

MentorInk Newsletter



...the online publication of Mentoring Solutions Inc. Year 20 Issue 1 January-February 2006

In this issue -

Insightful Reading: For some years, Mentor has reviewed special books to see what's worthwhile and what nuggets of insight can be gleaned (if any) -- especially for those inclined to look at what's on the best seller list. Mentor couldn't resist a recent high profile work that attempts to expose the useful side of statistics. (page 5)

Mentoring Timeline[©] We turn on the television and watch an episode of a very popular program that some people think is about mentors and proteges. While it's entertainment and not really about the real thing, it's one way to decide if we're commoditizing the concept and promoting the very superficial. Or, are there (see page 2)

Making yourself want to learn - Part 4 (Starts page 2)

From The Virtual Mentoring Library: Mentoring Myth #1 (page 6)

From CMSI shelves: The Mentoring Interest Profiler (see page 6) **Workbooks & tools:** In the 1980s, we invented the first paper & pencil mentoring tools. Our list has just been updated... (see page 3)

2005 MentorInk Highlights in Review: our six issues slated to go on our web in text form (page 6)

MentorInk Newsletter enters year 20!

This summer, MentorInk celebrates 20 years of continuous publication. We're proud not only of this record but also of the quality we believe we have maintained. In future issues, watch for material on this special event.



What to do when: Our take on one way to resolve program challenges (page 4)

Upcoming:

- Insightful reading
- Mentoring Timeline
- Mentor Answers FAQs

January is Mentoring Month

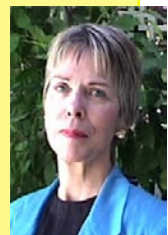
From the Editor:

Past issues have carried everything and anything on knowledge sharing using mentoring and coaching to support blended learning.

Happy reading for another year.

Your editor:

Marilynne Miles Gray



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Mentoring Timeline: 2005

(cont.)

moments we see people under stress and this is when we get to decide -- would this person make a "good" protege in real life?

If you haven't already guessed, this Timeline is about Donald Trump whose current NBC hit show "The Apprentice" has prompted him to say, "My father was my *mentor*, and I learned a tremendous amount about every aspect of the construction industry from him."



Does Trump care if it's really mentoring? Likely not. We leave it to readers to decide if Trump had the makings of a good protege or not...

Born in 1946, in New York, NY, he graduated from a military academy, contemplated becoming an actor but enrolled instead at Fordham University, followed by a stint at Wharton School of Finance at the University and finally hired on with the Trump Organization assisting his father. Not a disadvantageous start in life. He now gets to act in his own tv show.

Tiring of "small deals" after five years, he gravitated to Manhattan, where he relied on his belief in the importance of contacts with influential people (in exclusive clubs) to help him smooth the path.

*"The man who has no imagination has no wings."
- Muhammad Ali*

His holdings are reminiscent of the names on the Monopoly board -- always "premium" and bearing his name -- Trump Parc, Trump Palace, Trump Plaza, Trump World Tower and Trump Park Avenue. It's suggested that one of the reasons for Trump's success is his penchant to go against the tide. However, the real estate slump in the early 90s caused him to default on bank loans worth U.S. \$2 billion and into bankruptcy.

Trump bounced back according to observers using his negotiating skills and deal making instincts. By that time, he had a best seller called "The Art of the Deal". By book five (does the man never sleep?) he apparently is at his capitalistic best: "How To Get Rich: Big Deals from the Star of The Apprentice."

Back to his current tv show. A year or more ago, after 13 weeks of business boot camp, performing feats of entrepreneurial legendermain, Bill Rancic won the coveted role of "the apprentice". For readers not familiar with key differences, suffice to say being an apprentice is not the same as being a **protege**. Some have called it "*an understudy's position*".

Report is Rancic now works 16-hour days developing a 90-story high-rise and condominiums in his hometown, Chicago. Despite the long days and hard work, he says: "Having Donald Trump as your **mentor** is pretty cool".

Besides the hard work, Rancic thinks he and "Apprentice" runner-up, Kwame Jackson, got as far as they did because they "took the high road" -- exactly what Trump advises in book five. Recent episodes suggest that some contestants walk the low roads and back alleys.

One would-be apprentice, asked about the prospect of "working for Mr. Trump" replied quite matter-of-factly: "I have always been my own **mentor** in business, and the opportunity to work for a self-made billionaire is the chance of a lifetime." This person wasn't chosen. If already his/her "own **mentor**", why bother with Trump? Just goes to show how little some people know about real world **mentoring**.

[Source: The Apprentice.tv; LJWorld.com]

Making yourself want to learn

It's said that over 90% of all New Year's resolutions fail within two weeks. That's an amazing and depressing statistic. Just knowing it gives you the inside track on what the realities are. It takes discipline and hard work to succeed. That's one of the reasons this series has the title: "Making yourself want to learn." You can't buy this type of commitment. What's also needed is some insight into what it will take over the long haul.

