

**MENTORING: GUIDANCE FOR
 MENTORS, PROTÉGÉS, AND ORGANIZATIONS:**

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 smaller font sizes but can still be easily read, assuming the PDF is printed at
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The handout is intended to supplement the webinar in three ways:


- Provide brief text and visuals that reinforce or illustrate the webinar leader's presentation.
- Provide a basis/place for taking notes during the webinar.
- Provide additional material (e.g., the appendices) for self or group study after the webinar.

This handout is not intended to be a self-standing document, that is, the
 handout has minimal value to a non-participant.


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MENTORING: GUIDANCE FOR
 MENTORS, PROTEGES, AND
 ORGANIZATIONS



I draw on my project experiences in the public, private,
 and academic sectors—and on mentoring lessons
 learned from project successes and failures



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As a result of this webinar,
you should **be able to**:

- **Mentor someone** to assist his/her development
- and/or -
- **Enhance your growth** by actively participating as a protégé



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Also, your **organization should be able to**:

- **Decide** if it wants to start (or improve) a formal mentoring program
- **Learn how** to do it

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APPENDICES

A: RESOURCES FOR FURTHER STUDY

B: PRESENTER

C: “BREAKING THE ICE”—STARTING A MENTOR-PROTÉGÉ RELATIONSHIP

D: ORIGIN OF “MENTOR”

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TOPICS

INTRODUCTION

MAJOR COMMITMENTS

DO'S AND DON'TS

AN EXCEPTION: GOALS

CASE STUDIES

STARTING YOUR PROGRAM

RECAP

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COACHING

Mentoring

Tutoring

Advising

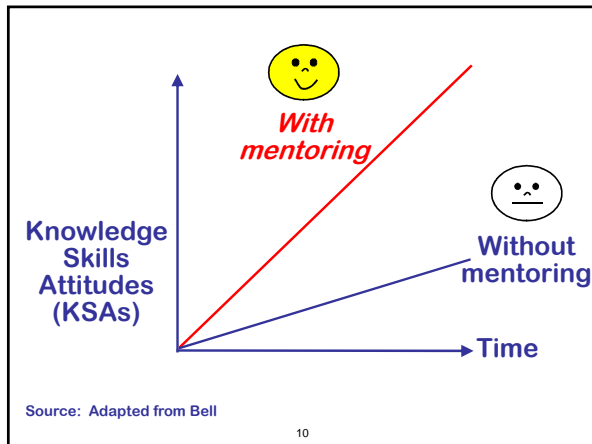
Teaching

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**Relationship
between
a “junior”
and
“senior”
that exists
primarily
for the
“junior”**



