

MENTORING -- HOW TO BUILD & NURTURE A RELATIONSHIP

Instructor's Workbook



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Developed for:



2000

by:

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MENTORING -- HOW TO BUILD & NURTURE A RELATIONSHIP

Preface:

Welcome to one in a series of individualized Optimist International Skills Development Modules. Our goal is to help you, our members, learn and apply practical skills to deal with the opportunities and issues in your life. This series of modules is not designed to deal with "theoretical" issues, but rather to provide a practical "hands on" approach.

Each of these modules is to be used, written in and applied. You can learn skills on your own, or join with others in a collaborative learning venture. Each module contains an instructor's guide in addition to a separate participant's guide which can be duplicated as often as necessary to supply the needs of your club members.

Future modules will deal with individual as well as group-oriented skills, all of which are designed to help individual Optimists enhance their personal leadership ability in any chosen field of activity, i.e., employment, home, school, and volunteer activities. This is a significant development for our organization in its service to its own members, and we hope that participants will provide feedback about each module to the International Headquarters (c/o Leadership Development). In this way, we can maintain our focus on providing meaningful leadership training to districts, clubs and individuals throughout our Optimist organization.

We truly hope you enjoy the journey to self-improvement.

Mentoring - - How to Build & Nurture a Relationship

By Michael Caruso

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Why This Course is Important

Time seems to be moving faster than ever. Thanks to the information age, our lives are hurtling into the future leaving less time for the precious present.

Unfortunately, the speed of our lives in the 21st century is causing many of us to be less connected with the human race. The information age has forced one-way communication into our lives. Now, instead of using interpersonal communication to advance our lives, we increasingly rely on e-mail, voice mail and pagers.

As a result of this faster pace, it's more difficult to find time to build relationships and nurture success. This course, Mentoring - - How to Build & Nurture Relationships, will help you master one of the most effective ways to help others enjoy high levels of success. And surprise -- mentoring will help *you* be more successful, too!

Instructor's Notes

Teaching Tip

Thanks for helping introduce people to the rewarding world of mentoring! Welcome people individually as they enter the classroom. Introduce yourself to as many participants as possible and casually ask them what they hope to get out of the session.

Be sure to issue name badges. This is a subtle way to encourage interaction among the participants.

Beginning the Course

Be sure to properly introduce the course and the instructor, even if that person is you. Give the attendees your credentials so they understand why you are qualified to present this course. Give them the following background on the author of the course:

The author of Mentoring - - How to Build & Nurture a Relationship is Michael Caruso, from Detroit, Michigan. He is an accomplished writer who is an expert on the subject of change. He delivers 200 keynotes and seminars per year. He is Past President of the Bloomfield Hills Optimist Club and a member of Big Brothers/Big Sisters. He can be reached via e-mail at MikeCaruso@EdisonHouse.com

Mentoring in the Past

According to ancient Greek legend, Odysseus -- the king of Ithica-- had a young son named Telemachus. When the king went off to fight in the Trojan War, Odysseus asked his trusted friend, Mentor, to look after young Telemachus.

Mentor watched over Telemachus for almost ten years. The word “mentor,” meaning a wise and trusted teacher or counselor, has been with us ever since.

Back then, mentoring traditionally took place within families. When royalty was the established power base, fathers were inclined to mentor their sons. Later, mentoring involved both genders and people would work with protégés who were not family members.

The word “protégé” comes from the Old French word “protéger” meaning “to protect.”

There are many famous examples of mentoring. Merlin the magician, for example, was the mentor of King Arthur. Aristotle was mentor to Alexander and Carl Jung’s mentor was the incomparable Sigmund Freud.

In America during the 1920’s, a man named George Elton Mayo did some research on teams. He asked fundamental questions of team members like “What do you want?”

Mayo discovered that teams want to have a sense of purpose, a feeling of success and happiness.

During the 1930’s and 1940’s, a man named Abraham Maslow did some research on what individuals want. As part of his research, he interviewed hundreds of people and asked them “What do you want?” Maslow discovered that individuals want to possess a sense of purpose, a feeling of success and happiness - - - the same characteristics that team members want.

In the 1950’s, corporations like General Foods started marrying Mayo’s philosophy with Maslow’s philosophy, encouraging teamwork through focused interpersonal communication.

Instructor’s Notes

Ice-Breaker Idea

People learn better when they are comfortable. “Ice-breakers” are designed to get attendees to relax and smile so they can better enjoy the program.

