

Mentoring
Skill Coaching
Knowledge Solutions



Different Resolutions
for
Different Challenges

by

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Credits

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Other Books

God Nods on True Love (2021)
God Nods on Truth (coming 2022)
God Nods on Destiny (coming 2022)
God Nods on His Story About Me (2021)
Mentoring Relationships that Produce Results (eBook)
Mentor with the Right Style: Employ Situational Mentoring (eBook)
Why Become a Christian? A Spiritual Memoir (Paley, Whately & Greenleaf Press, 2015)
Learning By Doing: Developing Teaching Skills (with Brian Gerard, Addison-Wesley)
Understanding Yourself And Others (with Brian Gerard, Harper & Row)

ENDORSEMENTS

When I was **Director of Human Resources for Eastman Kodak**, I was responsible for orienting newly hired researchers into our research labs. They had doctorates from top universities. Because of our reorganization, they had to do applied research for a Business Unit, usually on a team. Previously, they mostly did pure research on their own projects, working alone. To orient them to our new way of doing research, we tried putting them beside veteran researchers in the lab – to receive informal mentoring when needed – but this didn't work. So, I contacted Bill Gray to help us plan and implement a formalized Mentoring Program. To get high-level support, we created an assessment of knowledge, attitudes and competencies that new researchers need to learn during their first six months. During the training of mentor-protégé partners, partners created an Action Plan for achieving learning outcomes identified by our assessment.

Because the first program worked so well, I contacted Bill again for help with another challenge. Kodak's leaders had decided to enter the digital age, so we hired new researchers with doctorates in electronics, electrical engineering, and related fields. We wanted them to work with our chemistry-oriented researchers on new hybrid projects, such as the laser printer and digital camera. However, they did not work together very well. During collaborative planning, we decided that a Knowledge Exchange Program was needed so researchers with backgrounds in chemistry and electronics could mutually exchange knowledge about their discipline – without either partner feeling superior or inferior to the other. After partners were matched, Bill trained them to exchange knowledge about major contributions each discipline can make, key concepts, problem-solving strategies, acronyms and jargon, etc. Partners created an Action Plan to schedule what they would do, so they both would be prepared.

Bill has helped many clients plan and implement formalized mentoring programs that produce intended results. His book – ***Mentoring Relationships that Produce Results*** – describes the approach he has used for over 30 years. I know from personal experience that simply encouraging informal mentoring does not produce desired outcomes for proteges, mentors, and their organization.

I can recommend Bill and this book with complete confidence, based on our professional association over the years we worked together on various Eastman Kodak projects.

~**Bob Calman**, former Director of Human Resources for Eastman Kodak

My introduction to Bill Gray and ***Mentoring Relationships that Produce Results*** started in the early 1990s, when **CSX Transportation** started its Associate Development Program (ADP) – which still continues today. It began when CEO Pete Carpenter sanctioned this mentoring program so CSX would become more competitive, serve customers better, and increase profitability. CSX hired Bill

Gray to conduct his Mentoring for Results Partner Training for CSX personnel at all levels – in management and the union – to break down existing departmental silos. From 1992-2000, Bill encouraged mentoring partners in different functions (e.g., sales and finance) to engage in reciprocal mentoring to break down silo thinking and gain a better appreciation of each other’s contributions to the overall company.

After the first eight years, I statistically analyzed all the data from about 300 participants and found that the mentors and proteges who reported the most benefits had been in long-distance relationships (not living or working in the same state). This outcome occurred because Dr. Gray taught partners to create an Action Plan during partner training and then use this to schedule meetings and be prepared for them. The long-distance partners did this better than same-location partners.

After 2000, I took over from Bill and conducted his Mentoring for Results Partner Training for CSX – even after I started my own company. I know from 18 years experience as a coordinator and trainer that virtual strangers (who have been matched as partners) feel so comfortable that mentoring actually occurs during partner training. Partners compare protege needs and mentor expertise after answering the Protege Needs Inventory. Partners discuss difficult challenges using Bill’s 6-Step Mentoring Process – and then plan how to address this using a Mentoring Action Plan. Partners learn how to use four Mentoring Styles for giving/receiving assistance, after answering Bill’s Mentoring Style Indicator.

