

Our Greatest Resource

Mentoring Matters

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Change

- Accelerating Change and Complexity
- A Time of Parenthesis (between eras)
 - John Naisbitt
- The World Is Flat (Or Morphing)
 - Tom Friedman
- The World Is Unpredictable

Geopolitical Change

- Soviet Union
- Global Village – Flat World
- China/India/Pacific Rim
- Genocide and Asynchronous Military Conflict
- The Middle East
- The Global Flow
 - Technology
 - Information
 - Jobs
 - Capital
 - Competition

Technological Change

- Communications
- Entertainment
- Transportation
- Recreation
- Health
- Manufacturing to Information
- Education

Environmental Change

- 10 billion by 2030 (?)
- Fossil fuels 85% of global energy used
- Population demand for food, water, health care, housing, waste disposal and education
- Deforestation, Overfishing . . .
- Global Warming/Climate Change

Demographic Change

- No typical immigrant profile.
- Half of children in single parent families live in poverty.
- Fastest growing population segment - 85+
- More women/mothers entering workforce
- Sandwich Generation
- 50% of population Non-white by 2050

Generation Change

- Employees over 60 in 2006 belong to the *Traditionalist generation*.
- Those in their mid-40s to 60 are *Baby Boomers*. (1946-1964)
- Employees in their late 20s to early 40s are *Generation X*. (1964-1981)
- The new generation entering the workplace, *Generation Y* (1981-2001, Millennials, Internet generation, Echo Boomers).
- *Generation Z* (2002 - Homelanders, Vista).

Generation Y

- Exposed to diverse lifestyles and cultures
- Tend to respect different races, ethnic groups, and sexual orientations.
- One-third are members of a minority group, and accustomed to computer technology, immediacy, and multitasking.
- Shorter attention spans, but value professional development and strive to work faster and better.
- Want creative challenges and projects with deadlines so they can build up ownership of their tasks.
- Want jobs with flexibility, telecommuting options, and the ability to work part-time or to leave the workforce temporarily when having children.
- Employers will need to adjust to their demands.

Educational Change

- The function of public schools
- The calendar
- Preparation of teachers
- Online education and universities
- Global excellence
- Just-In-Time education
- Training
- Credentials and licensing

Martin Luther King, Jr. (1929 – 1968)

The function of education is to teach one to think intensively and to think critically and that intelligence is not enough. Intelligence plus character--that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate.



The Nature of Work

- Just-In-Time
 - Lean
 - Flexible
 - Mobile and Global
 - High Quality
 - Job Changes
 - Career Changes
 - Continual Training
 - Relocation
 - Benefits (?)
- Asia graduates over a million engineers annually compared to 70,000 in the U.S.*
 - Roughly 1/3 of 9th grade students will be prepared to attend college or enter the work force.
 - 96% of other nations (i.e. Ireland, Finland, China, India, etc.) are out-performing our 12th grade students in math and science.

Our Challenges

- Challenge 1: Our Connectedness
- Challenge 2: The Sheer Weight of Our Presence
- Challenge 3: Preparing for Change
- Challenge 4: Imagination
- Challenge 5: Leadership



***Mentoring
Matters***

Stages of Development

- **Dependent** – Early childhood
- **Independent** – Pre-Adolescent
- **Interdependent** – Adolescent
- **Empowered** – Adult
- **Provider** – Parent or Guardian
- **Leader** – Elder

Adulthood

When I am prepared to fully accept responsibility for developing and managing my talents, skills and resources for the total process of living as a well-adjusted, intellectually competent, self-determining individual; and demonstrate through my actions a commitment of service to my family, community and God.

Real Men and Real Women

- *Raise*
- *Build*
- *Lead*
- *Create*
- *Teach*

They are always listening, learning and looking for ways to make a positive difference.

What Is A Parent?

- *A consistent and accountable presence in the life of a child*
- *A father or a mother*
- *An ancestor or progenitor*
- *A protector or guardian*
- *To be or act as parent*

The Parent Challenge

*TRAIN A CHILD IN THE WAY HE SHOULD
GO AND WHEN HE IS OLD HE WILL NOT
TURN FROM IT.*

Proverbs 22:6

Our Children Need . . .

- Protection
- Direction
- Connection – A simple handshake

We do this when we . . .

