferred in the circumstances it would indeed be a gracious act of recognition and one which he felt would be prized by him beyond all else, if he lived to enjoy it. Further, he stated his opinion that, in this particular instance, local Lodges should defray the regalia cost additional to other action taken. After further discussion it was resolved, "That Lodge Capitol No. 612 of which Wor. Bro. Pike was a member, initiate the recognition considered adequate and advise local Lodges of the action desired by them, if any".

General.

Anzac Night  
Meeting.

Resolved, (Wor. Bro. Behan mover, Bro. Stephen seconder)@ "That Most Worshipful Brother Dr. Maguire, Grand Master, be invited to attend the Anzac Meeting at Canberra and accede to the request that he propose the Toast, "The Day we Celebrate".

The business having been finalised and a vote of thanks conveyed to the Chairman the meeting adjourned un til again convened by the Secretary at the request of the D.G.I.W.

Read and confirmed.

CHAIRMAN.

I.A.Smith, P.M.  
Secrerary.



CANBERRA AND DISTRICT MASONIC LIBRARY

RULES AND REGULATIONS

MASTERS' AND WARDENS' ASSOCIATION OF NO. 40 DISTRICT

RULES AND REGULATIONS OF THE CANBERRA AND DISTRICT  
MASONIC LIBRARY

1. The management of the Library shall be vested in the Masters' and Wardens' Association of No. 40 District, or such other-named District as may be given to this District from time to time by Grand Lodge.
2. The Library shall be housed at the Masonic Temple, Canberra, and shall be called the "Canberra and District Masonic Library."
3. There shall be five Trustees, of whom the President and Secretary shall be ex-officio members. Three Trustees shall be elected by the Masters' and Wardens' Association.
4. A Librarian shall be appointed by the Masters' and Wardens' Association, who shall be responsible to the Trustees for the carrying out of the duties assigned to him.
5. The Trustees shall hold in trust for the Brethren of the Canberra District all books, records, manuscript, and/or any other property at present vested in the Trust, or which may hereafter be acquired and vested in them.
6. The Trustees shall hold office for such uses and for such purposes as the Masters' and Wardens' Association shall from time to time determine. All decisions of the Trustees shall be subject to confirmation by the Masters' and Wardens' Association. Each Trustee shall be a financial member of the Association.
7. A Trustee may be relieved of his Trust for sufficient cause by resolution passed at a General Meeting of the Masters' and Wardens' Association, provided that notice of motion has been given and such resolution has been duly carried by a two-thirds majority of those present and voting.
8. All applications for membership shall be on the prescribed form as per schedule, and endorsed by the Wor. Master and Secretary of the Lodge of which he is a subscribing members.
9. The subscription shall be 2/6 per year, payable in advance. The year shall commence on 1st February in each year. A member more than six months in arrears shall be deemed to have forfeited his membership, but he may be reinstated on payment of all arrears.
10. The Library shall be open for the circulation of books on  
holidays excepted.
11. The Trustees shall from time to time determine the books, papers, periodicals, and any other literature, which shall not be circulated, but will be made available for reading at any time the Library is open.
12. A subscriber shall not be allowed to retain a book for a longer period than fourteen (14) days from date of issue without renewal, and shall be liable to suspension of Library privileges for so doing.
13. Any subscriber desiring a book which at the time may be in the hands of another subscriber, may on application to the Librarian have the option of securing it, and delivery shall be given in the order of application.

14. A subscriber shall not be entitled to take from the Library more than one book at a time, nor shall he be furnished with another book until the one previously issued is returned.

15. Any subscriber defacing or otherwise injuring any book, paper, periodical, or other literature shall be liable to replace same with a new copy or pay the value thereof. The Trustees shall take such action as may be deemed necessary, and report the action taken to the Masters' and Wardens' Association for confirmation, as provided for in rule 6. Any such subscriber shall not receive any further issues of books until the value thereof is paid or the book replaced.

16. The Library shall be closed for stocktaking for such period as may be, from time to time, determined by the Trustees, and all books must be returned to the Library on or before the date mentioned for such stocktaking.

17. No new By-Law or alteration to any By-law shall be made unless Notice of Motion has been given and such motion is carried by a two-thirds majority of those present.

18.. The interpretation of any Rule or Regulation shall be determined by the Trustees, who shall also determine and decide any question, subject, matter, or thing, upon which these Rules and Regulations are silent.

19. In the event of the Masters' and Wardens' Association disbanding or ceasing to function, the Library shall forthwith become vested in the Trustees of Canberra Masonic Temple, who shall hold the Library for the benefit and use of the Brethren of the Canberra District until a duly constituted authority shall be appointed at a Special Meeting of the sitting Masters of the various Lodges meeting in Canberra and District and duly convened for that purpose.

