

MENTORINK™ NEWSLETTER

... the online publication of Mentoring Solutions
Year 17 Issue 9 November 2003



"passing the torch"

UPCOMING :

Book Review: The Tipping Point Pt. 3 • Mentoring Timeline • Featured profession: government • and more

Featured Profession: Architecture

FEATURED

Mentoring Timeline Turn to page to see how mentoring-heavy the field of architecture is.

WHY LEADERSHIP IS THE MOST

DANGEROUS IDEA... it's not uncommon to have mentoring programs to develop leadership. Last issue, readers were promised a look at a June 2003 *Inc*, magazine article by editor-at-large Micheal S. Hopkins. The author raises the notion that we are now in the age of antihero leadership, and on this premise offers four rules to guide leadership (turn to page 5) ...



WHAT DOES E-MENTORING MEAN TO YOU?

Go on the internet. Type in the word eMentoring. What will you find? Is it the same concept as online mentoring simply worded differently? Is there a range of what is to be found as is the case, for example, with online learning?

We conducted a **poll**. Now read some of our online poll results (go to page 4).

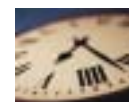
POLL



Online Learning Conference and Expo, 2003. Held in Los Angeles in September, had much to interest those in knowledge transfer, mentoring and coaching fields. Turn to page 4 for a review of some highlights.

"...TAKE THE
RELATIONSHIP PAST
THE USUALLY
TIGHTLY-CONTROLLED
BEGINNINGS..."

(try page 3)



Book review: The Tipping Point Part 2

We continue the examination of a book with some good ideas for people to people relationships, role modelling and mentoring programs. (see page 3)



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, see page 6 or call 1-866-962-4946.



TESTING DA VINCI'S 7

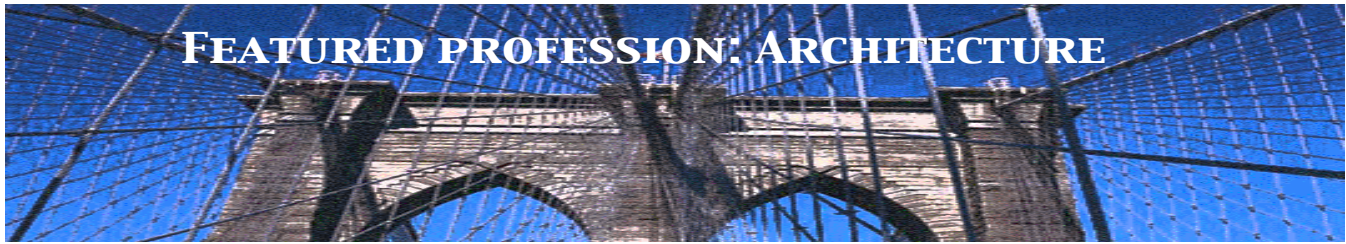
See page 5.

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*



FEATURED PROFESSION: ARCHITECTURE

MENTORSHIP – A JOURNEY IN COLLABORATIVE LEARNING- on Mentoring in the Architecture Profession

prepared by: Helene Combs Dreiling, FAIA
Team Vice President, AIA Relationships

Because the profession of architecture was founded on the apprenticeship model hundreds of years ago, mentorship - as the method for transferring the profession's body of knowledge to the next generation -has historically been a significant part of architectural practice. However, in the last several decades, this spirit of "bringing along" the next generation took an unfortunate shift, to one of many architects "attaining licensure and never looking back." Many felt, "By golly, I got through it on my own and so can they," and while this attitude was not universal, it was pervasive enough to cause great alarm among leaders in the profession.

Thankfully, mentoring has re-emerged in recent years as an area of critical focus and attention in the profession of architecture. The demands of the profession, which include a rigorous requirement for education, experience, and examination before licensure, are such that nurturing a culture of mentoring is essential. Practicing architects simply must recognize their responsibility to provide the guidance and encouragement necessary for emerging professionals to become well-rounded members of the profession who are fully prepared to serve society.

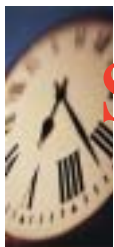
The American Institute of Architects, as the voice of the architecture profession, is advocating that a culture of mentoring be pursued and promoted by every member of our profession through a variety of means: by fostering professional growth, experience, and knowledge; advising and discussing career development plans, objectives, issues, and concerns; providing the highest quality information and advice about education, professional issues, and opportunities; supplying guidance and support through professional development programs; and promoting continuing education and diverse professional development opportunities following licensure.

