



IN THIS ISSUE:

THE TIPPING POINT, PART 4...

We conclude the examination of a book with some intriguing ideas for people to people relationships. (page 3)

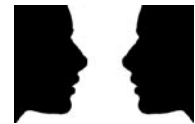


MENTORING TIMELINE

With page 3, the clock turns back to 1930 and some serious money.

MENTORING CONNECTIONS 2ND NATIONAL CONFERENCE (MARCH 4, 5, 6, 2004)

In 2002, Toronto was the venue for the First National Conference, playing host to several hundred attendees. This lively and instructive event is back. Don't miss it. For details, call 1-866-962-4946.

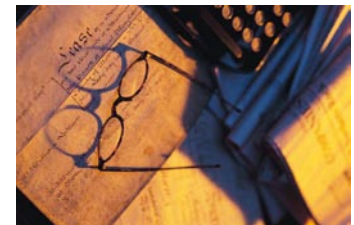


HOW A MENTOR MIGHT CONTRIBUTE

We begin a series with a case study that provides an instance of real life step by step solutions. (see page two)

VIRTUAL MENTORING LIBRARY[©]-

Our Library goes back many years. This time, we dip into our past files again to review an article on "Taoist Mentoring". See page 4.



ALPHABET ACCORDING TO MENTOR[©]

Many readers will remember this series. We return to it and pull out the letter V. See page 2 for our example.

UPCOMING:

new Book in our Review series: Emotional Intelligence

- Mentoring Timeline
- Knowledge Transfer in a featured profession
- Report on Mentoring Connections 2nd National Conference
- and more



FROM THE EDITOR

Past issues have carried every thing & any thing on knowledge transfer using mentoring and coaching to support blended learning. Happy reading to all.

Your editor: *Marilynne Miles Gray*



HOW A MENTOR MIGHT CONTRIBUTE

The following isn't meant to be a blueprint. It's also more than just a "tip".

What follows is an expanded instance of one type of activity a mentor might support over time.

The Case:

Imagine the protege has a problem dealing with annoying co-workers. Or at least that is the interpretation delivered to the mentor during a conversation one afternoon over a cup of coffee. Sufficient details follow such that the mentor decides, with the protege's permission, the mentor can play a helpful role. But which role, when and under what circumstances?

*The secret of success
is to do the common things
uncommonly well."
John D. Rockefeller*

Baseline Thinking:

The mentor understands that anger and frustration operate in every environment. Sparring with another operates on one level when the rules of engagement are clearly articulated. This avoids a world of emotional pain, as someone once put it.

If this is the case, ideally both parties to an argument agree on what constitutes a fair fight -- somewhat like a personal Geneva Convention -- write these rules down and post them in a conspicuous spot. For example, no vast generalizations ("You always...") or no threats (If you don't do ABC, then I'll...).

Note, the word "ideally" appears.

Life isn't always ideal, though. And, it would take enormous amounts of time and energy to do this with everyone.

The mentor offers the rule of thumb: rules of engagement discussions apply to every relationship that is important -- not every minor acquaintance or co-worker.

At this point, the question then arises: is this friction a daily phenomenon (which would remove it from the minor acquaintance category)?

The protege reveals that this is an almost-daily experience and no rules of engagement have been developed. This being the situation, one of the next steps the mentor can take is to discover what the protege thinks the mentor can or should do.

If the mentor and protege were using Gray's 6-Step Mentoring Process or the Mentoring Style Indicator, the protege quite likely would ask for a specific mentoring behavior such as "Give me some advice." or "Have you ever been in a similar situation? If so, tell me how you solved it."

Next issue: More strategies

ALPHABET ACCORDING TO MENTOR



Over time, MentorInk Newsletter has worked its way through the alphabet. After a hiatus, we return, picking up with the letter V.

Having problems getting **volunteer** mentors?
— No whining, please!

1. Ask your boss if s/he will link you to an executive with persuasive powers and a belief in the need for Knowledge Transfer (KT).

2. Use this conversation as a possible springboard to an article for the internal newsletter.

3. Having said this, here it is again: Publicize. Publicize. Publicize.

Circulate, for instance, the Guidelines for volunteers and sample timeline to show how the KT program works using volunteer mentors. Describe the process, the benefits, the commitments, etc.

4. Consider approaching those at the next level up. Since this is an internal matter, confidentiality is important. The clear advantages to helping departments and these individuals co-plan as a team means that as the program continues, they will have a hand in developing volunteer mentors and supporting KT.