Introduce the “Soap Opera Name” ice-breaker by explaining that everyone has a “soap opera name.” Continue by telling the group that they can discover their soap opera name by using their middle name as their first name and the name of their street as their last name. [For example, the author’s middle name is “Angelo” and the name of his street is “Edison” so his soap opera name is “Angelo Edison.”]

Give the group your soap opera name and then ask each of them to verbally give theirs. Enjoy the inevitable smiles as everyone shares in the fun.

Teaching Tip

Telemachus’s life was eventually recounted by the poet Homer in his epic tale The Odyssey.

Discussion

Ask the group members who among them have had experience mentoring and have them tell their story. These people will be resources for you during the program. They may know more about the subject than you do.

Now ask which members of the group have had experience as a protégé. Invite them to relate their experiences.

Mentoring, a type of teamwork among two individuals is also achieved through focused interpersonal communication. Mentoring, like teamwork, is a fantastic method of synergy that offers huge reward for everyone involved.

Mentoring Today

There are many different types of mentoring and many different ways to do it. **Primary mentors** are individuals that have front-line experience with the protégé. **Secondary mentors**, on the other hand, might offer consult as a supplement to the primary mentor's advice.

Structured mentoring is based on a pre-arranged schedule of meetings where as informal mentoring takes place on a more casual basis. *Active mentoring* involves personal interaction between the mentoring partners. *Passive mentoring* occurs when a protégé adopts an author as a mentor and follows the mentors published advice without ever meeting the mentor.

Short-term mentoring often centers around short-term relationships or special projects. **Long-term mentoring**, which is any relationship lasting longer than six months, tends to be used for achieving career goals, a health regime or some other type of life changing experience.

Group mentors are gurus who are able to help several protégés simultaneously. These meetings often involve common agendas and a lot of group discussion.

Professional service organizations like Optimist International (www.optimist.org), are especially interested in two types of mentoring.

First, **societal mentoring** can be a very effective way to positively influence young people and foster leadership. The nonprofit organization Big Brothers/Big Sisters has been successfully fostering mentor relationships for years. They match children from single-parent homes ("Littles") with adult mentors ("Bigs") who serve as positive role models. The goal is to encourage the "at-risk" youngsters to graduate from high school and to stay out of the legal system.

Instructor's Notes

Teaching Tip

Do not read the workbook to participants. This is not the best use of the group's time.

Psychologist Abraham Maslow discovered that humans have a "hierarchy of needs" that include sense of purpose, fulfillment, recognition, self-esteem and happiness. For more information on Maslow's work, visit the www.maslow.com web site.

Discussion

Ask members of the class what they personally hope to gain from mentoring.

Discussion

This is a good opportunity for the instructor to share his or her experiences with being a mentor and a protégé.

Secondly, **vocational mentoring** is producing success at Optimist International and in many industries thanks to regular, focused interaction between the master and the protégé.

Many modern day industry leaders have made it clear how important mentoring has been to their success. Joshua B. Adams lists several mentor/protégé match-ups in his August 1994 article in *Town and Country Monthly*:

Sandra Day O'Connor, the first woman to sit on the Supreme Court, decided on a law career as a direct result of being influenced by Stanford Professor, Harry Rathbun. The educator held seminars in his home to discuss personal ethics and helped O'Connor appreciate law as an instrument of social good.

Former Surgeon General of the United States, Dr. C. Everett Koop had three mentors, including a typographer named Ray Nash. According to Koop, "Nash never let me have an opinion without explaining it."

An editor at *Vogue* magazine named Baron Nicholas "Nicky" De Gunzburg mentored Bill Blass, the American fashion designer and philanthropist. Blass recalls that Nicky's best advice had a personal tone: ". . . it's important to take one's work seriously---but never be serious about yourself."

Mitch Alborn, the award-winning sports journalist, wrote a book about his mentor. Alborn visited his college professor, Morrie Schwartz while Morrie was dying. The book Tuesdays With Morrie became a very successful best seller and a television movie. Alborn credits Morrie with teaching him life's greatest lessons, simple truisms about our increasingly complicated world.

Mentoring is also a simple truth and it will always be a fundamental way for people to find more rewarding lives.

How Mentoring Creates Success

In order for mentoring to be successful, both the mentor and the protégé should be able to imagine their lives being better. Being able to visualize a specific positive change is a pre-requisite for both members of a mentoring partnership.

