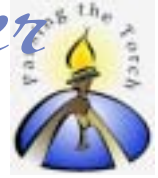


Mentor Ink™ Newsletter

Mentor Ink is the online publication of
Corporate Mentoring Solutions Year 17 Issue 1 January 2003
Special Issue



IN THIS ISSUE



Mentoring from good to great

Good to Great has a strong mentoring message. Jim Collins' earlier book, *Built to Last* (co-authored with Jerry Porras), has become a staple in the corporate field. (see page 2)



Mentoring Benchmark Survey Results #1

Following on from two years of extensive surveying, we continue the initiative. Now we report results from October 2002 on demographics. See below for your chance to participate today in the January 2003 topic. (October results on page 4)



Mentor visits China

In October, this past year, Mentor spent time in Beijing, Xian, Wuhan, ... (starts on page 4)



The Intelligent Thinkers Guide to Mentoring (Conclusion)

Starting on page 3, we wrap up this ongoing series with a look at components of a formal mentoring program.



Mentor Muses - The Alphabet According to Mentor (J all over again)

Mentor is working through the alphabet. This month, he lingers on the letter J and just-in-time mentoring ... (page 6)



January
is
Mentoring
Month.
[Details next
page.]

J

ANNOUNCEMENTS



Starting January 27, CMSI starts a series of city tours. For details, turn to page 5.

NEXT ISSUE

Mentoring and birth order, why the Myers Briggs isn't the best choice for mentoring and other intriguing topics.

MENTORING BENCHMARK SURVEY - January 2003 topic

Here's your opportunity to participate in our survey. Takes less than a minute to tell us about the impact of technology on your mentoring program.

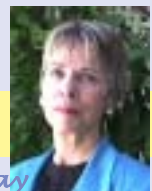
Help make our third annual mentoring survey another success. You'll be glad you did. Results will appear in a future issue.

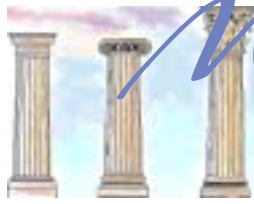


From the Editor

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

Your editor: *Marilynn Miles Gray*





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January is Mentoring Month

In January, 2002, President George W. Bush proclaimed January as National Mentoring Month. The goals of National Mentoring Month are to raise awareness of mentoring in its various forms; recruit individuals to mentor, especially in programs that have a waiting list of young people; and promote the rapid growth of mentoring by recruiting organizations to engage their constituents in mentoring.



Now in its second year, this event focuses attention on the need for mentors, as well as how each individual in businesses, government agencies, schools, faith communities and nonprofits can work together to increase the number of

mentors and assure brighter futures for young people.

For 2003, there will be a live 2-hour videoconference -- Mentoring Matters -- Wednesday, January 15, 2003, from 1:30 to 3:30 P.M. EST (in the USA). It will also be available for viewing on the World Wide Web.

The broadcast highlights the importance of mentoring as a proven and effective approach and will look at it in several settings then share strategies for effective mentor recruitment for youth. Registration is free. To register, visit www.trc.eku.edu/jj or contact Jenny McWilliams at ekujjtap@aol.com or 859-622-6671 for more information.

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 that can be used organization-wide to determine the interest in mentoring.

This seven-question 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. Customization of the MIP is also available.

If your organization is interested in using the MIP, please contact sales@mentoring.ws.



Mentoring from Good to Great

Good to Great is almost 300 pages long. It's an ideal book to start off the New Year whether you're in the corporate world or not. Read it (if you haven't already) because, like me, you will be struck by some of the principles that were similar to those of good mentoring.



Collins and his team of 20 researchers spent five years pouring over 5979 articles on successful businesses looking for what made them stay great even in the bad times. I read it not only because I run a business but also because I was intrigued by how many solid principles there are for us as individuals to pay attention to. For instance, Collins suggests a series of principles operate, one of which is Level 5 (the top) Leadership.

Level 5 Leadership balances professional will to get things done with personal humility. In one of his lists, Collins sums up what he says the research pointed to: this person "acts with quiet, calm determination; relies principally on inspired standards, *not inspiring charisms*, to motivate." (emphasis mine).

