

# MentorInk Newsletter



...the online publication of Mentoring Solutions Inc. Year 19 Issue 5 June-July 2005

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## 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](mailto:mgray@mentoring-solutions.com)

## Upcoming:

- Insightful reading
- Mentoring Timeline
- and more

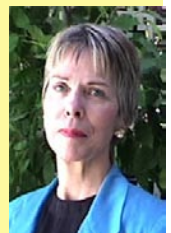
### From the Editor:

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: 1898

One comic in an extreme moment of rapture described his being given an old, black studio light. He recalls: *'I was told the last time that light shone, it shone on Lucille Ball.'*

*I had goose bumps. It was just totally electric for me. I took it as a sign from the universe that this was something I needed to do. Lucy was the greatest comedian of all time... If anyone can tap into that creative energy, that kind of energy that she brought to the world, and that universal laughter, I don't think you can have a greater **mentor** than Lucille Ball."*



While Ball wasn't anything more than a role model in this instance, when the records are examined, it seems clear that in the theatre **mentoring** is at the root of many a success. For this month's timeline, the focus is on one type of comedy, *commedia dell'arte*.

*Commedia dell'arte* incorporates a number of stock tricks related to improvisation. Thus, the audience is treated to clownish bits of play which break up the actual story line within a performance into episodes. These episodes have been used by most of the twentieth-century's greatest comedians from the Marx brothers, Charlie Chaplin, Stan Laurel, and Buster Keaton to Lucille Ball and Dick Van Dyke.

*"Not everything that is faced can be changed, but nothing can be changed until it is faced."  
James Baldwin*

Unfortunately, the vast majority of films made before the late 1920s no longer exist in any form so it's no longer possible to see the legacy that would have been passed along from earlier eras. One writer notes: *"Like the contents of the ancient Library of Alexandria, most movies from that era are known today, if at all, only as titles that once existed. They were lost to casual disregard, professional indifference, or the cancerous effects of their own chemical composition."*

We can start the chain with Russian Vsevolod Meyerhold, a theatrical visionary, theatre artist, technician and theoretician. An original member of Stanislavski's Moscow Art Theatre in 1898, Meyerhold studied the basics of Realism then the Symbolist Movement, and finally the improvisation of *Commedia*.

Turn to page 3

## Insightful reading: Dark Age Ahead

Jane Jacobs devotes an entire chapter to self-policing. She directs this text towards members of learned professions -- lawyers, accountants, medical doctors, engineers, architects, teachers and the like.

*"These people not only enjoy status... they are seen as establishment figures with stakes in maintaining stability, honesty, and good order for the common welfare."*

She distinguishes between self-regulation and self policing. Examples of the former are:

- no collusion with competitors over fees,
- no criticism of another's work
- no corrupt decisions over grades obtained when student candidates (for the profession) write examinations.

Self policing combats crime and is, according to Jacobs, not only more serious but also a far harder matter to carry out because many professionals apparently believe "everybody does it" and so take no action. She cites as instances embezzlement, child abuse, and bribery in which professionals failed to self police. She especially points a finger at those in power or with great influence who could have revealed the crimes but who did not because their *"sense of [professional] loyalty is stronger than their attachment to honesty and openness."*

Finally, Jacobs comes round to a few choice stories fulminating at length about Enron and the havoc wreaked on innocent people because professionals actively protected wrong-doers. She quotes the Enron insider's account by Barbara Ley Toffler as a story of step by step mental seduction: high pay and a warped view of what is "normal." Toffler -- a former teacher of ethics at Harvard University -- says: *"Everyone followed the rules and the leader. When the rules and leaders stood for decency and integrity, the culture was the key to competence and respectability. But when the games and the leaders changed direction, the culture of conformity led to disaster...If I got caught up in much of the company's culture, what can you expect from young people entering an organization with no idea whether what is happening is normal or not?"*

Jacobs concludes that *"Normality, per se is not an instructive ethical guide."* Jacobs adds she has faith that some young people will rebel against dishonesty and injustice *"even when ill-chosen **mentors** tell them these are normal."*

**Editorial note: Jacobs' book is quite different from the usual cited here: deep and provocative. Try it.**

## 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 or to order  
call 1-877-955-0314 or 250-652-0324 or  
email: [sales@mentoring-solutions.com](mailto: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).



## Collaboration in the works

Colaboro to Mentor, here's another diary entry for you. All about one of my latest registrants.

I've got to report that it's going really smoothly for her. She's logging in for the second time this week.

My database says she finished registering. That was fast. Only took her about 40 minutes to complete her Mentoring Compatibility Indicator and her Needs-Expertise Inventory.

Bet she can't wait to get a compatible match -- someone who has the expertise she needs. That way she can really jump start her career and work on reaching her first goal. Wonder which competency she'll focus on as part of the process? She had it narrowed down to 4 different possible competencies.