Source: Adapted from Fairchild and Freeman, 1993

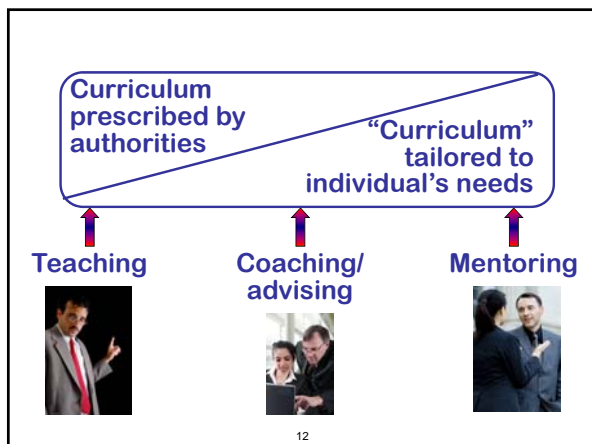


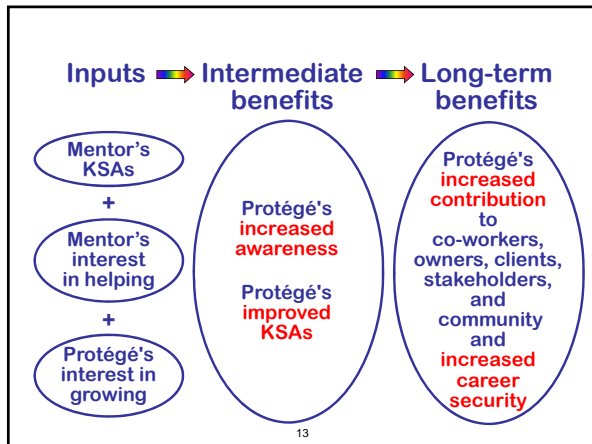
KSAs

Knowledge: Cognitive—fundamentals you know
Skills: What you can do with what you know—perform useful tasks
Attitude: How you think and feel in response to a fact or situation

A smaller version of the graph from slide 10, showing 'With mentoring' (red line, smiley face) and 'Without mentoring' (blue line, neutral face) over 'Time'.

Source: Definitions adapted from ASCE 2008





Mentor's benefits

- Improved listening**
- Greater appreciation of diversity**
- Satisfaction of helping someone**

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Audience?

Natural
mentoring



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Let's start a ...



... mentoring program!

TOPICS

INTRODUCTION

MAJOR COMMITMENTS

DO'S AND DON'TS

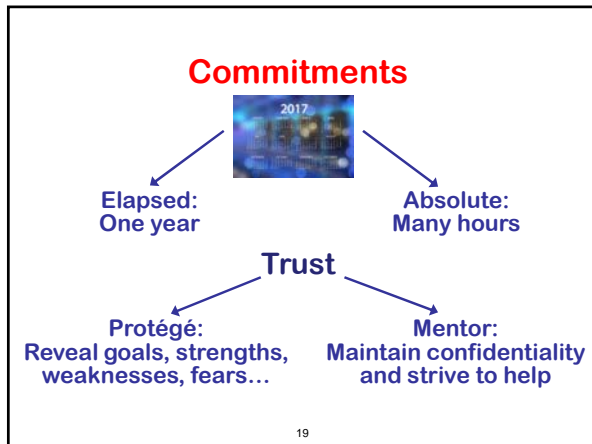
AN EXCEPTION: GOALS

CASE STUDIES


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Consequences of failure




Frustrated participants 

“Lost face” for the organization

Wasted resources 

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Less costly options

Education and training	Tutoring	Coaching/ advising
		
Group-oriented seminars/ workshops	Topic focused, one-on-one	Occasional, informal one-on-one

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Do's and don'ts for *mentors* and *protégés*

DO	DON'T
1. Practice strict confidentiality	Reveal confidential information to others
2. Commit large blocks of scheduled, quality time	Meet briefly, ad hoc

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DO	DON'T
3. Have faith in the power of high expectations coupled with high support	<i>Mentors:</i> Don't prematurely discount the protégé's growth potential <i>Protégés:</i> Don't prematurely discount growth potential

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DO	DON'T
4. Arrange for a private place and adequate time	Discuss things “on the run”
5. Invest time and energy in establishing mutual respect and trust	Expect early and dramatic changes in the protégé’s attitude and behavior

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DO	DON'T
6. Follow through on commitments	Make and break promises
7. Walk your talk	Allow your deeds to be at odds with your creeds
8. Be yourself	Wear a “mask”

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Do's and don'ts for *mentors*

DO	DON'T
1. Listen to any and all concerns	Promise promotions, salary increases, bonuses, or other benefits as a result of participating in mentoring
2. Ask many questions	Talk too much

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DO	DON'T
3. Provide ideas, concepts, information, data, contacts, options, publications and other resources in response to indications of interest	Make decisions for the protégé
4. Offer suggestions, if you sense receptivity, on how to improve what the protégé does	Criticize the apparent values, motivation, and priorities of the protégé

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DO	DON'T
5. Enhance the self respect of the protégé by helping him/her see how much can be achieved	Inflate your ego by showing how much you know
6. Encourage independence and, better yet, interdependence	Encourage dependence on you

