

MentorInk Newsletter

...the online publication of Mentoring Solutions Inc. Year 19 Issue 6 October 2005



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Mentor Answers FAQs[©]: Sixth in the series - How the Mentor Might Contribute (See page 6)

From the Virtual Mentoring Library[©] We look at a common issue. (see page 4)

Mentoring Timeline[©] We go digging and find diamonds in the rough. Literally. Catherine Mcleod-Selzer is a self-proclaimed “mining brat” whose childhood included dinner-table conversations about stocks and rocks because her father was in the mining business and... (see page 2)

The Mentoring Interest Profiler (see page 4)

Workbooks & tools In the 1980s, we invented the first paper & pencil mentoring tools. These are still available. Even online clients sometimes opt to use these in conjunction with Colaboro... (see page 3)

Making yourself want to learn - Part 2 of a new series - The challenge of coercion. (page 2)

from the pages of The Virtual Mentoring Library[©] - We haven't opened the vault for a while. Let's open it and see what's inside.

Recently CMSI focused attention on a client's mentoring program for leadership. That made us recall questions about any initiatives for people “who've made it almost to the top”. Why even do it? (See page 6)



Special feature: Our next survey to profile mentoring programs

Do you have any questions you'd like to put in the survey? Send them in now to mgray@mentoring-solutions.com

Upcoming: • Insightful reading • Mentoring Timeline • and more

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





Mentoring Timeline: 1995

found three successful mines.

Rather than following her dad in the physical end of mining, she went to school to study finance.

In Chile, in 1995 while adding to her finance background, she met famous American geologist, David Lowell. At a cocktail party. For months thereafter she tried to get him to join her as partner in a public company she was forming then, that done, she went forth to raise funds. Months later, they struck gold and sold out by the time nine holes had been successfully drilled.

Her son is named after Lowell whom she regards as “my good friend, **mentor** and partner... David’s a great guy, salt of the earth and he’s found 13 mines. He’s 74 [at the time] years old and still prospecting. I hope he dies with his boots on. Like all of us, it’s not about the money. It’s the excitement, and challenge.” More about Lowell shortly.

By 2002, Catherine, along with her partner Eira Thomas (who spent three years in the bush mining and also came from a mining family) financed Project Glitter, a diamond exploration team in the Arctic -- an expensive proposition.

Both women are familiar with the resentment commonly felt by others: “Oh great, here’s XYZ’s daughter we have to hire for the summer.” Both know they just as hard as any male to earn their pay.



*“Act as if what you do makes a difference.
It does.”
~ William James*

Preconceptions of the ability of females in the mining industry is not an isolated issue. It is the focal point of a number of geological and mining diversification projects. At the 2001 AusIMM Youth Congress, for instance, one report tabled described ten findings with corresponding recommendations including:

*“that **mentor** relationships are generally regarded positively by mining professionals as being of tangible benefit to career progress” and*

*“that young female professionals are disadvantaged in the assignment of **mentor** relationships due to the reluctance of and lack of skill/competence of many senior males to **mentor** females.”*

By September of that 2002, Project Glitter was confirmed as having uncovered a diamond discovery of unusually high abundance (228 “macro” diamonds more than 2 millimetres in size in one sample alone).

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Making yourself want to learn

Coercion. We all know what it is. But how many of us have ever bothered to look it up in the dictionary? I ask for a reason that will shortly be revealed.

Coercion: verb, [with obj.] persuade (an unwilling person) to do something by using force or threats: he was coerced into giving evidence. • obtain (something) by such means: their confessions were allegedly coerced by torture.

This, of course, never happens in mentoring programs, does it? Willing learners never think about coercion. Then why do we have to make ourselves want to learn? Why then do we hear of mentoring programs in which unwilling mentors are co-opted into serving? Coercion is a strong and harsh word. Think of another term if you want. Just the same there is an element of negativity sometimes surrounding what we “have to do” from time to time.

There are several strategies to consider and possibly adapt. Who knows? One of them may perform a minor miracle of self-persuasion and motivation. Some will be pretty obvious but we repeatedly find that the obvious in mentoring is often ignored, or overlooked.

Two elements:

The product - what is to be learned? (think of it as a product you are producing but not for another person) how many different applications will there be?

The environment - what are the competing interests (noise, distractions, movement such as people in and out of your space); if you don’t take account of this, your time will be wasted in large measure.