That's part of the fun for me as a Mentoring Management System, tracking choices users make. And making matches they could never make themselves.

*"Our greatest glory is not in never falling  
but in rising every time we fall."  
- Confucius*

Yup. She's ready. She's clicking the Proceed button to get a screen that will show a "Potential Partners" matrix.

I'll give her results in less than one second. That's the job my algorithms do. And really well if I do say so myself. I keep hearing my other users tell their Coordinators: "*Colaboro has given me a great match!*"

What if she had to do this on her own? She might never have found a partner to work with. Or it could have taken her weeks or months on her own. Let's hope she understands that the few minutes she'll now spend with her partner doing the Mentoring Agreements and fleshing out a Mentoring Action Plan will give results she'd never get any other way. Not in a course. Not through informal mentoring in which "whatever happens, happens". Not by depending on her already-burdened supervisor. Besides, she's never going to share with her boss what she'll share with her mentor.

I wonder who she's going to choose from the profiles in the matrix? Whoever it is, when she presses the Match button, I'll be ready with my templated email to be sent to that person. When the time comes, in a week or so when the partners are ready to start working on her first Mentoring Action Plan, I'll be ready with more of my time savers.

Gotta go, Mentor. Another batch of registrants to move through the Mentoring Process and hundreds of others to match, and ... Regards, Colaboro.

## Mentoring Timeline: 1898 (from page 2)

The innovative Russian film director, Sergei Eisenstein, was one of Meyerhold's greatest students and it was through his studies with Meyerhold that Eisenstein's world altering concept of film montage. Eisenstein spoke highly of his "mentor," "teacher," and "artistic father." His dedication to Meyerhold is evident by the fact that when Meyerhold was imprisoned and eventually murdered for his artistic convictions at the hands of the Soviet government under Stalin, it was Eisenstein who hid Meyerhold's theoretical papers, thus preserving the works of a most influential theatre artist. Now let's jump a few decades and across an ocean to pick up another comic association.

In his first California film appearance, Roscoe "Fatty" Arbuckle taught Buster Keaton how to take a sack of flour in the face. Keaton was anxious to learn. Arbuckle is credited with singlehandedly shepherding Keaton's early film career, teaching him the differences between what worked on stage versus on film, in addition to shooting, editing, and production. The first chance Keaton got he took a camera apart and put it back together, by hand, to learn how it worked. Keaton laughed or smiled in almost all of his early film appearances, but he is best known for his deadpan expression.

As Keaton's star was rising, Arbuckle's came crashing down in one of Hollywood's first major scandals (fueled it is reported entirely by innuendo). Arbuckle was prosecuted for statutory rape and murder. After two trials resulted in hung juries, Arbuckle was acquitted at the third, with a written apology from the jury. The funnyman who had two years earlier signed a contract with Adolph Zukor for the astronomical sum of one million dollars a year would never rise again.

Keaton stood fast by his mentor and friend, finding small roles in his own productions, ensuring Arbuckle had at least some work. And up to the day of his own death, Keaton defended Arbuckle against the charges, which he maintained were baseless. There is yet another link...Arbuckle's coat and hat were borrowed by a young Charlie Chaplin to create a character that became an icon. And yet another link...

Comedienne Lucille Ball had been trying for years to make it as a model then as an actress but never got past the B-movie status. Buster Keaton and Red Skelton convinced her that television wasn't a dead-end for a fading movie actress, but rather an opportunity to extend her calling. Keaton is considered her mentor and champion who in large part put her on the path of the successful 179-episode I Love Lucy television series.

[Source: Atlantic Monthly, 2003]

## Real mentors speak (cont. from page 1)

mentors in a formal program supervised by MentorInk's editor, Marilynne Miles Gray.

These are offered as instances of the learning that takes place through mentoring -- learning of a sort that seldom takes place in other contexts.

[Des] Being a **mentor** developed three process that I never thought were important. It developed appreciation ... the time and effort spent on the protege's behalf. And enthusiasm was really needed. Second, it developed an attitude ... made me more open to suggestions to try new things and not to be afraid to fail. The third thing was patience. Things don't always work out.

[Eileen, a first-time mentor] One thing I learned was responsibility with the two proteges I had. How important it is that if you say you'll be there [by phone, or email or in person], keep appointments. When they're late or don't show up, it really adds stress to me, the **mentor**. After a while you wonder. If it happens more than once or twice, you wonder how serious they are and if they don't have good reasons, you wonder how responsible they are and it really doesn't make you think

*"Character is like a tree and reputation like its shadow. The shadow is what we think of it; the tree is the real thing." - Abraham Lincoln*

highly of them. My proteges were very independent and flexible only for their own gain. I think I've learned that if I were a protege, I'd want to work with my **mentor** and not against him or her.

[Byron] If I had a **mentor**, I'm sure my **mentor** would know if I hadn't worked on something [Action Plan] or committed myself. There's a certain sense of pride. I imagine my **mentor** would feel: "It's too bad this person doesn't care." Responsibility.