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DO	DON'T
7. Be available to help the protégé pick up the pieces after a protégé-caused failure/disaster	Be too eager to rush in and rescue the protégé when he or she is hell-bent on doing something that you think is stupid

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DO	DON'T
8. Look for appropriate opportunities, where the protégé could contribute and grow and share that information with the protégé	Sponsor or promote the protégé within or outside of the protégé's organization

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DO	DON'T
9. Keep the logistical framework on track	Assume the protégé will initially sustain contact
10. Look for opportunities to invite the protégé to join you in various situations	Limit your mentoring activity to scheduled mentoring sessions

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Do's and don'ts for *protégés*

DO	DON'T
1. Prepare for each session	"Wing it"
2. Be honest about facts and feelings as a trusting relationship develops	Keep your true thoughts to yourself

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DO	DON'T
3. Learn what you can from the mentor and act accordingly	Expect to be told what to think and what to do
4. Prepare a written summary of each session and give to mentor within three days	Let the session documentation "fall between the cracks"

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Are you:
well-intentioned
competent
honest
hard-working?

and do you have:
hopes
dreams
wishes?



Then you won't need goals – Right?

Wrong!



Select roles and set goals

Possible Roles

- Parent
- Friend
- Professional
- Daughter
- Athlete
- Part-time Student
- ?

Goals

- Goal 1
- Goal 2
- Goal 3

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Formulate **SMART** goals

- S**pecific
- M**easurable--cast in quantitative terms
- A**chievable--stretch us, but within reason
- R**elevant--appropriate for our roles and our organization's circumstances
- T**ime framed--establish a schedule

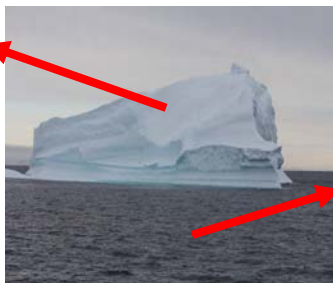
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Roles-goals-action items **format**

Roles	Goals	Action Items
_____	_____	_____ _____ _____
Etc.	Etc.	Etc.

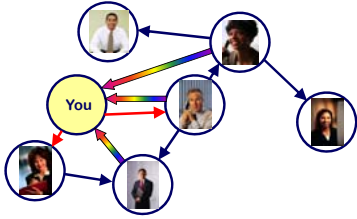
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Initial
• Roles
• Goals
• Action items



Subsequent surprises

Selectively share goals



Source: Based partly on Grugal, 2003

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**Case Study 1:
ASCE and the San Diego Section**

Purpose

Participants

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Process

Progress

“Postscript”

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**Case Study 2:
E/A Firm**

100 person, three office firm

Eight person senior management group

CEO as major owner wanted to transition out of the firm

Source: Bonar and Walesh 1995, 1998

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Concerns

- **Conflicts** within senior management group



- **No heir apparent**

- **Senior management not purchasing sufficient stock**



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- **No quality, non-business time** between CEO and senior managers

- **Some staff demoralized**



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Solution – Mentoring starting at the “Top”

Year	Mentors	Protégés
1	CEO	Senior personnel
2	Senior personnel	Senior personnel & others
3	Senior personnel	Senior personnel & others
4	Senior personnel	14 other personnel
5	Senior personnel & others	21 other personnel
6	Senior personnel & others	15 other personnel

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Benefits

Personal growth

Identification of individuals with advancement potential

Departures from and additions to senior management

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Strengthened teamwork

Results of special studies

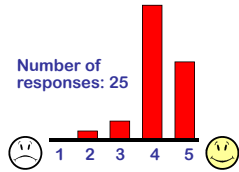
Accelerated stock purchase

CEO retired in the sixth year

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Personal growth

My personal growth and awareness are greater because I have been mentored or am being mentored



Benefit to company/clients

My contributions to the company and its clients are greater because I have been mentored or am being mentored



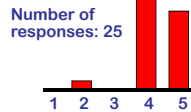
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Fairness of personal mission statement and career plan

The mentoring program includes two major goals:

- Personal mission statement development
- Career plan development

I believe these goals are fair and appropriate



Individual value of personal mission statement and career plan

The completion of mission statement and career plan helped me personally



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Value of training

The mentoring training in which I participated at the beginning of the year was helpful



Return on investment

Our company has invested substantial resources in the mentoring program—overall, my opinion is that this has been a good investment and should be continued



Note: For survey details, see Bonar and Welsh, 1995 and 1998

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Initiated to solve
top-level personal growth problems

Did that, spread further, and
yielded other benefits

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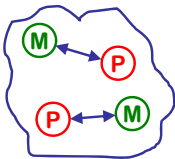
STARTING YOUR PROGRAM

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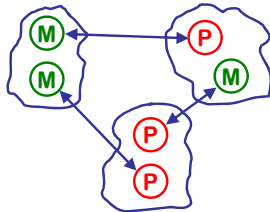
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Mentoring models

Single organization




Multiple organizations

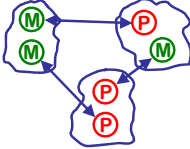


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Single organization



Multiple organizations



Strengths

- Easier to start
- Could focus on organizational issues
- Greater diversity of participants
- Increased likelihood that mentoring will focus on what is best for protégés

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Possible steps

1. Obtain **commitments** from the senior managers/leaders for a pilot program



2. Select a high-level mentoring program **champion**



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3. Identify senior managers/leaders to **serve as mentors**



4. Establish a **partnership policy**



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5. **Announce** the program and ask for **volunteer protégés**



6. **“Match”** mentors and protégés



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7. **Conduct** a mentoring **workshop**



8. **Require** a **minimum number** of one-on-one sessions



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9. **Use** modern **communication technologies**



10. Ask the protégé to **document** each one-on-one session



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11. Assign **projects** to protégés



12. Strike a **balance** between structure and being intrusive/mechanical



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13. Be prepared to have one or more mentor-protégé pairs be **incompatible**



14. Conduct at least one interim **evaluation** and one end-of-program **evaluation**



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Consider joining
ASCE's
eCareerMentor
Program

<http://careers.asce.org/ementor/>

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Also, your organization should be able to:

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- **Learn how** to do it

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Questions

Critiques

Comments

Tips


Suggestions




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- “Seniors” helping “juniors”



Knowledge Skills Attitudes

With mentoring 

Without mentoring 

Time

- “Power” of mentoring
- **WIN-WIN-WIN!**

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- The **best** mentoring

- Major **time and trust** commitment



- **Do's and don'ts** for mentors and protégés

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- An exception: **Goals**



- **Case studies**

- Program elements—**structure plus commitments**

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- **Tailor** the mentoring program to organizational culture/needs

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APPENDIX A: RESOURCES

Note: Listed here are sources cited earlier plus additional materials for individual and group study. If you know of a useful resource that should be included, please let me know.

Some images in this handout are used through licensing agreements with iStockphoto.com and BigStockPhoto.com. The free source Pixabay is also used and noted here in appreciation.

Thank you,
Stu Walesh
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Books and Articles

American Society of Civil Engineers. 2008. *Civil Engineering Body of Knowledge for the 21st Century: Preparing the Civil Engineer for the Future – Second Edition*, ASCE, Reston, VA.

American Society of Civil Engineers. No date. "Mentoring—We're All Beginners, at Heart," brochure, ASCE, Reston, VA.

Bell, C. R. 1996. *Managers as Mentors*, Berrett-Koehler Publishers, San Francisco.

Bonar, R. L. and S. G. Walesh. 1998. "Mentoring: An Investment in People," presented at the Fall Conference of the American Consulting Engineers Council and published the proceedings. The Greenbrier, WV, November.

Bonar, R. L. and S. G. Walesh. 1995. "Ownership Transition: A Mentoring Case Study," presented at the Fall Conference of the American Consulting Engineers Council and published in the proceedings, Asheville, NC, October.