Several strategies to consider:

Attention-getters: Consider that if there are many distractions, more “attention strategies” will need to be applied and much more control. Here’s an “extreme” -- if you were demonstrating for others some concept, you (as the trainer) might blow a whistle to gain and keep attention. It’s a means of saying something interesting and dramatic is about to occur. It creates an atmosphere of anticipation, focuses attention in the desired direction.

What’s the equivalent when working on your own and trying to get started?

Positioning: Moving in close to the work eliminates distractions from peripheral vision. Remember all those people moving in and out of your vision and distracting you. Does this mean turning your desk around? Perhaps. You decide. And while you’re making the decision, think of the times you got lost in the moment and no longer noticed distractions.

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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.

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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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Making Yourself Want to Learn (From page 2)

Self-talk: Good demonstrators of a concept stress the ease of operation or learning. Something may look complicated but by breaking it down into small chunks, it becomes doable and therefore, enjoyable. There's nothing like accomplishment to make us feel good. That's why it's essential in mentoring programs to emphasize and promote the development and completion of Mentoring Action Plans[®] and Coaching Plans[®].

What will you say to yourself to make it seem easier? or doable. This is not about taking on unrealistic projects.

Challenge: A good demonstrator presents information and challenges the audience with questions. It's not uncommon to have dozens of questions in only a 20-minute span of time. A question is, as some put it, a "mild form of interpersonal confrontation" forcing the learner to deal actively with a momentary uncertainty. ~ ~

Next issue: **Relevance**



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
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*"Genius begins great works;
labor alone finishes them."
~ Joseph Joubert*

Mentoring Timeline: 1995 (from page 2)

Of David Lowell, there are many glowing tributes. AusIMM News, in advertising a talk Lowell was to give on "How Orebodies are Found", noted his exploration projects that year in Chile, Ecuador and Mexico, his consulting work in 25 countries, 7 mine discoveries plus numerous medals, awards, and special lectureships. No wonder Catherine wanted to seek him out. He too, like the two women, was the product of a mining background. When seven, his father gave him his first job out of which he "*decided on a mining career.*"

*"Knowledge itself
is power."
~ Francis Bacon*

His second most important influence was the Dean of the Arizona College of Mines whose "*threats, help, encouragement and several jobs he found for me made it possible for me to receive a BS in mining engineer[ing] in 1949.*" An MS degree in geology led him to a job in Canada: "*I tried to test new ideas... to see what worked. I tried to recognize opportunity and tried to beat the competition.*" At this point he met "*Thayer Lindsley the legendary mine finder and developer from Canada [who] demonstrated to me how dreams of orebodies can fill a man's life.*" Twenty years later when Lowell was awarded the Thayer Lindsley Distinguished Lectureship he was reminded of the inspiration the older man instilled in him.

*"In 1958, I went to work for Utah Construction. Hollie Peacock, chief geologist, became another **mentor**" polishing Lowell's exploration mapping skills and "*in letting the rocks talk to me... all of this advice fell on willing ears.*" Lowell acknowledges time spent later with a succession of helpers who, for instance, nudged him into further academic pursuits.*

By 1991 "*ahead of the competition and using personal funds, work began in Peru [and] properties acquired were the basis for a junior Canadian company I jointly managed with Catherine McLeod-Seltzer...[she] combined an understanding of junior company finance, intelligence, hard work and honesty.*"

While this brief review of one man's life associated with more than 100 companies around the world can't do justice to the many people who assisted him and those he assisted, here's hoping MentorInk's snapshot of time has revealed another vision of **mentoring** and its impact. ~ ~

[Source: Financial Post, February 2003; C. Pattenden, Women in Mining - A Report; AusIMM News 2000; MinerAndina 2001]

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In the time it takes to **FILM**

- line up
- buy your ticket
- get popcorn
- & a cappucino
- find a good seat ..



you could be registered in **Colaboro™**
with your career enhancement
already underway! Enjoy!

Think **Colaboro.**

Contact your Mentoring-Coaching Program Coordinator today.

“It takes too long to Register.”

So say perhaps .0005% of registrants in a program.