Reading Suggestion

Tuesdays With Morrie

By Mitch Alborn

Summary: An accomplished sports writer pays tribute to his dying college mentor. This book spent over 150 weeks at the top of the "New York Times" Best Seller List.

When both parties thirst for positive change, the desire to make the mentoring process successful is more natural.

For protégés, a mentor can:

- open doors
- provide coaching and advice
- save the protégé time and money
- minimize frustration of the learning curve
- increase success and productivity
- enhance the protégé's overall sense of well being
- generally enrich life through the process of sharing

For mentors, the mentoring relationship can:

- provide an outlet for "giving back"
- help sow seeds of leadership
- ensure a sense of legacy
- help keep the mentor sharp and current
- encourage mentors to stay sharp, thereby enhancing performance
- generally enrich life through the process of sharing

When Mentoring Works

Whether we want to make more money, have a more fulfilling career or a new job, we all have wants and desires. The truth is, most of us won't apply ourselves to something unless there is a reward. The reward doesn't have to be monetary -- many people give money to Optimist International because the contribution makes them feel good. That good feeling, then, is the reward.

Sales people call this type of a reward a "WIIFM" or "What's In It For Me?"

Mentoring works best when both parties have a particular reward in mind. The protégé, for example, may be looking forward to newfound knowledge or some new and valuable business contacts. The mentor may be anticipating the good feeling that comes from helping out a future leader. The point is, if both parties do not see how mentoring can be important to them, the partnership will not blossom.

In mentoring, both parties need to concentrate on creating an environment that encourages everyone to focus on goal achievement. Leaving the reward system to capricious and arbitrary evolution is a sure-fire way to diminish the rewards of mentoring.

Instructor's Notes

Discussion

Ask the attendees to discuss the benefits of being a protégé. Ask which benefits are most appealing.

Ask the attendees to talk about the benefits of being a mentor. Which benefits do they find most attractive?

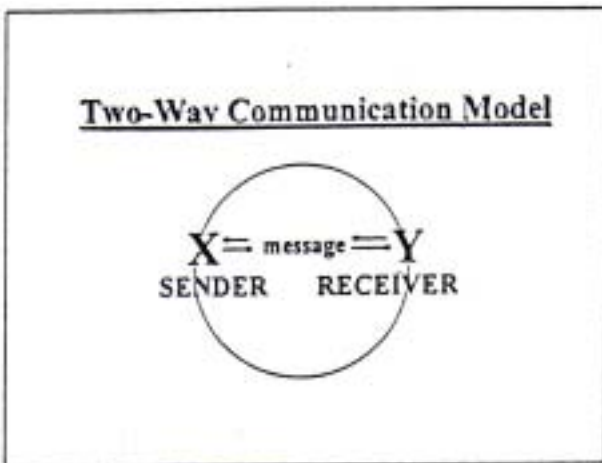
The good news is that a lot of us want the same things. Maslow's "hierarchy of needs" shows us that mentoring is a great way to build a common reward system into teambuilding between a mentor and a protégé.

Communication is the Key

In order for the mentoring process to work best, the mentor and the protégé should be compatible. This dynamic is critical to the success of the relationship and it is recommended that the partners experiment with some informal personality analysis prior to committing to a mentoring agreement.

Good communication is critical during the early stages of mentoring.

Neither the mentor, nor the protégé should dominate discussion. Both parties should ask lots of questions. The mentor should ask about the protégé's goals and desires. The protégé should solicit the mentor's advice. In short, the conversation should feature lots of two-way communication that has neither party dominating the conversation.



Here are some quick tips for being a better listener:

- 1. Listen between the words** by getting to the meaning and motivation behind communication. Why are certain words being used? What is the tone? Is there a message behind the actual verbiage? What speech patterns emerge as the mentoring relationship develops?

Discussion

Discuss the importance of proper two-way communication. How does modern electronic communication keep us from practicing two-way communication? Ask the group to list some successful listening techniques.

2. **Practice active/visual listening** by leaning slightly forward and tilting your head just a little. Take notes so the other person knows you are keeping track of details. Mentoring does not involve “showing off” or out doing the other person.
3. **Be an involved and committed listener.** Follow up on important issues. Long-term goals, of course, require careful follow-up and systemized tracking.