Mentoring networks, guidelines, and incentives are being developed, utilized, and updated to reflect contemporary practice in order to encourage regular exchanges among established professionals, emerging professionals, or architectural students to nurture the careers of the next generation of architects and to provide a framework for personal and professional development. This culture of mentorship will hopefully become ingrained and carried forward throughout the progression of their careers as proteges/ mentees become mentors.

In the preeminent 1996 study of the profession, *Building Community - A New Future for Architecture Education and Practice*, Dr. Ernest Boyer of the Carnegie Foundation for the Advancement of Teaching states that if the architectural profession is to be respected for its contributions to society, it must "connect learning more effectively to the needs of clients, communities, and society as a whole." This can only be accomplished through a climate of life-long learning and teaching – mentoring!

Since 1857, The American Institute of Architects has represented the professional interests of America's architects. As AIA members, nearly 70,000 licensed architects, emerging professionals and allied partners express their commitment to excellence in design and livability in our nation's buildings and communities. Members adhere to a code of ethics and professional conduct that assures the client, the public, and colleagues of an AIA-member architect's dedication to the highest standards in professional practice.

[For more on architecture & mentoring, see page 3.]



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). **And it's free!**

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 -- Troy Oppen, Ian Frazer or Wayne Robinson -- to discuss your challenges and how we can help.

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"passing the torch"

Mentoring Timeline© 1961 A.D.

At the American Institute of Architects headquarters in Washington DC are citations bearing the name of many famous architects. Though any one of a dozen names could be chosen to illustrate how interlinked their lives are -- including that of being **mentors** and protégés to one another -- we'll start with the renowned Arthur Erickson. Why this man?



Back in the early 1980s he agreed to have one of the student-mentors at the University of British Columbia's Faculty of Education bring a young grade seven student in for visits over a period of weeks to see what the profession of architecture involved. To be able to spend time with a prestigious person like Erickson let alone go to his office stirred great excitement. At the conclusion of a three month project, the youth had crafted a model house and presented an outline of where he went, who he met and what he did to a large audience of peers. This was only one many comparable projects that prompted a long line of would be participants for the next mentoring program cycle.

In a speech to McGill University School of Architecture in October 2000, Erickson spoke of "My **mentor**, Frank Lloyd [who] stimulated, through exhibitions of his early work in Europe, the nascent germination of modernism."

It has been written that the history of Vancouver architecture consists of everything before Arthur Erickson and everything after. In 1961 Erickson and W. W. Wood were teaching at the University of Oregon. Gravitating to Canada, Erickson was busy designing experimental houses while Wood was an important design **mentor** at the University of British Columbia's architecture school over three decades.

Ron Thom, the outstanding designer in Vancouver before Erickson, was off to Toronto that year (1961) to build the prestigious Massey College. Thom was a **protégé** of the most influential architect ever to work in Vancouver, C.E. Pratt whose firm, Thompson Berwick Pratt & Partners, had by then become the dominant office in the city.

By 1961, the founders of many important firms were either working for Pratt or about to work for Erickson. Five years later Simon Fraser University, the "instant university" designed by Erickson and his partner Geoff Massey on Burnaby Mountain, would for the first time utilize many of the city's talents under the umbrella of Erickson's innovative competition-winning design.

As Thom's **mentor**, Pratt's passed on a credo, "form follows function", and a penchant for telling his clients to get someone else if they didn't like what he was proposing. This struck a chord that would resound throughout the career of his young protégé. Thom fell under the spell of Pratt's modernist thinking. Thom won a partnership in the firm and started the link to the next protege down the line.

[Sources: RON THOM: The Shaping of an Architect; CMSI archives; The Reader 1995]

Books: *The Tipping Point*- Part 2

As noted last issue, journalist Malcolm Gladwell's *The Tipping Point: How Little Things Can Make a Big Difference* came out in 2002, moving into the best seller list.

It is intriguing to consider his take on Fundamental Attribution Error. Pointing to two studies, Gladwell underscores the notion "...that when it comes to interpreting other people's behaviors, human beings invariably make the mistake of overestimating the importance of fundamental character traits and underestimating the importance of situation and context."

Think about it. Clearly this could relate to **mentoring** and coaching situations. We are, he says, a lot more attuned to personal cues than contextual cues because this tends to smooth out the wrinkles of complex reality. If this is so, it should make us be more careful to consider context in our dealings with partners.