Even during two recessions, Mentoring for Results Partner Training has continued to take place because it produces ***Mentoring Relationships that Produce Results!***

~**Dr. Doug Klippel**, former Mentoring Coordinator at CSX and current President of People Development Partners (<http://www.peopledevpartners.com>)

William Gray has produced an epic work on formalized mentoring relationships that work. Bill’s work is significant in breaking new ground for understanding the importance of the journey for both the mentor and protege to succeed. Equally important are the tools provided to guide both parties. These tools are like road-signs or directions on a GPS. They guide you to the right destination with the fewest delays. Bill is responsible for my personal success as a mentor, at two organizations (**Air National Guard** and **Defense Supply Center Columbus**) where I helped introduce the formalized mentoring program concept.

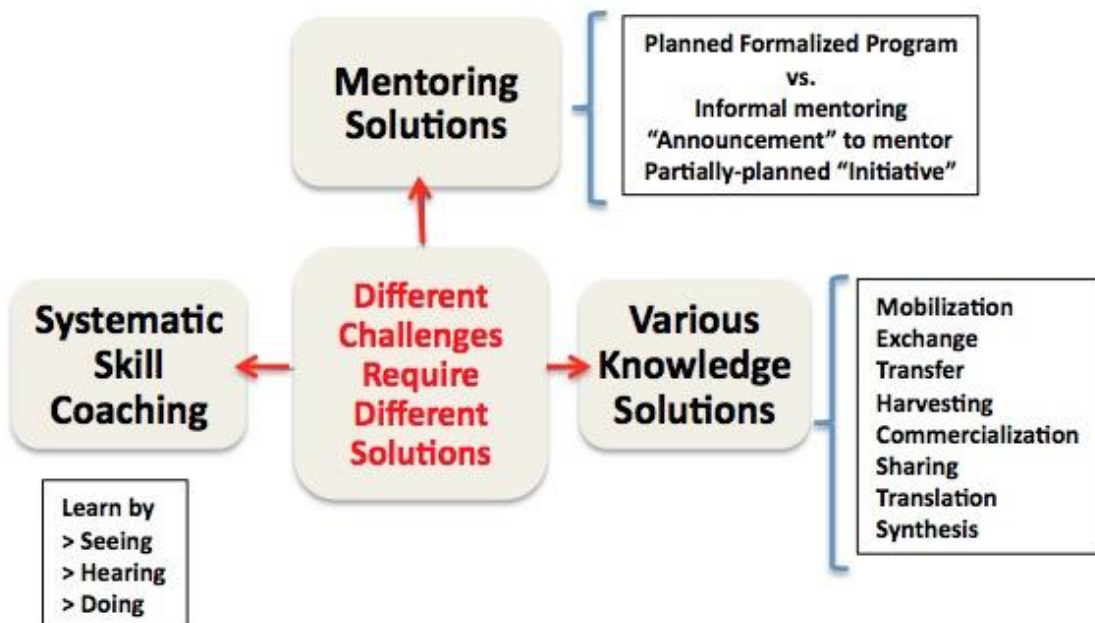
~**John Murphy**, Retired Lieutenant Colonel USAF, and former Change Manager, Defense Supply Center Columbus, Ohio.

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SECTION 1

Understanding Different Mentoring Solutions Skill Coaching & Knowledge Solutions for Different Challenges



**You'll learn about these Models in Section I
and how they helped my clients in Section II.**

Situational Mentoring

Using Gray's Mentor-Protége Relationship Model

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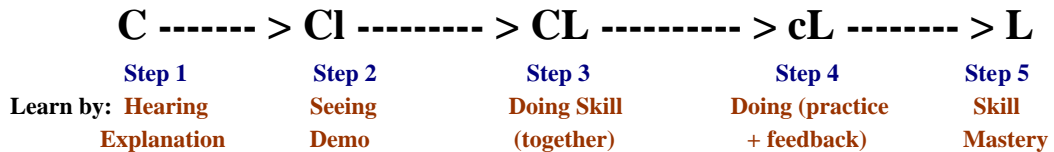


- Develops talents of the whole person & guides career development
- Provides over 20 kinds of assistance, including knowledge transfer & coaching
- Informational & Guiding Styles **equip** the protege with what the mentor knows
- Collaborative & Confirming Styles **empower** what protege wants to do & become
- Effective mentors flexibly use 4 Mentoring Styles & proteges are receptive to this
- Longer-term relationship (>6 months) requires commitment & compatibility