To be a better speaker, follow these guidelines:

1. **Ask open questions** that begin with phrases like “How do you feel about . . . ?” and “What do you think is best regarding . . . ?”
2. **Mentors should learn how to confront** protégés in a non-threatening, constructive manner. Calm, level tones are preferable to sarcasm or deprecating humor.
3. **Concentrate on how you make your partner feel,** rather than trying to teach them a lesson.

Finally, mentoring works best when participants utilize the three modes of learning: **visual, auditory and kinesthetic or experiential learning.**

Visual learning allows the protégé to acquire information primarily with his or her eyes. A protégé that prefers visual cues may like to read books and receive information that has been e-mailed.

Auditory learning involves processing information with the ears. Personal stories, animated conversation and even motivational tapes are effective ways to communicate with people who like auditory cues.

People who prefer kinesthetic or experiential learning enjoy tours, “field trips,” and other types of interpersonal networking such as Optimist meetings.

The Importance of Personality Styles

Personality styles play a key role in developing a mentoring relationship. Mentor and protégé personalities are best evaluated through formal analysis. There are hundreds of different personality tests. One of the best known evaluations is a program called the Meyers-Briggs. The extended Meyers-Briggs test can be very involved but it provides plenty of information about personality. This

Instructor's Notes

Teaching Tip

Give participants an opportunity to display their “active-visual” listening skills. Have members of the class “freeze.” Give them permission to move their eyes as you point out examples of people who are actively/visually listening.

Who’s showing interest by leaning forward in their chairs? Who’s “frozen” in the writing position with pens in hand? Only point out positive examples.

Teaching Tip

It’s been said that Elvis Presley was not a very quotable interview subject. Members of the media would ask The King, “Elvis, do you like being in a rock ‘n’ roll band?” and Elvis would answer, “Yes, sir.”

The interviewer would say, “Elvis, did you like being in a movie with Ann Margaret?” and Elvis would answer with a short and sweet, “Yes, sir.”

Who’s fault was it that Elvis gave such non-descriptive answers? Had the interviewers been asking open questions that required more than a “yes” or a “no” answer, they would have gotten better sound bites from the King of Rock ‘n’ Roll.

Discussion

Ask a few members of the audience, which of the three modes of communication they most prefer.

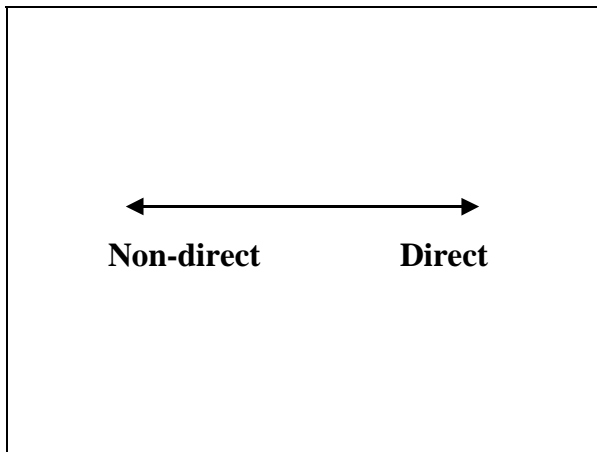
information gives us lots of clues as to what the person likes and dislikes as well as what motivates them and does not motivate them.

By using this type of testing, effective mentors can learn the best way to treat their protégés, thereby stimulating development and motivation. For example, if the protégé prefers a direct approach, the mentor may decide to present lessons that are clear and to the point rather than discovery-based.

The simple personality test below can shed light on the best way to proceed.

The horizontal line below represents a spectrum of human behavior that runs from “Non-direct” to “Direct.” For the purposes of this exercise, let’s define “Non-direct” behavior as shy and hesitant. Notice we’re not using the term “In-direct.” In-direct is generally viewed as a derogatory term that has a negative connotation. A “Non-direct” person is simply less direct than a direct person.

Everyone can plot his or her own “directness” on this continuum. It is important to know that there is no right or wrong answer. We need all types of people in the world and certainly all types of people are in need of mentoring. For reasons that will become apparent, participants should not be located in the exact middle of the continuum. At this time, make a hash mark or a tic to indicate where you perceive yourself to be on the Non-direct/Direct scale.



Now let’s consider the vertical continuum below that runs the gamut from “Supportive” to “Controlling.” In defining our terms, let’s assume that a supportive person has an empathic or cheerleader style that is easy to read just by the look on their faces.

