

MentorInk Newsletter



...the online publication of Mentoring Solutions Inc. Year 20 Issue 2 April-May 2006

In this issue -

Mentoring Timeline® We examine the life of a controversial mentor as a way of considering the role of one-sided biographies of the famous. All too often, people are prone to read biographies with uncritical eyes. In this case, the mentor was aware of the contradictions his life and work created and never apologized for this. Neither does his protege. (starts on page 2)

Making yourself want to learn - Part 5: Some parting words. It's time to look inward. To do so, a plethora of "discovery questions" are delivered. (Starts page 2)

Series: Do you have what it takes? I've often wondered why well-meaning HR people who want to provide mentoring for others (so they won't make needless mistakes) very often do not seek out or accept mentoring from experts to enable successful coordination (to avoid needless mistakes). Seems ironic, doesn't it? This is the first in our latest series. (see page 6)

From The Virtual Mentoring Library: Mentoring Myth #2 (page 6)

Search no further: The Mentoring Interest Profiler (see page 5) Workbooks & tools: In the 1980s, we invented the first paper & pencil mentoring tools. Our list has just been updated... (see page 3)

Buyer Beware: interesting discoveries about vendor claims (page 6)



Colaboro 4 is launched
software to turn programs from lead to gold (page 5)



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.

Future Issues: • Insightful Reading • Mentoring Timeline • Mentor Answers FAQs • 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:

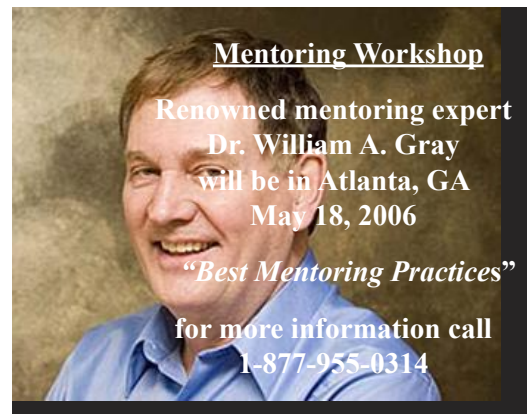
Marilynne Miles Gray

Mentoring Workshop

Renowned mentoring expert
Dr. William A. Gray
will be in Atlanta, GA
May 18, 2006

"Best Mentoring Practices"

for more information call
1-877-955-0314



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Mentoring Timeline: 1920

"The Haida live their lives, I live mine." --

Bill Reid

Bill (William Ronald) Reid is known as one of North America's foremost Aboriginal carvers. Bill Reid's mother Sophie was a Haida from Skidegate and his father Billy Reid was a naturalized Canadian of Scottish and German ancestry. Reid was born on January 12, 1920, and grew up in Victoria.



In 1943, Reid visited his mother's hometown where he watched his grandfather use silver and argillite to produce traditional Haida motifs. The grandfather had learned his craftsmanship from his uncle Charles Edenshaw (1839-1920), one of the greatest of Haida carvers. This was in keeping with the native tradition of family **mentoring**.

"Great things are not done by impulse, but by a series of small things brought together."
- Vincent Van Gogh

Reid began his first career as a broadcaster and moved to Toronto to work as a radio scriptwriter. Fortuitously, he noticed an advertisement for classes in making jewellery at the Ryerson Institute of Technology. Ultimately, this led him to a greater interest in Haida art, particularly Edenshaw's. Only a few years. Reid returned to Vancouver where he launched a modest jewellery workshop in a basement. Fortunately for him six years later he was introduced to legendary native carver Mungo Martin who opened the doors to the world of wood carving. Under Martin's tutelage, Reid carved his first totem pole the same year. In later years, Reid said he did not claim Martin as his **mentor**.

From 1958 to 1962 he helped construct a portion of a Haida village at the University of British Columbia's renowned Museum of Anthropology, and repaired totem poles in Stanley Park. The art bug had been caught sufficiently for him to train at the Central School of Art and Design in London. Within a year or two he accepted a commission for Expo '67 in Montreal. A year later, he carved a 78-foot red cedar totem for the Skidegate Band office in 1978. He gained increasingly prestigious and lucrative commissions and received honorary degrees from six universities. In 1995 he was paid \$3 million by the Vancouver International Airport Authority for a second version of the 19-foot Spirit of Haida Gwaii, the jade sculpture that resides at the Canadian Embassy in Washington, D.C. Other high profile works are the Lord of the Under Sea, a killer whale at the Vancouver Public Aquarium; Raven and the

(cont. on page 4)

Making yourself want to learn

Clearly, being a **protege** requires the desire to want to learn. So, if you're still "stuck", ask yourself: *"What's my level of self-mastery? What are my tendencies? To plan but never to launch? To procrastinate with the view that sooner or later I'll get it done? Do I self-impose barriers?"*

Let's wrap this series with one last viewpoint. Daniel Goleman, in *Working with Emotional Intelligence* (a book reviewed in *MentorInk*), lists initiative and optimism as integral to self-mastery. People with initiative are *"ready to seize opportunities"*, and *"pursue goals beyond what's required or expected of them"*. Sounds exactly like the qualities required when making yourself want to learn. Listed for optimism are notions such as: *"persist in seeking goals despite obstacles and setbacks"*, and *"operate from hope of success rather than fear of failure"*.