How to do this? Provide background details to the situation, and list benefits. Success depends on your relationship with the department heads and others who can help.

If your would-be helpers realize you're working for positive change, they should be willing to support the program. Point
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**squeezed
for
time?**

Mentoring Interest Profiler™ (MIP)

Know "How many of our staff are interested in mentoring?" or "What type of mentoring do our staff desire -- formal or informal?" The MIP is our web-based survey tool that can be used organization-wide to determine the interest in mentoring (and coaching).

This brief survey takes approximately two minutes for respondents to complete. Your organization receives a Report of the results as well as all of the raw data for analysis. MIP charts and graphs contain a wealth of detail.

Want to use the MIP? Qualified organizations can contact our Sales staff to discuss your challenges and how we can help.

MENTORINK NEWSLETTER

... the online publication of Mentoring Solutions
Year 18 Issue 2 February-March 2004



"passing the torch"

MENTORING TIMELINE© 1930 A.D.



Recently, Wharton University and NBR (Nightly Business Report), purportedly the most watched daily business program on U.S. television worked to identify the 25 most influential business leaders of the past 25 years. NBR's viewers nominated more than 700 business people from around the world, and a panel of six Wharton judges selected the top 25.

To arrive at this list from among hundreds of nominees, the Wharton panel employed five criteria. Their goal was to find business leaders who created new and profitable ideas; affected political, civic or social change through achievement in the business/economic world; created new business opportunities or more fully exploited existing ones; caused or influenced dramatic change in a company or industry; and/or inspired and transformed others.

Among the winners -- Mary Kay Ash, founder of Mary Kay Cosmetics; Jeff Bezos, CEO of Amazon.com; Richard Branson, CEO of Virgin Group; Peter Drucker, the educator and author; Bill Gates, chairman of Microsoft; Steve Jobs, CEO of Apple Computers; and Mohammed Yunus, founder of Grameen Bank -- was Warren Edward Buffett, CEO of Berkshire Hathaway.

The judges noted one trait each leader shared -- tenacity and long-term vision. Willing to ride out the lows with the highs, each stayed for the long haul. Buffett, whom judge Michael Useem described as *"a man for all seasons [is] not only... an investor extraordinaire who has delivered enormous returns to investors in Berkshire Hathaway, but he was also highly successful as the hands-on CEO of Salomon Brothers, helping restore confidence in the Wall Street firm when it faced a severe management crisis. Buffett has become the conscience of the Street, offering great wisdom on contentious topics like expensing stock options... in addition to his genius at spotting good investment opportunities, Buffett's influence derives from his moral stature and integrity. In the aftermath of scandals that have rocked U.S. companies in the past few years, it is difficult to overemphasize the importance of ethics as a factor in leadership."*

Here's some background on this nominee for the Mentoring Timeline.

In 1930, Howard Buffett, stockbroker-turned-Congressman, became father to Warren Edward who displayed at a very early age an amazing aptitude for both money and business. Reportedly, at age six, Warren purchased six-packs of Coca Cola for a quarter and resold each for five cents (a 5 cent profit).

Buffet went to Wharton Business School for two years, but complained he *"knew more than his professors"*. Later, he was persuaded to apply to Harvard Business School, which

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BOOKS: THE TIPPING POINT- PART 3

Last issue, we promised a look at Band-Aid solutions mentioned in author Malcolm Gladwell's work, *The Tipping Point*. If you've just joined this series, popular books are chosen for the content that can be applied to mentoring and coaching and you'll need to refer back to previous issues of *MentorInk*.

On page 256 of his book, Gladwell makes the provocative comment:

"... if you are interested in starting a word-of-mouth epidemic, your resources ought to be concentrated on those three groups [Connectors, Salesmen and Mavens]. No one else matters."

How does this relate to the day to day operations of a program? The connection any Coordinator, for example, who wants to have a program "prosper and grow", lies in making sure there is a word-of-mouth element in addition to any other promotional efforts.

Gladwell knows what he suggests could well be scoffed at: *"A critic looking at these tightly focussed, targeted interventions might dismiss them as Band-Aid solutions."*

Don't disparage band-aids, he cautions for they are inexpensive, convenient, versatile being a solution requiring a minimum amount of time, effort and cost. That would seem to be the type of solution desired. However, with programs, commonly we get are unnecessarily complicated, expensive and time consuming.