*Man's mind stretched to a new idea
never goes back to its original
dimensions (Oliver Wendell Holmes)*

CMSI research, and that of several others in the mentoring field, indicates charisma is not the defining quality that binds contrary to what many would believe. Don't look for the charismatic mentor. Charisma is a highly over-rated quality,

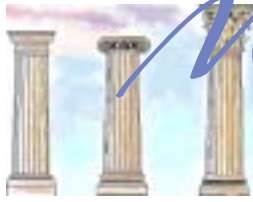
Collins notes: "My hypothesis is that there are two categories of people: those who do not have the seed of Level 5 and those who do. The first category consists of people who could never in a million years bring themselves to subjugate their egotistic needs to the greater ambition of building something larger and more lasting than themselves... The second category... consists of those who have the potential to evolve to level 5: the capability resides within them... and under the right circumstances -- self-reflection, conscious personal development, **a mentor**, a great teacher, loving parents, a significant life experience, a Level 5 boss... they begin to develop."

Another highlight: Level 5 leaders set up their successors -- for instance, their proteges -- for even greater success in the next generation.

These people are diligent, attribute success to other than themselves and are ambitious not for themselves but for a greater good. Good mentors also do this.

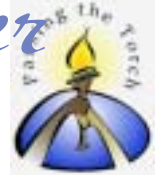
Source: *Good to Great*, Jim Collins, 2001, Harper Business)

NEXT ISSUE: A few more principles for your mentoring.



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The Intelligent Thinkers Guide Pt 8

As early as 1978, when Dr. William A. Gray started his first formal mentoring program at the University of British Columbia in Vancouver, Canada, it was part of his R&D strategy document and field-test every element of this new venture.

Finding almost nothing via an electronic search in 1980 -- yes these did exist back then -- he and his new partner (your Editor, Marilynne Miles Gray) fell back on tried and true elements of program and curriculum design plus educational psychology -- to try to forge a process that could work under varied circumstances.

Update: by 2000, the Gray's company [Corporate Mentoring Solutions Inc.] started annual surveys of mentoring program practises. The year 2000 results clearly showed that while co-ordinators (and others closely connected with programs) highly-valued aspects such as monitoring, evaluation (see diagram below), activities associated with these components were not always carried out, or, if carried out, results were not up to expectations.

Certainly, we at CMSI have met and talked to people intending to run or already running a program who, for example, have not set down a clear set of goals (see white box below). As the old saying goes, "If you don't know where you're going (and why), how will you know that you've arrived?"

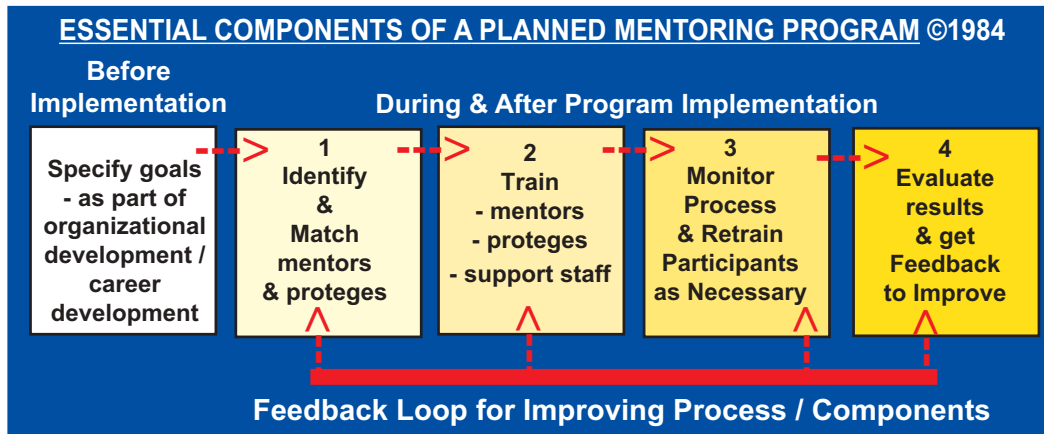
Since the time Dr. Gray originally developed the Essential Components model, it has been the basis for most programs around the world. Over the years, the Model has been refined further and added to so that what appears here, of necessity, is a condensation of many Mentoring Principles and concepts.

However, more importantly, it would appear that to know the results of many years of experimentation, testing, research and experience don't always prompt us to follow through. The survey for 2000 indicated that evaluation was the weakest component with less of it being done compared to all other components.

Another weakness appears to be the almost exclusive emphasis (in Component 2) in some programs to train only the mentor and to ignore the other half of the equation -- the protege.

Overall, there are several things to think about in terms of implementation including evaluation and the initial decision-making. The following concepts, while not exhaustive are exceedingly important and will apply even for online mentoring programs.

