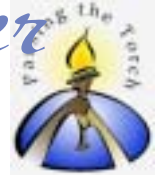


Mentor Ink™ Newsletter

Mentor Ink is the online publication of
Corporate Mentoring Solutions Year 17 Issue 3 March 2003



IN THIS ISSUE



Mentoring from good to great - Part 3

Jim Collins' *Good to Great* has a strong mentoring message. In February, we considered what he and his team had to say about motivators. This month, we continue with a consideration of "the unwritten rules". (see page 3)



Mentor Answers FAQs: Is there a connection between birth order and mentoring? Part 2

Are you a first born? A last born? A middle child? Has this position in your family order played any role in your mentoring relationships? In deciding to be a mentor? A protegee? In *The Odyssey*, the original protegee (Telemachus) was an "only". Turn to page 5 for the first of two articles on the subject.



Mentor visits China - Part 3

Your mentor says: "*Chang kei xiong.*" What does this mean? (see page 2)

2003 Government Conference on Mentoring
Report on this January event (see page 5).

*"It's important to know
your limits, but you'll never
know them just by guessing."
- Justin Martin*



Postscript to Intelligent Thinker's Guide:

Serendipity: the Editor happens upon recent mentoring-related research. Read on to discover what was found. (See page 6)

Results from our most recent Mentoring Survey

What did readers say about the impact of technology on their programs? Turn to page 7...

ANNOUNCEMENTS



In January, CMSI started a series of city tours. For details, on the May tour in New York City, plus other locations, turn to page 6.

FUTURE ISSUES

- Mentoring and
 - (A) Murphy's Law,
 - (B) Intellectual Capital
- Mentoring Survey -- Part 3 (see below)

MENTORING BENCHMARK SURVEY Part 3 - April 2003



Next issue -- on **globalization's** impact on mentoring programs.

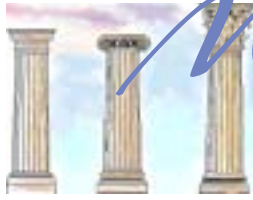
Give us your take on this subject. Participate. Help make our third annual mentoring survey another success. You'll be glad you did. Results will appear in a future issue.

From the Editor

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

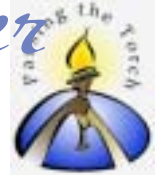
Your editor: *Marilynn Miles Gray*





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Mentor Visits China - Part 3

Chang kei xiong literally translated into English means: "Open my chest."

A Chinese colloquialism in effect, it means I can teach you everything -- you can trust me. I, the more learned person, can relay what I know.

In China, travellers commonly receive both a Local and a National guide. At one point during a stretch along the highway near Xian, I asked Li, the National Guide did he know any mentoring stories?

It was fascinating explaining the concept to him then waiting for the reply. Here it is, bare bones:

In ancient times, there was an Emperor with two Chancellors, one honest and one evil. The evil Chancellor, lusts after power while the good Chancellor has only the good of the state in mind. The Emperor has a son in line to inherit the throne.

Fearing the worst, the honest Chancellor substitutes his own son for the Prince and sends the heir away to protect him. A coup happens during which both the Emperor and the Chancellor's son are killed and the evil Chancellor assumes the throne.

Unaware of his identity, the Prince grows up under the tutelage of the honest Chancellor who passes on to him the

*"Excellence is not a singular act,
but a habit.
You are what you repeatedly do."
- Aristotle*



fine art of ruling a kingdom. In time, the Prince is told the truth and this rouses him to lead the army and overthrow the evil Chancellor.

I was unable to discover whether Li's story actually happened but, having visited Xian and seeing how the Terra Cotta

Warriors came to be buried following an insurrection and destruction of a dynasty, I think it's possible there was a grain of truth in the story.

