



PATHWAY FOR

*Mentoring
NOW*

MENTOR WITHIN
MENTORING WITHOUT

DR. STEPHEN HOBBS

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Appreciation Page

To the mentors who walked with me - thank you!

To the mentors arriving - WELLCome!

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Introduction

For the last five decades, I remember and write about the mentors who influenced me.

I did so to summarize my learning for knowing from those conversations and how those insights positioned me to move forward.

During my organization culture, workforce learning, group & team development days (years), I wrote a book about mentoring and the well-living workplace. In it are 30+ insights about why and how managers and leaders use mentoring to support a place of work where all live and work well together.

Today, in videos - blog posts - social media posts and more, I've spoken and written about mentor practices and the importance of mentorship.

As we turn our attention to this book, I wanted you to know I've edited (added, altered, deleted) those earlier insights.

What is before you are the latest insights I believe you'll find useful - helpful - eventful as you learn to mentor, and for some of you to expand and extend your existing mentoring practice.

So let's get started.

Stephen Hobbs

With this action-outcome book...

I'm inviting **YOU** to learn (more) about *mentoring*.

The word 'YOU' is an exceptional word in the English language!

***It refers to you as a singular person
and/or you as a group of persons.***

Therefore...

In reading this action-outcome Book...

1. You are a person implementing your LEARN | DECIDE | ACT requirements of mentoring
2. You are involved with the group of persons who are mentoring
3. You are a group of persons who are deepening your practice of mentoring

YOU are involved!

It's YOU who decides to:

Set-Up – Stride Forward – Stay Found – Shine Light – Share Wisdom

In the pages that follow, I explain the format and use of an action-outcome book as it relates to mentoring.

/|

What is an action-outcome book?

The format of this book follows the use of statements, starting with an action verb accompanied by an outcome requirement.

Discern the surrounding NOISE

Action verb is “discern” - perceive or recognize (something) - the something is about the “surrounding NOISE” while mentoring (the context of this book)

The Outcome Requirement is “the surrounding NOISE” as it applies to its impact on mentoring (see Chapter 1: Distinguish Between NOISE and NEWSS for more insights).

You can find the full list of the 35 major action-outcome statements at the end of this section.

Another way to use the action-outcome statement is to Ask yourself: “While mentoring, can I ___?”

...discern the surrounding NOISE?

The answers:

- a) *Yes* - which means you have evidence to confirm your Yes response
- b) *Wavy Yes* - which means you have some evidence for Yes. However, this form of response is No. Until you can competently say Yes = NO! Therefore, you need to learn

and develop “something” (concepts and/or practices) to get to Yes.
c)) *No* - means you need to learn and develop evidence to achieve a Yes response.

I further develop the use of the question “Can I ___?” in *Chapter 6: Celebrate Certification is the Way*.

/|

How does an action-outcome book work?

In no particular order, here are three suggestions about your involvement with the book.

A)) Read the book for YOUR meaningful pattern recognition.
Search for what jumps out for you!
Draw insights and ideas for your learning and action.
Return to the book another time and seek new insights and ideas, and interpretations and investigations for your learning and action.

B)) In Appendix 1 is the list of 35 statements.
Photocopy (print) the list.
Cut each statement so it is a strip with the one statement.
Place the statements in a bowl.
Draw one per day/week.
Realize the action-outcome.
Journal your learning (that serves as evidence if you move into certification: Chapter 6).
Ask a group of persons to join you without infringing on fair use of the book.

C)) In Appendix 2 is the list of 35 statements as a checklist.
Photocopy (print) the list.
Set up a planning-to-completion schedule.
Realize the action-outcomes for learning and development.
Use your achievement as evidence for your certification (see Chapter 6).
Use the achievement outcomes for your succession planning.

As you use these suggestions, let your imagination create a pathway to expand and extend your mentoring practice. If you care to share, contact information is in the Resources section of this book!

Four important details:

First, I have a business, WELLth Movement, through which I'm publishing this book (via WELLth Publishing).

I'm the co-founder of the International Mentoring Community (IMC) through which I am Director of Education and Certification.

With WELLth Movement, I have a facilitative mentoring practice that informs the ideas in this book. In addition, my knowledge of education, competence, and verification support the certification process available through IMC (as briefly outlined in Chapter 6).

Doug Lawrence, co-founder of IMC, deserves a big thank you for his support as well. With IMC he is Director of Practice and Outreach.

Second, whatever actions you take after reading this book, they show those ideas you determine are most important to you. Therefore, choose your ideas wisely, act in service with others, critically reflect in and on the actions you take, document your learning, and celebrate for self and with others.

One gift of this book highlights an important way forward while mentoring; "*You mentor what you love to learn.*" Therefore, your approach to mentoring improves, focuses, and strengthens because of your learning action and your action learning.

We are skimming the surface of the concepts and practices associated with *Mentor Within, Mentoring Without*. I assure you, the concepts and practices found here will not disappoint. Some may excite you to stay the path and seek additional educating approaches to advance and amplify your mentoring practice.

A truth born of years of lived experience, "Whatever you put into wholehearted practice returns benefits that are proportional to the commitment (and courage) you are ready, able, and milling to make." Regarding mentoring, for sure. And, for everything else worth doing!

Third, in this workbook/notebook, you often find white space at the end of an action-outcome presentation. This space is for your doodles and notes.

Fourth, as you read the action-outcome statements on the next page, start each statement with, "While mentoring, can I...?"

Take note of your responses. Reread the elaboration about the Yes and No response above.

With this activity, consider it a self-assessment. Where you identify a No, take time to value the insights for those action-outcomes where presented in the book. Also, use the Resources Section of the book to explore and discover other ways to turn your No to Yes.

Distinguish between NOISE and NEWSS

Discern the surrounding NOISE

Locate sources of NEWSS applicable to you

Curate the ideas, insights, interpretations, investigations, and invocations from near and far

Implement the continuum of connect - consider - converse - conclude - complete

Demonstrate Set-Up - Step Forward_ Stay Found - Shine Light - Share Wisdom

Commit to Moving In, Moving On

Mix Profit-Ability and Sustain-Ability

Deepen you intention

Attend to what matters

Reflect in your approach

Reflect on your outcomes

Consider a Mentor Within, Mentoring Without Approach

Discern Sharing is Caring

Name the educating approaches

Clarify your approach

Learn the concepts and practices of Being-Having-Doing

Ensure confidence in what is possible, with backup in the wings

Use the Mentor Mannequin Model

Map with 2D templates and 3+D models

Situate and Learn the STORY perspective

Decide the way forward through ethical, ecological, environmental lenses

Realize the action-outcomes for STAMP procedure

Use the applicable metrics and measures

Walk Together with the Value of Safety

Demonstrate congruence and confidence with Safety (EOHS)

Organize via Wholistic Safety Approach

Manage Safe Systems FOR Persons

Lead Persons FROM Safer Practices

Review competence-evidence-experience tools, techniques, technologies

Celebrate Certification is the Way

Identify the competence necessary to meet the requirements and requests of your audience

Use an evidence-based learning approach for documentation submission

Apply an experience-based educating approach

Submit a portfolio and logbook

Confirm the issuance of a certificate through verification or auditing

Answer So What? What Else? Now What?