But not to the point of being extreme for in the next breath Gladwell notes that [i]f we constantly had to qualify every assessment of those around us" it would make it much harder to make decisions especially about humans.

Years ago, psychologist Walter Mischel argued that humans had a "reducing valve" to create and maintain the perception of continuity even in the face of conflicting evidence. In reality, people are multifaceted. The same person can be aggressive, warm, passive, independent, hostile and charming depending on who else is around, the length of time spent with another person, the time of day or season. This, he suggests, doesn't point to split personalities. Rather it is that most of us are really good at controlling the environment. When the environment can't be controlled -- due to threats, stress, exhaustion, strange surroundings -- the consistency of our personality seems to shift. Dissonance occurs.

In **mentoring** terms, for readers who are familiar with the Stages Theories of Jones and Kram, this dissonance will seem familiar. At the outset of the mentoring relationship, there is a heady sparkle or honeymoon period inevitably followed by a sense of reality based on the fact that mentor and protege spend more time together, do a number of different activities, and take the relationship past the usually tightly-controlled beginnings to environments that aren't as readily controllable.

If the readers have ever worked with or been part of mentoring programs, they will be familiar with personalities who wish to dissolve a partnership after just one meeting "because it just doesn't seem to be working out". Is this a marker of someone who wants control and senses that it can't be had but has to be shared? The idea is intriguing.

Next issue: Gladwell's book has many stimulating ideas of this sort and those to be reviewed in the next issue of *MentorInk* -- social norms, loyalty and emotions.



POLL What does e-Mentoring mean to you?

Our results, not surprisingly, ran the full gamut from quite precise and well formulated responses to those just dipping the proverbial toe in the electronic waters.

Out of curiosity, we ran some internet searches knowing full well that there would be duplications and thus, skewed numbers. [We didn't bother to search the term "telementoring" knowing that the numerical results would likely be similar.]

term	site	number of documents
ementoring	Dogpile	67
	Wisnut	1457
	Teoma	2,600
e-mentoring	Dogpile	59
	Wisnut	83,332
	Teoma	6,900
online mentoring	Dogpile	72
	Wisnut	2,600
	Teoma	36,300



For many, it can seem both daunting and discouraging to try to make sense of something when such numbers appear. For this reason, several sites were examined for the insights of people who had thought long and hard about not only what terms mean but about the implications. To simplify, we finally chose the Northwest Regional Lab site because its "expert panel" cited examples, cautions and some guidelines for online / ementoring. While offering these for schools, some ideas can be extracted and adapted beyond the areas of public education.

Cautions: Ementoring seems deceptively simple but is incredibly difficult to do well. One common trap is to underestimate the time, effort and money required. The organization has to have experience with face to face mentoring programs before attempting it online.

A guideline: Ementoring should be undertaken when face to face isn't feasible, when there is a genuine need to use technology, plus strong commitment and interest. Technology is an adjunct. It should not be used simply for its own sake. It must help do the job -- whatever "the job" is -- better and/ or more easily.

Some research: People are willing and quick to express opinions and emotions online.

Some consensus: Programs are extremely varied and difficult to benchmark (if comparisons are to be made).

Not a myth: Ementoring is ideal to utilize the services of busy people.

Myth: Online mentoring is just a series of clicks and dashing off brief emails once a week.

Myth [and not a myth]: It's easy to sabotage an online relationship. [While true and we agree with these experts, the same can be said for the face to face relationship.]

Finally, what did our poll-takers say? Here's a cross-section:

- "E-Mentoring is an electronic relationship established for the purpose of inspiring, educating and developing proteges."

Online Learning Conference

"Brand names emerge faster than zits before a hot date." So noted Tom Stewart at the Keynote address in describing a series of four revolutions elearning and technology generally have created. Without detailing the revolutions themselves, let's focus on the implications -- as we'll all recognize them as factors in our everyday work lives.

First, they have put pressure on us to make decisions particularly at the executive level.

Second, these decisions must be made more globally. Even if this does not mean your decision in Atlanta or Denver will have an impacts in New Delhi or Shanghai, you know it probably will make a ripple in another department, another program or another budget.

Third, more decisions are put on the shoulders of front line staff and these people can't always wait for headquarters to make a decision.

Fourth, organizations are forced to develop a common language just to survive.

Recognize any of these challenges in your workspace? your mentoring program? the conversations you have with your mentoring partner or around the water cooler?

Thought you might.

Let's skip to another presentation made by Jacques Davaud of eTrinsic on using simulations to measure proficiency and deliver adaptive content.