- Show them love
- Expose them to different positive experiences, cultures, and learning opportunities
- Encourage and demand involvement and community service
- Expect achievement
- Showcase their creativity
- Model desired behaviors
- Manage the peer group
- Monitor and manage content and use of media (TV, Games ...)

What Is Mentoring?

A relationship over a prolonged period of time between two or more people where an older caring more experienced individual provides help to the younger person as he or she goes through life.

- *Mentoring the 100 Way*

A Mentor is Someone . . .

- The mentee can trust (requires time).
- Who is accessible, consistent, and dependable.
- Who *really* cares (as perceived by the mentee).
- Who is there to help.
- Who is open, flexible, and willing to listen

A Mentor is Someone

- Who treats the mentee with respect.
- Who is competent in the areas the mentee is not
- Who is able and willing to share his/her knowledge.

Mentoring: Youth Benefits

- Less likely to initiate drug use
- Less likely to initiate alcohol use
- Less likely to hit someone
- Miss fewer days of school
- Greater confidence in academic ability
- Higher grades
- More positive relationships with friends and parents
- More likely to participate in college preparatory activities

What Matters in A Mentoring Relationship?

- Engaging in social activities
- Engaging in academic activities
- Engaging in service activities
- Hours per month spent together
- Similarity of interests
- How decisions are made about time spent together
- Pre-match orientation and training
- Post-match orientation and training
- Age of mentee
- The families of the youth

Less Effective Mentoring Practices

- Inconsistent and irregular contact
- Pushing values that are inconsistent with those instilled in youth's home
- Adopting parental or authoritative stance
- Emphasizing behavior changes over trust and respect
- Not listening

The Role of the Mentor

- To develop a positive relationship with the mentee
- To help the mentee develop competence
- To communicate life experience and insight
- To develop a network of support for the mentee
- To have fun while working with the mentee
- To listen to the mentee

The Role of the Mentee

- To develop a positive relationship with the mentor
- To set and achieve goals
- To develop confidence and competence in academic, professional, and social skills
- To make positive decisions about the future
- To have fun and listen while learning and gaining direction from the mentor

Cross-Cultural Mentoring

Although racial/ethnic preferences should be respected in mentoring, effective cross-cultural mentoring relationships are possible.

- Encourage mentees to feel secure with their cultural identities
- Engage in activities that enhance the mentee's knowledge of cultural heritage
- Be aware of the mentor's cultural baggage

Choice 1 – Develop Success Skills

- Education and Technical Knowledge
- Curiosity/Life-long Learning (Ask Questions)
- Strong Problem Recognition/Solving Skills
- Effective Communication Skills
- Strong Interpersonal Skills
- High Energy (Constructively Competitive)
- Good Judgment (Strategic Risk/Decisions)
- Creative/Critical Thinking Skills
- Resource Management (Time, Money. . .)

Good Decisions . . .

- *Expand our consciousness*
- *Encourage our heart*
- *Elevate our character*
- *Energize our creativity*
- *Embrace our families*
- *Empower our communities*
- *Edify us spiritually*

Choice 2: The Leadership Challenge

- Challenge the Process
- Inspire A Shared Vision
- Enable Others To Act
- Model The Way
- Encourage The Heart

Kouzes & Posner (1987)

Choice 2:

The Leadership Challenge

Leadership is the ability to motivate individuals toward a particular Organizational goal in an efficient productive way. It is a process, not a place. It comes from a strong sense of purpose and a willingness to express that conviction.

Leadership Effectiveness

Effective leadership is not the result of merely learning good technique. It is the result of the harder process of developing who we are. Effectiveness is measured in terms of *what we produce* and *how we maintain the capacity to produce.*

