Any professional in the trades will tell you that having the expertise and experience is not sufficient for great performance. It also requires helpful tools. Tools not only are enablers—means to get the job done; they are also enhancers—devices that promote and support continuous improvement.
Quick Tips for Mentors and Protégés

Mentoring on the run requires a few quick tips just to keep the edge honed and the skills sharp. The following quick tips are focused both on the mentor and the protégé. Remember, success comes through a partnership. Mentors need ideas for their side of the relationship just as much as the protégé on the other side.

TIPS FOR BEING A GREAT PROTÉGÉ

- Select a mentor who can help you be the best you can, not one you think can help you get a promotion.
- Remember, you can sometimes learn more from people who are different than from people who are “just like you.”
- Get crystal clear on your goals and expectations for a mentoring relationship.
- Communicate your goals and expectations in your first meeting.
- Mentoring is about learning, not looking good in front of your mentor. Be yourself and be willing to take risks and experiment with new skills and ideas.
- When your mentor gives you advice or feedback, work hard to hear it as a gift. Just because it may be painful does not mean it is not beneficial.
- If your mentoring relationship is not working like you hoped it would, clearly communicate your concerns to your mentor.
- Great mentoring relationships take two people—a partnership. Look in the mirror before you conclude a poor mentoring relationship is all about your mentor.
- Mentoring relationships are designed to be temporary. When you have met your mentoring goals, be willing to let the relationship end.
TIPS FOR BEING A GREAT MENTOR

- Mentoring is about establishing a partnership that helps your protégé learn. It is not about your being an expert or the authority.
- Great mentors foster discovery, they don’t instruct; thought-provoking questions are much more powerful than smart answers.
- Your protégé will learn more if you create a relationship that is safe and comfortable. Be authentic, open, and sincere.
- Your rank or position is your greatest liability—act more like a friend than a boss.
- Great listening comes from genuine curiosity and obvious attentiveness.
- Give feedback with a strong focus on the future, not a heavy rehash of the past.
- Mentoring is not just about what you say in a mentoring session; it is also about how you support your protégé after the session. Focus on helping your protégé transfer learning back to workplace.
- If your mentoring relationship is not working like you hoped it would, clearly communicate your concerns to your protégé.
- Mentoring relationships are designed to be temporary. When your protégé has met his or her mentoring goals, be willing to let the relationship end.

Mentoring Competence Measure

Person being rated: _______________________________

1 = Strongly disagree; 3 = Disagree; 5 = Neither agree or disagree; 7 = Agree; 10 = Strongly Agree

1. He/she is an enthusiastic learner and shows an attitude of curiosity. 1 3 5 7 10
2. She/he demonstrates humility—always open and real. 1 3 5 7 10
3. He/she clearly links what is learned to a larger vision or purpose. 1 3 5 7 10
4. She/he helps me feel comfortable about taking appropriate risks. 1 3 5 7 10
5. If he/she makes a mistake, he/she admits it and takes responsibility for it. 1 3 5 7 10
6. She/he is an excellent listener, just as interested in standing in my shoes as making her/his own point of view known. 1 3 5 7 10
7. If he/she were to offer advice or a suggestion, it would be given with my interests at heart. 1 3 5 7 10
8. If we were in a discussion, I’m confident there would be a healthy “give and take,” not a one-way lecture. 1 3 5 7 10
9. If I made a mistake, she/he would assume it was an honest error and help me learn from it.  
1 3 5 7 10

10. He/she would give me feedback which was without judgment or any effort to make me feel guilty.  
1 3 5 7 10

Total Score: _____

90–100 = A first-class mentor
80–89 = Good potential but has a few underdeveloped strengths
70–79 = May resort to non-mentoring actions under stress
Below 70 = Might want to read Managers as Mentors . . . twice!!

**SELF-ASSESSMENT**

1 = Strongly disagree; 3 = Disagree; 5 = Neither agree or disagree; 7 = Agree; 10 = Strongly Agree

1. My protégé would say I am an enthusiastic learner always showing an attitude of curiosity.

2. My protégé would say I demonstrate humility—always open and real.

3. I clearly link what is learned to a larger vision or purpose.

4. My protégé would say I help him/her feel comfortable about taking appropriate risks.

5. If I make a mistake, I admit it and take responsibility for it.

6. I am an excellent listener, just as interested in standing in my protégé’s shoes as in making my own point of view known.