President.

Hon. Secretary.



FORM OF APPLICATION FOR MEMBERSHIP OF THE CANBERRA AND  
DISTRICT MASONIC LIBRARY.

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To the Trustees,  
Canberra and District Masonic Library,

I, .....M.M., Lodge .....No. ....  
apply for membership of the above Library, and I enclose 2/6 subscription.

I agree to comply with the Rules and Regulations, copy of which  
I acknowledge to have received.

Signed .....

Address .....

Date .....

This form, duly filled in, may be handed to the Librarian,  
Lodge ..... or the Secretary of your Lodge, to whom payment may be made.

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FORM OF APPLICATION FOR THE LOAN OF MASONIC BOOKS FROM THE  
CANBERRA AND DISTRICT MASONIC LIBRARY.

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To the Trustees,  
Canberra and District Masonic Library,

Please supply Brother ..... with any Masonic Books he  
should require, for the return of which Lodge No, ..... will be  
responsible.

..... W.M.

..... Secretary.

*A DAILY ADVANCEMENT . . .*  
**LINFORD LODGE OF RESEARCH**  
**JUNE 2020**

**SUITABLE SUBJECTS FOR THE  
SYDNEY LODGE OF RESEARCH.**

A Lecture delivered to the Brethren by Bro. C. A. Elliott, on September 4th, 1914.

We anticipated the pleasure of listening this evening to an address on this subject by our W.M., but as he is not able to be present, and time did not admit of our seeking a suitable substitute, I have undertaken to stop the gap.

The opinions I am, with your permission, about to express must be regarded as mine and not those of our W.M., who might if he were here express very different views.

The subjects most suitable for discussion here are those which have a bearing, direct or indirect, on the practice of the Craft in N.S.W.

A careful perusal of the Book of Constitutions, the By-laws and the Ritual will suggest a great many subjects, all of considerable interest, and on most of which there is room for differences of opinion and scope for different lines of thought and investigation.

These subjects may be treated in all or any of the following ways:-

1. **DESCRIPTIVE.**- Describing what is done in Lodges working under the U.G.L. N.S.W., and pointing out differences of practice which are known to exist. This will afford an opportunity for other brethren, especially those who have done much visiting or acted as I. of W., to give instances from their experience.
2. **COMPARATIVE.**- Comparing the practice in N.S.W. with what is, or has been, done in Lodges working under their constitutions. This should induce brethren who have visited Lodges in other countries to explain the similarities and what is much more important, the differences between their practices and ours. One of the highest aims of Freemasonry is the cultivation of fraternal feeling, and this feeling can be most surely founded on mutual understanding. The more we know about our brethren in other parts of the world the more able we are to understand their views and prejudices, and the less likely we are to offend their susceptibilities should we visit them or they come amongst us.
3. **HISTORICAL.**- Showing how the practice arose. We can always form a better estimate of the value of a custom or regulation if we know how it arose. It is safe to say that no custom comes into being without some potent cause. Usually the cause is good, but the custom often outlives it and thereby frequently becomes a very bad custom indeed. I fully realise the importance of keeping our ancient usages and established customs sacred and inviolate, but it is only by searching history that we can determine which are the ancient usages, just as it is only by comparing the practices of various Lodges that we can determine which are the established customs and which are the departures therefrom. Many of our customs and usages are preserved in oral tradition only. In many things we depend on the recollections

of our P.M.s, and those recollections will probably be much improved if the P.M's are afforded more opportunities of marshalling them according to subjects and expressing them in deliberate words before a critical audience.

4. CRITICAL.- Dealing with any objections that may be urged against our present practice. To say that there are things which might be done better is no disloyalty either to G.L. or the individual Lodges. Rather is it a proof of our loyalty that we continue to practise usages we should prefer to see altered, and to support officers and institutions with whom or with which we are not entirely in accord. It is not for this Lodge to vary the edicts of G.L., rather should it strive to set an example of implicit obedience. It is probably not for this Lodge to suggest alterations to G.L., but it is for this Lodge to discuss and consider the various objections that may be taken, the various suggestions that may be made, so that those of our members who may now or at any future time be called upon to advise G.L. on such subjects will be able to do so with confidence born of careful and deliberate consideration.