"Those who seek mentoring will rule the great expanse under heaven." a phrase from The Chinese Book of History full of teachings about most-admired values in China, some of which are cited for mentoring programs. "Edited" by K'ung-fu-ze, whose name translates as Kung the Master, is known to us as Confucius. Born in 551 B.C., he left behind Five Ching, or Canonical Books to teach propriety, character development, and principles of morality to inspire his 70-odd pupils, some of whom appear to have been his **protoges**.

His Shu-Ching (Book of History) profiles heroic, inspiring, unselfish leaders whose main goal was to promote harmony. Possibly this is the source of Li's story. Confucius was

reputed to be old-fashioned, rather formal, stoic, uncompromising, modest, and impatient with laziness. As his legacy, he said: "I am not concerned if I am not known [famous]; I seek to be worthy to be known."

A quick example of a teaching on humility from one of his books is revealing. Coincidentally, as you read, keep in mind an excerpt from our January 2003 *MentorInk* issue on Jim Collins' research [in Good to Great]. To paraphrase:

"...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 charisma, to motivate."

[Narrator]: Naturally, it would be best if people would practice kindness, but as humans, we are social beings. It is impossible to not come in contact with others in society; therefore, it is important to know the ways to improve our persons in dealing with others. The best way to do this is to follow the virtue of humility.

A humble person in society receives support and trust from the general public. If a person understands the virtue of humility, he is the person who also understands the importance of constant self improvement. This constant self improvement not only includes the search for higher knowledge, but also encompasses the need to be more humane, better performance in daily duties, and improved communication with friends. Many benefits and rewards result from behaving with an understanding of humility. You will be greatly benefited if you can thoroughly contemplate and understand these teachings. Let me show you how this works.

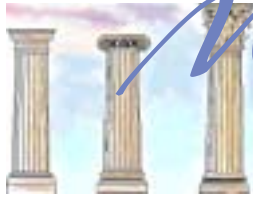
There was a young man from San-tong Province named Yu-Fong Zhou who passed the first level of imperial examinations before he was even twenty. [Editor's note: think of certification as the contemporary equivalent.]

Unfortunately, try as he might, he could not pass the succeeding exams. When his father was moved to another post in the government, Yu-Fong went with him, and came to greatly admire a well-known scholar in that village named Min-Wu Chian.

Yu-Fong brought his essays to this man. He had no idea that Mr. Chian would pick up a calligraphy brush and blot out Yu-Fong's work. Not only was Yu-Fong not angry, he sincerely accepted all of Mr. Chian's corrections and immediately changed his paper accordingly. A young man who could be that humble and showed such willingness to improve himself was very rare indeed. The following year, Yu-Fong passed the imperial examination.

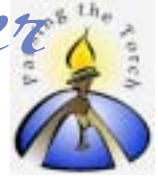
In contrast, there was a scholar named Wei-Yan Chang from Jiang-ying who was very learned and wrote good essays. He was also very well-known among many scholars.

(cont. page 6)



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Mentoring from Good to Great - Part 3

Don't you just love it when, as a catchall, the suggestion is made that one of the key subjects for mentors and proteges to cover is "the unwritten rules"? Not the most helpful of suggestions when it's another case of having to figure it out - just exactly what sorts of topics do the unwritten rules cover?



Of course, most of us can think of several items to include in this important series of conversations but there are some mentors and proteges who would appreciate a short list just in case they leave off something important. That's easy to do -- the leaving off from a list, I mean. So, with that in mind, what came up on Collins' list?

Although he doesn't call it that, there is an entry in his research which was helpful. To fill in some background, Collins and his team, selected 28 companies to analyze out of hundreds to qualify for the "good-to-great" category. Following a six-step process, data was coded chronologically in 12 categories, one of which is labelled "Social Factors". It is this category that best resembled the elusive "unwritten rules" list.

This category of Social factors Collins labels as "soft items [including the organization's] cultural practices, people policies and practices, norms, rituals, mythology and stories, group dynamics, management style, and related items.