Clarify from consistency

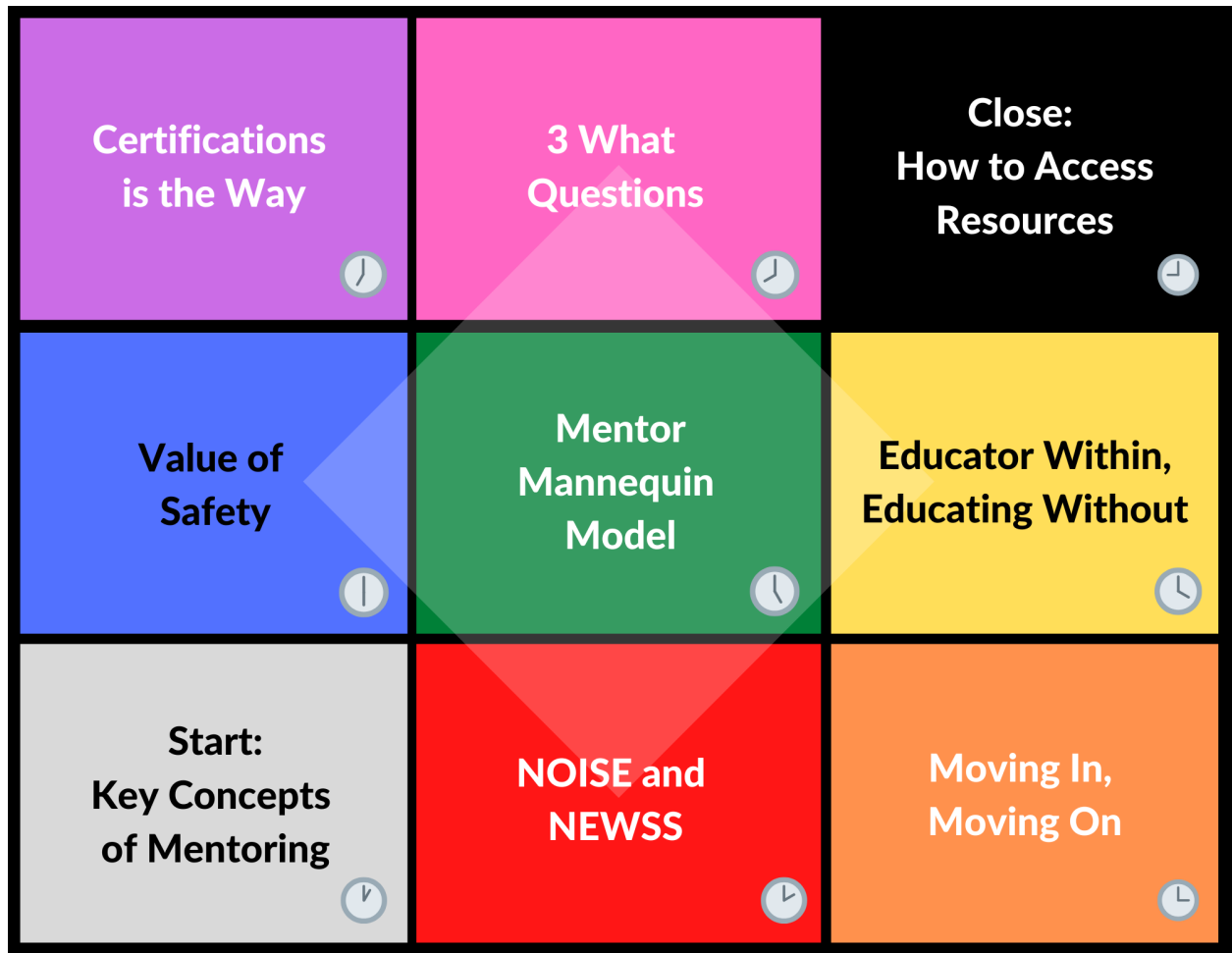
Contribute from confidence

Communicate from commitment

Collaborate from community

Co-create from capacity

Map for the Book



This 9 Box image starts in the bottom left and moves to the top right.

You'll notice the clock faces in each small box.

They highlight the pathway from 1 to 9.

You'll find this image at the start of each chapter.

Accompanying Story Characters

In this action-outcome book, story characters describe and explain aspects of the concepts and practices linked to the book content. They are a composite of:

1. new mentors who have benefited from the concepts and practices found in the book, and
2. established mentors whose research and results (their practice) edit (add, alter, delete) the learning and development of the new mentors about mentoring.

Introducing A. Lone Meadows and Walter (Water) Hibbot:

A. Lone Meadows is a new mentor.

His character highlights the questions asked, answers received as he tracks the fiber-thread-string-cord-cord storylines of mentoring.

Lone's mentor is Walter (Water) Hibbot.

His character brings the heart to the head of this book. His metaphors and savvy insights add color. The hand-drawings Walter (Water) shares with Lone appear as illustrations.

Lone presents the onboard reality of a new mentor learning about the knowledge, skills, and attitude necessary for mentoring... that you can use to discover and shape your mentoring approach.

Water (Water) adds the realizations and requirements of being ready, able, and willing to serve as a mentor as suggested by his lived experience as a mentor. His reporting of results and research are available for your study as you discover and shape your mentoring approach.

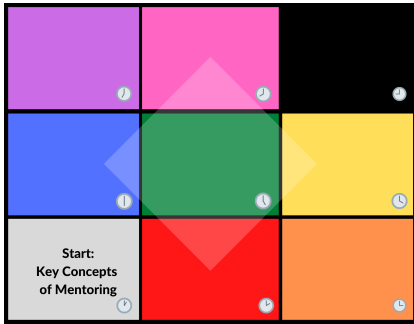
Lone and Water are sharing quotes and anecdotes, and collaborative conversations and points of view as **Sidebar**s. The Sidebar s include text and drawings. Their sharing expands and extends the 35 core action-outcome statements within this book.

Also, you will find **Signposts** that are attributed to Dr. Stephen Hobbs, author of this book. The Signposts add more commentary for educational reasons.

_____ Signpost - Dr. Stephen Hobbs

Both Lone and Water are fictional characters woven into the fiction and fiction books written by Dr. Stephen Hobbs. These characters help illustrate points mentioned in the text.

