



MENTORINK™ NEWSLETTER

MentorInk is the online publication of
Corporate Mentoring Solutions Year 17 Issue 4 April 2003



“MENTORING *IS* KNOWLEDGE MANAGEMENT”

... article in the May issue
of *MentorInk*

April issue starts next page



MENTORINK™ NEWSLETTER

MentorInk is the online publication of
Corporate Mentoring Solutions Year 17 Issue 4 April 2003



SPECIAL EDITION on GEN X

IN THIS ISSUE



Mentoring from good to great - Part 4

Jim Collins' *Good to Great* has a strong mentoring message. In March, the focus was on "the unwritten rules". This issue the theme is pacing and discipline (see page 2)

The NEW Mentoring Paradigm - Some advice about your mentoring research (see page 3)

The Alphabet According to Mentor The letter I (see page 2)

Mentoring Gen Xers - Part 1 (see page 5)

Quick Tips: About program start-up (see page 3)

Mentoring as a recruiting strategy (see page 5)

Mentoring under the microscope (see page 4)

Mentoring Timeline: (see page 4)

CMSI 2003 City Tours

CMSI is undertaking a series of city tours.

Future venues are:

New York for May 5-6, and May 7 (am only);

Honolulu August 23-26th

For information about additional cities to be visited

by CMSI staff and local Sales Associates -- please call.



FUTURE ISSUES

May - Mentoring *is* knowledge Management

- Intellectual Capital, Mentoring and Networking

- Mentoring Survey -- Part 3 (see below)

- The Alphabet According to Mentor

- Mentoring Gen Xers (Part 2)

MENTORING BENCHMARK SURVEY Part 3 - May 2003

Has your mentoring program **gone global?** **Is the scale of the program expanding?**

Give us your take on this subject and your experiences.

Participate. Help make our third annual mentoring survey another success.

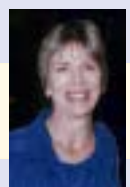
You'll be glad you did. Results will appear in a future issue.



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*





MENTORINK™ NEWSLETTER

MentorInk is the online publication of
Corporate Mentoring Solutions Year 17 Issue 4 April 2003



Mentoring from Good to Great - Part 4

"The point of this entire book is not that we should add to what we are already doing and make ourselves even more overworked. No, the point is to realize that much of what we're doing is at best a waste of energy,"



So writes Jim Collins at the mid-point of *Good to Great*. Just because his focus is on companies doesn't mean his messages can't apply to individuals. His mantra is to "radically simplify our lives while increasing our effectiveness." Like so many other truisms, my finding is that many of us pay mere lip service then wonder why we don't achieve.

Collins illustrates with the story of a team of cross-country runners who can't figure out why they are so successful. The explanation is that they pace themselves and run best at the end keeping track of how many others they must pass at each stage in order to win.

So, how does this translate into **mentoring terms**? For years, data collected by CMSI shows that people are very good at starting out to meet a mentoring goal but they don't persevere. It's actually not even necessary to "beat" anyone in order to successfully attain the goal!

Collins notes that these runners and their coaches also spend time understanding what not to waste time, money and energy on. In this instance, the team viewed rah-rah motivation, and "fun" frothy stuff to keep participants interested as a waste. The program is built around the concept that just doing it (running) is fun, improving is fun, winning is fun. *"If you're not passionate about what we do here, then go find something else to do."*

Interestingly enough, the statistics tell the tale -- not only are they champions but the participation rate has soared impressively.

Here's the procedure step-by-step: (1) Make no explicit attempt to "motivate". (2) Give participants opportunities week by week to see for themselves what they are capable of. This is, what they call planting the seed. Typically, adults should be able to do this for themselves. *"This created the strongest culture of discipline possible... [they] felt personally responsible ... a commitment made not to the coaches, but to each other."*

As can be imagined, the **mentoring** equivalent is for mentor and protege to feel mutually responsible for reaching the goal independent of bosses, supervisors and others [who are referred to as the coaches in the example]. Both mentor and protege know what must be done (by Action Planning), who contributes what in terms of skills, life experience and expertise.

At the end of the story, Collins cycles back to his notion that it's no more difficult or painful to build for greatness than to aim for "good" -- as in the title of his book. Possibly because he is aware of the tendency to settle for easy, fun and second best (or what is merely "good"), he underscores:

it is not easy and, by definition, not everyone will make it but along the way what is built is better.

Collins has a second argument to offer. The energy required for going from good to great adds energy rather than being a subtractive activity.

His third argument arises from his interview of the running team coaches. Finding it difficult to express an answer, one coach finally concluded it would make a positive difference, the coach cared about the activity and wanted the runners "to have the experience of being part of something absolutely first class." Amen to this mindset.