"Even when the obstacle of myself seems endlessly unsurmountable, I will continue." Anonymous

Before you dismiss this out of hand as unimportant, let me relate a true story related by someone in the mentoring field who considers that knowledge of much of the unwritten rules in the organization would have made all the difference.

"To set the scene, years ago, I was hired by an very old school tie university. Every day at 11, the staff would dutifully trek upstairs to the lounge for tea and biscuits. They'd sit and chat with the Dean about nothing, I thought.

Being a brash American, I considered it all a waste of time. Nothing was happening. They didn't seem to be talking about real issues. It didn't take me long to stop going and closet myself in my office to write grant proposals. I paid for that blindness over time."

"Knowing the unwritten rules might have influenced how I acted and this, in turn, would have influenced how others in my department perceived me, my promotion rate, how often my department head supported my research projects. In fact, I probably would still be with that organization in a senior

position if I'd had a mentor to guide me. I was pretty hard-headed in those days but I was doing leading-edge research that was not appreciated by those around me... or so I thought. I eventually left and that made all the difference."

Another example of unwritten rules and what they can tell us.

Several years ago, I spent a day training "newbies" and their mentors in a high tech company. About 90% of the lunch talk centered on sports. Small clusters of people talked about going to the football game together that weekend. I had no expectation that the talk would be about the content of the training though in most cases that's what happens because partners want to make the most of the time they have together.

As the visitor, I was ignored which I didn't mind because it gave me time to filter these unfamiliar dynamics -- who sat with who, what sort of language was being tossed back and forth, what expectations were being voiced, the energy level around this informal water cooler.

How to translate what was going on? Was it expected that lunch talk be about anything but work? Or, was sports the big metaphor in the company that, if you weren't so inclined, you'd feel uncomfortable and excluded? Or, were the mentors simply assessing how these new people were going to work into the fabric of the company?

A new hire can't figure this out on his or her own and make sense of everything else that goes with the job -- learn new competencies, create a work-life balance, understand where he or she fits on the career ladder (if there is such a thing), and so on. I know there are any number of times I now wish some wiser person had spent some time with me and talked about those all-important unwritten rules.

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

FUTURE ISSUES : On pacing and discipline.

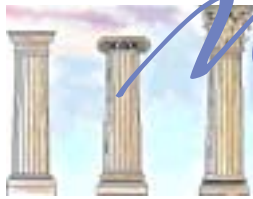
We are in print



The Seventh Edition of the International Executive Development Programmes (Kogan Page, 2003) was released in February. The section on mentoring contains three articles. One of those chosen by editor Roderick Miller is by Dr. William A. Gray and Marilynne Miles Gray of CMSI.

The article: "Mentoring: The many faces of diversity" features case studies of work done by CMSI in five organizations such as CSX Transportation, EXXON, and Varian Associates (Radiation Division).

CMSI did not pay to have this article included in the book.



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About to start a program? Our Mentoring Interest Profiler™ (MIP) is for you!



The MIP is our proprietary *web-based* survey tool that can be used organization-wide to determine the *interest in mentoring*.

No need to worry about *where to start*. It's all here -- answers to questions such as:

- "How many of our staff are interested in mentoring?" or
- "What type of mentoring do our staff desire -- formal or informal?"

It takes respondents approximately *two minutes* to complete the MIP.

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 using the *MIP*, please contact sales@mentoring.ws.

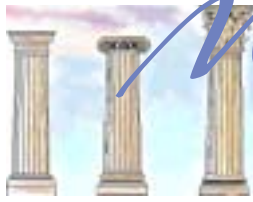
Competency-based Self-Directed Learning using Colaboro



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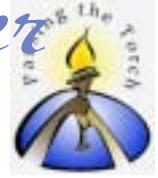
To find out more about our second generation proprietary software & support service available through **Colaboro**, the world's first self-directed mentoring system

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Mentoring and Birth Order

In one study of birth order, researchers gave questionnaires to 159 medical students to measure vocational personality types, occupational interests and values. A second, related study included 119 undergraduate students majoring in a wide variety of academic fields at an American university. One of the strongest findings was that only children and first-born children tended to have more cognitive and analytical interests, while later-borns were more artistic and oriented to the outdoors.



