

Mentor Ink Newsletter™

MentorInk is the online publication of
Corporate Mentoring Solutions Year 16 Issue 5 May 2002



About our lead item



Five Mentoring Trends - Part 3

What started out as a simple piece of research last year, escalated, yielding some very interesting results. We continue...

Other features:



The Intelligent Thinkers Guide to Mentoring (new series)

This month we conclude "The Seven Reasons to be trained together". Next issue will begin a fresh theme.



The Mentoring Timeline

Here's a feature of longstanding for *MentorInk Newsletter*. This issue we time-travel back to the 1800s and learn a lesson about mentoring a "difficult personality"...



Mentor Muses

By looking at the challenges of being a mentor to a genius, a few lessons are offered to all mentors and would-be mentors. Read on...

Chuckle for the month:

"Mentor was a wise old sea captain..."
~ as seen recently on "serious" mentoring website (and no, it was not written by a school child on an exam. or essay)

About the next issue (June 2002):



Five Mentoring Trends

Trend 4: Next in our series based on the work done at Corporate Mentoring Solutions to assess what is having an impact on worklife as it is reflected in mentoring programs.

Best of MentorInk Newsletter (Summer 2002):

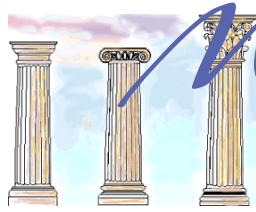
Typically the summer is time off from publishing. For this year, a decision has been made to dip into past issues...

From the Editor

Past issues have carried every thing & any thing mentoring-related with a focus on programs. Happy reading to all.

Your editor: *Marilynne Miles Gray*





Five Mentoring Trends Part 3

Mentoring Trend 3: Globalization/Scalability /Scope:

Though some of us may be tired of the word “globalization”, there’s no denying it has had a profound impact on mentoring programs. Locate your organization in different parts of the globe, use the internet to conduct business and e-learning and you are likely to try distance mentoring (the most challenging of all programs). Go global and mentoring materials will be translated into several languages not just English. Activities and those same materials will be tested for good cultural fit.

Add to this, the fact that the typical global organization commonly is a colossus. What does this do to mentoring programs?



For starters, think of what could be involved in the implementation of large-scale programs involving thousands of participants. No longer is it a one-of program for 20 pairs at a time. Thus, mentoring programs must now be scalable; that is, if there is the need, the program can be expanded at virtually any point in time to accommodate huge numbers.

With these large numbers, scope is likewise altered -- different tracks for new hires, career development and leadership for thousands of participants.

Even with these numbers, one-size-fits-all programs can’t and don’t have to be the norm. To this point in time, little attention has been paid to the requirements of different groups within any given organization. For instance, here at Corporate Mentoring Solutions, we have always had at least three main tracks -- programs for newer hires, for those immersed in career development and for leadership. Clearly, each group has a different set of needs, different perspectives on the world, different backgrounds, amongst other things.

In this day and age, participants in mentoring programs routinely expect to have their individual needs met through technology. When this isn’t delivered, they will “vote with their feet” as the saying goes and look for mentoring programs that will deliver. It’s no accident that more and more our company (CMSI) hears clients saying: “We want to be an employer of choice and a mentoring program is part of our answer.” Which offers me the perfect segue for trend four.

Next issue - Trend 4: Self-directed Mentoring Programs

NOTE: This trend analysis is not scientific and reflects the research and opinions of Corporate Mentoring Solutions.

Mentor Muses

April 15, 1452 is commonly accepted as the birthdate of Leonardo da Vinci. Wait! Don’t turn your electronic page. Even 550 years later, there is something to be learned about working with talented people.

Imagine you are the mentor to Leonardo. Genius can profit by having and being a mentor. My focus is on the theme of proteges who delay, procrastinate, and not finish projects in a timely fashion and who might be excused on the basis of his / her brilliance.



You challenge this assertion? Yes, he was a prolific creator in almost any field imaginable but that overlooks his negative tendencies -- or at least to a mentor they would be red flags meriting attention.

Let me offer some instances then we will consider the mentoring implications that still hold true today. In 1490, da Vinci was emmeshed in a project for Duc Sforza “*who wanted to see any idea of his carried out immediately.*” The Duc chafed at da Vinci’s “*uncertainty... inability to be satisfied ... and absences.*”

His journal pages are full of designs for machines and projects that were never carried out. Typical of him, he began *The Last Supper* in 1495 but did not complete it until 1497 following orders to complete the painting. It seems that the Mona Lisa took four years because Leonardo was immersed in work on optics, mathematics, acoustics, and anatomy, as well as other paintings plus extensive travel.