Boykin, D. 2009. "The Power of Mentoring," *PE*, October, pp. 26-29. (Discusses mentoring members of your engineering organization as well as mentoring students.)

Brown, K. P. 2001. "Mentors and Role Models: Are They Important?," *Leadership and Management in Engineering – ASCE*, October, pp. 49-50. (Author shares personal positive experience with mentoring.)

Collins, E. G. C. and P. Scott. 1978. "Everyone Who Makes It Has A Mentor," *Harvard Business Review*, July/August.

Covey, S. 1990. *The 7 Habits of Highly Effective People*, Simon & Schuster, New York. (See pp. 48-52 for an insightful discussion of dependence, independence and interdependence.)

Dionisio, J. M. 1994. "Mentoring for Consulting Engineers," *Journal of Management in Engineering - ASCE*, September/October.

Eisenbrand, G. and M. Kesavaraju. 2003. "Perspectives of the LA Chapter Mentor Program," *PMI Today*, June, pp. 3-4. (Co-authored by a mentor and protégé pair, this article describes specific benefits received by both mentor and protégé. This is an example of a mentoring program that functions outside of an employer organization.)

Fairchild, F. P. and H. E. Freeman. 1993. "Establishing A Formal Mentoring Program In A Consulting Engineering Firm," presented at the ASCE Engineering Management Conference, Denver, CO, February.

Finchum, M. J. 2003. "Cultivating the Next Crop of Leaders," *Leadership and Management in Engineering – ASCE*, July, pp. 150-152. (Describes Stanley Consultants' strongly company-oriented mentoring program which offers three tracks: management and leadership, project management, and marketing. See Meadows, A. 2003. "Business Profile: Stanley Consultants," *CE News*, January, pp. 26-27 for another description of the company mentoring program.)

85

Goodale, M. 2001. "Mentoring the Next Generation," *Civil Engineering*, September.

Grugal, R. 2003. "The Big Dream Weaver," *Investors Business Daily*, October 28. (Note: *IBD* "spent years analyzing leaders and successful people in all walks of life. Most have 10 traits that, when combined, can turn dreams into reality." Success secret 2 is: "Decide upon your true dreams and goals. Write down your specific goals and develop a plan to reach them.")

Hanson, C. 1995. "Working Smart-Move Beyond Mentoring: Recruit An Advisory Board," *Chicago Tribune*, June 4.

Holmes, G. 1999. "Business Mentoring's Link to the Bottom Line," *The Mentoring Connection*, International Mentoring Association, Summer 1998, p. 3-4.

Isaacs, S. S. 2003. "How to Establish a Successful Mentoring Program," *Compendium of Conference Educational Materials—2003 Annual Convention*, American Council of Engineering Companies, Boston, MA, May. (Reinforces the traditional mentoring program approach described in this seminar.)

86

Kane, E. 1996. "Mentoring Provides Insight to Career Odyssey," *Engineering Times*, September.

Lancaster, H. 1996. "You Might Need A Guide to Lead You Around Career Pitfalls," *Wall Street Journal*, July 30.

Lattimore, R. (Translator). 1967. *The Odyssey of Homer*, Harper & Row, New York, NY.

Lester, M. 1997. "Mentoring a Protégé Can Save Manager's Time," *Management Digest*, *Journal of Management in Engineering - ASCE*, November/December.

Locurcio, R. V. and K. Mitvalsky. 2002. "Mentoring: A Magnet for Young Engineers," *Leadership and Management in Engineering – ASCE*, April.

Miller, D. K. 1996. "Mentoring in the Engineering Profession," *Welding Innovation Quarterly*, Vol. xiii, No. 2, (Describes a long-term, voluntary mentor-protégé relationship).

87

National Academy of Sciences, National Academy of Engineering, Institute of Medicine. 1997. *Adviser, Teacher, Role Model, Friend: On Being A Mentor to Students in Science and Engineering*, National Academy Press, Washington, DC.

National Society of Professional Engineers. 2002. *Mentoring Guidelines for Small, Medium, and Large Firms*. NSPE, Alexandria, VA. (Free to NSPE members.)