Instructor’s Notes

Discussion

Ask the group, “What are the benefits of understanding personality types?”

Teaching Tip

For more information on the Meyers-Briggs test, type “Meyers-Briggs” into your favorite internet browser.

Discussion

Have the attendees plot their own personality styles and discuss the continuum.

Reading Suggestion

The Platinum Rule

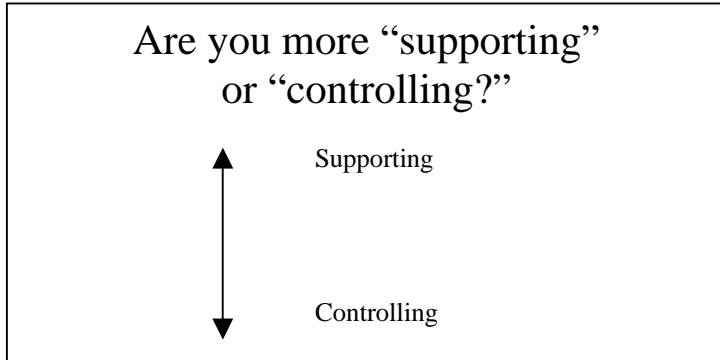
by Tony Alessandra

Summary: Alessandra promotes “The Platinum Rule” of communication, which is: “Do unto others as they want to be done unto.”

The controlling person, on the other hand, doesn't give us a lot of information with their facial expression. Controlling people tend to not show their emotions and would rather dictate a scenario than react to it. To use an automobile metaphor, controlling people would rather drive the car than ride in the passenger seat. Of course, neither style is better than the other. We need all kinds of people.

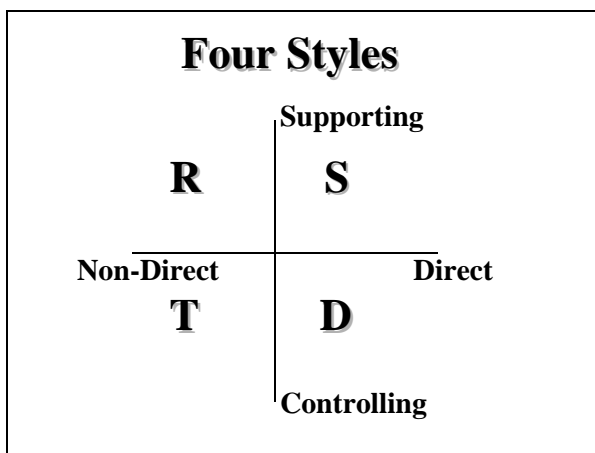
Teaching Tip

For more information on personality types, visit www.platinumrule.com



Put a hash mark or a tic where you perceive yourself to be on the continuum. Again, the mark should not be directly in the middle.

When we overlay the two axis, we create a four-quadrant grid. Using the marks that you made on the horizontal and vertical axis, you can plot your personality style into one of the four quadrants below. Let's discuss the meaning of the four letters after you plot your coordinates. Circle the letter that resides in your quadrant so the proctor knows when you are finished.



Let's discuss each of the four letters and the personality that they represent. The "R" stands for Relater. Simply put, relaters are good people with big hearts. They are good friends to have because they will tell you what you want to hear. Be advised that sometimes, Relaters have trouble delivering bad news because they don't like to hurt people's feelings.

The "S" stands for Socializer. These people like to have fun. They seem like they're always in a good mood and ready for a good time. The Socializers' motto is "We're here for a good time, not a long time." The downside to Socializers is it's sometimes hard to take them seriously.

The "D" in the lower right quadrant stands for Director. Directors are leaders and they love to be in charge. In fact, some Directors are very uncomfortable when they are not in charge. Directors are very concerned about two issues: efficiency and productivity. They have been known to achieve these two standards at the expense of people, etiquette and tact.

After a particularly noteworthy achievement, a Director might stand on an office chair and crow, "We did it!" Meanwhile, their team lay broken and bleeding all around the room.

Finally, the "T" in our model stands for Thinker. Thinkers are great people to have on your team because they make the best decisions. They can't get enough information and have a seemingly unlimited threshold for analysis and critical thinking.

This voracious appetite for data doesn't win Thinkers any popularity contests. It's been said that Thinkers don't have any enemies but all of their friends hate them.

When dealing with a mentor or a protégé, it's critical that each participant considers the other's personality style. It is only through a synchronized relationship that the mentoring process can be beneficial for everyone.