Much of his work is based on the assumption that in

(go to page 6)

"Experimentation involves the systematic searching for and testing of new knowledge ...

A study of more than 150 new products concluded that 'the knowledge gained from failures [is] often instrumental in achieving subsequent successes...'

In the simplest terms, failure is the ultimate teacher."

[Building a Learning Organization" July, 2002 article by Harvard Business School professor, David Garvin]

- "E-mentoring is access to one another as, when and to whom we need to communicate issues of mutual interest."
- "I would sure be interested in seeing other responses"
- "Don't know, still working on this, but love your link."

If Garvin's research [above in yellow box] is correct, much will be and has been learned from experiments with ementoring. While "failure" is such an ugly word, even uglier is the notion that the lessons were there all the time and we just didn't pay attention.

And thanks to all who participated in the poll.



Why Leadership is the Most Dangerous Idea (from page 1)

candidates. Have patience, we will get to these rules in short order and how this connects with **mentoring** and coaching.

Reject the overall thesis of antihero leadership, if you will. The fact remains that the path to leadership is quite fragmented at this time and thus, confusing. Regular *MentorInk* readers know that, to produce *MentorInk*, everything and anything (but tea leaves) is read to offer insights on various subjects and that includes reading popular business magazines like *Inc.* (the source for this article)

Readers might be mentally protesting: "I'm not in business. What's this got to do with me?" Good point.

Focus on the value of cross-fertilization of ideas from one field to another -- a mainstay of improving how we do things. Our main mentoring-related interest in the subject gets back at the persisting notion that when searching for **mentors** (one special type of leader), too many people believe the search ends when a "charismatic person" is found.

Not so, as we already have found out by looking at bestselling author Jim Collins. Not so, also says Hopkins.

So where does this notion of "charismatic leadership" come from? Hopkins claims it originated with sociologist Max Weber who described charismatics as people "endowed with supernatural, superhuman, or at least exceptional powers ... [others] regarded as divine." These are the people convinced they have to maintain long workweeks, leap over big HR departments in a single stride, even as they negotiate giant billion dollar mergers. Like Collins, Hopkins says the good "leaders" understand that there's often a better option (when confronted with tasks at hand) than assuming that she or he has to be the person to execute the job. "By observing the who-not-how rule, the antiheroic leader is liberated to imagine. Since you don't assume you're the one who has to know how to do things -- you're not limited to considering only the things you know you can do. Start thinking Who? and the results are exponentially reinforcing: Once you find you can make things happen that you couldn't dream of doing yourself, you believe you can do anything. And so does everyone in or involved with [the task at hand]."

Likely this attitude is extremely attractive and invigorating such that others would want to spend time as proteges with the antihero.

If to this point readers aren't won over to at least being open to Hopkins' point of view, let's throw a few more of his sentences into the mix. Hopkins notes that the current state of leadership affairs focuses on "charismatic" [or alternatively: "inspirational" and "heroic"]. Like Collins, he fears for organizations fueled by the "personal energy and vision of a single individual, a larger-than-life figure." There's many of these individuals around.

Unfortunately, too many people have been raised on the model of the lone gunslinger meeting and defeating all odds. It's a model that's promoted in Western culture. However, no

Testing Da Vinci's 7



Interested in what gives one influence and power to accomplish?

Michael Gelb's book, *How to Think Like Leonardo Da Vinci* uses, as its basis, seven fundamental "elements" da Vinci identified for just such a purpose.

Here they are filtered through more modern perspectives and terminology. For fun, make this a small test of yourself. For example, mark an element in the "High" column if you think you have this to a great degree.

Element	High	Moderate	Low	Unsure
1. Questionare: A questing, insatiably curious approach to life				
2. Dimostrazione: A commitment to test knowledge through experience				
3. Sensazione: The continual refinement of the senses, especially sight, as the means to clarify experience				
4. Sfumato: A willingness to embrace ambiguity, paradox and uncertainty				
5. Arte/Scienza: The development of the balance between science and art, logic and imagination. [Whole-brain thinking]				
6. Corporalita: The cultivation of ambidexterity, fitness and poise				
7. Connessione: A recognition and appreciation for the interconnectedness of all things and phenomena. "Systems" thinking.				

Now that you've taken the test and thought about the topic, do you think (even though a genius) Da Vinci was correct?

*"Leadership and learning are indispensable to each other."
John F. Kennedy*

one does it alone. Hopkins says we lose too many good people this way. So what's his suggestion? Enter the four antihero rules...