7. My protégé would say that if I offered advice or a suggestion, it would be given with his/her interests at heart.

8. If we were in a discussion, there would be a healthy “give and take,” not a one-way lecture.

9. If my protégé made a mistake, I would assume it was an honest error and help him/her learn from it.

10. My protégé would say I would give him/her feedback which was without judgment or any effort to make him/her feel guilty.

Total Score: _____

90–100 = A first-class mentor
80–89 = Good potential but has a few underdeveloped strengths
70–79 = May resort to non-mentoring actions under stress
Below 70 = Might want to read Managers as Mentors . . . twice!!
Since this is the “instruction manual” component to this book, we thought it helpful to include some of the “Frequently Asked Questions” we get when facilitating workshops on mentoring and coaching.

1. What are the challenges of the protégé being mentored by his or her supervisor?

We believe bosses should mentor those who are their subordinates. However, as we earlier stated, it is uniquely challenging carrying out an “insight” goal from an “in-charge” role. Since supervisors typically have a “performance assessor” role, protégés can be more reluctant to take growth-enhancing risks knowing the observer of their mistakes and blunders along the path to mastery will at some point be completing their report card. We have an important suggestion. We would encourage all supervisors to transit to a clear performance-based evaluation process.

2. Should you use personality tests (Myers-Briggs, FIRO-B, DISC, etc.) to match mentors with protégés?

The plus side of using personality tests is to put people with similar styles together. While this matchmaking can clearly enhance comfort, it does little to help people learn from their differences. Another challenge is the ease with which people get subtly “encouraged” to take an instrument that reveals aspects about them they might prefer to keep private . . . particularly at the beginning of a relationship. We would encourage caution about using personality tests as a tool to put relationships together.
3. Where is the best place to hold a mentoring session?

Wherever the two people can best have focus and create a partnership relationship. Place is not the issue—privacy, quiet, equality are. We have had highly successful mentoring sessions on a park bench, in a boat, or on a long walk. Focus on the conditions, not on the location.

4. What is the best time of day to hold a mentoring session?

The best time of day to hold a mentoring session is the time you are best able to ensure focus, privacy, and an egalitarian setting. What time has the best chance of being interruption-free? What time will both mentor and protégé be fresh and alert? What time favors both parties, not just one person?

5. What do I do if I don’t personally like my protégé?

Before you turn this into a personality contest, ask yourself the following: Is your lack of affinity going to adversely impact your capacity to be a good mentor? Are your feelings more about you and less about the chemistry between you? Do you lack respect for your protégé’s potential? Will your feelings rob you of your ability to be enthusiastic about the learning? If you answered yes to any of the questions above, reconsider proceeding. Be upfront with your protégé and offer to help him or her secure a better match.

6. My protégé and I do not get along. What should we do?

Find a shadow mentor who is skilled at interpersonal relationships. Ask the shadow mentor to sit in on one of your mentoring sessions and provide the two of you helpful feedback about ways to improve your relationship. Videotape your session and watch it together—as if you are watching someone else. Work together to find solutions to your conflicts. Remember, this is a partnership. Learning together is a vital part of what makes it work.

7. We are getting ready to start a mentoring program in our organization. What are your recommendations ensuring its success?

Be forewarned that most mentoring programs fail! As soon as it becomes a part of the bureaucracy with rules, procedures, and forms, you will hear the death knell of ineffectiveness. Instead, think about how to make mentoring a natural part of the organization. Are mentors trained to be mentors? Are mentors given adequate time and resources to mentor? Are good mentors recognized and rewarded for being effective mentors? Are the fruits of good mentoring recognized as a virtue in the organization? Are leaders selected because of their track record of mentoring? All these are much better ways to make mentoring a part of the DNA of the organization.

8. What are better words for “mentoring”? “Protégé” sounds too academic. And “mentor” is not a good word in our organization due to a previous failed attempt at a program.

Labels can be important, especially at the beginning when a mentoring initiative is building its reputation. Some organizations use “mentee” as the target of the mentoring effort and “learning coach” instead of “mentor.” Some organizations do not label either party but focus on the name of the relationship—like “learning encounter” or even “mastery meeting.”

9. Should the mentor and protégé have some common interests to help with rapport?

Again, the focus should be on creating a partnership. Common interests can indeed be a tool for rapport. But dissimilar interests and an obvious curiosity to learn about an interest other than your own can be a more effective model for a learning partnership. “I understand you are an avid hunter. I am an animal rights activist. It would be my hope to learn more about what enthruses you about deer hunting. Perhaps I might share some of my thoughts about animal rights. I am excited about what we can learn from each other.”