Decided to plunge ahead and "just do it"? You clearly must have confidence in yourself and your decision.

Having confidence in yourself is tied in with an ability to convince yourself that despite previous failures, hesitations, insecurities this (what you're attempting) is the right thing. Here's some tips others who have succeeded would likely pass along:

- Practise and use positive self-talk while doing the task.
- Repeat. Repeat. Repeat. How else to become expert? It's said that experts spend 10,000 hours getting good at what they do -- just think of what Olympic athletes have to do to get on the podium (and it isn't taking performing enhancing drugs either).
- Reduce complex skills and processes to a level that will permit you to meet the challenge.
- Consider what you are doing an investment in the future. When you perceive your own commitment to the task, this will increase your own confidence.

Next issue: Some parting ideas

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Search No further



for mentoring materials

Videos, CDRoms & Trainer's Guides

- *Mentoring for Results Training Video / CD-ROM* -- 19 minutes of intensive, life insights as a real protégé learns how to deal with a particularly challenging problem she hasn't been able to solve on her own. Shows how to use 4 Mentoring Styles to equip & empower, plus 6-Step Mentoring Process that builds effective & efficient relationship. Mentoring behaviors & their impact are subtitled & explained.
- *Facilitator's Guide for using Mentoring for Results with Colaboro*— Details how to use MFR Workbook & Training Video. Explains how to teach both use & value of key Colaboro Mentoring Management System online functions, start to finish such as: create Coaching Plans & Mentoring Action Plans, report progress, complete a mentoring Agreement, evaluate benefits.
- *Mentoring for Results Trainer's Guide* – Explains how to use MFR training video & Mentor-Protégé Workbook together. Can be used independently of Colaboro for any type of program.
- *Leader's Guide for Mentoring Style Indicator* – Describes: 4 Mentoring Styles & related behaviors; negative consequences that result when each partner gets stuck in one or more behaviors that will undermine the relationship; five ways to use this tool. Two pages can be reproduced for use by participants during training.

for information, call:
1-877-955-0314 or 250-652-0324
or email:
sales@mentoring-solutions.com

Workbooks & Tools

- *Mentoring for Results (MFR) Workbook for Colaboro Users* – Contains activities for a half-day course. Teaches partners how to work together productively & how to use key functions of the Colaboro Mentoring Management System. Best used with MFR Training Video & Facilitator's Guide (see below).
- *Mentoring for Results Workbook* – Contains activities for a half-day course for partners. Best used with MFR Training Video & Facilitator's Guide (see below).
- *Mentoring Action Guide - for Career Development - for Developing Leaders* – Each contains additional activities & unique materials for training partners over a full day. Customizable.
- *Mentoring Style Indicator* – Our most popular tool (8 paper versions). Self-administered/scored/interpreted. Trains partners to develop a solid relationship & greater flexibility because they gain crucial insights into style of assistance a Protégé likes to receive & a Mentor likes to provide. Diagrams: Gray's 4 Mentoring Styles & The NEW Mentoring Paradigm. versions: Sales Training & Development / Health care Professionals / College Students / Career Development / Leaders / Generic / New hires / College & University Faculty
- *Mentoring 6-Step PocketCard* – Useful summary of key mentoring concepts/skills – The 6-Step Mentoring Process & The NEW Mentoring Paradigm. Accompanies MFR video & Workbooks. Diagram: Gray's Mentor-Protégé Relationship Model.
- *Protégé Needs Inventory* – Self-administered/scored. Indicates type & degree of help needed (protégé), & type & degree of help/expertise that can be provided (mentor). Pinpoints important protégé goals quickly & accurately. (Versions: Newer Hires & Career Development)
- *Action Planning Guide* – During training, partners use Action Planning Guide to convert talk into action steps to achieve desired goals. Accelerates relationship as it provides essential structure to stay on track.
- *Build Better Teams* – Workbook activities teach, in one day seminar, how 4 Personal Styles hinder or contribute to the 4 Stages of Team Building & Transformational teamwork. Best used to build better teams from the outset, but can also enhance existing teams. (Personal Style Indicator supplies scores).

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What to do when...

In case you don't know the statistics, our surveys have shown it often takes three to five hours **per pair** to manually match partners for formal, coordinated programs using written applications and make good matches. Believe us when we say it doesn't have to be this way. That ought to be ancient history. We went through the same experience with our first formal program in 1978 and quickly learned there are good solutions and better ways to allocate our time.

In case people didn't believe the numbers, we conducted a world wide study with 34 coordinators of mentoring programs enrolling 24-50 participants. Other research confirmed our study. It does take time to do the job and do it well. And, unlike at least one other vendor, we don't believe dropping names into a hat is the way to do what is probably the most important part of the program.