Choice 3 – Value Diversity

Race Gender Age

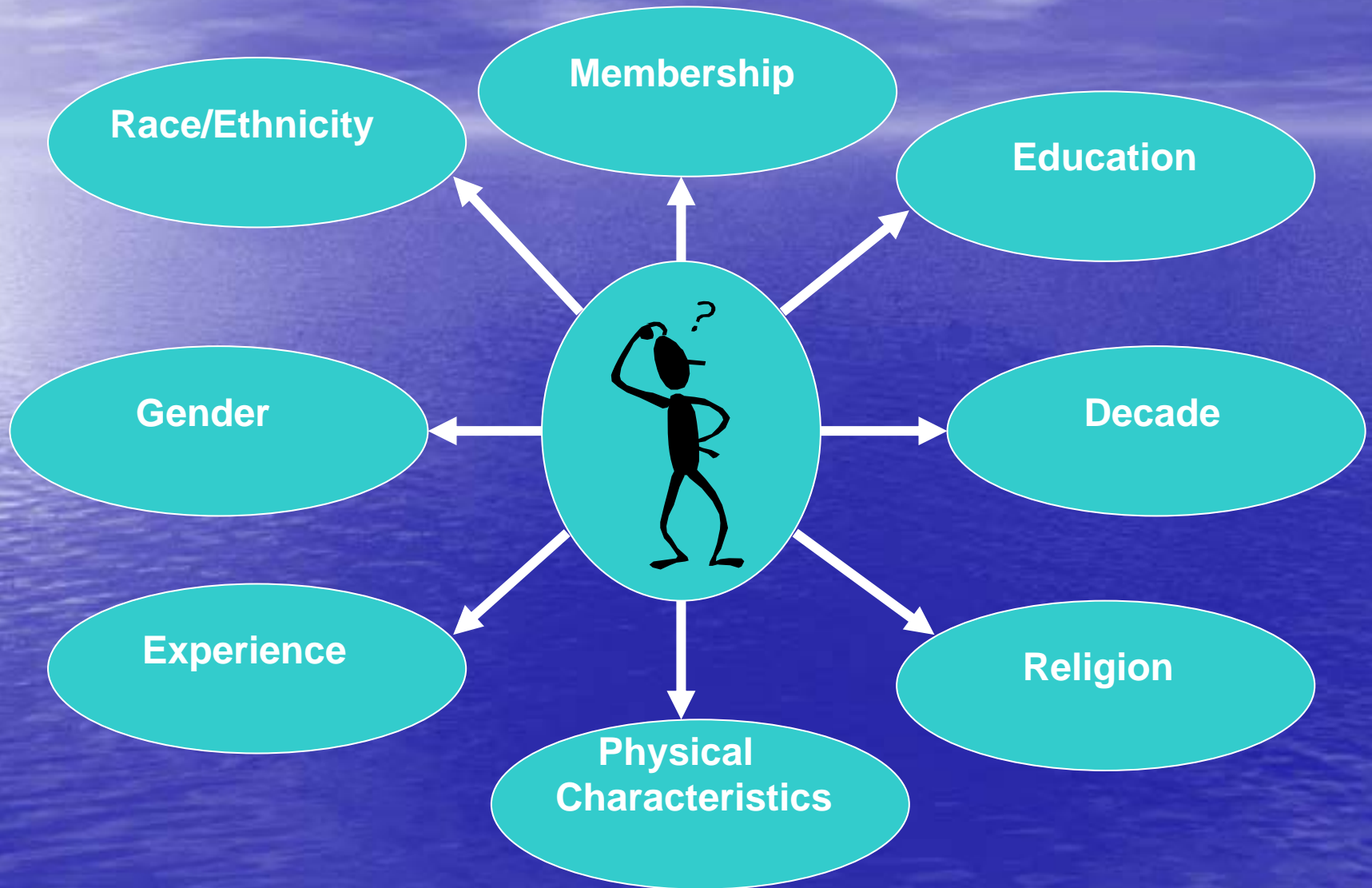
Physical Ability Appearance

Religion ♦ Class ♦ Job Function ♦ Sexual Orientation

Ethnicity
Family Status
Education
Employee Status
Regional Origin
Communication Style
Thinking style
Personality

*The
Tip
of the
Iceberg*

Who Am I?



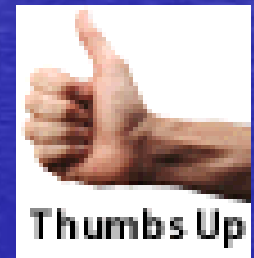
Choice 3 – Value Diversity

Coworkers or students from diverse cultures run the risk of misinterpreting one another on the basis of:

- **Language** (Accentual Differences, Linguistic Differences)
- **Place** (Physical Environment, Existing Technology)
- **Thought Processing** (Social Organization, Contexting, Authority & Temporal Conception)
- **Non-Verbal Communication Behaviors** (Dress, Kinesics, Oculesics, Haptics, Proxemics, Paralanguage)

Choice 3: Gestures

- Waving
- Beckoning
- Victory
- Thumbs Up
- Nodding
- Pointing



CROSS-CULTURAL COMMUNICATION

- Preparation, effort, commitment and concentration.
- Check and adjust attitude and assumptions. Respect differences!
- Learn to listen, *really listen*, across cultures. Seek first to understand, then to be understood (Covey).
- Use preferred names correctly.
- Use language that fosters trust and alliance.
- ***Step outside of your cultural comfort zone!***

Choice 4: Cultivate Creativity

Imagination is
more important
than
knowledge.