Let me expand on this. In a mentoring program, while virtually everyone could have a place to help and be helped,

- not all will want good let alone great or successful
- some will subconsciously self sabotage the initiative
- some will not "get" this concept
- some will not believe it can work.

Collins raises the question, "Why greatness?" He accepts that some, like those I have listed above, will view this as nonsense. It may be that Collins is comfortable and familiar with those Baby Boomers and Gen Xers who are passionately engaged in life and care. He says they need no answer to the question. They understand already. For them, the question is not why but how.

What is it that will compel a person to aim for greatness? This is the question that each person should ask and then answer, if not in work then in the community, at a place of worship, in a non-profit.

"When you do this, you will start to grow, inevitably toward becoming a... leader."

Source: *Good to Great*, Jim Collins, 2001, Harper Business)

FUTURE ISSUE: On Intellectual Capital.

*There is no exercise better for the heart
than reaching down
and lifting people up.
~ John A. Holmer*



The Alphabet According to Mentor

I: Identification and selection:

Selection in formal, coordinated programs from a pool of potential mentors is commonly based on 2-5 qualities or characteristics out of several dozen possible (over and above exhibiting specific desired behaviors). Selection can be based on something as specific as graduation from a certain university to knowledge of a given field, or ethnic background, to more general qualities as availability, ability to provide access to the work place, etc. A counterpart selection will be done for proteges.



MENTORINK™ NEWSLETTER

MentorInk is the online publication of
Corporate Mentoring Solutions Year 17 Issue 4 April 2003



Ideas for MENTORING START-UP

Quick Tips: About program start-up



When the management team at Market Brothers stood around the water cooler complaining about the challenges of running the project out in the field, talk turned to possible solutions.

Bob suggested mentoring as one way to help. For the next few minutes people weighed the pros and cons with the consensus being positive. But there were a few frowns on the faces.

Don was the first to voice their concerns: "Okay Bob, if that's such a good suggestion, you tell us where to start?"

Before he could answer, Salli chimed in "Bob, do you know how many of our staff are interested in mentoring? Gathering that kind of data is a lot of work."

Don looked exhausted at the thought: "Yeah, who has the time to do that? "

Lee added: " I was in an informal mentoring program. That way, we could have lots of people included. How do we know if that's what people here will want? or need"

Don poured some more water then thoughtfully noted: "Or maybe we need a formal program that's targeted to just project managers. After all, that's what we're all talking about."

Bob said: "It just so happens I know someone at DataBuzz Inc. who was on a Mentoring Task Force. They used the **Mentoring Interest Profiler**, a web-based survey tool that can be used organization-wide to determine the *interest in mentoring*."

Salli responded first: "Sounds like a cool idea. What's it cost?"

"It's free to qualified organizations -- unless they want add ons and changes -- then the fee is minimal." Bob replied.

Lee asked: " Let me get this straight, you claim with this Profiler, there's no need to worry about *where to start*. It's all there?"

"Right. And we can talk to satisfied users. The company that makes the Profiler has been doing this for years."

Don was skeptical. "Sounds too good to be true. I bet it takes a lot of time to answer... or it's really complicated to use."

"Nope. It takes approximately *two minutes* -- at most four -- to complete and is super-simple. Our team receives a *Report* of the results as well as all of the raw data *for analysis*. Corporate Mentoring Solutions will help us by suggesting the kinds of data, *charts and graphs* to use."

Salli looked at Don and Lee who nodded agreement then said: "Bob, it sounds like an idea worth investigating. Going to give them a call?"

Bob replied: "As soon as I get back to my desk."

Interested? Please contact sales@mentoring.ws.

*Experience is what God uses
to teach fools unwilling to sit
at the feet of a mentor.
~ M. Murdock*

The NEW Mentoring Paradigm

It's quite common for CMSI to get one or two e-mails a day asking for help in doing mentoring research -- which works out to hundreds of requests a year! Perhaps the internet has made us forget that there are libraries with a wealth of knowledge for example *Dissertation Abstracts* or the ERIC Clearinghouse system (see below) that list the many theses and dissertations on some of the very topics that perplex.

As an example, ERIC offers papers of the sort excerpted below. It refers to work done by CMSI when it was known as The Mentoring Institute. Note that the name, The Mentoring Institute, is now used by a nonprofit in the USA. Note also that such papers are not foolproof -- **The NEW Mentoring Paradigm** was developed and published long before the listed date (1997). Thus readers are cautioned that the copyright date at the bottom of a page may not be the same as the date attached to a model. In this instance, **The NEW Mentoring Paradigm** (as it is correctly termed) was first published in 1984 as part of Gray's Mentor-Protege Relationship Model, appearing in publications like *Educational Leadership*, *The Kappan* and *Mentoring: Aid to Excellence Vol. 1 Proceedings of the First International Conference on Mentoring* in 1986.