1: Start - Define Key Concepts of Mentoring



Mentoring highlights *leaving the legacy you intended to live*.

Legacy is about the useful what's - time, effort, and money - you gift others so they can learn something from your lived experience.

Mentoring is one of the educating approaches through which you can connect your gifts, lived experience, and involvement with others.

A common metaphor to move mentoring and legacy forward includes *mountain and valley*.

You climb the mountain from the valley, and over.

You enter the valley, move out of the valley by the mountain pass.

_____ Sidebar - Walter "Water" Hibbot

Up and over for evolvment.

Into and through for involvement.

Important Terms and Concepts To Establish Agreement for Moving Forward

As a facilitative-mentor, I suggest:

It's best to gain agreement about the key terms and concepts of mentoring before making the shared mentorship map and developing the shared mentoring plan with the mentee. In doing so, you lessen uncertainty and ambiguity of the relational structure and strategy requirements of the shared involvement and evolvment.

What is a Mentor? About self

A person who mentors.

A person who discusses the concepts and demonstrates the practices of mentoring

A person who strives to show the competence of mentoring in service with the mentee

What is Mentoring? With others

A process of educating

A process that envelopes the strategy, tactics, and operational requirements to mentor

A process that supports collaborative conversations with mentees who aspire to their declared outcomes

What is Mentorship? FOR the World

The collective body (the discipline) of knowledge, skills, and attitudes (KSA) that guide the mentor in mentoring

The KSAs the mentor uses to become ready, able, and willing (RAW) to mentor

The KSAs the mentor uses to meet the mentee where they are, guide them to where they want to go, using a safe system and safer practices, for the required/request action-outcomes agreed upon with the mentee

Mentee (learner, protege, participant, etc.)

A person who self-identifies or assigned to take part in the mentoring connection and arrangement who is desiring an outcome that betters their life-world whether personally and/or professionally

Stories of Mentoring Arrangement and Connections

We start with one of the first recorded stories of mentoring:

In the Greek story, The Odyssey, Homer (the mentorship sponsor) left to deal with important issues abroad. He asked Mentor (mentor) to educate and care for his son (mentee). Unknown to Homer, the goddess Athena was in the male form of Mentor.

I share this story for two reasons. First, mentoring has been around since the beginning of humankind sharing kindness. Second, in all stories, even those who mentor become a mentee (as the mentee becomes the mentor).

_____ *Signpost - Dr. Stephen Hobbs*

I encourage you to value the foreground and background storylines. When you do, you celebrate the Odyssey. You share from all perspectives. You share kindness - an honorable action!

Along the way, these mentors and mentees have appeared in fiction and faction:

- Merlin and King Arthur (Mythical characters)
- Dr. Doolittle and Eliza (Movie characters)
- Warren Buffett and Bill Gates (Business)
- Steve Jobs and Mark Zuckerberg (Business)
- Albus Dumbledore and Harry Potter (Movie characters)

- Maya Angelou and Oprah Winfrey (Influencers)
- Socrates and Plato, Plato and Aristotle (Philosophers)
- Yoda and Luke Skywalker (Star Wars movie series)
- Mufasa and Simba (Lion King movie)
- Meryl Streep and Viola Davis (Actors)
- *What pairings can you add ___?___*

What is the value of mentoring?

- 1)) Set-Up an Extraordinary Life Approach rather than Fall Into a Dispirited Living Avoidance
- 2)) Extend an Educative Approach under the banner “Guide on the Ride”
- 3)) Remind the value and use measures to confirm the mentoring movement
- 4)) Commit to improve, focus, and strengthen the mentee’s Living Life Approach
- 5)) Excite a way of competent practice with observable transition for you and the mentee(s)

Why is this book important?

- 1)) linked to self-determination of becoming a mentor
- 2)) develop mastery of mentoring from a foundation/seedbed perspective
- 3)) outline tools-techniques to adopt-adapt for immediate use while mentoring
- 4)) grasp a landscape perspective of the mentoring approach
- 5)) gain clarity and confidence in the ways and means of serving as a mentor

2: Distinguish Between NOISE and NEWSS

_____ Lone Meadows New Mentor Story

Approaching the crest of the Hill, Lone picked up his pace. The view at the top was spectacular. TREEmendous was how he described it to Penne, his life partner.

He was behind schedule by 15 minutes. Below the crest, about 200 ft was a public parking lot where Penne was waiting for him. However, to get to this spot, he had to walk down a switchback rarely used because of the steepness.

“Come on Sit. Let's pick up the pace!” His husky cross did just that, with tail wagging with every step.

Cresting with Sit in the lead, Lone saw the forest on the North facing slope. Also, the prairie type South facing slope was in view. Lone was moving South to North. The parking lot was to the West behind the rock outcrop where the switchback was located.

Standing with Sit sniffing the nearby bushes, Lone took a few minutes to catch his breath and enjoy the landscape.

Today he had a heavy heart. The son of a friend was severely hurt in a motorcycle accident 5 days ago. A drunk driver hit the boy. Unfortunately, the driver fled the scene.

Mindel (or Min) was conscious throughout the ordeal. With the help of a witness, the police arrested the driver. Turns out it was the uncle of a friend of Lone from work.

Today, Lone and Penne planned to get together with other community members to help everyone involved. The sadness unfolding because of the accident was seeping into every nook and cranny.

Lone wanted to attend. He had mentored Min at the youth center. His friend from work, whose uncle was at fault, had been an intern with Lone. From Lone's perspective, he was tracking the fibers-to-rope connections for everyone involved.

The community wanted to figure out what's next and what else they could do for whoever asked for help. Penne was attending to support Lone. More so, to add insight from her years of mental health mentoring.

Lone and Penne agreed they would get involved if someone asked them directly. They would hold space for others to decide the way forward.

As Lone turned towards the downward slope, he glanced to the east where you can see the Old Town by the river, the main road, and the school.

He thought, who else is experiencing noise in their life? Who else had news that could help others, especially at this community meeting?

Looking at Sit, with a whistle, "Let's go!"

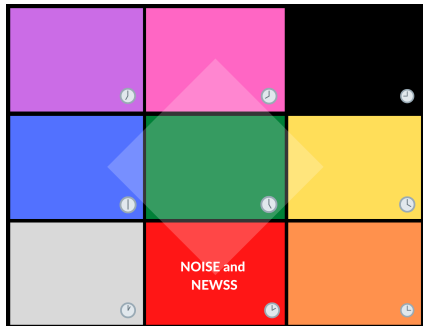
_____ Signpost Dr. Stephen Hobbs

With this story [and the others that follow in each chapter], in what ways are the terms mentoring, mentor, mentee, and mentorship woven into the story?

Also, think of the story snippets as a case example to learn from.