10. What are the most frequent mistakes made by inexperienced mentors?

Perhaps the most frequent mistake is assuming the mentor’s role is to transmit wisdom rather than foster discovery and nurture insight. Remember our panning-for-gold example in the opening of this book? The gold lies under sand and black mud. While the mentor can give guidance, it is the person holding the pan that finds the gold.
We are often asked to suggest helpful books on mentoring. Below are ten recommendations.

Elements of a Learning Plan

1. My learning goal is: (e.g., I would like to develop an effective customer-service survey for the customers in my area of responsibility.)

2. Resources I will likely require: (e.g., I will need to talk with the general manager at the site, review the marketing research section at the library, call the customer service departments of three well-known marketing research consulting firms, etc.)

3. People I know who can assist me: (e.g., I need to talk with our organization’s marketing research director.)

4. Barriers I am likely to encounter and how I might overcome them: (e.g., I have an outage report due that I need to delegate to Sam; the two-hour catering meeting needs to be shortened to one hour and everyone notified; etc.)

5. Timetable I expect to use in achieving my objective:

6. Check-offs with my manager: (dates and times)

7. Other relevant notes on my learning plan:
“I am not a teacher, but an awakener.” —Robert Frost

“He who knows others is learned; he who knows himself is wise.” —Lao-tzu

“Real education consists of drawing the best out of yourself.” —Gandhi

“I bid him look into the lives of men as though into a mirror, and from others to take an example for himself.” —Terence

“Education is the ability to listen to almost anything without losing your temper or your self-confidence.” —Robert Frost

“Judge a person by his questions rather than his answers.” —Voltaire

“Generosity is not giving me that which I need more than you do, but it is giving me that which you need more than I do.” —Khalil Gibran

“There is no human problem which could not be solved if people would simply do as I advise.” —Gore Vidal

“Honest criticism is hard to take, particularly from a relative, a friend, an acquaintance, or a stranger.” —Franklin Jones

“Well-timed silence hath more eloquence than speech.” —M.F. Tupper

“Learn as though you would never be able to master it; hold it as though you would be in fear of losing it.” —Confucius
“Every path but your own is the path of fate. Keep on your own track, then.” —Henry David Thoreau

“Storytelling reveals meaning without committing the error of defining it.” —Hannah Arendt

“Humility leads to strength and not to weakness. It is the highest form of self-respect.” —John McCloy

Mentoring as a Texas Rig

“Give me a fish and I eat for a day; teach me to fish and I eat for a lifetime.” It is a line we have heard most of lives. And, really great fishing lessons... at least in Texas...would always include instruction on the famous Texas rig. Anglers with a hankering for bass find it a must-have for their tackle box.

The logic behind the Texas Rig carries a similar logic of effective mentoring. It starts with a solid grounding. For the mentor, that grounding is an expertise, a desire to foster insight into another person, and a set of values that builds protégé trust and bolsters confidence. The Texas rig uses a sinker to ground the lure to a spot underwater where the fish live. It is interesting to note that a triangular shaped sinker made of lead is the most popular sinker of choice. Triangle is a widely used spiritual symbol—a key feature in effective mentoring. Lead is soft and malleable, like a great mentoring relationship! Lead’s chemical symbol, Pb, is taken from its Latin name that became the origin of the word “plumb”—a tool carpenters use to determine true vertical.

It is important the Texas rig have the proper line size that enables it to effectively handle the weight of the hoped for fish. Most bass anglers use a clear nylon test line that can accommodate at least double the weight of the fish they are likely to catch. Fish can challenge the line by their resistance, not just their weight. And, power jerking the line when a fish strikes is a guarantee the fish will escape. The test line of mentoring is the confidence of the mentor, conveyed in a fashion that is clear and subtle but never with arrogance or dominance.
The next most important item in the Texas Rig is the bead...typically red, but always a bright cheery color. The bead is what initially attracts the fish; much like the mentor establishes a warm rapport at the start of an effective mentoring relationship. The bead is positioned 12 – 18 inches in front of the hook giving the fish needed lead time to react and strike. Under the bright bead is a swivel that ensures the worm and hook can easily maneuver in the water—making it appear life-like to the fish. Swiveling to the mentor is important as it implies being adaptable and responsive to the protégé.