Sample research: ED418249 98 New Perspectives on Mentoring. ERIC Digest No. 194. Author: Kerka, Sandra ERIC Clearinghouse on Adult, Career, and Vocational Education

MENTORING AND ORGANIZATIONAL CHANGE

Organizational trends such as downsizing, restructuring, teamwork, increased diversity, and individual responsibility for career development are contributing to the resurgent interest in mentoring in the 1990s.

"Downsizing has heightened the need to preserve institutional memory and to share the information and experience that remain in the company" (Jossi 1997, p. 52). Mentors represent continuity; as mentors, older, experienced workers can continue contributing to their organizations and professions.

The Mentoring Institute (1997), maintains that, in the past, mentoring typically just "happened" as experienced people recognized and developed new talent or as beginners sought the counsel of knowledgeable elders. Now, the institute describes a "new mentoring paradigm": today's proteges are better educated but still need a mentor's practical know-how and wisdom ("craft knowledge") that can be acquired only experientially.

There's tons of material out on the web of varying quality. Some of the work done in the 70's and 80's is still relevant, fresh and useful with much of what follows being pretty derivative or unscientific. Tanke note!



MENTORINK™ NEWSLETTER

MentorInk is the online publication of
Corporate Mentoring Solutions Year 17 Issue 4 April 2003



Mentoring Timeline© 1997 A.D.

In a 1997 interview on CBS Sportsline, Arnold Palmer was asked: "What were the most helpful aspects of your early golf training?" In reply, he noted the first of what appears to be a chain of mentoring:

*"My father ["Deacon"] was the very key to everything that I've ever done in golf to my first and only instructor, my **mentor**, a tough test master. He taught me just not to play golf, but to learn my manners on and off the course. He was very strict and never let up. More importantly, that I become a person that was mannerly and treated other people, as I should like to be treated as if I were on the other side of the fence. He taught me a lot!"*

In turn, other golfers see Palmer himself as a mentor, for instance Robert Damron who won the PGA in 2001 at age 28 (after four years as a professional). Damron's early connection started when the family moved to Florida settling near Arnold Palmer, who became a close friend and **mentor**.

"I don't really know what to say... I know he [Palmer] was watching today and I know he was happy. I'm sure he'll pat me on the back and we'll go on from there." It was Palmer who helped Damron get into one of his first professional tournaments, a sponsor's exemption into the 1997 Bob Hope Chrysler Classic. Since then, Damron has improved his play every year while taking more lessons, spoken and absorbed, from Palmer on life, golf and winning.

"He said it was more of a keep going situation for me," Damron said of Palmer's victory advice.

"I think we should all thank Arnold Palmer for this [victory]," Damron said. "He's a big part of the reason why these checks are so big. Mr. Palmer and my dad will still play every day when they're in town together. It amazes me the way Mr. Palmer still enjoys playing golf after all these years. He's still a competitor and still enjoys it." [Source: Golfweb.com; CBS Sportsline]



*Nothing great in the world has ever been accomplished without passion.
-G. W. F. Hegel*

Mentoring under the microscope

Readers are challenged to give any good reason why in the story above, the term "coach" wasn't used and why "mentor" was. Why not both terms?

The terms mentor and coach are thrown around without much regard to whether there is a difference or not -- there is, of course.

Go to any number of websites, and it will be evident that at the top, one of the two terms is used, then in the site text, the other term is used. One may appear as a menu item and, when clicked, the two terms will again be used interchangeably without any explanation as to why not just one term or the other. It's quite confusing -- as we at CMSI have been told by people who call.

It's different with the timeline story. These people understand the difference. Put the Palmer example under the microscope, and we see the differences between mentoring and coaching.

Palmer lists a number of activities his father-mentor did for and with him:

- (a) instructor - to coach a discrete set of specific skills;
- (b) master - to supervise quality and set standards
- (c) teacher (and role model) - to relay in-depth knowledge at a higher level than ordinary and to instill attitudes necessary to be successful.

Damron, in turn, cited teaching and coaching plus several other behaviors he valued --

- (d) encourager - to motive

(e) gate opener - to help the protege access otherwise "closed" venues such as the Bob Hope Class, in this case.

It's important to keep in mind that if only one mentoring behavior is used over and over again, such as teaching, the mentor isn't a mentor. He or she is a teacher. No mentor is a one-note person.

Palmer is also a role model as can be understood from what is said. Whether intentional or not, every mentor is a full-time role model. How a person reacts to adversity or success, the values espoused, the language used in everyday situations, how hard and smart that person works, what is a passion with that person -- this and much more account for the role modelling aspect.