Become Lone, and role play in your mind what is unfolding. What would you do if you were Lone?

Distinguish between NOISE and NEWSS



As you move into this chapter, ask yourself:

While mentoring, “Can I:”

- Discern the surrounding NOISE
- Locate sources of NEWSS
- Curate the ideas, insights, interpretations, investigations, and invocations from near and far
- Implement the continuum of connect - consider - convert - conclude - complete
- Practice Set-Up - Step Forward - Stay Found - Shine Light - Share Wisdom

There are two perspectives at play while mentoring.

First, the perspective of Portrait - about the mentor, about the person mentoring. About the mentee involved in mentoring. About building mentoring!

Second, the perspective of Landscape - about the mentor and mentee evolving because of mentorship through mentoring. About growing mentoring!

From the landscape perspective, it is important to view the complete (the whole) picture.

As we move into the book, let's start from a landscape perspective (you with mentoring). As you move into other chapters, you'll find ideas and insights through the portrait perspective (you as mentor).

There is a lot happening around you, and because of you, while mentoring.

At first glance, turn your ear to the situations arriving for your connection and consideration. Are they about NOISE and/or NEWSS [An explanation of the spelling of NEWSS follows in the second action-outcome statement for this chapter.].

The “and/or” reflects the possibility the noise becomes newss or vice versa. You may know it as the Icarus paradox where a strength can become a weakness or a weakness can become a strength (possibly).

Discern the surrounding NOISE

The surrounding NOISE can be deafening, disheartening, and disconnecting. You may add other descriptors here that flavor your understanding of NOISE.

There is much going on in a person's life. Areas like health and wellness, work and projects, leisure and recreation, and voluntarism and philanthropy as four broad categories. Then there are the family and friends' relationships. Move it out to community and work relationships.

Move these circles of influence out using the acronym STEEP, there are

- **Socio-cultural** - what a person wants and needs, what persons in relationships want and need, what families want and need, what businesses want and need, what charitable organizations want and need - and so on
- **Technology** - with the advancement of technology, its impact and imprint is massive - and yet there is disparity - it hinders and helps -
- **Environmental** - the questions of climate crises, weather cycles, community interactions with the water and air, the use of plastic, fossil fuel versus green energy debates
- **Economic** - the stories of wealth creation for each person - those starting, those leveraging or not what they have, and those growing exponentially
- **Political** - the enforcement of one perspective over others, the unclear realization of what is best

Do no harm for self and with others is an important guideline as you deal with the NOISE.

_____ ***Signpost Dr. Stephen Hobbs***

You can use the STEEP framework for your organization in consideration of starting-sustaining-scaling a Mentoring FOR the Workplace Program.

You can view NOISE as issues, and/or reframe the issues as questions.

- Use problem inquiry to resolve the issues as problems [the concerns].
- Use research to answer the questions, to find insights.

Whatever considerations you perform, remember to take a few breaths before reacting.

Respond instead. Your being will appreciate this gesture.

Locate Sources of NEWSS

Often, through a wholehearted, psychological safety lens, it's important to locate sources of NEWSS that are available and approachable for you. As you consume the NEWSS, consider if it is helpful, useful, and eventful for everyday decisions for self and with others.

NEWS represents the four cardinal points of the compass. What you can magnetize to you in being FOR the World. The second "S" is to remind you to manage safe access to the NEWS while leading the safer practices from the NEWS.

_____ **Signpost Dr. Stephen Hobbs**

Not all truth is in the NEWSS, and not all NEWSS is about truth.

As you review the NEWSS, consider the following STAND acronym from three perspectives:

1. As it applies to you, for you
 2. As it applies through you, with others
 3. As it applies to you because of conversations with others about its applicability to all
- **Significance** - his realization of of being present - sharing for caring - his relationships with Walter, Penne, and others
 - **Transition** - his willingness to move forward - to leverage the daily transactions, to discover and shape transformation, and openness to transcendence
 - **Adeption**- in moving forward he adapts and adopts, depending on that is before him, what is unfolding
 - **Nourishment** - because of his nature-informed experiences via outdoor learning, he nourishes his interactions with others through the Value of Safety
 - **Determination** - through experience he shows determined competence via the platform-program-project mix he uses - while these words are business-speak, his variation of all aspects of his life provides him with the foundation to build and the seedbed to grow an extraordinary life for self with others

A tool to assist you with the NEWSS is an appreciative enquiry. With this tool, look for what you appreciate, what you intend to extend or expand. Here, consider what brings you joy.

You can frame the appreciations as questions and seek responses.

Again, take a few breaths before reacting so you can respond.

_____ **Signpost Dr. Stephen Hobbs**

As you move through the book, you'll find 5 letter acronyms like STEEP and STAND. Possibly, you could create your own to guide your learning and remembering.

Curate the ideas, insights, interpretations, investigations, and invocations from near and far

When you mentor, you tap into your research and results. Also called lived experience. In addition, you draw from the research and results of others, whether academically and/or through anecdotal experience.

Sidebar: Note from Lone Meadows

Water reminded me frequently to access the world wide web using different languages. It was important to seek understanding through a diversity, equity, and inclusive lens.

The verb choice was “curate.” It means to access and sort so you can decide what is important and confirm satisfaction with what awaits you when and where you

- Discern the meaningful patterns so you can recognize them again
- Recognize the patterns so you can discern their meaning
- Seek meaning for patterns you recognize while mentoring – living

Which means learn from Verbal, Auditory, Visual, Smell, Taste, and Intuitive sources.

Signpost Dr. Stephen Hobbs

What is//are your preferred multi-sensory approach//approaches?

In your next mentoring approach, is your preferred approach workable? Or, is another required? Do you have to learn how to use this approach? Can the mentee help you learn this approach?

Implement the Continuum of Connect - Consider - Converse - Conclude - Complete

In order to use the above mentioned continuum as a mentor, you must value and share your Point of View (POV).

You can edit it (add, alter, delete) as you move forward. In doing so, you integrate your lived experiences and the perspectives of others to develop your Life Approach – Mentoring Approach.

When and where you connect-consider, these actions encourage situational learning
As you move, consider-converse-conclude, these actions guide your decision making
Continuing with conclude-complete, you experience actions with outcomes
You can return to connect and repeat.

Another way to look at this continuum is
When you listen, you learn
Where you share, you educate

Using this continuum highlights your VAMPing.
Where VAMP is about your Voice, Authority, Mastery, and Position.
These criteria determine the potentiality of your learning action / AND / action learning.
Also, if you switch out “ing” for “ire”, a mythical story appears. It reminds you that your incorrect use of VAMP can create ire - angst, anxiety - for self and with others.

_____ **Signpost Dr. Stephen Hobbs**

As a mentor, how do you connect - consider - converse - conclude - complete with your mentee?