Now, we come to the bait. The bait represents a meal to the fish. It must be attractive and relevant to be of interest. Anglers particularly like plastic worms; watermelon and green pumpkin are favored colors. Such colors both attract the fish and make it easier for the angler to spot the lure in dark water. The meal in mentoring is learning and it must be attractive and relevant for the protégé to find it of interest.

True anglers are conservationist. They may fish for a meal once in a while, but most fish for sport or entertainment. Barbless hooks enable them to enjoy the process of landing a fish but without creating injury to the fish. Done with a caring hand the fish can be gently returned to the water unharmed. Great mentors use “barbless hooks” and a caring manner. Their goal is to create an independent, self-directed learner who, filled with new knowledge and the joy of learning, eagerly return to work ready to apply what they learned.

Ray Bell: My Greatest Mentor

“He was the best teacher I ever had.” That was a line I heard a lot growing up. The subject was my father; the fan club was populated by his former high school students. By the time I reached adulthood, I too had joined the “Ray Bell’s a Great Teacher” fan club!

Ray Bell was never my teacher in the formal sense of the word. By the time I arrived on the scene, he had left the teaching profession to become a full time banker and full time farmer. But, the mentor and teacher in him never got turned off. Consequently, I was the lucky student of his tutelage! His influence changed my life. His wisdom provided valuable touchstones for my life work as a change agent and facilitator. Below are the precepts of what I call the “Ray Bell Approach to Mentoring.”

GREAT MENTORS ARE JUDGMENT-FREE

Daddy could be a stern task master and a tough disciplinarian. He was very much a perfectionist when it came to performance. He expected the best, demanded the best and demonstrated the best. However, when the goal was learning, he shifted to
a completely different style. His task master side could suddenly become patient, even tolerant...and above all, non-judgmental. When the objective was growth, my most inane question was treated as a query reflecting insight just waiting to happen.

He never snickered at my unknowingness nor scorned my naïveté. As a young man, I heard a lot more expressions of “Good try” than consternations of “Good gracious!” Bottom line, if I was busy working to acquire a new skill or knowledge, leeway and latitude seemed to be his specialty. Great mentors are quick to confirm and slow to correct. Great mentors use body language which speaks acceptance and affirmation. They suspend critique knowing judgment impedes risk taking and experimentation, both tantamount to effective learning.

GREAT MENTORS ARE PARTICIPATIVE PARTNERS

“How ‘bout going and getting the tractor and park it in the barn?” Those sweet words were music to my ears when I was a ten-year old growing up on a farm. It was daddy’s way of nudging along my maturity. To get the very special privilege of starting, driving and parking a large expensive tractor communicated trust and respect. His gesture also left me feeling thrilled...and tall.

The tractor-parking incident was more than a badge of being “grown up.” It was a symbol of partnership—I obviously relied on daddy, but at that moment, he trusted me enough to return that dependence. Great mentors perpetually seek ways to include...to partner. They would rather facilitate than lecture; they enjoy great questions more than smart answers. Daddy joined in the pursuit, offering guidance not expertness. He seemed to always know that participation was the route to discovery and insight, all important building blocks for significant learning.

GREAT MENTORS SHOW PERPETUAL Curiosity

Daddy asked me questions to which he did not know the answer. That always stood in stark contrast with the experiences I witnessed in many of my friend’s parents. My buddies seemed to frequently get questions asked with the slam of a spring loaded bear trap, “Do you have any idea what time it is?” was not really an “I lost my watch” kind of question? But, Daddy never used questions that way. When he asked a question it always meant he was in search of an answer. I came to realize it was evidence of his perpetual curiosity.

On family driving trips, we stopped at every historical road sign. We had long Sunday afternoon discussions provoked by queries like, “What do you reckon Charles Dickens meant by that?” or “I wonder what Julius Caesar might have been feeling when that happened?” He took things apart just to see how they were made. He watched squirrels build a nest and then launched into a question-filled discussion of nest-building genes or weather sensing skills. Great mentors never stop being curious...they view themselves as learners more than teachers. And, they are both passionate and unabashed in their exhibition of non-stop inquisitiveness.

GREAT MENTORS FIND HUMOR IN MOST THINGS

Daddy was no comedian! In fact, he was a very shy man. But, he enjoyed a great tease and was as quick to laugh at himself as he was to laugh with others. His humor was innocent and authentic, never contrived or sarcastic. Most importantly, he saw lightness in simple occurrences and enchantment in ordinary events. When he laughed, his expressions were bounteous and unbridled; his declarations of joy were likewise contagious.