The researchers speculated that parents encourage only or first-born children to pursue interests leading to prestigious professional careers such as medicine and law. With growing families, parents could tend to become more open and relaxed, and allow younger children to have more scope to be artistic or athletic.

The biggest differences in the study were between only children and later-born children. Researchers found first-born children difficult to classify because they start out as only children, but later that position alters. It may be that the length of time a first-born child is an "only" child makes a difference.

In school, first-borns tend to work harder for grades than do later-borns. They often grow to be more competitive and to have higher educational and career aspirations. Any enumeration of prominent people, eminent scholars, even Presidents of the United States contains a high percent of first-borns.

Characteristics

<u>first borns</u>	<u>middle</u>	<u>last born</u>
Goal setters	Flexible	Risk takers
High achievers	Diplomatic	Outgoing
Perfectionist	Peacemaker	Idea people
Responsible	Generous	Creative
Organized	Social	Humorous
Rule-keepers	Competitive	Question authority
Determined		
Detail-oriented		

Only-children are considered as a specialized type of first-borns. They are generally characterized much the same as firstborns who have siblings.

A good description of middle children is balanced. Middle children are good mediators and have superior cooperation skills. They don't have their parents all to themselves or get their own way. Therefore, they learn to negotiate and compromise. Middle children often make excellent managers and leaders because of these skills.

Youngest children in the family are typically outgoing and great at motivating other people. They are also affectionate,

2003 Government Mentoring Conference

January 28th and 29th, just as National Mentoring Month was wrapping up, Greenbelt, Maryland was the site of the US Federal Government's two-day 2003 Mentoring Conference hosted by the National Cryptological School. Attendance was reportedly above 350.

Steve Burnett, the driving force behind this project was pleased at the turnout and the several dozen presentations made ranging from the more theoretical perspectives to the pragmatic.

Marilynne Miles Gray, of Corporate Mentoring Solutions presented on The Impact of Mentoring Trends on Workplace Relationships on the first day of the conference. Later that day, in conjunction with several others such as Margo Murray Hicks and Lois Zachary, she took part in a lively and well-attended Q&A panel.

Ian Frazer and Troy Opper, also of Corporate Mentoring Solutions, gave attendees an overview of Colaboro, the newest product from CMSI.

*"Let your life speak."
- Quaker saying*

uncomplicated and sometimes a little absent minded.

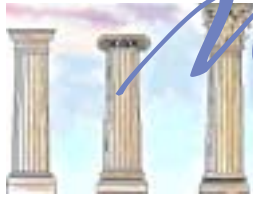
Studies show that babies of the family gravitate toward vocations that are people oriented. Good sales people are often last borns.

Those who believe strongly in the influence of birth order on life choices and personality don't suggest they have all the answers. What they would claim is that these are tendencies and general characteristics that often apply and there are dynamics within families that can change relationships.

Here are some of the variables can affect each family situation: spacing (the number of years between children), the sex of the child, physical differences, disabilities, the birth order position of parents, any blending of two or more families (due to death or divorce) and parental relationships.

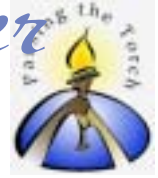
Those who would urge others to give some thought to the concept would underscore the key factor -- adults are individuals. Birth order is but one way to gain insight into the complex behavior of human beings. Perhaps it's an overlooked factor.

[Sources: *The Birth Order Challenge*, by Clifford Isaacson; *The Birth Order Book* by Kevin Lehman.]



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Mentor Visits China (cont. from page 2)

One year while he took his exam at Nanking, he stayed at a Taoist temple.