1. Know your implementation timeline. If you need to solve (cont. page 6)

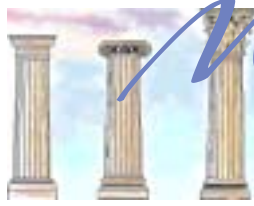


From TheVirtual Mentoring Library©

Annually, The American Theatre Critics Association (ATCA) bestows the M. Elizabeth Osborn Award to an emerging playwright. The M. Elizabeth Osborn Award was established in 1993 to honor the memory of a distinguished author, script editor and **mentor** to playwrights.

The award, chosen annually by ATCA's New Plays Committee, recognizes a play by a writer whose work has not received a major production and who has not yet attained national recognition.
(Source: Publishing Industry Soundbytes, January, 2001, writenews.com)





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Mentoring Benchmark Survey 2003

In October 2002, MentorInk surveyed Trend #1: Demographics, asking: "Which one of the following demographics has had the strongest impact on your program (i.e., determined program goals, content of the training, etc.)?" Six options were given. The first set of percentages on the right is based on which of the options was selected. While it is easy to understand that several factors may be at work, the survey asked for respondents to name only one factor. However, more than one-third of respondents added comments, many of which caused us to re-evaluate results (percentages in box) to more accurately reflect responses. For us, the mismatch between responses and commentary is a first.

- due to large numbers of retiring baby boomers, mentoring programs designed to capture their intellectual capital before it disappears	18.1%	36.3%
- due to a new generation of workers with different values / expectations / experiences, etc. programs are designed to bring on them on board	33.3%	33.3%
- due to cutbacks / mergers / takeovers, program are designed to create organizational sense of belonging	9.1%	9.1%
- due to "heating up" of a particular field (e.g., technology), resulting in a large influx of new hires, programs are created to bring them on board quickly	3.1%	6.2%
- none of the above (in my experience)	36.3%	15.1%
- other demographic: (specify/ comment)	0%	

Commentary:

Just over 9% said their organization's mentoring program was for "leadership development", "develop senior level talent" or "management candidate development". Other respondents noted additional factors such as staff retention - which is not actually a demographic factor. Sample comments follow:

- "Although some of the above play a 'silent' role, our main goals are to help increase retention and help acclimate newer employees to the company. During program design phase, [we found] over 50% of our employees had less than 3 years service --this is who the program is geared toward."

- "I manage 7 areas for a county Department of Social Services with a staff of 1800 and am trying to (cont. page 7)

Mentor Visits China

A visit to China typically involves two tour guides -- a National one and a local one then, if there is a visit to a factory, an additional person turns up. It was on one such trip to the outskirts of Beijing that my ears caught a phrase from the manager of the cloisonne factory we were visiting. Fortunately, the manager spoke good English because our ten words of Mandarin wouldn't have picked up on the **mentoring** component.

There are several versions of the origin of cloisonne. One says it started with Emperor Zhu Zhangji in the Ming Dynasty (1368-1644), who liked copper ware and had some enamelled for his son. Other versions place it earlier at the end of the Yuan Dynasty (1271-1368) when the imperial palace burned down fusing precious stones and metals. Through years of study of the remains, workmen invented the process. A third story claims it was first given to the Chinese by Central Asian missionaries in the 14th century.



Whatever the origin, Emperor Zhu Qiyu loved it so much that he decorated imperial palaces with cloisonne, thus making it popular.

In the cloisonne factory near Beijing, our guide made it clear that families taught sons the elaborate trade secrets but not their daughters. This was because they assumed that when daughters married, it was out of the family and thus any know-how would be exported to the family she married into. After all, this family might turn out to be a future rival.

There was never any thought that the sons would not be **mentored** into the trade and eventually run the business. In pre-Cultural Revolution days, cloisonne factories were family run as they are today.

So what's so special about this activity that families took great pains to prepare their children to carry on and to shelter secrets from others? When I saw the curve on the bowl (above), I could appreciate how much know-how is involved in not having the liquid enamel run during the firing, for example. Family, being so important in the Chinese culture, would come first, so it was vitally important to protect secrets

(cont. page 7)



CMSI city tours

CMSI is now planning a series of city tours. The first is slated for Washington DC / Baltimore January 27-February 1st. Contact our sales staff: Troy, Ian, Wayne, or Stephanie at 250-652-0324. Details appear on page 5.

The second city tour in New York for May 5-6, and May 7 (am only). Additional tour dates will be published in forthcoming issues of *MentorInk*.



Discover Mentoring Solutions®

CMSI'S CITY TOUR WASHINGTON, DC MONDAY, JANUARY 27, 2003



Come and see how our online Mentoring Management System™ can enable your organization to facilitate the professional and personal growth of staff and /or members.