As a mentor, what voice, authority, mastery, and position do you share with the mentee?

Practice Set-Up - Stride Forward - Stay Found - Shine Light - Share Wisdom

Rather than refer to the 5 Practices as steps in the traditional depiction of steps to the correct doorway or steps on a ladder against the correct wall, *the 5 Practices are path stones* you lay before you.

You can mix and match the stones for the movement before you.

You could 1-2-3-4-5 or 5-4-3-2-1.

You could 1-4-3-2-5 or ___?___

1. Set-Up from Up-Set
2. Stride Forward - more so when taking the second stride
3. Stay Found - so as not to Get Lost
4. Shine Light - the path exists. Others are looking at the direction your feet are pointed
5. Share Wisdom - as you share your POV you highlight your research and results via your connections-considerations-conversations-conclusions-completions

_____ **Signpost Dr. Stephen Hobbs**

As you enter your next mentee relationship and arrangement, how will the 5 path stones appear with your mentee?

There are three answers to the 5 questions that follow:

Yes = Yes - document how you know it is Yes

No = No - develop & implement a learning plan, learn, & record how you turned No to Yes

A wavy Yes = NO - determine what you don't know, follow the No pathway above

Question: "While mentoring, can I..."

- Discern the surrounding NOISE**
- Locate sources of NEWSS applicable to you**
- Curate the ideas, insights, interpretations, investigations, and invocations from near and far**
- Implement the continuum of connect - consider - converse - conclude - complete**
- Practice Set-Up - Step Forward - Stay Found - Shine Light - Share Wisdom**

Notes...

3. Commit to Moving In, Moving On

_____ Lone Meadows New Mentor Story

“Good walk?” Asked Penne, as Lone walked up to the truck window.

Reaching in to hold her head, Lone kissed Penne's third eye. Like all the other times, she felt the tingle. Smiled. Closed her eyes for a moment.

Standing beside the truck again with his hands on the window frame, “Yes, I wanted to stay a little longer at the top.” Lone was glancing upward to the outcrop.

“I know,” now resting her hands on his. She gave them time to collect himself. She knew he felt much. While he didn't express all that passed through him, she had a sense of where he was.

When she asked, he answered thoughtfully and with clarity of feeling. She was the recipient of his gratitude and presence. One of the big things she loved about him. And love was the word!

Hitting the window frame twice, “Okay then. Let's get home so I can shower. Then we'll go to the community center!”

Walking around the front of the truck, he climbed in. Penne returned his smile. Started the truck and eased out of the parking lot.

/\

Forty-five minutes later, they were walking through the front door of the community center.

Moila was greeting everyone. That was her custom during special events.

Walking closer, Penne could see the fatigue in Moila's face. Penne placed her hand on Moila's shoulder and said, “Thank you!”

Penne had been Moila's mentor when she first arrived. Arriving from another country, Moila had been overwhelmed. Penne committed to having her stand and stride on her terms. Moila was a quick learner.

“For what?”

“Being you. Being here, holding space for everyone.”

“Like you did for me. To which I'll be ever grateful!” Moila added a slight bow, with fingertips touching, hands in front of her heart. Penne returned the gesture.

Lone stepped past Penne and Moila with a nod towards Jason, who was leaving the washroom.

“Jason, can I ask you something about today?”

“Sure.” Lone could see he had been crying.

“Wanted to ask who's leading the meeting?”

“Philip.”

“Okay. Penne and I will be at the back of the room.”

“Thanks, appreciate that.” Jason walked towards the multi-purpose room. Lone noticed Jason walked straighter as he passed through the door.

Lone could only imagine what it meant to Jason, to see the community getting together for his son.

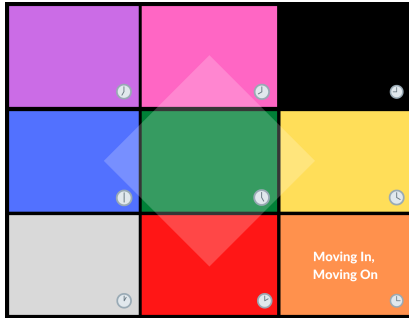
Signpost Dr. Stephen Hobbs

With this story [and the others that follow in each chapter], in what ways are the terms mentoring, mentor, mentee, and mentorship woven into the story?

Also, think of the story snippets as a case example to learn from.

Become Lone, and role play in your mind what is unfolding. What would you do if you were Lone?

Commit to Moving In, Moving On



While mentoring:

- Mix Profit-Ability and Sustain-Ability
- Deepen your intention
- Attend to what matters
- Reflect in your approach
- Reflect on your outcomes

Sidebar: Walter (Water) Hibbot

To build a house - best to start with the foundation based on the architectural blueprint.

To grow a garden - best to start with seedbeds based on the architectural landscape.

In this chapter, you gain insight into four concepts and practices to acknowledge - advance - amplify your mentoring approach. Think of this chapter as framing the blueprint and/or landscape of your mentoring approach.

There are the considerations of profit-ability and sustain-ability. These guide rails assist you in making (professional) decisions about your mentoring experience as a movement with others whether:

- paid and unpaid mentoring
- formal and informal mentoring
- short-time or long-time
- in-personal or online

There are the considerations of awareness and reflection. These guide rails assist you in making (personal) decisions about your well-being experience for self and well-living experience with others.

Mix Profit-Ability and Sustain-Ability

Define Ability

Ability refers to the skill (and the means) to do something with proficiency.

The ability to mentor (to serve as a mentor) is to value the concepts of mentorship as you show the practices of mentoring. You can discuss the why, how, and who aspects of mentorship, mentoring, and mentor.

To extend your appreciation of ability, let's add ready and willing. Ask yourself, "Am I ready, able, and willing to mentor?" Do I have the RAW elements necessary to mentor? What do I have to bolster to mentor?

Define Profit

To gain, to get an advantage, a benefit from your allocation of time, effort, and money.

The prevailing use of the term profit is monetary. Other ways to benefit are ideas, relationships, credibility, and professional development.

Define Sustain

The ability to maintain at a certain rate or level.

The term has gained popularity in ethical and environmental situations. Also, businesses use the term to frame the organization of work.

Define Profit-ability - the ability to profit

Define Sustain-ability - the ability to sustain

In mentoring terms:

- The ability for all involved to profit from the mentoring arrangement and connection at a sustainable level.
- The ability for all involved to sustain mentoring as an approach to garner profitable benefits.

_____ **Signpost Dr. Stephen Hobbs**

Are you ready, able, and willing to mentor so you - as the mentor and your mentee - can benefit from the two-way, trusted interactions at a level consistent for professional (*and personal*) development?