Understanding the mentor/protégé personality is an important step toward establishing a good repertoire. Similarly, knowing how the other person thinks can really improve the synergy of the relationship.

Teaching Tip

Before proceeding with the explanation of the letters R, S, D and T, be sure all participants have plotted and circled their coordinates and circled the appropriate letter.

A fun question to confirm this is: "Does everyone have a personality?"

Teaching Tip

Let's consider the proverbial glass of water. We all know that Optimists view the glass as half-full. But how do the four personality styles in this exercise respond when they are asked, "Is the glass half-empty or half-full?"

The Relater compassionately responds, "Well, if it's okay with you, I'd like to say the glass is half-full. Would you like some?"

The Thinker puts on her spectacles and considers the conundrum while holding the glass to the light. She takes a sample and sends it to the lab for analysis. She does a straw poll, consults the internet and finally gets back to you three weeks later only to proclaim, "It's too close to tell."

The Director doesn't look at the glass at all. Rather, he calls to an assistant, "Look into this and get back to me!"

Finally, the Socializer hoists the glass into the air and shouts, "Who cares? Let's drink it!"

Right Brain/Left Brain Thinking

In the same way that mentoring partners can get in step with each other by using information gathered from personality analysis, both parties should consider how the human brain works. Determining whether someone is left-brain or right-brain dominate can make it easier to “know how someone thinks.” Mentoring partners can do a simple non-scientific study to help them understand each other.

Here's how the two halves of the brain can influence thinking. The left column features functions of the left brain and the right column lists contributions of the right brain.

Left Brain

Judging
Seeks closure
Prefer filing systems
Makes lists, uses them
Organized

Problem oriented
Prefers clarity
Rationally based
Male

Right Brain

Perceiving
Seeks open options
Prefers piling systems
Makes lists, loses them
Comfortable

People oriented
Prefers harmony
Emotionally based
Female

The most complete communicators, of course are people who access both sides of their brain. “Whole-brainers” can also be the best mentoring partners, particularly if your partner dominantly uses the half of the brain that you don't use.

How to Choose a Mentor

As you think about choosing a mentor, consider all of the issues raised in this workbook. First, think about your goals. What kind of person can help you achieve them? Should it be a person that works at your company? In your industry? Do you have to know this person or can the service be provided on the telephone and over the internet?

What is their personality style? If your style is different than theirs, do they have the skill to adapt to you? Can they mentor in your preferred learning mode? In other words, if you prefer visual learning, will your mentor make

Discussion

Which half of your brain do you favor? Do you see how it might be advantageous to use your whole brain when communicating with a mentoring partner?

Reading Suggestion

Men Are From Mars, Women Are from Venus

by John Gray

Summary: A practical guide for improving communication and getting what you want in your relationships.

information available in that format? If your mentor likes to talk and tell personal stories, will you be comfortable with auditory learning?

Is your mentor left-brained or right-brained? How does this interface with your style?

Next, create a candidate list. List three potential mentors. Do this without regard for whether or not they will agree to do so. *Do this without regard for whether you have even met this person.*

1. _____
2. _____
3. _____

After learning as much as you can about the potential mentor, ask the person if they would be interested in a mentoring partnership. If they are a successful, accomplished individual they have already been asked about being a mentor. Do not be discouraged! Use assertive communication to relate and demonstrate your unique qualities.

Be sure that the potential mentor understands that mentoring you will be rewarding for them. You can prove that this is true by doing something nice for them. Based on what you've learned about them and their "WIIFMs," send them a small gift or offer a business contact.

A few days later, follow up the initial proposal to re-assert the mentoring proposal. Be persistent, but be professional. Then, give the prospective mentor something else. Remember that you are giving without expecting reciprocity.

If the person accepts the mentoring position, formalize a mentoring agreement and make sure both parties have a written copy. This document will help both parties understand what is expected of them. The agreement, of course, can change as the relationship develops and you decide to try new things.

If the potential mentor declines the opportunity, thank them for their time and move on to your next candidate. Do not take their response personally. Rather than think of their response as a cold "No!" think of it as "no for now."

Reading Suggestion

Getting to Yes

by Robert Fisher, William Ury and Bruce Patton

Summary: Concise, step-by-step, proven strategies aid the reader in coming to mutually acceptable agreements in any type of conflict.

How to Choose a Protégé

Mentoring can be a life-changing experience that offers huge rewards. There are several key questions to answer before choosing a protégé or otherwise accepting a mentoring position.