PE. 2010. "Six Strategies for Managing Your Talent Pool." *PE*, June.

Phillips-Jones, L. 2003. "Skills for Successful Mentoring: Competencies of Outstanding Mentors and Mentees," The Mentoring Group, Grass Valley, CA. (Includes a graphic that effectively summarizes necessary mentee, mentor, and mentee-mentor skills.)

Phillips-Jones, L. 2003. "Strategies for Getting the Mentoring You Need: A Look at Best Practices of Successful Mentees," The Mentoring Group, Grass Valley, CA. (Stressing that "you own your development," this booklet offers advice for individuals who seek mentoring but are not involved in a formal mentoring program.)

88

Phillips-Jones, L. 2003. "Planning, Implementing, and Evaluating a Successful Mentoring Initiative: A Checklist of Critical Tasks," The Mentoring Group, Grass Valley, CA. (Provides a detailed checklist for use by organizational leaders who are considering developing a mentoring program.)

Phillips-Jones, L. 2003. "What Every Manager Should Know About Mentoring: Your Three Mentoring Roles to Help Employees Excel," The Mentoring Group, Grass Valley, CA. (Describes these three possible roles for a manager: managing using mentoring skills; serving as a mentor, but preferably not for a supervisee; and managing personnel who are mentors or mentees. As an aside, mentions these other terms for mentees: protégé, mentoree, and candidate. Notes that managers are like parents and mentors are like grandparents.)

Phillips-Jones, L. 2003. "75 Things To Do With Your Mentees: Practical and Effective Development Ideas You Can Try," The Mentoring Group, Grass Valley, CA.

89

Reed, J. 2006. "The Power of a Frank Exchange," Business Life – Employee Communications, *Financial Times*, September 22. (Defines "reverse mentoring" as age-based, that is, situations in which younger personnel mentor older personnel. Examples of conditions under which this might occur are: a) young member of a racial minority mentors a senior member of a racial majority so that the latter can better understand the former, and b) young computer-literate person mentors a senior computer illiterate person. Some would not call this "reverse mentoring," arguing that mentoring need not be senior in age assisting junior in age. That is, chronological age is secondary.)

Shea, G. F. 1997. *Mentoring: A Practical Guide*, Revised Edition, Crisp Publications, Meno Park, CA.

Shea, G. F. 1994. *Mentoring: Helping Employees Reach Their Full Potential*, AMA Management Briefing, American Management Association, New York, NY.

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Smith, M. L. 1994. "Creating Business-Development Talent Through Mentoring," *Journal of Management in Engineering-ASCE*, March/April.

Steele, J. 1996. "Mentoring Offers Valuable Insights," *Chicago Tribune*, December 29.

Strasser, S. and J. Sena. 1993. *From Campus to Corporation*, Second Edition, Chapter 10, "Women and Mentoring," Career Press, Hawthorne, NJ.

Sweeny, B. 2009. "What Results Does Mentoring Deliver?," *The Mentoring Connection*, newsletter of the International Mentoring Association, July. (Summarizes a comprehensive search for statistics related to the impact of mentoring on the success of individuals and their organizations.)

Warren, C. 2005. "Mentor Me This," *American Way*, February 25, pp. 28-31. (Notes that "mentoring programs help establish a sense of loyalty and attachment to a company." Urges imparting sustainability to a new mentoring program. One way to do this is to "set goals, responsibilities, expectations, and roles" and "monitor progress and measure results.")

91

Weeks, D. 1997. "21st-Centuring Mentoring," *World Traveler*, September, pp. 33-36.

Whitten, N. 2008. "Leaders Are Teachers, Too," *PM NETWORK*, August, p. 24. (Describes benefits mentors receive including the satisfaction of helping others, or honing skills (e.g., explaining ideas and processes), expanding one's network, and contributing to the strength of the organizations involved. Suggests that, if feasible, the mentor should "shadow" the protégé for a day to gain a better understanding of the protégé.)