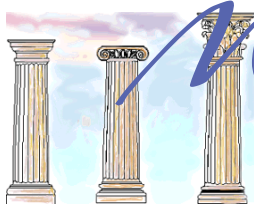
CMSI Sales Associates

Live in England, Ireland or Scotland? If you are in the mentoring field and wish to work with the leading online mentoring product, OMS™, please call, or send us an e-mail to discuss the opportunities.

There are lists of partially completed works such as St. Jerome (1481) and Adoration of the Magi (1481) and constant references to his tiring of a work and moving on or being asked to simultaneously work on several complex projects to which he refused to say no (most of the time).

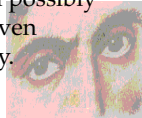
If, as a mentor, one could guide, advise, confront and challenge da Vinci’s mentor to more quickly make decisions -- such as which city to work in, which patron to link to, and so on it would have been gratifying. Clearly he made some poor choices. But not every mentor wishes to live in the midst of constant turmoil with a “starter” who preferred to turn his talents to something new rather than to complete a project.

When our company carries out mentor-protégé training, we do so with the idea in mind that the relationship is protégé-driven. As protégés will be the next generation of mentors, they too need to understand which tendencies will hamper and which will speed them along.
(Quotes from: *Leonardo da Vinci*, Reynal & Co., NY, 1956).



The Intelligent Thinkers Guide to Mentoring: Pt 3

Recently, I did training for several different mentoring programs. It's not uncommon for someone in the group to wonder why there is a need for mentors and proteges to be trained together. Interestingly, this did not happen possibly because all participants had received a copy of "Seven Reasons to be Trained Together" from our company. This said, here's the final portion of the full article.



Reason 6. Some approaches train mentors only, then proteges only, then both together. Think of all the time used when, in most cases this is not necessary. At the same time, the proteges (most commonly) think: "What are they saying about me that I'm not privy to?" That sort of thinking sets in motion negativity that is to be avoided at all costs. There should be no hidden agendas. Training together reduces the chances that this will happen.

Reason 7. The proteges of today are the mentors of tomorrow. Give them this opportunity -- to experience first hand proactive, formal mentoring rather than just letting it happen (and hoping for the best). In fact, seeing a room filled with mentor-protége pairs, is an unparalleled opportunity to take in the full spectrum of approaches to mentoring -- quiet and laid back, dramatic and energetic, precise and detail-oriented, hearty and humor-filled, and so on. This only reinforces the truth: there is no "ideal" mentor.

Need any more reasons to train together? It's understood that there will always be times when this is not practicable. However, when it can happen and if you are open to all that can be gained then a good foundation has been laid for your mentoring relationship.

Next issue: Components of a mentoring program.

*You will never get a second chance
to give your first good impression.
~ Dale Carnegie:*

Mentor Answers FAQs

Q: Mentor, can a mentoring program help develop a culture for high performing people?

*A: It can be done if worked on diligently. Arie DeGeus in *The Living Company* (Long View Publishing, Boston, 1997) writes at length about this.. Any ideas on this will be of interest to those of us associated with mentoring programs since much of what we do focuses on this.*

What follows are some highlights to consider. Much of it we've heard before but it bears repeating.

1. Have a core set of values and beliefs: More likely than not, in deeply troubled times when nobody knew the answer to totally new problems, the sharing of a set of common values helped companies to make choices to which the individual employees could subscribe. Outstanding organizations have some less observable yet systemic values that permeate all aspects of the organization and have deep intellectual and emotional meaning shared by many at all levels of the organization.

2. All levels walk the talk: Some how, the core values need to be received, understood and internalized. Just having the values isn't enough. Using the values to guide decisions and actions is a condition of high performing cultures. People who do not "fit" in to a people process culture must learn to adapt their style, find another organization or learn to live cooperatively within the culture.

3. Have processes and support systems developed in alignment with values and beliefs: Here's some instances

- * Communication- how information is shared and used, what information is shared, who is in charge of information, respectful communications and effective listening
- * Structure- top down, bottom up, flat, lean
- * Rewards- all kinds of rewards, resource allocations, share the wealth, as fair as possible, earned rewards
- * Measures- performance based, alignment with values and profit
- * Policies and Procedures- few, understood and clear
- * Management Style- respectful of everyone
- * History- a record of successes and failures, rituals, key

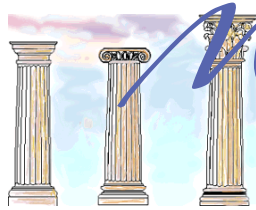
Cont. pg 4

The Mentoring Interest Profiler™ (MIP)

Here's a starting point to answer questions such as: "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 to be used organization-wide to determine the interest in mentoring. And it's FREE to appropriate organizations!