If you need that extra push for self-mastery, now ask yourself some questions whose answers may not be as easy to come by as you'd think. If you don't have answers, get some.

Q: What *really* lies at the heart of your learning? general lack of ability to discuss, or write about a topic; lack of specific knowledge? desire for pay increase? social betterment? love of learning itself? or something else?

Q: What's your tendency for scheduling it? (day, evening, etc.) has this derailed your learning? have you done the obvious such as chunk it into episodes? (or not)

Q: Where do you prefer to learn and under what physical conditions? are you willing to experiment with other situations (silence, by yourself, etc.)

(cont. on page 5)

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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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From The Virtual Mentoring Library

In past issues of *MentorInk*, more than a dozen mentoring myths have been described. Back by popular demand after a long absence, here's the first of many encountered over the decades:

Mentoring Myth #2

Myth #2. Everyone who makes it has a mentor.

Reality: Yes, there are a studies to suggest that, overall, many successful people rank having a mentor as crucial.

On the other hand, logically, we know that there are some who "make it" (whatever that may mean and it may mean many different things) without the assistance of one key, visible person. This one person vision of mentoring is the older, historical concept-- one person who worked with another for years on end.

That's virtually impossible these days. Nice as it may be in theory, do you have years to dedicate to working with only one person? So, what's the workaround to this reality?

Understand that receiving mentoring assistance from a variety of sources is **more important** than having a single mentor. This requires a willingness to strategize then proactively put together a Mentoring Action Plan® after which sources of expertise have to be located and tapped. Sound like a lot of work? To be honest it is and we (at Mentoring Solutions) have never suggested it could or should be done entirely on your own. That's one of the many reasons planned mentoring programs were invented.

If you have any questions about the critical value to be placed on planned mentoring to reach your program goals, call us at Mentoring Solutions.

Note: The Mentoring Action Plan is our tool copyrighted in the US Library of Congress and in Canada in 1985.



Buidling Mentoring Solutions new website

Our new upgraded website is in final proof stage. We're really excited about the new Archives (with MentorInk issues dating back to the 1990s), new pdfs, White Papers, and more.

Mentoring Timeline: 1920 (cont. from p. 2)

First Men, a 4.5-ton yellow cedar sculpture at UBC's Museum of Anthropology; and Lootaas, the Haida-style canoe that was commissioned for Expo '86.

Reid's life was always multi-faceted. His first career fostered a lifelong appreciation of books and writing. He wrote and collaborated on a number of books. Having contributed to the coffee table book *Islands at the Edge* (1984), Reid made an appearance at the first BC Book Prizes gala in 1985, accepting the Roderick Haig-Brown Book Prize and reminding the audience of the ravages of white civilization, calling it "*the worst plague of locusts.*"

He died in 1998 after a 30-year struggle with Parkinson's disease that had not slowed his artistic output. Like other famous **mentors**, he left in his wake numerous appreciative and critical studies of his work including his role of **mentor**. It can be said that such diversity of opinion makes some sense when the **mentor** is bound up in experiences and practices that grow out of something such as a mixed race background, and diversity of cultural genres.

In Reid's case his was a mixed bag indeed: radio broadcaster, jeweller, wood carver, sculptor, curator, author) and art (both traditional and modern), white and native Indian.

One well-known Reid **protege**, Robert Bringhurst considers attacks on friend and **mentor** who "*lived and worked at the intersection of two powerful traditions in the arts... Unlike many people caught in similar positions, Reid rose to the demands that these traditions made on one another, so that both came to flourish in his work without either losing its identity.*"

Protege Bringhurst suggests: "*A bad book [about a mentor] is like a virus. It takes something away from you [that] you never get back... If the one book they [the public] happen to read doesn't tell them the truth or doesn't tell them what is useful to know, then it's a crime.. every artist does that, and in fact every human being who lives long enough becomes a mask, whatever we are: we become journalists or artists or train conductors or whatever we are; we become obligated to our families, our friends; we join political parties; we form opinions... We become masks of ourselves. Artists learn how to put those masks to work.*"

On September 29, 2004, the Bank of Canada issued 25 million new \$20 bank notes that feature four works by Reid, including Raven and the First Men. ~~~



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Making yourself want to learn

(cont. from page 2)

Q: How much in the way of resources can be dedicated to each learning episode? time and or money? Obviously, this entire series has been slanted towards the issue of finding time, energy and willpower to learn but we've skirted around the value placed on dollars personally spent. Some people won't part with a nickel expecting the employer to ante up at all times. Bottom line, with an attitude like this, you don't really want to learn. Seriously.

Q: What's most likely to get you moving: self-talk? a deadline? someone else nagging you? a line of quarters taped to the floor leading to the study room? a super salesperson feeding you a "line" about all the benefits? a wheel barrow of guilt? testimonials?