Wolfe, S. A. M. 2002. "Mentoring—New Twists on a Familiar Topic," *Leadership and Management in Engineering – ASCE*, October. (Notes that mentors may be significantly younger than protégés such as when an executive seeks out a technically savvy junior employee to help him or her become proficient in IT.)

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Websites

"ASCE Archived Micro Learning Webinars Available Online," (http://mylearning.asce.org/diweb/catalog?db=0&c=79&q=%22Micro+Learning%22&f1=1&f2=1&_ga=1.1525915453.1053679034.1457196835). Provides for purchase of webinars using your ASCE email and password. By taking and passing a post-test, users receive CEUs based on the course length. Go to the link and search under "Walesh" to find the following 21 archived Management and Leadership webinars originally presented by Stu Walesh: (8/16)

- Critical Path Method: Introduction to the Method and Software
- Delegation: Improve Your and Their Productivity
- Ethical Behavior: The Key to Earning Trust
- From Project Engineer to Project Manager: Look Before You Leap
- Holding Productive Meetings to Increase the "Bottom Line"
- How to Prepare and Implement a Successful Strategic Plan
- Improving Project Communication: Within and Outside of the Project Team
- Marketing 101

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- Mentoring: Guidance for Mentors, Protégés, and Organizations
- Monitoring Project Budgets and Schedules: Introduction to the Earned Value Method
- Project Planning: How to Think Through Before You DO
- Quality: What Is It and How Do We Achieve It?
- Release the Leader Within You and Others: The Seven Qualities of Effective Leaders
- Retaining and Recruiting “A” Personnel
- Scope Creep: Focus on Prevention and Improve Project Performance
- Solving Problems and Pursuing Opportunities
- Speaking: How to Prepare and Deliver a Convincing Presentation
- The Five Habits of Highly Effective Marketers
- Time Management: A Roles and Goals Approach to Life Balance
- Working Smarter: Using Brain Basics to Enhance Individual and Organizational Performance
- Writing: How to Engage and Convince Your Readers

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Helping You Engineer Your Future (<http://www.HelpingYouEngineerYourFuture.com>) offers ideas and information to help individuals and organizations improve their non-technical or “soft side” knowledge and skills. Provides links to online resources and summarizes news and events. (8/16)

International Coach Federation. (<http://www.coachfederation.org/>). The ICF “seeks to advance the art, science and practice of professional coaching.” (8/16)

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The Mentoring Group. (<http://www.mentoringgroup.com>) This not-for-profit entity was organized “to provide consulting/technical assistance, skill-based training, skill assessment, research/evaluation, and publications related to mentoring.” Provides some free tips/articles and offers products for sale. (8/16)

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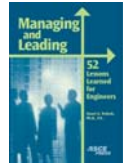
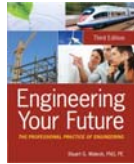
APPENDIX B: PRESENTER

Stuart G. Walesh, PhD, PE provides management, engineering, education/training, and marketing services. He draws on more than 40 years of engineering, education, and management experience in the government and private sectors to help individuals and organizations engineer their futures. Walesh has functioned as a project manager, department head, discipline manager, marketer, professor, and dean of an engineering college.

Representative clients: include ASCE; Boston Society of Civil Engineers; BSA Life Structures; Castilla La Mancha University; CDM; Clark Dietz; Daimler Chrysler; DLZ; Earth Tech; Utility Board of Evansville, IN; Harris County (TX) Flood Control District; Hinshaw & Culbertson; Indiana Department of Natural Resources; Indiana Department of Transportation/Purdue University; J. F. New; Leggette, Brashears & Graham; Midwest Geosciences Group; MSA Professional Services; PBS&J; Town of Pendleton, IN; Pennoni Associates; Taylor Associates; City of Valparaiso, IN; University of New Haven; University of Wisconsin Engineering Professional Development; and Wright Water Engineers.

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(Wiley and ASCE Press, 2012), and *Introduction to Creativity and Innovation for Engineers* (Pearson, 2016).