Deepen your intention
Attend to what matters

_____ **Sidebar: Walter (Water) Hibbot**

Awareness is the mix of intention and attention like a coin with two sides. You cannot have one side without the other, otherwise there would be no coin, no awareness.

Define intention

Something you map-plan-aim to do. The possibility exists, you may not complete the intention. However, as a guiding light for your path, with your intention, something arrives that benefits you personally (and professionally).

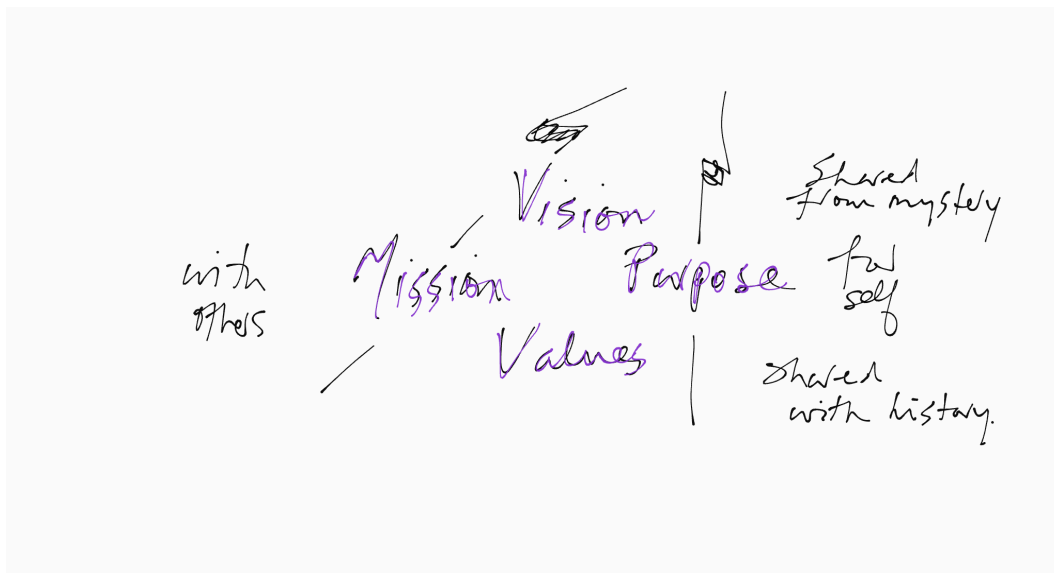
You set a personal intention to mentor. Equally, you would set a professional intention to mentor.

Use of IFS

You can frame this *intention-attention as an awareness* mix using the “improve, focus, and strengthen” tool.

For yourself - what can I improve, focus, and strengthen about myself as I contribute as a mentor? You can ask a similar question of the mentee. And, ask the same question together for the mentoring arrangement and connection.

Other words for recording intention are Mission-Vision-Purpose-Values. At your discretion, use the words of the mentee minding the arrangement and connection is on your terms as the mentor — until such time, as you and the mentee are in complementarity. Then, adjustments are possible depending on the needs, wants, and desires of the mentee.



How to Identify Intention

Way 1: Use a meditative practice to quiet your being and become present to your thoughts and feelings align with the situation before you. Look for the “from-words” that highlight what you want to work from. Imagine the future. See it. Find the words to express it. Bring those words to the present. You now have access to your ‘from-words’.

Way 2: If you prefer a physical way to align with intention, consider the “Intention Stick”. This jewelry includes a guided process to identify words important to you. You use the words to frame and guide your intention decisions. <https://intentionstick.org>

–//–

Define attention

Taking care of something of value, regarding the value of something you bring into thingness. As you attend to the mentee, you bring the mentoring experience into thingness for both of you and guide the mentee to do the same thing in contribution to the shared extraordinary experience.

You attend to what matters

One of the best places to start with attention is with the words. Words Matter!

“Words are the freezing of reality!” Kurt Lewin

Where spoken, there is expansion. When written, there is extension. They last longer.

There are no absolute words, there are approximations, there is progression.

Within the mentoring arrangement, it’s important to define the terms and concepts you’re using.

Next, agree with those terms and concepts to move forward.

To do otherwise weakens the arrangement and connection.

Without dealing with it, you return to this space like a dog chasing its tail.

As a mentor,

Demonstrate Listening, more so show responsive listening. Listen - breathe as you consider the response. Limit reaction. This breathing consideration is about reflection.

_____ **Signpost Dr. Stephen Hobbs**

With awareness of the mentoring forthcoming:

What is your intention?

What will you attend to?

With awareness of mentoring based on on shared agreement:

What is your intention? What is the intention of the mentee?

What are you attending to? What has the mentee asked you to attend to? What have you asked the mentee to attend to?

Reflect in Your Approach

Reflect on Your Outcomes

Listening, then responding, highlights your approach to mentoring. It moves you forward with the words of the mentee forefront.

The other end of the stick to approach is avoidance. You listen to react without the credibility pause of the breath. In avoiding, you are diminishing the profitability and sustainability of the connection and arrangement. You are lessening the intention-attention dynamic. You are educating the mentee to do something similar. This pathway does not have you move in and move on.

Your listening approach has you *reflect in & reflect on* mentoring.

Reflection in has you attend to what is happening as it is happening.

You have moved in and are involved.

You reflect on your actions and approach.

You engage in self-reflection within before sharing the reflection without.

Reflection on has you attend to what is happening as though you are looking at it from a short distance. You are outside the event.

You are considering what it would mean to move on in consideration of the agreed upon intentions.

You reflect on your outcomes and approach

Your self-reflection supports the between and together contributions with others.

How to Self-Reflect:

1. Ask the important questions→ questions are the issues (whether problems or appreciations) you identify with the 5 Ws and H framework (Who, What, Where, When, Why and How)
2. Find a quiet time and place - use meditative technique - ask the questions of yourself
3. Listen to your thoughts and feelings - record the words and phrases as they arrive
4. Discern the meaning of the words and phrases without criticalness; that is, critique them without judgment
5. Decide your attentive actions for the intended outcomes to move forward - take a breath; more so, a few
6. Schedule the action for the outcomes according to the time-place that makes sense to your head-heart-hands
7. Repeat - Enjoy - Celebrate

_____ **Sidebar: Lone sharing a Water story**

At one of their earlier “sit-spot” mentoring connections, I remember Water sharing:

As you blend intention and attention with reflection-in and reflection-on there is an internal dialogue in play - meaning flowing through for self - just as there is a dialogue (rather than debate or discussion) flowing through with your mentee.

Whatever is unfolding and enfolding for you, follow this movement?

Within - Without - Between - Together - Beyond

Here movement refers to what does the mentoring lead to - what is the fitness of the mentoring arrangement and connection for the mentor? The mentee? Both?