KEY BENEFITS:

- Create non-dues revenue
- Provide professional development
- Increase membership value and retention
- Expand your membership
- Set new employees up for success
- Develop leadership at all levels

Mentor, develop and connect your members and staff.

Choose one session from the following:

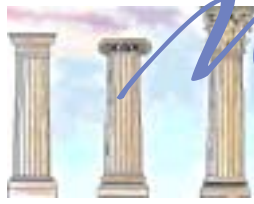
<u>Time slot</u>	<u>Intended Audience</u>	<u>Location</u>
8:30-10:00	Association-specific (Continental breakfast)	Frank Lloyd Wright Room
10:30-11:30	Association-specific (refreshments)	The American Institute of Architects
1:30-2:30	Association (refreshments)	1735 New York Avenue NW
3:30-4:30	Government-specific (refreshments)	Washington, D.C.

Please note:

1. Seating is limited to 20 persons per session (above), so RSVP is a must. Do it today.
2. Jan. 30 and 31, staff will be available for individualized demonstrations of CMSI software or for discussions of your mentoring program plans. Call to reserve a date and time slot. Limit of one session per organization.

Presented by
Corporate Mentoring Solutions Inc.
877-955-0314 (toll-free)
www.mentoring.ws





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The Alphabet According to Mentor

Several days ago, whilst perusing the daily journal, I spied a reference to immediate need for people with "deep knowledge" of skill X and skill YZ. This was espoused by the American head of the CIA. Amusing myself, the phrase "emergency mentoring" popped into my head. Later, I recalled a term employed some years ago: "just-in-time-mentoring."

Whereupon, I determined to dwell one more time on the letter J and expound on this term. In future issues, I hope to relay some thoughts on words such as: "retention" and "type indicators."



√ just-in-time mentoring: the timely application of assistance often to meet a real life rather than a hypothetical need. Note how in this story, the role of the mentor changed this person's career. This can be viewed as another way of defining just-in-time mentoring.

Darla Moore, President of the private investment firm Rainwater Inc. was named to Fortune's 1999 list of the 50 most powerful women in America. That same year, she spoke at Wharton University sharing her thoughts on leadership and success in work environments, the role of mentors and of the ability to make a decision, even if it's a wrong one.

Following a research job with the Republican National Committee in Washington, D.C. , she was ready for career number two. At the suggestion of a **mentor** (her first experience of "the power of mentors") she attended George Washington University Business School then joined 30 other MBAs in the training program at the then Chemical Bank.

"It was the early '80s, a time ...all the action in the financial arena, ...and I thought to myself, 'This is the place I have to be. Because I can be somebody.'"

Just at that moment, another **mentor** stepped in and advised her to think about the field of bankruptcy which, according to Moore *"was open because it was viewed as a graveyard, a place where you were sent because you couldn't play in the mainstream."*

By the 1990s, she was the highest-paid woman in banking. She recalls: *"...this product I had created was the 'product du jour'... I was the only person with the expertise [in an] area that was the only one making any money."*

In 1993, she started career number three as President of Rainwater Inc. According to Fortune, by 1997 she had tripled her husband's net worth, to \$1.5 billion. Along the way she learned big lessons -- one reminiscent of that outlined in another article in this issue of MentorInk (see page 2 on Jim Collins' book Good to Great). Moore recalls: *"The success or failure of the business doesn't necessarily have to do only*

(cont. page 7)

The Intelligent Thinkers Guide Pt 8

(from page 3)

an immediate problem do not undertake a two-year implementation. Sounds pretty rudimentary, doesn't it, but it's still a common mistake made.

2. Know, or at least try to estimate, all the costs involved, including people costs such as the time mentors and proteges need to spend to gether, additional hardware and software (if this will be an online system), and professional services. In this context, "together" means everything from e-mailing time, to telephone calling as well as time partners will spend together in the same room.

3. Talk to others who are trying to solve or have solved a problem similar to yours. Talk to others who have implemented the solution(s) you are considering. You'll likely find there is no one universal approach -- the organizational culture will be different, geographically one organization will

*Remember: Big ideas and big plans are often easier -- certainly no more difficult - than small ideas and small plans.
~ David Schwartz, The Magic of Thinking Big*

be in only one state while another will be spread across the country -- in other words, solutions can't simply be templated and shoehorned in to fit your situation. Some careful thinking needs to be undertaken and you need to get sound advice.

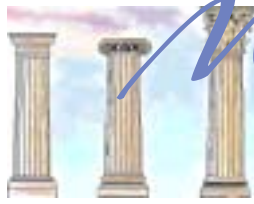
4. Try to understand the interplay between your problem, organizational needs, and objectives. Use outside resources to have as much clarity as possible -- including colleagues, vendors, and clients.