He intuitively knew that merriment was a key piece in the puzzle of learning. When learners encounter humor and joy in their mentors, they learn to laugh at themselves. The serious pursuit of growth must be coupled with an unserious process of growth. Ray Bell demonstrated that no matter how grave the destination, the trip needed to be a pleasurable one. He was the only teacher I ever had who could find a whimsical side to trigonometry or Charles Dickens! The byproduct of his example was my gaining an inerasable fondness for learning. That path has enabled me to become more and more a self-directed learner...learning simply for the joy of the trip.

GREAT MENTORS SHOW OBVIOUS PRIDE

Ray Bell experienced life first hand. But, he also experienced life second hand. When my hard earned competence was displayed in some public presentation, it was as if he too was on the stage, down the court, or across the field. He was noticeably proud of the accomplishments of his children. And, it never had a possessiveness “That’s MY boy” credit seeking dimension. He just seemed to be thrilled to see how it all worked out.

Great mentors bubble over with pride when witnessing the effects of their mentor-protégé relationships. They not only vicariously experience the
growth of their learners; they look for ways to bear witness to the power of learning. I often felt Daddy’s pride was part “Isn’t that great!” and part “Isn’t that amazing!” Not that he was surprised I could actually do what he taught; I think he was just awed by the whole process of learning!

**GREAT MENTORS HAVE IMPECCABLE ETHICS**

The most important lesson I learned from him was this: teaching is an ethical act! Effective mentors, trainers and change agents must be clean in their learner-dealings, not false, manipulative, or greedy. Competent mentors must be honest and congruent in their communications and actions. They must not steal their learners’ opportunities for struggle or moments of glory. Great mentors refrain from coveting their learners’ talents or falsifying their own. They must honor the learner just as they honor the process of mutual learning.

Finally, Ray Bell was all about love. And, it infused his mentoring relationship. When former students of his spoke of their fond memories, it was clear they were speaking of someone they loved…and, of one who loved in return. Dr. Malcolm Knowles taught me that a really good teacher, mentor or trainer must first and foremost love the learning. Ray Bell taught an even greater lesson: a great teacher, mentor or trainer must first and last love the learner!

**Tool #9**

The Pursuit of Significance

“No one can teach anyone anything of significance,” wrote the famed psychologist Carl Rogers in his classic book, *On Becoming a Person*. This philosophy is the foundation of effective mentoring.

I learned a lot of insignificant things in grade school. Even today, I can name the capital of every state; I can tell you that the Amazon River is almost 4,000 miles long, and the Empire State building is 102 stories high. I know the Pythagorean Theorem is the square on the hypotenuse is equal to the sum of the squares of the other two sides. John Quincy Adams was a U.S. congressman after he was president and bats are not blind!

These facts and figures I learned through lecture, drill and practice. Memorization was required because there was going to be a test. Even today, the words “clear everything off your desk except for your pencil” conjures up a feeling of stark terror. I had kind teachers, mean teachers and lazy teachers. Most believed my brain was an empty container into which they were supposed to pour knowledge.

Then, in the fifth grade, I had Mrs. Effie Pope. She was a seasoned renaissance nurturer of significance. Oh, she had her moments of drill and recite. And in an era of corporal punishment, she had mastered the business end of a paddle. But, she would get carried away telling stories about the “why” behind the “what.” She asked me, “What do you think?” as if my perspective was a vital part of my understanding. She accepted my erroneous interpretations and then led me to accuracy through a conversation, not a lecture. She was firm with an obvious expectation of excellence; she was also quick to hug.
Mrs. Pope was a treasure hunter of insight. She knew the jewels of understanding lay hidden inside the mind of each of her students. She respected the fact that access to those rich treasures was through a door opened from the inside. And, that the path through that door was accessible to her only if she was invited in by its owner. It was a trusting relationship plus her sincere curiosity and acceptance that insured the welcome mat would be put out for her.

Mentoring is not about the transmission of expertise or the conveyance of knowledge; it is about the fostering of insight—the light that goes on inside the mind of the protégé. Insight leads to understanding, not merely retention; wisdom, not rote competence. Mentoring is the creation and nurturing of a partnership in which mentor and protégé learn together.

Morgan Freeman in the movie *The Magic of Belle Isle* plays Monte Wildhorn, a wheelchair bound famous Western novelist whose loss of his wife has led to alcoholism. It robbed him of his love for writing and left him angry and depressed. He rents a lakeside cabin for the summer on beautiful Belle Isle and becomes friends with the family next door—a single mom and her three young daughters. The middle daughter, Finnegan, wants to be a writer but is struggling to figure out the concept of imagination.