1. Ask why you're here. Know what you want. Don't apologize.
2. Don't ask "How?" Ask "Who?" Assume you're not the answer.
3. Embrace the difference between "I am my [work, company]" and "I have [a company, work]"
4. Forget superman. Be a part of something.

Readers are now left to peruse the article in full. It's not long -- five pages. Take a read. If you're a "mentoring-charismatic" at this moment, perhaps you'll see the concept in an altered light once the last sentence is digested.

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Online Learning Conference (from page 4)

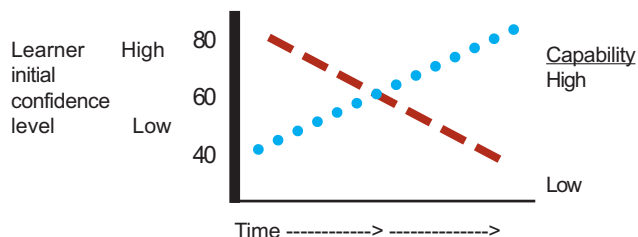
critical situations, time is of the essence. Most real life tasks involve linked actions and life just doesn't have undo buttons.

To support his contention that, when supporting learning, there was a place for electronic simulations, he used the research of L. J. Najar in a book titled, *The Principles of Educational Multimedia*:

medium	capability
teach others	90%
simulations	75
discussion groups (chats, web sessions)	50
demos	30
other AV	20
lectures	5%

Those of us involved in mentoring programs (or in the workplace generally) are no doubt familiar with the phenomenon of the person who is overly confident as to his/her ability. This person often resists being a protege or upon becoming a protege won't listen to the mentors wise advice. [Editorial note: Breaking the Glass Ceiling has a segment on this subject.]

Overuse of "the text or manual approach" Davaud notes is passive and may initially inflate the learner's confidence while not contributing to capability. He graphed for the audience how this relates to the use of simulations as one means to develop capability.



The above graph shows that, in his experiment, those who started with lower confidence levels finished with higher capability levels (after using e-simulations) while the opposite was true for those started with high confidence levels and who used the "text or manuals" approach only.

Tracing the original master-apprentice models centuries ago which morphed into book learning in schools, Davaud pointed to the emergence of elearning, much of which has used book learning as a paradigm with disastrous results.

If done well, esimulations might help learners replicate actions and decisions more closely than when given verbal-only descriptions of what to do.

Not rocket science but then why do so many mentor protege partners sit down face to face and simply talk and describe rather than going the next step to guided simulations? He suggests we aim for "adaptive content" in which, if the learner fails, that person can be safely brought back to try again with e-simulations to supplement.

In general, this illustrates the potential of current technology developments that is having an impact on mentoring, coaching, and knowledge transfer.

Another Conference highlight -- Learning Nuggets -- a by a series of high profile people from the field. The audience loved the soundbite format. Absolutely no opportunity to fall

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asleep -- if a given presenter didn't finish within the four-minute time allotment, the mike went dead, the spotlight dimmed and lit up the next person.

Wayne Hodgins (of Autodesk) in his presentation *Imagine the Impossible Isn't* offered a timely, user-generated list of "me-Learning requirements" as follows: personalized, just for me, just in time, in all forms (such as formal and informal, online, in person), in the right place and in the right amount. This he termed a growing desire for "standardized uniqueness". In other words, the user collects together what he or she needs. According to Wayne, this is not necessarily what's offered due to the mass manufacturing mind set. Important question: which describes the approach taken in our respective mentoring programs?

SCORM compliancy was one of the most-discussed topics at the show. Some attendees noted that their products were much too sophisticated for SCORM while others seem to have designed products around this standard. If you're not familiar with SCORM or compliancy generally, it might be useful to investigate if only to consider what will have an impact on your program and on you.

Finally, let's wrap with notes on the split still occurring in organizational ranks -- one product to meet *all* needs (accounting, HR, IT, etc.) vs best-of-breed approach. It was a another hot topic at the Conference. Since May our company CMSI has followed this issue by talking to a number of experts.

Let's just say the jury is still out on what's transpiring. Surveys seem to suggest there is a 50-50 split in organizations of all types. Obviously, there are pluses and minuses to both sides.

The consequence could be that if your organization buys one mega software suite, likely that's going to shape your mentoring program and possibly rule out "standardized uniqueness". And that's a scary thought.

On that note, here's a toast to invigorating conferences.