Test first to see where the holes are then plug them. ~ Anon.

Let me offer a case in point. Routinely, when "training" is provided for mentors and proteges, it is done separately. First the mentors are run through some talk and exercises. Then virtually the same thing happens with the proteges. Then, and only then are the pairs brought together.

Now, let's ask the most basic of questions: "Isn't the objective to have these people work together?" Of course! So why do the same thing three times?

Gladwell reminds us: *"...the theory of Tipping Points requires...we reframe the way we think about the world."* Success often lies in doing things that are not obvious, or that are counterintuitive.

"The world -- much as we want it to -- does not accord with our intuition. This is the second lesson of the Tipping Point."

[Summary connection to mentoring and](#)

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MENTORINKTM NEWSLETTER

... the online publication of Mentoring Solutions
Year 18 Issue 2 February-March 2004



"passing the torch"

MENTORING TIMELINE

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rejected him as "too young". Warren then applied to Columbia where famed investors Ben Graham and David Dodd taught. In the 1920s when the rest of the world was approaching the investment arena as a giant game of chance, Graham searched for stocks that were so inexpensive they were almost completely devoid of risk. Based on this experience, Graham published "Security Analysis", one of the greatest works ever penned on the stock market.

Buffett at age 21 read that this guru was the chairman of a small, relatively unknown insurance company named GEICO. Buffett hopped a train to Washington D.C. one Saturday morning. Arriving at GEICO headquarters, he discovered the doors locked. Determined, Buffett pounded on the door until a janitor came. "Is anyone in the building?" There was -- a man still working on the sixth floor; The janitor escorted Warren to meet this stranger. Immediately, and for the next four hours, Buffett shot questions at the man about the company and its business practices. It just so happened the man was the Financial Vice President. Buffett was impressed enough to eventually acquire GEICO as a Berkshire Hathaway holding.

Warren Buffett was the only student at Columbia to earn an A+ in one of Graham's classes. Over time, Graham has been considered Buffett's **mentor**.

Oddly, both Ben Graham and Warren's father advised him not to work on Wall Street once he graduated. Ignoring them, Buffett offered to work for the Graham partnership for free. Ben turned him down and Buffett worked elsewhere. However, years later, Graham called, inviting the young stockbroker to come to work for him in New York. At a later point in time, differences between the Graham and Buffett philosophies began to emerge and they went their separate ways.

The story doesn't end here. Some readers probably already know that even Bill Gates has a **mentor** -- Warren Buffett. Countless stockbrokers claim Buffett as their "mentor" when in fact they actually mean he is a role model. Nevertheless, there are others who clearly can lay a claim to being his **protege**, for example, Katharine Graham, who led The Washington Post Co. for three decades to prominence in the world of journalism and business and became one of the most influential and admired women of her generation.

The first woman to head a Fortune 500 company, first to serve as a director of the Associated Press, and a Chairperson of the Newspaper Publishers' Group. When she took over The Post in 1963 at age 46 upon her husband's death, she had only modest experience in journalism and no training in business. She said of herself: "I terrified of asking dumb questions and making mistakes as I entered the mostly male world of publishing... I was so ill at ease before attending the company Christmas party that I spent time rehearsing how to say 'Merry Christmas.' "

Warren Buffett, the company's largest shareholder outside the Graham family, became a close friend and business **mentor** to Mrs. Graham after he began buying large amounts of Post stock in the 1970s. "The paper, really the company, always has been the most important thing in her whole life," he said. "This was not a step in the long dance of life; it was the whole show."

[Sources: 2001 The Washington Post Company; Wharton University, 2003; Beginnersinvest.com]

TAOIST MENTORING?

We all know this familiar situation. You happen to pick up an "older" issue of a learned journal and spy an article with an intriguing title. You read it. You admire some of the ideas and wonder why "the rest of us" haven't viewed the subject in the same way?

Such was the case with an article "rediscovered" in a stack of items on mentoring...

K. McAleavey, a psychologist and postdoctoral fellow at the Virginia Commonwealth University found herself a **research mentor** (psychologist N. N. Singh). What she hadn't counted on was his tendency to look beyond her publication tally. He checked to see she ate and slept right and was emotionally grounded. He focused on her life balance issues.

This approach, McAleavey claimed, led to increased publishing, a success she attributes largely to months of **mentoring** with Singh, a professor of psychiatry, pediatrics and psychology, whose research interests include mental health and alternative medicine, psychopharmacology and mental retardation.