Skill Coaching

Using Gray's Systematic 5-Step Coaching Model

(© 1984 William A. Gray)



- Coach-Learner partners do not typically establish a long-term relationship Systematically coaches a new skill until it is mastered (to improve performance)
- May transfer "knowledge about" something before gaining "know-how"
- Does not develop talents or guide career development
- Does not empower what learner wants to do or become

Knowledge Solutions

Knowledge Provider ———> Knowledge Recipient

- Systematically **transfers** organizational knowledge, lessons learned, best practices OR -- **shares** needed knowledge anytime, with anyone
- Typically does not coach new skills
- Does not develop talents or guide career development over a longer period
- Might work with partner only a few times, so a long-term relationship is not needed

Chapter 1



Different Strokes for Different Folks

You are probably wondering: Why is it important to understand the many differences between Mentoring Solutions and Skill Coaching and various Knowledge Solutions – and when is it appropriate to utilize each? You are also wondering: Why should I read this book when there are hundreds more I could read instead?

To help you answer these questions, read the following scenarios (which actually occurred) and consider what you would say and do. And, then read what I said and did.

Scenario 1

What solutions would you be thinking of providing if the Director of Human Resources for Eastman Kodak phoned you and said: “Hello Bill. Suzie Karl from Varian Associates suggested I phone you. I’m Bob Calman. I helped reorganize Eastman Kodak’s research labs and now I’m responsible for orienting several hundred newly hired researchers into these labs. All of our new researchers have doctorates from top universities. Because of our reorganization, these new researchers must do applied research for a Business Unit, but they’re used to doing pure research on their own projects. They must work 9-5, on a team, but they’re used to working alone, whenever they want to. To orient them to our new way of doing research, we’ve tried putting them beside a veteran researcher in the lab – to request mentoring assistance when needed – but this didn’t work. For example, one new researcher took two days to requisition a test tube because he wouldn’t ask for assistance. This waste of time has got to stop. What would you suggest we do?”

Scenario 2

What solutions would you be thinking of providing if this same Director of Human Resources phoned back after a year and said: “Bill, we’re very pleased with what you did for us last year. This year, we have a different challenge in our Imaging Science Division and don’t know what to do. Our CEO, Kay Whitmore wants Kodak to enter the digital age. So, we’ve hired new researchers with doctorates

in electronics, electrical engineering, and related fields – to work with our chemistry-oriented researchers on new hybrid projects. Such as the laser printer and digital camera. The problem is they cannot work together very well. So, new products are behind schedule. What solution can you provide”?

Scenario 3

What solutions would you be thinking of providing if the Vice-President of Kodak’s Management Services Division phoned you and said: “You’ve been highly recommended by Bob Calman to help us. Kodak’s Management Services Division has 700 Experts of all kinds. Our MSD Experts assist other professionals anywhere in Kodak when they need help. For example, if a researcher needs help running a series of sophisticated statistical analyses, we provide Experts for that. If a trainer needs help designing a more interactive course, we provide Experts for that. What will help our Experts provide their particular expertise better – so other Kodak professionals perform their jobs better?”

NOTE: We’ve used *protege* as the Anglicized word to designate the recipient of mentoring, because this term has been used throughout human history and because “mentee” and other alternative terms did not exist in 1978 when we began developing Formalized Mentoring Programs and Mentoring Materials. The origin of “protege” is French, where the masculine term is *le protégé* and the feminine is *la protégée* – both meaning the “protected one.” Using *protege* eliminates the need for different masculine and feminine accents.

Before I tell you what I did

How would you have answered each question during the initial phone call? What solution did you think of providing to resolve each challenge? And why? Do you think what you proposed would have gotten you hired?

During each phone call, I listened and asked questions to understand each situation, and then briefly described potential solutions and our Collaborative Planning Process for deciding which solution is most appropriate. I overviewed how I facilitate a client’s Planning Team to *Define* and *Design* all essential Program components, and then *Deliver* what we planned to produce desired outcomes and satisfy the Business Case for starting a structured *Formalized* Program.