As Goleman notes, there are ways to seize the day: "Those with initiative act before being forced to by external events... And the higher up the executive ladder, the larger the window of anticipation.... Constantly reacting to events rather than being prepared for them marks those who lack initiative."

Ready to learn? Go for it! #



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

Colaboro Mentoring Software - version 4

The newest version of our software has arrived out of our "laboratory". Here's the meaning of its name. *Colaboro* in Spanish means *to collaborate, work together*. A very fitting name for mentoring software.

Breaking down the name gives you a few associations:

Co + lab + oro

Together + field tests + golden results

How to pronounce the name? Just a bit differently than you might think:

Call +ah+ borrow

*"If you can imagine it,
You can achieve it.
If you can dream it,
You can become it."
-William Arthur Ward*

Colaboro 4

Networking version

ideal for alumni groups,
large programs, to replace
list servs, lower budget
initiatives not needing
complexity, short term
matches, fewer tools

- for self-directed groups
- match on Topics for Discussion, wide range of demographics
- customizable
- fees based on length of access, number of uses and number of Tools selected for Pool

Formal Coordinated version

ideal for smaller complex
Pools with higher end needs;
longer term matches; need for
Action Plans & evaluations;
need for matching with additional
functions

- match on competencies
- 3 types of matching possible
- customizable
- fees based on length of access, number of uses and number of Tools selected for Pool
- reports, tallies, templates
- Library of materials

Colaboro 4

Call for more information: 1-877-955-0314

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Series: Do You Have What it Takes?

Over the years, here at Mentoring Solutions, we have helped launch hundreds of programs. That being the case, we've gotten to know and admire many Coordinators who often find themselves chosen or hired for the role after much of the planning and program design has occurred.

There's no ideal Coordinator just as there is no ideal program or mentor or protege or program champion ... well, you get the idea. That being said, there are some universal qualities that those of us veterans in the mentoring field like to see in Coordinators we work with. Certainly we have the expectation that such a person will be experienced and professional. [As a side note, vendors who claim that "*Coordinators aren't needed. The program more or less runs itself.*" won't worry about this quality.]

Directions: Check off items that most closely describe you. Be honest.

1. I am very / somewhat / not at all likely to want to change the design, field-tested materials for the program before it starts, just to make my mark.
2. If I don't recall parts of my Coordinator training, I will: go back to my notes / call the trainer / wing it / other _____.
3. If I make a mistake in connection with the program, I own up and find out how to fix it / blame the program / blame the materials / other _____.
4. If my organization says: "Evaluating the results of the program is very important" and I agreed but found myself very busy, I would: carry through and do the job / do it only if I can get someone else to do the work for me / do minimal evaluation / don't bother.
5. This is just a job. I'm not actually truly committed to the mentoring program concept. Describes / doesn't describe me.
6. Mentoring programs are about developing others and being open to listening to advice and wise counsel. If someone experienced in running mentoring programs tried to give me input as a mentor, I would / would not value this and listen. #

Some comments on items #1 and 4

1. It's not only selfish to do this when professionals with a track record have already done the job (thus increasing the cost by doing double duty) but the risk is that the program will be seen as the Coordinator's -- not smart. It's not uncommon to have focus groups of participants involved in the planning and design. Would these people appreciate their input being altered or done away with? They wouldn't.
4. Evaluation is the least common activity even though it is

Buyer Beware - Part 1!

Sounds like a real deal: "*Unlimited user license [for a mentoring software] instead of a 'per seat' model keeps costs low and predictable.*"

The ancient Romans thousands of years ago had a word for it: "Caveat emptor." Buyer beware.

The preceding vendor claim reportedly enticed one client to buy an installation (approaching 6 figures some years back) for 45,000 staff. Wow! This was going to make it really cheap -- a couple of bucks a head. According to the client in a later report, the reality is that only 2500 people used it over 4 years... and each year the client has also paid a handsome 33% fee to maintain the rights to use the software. Predictable? Possibly. Expensive? Very! Several hundred percent more.

We thought long and hard about the realities of use. We believe prospective clients are smart enough to see the actual value of license by: number of users, tools and length of access (instead of maybe-they'll-use-it pricing). The approach Mentoring Solutions uses also gives clients an opportunity to budget, plan initiative launches and not force everyone into the "one size fits all" model. Long experience has proven that one-size-fits-all usually fails. (And creates an additional unanticipated cost.)

It's possible the buyer was also enticed by the prospect of "no coordinator needed". Not only is this concept misleading in our opinion but it's also scary. The reality is that with security and privacy being such hot issues today, no program (with as much personal data as a mentoring one) should be unmoderated / uncoordinated. In fact, these buyers inevitably end up using coordinators anyway. If there is a cost, it ought to be made clear.

Should you think long and hard about what could amount to slick promises and little else? Absolutely yes.

Next issue: Buyer Beware Part 2

*"You've got to be careful
if you don't know where you're going,
because you might not get there."*

Yogi Berra

rated by more than 90% of Coordinators as "very important / important". So why claim it's importance unless there is an intention to learn from it and improve where that's needed and /or maintain the good?

Next issue: Do you have what it takes to be a **mentor**?