Next time you find a mentoring story, out of curiosity put it under the microscope.

*What counts
is what you learn
after you know it all.
- William A. Gray*



MENTORINK™ NEWSLETTER

MentorInk is the online publication of
Corporate Mentoring Solutions Year 17 Issue 4 April 2003



Mentoring as a recruiting strategy

Some readers of *MentorInk* will be aware of the theme of mentoring trends, in particular that of Gen X employees claiming they will leave unless there are mentoring programs in place.

Don't think this is happening? Here are just three ads -- two for positions, the third a profile of employees they serve -- found recently to suggest such claims are not farfetched:

- *Company ABC is currently interested in hearing from qualified and motivated professionals in field XY who are looking for a variety of settings and caseloads. Entry level opportunities exist with full-time supervision available.*

*Our salary and benefits are comprehensive and competitive. **Mentoring opportunities** are also available if your future plans include development of your own private practice. We are also expanding our technology based service delivery model. This is pretty cutting edge stuff!!*

- *University of JKL: The purpose of the Regional Training Core (RTC) is to strengthen and develop Specialty ABC nursing intervention research of senior and junior scientists through collaborative relationships among faculty at four universities in DEF.*

***Competitive mentoring grants** will be offered for junior faculty to propose a research focus, identify a mentor, and outline objectives and strategies for achieving mentoring and research goals.*

- *BPO Inc. (2000) Ongoing workforce studies from the Saratoga Institute affirm that Americans are adopting new attitudes toward work. These attitudes and behaviors are transforming the traditional concepts of loyalty, job satisfaction, career advancement and skill development. Studies find that employees want a company that shares their "emerging values" such as basing promotions on high performance, allowing employees to make contributions, and allowing opportunities for training education and **mentoring**. To compete and be successful, companies need to change to keep up with the new attitudes.*

When audiences are presented with these issues and examples, responses vary from: "Why should my organization have to do anything?" to "We're already got a handle on it." (even if they haven't) to "Huh, what are you talking about?"

*It is not in the stars to hold
our destiny but in ourselves.
-William Shakespeare*

It's worrisome to think that some organizations will claim to be doing something about the recruiting challenge even as their most senior people walk out the door without imparting years of intellectual capital to the next generation. Kudos to those who are working on bridging the gaps.

Mentoring Gen Xers - Part 1

You may say you don't know all that much about Gen Xers -- unless you are one or unless you are the parent of one. Then that probably gives you a special perspective on how to mentor them. As if they were a homogenous mass, which they aren't.

That said, if you don't fit into one of the two categories just noted, you may have noticed demands of younger employees are, well, different! Pressuring demands lead to confusion: how to determine the best ways to work with the "Generation X" population.

Members of Gen X are currently between 23 and 38 years of age. Which means some of them are already mentors to the next generation.

Though they don't all share similar attitudes and patterns of behavior, look for some general characteristic in order to better understand how to mentor and prepare them for leadership because no matter what you or they think, no one is born with leadership genes. It's something learned by careful and extended observation, teaching, role modelling, advice, and so forth.

Not surprisingly, Gen Xers look for jobs that satisfy (a) curiosity, (b) financial needs, (c) ambition, (d) growth in the sense that Maslow meant and (e) work/life balance. In case you aren't familiar with the work of Abraham Maslow, he theorized that there was a pyramid of personal growth starting out with basic needs (food, water, air) that must be taken care of in order to survive all the way up to the top and self-actualization.

Gen Xers seek freedom to make decisions, choose career opportunities, be innovative, be listened to and be able to speak freely. While none of this seems terribly new to most of us who are older, these issues seem to be of particular importance to Generation X. It's a case of emphasis.

In terms of leadership and the ability to (a) clearly set broad directions, (b) align the right people with the right projects, and the organizational mission and (c) motivate others to be as creative and productive as possible, Gen Xers like to ask: "Where are we going?"; "Why are we pursuing this?"; "What is my role?"; and "If I don't like what we're doing, can I change it?"

Once upon a time, these questions were never asked -- just thought about for the most part. It seems knowing direction is essential to Gen Xers so they can participate in decisions and feel as if they contribute to something greater than themselves. Gen Xers will leave an organization or a cause quickly if it does not have a clear, challenging vision and purpose. Fewer and fewer barriers to change seem to exist -- whether it's changing a job, a cause, an organization, or a career especially since Gen Xers don't value security in the same way previous generations did.

In terms of **mentoring**, if they aren't consulted or included in the design and (some) of the running of a mentoring initiative, there could be a problem in the making.

Next issue: Part 2 and motivation.