This Planning Process is described in detail in Chapters 6&7, so I won’t repeat details here. Except to say that if I had not understood different Mentoring Solutions, Skill Coaching and various Knowledge Solutions – and when to utilize each – desired outcomes would not have resulted to meet

Kodak’s three different challenges. They would have spent good money to produce bad results – and would not have asked me back for additional assistance.

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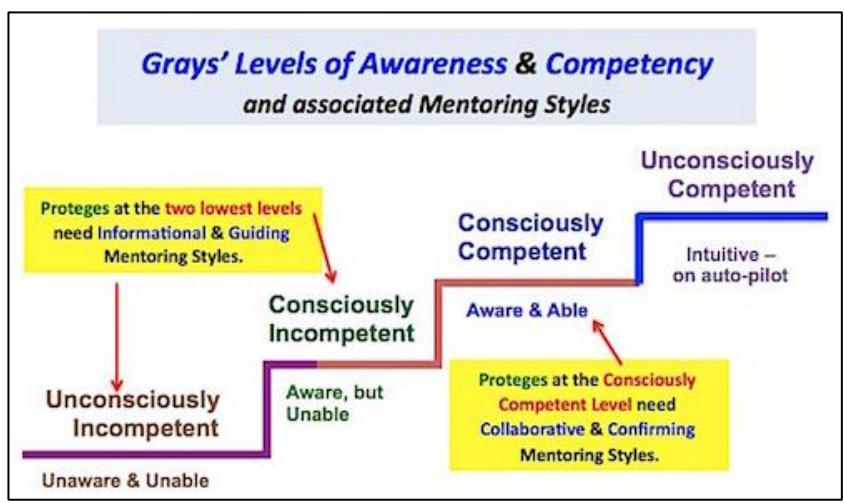
Below is a brief description of what we did when I went on-site to facilitate our **Collaborative Planning Process** with three Kodak Planning Teams to decide which **conceptual model** (illustrated below) to utilize.

To resolve Scenario #1

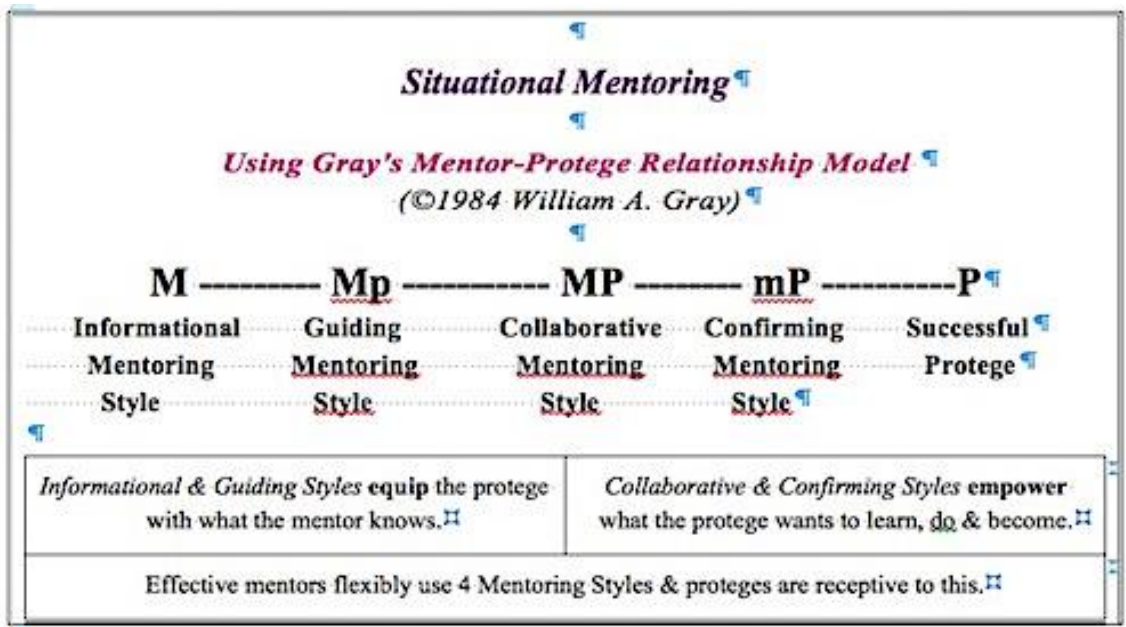
During Collaborative Planning, we discussed what had been done and what was needed, and decided that a **Formalized Mentoring Program** was required, because encouraging new hires to seek out *informal* mentoring whenever they needed this had not worked.