Monte agrees to teach Finnegan about imagination for the $32 she has saved. He begins their imagination lessons by treating Finnegan as a very bright equal, not as a naive 10 year old child. Their exchanges are laced with honesty and authenticity. She learns to be candid; he learns to be kind.

Monte first attempts to demonstrate imagination by telling her a big yarn about faking his inability to walk in an attempt to defraud the insurance company. He learns the route to her “getting” the concept was not to show her, but to chaperon her on her own learning journey. “What do you see?” he asks her in one lesson. She only reports reality. “What do you not see?” he queries and Finnegan begins to slowly grasp the concept.

Mentoring is about being an escort, not an expert. It is about being a facilitator of discovery, not a dispenser of information. The role requires yielding to the magical flow from sightlessness to insight-full. Like the current of a river, effective navigation requires working with, not tolling over; joining, not directing. Like Monte and Mrs. Pope, success lies not only in a deep respect for the learning; it resides in a deep regard for the learner. Mentoring starts with a recognition that the world of significance is not what you see, it is what you don’t see.
One of the most difficult mentoring tasks is the supervisory or manager as trainer. No, I don’t mean stage fright or lesson plans. The challenge is more complex. Teachers are authority figures...remember getting sent to the principal’s office? And, unlike children, adults don’t learn well when power and authority are mixed with teaching and instructing. In fact, we get downright hostile when someone tries to “tell us what to do.”

Learning involves taking risks—experimenting with new ideas and skills. And, who’s going to deliberately look foolish in front of the “writer of the performance appraisal?” How can the “boss at the blackboard” encourage learning when simply “being the boss” puts power, control, and “play it safe” in the “classroom?” Below are four tips:

**Be open and authentic!** If you want learners to take risks, they must see you do likewise. Create a level playing field by acting as open and real as possible. Put your energy into acting normal, not being perfect. Ever notice how someone gets up to speak in front of a group, and their voice sounds “teachery?” Just talk with your learners, not at them. If you make errors, smile and move on. Take your content serious, but don’t take yourself serious. If you lighten up and have fun, so will they.

**Ask before you tell.** Teachers sometimes think they have to prove their expertise by having all the answers. Remember, your goal is to help people learn, NOT demonstrate your smartness. If they discover the answer through your questions, they will remember it a lot longer than if you tell them the answer. Respond to their questions by saying, “I have some ideas on that, but what do YOU think?” Teach through questions, not lectures.
You are a facilitator (meaning “to make easy”) not a professor (meaning “to profess to others”!)

**Steer clear of controlling gestures.** We all have keen antennae for signs of power and control. Facial expressions which communicate judgment, disapproval or disbelief do not encourage learners to experiment and grow. Subtle non-verbals such as hands on hips or a pointing finger, position you as a “school marm” rather than coach or mentor. If you need to gesture, use palms up rather than a pointing finger. Put your hands in your pocket or by your side, rather than on your hips.

**Be a role model.** It is important your classroom behavior match what you want your employees to learn. If, for instance, you are teaching communications, demonstrate your content through the ways you communicate. As cowboy humorist Will Rogers said, “People learn from observation, not conversation.” And, while he was talking about politicians, the concept fits the classroom. Always make sure your message and your actions are a matched set.

The definition of mentoring is “a sensitive, trusted advisor.” When you are a “boss at the blackboard,” the sensitive part of the definition is key…especially if you want employees to “trust your advice.” Remember, learning begins with risk; risk happens if there is safety; and safety will not mix with power. Take off your “boss” hat when you pick up the chalk…or magic marker!!
CHIP R. BELL is a senior partner with the Chip Bell Group and has worked as consultant, trainer, and speaker to a number of major organizations. As a highly decorated infantry unit commander with the elite 82nd Airborne during the Vietnam war, Chip went on to join the faculty of the Instructional Methods Division of the Army Infantry School, and served as an adjunct instructor at Cornell University, Manchester University (UK), and Penn State University. He has authored or co-authored nineteen books, including Wired and Dangerous (with John Patterson) and Managing Knock Your Socks Off Service (with Ron Zemke), and his articles on training and learning have appeared in numerous professional journals.

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Building Partnerships for Learning

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Third Edition, Revised and Expanded

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