If your organization would like to talk to one of the CMSI staff about the Model and some of our findings since 1978, give us a call.

(Source: portions excerpted from "Advice on Planning Mentoring Programs by Dr. William A. Gray, Mentoring International, vol 3 #3, summer 1989)

CMSI Associate of the Month

Last issue, a promise was made to insert a profile of a CMSI Associate. Due to the fact that several additional features have been added to what is a much longer issue than normal (seven pages rather than the usual four), the plan is to insert the next one in a future article.



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Mentor Visits China (cont. from page 4)

and ensure the ongoing livelihood from generation to generation.

Hundreds of years ago, the Chinese had several factors favoring quick development of a sophisticated series of steps. First, they understood copper and bronze casting. Their ability to control the firing temperatures gave them an advantage.

Cloisonne is a labor-intensive: a 6- or 7-step enamelling process on metal that takes years to learn -- perfect for mentoring relationship of the traditional



type. The young woman shown in my picture is fashioning small curlicues of copper that will be fastened to the huge bowl as one of a series of "stations". The bowl will progress from artisan to artisan in different parts of the factory.

The cloisonne process begin with the casting of bronze into different shapes such as the bowl shown. Because it is very flexible yet durable, and can easily be hammered to shape, copper is the usual material for making the frame (or blank). The artisan must make not only a well-shaped form but it also has to have even weight and thickness.

The second step is to affix to the frame very fine copper or brass or wire in decorative patterns. The craftsman has a design blueprint to follow but, with experience, makes necessary adjustments.

The third step is coloring the "cloisons" or hollows with a solution that after heating will be an enamel. The craftsman can adjust the color by adding different minerals.

The fourth step is firing in an oven to about 800 degrees C. Initially, it comes out red. With natural cooling, the enamel in the hollows will sink. To have a level surface, (step five) more enamel is applied and the blank is refired. Typically, each cloisonne piece is fired three times with a fresh coat of enamel each time.

After firing, step six occurs, polishing the piece with emery and then with a whet stone and finally with a hard carbon to get luster and smoothness on the surface.

Generally speaking, the process hasn't changed in centuries. However, modern technology has added one step for pieces to be gilded on their edges. Fluid silver or gold is applied to the surface where desired and an electrical current is used to fuse the two. The process wraps with a final polishing for added luster and smoothness.

The working conditions aren't ideal, benches are hard, the factories are pretty drab, there's no soothing music, pay is low. So, why do it?

Pride in one's work is clearly evident. Carrying on a long tradition is another reason. A third, very hard-nosed reason is plain survival. The China of today is, on the surface, very entrepreneurial -- you work to put rice in your bowl or you starve, It's that simple. **Next issue: more on mentoring.**

Mentoring Survey 2003 (cont. from page 4)

educate all to the benefits of mentoring in the midst of cut-backs and fewer Federal and State dollars. Supervisors are asked to do more with less; consequently, seasoned staff retire and some positions are not filled. There is generally no time to train new staff fully."

- "Children of today live such diverse lives. Their environments are riddled with challenges that make it difficult for them to conform to standards. The mentoring program creates a transitional path for their world to mesh with this one, thus making it a win-win for all."

- "The goal of the institution to increase diversity in the administration area lead to a design that would enlarge their vision of the organization and increase their sense of belonging."

- "Our mentoring program was designed to provide executive guidance, coaching and counseling to future leaders of the corporation."

- "Due to a need to increase knowledge-sharing among employees and promote 'silo-busting', as well as develop leaders, a formal mentoring program was established."

Report on mentoring Trend #2 - technology - will appear in a future issue. In the meantime, make sure you click on the link attached to this issue of MentorInk to respond so you too can be a part of our survey.

*The palest ink is better than
the best memory.
- Chinese Proverb*

The Alphabet According to Mentor

(cont. from page 6)

with the numbers, but rather with the personalities and character of the people who run it. ... Beware of hubris – excessive arrogance – in all aspects of business."

Moore shared other insights with her audience. *"In retrospect [she made the decisions she did] ... based on whether they got me into a position of independence, not necessarily on whether I would get more money or have more people to manage. It was, 'if I do this vs. that, where will I have more control over my environment'. That has always been a major motivator for me."*

(Story source: the Wharton School of the University of Pennsylvania, 2000)

February 2003 issue -We take a break from our alphabet.

Mentoring Solutions

Announcing the forthcoming
launch of our special issue
newsletter which will bear the
name of
CMSI's trademark term
Mentoring Solutions. ®



Details to follow
February, 2003.