- Within - conscience – Set-Up- the perspective of self, the boundary of me, myself and I - for self - enquire within
- Without - receptivity – Stride Forward - the perspective of sharing aspects (or all) of self - inquiry without
- Between - participation – Stay Found - the space separating two persons, suggesting a connection
- Together - involvement – Shine Light - proximity to another suggesting collaborative action including relationship
- Beyond - evolvment – Share Wisdom - continuing on (or after), further the collaborative conversations and actions

The Mentoring Mix - The movement along this continuum - The integration achieved personally and accomplished professionally occurs through the complementarity of

- Profitability and Sustainability
- Intention and Attention as Awareness
- Reflect-in and Reflect-on as Deliberation

Which leads to the phrase, “Educator Within, Educating Without.”
More precisely, “Mentor Within, Mentoring Without”.

I got it! It was one of those gift times with Water.

_____ **Signpost Dr. Stephen Hobbs**

Of what Lone shared above, does it make sense? His reflection brings together concepts and practices - about Mentoring NOW - to this point in the book.

There are three answers to the 5 questions that follow – a

Yes = Yes - document how you know it is Yes

No = No - develop & implement a learning plan, learn, & record how you turned No to Yes

A wavy Yes = NO - determine what you don't know, follow the No pathway above

Question: "While mentoring, can I..."

- Mix Profit-Ability and Sustain-Ability**
- Deepen my intention**
- Attend to what matters**
- Reflect in my approach**
- Reflect on my outcomes**

Notes...

4. Practice Mentor Within, Mentoring Without

Lone Meadows New Mentor Story

Lone felt Penne's hand entwine with his. Not in the usual way persons hold hands. It was the way they held hands in ceremony.

Their grip reflected deep appreciation. They left their thumb out and wove their fingers together. In this way, they could signal each other. It was how they stood with others. Otherwise, when apart, they used smiles and frowns to alert each other to what was happening.

Today, they entwined their fingers as they stood in the back of the room. Each tapped twice to say yes. All was okay. They were present.

A family member moved to the microphone.

/\

An hour later, the attendees were drifting out of the room.

Lone nodded to Jason. Penne nodded to Moila.

Lone stood ready to help Jason and his family. Penne agreed to support the community in concert with Moila. During the presentation, the community center was the receiving location for gifts and sharing updates.

As Penne and Lone turned towards the main door, Elohw's hand slipped into Penne's hand. Looking into his eyes, Penne saw the tears. She returned a squeeze. He was a teenager who offered babysitting services in the community. She had instructed him and mentored him in starting his first business.

They dropped their hands, and Elohw moved on. Silently, she wished him well. She knew he was learning a valuable lesson about community.

Looking at Penne, Lone knew she was in deep reflection. He guided her in front of him and they walked on. Resting his hand on her shoulder, they said goodbye to those they met in the foyer.

"Lone!" A woman was walking towards him.

"Hi Jone. What's up?"

“Wondering if you and Water might have time to visit the new business circle next week? The topic is ‘Finding a Business Mentor.’ Someone agreed to ask you two weeks ago. Just found out they forgot.”

“Let me check with Water. If he can’t make it. I’ll still do it. Email me the day and time.”

“Thank you.” She was hurrying out the door. Something was happening outside.

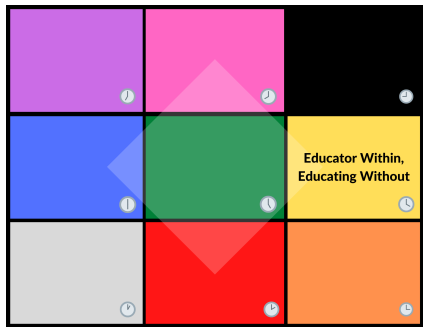
_____ Signpost Dr. Stephen Hobbs

With this story [and the others that follow in each chapter], in what ways are the terms mentoring, mentor, mentee, and mentorship woven into the story?

Also, think of the story snippets as a case example to learn from.

Become Lone, and role play in your mind what is unfolding. What would you do if you were Lone?

Practice Educator Within, Educating Without Practice Mentor Within, Mentoring Without



While mentoring:

- Discern Sharing is Caring
- Name the educating approaches
- Clarify your educating–mentoring approach
- Learn the concepts and practices of Being-Having-Doing
- Ensure confidence in your mentoring approach

_____ **Signpost Dr. Stephen Hobbs**

Bonus: Use STORY When Mentoring

Stories are an essential tool-technique when mentoring. In its various story forms and with its various storylines, it's the acronym STORY that is important here.

With this acronym, consider the word suggestions to guide your mentoring and support you as you move on with mentoring. The STORY acronym that follows frames your approach, grounds you in your approach.

S - strategy - direction - vision

T - tactics - structure - systems

O - operations - arrangements - processes

R - resilience plus resourcense, reciprocity, reliability, and relevance

Y - answering the question why-who-how at minimum

To learn about story-telling and story-sharing while mentoring, visit
<https://mentorpractices.com/events> webpage

Discern Sharing is Caring

Sidebar: Walter Water Hibbot

Caring and kindness rather than cruelty and neglect.
A decision is required. There is no wiggle room on this one.

When you mentor you mentor. And what discernment of action and outcome you use determines the vitality and viability of the mentoring connection and arrangement.

In alignment with sharing is caring is the phrase “When you listen, you learn; where you share, you educate.”

Caring (kindness) is one of the 7 Ethical Values used for ethical decision making. Ethical decision making is a core tool and technique in mentoring. Without it, you are at the whims of NOISE rather than the wonderment of NEWSS.

You’ll find more about ethics and mentoring in the next chapter.

Educating is an ethical connection-consideration-conversation-conclusion-completion. It guides a person to appreciate and show civility and it is to support a person’s decision to be-have-do without harming self or others.

Signpost Dr. Stephen Hobbs

Root 1 of educate: *educare* - to train, to manage learning about civility
Root 2 of educate: *educere* - to lead out, to decide one’s self-concept
<https://eric.ed.gov/?id=EJ724880>

There is a third “root form” I would add. It supports the expansion and extension of to educate. Whereas the other two roots play within, without and between. The third route moves you into together and beyond.