This 7-question survey takes approximately only a few minutes for respondents to review and 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. If your organization is interested in how well it has been received by users, and would like to see a sample report for the MIP, please contact sales@mentoring.ws.





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Mentor Answers FAQs Cont. from pg 3

events, special personalities, ability to reflect and learn from the past, stories that demonstrate core values

* Training- value added, need driven, people are the key resource investment, cost effective, aligned with strategy

4. Be proactive by having a repertoire of actions to rapidly create, facilitate and adapt to change. In terms of mentoring, this may be the organizational weak spot -- anticipating change and understanding the impact it may have on processes, goals and people needs.

Human nature doesn't change. This is the core of what we do in our mentoring programs. But how we work with human nature and how we interpret it will. Here's a forinstance. In *The Odyssey*, the inspiration and guidance Telemachus receives from Mentor is depicted as coming from the goddess, Athene. Today, we would not give it this sort of interpretation -- that inspiration comes from the goddess but we do understand that human needs remain the same.

Aim to encourage and then develop higher performing people through mentoring programs? Then take note that I've changed the word "high" (in the original question) to "higher" which is far more inclusive an aim. Think about it. And think deeply about what your mentoring programs are doing to meet this challenge.

Warren Bennis on Mentoring

Q: What advice would you give a brand new leader who is taking on a new leadership role? What and where should they focus first? How should they deal with resistant or undermining subordinates ... with jealous peers?

Warren Bennis: ...Create partnerships like crazy. Stalk good **mentors**, up, down and sideways. Let jealous peers stay jealous. That's their problem. Oh, and by the way, how do you know what or who is undermining or resistant? Better find out. (Source: Feb 2002 *Link&Learn Newsletter*)

Mentoring Solutions launches

Still think co-ordinated mentoring programs are either an out-of-the-box (cheap and one-size-fits all) or built to suit (expensive with a long development time)?

Not so! For years, here at Corporate Mentoring Solutions (CMSI), we've made a practise of ensuring that organizations, each with a unique culture, people needs and goals has a mentoring program to reflect this fact, while making them affordable and available in short order.

We can do this using either the **OMS (Online Mentoring Solutions)** for co-ordinated or **Colaboro©** for self-directed programs with adjustments for look and feel and customization based on client requests.

Case in point -- for the past several months, CMSI has been immersed in co-ordinated mentoring program launches each with its own take on how co-ordinated mentoring supports people development in organizations. To give you a sense of just what this means, seven recent examples are listed below.

[The first entry for each organization notes the focus or type of program; the second denotes the scope of the program; the third lists the industry.]

- 1 • career development & emerging leader / cross functional / entertainment industry
- 2 • career development / enterprise-wide / manufacturing
- 3 • diversity & career development / NAmerica-wide / food
- 4 • specific skill development / 1 location / communications industry
- 5 • leadership / 1 state / military
- 6 • succession planning & diversity / headquarters / food industry
- 7 • diversity & career development / enterprise-wide / accounting

Call CMSI for further information about the approach we take based on experience in the field since 1978.

Mentoring Timeline™

1845-47 AD

Leaders of the Transcendental Movement in the early 1800s were a **mentor-protege** pairing of Ralph Waldo Emerson and protege Henry David Thoreau (black and white drawing). In 1845, Thoreau built himself a small framed house on the shores of Walden Pond and lived there two years alone, out of which came the book - *Walden* and his famous essay on "Civil Disobedience". His back-to-the-land stint was near enough to the railroad tracks that he could hear the sounds of civilization. Thoreau claimed he did this not to "*live cheaply nor to live dearly there, but to transact some private business with the fewest obstacles*". Many of us today can appreciate that viewpoint -- convenient escape to nature.

How his **mentor** worked with him is to be wondered at since Thoreau is described as "*an extreme, prickly pear*". Emerson, on the other hand, owner of Walden Pond, was known for his tolerant if somewhat detailed-oriented nature. Pragmatic, visionary, skeptical utopian, Emerson may have had just the qualities Thoreau needed. Both men, in turn, had an enormous influence on later writers -- most notably Walt Whitman (sepia portrait).