The above ad is our answer. People privileged enough to have access to this developmental tool ought to remind themselves: “Where’s my perspective? Why am I complaining about spending a hour or even 90 minutes to register in Colaboro® and complete the tools? With these tools, this Mentoring Process and this Mentoring Management System®, I get to develop myself, match with a great partner and reach my goals. Without Colaboro, I would probably never have a mentor -- certainly not this quickly and happily. Generally speaking, this Registration process happens only once. Second time around, in this Mentoring Pool or in another Pool, my data goes with me. And there will be times I ought to update my information... Okay, so just why am I complaining? I need to get a life and get on with it!”

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Mentor Answers FAQs

Q: In the February-March 2004 issue of *MentorInk*, we introduced the “How a Mentor Might Contribute” series and have from time to time, picked up on the subject. Our various episodes have had a case study, strategies, a review of sources for mentors, “Murphy’s Law of Combat”, the search for a cure to negativity and types of learning.

So, you ask, are there any more perspectives on how the mentor might contribute?

A: Absolutely.

Some programs have started to focus on evaluating the performance of both partners -- not to punish either or both partners but to provide feedback on how well the partnership and its outcomes match agreed-upon goals and objectives. It gives both an opportunity to improve especially as the proteges of today are the mentors of tomorrow.

In a good performance discussion guided primarily by the mentor, there are a number of subjects thrown open for an exchange of views:

1. Compare the expected with the actual. Was the intention for the protege to reach three goals but only one was actually completed? What happened? Were the goals too complex? Were they short circuited by changes in the organization? Or were other forces at work?

Getting answers will help determine how to proceed next time. Both need to LISTEN to discover what contributed to a more-than or less-than-expected outcome.

*“There are only two ways to live your life.
One is as though nothing is a miracle.
The other is as though everything
is a miracle.”
~ Albert Einstein*

2. Mentors: don’t supply the answers or solutions. When a protege comes up with one or more solutions alone or jointly with you, she or he owns it.

3. Some Coordinators will encourage partners to continue to keep in contact or work together even if the formal part of the relationship is over. Otherwise, the inclination is to let it slide and assume the protege is still on solid ground. We all have busy schedules and those often are allowed to get in the way of setting aside time specifically to go after longer term goals. Here the mentor can contribute by donating an extra hour or two to make certain this next phase of the protege’s development is off to a strong start. Agree on solutions, set a time frame and put a next meeting in the calendar. ~ ~

Future issues: More FAQs

from the pages of the Virtual Mentoring Library©

The following makes for excellent guided discussion, I have found, in mentoring programs when participants get together. Some groups have become impassioned enough to develop guidelines to follow.

According to the Center for Creative Leadership, close to 40% of executive hires don’t meet expectations within the first 18 months of tenure in the new position. Calculate the costs associated with this and it’s easy to understand why some organizations use **mentoring** programs to reduce this toll.

The expectation on one or both sides is that this person can “hit the ground running” because she or he was successful in a previous job. This is clearly a case of the Peter Principle in operation.

Add to this the few days given to orient many of these newly promoted people and the burden seems even greater. Think of the many important topics to be covered and in only one or two days -- goals, expectations, unwritten rules, policies and procedures, and so forth.

If a new executive works with a **mentor**, much of what is discussed will be in confidence. This brings us to the more general commentary about keeping secrets.

Breaking a confidence is seen as a betrayal. However, in some cases, keeping a secret can be draining especially if the secret-holder is trying to cope with challenges above and beyond skill level or without the necessary resources.

There are various ways to classify what is secret and how to treat it. Here’s how Dr. Jennifer Newman and Dr. Darryl Grigg have classified “secrets that should be revealed”. What do they think qualifies? An office affair between a boss who’s married and a subordinate who is single. Faulty brake repair of the company truck because the mechanic had a hangover.

1. if the person divulging mentions harm or danger to him or herself, the confidante is best to urge the person to get professional help and to offer to contact help. [In a **mentoring** program, the **mentor** is not to be a therapist or professional counsellor and this fact should always be mentioned in the program’s guidelines.]

2. if the confidante is asked to not disclose information that could harm colleagues, clients or others outside the organization, the confidante should be up front about not being able to keep quiet. If there is a mention of violence, harm or threat, the supervisor should be notified immediately.

3. if the confidante is told about possible sabotage of equipment, prospective breach of trust, undermining of the organization’s reputation, the confidante should notify a supervisor since actions of this type (implied or carried out) threaten the livelihood of others.

4. if the confidante risks being overly burdened and preoccupied by a peer’s problems, the best approach is to ask the secret sharer to work with a professional. ~ ~