Do you possess a desired skill or experience?

Are you willing to unselfishly give your time?

Are you willing to share knowledge?

Are you willing and able to make a commitment?

Have you ever been mentored by someone and are you ready to “give back?”

If you can honestly answer “yes” to the above questions, then you are qualified to be a mentor.

Many mentors choose to be proactive about finding a protégé. In the same way that not all people have good mentor qualifications, not all people possess characteristics of the ideal protégé.

Here is a list of the best qualities to look for in a protégé:

- clearly defined goals
- willing to take direction
- can ask for and accept help
- listens to what others say
- can follow instructions
- expresses gratitude
- can be assertive
- has self-confidence
- able to follow through

List three potential protégés. Do this without regard for whether or not they will be willing to do so. *Do this without regard for whether you have actually met.*

1. _____
2. _____
3. _____

Instructor's Notes

“You can get what you want if you help enough other people get what they want.”

-Zig Zigler

Congratulations!

You are on your way to one of the most satisfying and productive relationships you will ever experience.

Be sure to share your mentoring experiences with others so that they, too, will consider the benefits of helping and being helped.

Q & A on Mentoring

Where can I find a mentor or protégé? Is there an organization that looks after the mentoring issue?

An organization called Coach University offers certified coaching designation. Find out more about your local chapter at www.coachuniversity.com

How much time should I put into this?

The actual search for a partner is an ongoing process. Even if you currently have a mentor or protégé, you should always be considering future partners. The mentoring relationship itself should be regular and focused. Meetings are a chance to get grounded, ask questions and share ideas. The bulk of the work actually gets done outside the meeting.

The frequency and length of meetings depends on the mentoring partners. Effective meetings can be as short as 30 minutes or as long as a weekend retreat. The important thing is that both parties feel productive and efficient.

Where can I get more information?

There are lots of web sites dedicated to the subject of mentoring. Type “mentoring” or “coaching” into your favorite internet search engine.

What's the difference between mentoring and coaching?

There really is no difference, although some people feel that mentoring is a more involved, perhaps more formal type of coaching.

When is the best time to start a mentoring program?

Right now.

Reading Suggestion

The Precious Present

By Spencer Johnson

Summary: In the tradition of The Prophet, this profound tale has taught hundreds of thousands of readers how to be happy with themselves and their lives.

Teaching Tip

Be sure to notify Optimist International of ideas to improve the next edition of this booklet.

Appendix 1- - A Life Survey

Take this test if you are considering a mentoring partnership. The items below will help you get your life in order so that you can tackle the bigger issue of professional development. The idea is to work toward making all these statements true.

Physical Environment

- My personal files, papers and receipts are neatly filed away.
- My car is in excellent condition.
- My home is neat and clean. It is vacuumed, the closets are clean, the desks and tables are clear, the furniture is in good repair and the windows are clean.
- My appliances, machinery and equipment work well, including my appliances and electronics.
- My clothes are pressed, clean and make me look great. I own no torn, out-of-date or ill-fitting clothes.
- My plants and animals are healthy. They are fed, watered and are getting light and love.
- My bedroom lets me have the best sleep possible. I have a firm bed and enjoy proper lighting and ventilation.
- I live in a home/apartment that I love.
- I surround myself with inspirational things.
- I live in the geographic area of my choice.
- There is ample and healthy lighting around me.
- I consistently have adequate time, space and freedom.
- My environment does not damage me.
- I am not tolerating anything about my home or work environment. In other words, my work environment is productive and inspiring.
- I recycle.
- I use non ozone-depleting products.
- My hair is the way I want it.
- I surround myself with music, which makes my life more enjoyable.
- My bed is made daily.
- I don't injure myself, fall or bump into things.
- I enjoy houseguests and people feel comfortable in my home.
- I drink purified water.
- I have nothing around the house or in storage that I do not need.
- I am consistently early or easily on time.

Well Being

- I use caffeine products like chocolate, coffee, colas or, tea less than 3 times per week.
- I eat sugar less than 3 times per week.
- I watch television less than 5 hours per week.
- My teeth and gums are healthy and I have seen a dentist in the last 6 months.
- My cholesterol count is healthful.
- My blood pressure is healthful.
- I have had a complete physical exam in the past 3 years.