We knew this wasn't all that was needed for success. Our experience since 1978 also pointed to a need to train partners. Much research pointed to this key need. For example, research on mentoring programs in 8 nations, conducted by PA Personnel Services, found that the number one reason for mentoring failure is lack of training -- partners do not know what to do to produce desired outcomes. Precious time is wasted figuring out what to do and, often, what these individuals decide to do works against the best interests of the relationship!

We combined this need to reduce matching time with our own successful experiences training partners after they are properly matched to come up with several different approaches to Partner Training, one of which is described following for small programs that do not have the need for an electronic mentoring system like our Colaboro.

The activities:

1. We discovered how to cut the time required to carry out manual Partner Matching without sacrificing quality.
2. We developed Mentoring for Results Partner Training of the type described below for thousands of mentor-protégé partners. We train client Trainers to use our process so even more people can participate. Mentoring becomes more inclusive and jump starts the mentoring relationship by an astounding two to six months, according to feedback from mentors who had been working with other approaches.
3. Our systematic approach enables partners to (a) to feel comfortable discussing real issues, (b) employ the same mentoring concepts and skills, and (c) engage in real life mentoring during the training session instead of simulating what might happen.

Day 1 (4 hours session max.), Based on client invitation, 12-25 mentors and the same number of protégés participate in a series of group activities. The focus is on individuals

understanding their Preferred Mentoring Styles and developing Personal Style Flexibility to work better with others. At session end, each person nominates partners they are willing to work with based on a number of factors. Immediately after, the Mentoring Task Force and Dr. William Gray match partners. This task takes approximately 2.5 hours, and yields amazingly good results.

Keep in mind, as said previously, this is not the only format we have used to great effect. However, clients such as Kaiser Permanente, Hewlett Packard, Florida Power & Light used this approach.

When we sit down with the client's Mentoring Task Force for a Planning Session, we deliberately choose the most appropriate format depending on the goals and needs -- so one group may need this approach and others won't. Some will need the electronic component (Colaboro) and others won't.

"The poor man is not he who is without a cent, but he who is without a dream." ~ Harry Kemp

Day 2 (9-noon) Partner Training occurs. Matched partners do a series of activities together. Very quickly they get to get to know one another and engage in actual mentoring. More specifically, partners:

- learn to flexibly use 4 Mentoring Styles and associated behaviors of which there are a number. Two Styles equip protégés with what mentors know; two Styles empower what the protégé wants to do and become.
- engage in efficient and effective mentoring using Gray's 6-Step Mentoring Process to help the protégé deal with a challenging situation.
- create a Mentoring Action Plan for achieving an important protégé goal.
- create a Mentoring Agreement to foster commitment and prevent miscommunication

Other offerings:

Some clients ask for more extensive partner training for those already matched (for example, using our Colaboro Mentoring Management System). This approach is possible as a half-day session (3.5-4 hours) or a full day (6 hours) with a number of highly acclaimed activities and tools exclusively developed for mentoring relationships.

**For more information on any of these possibilities,
contact Dr. William A. Gray at CMSI
Toll-free: 877-955-0314**

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Insightful Reading:

Why review *Freakonomics* by Steven D. Levitt and Stephen J. Dubner for those involved in **mentoring**? Simply because the authors say the aim of the book is “to explore the hidden side of everything”. Mentoring being so comprehensive, is, in part, just such “exploration”.

Of course, **mentoring** programs if they are worth anything involve statistics that we ought to pay attention to so, as the saying goes: Listen up.

Levitt, an economist and Dubner, a reporter for the New York Times teamed up to write a book with outrageously interesting chapter titles designed to pull us in and make us think:

- What do school teachers and sumo wrestlers have in common?
- The Ku Klux Klan and Real-Estate Agents
- Drug Dealers Living with their moms

Honesty and self-interest:

The two spend significant space on the subject of cheating and theft. They conclude (after citing stats and a story exemplar) that the vast majority [87%] won't steal even if no one is watching which “would not have surprised Adam Smith”. Smith, author of *The Wealth of Nations*, wrote just as the era of modern capitalism was being born in the 1750s. Smith noted that with the vast economic changes occurring, these would alter how people thought and behaved in various situations. He wondered what would lead some to steal, lie and cheat and others to not do so.

The authors wondered the same thing: “In Smith's era, cause and effect had begun to wildly accelerate; incentives were magnified tenfold. The gravity and shock of these changes were as overwhelming to the citizens of his time as ... [they] seem to us today.” Thus was born Smith's notion of self interest -- the ability to put ourselves in the place of an impartial third party observer and able to decide the objective merits of what to do.

They suggest that an ability to think “sensibly about how people behave in the real world” might not improve life materially however the net effect might be subtle yet worth while. The average person would 1. become more skeptical about conventional wisdom; 2. begin to look for hints that things aren't quite what they seem; 3. seek out and sift through data to arrive at a new idea or conclusion; 4. start to ask many more questions in general about everything and anything.