When test results were posted, he found that he had not passed. He became furious and loudly accused the examiner of being blind to Wei-Yan's obvious talents. A monk stood by smiling. Wei-Yan directed his anger towards the monk.

The monk responded: *Your essay must not be good.* Wei-Yan got even angrier and said: *How do you know it's not good when you haven't even read it?*

The monk said, *I often hear people say that the most important element in writing good essays is a peaceful heart and harmonious temperament. Your loud and angry accusations just of now clearly shows that your mind is certainly not at peace and your temperament is violent. How could you possibly write good essays?*

Wei-Yan asked for his advice.

The Monk: *Whether you pass or not depends on you. You yourself will have to make changes.*

Wei-Yan was puzzled. *How can I change?*

The monk replied: *Though the power to form your destiny lies in the Heavens, the right to recreate it is in yourself. As long as you are willing to do kind deeds and cultivate hidden virtues, there is nothing you ask that you will not receive.*

While some readers will have difficulty in reconciling advice from thousands of years ago and a different culture, considering such material provides us with food for thought -- how does one provide advice to the headstrong person? what is the impact of employee anger on work performance? how strong a role does humility [openness to learning] play in

the mentor-protégé relationship? Experience suggests attitude is everything. Human nature doesn't seem to have changed much over the millennia.

CMSI 2003 City Tours

CMSI is now planning a series of city tours. Tour #1 in Washington DC has just wrapped up. Future venues are:

- ✓ Washington DC March 24 -- our local representative Hamlin & Associates are also available March 24-28 for one-to-one meetings;
- ✓ New York for May 5-6, and May 7 (am only);
- ✓ Honolulu August 23-26th
- ✓ Tentatively scheduled: Chicago October 6-7; Washington DC October 8-10 & early December.



For information about additional cities to be visited by CMSI staff and local reps-- for example, Dallas in March 29-April 2, please call.

Mentoring Timeline 1973 A.D.

Seiji Ozawa holds the record as the longest-tenured music director of any major orchestra in the world. In the fall of 2002, Ozawa began a new phase in his career, assuming the post of music director of the Vienna State Opera following a move from the Boston Symphony Orchestra. His career is a series of awards and accolades.

Born in China, Ozawa studied music from an early age and later graduated with first prizes in composition and conducting from Tokyo's Toho School of Music. In 1959 he won first prize at the International Competition of Orchestra Conductors held in France. Charles Munch, then music director of the Boston Symphony, subsequently invited him to attend the Tanglewood Music Center, where he won the Koussevitzky Prize for outstanding student conductor in (1960).

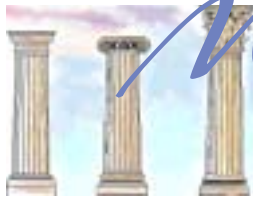
While working with one of his **mentors**, Herbert von Karajan in West Berlin, Ozawa came to the attention of Leonard Bernstein, who appointed him assistant conductor of the New York Philharmonic for the 1961-62 season. Bernstein became his second **mentor**.

To date, Ozawa has recorded more than 140 works, representing more than fifty different composers, on ten labels. His recent recording of Mahler's Symphony No. 2 "Resurrection" reflects the strong influence of both mentors. In addition, to his many Boston Symphony recordings, Ozawa has also recorded with the Berlin Philharmonic, Vienna and London Philharmonics, the Orchestre National de France, the Orchestre de Paris, San Francisco and Chicago and Toronto Symphonies, among others.