Teaching Tip

The author of this module is available to Optimists looking for more information on mentoring. You can e-mail him at MikeCaruso@EdisonHouse.com

“The unexamined life is not worth living.”

-Socrates

- I do not smoke tobacco or other substances.
- I do not use illegal drugs or misuse prescribed medications.
- I have had a complete eye exam within the past 2 years and passed a glaucoma and vision test.
- My weight is within my ideal range.
- My nails are healthy and look good.
- I don't rush or use adrenaline to get the job done.
- I have a rewarding life beyond my work or profession.
- I have something to look forward to virtually every day.
- I have no habits that I find to be unacceptable. I am aware of the physical or emotional challenges I have, and I am now fully taking care of all of them.
- I consistently take evenings, weekends and holidays off and take at least two weeks of vacation each year.
- I have been tested for the AIDS virus.
- I use well-made sunglasses.
- I do not suffer.
- I floss daily.
- I walk or exercise at least 3 times per week.
- I hear well.

Financial

- I currently save at least 10% of my income.
- I pay my bills on time.
- My income source is stable and predictable.
- I know how much money I must have to be minimally financially independent and I have a plan to get there.
- I have returned or otherwise "made good" on any money I have borrowed.
- I have written agreements and am current with payments to individuals or companies to whom I owe money.
- I have 6 months worth of living expenses in a money market-type account.
- I live on a weekly budget, which allows me to save and not suffer.
- All my tax returns have been filed and all my taxes have been paid.
- I currently live well and within my means.
- I have excellent medical insurance.
- My assets, including my car, home, possessions and treasures are well insured.
- I have a financial plan for the next year.
- I have no legal clouds hanging over me.
- My will is up-to-date and accurate.
- Any parking tickets, alimony or child support is paid and current.
- I know how much I am worth.
- I am on a professional track, which is or will soon be financially and personally rewarding.
- My earnings are commensurate with the effort I put into my job.
- I have no "loose ends" at work.
- I am in relationships with people who can assist in my career and professional development.
- I rarely miss work due to illness.
- I am putting aside enough money each month to reach

financial independence.
_ My earnings outpace inflation.

Relationships

- _ I have told my parents that I love them within the last 90 days.
- _ I get along with my siblings(s).
- _ I get along with my co-workers and clients.
- _ I get along with my manager and staff.
- _ I dread no one and don't feel uncomfortable when I see people I know at parties or at the airport.
- _ I put people first and results second.
- _ I have let go of the relationships that drag me down or damage me.
- _ I have communicated with everyone I have damaged, injured or upset, even if it wasn't fully my fault.
- _ I do not gossip or talk about others.
- _ My friends and family love and appreciate me for who I am and not just because of what I do for them.
- _ I tell people how they can satisfy me.
- _ I am fully current with letters, e-mails and phone calls.
- _ I always tell the truth, no matter what.
- _ I receive enough love to feel good.
- _ I have fully forgiven those people who have hurt me, whether the damage was intentional or not.
- _ I am a person of my word and people can count on me.
- _ I quickly correct miscommunications and misunderstandings.
- _ I live life on my terms, not by the rules or preferences of others.
- _ I am complete with past loves and spouses.
- _ I am in tune with my wants and needs.
- _ I do not judge or criticize others.
- _ I do not "personalize" the things that people say to me.
- _ I have a best friend or soul mate.
- _ I make requests rather than complain.
- _ I spend time with people who don't try to change me.

Reading Suggestion

Who Moved My Cheese?

By Spencer Johnson

Summary: Johnson uses a "simple" fable to uncover the most profound secrets of effective change.

Reading Suggestions

Tuesdays With Morrie

By Mitch Albom

Summary: An accomplished sports writer pays tribute to his dying college mentor. This book spent over 150 weeks at the top of the “New York Times” Best Seller List.

The Platinum Rule

By Tony Alessandra

Summary: Alessandra promotes “The Platinum Rule” of communication, which is: “Do unto others as they want to be done unto.”

Men Are From Mars, Women Are From Venus

By John Gray

Summary: A practical guide for improving communication and getting what you want in your relationships.

Getting to Yes

By Robert Fisher, William Ury and Bruce Patton

Summary: Concise, step-by-step, proven strategies aid the reader in coming to mutually acceptable agreements in any type of conflict.

The Precious Present

By Spencer Johnson

Summary: In the tradition of The Prophet, this profound tale has taught hundreds of thousands of readers how to be happy with themselves and their lives.

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