What had been tried was basically an “Announcement” for professionals to seek help. This failed to realize that many of these new researchers believed “I should know what to do” or “I should be able to figure out what to do” because I am a professional with a Ph.D. This is why newly hired professionals would not seek out *informal* mentoring – unplanned and unstructured mentoring that “just happens when it happens and how it happens.”

During Collaborative Planning, we developed a structured **Orientation Mentoring Program** in which mentor-protége partners were carefully matched and then trained together. I trained mentoring partners to employ my model of **Levels of Awareness & Competency**, to make it acceptable for needed assistance to be requested and provided – and accepted and utilized.



I also trained mentoring Partners to use my *Situational Mentoring Model* so mentoring relationships work successfully to meet protege needs and achieve desired protege goals (described in more detail in subsequent chapters).



To resolve Scenario #2

During Collaborative Planning, we realized that a much different intervention was required – **Knowledge Exchange** – because *reciprocal learning* had to occur. Researchers with backgrounds in Chemistry and in Electronics needed to *reciprocally* exchange knowledge about their discipline – without either partner feeling superior or inferior to the other.

After matching Chemistry-Electronics partners, we trained them to use the Knowledge Exchange model shown below to exchange knowledge about major contributions each discipline can make, key concepts, problem-solving strategies, acronyms and jargon, etc.

If a researcher needed help to run a series of sophisticated statistical analyses, the MSD Expert first got the researcher to “show me what you’re doing” and “explain challenges you’re encountering.”

After learning about the researcher’s work, the MSD Expert asked: “Would you like to know how I dealt with a very similar challenge?” Hardly ever did the professional needing help reject it when offered like this – because the MSD Expert “asked permission” first.

Next, each MSD Expert used **Gray’s Systematic 5-Step Coaching Model** below to assist the professional. [Described in more detail in Chapter 4.]

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Because I *understood* these three conceptual models and *when* each is appropriate, I was able to identify three *different* situations in the *same* company that required three very *different Solutions*. Consequently, on-site at Kodak each Collaborative Planning Team defined, designed and delivered three distinctive Programs that produced intended results that each required for a different purpose (Business Case).

Scenario #1: The **Formalized Orientation Mentoring Program** oriented new researchers into the reorganized research labs, so they “got up to speed” and became productive as expected.

Scenario #2: The **Knowledge Exchange Program** enabled Kodak to create new hybrid products, like the laser printer and digital camera, because professionals from Chemistry and Electronics backgrounds learned how to work together.

Scenario #3: The **Skill Coaching Program** enabled Professionals to accept MSD Expert’s help to do their jobs better.

Bottom line: It takes less time and money to “get it right” the first time. Collaborative Planning made this occur.

So why read this book?

- ✓ In Chapter 2, you’ll learn about different *Mentoring Solutions* and when each is appropriate.
- ✓ In Chapter 3, you’ll learn why *Situational Mentoring* is essential.
- ✓ In Chapter 4, you’ll learn about *Systematic Skill Coaching* and when it is appropriate.

- ✓ In Chapter 5, you'll learn about various *Knowledge Solutions* and when each is appropriate.
- ✓ In Chapter 6, you'll learn how an **Expert** *defines* and *designs* successful *Formalized Programs* that produce desired/intentional outcomes, and how to avoid simplistic “*Announcements*” to do-your-own-thing and partially planned “*Initiatives*” because both typically result in failure.
- ✓ In Chapter 7, you'll learn components for *delivering* successful Programs.
- ✓ In Chapters 8-14, you'll read case studies that will help you plan and implement the right Program for *different* situations, groups, and purposes.

You can avoid the COMMON MISTAKES below by reading this book:

Letting *non-Experts* plan the wrong Program.

Trying to *transplant* a Program that needs to be *customized* to suit your situation.

Wasting time and money on wrong Programs that must be re-planned and re-implemented.

Disappointing participants (who spread a bad report).

Failing to *properly train Coordinator(s)* to fulfill essential roles.

Confusing a *Formalized Program* with “*Announcements*” and “*Initiatives.*”