You will observe that I set great value on the discussion. On any subject that which admits of a difference of opinion I like to get as many opinions as possible. The difficulty is to get people to formulate and express their opinions. They are too apt to utter as their own inferior paraphrases of the opinions of others, when those evolved from their own inner consciousness would really be far more valuable. Not that the opinion of the majority is necessarily right. Far from it. But where so much depends on the loyal co-operation of the brethren, every effort should be made to avoid giving offence even the most humble amongst them. This Lodge being recruited from so many different Lodges may prove a valuable indicator of the feeling of the brethren throughout Sydney on matters connected with the labours of the Craft. We have many G.L. officers amongst us. We do not presume to advise them, but in all ages the most successful rulers have been those who understood how the people felt, and here is an instrument ready to their hands.

I would suggest that writers of papers do not attempt too large a subject. Don't try to teach in an hour what it has taken you years to learn; if you do you will confuse your audience rather than enlighten them. Deal with your subject clearly, comprehensively, and if possible exhaustively; then if you find the paper will take more than half an hour to read - cut it in two.

At our last meeting W. Bro. Mance read a very valuable paper; as the discussion showed it was far from being exhaustive, and many of us have thought since of questions we would like to have asked. Instead of attempting to deal in one paper with the duties of all the officers, W. Bro. Mance could, without wearying his audience, have devoted a whole paper to the duties of each.

Take, for instance, the duties of the I.G.

How, when, and where did this office originate?

Has it existed, or does it exist, in cognate institutions?

Did we borrow it from them or they from us?

Have the duties as recited in the O. of L. varied in N.S.W., and do they vary elsewhere?

Do the duties as practised differ from what they are stated to be, and if so, why?  
What duties have we besides those enumerated?  
What forms has he to observe?  
What are the origin and meaning of those forms?  
Where and how should he stand, and why?  
What are the implements of his office; what do they signify, and how should they be used?

These and other questions are of great and practical interest to those who aspire to fill this office creditably, and to those I.M.s and D.s C. who desire their Lodges to do good work.

You will notice that I lay great stress on the “why and wherefore.” The opinion of one brother, however eminent, is only the opinion of a man, and some very eminent men have shown themselves curiously fallible, but an opinion which is based on an immutable principle or an historical fact has a sure foundation and can subsist apart from the individual who promulgates it.

Besides the various ceremonies which thus invite research there are numerous charges and lectures, each of which might well form the subject of a paper. Take, for instance, the explanation of the .M.P. Who knows where this comes from, by whom it was written, when and by whose authority it was introduced? Is this one of the forbidden innovations, or is it something that other constitutions have lost? Why has it no counterpart in the 2<sup>o</sup> and 3<sup>o</sup>? Can anyone supply these missing explanations? Can anyone explain the one we have? Take it sentence by sentence and ask yourself if you really understand it. Take a sentence at random. The first is fairly clear, try the last. . . . What has this old custom to do with the matter? When, where, and for how long did the custom exist? What has going slipshod to do with it? Should not the shoe be removed and given to someone or other? If so, to whom? And what should the recipient do with it?

And so the inquiry might be continued indefinitely. The object of a paper should not be to recapitulate matters of common knowledge, but to communicate information that is not generally known and to induce the brethren to impart any peculiar or unusual information that they may have on the subject.

For some of the older brethren and for those who have access to the archives of some of our older Lodges there is an attractive field in reminiscences and records.

To such I would suggest that this Lodge is not likely to be interested in lists of officers visits of eminent brethren or results of cricket matches. They were of great interest at the time no doubt, but they are of no interest now. The officer who does his work perfectly, whether he be G.M. or simple S., is a very useful brother, but he is not an interesting historical study. You need not tell us how much better the work used to be done. We will take that for granted. Tell us what used to be done differently, and tell us why. We are not interested in knowing what brethren achieved success outside the Lodge, but what unusual or eccentric things were done inside the Lodge.

For those who are of a more practical turn of mind there is an ample field in the exoteric duties of a Mason. His duty to his neighbours, whether a brother Mason or not, his duty to his country and to his Lodge. Leaving out of account that section of beneficence which consists in the giving of alms, there seems room for much fraternal work that may fairly be done without detriment to the doer or his connections.

Should we be content to meet our brethren month by month without caring what happens to them in the interval? Should we make no attempt to discover what are their aims, hopes and ambitions, so that we may if possible lend them a helping hand? Are our arrangements in the Society the best for promoting fraternal feeling? Should we be content to know that a brother is unattached without making any endeavour to find out why? What answer would you give to such statements as:-

“I couldn’t see anything in M”?

“I was not elected to office, so had no chance to learn”

We shall be glad to listen to papers which will tell us how to make Lodge more helpful and more attractive to the brethren and respected by the uninstructed world; especially shall we be glad of any suggestions which may help us to recover the “lost legion” of Freemasons.

In conclusion, I may say that I have prepared a list of some 50 subjects, and shall be glad to discuss them with any brother who is disposed to write a paper for this Lodge.