While McAleavey suggests this is new, in fact, none of this is new. Really. Over the decades, a great number of studies have attributed to mentoring higher success rates -- more pay, faster promotions, greater career satisfaction (for instance) than those not mentored.

Singh claims his mentoring approach is primarily from an Eastern Buddhist notion that every person is simultaneously a teacher and a student—a mentor and protege. This is not correct. Hundreds of examples from around the globe through countless generations show that there has been a long chain of mentoring during which a person can be both a mentor and a protege at the same time. This approach undergirds the ColaboroTM Mentoring System.

In essence, several claims are made that there is wide divergence between both approaches -- Eastern and Western:

Claim 1. "Eastern mentoring relationships are much like a dance in the sense that it's an interaction between two actors",

Response: Not so. This is merely a different metaphor for the relationship and process; In

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BOOKS: THE TIPPING POINT- PART 3

(from page 3)

knowledge transfer:



While some readers might prefer Gladwell to have prefaced his book with the following comment, it is instructive and necessary to work first all the way through his ideas, examples and research:

Merely by manipulating the size of a group, we can dramatically improve its receptivity to new ideas. By tinkering with the presentation of information, we can significantly improve its stickiness. Simply by finding and reaching those few special people who hold so much social power, we can shape the course of social epidemics. In the end...a reaffirmation of the potential for change and the power of intelligent action.

1. consider and reconsider the size of the group -- are you working with impossibly small numbers? are you tackling large numbers with insufficient preparation?

2. put marketing materials under the microscope; look at how others are promoting their programs and keep them going; will these techniques work for you? or not?

3. make certain you know who the mavens, connectors and salespeople are and see if you can get them "on board" to help out your cause.

ALPHABET ACCORING TO MENTOR

(from page 2)



out the outfall of delay and/or indecision.

Make it crystal clear it's not your program. De personalize this situation. Too many programs have been labelled as so-and-so's program to its detriment.

5. Encourage managers (for instance) to anticipate volunteer needs in their annual planning as part of good resource management.

6. With the backing of those at higher levels, hold a brown bag lunch. Educate all levels of staff as to the KT program. Let them know you want to know their needs, how they can use the results of KT, what training they think could be needed and what sorts of rewards and recognition are needed to keep the program fresh.

This will send a message about the importance of volunteer mentors and allows you to establish relationships that could pay dividends later.

7. Co-train and recognize volunteer mentors and their proteges.

8. Recruit new members for the KT / Mentoring Task Force or Steering Committee. Encourage these people to educate staff and recognize the value of KT to the organization.

TAOIST MENTORING?

(from page 4)

the West, mentoring has been compared to a journey, a profession, a pipeline, a recipe (unfortunately), a bridge, a lamp and so forth.

Claim 2. *"In the traditional Western model an older person passes on knowledge to a younger one"*.

Response: Note the word "traditional" is used. These days, we're not all into traditional approaches, for instance self-directed mentoring and reverse or reciprocal mentoring. This claim also overlooks the fact there are less traditional approaches that have developed in the West independent of Eastern ideas.

Claim 3. *Tao mentors don't impose a fixed set of teachings and requirements, but instead familiarize themselves with the protege's needs... everyone sees the world differently, They cultivate mutually beneficial relationships in which they learn from their proteges, while sharing what they themselves have learned."*

Response: Not at all unusual in Western-style mentoring. For instance, for decades, in our company we've used the phrase *protege-driven* to describe the impetus and as well as the phrase *"different strokes for different folks"*.

The person who has no imagination has no wings. ~ Muhammed Ali

Claim 4. *The Eastern mentor covers a range of roles: role model, teacher., advisor.*

Response: First described over 3000 years ago in *The Odyssey* -- mentoring clearly covers a dozen roles during Mentor's adventures with the young Telemachus.

Overview:

Go ahead and keep reading descriptions of knowledge transfer via mentoring (and coaching) from different perspectives. There's much to be gained in doing so.

Caveat: don't accept at face value what you read. There will be instances in which the author does not have a strong enough background in the field to understand that "it's already been invented here."

In the example given, the differences are either nonexistent or so minor as to not truly matter. Further, the actual (and therefore possibly very important) differences may be overlooked or not recognized, which is unfortunate.

On the positive side, this journal article reinforces some of the helpful features of mentoring no matter what the field, what the goal, what the challenge.

[Source: *APA Monitor* v29, no. 11, 1998]