Seminal influences:

Ever wonder what influences have significant impact? If you're in a **mentor-protége** partnerships you ought to have pondered this. *Freakonomics* has a chapter entitled: What Makes a Perfect Parent? In it they wonder if parents are important to ultimate success. If they are, what matters most and least?

For answers, they turned to ECLS [Early Childhood Longi-

tudinal Study] statistics US Department of Education gathered on 20,000 children (kindergarten - grade 5) in the late 1990s. The authors explain regression analysis, correlation and data in general as it relates to interpreting the information derived. It isn't boring and it drives home a series of concepts that are worth the read. For each of the paired correlates, Leavitt and Dubner try to explain apparent “contradictions”. Parents matter but not in the way we often think -- picking up a parenting book when a child is born is “far too late” as many things are already determined: who you are, who you married, your lifestyle, your attitudes.

Now you ask: what's the **mentoring** connection?

Specifically, the statistics they have chosen seem to suggest: what a parent **is** matters more than what a parent **does**. Does the same hold true for mentoring -- that what a mentor or a protege **is** matters more than what a mentor or protege **does**? This is the age-old question. St. Paul said in effect that a person can do good works until they are blue in the face but that doesn't make them a better person (as all the good works could be mere window dressing).

“Your personality has a lot to do with getting things done.”
Anon

By the time 99.9% of us are in **mentor-protége** relationships (whether informally or in a program) much of what we think, feel, imagine, believe is set in motion. No one typically would want to work with another who is not of good character, etc. ... you get the point.

Just the same, there is ample anecdotal evidence to suggest that if the **mentor** cannot concretely help the protege (through greater life experience, training, expertise, mastery, and wisdom), then all that good character may be for nought. The protege is likely to say: “A wonderful person but they can't help me with ABC or XYZ and that's frustrating.”

What's the solution? Here's some possibilities from Mentor:

- Be clear and up-front with what help is needed (even if the list is only partial) and with what can be provided.
- Draft a Plan B to cover the who, how and when of help that a **secondary mentor** can provide while ensuring the **primary mentor** continues to orchestrate the bigger picture.
- Remember, the mentor is not expected to be all things to all people even if overall, mentoring is a comprehensive, life-changing activity. #

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From The Virtual Mentoring Library

In past issues of MentorInk, we've described more than a dozen mentoring myths. Back by popular demand after a long absence, here's the first of many -- taken from Vol 14 issue 5 (September 2000)

Mentoring Myth #1

Myth: A mentoring program will fix our problems.

Reality: A mentoring program is not a quickfix panacea for endemic problems though some would like to think so. It's also not meant to be done simply as a feel-good gesture or stand alone effort unconnected to any initiative in the organization.

But, by carefully linking a mentoring program to other initiatives will enhance the outcomes they aim to produce.

For example, mentoring linked with training can reduce learning time and increase the correct application of new competencies.

One of our clients, a Canadian bank, before the advent of their mentoring program needed 12 months on average to help its new managers learn some 103 competencies. The pilot mentoring program we at Mentoring Solutions helped them to develop and run cut that time to 9 months.

The key here is that they realistically and correctly saw the formal mentoring as something similar to wheels which would move that particular initiative along.

Changes -- as a result of what was learned through the pilot -- would provide data to feed into the next cycle of the program for those who would follow. #

2005 MentorInk Highlights in Review:

A web update is in the works for 2006 and with it text versions of the many MentorInk issues published since we began it in 1986. We aim to go back to 1997 and beyond selectively. Look for this addition to our current web offerings.

Jan-Feb:

Emotional Intelligence; E-Learning and Mentoring; On career derailment

Feb-March:

How the mentor can help (first of a series); Dark Age Ahead (book review); Mentoring White Paper: Success to Significance

April:

How important is security?

June-July:

Real mentors speak; Making yourself want to learn (first of a series); Collaboration

Sept-Oct:

Mentor Answers FAQs; On Secrets

Nov:

Chaos theory; Doing Good

"He who loves practice without theory is like the sailor who boards ship without a rudder and compass and never knows where he may cast." ~ Leonardo da Vinci



squeezed for time?

Do you know

- How many people in your organization or group are interested in mentoring?
- or
- What type of mentoring they desire -- formal or informal?

The Mentoring Interest Profiler® is our web-based survey tool that can be used organization-wide to determine the interest in knowledge sharing, knowledge transfer, networking, coaching for specific skills and so forth. This brief survey typically takes five minutes to complete. You receive the raw data for analysis or you can contract with us to produce a short Report of the results. MIP charts and graphs contain a wealth of detail.

Call today to discuss your challenges
and learn how we can help.

1-877-955-0314