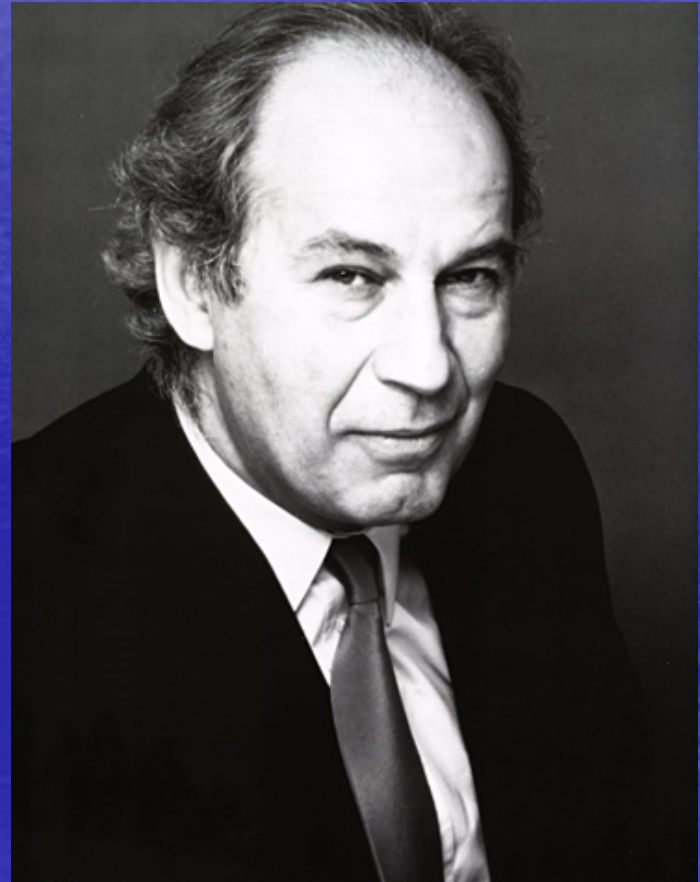
- Albert Einstein (1879-1955)



Creative Thoughts

Creativity can solve almost any problem. The creative act, the defeat of habit by originality, overcomes everything.

George Lois (1931 -



Creative Thoughts

Every child is an artist. The problem is how to remain an artist once he grows up.

Pablo Picasso (1881-1973)

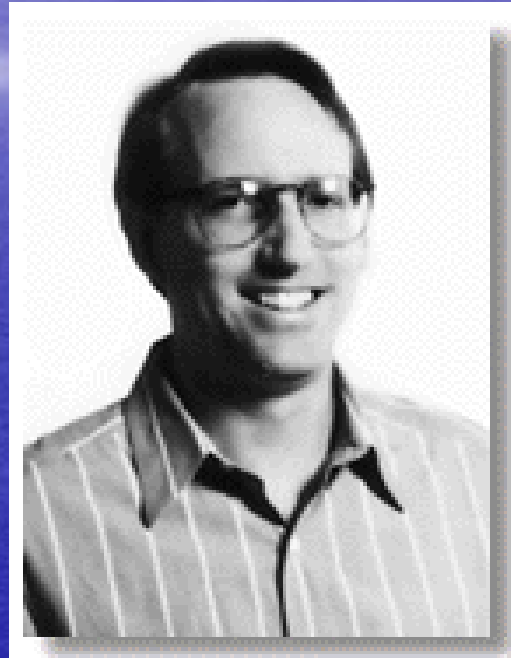


Creative Thoughts

Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.

Scott Adams (1957 -)

'The Dilbert Principle'



Adams held a variety of "humiliating and low-paying jobs" during his eight years at Crocker National Bank and nine years at Pacific Bell.

Creative Thoughts

When Alexander the Great visited Diogenes and asked whether he could do anything for the famed teacher, Diogenes replied: 'Only stand out of my light.' Perhaps some day we shall know how to heighten creativity. Until then, one of the best things we can do for creative men and women is to stand out of their light.