## Mentor Answers FAQs

Q: What is The NEW Mentoring Paradigm?

A: "For mentors to be effective today, they must equip and empower proteges to be successful. If proteges are only equipped with what the mentor knows, this can produce 'clones' who think and act alike. This might have been alright in the 1950s when the goal was to produce an Organization Man. Today's proteges need to be empowered to use what they know to make innovative contributions that add value to themselves and give competitive advantage to their organizations.

Equipping and empowering are both necessary today. One without the other is incomplete and inadequate. That's why a new kind of mentor-protege relationship is needed."

So wrote Dr. William A. Gray in 1989. His words still ring true because they form the core of a key Mentoring Principle. How did he envision the two sides of the relationship? On one side, as appropriate, the mentor would equip the protege, with leading-edge expertise, practical know-how and experience-based wisdom. For this to be effective, the protege had to be receptive and had to apply what was being taught.

In general terms, this could be viewed as the age-old impetus  
(cont. page 6)



## squeezed for time?

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**

## 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**<sup>sm</sup>  
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!”

## Mentor Answers FAQs (cont. from page 4)

for the protege to

- understand the corporate culture,
- learn how to fit in,
- get up to speed as quickly, well and painlessly as possible,
- learn the unwritten rules.

No small order. Each complex, demanding, vital for survival and not something that a peer can help with. This requires the aid of an actual mentor. Not someone remote and uncaring -- just a voice at the other end of the phone (and a different voice each time the protege calls for insights, knowledge, wisdom). Not a quick 2-minute call to get technical information as is often the case in so-called "mentoring programs". This is career and personal development "stuff".

The empowering aspect focuses on the protege's ideas, dreams and passions; on the creative contributions the protege can and hopes to make in the universe, on the initiative and uniqueness of the protege.

*"Any fool can criticize, condemn, and complain - and most fools do." - Dale Carnegie*

For this to be effective, the protege now has to adapt what the mentor teaches and propose ideas independently. This implies that the protege has sufficient training, education and experience to be able to

- make innovative contributions
- stretch in new directions
- add value
- pursue a major transformation.

Now none of this is to be confused with the two different ways of learning: experiential and didactic. While people have preferences for one way over another, like equipping and empowering, both are essential. The ways of learning are most clearly linked to equipping. Through didactic learning, skills are transmitted from the mentor to the protege through explanation, description, modelling by example, coaching, step by step procedures.

Experiential learning is the application and practice side of learning. Because trial and error and discovery are integral to this approach, the process is slower, can largely be independent, and can be quite mechanical without understanding, unless there is a guide by the side (mentor) who can modify and give feedback so that the application is appropriate and timely.

Clearly, this facet of mentoring can, if properly understood and carried out, be a gold mine for learning at all levels and for all involved. ~~

## Making yourself want to learn (from pg 1)

from off-line mentoring programs (or any programs for that matter) to online initiatives. It seems self-evident that there's a difference but in mysterious fashion, we seem to overlook basic elemental requirements such as: familiarity with the internet, feeling at ease with computers, self-discipline, clarity of purpose. In 1983, J. M. Keller introduced the ARCS model for motivational design of programs:

- working with a program that holds user **A**ttention
- **R**elevance in keeping with user experience and values
- gives **C**onfidence to master tasks and improve
- gives **S**atisfaction in knowing improved competence will be the key to rewards such as promotion, pay increase or ability to do the job better.

The other side of the coin are truthful answers to the searching questions: Can I do it? Do I value doing it? Do I feel confident about doing it? Do I really understand that despite the highly-touted value of electronics -- increased speed, ability to take care of rote activities, ability to store data -- electronics are not human (yet). Individuals are the only ones capable of taking the precious few minutes to input answers to vital questions in an electronic database about themselves that can determine the direction a career might take, how to get life balance, which competency to work on first, how to profile personality so that a compatible match will be made... and the list goes on.

We are such an impatient generation. We have major difficulty relating to the concept of delayed gratification and rewards that come down the road. Here's how it translates in terms of online mentoring systems. Some prospects for a mentoring program when asked to input vital information [tangibles] into the electronic system at the outset somehow don't make the connection to time saved later [intangible and a more distant reward] on plus an increased assurance that there will be results such as having a mentor and reaching specific goals [again, more and uncertain rewards].

Perhaps people who say: "I don't have the 60 or 90 minutes it takes to fill out a couple of mentoring tools [in order to better my life]" are similar to the children profiled in famous studies. One group of children (ultimately the achievers) had the self-discipline and insight to accept that there were occasions when gratification had to be delayed. The other children were unable to delay gratification under virtually any circumstance. They wanted what they wanted and they wanted it now!

So, Coordinators (and prospective participants) which group are you in?

Next issue: The challenge of coercion.