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Breaking the Ice

You may want to “break-the-ice” with a discussion of “nuts and bolts.” For example, consider logistical questions such as:

- What is the length of our commitment?
- How often will we meet?
- How long will our meetings last?

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- Where will we meet?
- On which weeks of the month will we meet, and on which days?
- Who will be responsible for setting up our meetings?
- What time will we meet: during lunch, before work, after work, or during work?

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- How do we go about canceling a scheduled meeting, if necessary, and rescheduling it?
- What is the best way we can contact each other?
- What ideas do we have for getting our activities organized?

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Getting Started

The following “getting started” options are offered for your consideration.

Perhaps you could use one or combine two or more.

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Option 1: SWOT Exercise By Protégé

Ask the protégé to conduct a personal SWOT (strengths, weaknesses, opportunities, threats) exercise and share the results with the mentor.

To help the process, the mentor could do the same and share the results with the protégé.

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Option 2: Sentence Completion By Protégé

The protégé could complete, in writing, sentences such as the following (quoted from Shea, 1994):

- I have set the following personal development plans that I want to achieve in the next six months...
- I need to know more about...

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- I want to strengthen the following skills...
- I think you need to know this about me... (Discussion may be preferable to a written statement in this case.)

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Option 3: Questions Posed By Protégé

The protégé could write out questions for the mentor such as (adapted from Shea, 1994):

- What would be most helpful for me to know about my employer and its culture? (or my professional society and its culture?)

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- What changes or developments do you perceive in my organization's future? (or my professional society?)
- What behaviors tend to be rewarded or discouraged in this environment?

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Option 4: Questions Posed by Mentor

The mentor could write out questions, such as the following, and give them to the protégé (quoted from Shea, 1994):

- What are the most important things you would like to get from this relationship?

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- Here is a list of things I believe I am particularly good at—are any of them of particular interest to you?
- What developmental needs, knowledge, skills, insights, etc. would be of greatest value to you?
- What is your preferred method of learning: listening, graphics, hands-on, shadowing/observing, etc.?

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- What can I do to increase the comfort level between us?
- What can each of us do to make sure we start off on the right track?
- Is there anything I need to know about you right now, such as your likes, dislikes, preferences, ways of doing things, etc. that would be helpful to me?

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- Is there anything I can do to increase your comfort level with me?
- What else is important to you?

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Option 5: Mentor and/or Protégé Answer Questions

The mentor and protégé could answer the following questions as a reality check on their individual receptivity to learning (quoted from Bell, 1996):

- What major area have I changed my mind about in the last quarter?

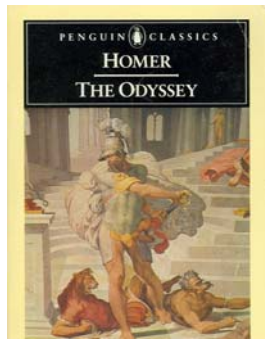
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- How long has it been since my assumptions about something important were absolutely dead wrong?
- When I compare the way I think this year with the way I thought last year, what is different?
- What have I learned this quarter that makes my actions last quarter seem less effective?

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- Whom am I close to who thinks very differently than I do, and what have I learned from that person?
- How much time have I spent in the last quarter seriously questioning the way I think?
- What was the last skill I learned with my associates? From my associates?
- How long has it been since I lost an important argument with one of my associates?

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APPENDIX D: ORIGIN OF MENTOR

Source: Lattimore

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The word “mentor” and its modern meaning can be traced back to at least Greek times.

“Mentor” appears in **Homer’s epic, *The Odyssey***, which was created in about the **eighth century B.C.**

We learn from Homer that **Mentor was a wise, older man** “...who had once been the companion of stately Odysseus, and Odysseus, coming on ships, had turned over the household to the old man, to keep it well, and so all shall obey him.”

Mentor’s charge included “mentoring” Telemachos’ son Odysseus, while Odysseus was away for **twenty years** of war and travel.

Telemachos became the protégé of Mentor.

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