John W. Gardner (1912 - 2002)



Founder of Common Cause

Choice 5:

Leave the World In Better Shape Than You Found It!

- Get Involved
- Share
- Conserve
- Raise, Build, Lead, Create, and Teach

Choice 6: Commit To Excellence

- Commitment to Excellence is doing the right thing.
- Commitment to Excellence is rewarded without seeking reward.
- Commitment to Excellence succeeds without victory because there are no losers.
- Commitment to Excellence is secure and applauds the achievement of others.
- Commitment to Excellence, like love, multiplies when encouraged and shared.

Purpose

“No individual has any right to come into the world and go out of it without leaving behind him distinct and legitimate reasons for having passed through it.”
(George Washington Carver)



Choice 7: Build A Success Team

Mentor

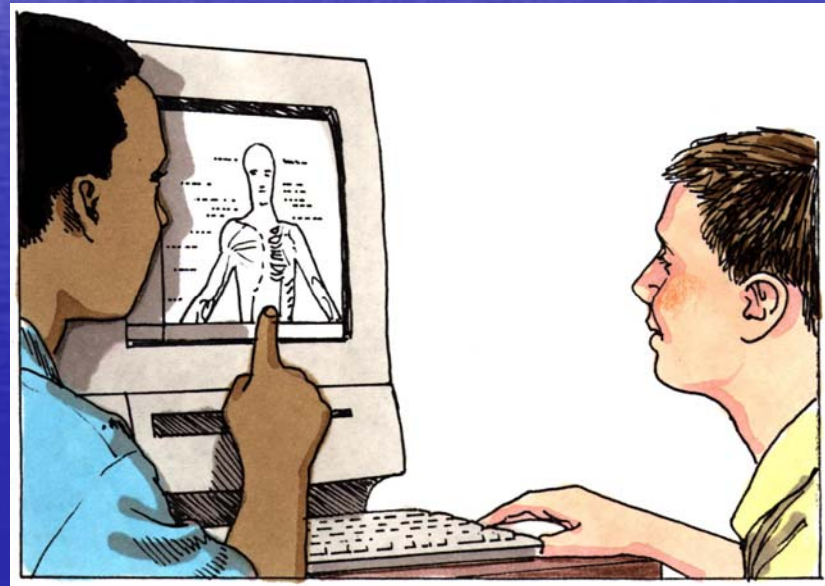


Choice 7: Build A Success Team Coach



Choice 7: Build A Success Team

Practice Partners



Choice 7: Build A Success Team

Cheerleaders



Choice 8: Manage Stress

A physical or psychological disruption in our lives that threatens, prods, frightens, worries, tenses, thrills, or keys up our bodies. We are all under stress every day. Stressors are the external demands of life as well as the internal attitudes and thoughts that require us to adapt.

Types of Stressors

- *Emotional*
- *Social*
- *Change*
- *Chemical*
- *Work*
- *Decision*



- *Phobic*
- *Physical*
- *Disease*
- *Pain*
- *Environmental*
- *Competitive*

Physical Response To Stress

- Digestion slows so that blood can be directed to the muscles and the brain.
- Breathing gets faster to supply more oxygen to the needed muscles.
- The heart speeds up, and blood pressure soars. (Norepinephrine)
- Perspiration increases to cool the body.
- Muscles tense in preparation for important action.
- Chemicals are released to make the blood clot more rapidly.
- Sugars and fats pour into your blood to provide quick fuel for energy. (Epinenephrine)

Manage Stress

Develop relaxation techniques that work for you.



Establish Priorities:

- What should I do?
- What must I do?
- What do I want to do?

Follow the Rules

- **Rule No. 1**
Don't sweat the small stuff!
- **Rule No. 2**
It's all small stuff!
- **Rule No. 3**
If you can't fight or flee, flow.