In recent years, numerous honors and achievements have underscored Seiji Ozawa's standing on the international music scene -- Chevalier de la Légion d'Honneur (France), "Musician of the Year" (Musical America), Inouye Award (Japan), his first Emmy award (1976), honorary doctor of music degrees from three universities,

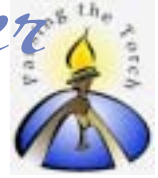
[Source: adapted from Sony Music Entertainment]





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Mentoring Benchmark Survey 2002-3 - Part 2

Reader feedback based on current experience with a mentoring program (e.g., as co-ordinator, protege, mentor, a Mentoring Task Force member) asked "Which one of the following technical developments (e.g., the internet and software availability) has had the strongest impact -- determined delivery method, speed of development, distribution, etc.? Due to technical developments in my organization and around the globe, there has been ...

___ a rising tide of expectations for people to have quick &/or easy access to programs	11.1%
___ a lowering of costs in running the program	16.6%
___ an increase in the number of participants / more locations through the use of the internet	11.1%
___ none of the above (in my experience)	61.1%
___ other demographic: (specify – max of 200 characters)	0%

In keeping with the high response for the fourth choice, 39% of respondents took the opportunity to comment. Note especially the first example.

Sampling of 7 participant comments:

- No money - no "electronics". [Our organization does] have a website with information, but it's not interactive. Follow up is manual but the information is posted.
- [Our organization] recently introduced mentoring and is in the middle of the first program right now. We have chosen not to incorporate "distance mentoring" at this time so the internet has no effect on our program.
- The true answer is "All of the above" [choices A-E]. Our organization has experienced a higher pull / need and increase in participation and the need to lower costs because of industry wide business impacts.
- Mentoring [in my organization] is viewed as for the "up and coming" - mentoring for anyone with more than 5 years and/or below a certain job level is not encouraged or sought out for mentoring partnerships. If you pursue it on your own, it isn't discouraged but there's no real encouragement. In addition, there is [sic] virtually no funds for implementation.
- Our mentoring program is just getting off the ground so we have relied on face to face contact. As we expand, we will be adding e-mail targeted for the next year and then see where we go from there.
- We use mentor training in a classroom situation where mentors can get more feedback faster.
- We use videotape conferencing for [all] participants and have a series of experts in the proteges' field available. It works well for us because most of the experts are not located near enough for interaction with our program.

Next issue: Part three of our survey is available for your participation.

Myers-Briggs Postscript

Whenever Mentor discovers "new" search engines, the natural response is to search the term "mentor". Using kattoo, a French search engine, turned up the information about a mentoring study carried out at the University of Ottawa. What is of especial interest, as readers may guess by the title, is the finding on use of MBTI.

In a study reported by Boyle and Boice (1998) of two mentoring programs (one for new faculty and one for new graduate teaching assistants), 25 faculty mentor-protege faculty pairs and nine graduate teaching assistant pairs (a) agreed to meet for at least one academic year; (b) contracted to meet weekly, at least briefly; (c) attend monthly meetings with other pairs for about an hour; (d) submit to weekly phone data-collection calls or visits from project manager; and (e) rate weekly in notebooks the frequency, content, and compatibility of mentoring interactions.

At wrap-up, participants were asked:

In thinking about mentoring of new faculty and graduate teaching assistants, do you [program participants] agree (Yes) or disagree (No) with the following statements...

Q2. Mentoring depends more on the personality matches of mentors and proteges and less on what they do together.

The majority of participants responded with a "No." Researchers noted: "*Personality profile matches based on the Myers-Briggs Type Indicator did not predict success of mentors and proteges. ...Rather, factors predictive of success of the mentoring relationship were shared expectations of a systematic mentoring program and compliance with the program structure of making contact weekly, however briefly.*"

The most common topics of conversation were ranked in order of frequency of (1) research / publishing/scholarship; (2) teaching; (3) retention/tenure; (4) collegial relations and politics. Mutual respect, clear expectations of mentoring meetings, constancy and commitment were factors more predictive of success than personality profile matches.

[Source: Highlights from Boyle, P. and Boice, B. (1998). Systematic Mentoring for New Faculty Teachers and Graduate Teaching Assistants. Innovative Higher Education, 22 (3), pp.157-179.]