-Robert Eliot

Choice 8: Manage Stress

Humor helps build resilience:

- *Physiologically* - activates muscular, respiratory, cardiovascular, skeletal systems
- *Biochemically* - increases immunoglobulin A and decreases stress hormones
- *Cognitively* - helps break rigid thinking
- *Emotionally* - helps manage our emotional states
- *Behaviorally* - energizes and recharges the desire to act

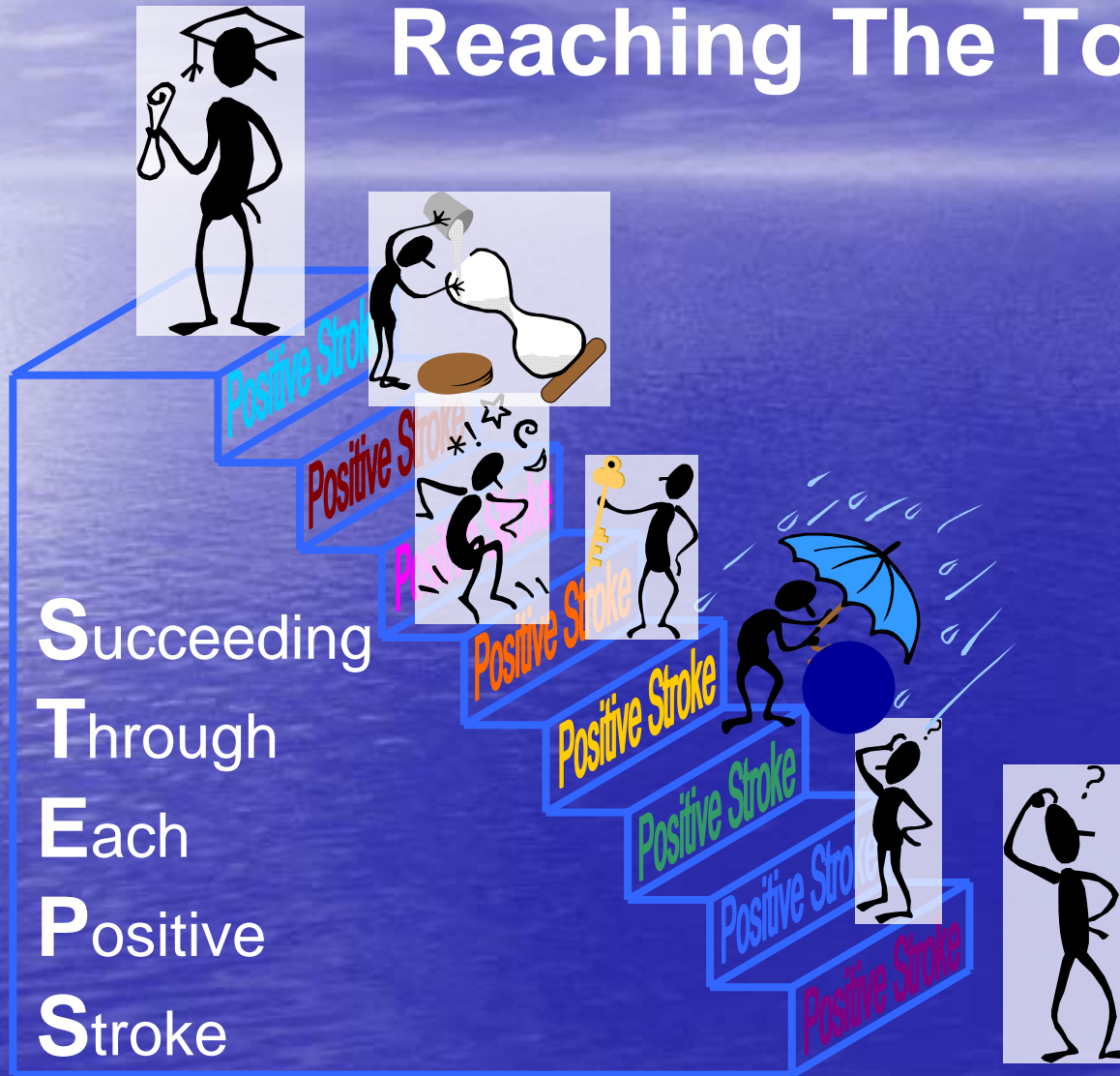
Teaching and Playing the Game

- Recognize the Game
- Learn the Rules (Written and Unwritten)
- Develop Strategies
- Understand the Importance of Position
- Play to Win (Not for others to lose)

We have mastered difficult skills and tasks because . . .

- We experienced other people doing them regularly.
- We were surrounded by people who encouraged us to succeed.
- We worked on them every day (Internalization).
- **Failure was not an option!**

Reaching The Top



Succeeding
Through
Each
Positive
Stroke

Every Step Is
Important . . .

Even If We
Don't See The
Final
Outcome!

Our Greatest Resource

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