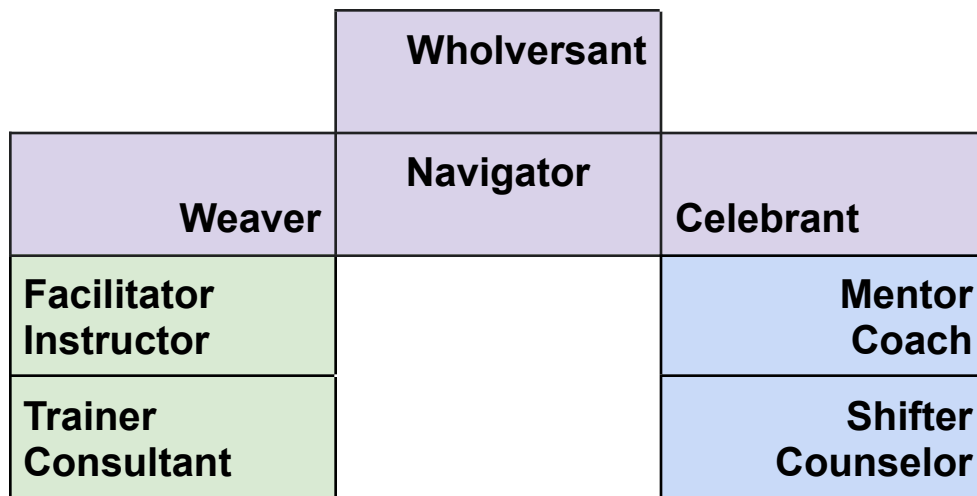
Root 3 of educate: *eduward* - to navigate the way forward

Name the educating approaches

The 12 educating approaches shown in the diagram below fall into three categories: manage (left), lead (right), co-create (across the top).

This representation is illustrative and for reasons of dialogue.

- Manage for side - facilitating, instructing, training, consulting - Teach IN the Reach
- Lead from side - mentoring, coaching, shifting, counseling - Guide ON the Ride
- Co-create together - weaving, celebrating, navigating, wholversing - Sage OFF the Page



This book focuses on mentoring.

The book *Help Your Learner Help YOU Educate: With Simplicity, Elegance, and Humbleness* includes expanded definitions and activities for each educating approach. In addition, you can read an expanded presentation on why and how the educating approaches connect - complete - collaborate.

This table highlights a definition of each educating approach. Again, for reasons of dialogue:

Name	Overview	Category
Facilitator	Request ideas/insights from a person (group of persons)	Teach
Instructor	Share ideas/insights including the why response for learning it	Teach
Trainer	Tell what is required now, for immediate use	Teach
Consultant	Advise others from a place of experience about what is possible	Teach
Mentor	Answer questions as a person taps into another's lived experience	Guide

Coach	Ask questions for the person to achieve the required performance	Guide
Shifter	Suggest ways forward according to the needs/wants of the person	Guide
Counselor	Advocate for the psychological safety of the person	Guide
Celebrant	Appreciate living life markers significant for the person	Sage
Weaver	Hold place & space for others in a community of significare	Sage
Navigator	Integrate truth, worth, & utility in being for the world, with the planet	Sage
Wholversant	Equilibrate duality/paradoxes in being from the whole	Sage

Clarify your approach

This book is about Mentoring. However, knowing the basic tenets of each educating approach is helpful. You can read about each one through research via your favorite search-engine and/or conversations with others.

It's likely your search will diminish, as you move from teach & guide into sage. However, if you stay with the conversations, and become an explorer rather than a treasure hunter, the mystery and history of the sage related approaches will unfold in front and beside you.

As your understanding grows, discover and shape ways to educate others about them. We can all benefit from your ideas and insights. Use the Resources section at the end of the book to contact the author.

Based on your valuing of the approaches NOW, with mentoring forefront here, what are two additional approaches you lean into for your (a) personal and (b) professional activities?

Mentoring and...	Personal	Professional
Add Selection 1		
Add Selection 2		

Why did you select these educating approaches?

Each educating approach helps you manage, lead, and/or co-create ways to tackle the obstacle that arrives.

_____ **Signpost Dr. Stephen Hobbs**

Roman emperor [Marcus Aurelius](#): *"The impediment to action advances action. What stands in the way becomes the way."*

Modern adaptation by [Ryan Holliday](#) "The Obstacle is the Way".

The issues (the obstacles) - the questions - answering the questions - dealing with the issues are about moving forward — when you listen, you learn; where you share, you educate!

Before leaving this action-outcome, whichever approach you use is influenced by time, effort, and money. Your educating approach is your gift to the learner. Your gift is your legacy.

Earlier I wrote, *Legacy is about the useful whats (time, effort, and money) you gift others so they can learn something from your lived experience.*

Learn the concepts and practices of Being-Having-Doing

As one lives their life, interacts with others, navigates the twists and turns, and celebrates what works, a life hack is the statement “being-having-doing” or “be-have-do” which translates as “behave your do”.

Sidebar: Water Hibbot

Your doing expresses your behavior.
Your behavior welcomes (or not) consequences.

Regards the life hack above is this expansion:

Being has these bookends: Belonging-Being-Becoming.

In being, there is an awareness of belonging that moves you into being that has you arriving at some form of becoming.

The expansion of Being includes:

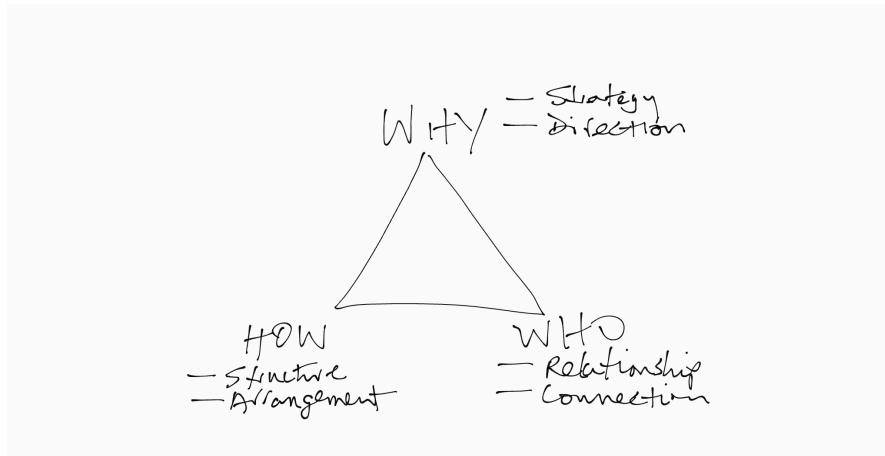
- being
- being fully human
- being natural
- being planetary
- being solaris

In **being**, in this broader way, you become ready, able, and willing to bring your doing to your having because you value WHO you are. You appreciate your self-concept even with the quirks.

As to **having** you gain the lived experience you possess - own - hold as detailed in your life portfolio and with your mentoring log book. Herein, you value your intentional outcomes linked to agency (your wholistic safety approach, especially your mental health). Your WHY is clear in response to Whole is it? (A new question asking you to determine the fitness of your having for being and doing. What does your “having” lead to?)

Doing frames the actions you take. You are aware of what you attend to, what matters. The activities in which you engage deepen and enrich your involvement and evolvment. What you attend to, what your attention turns towards, and what you action expresses your HOW.

Diagram of Why-How-Who



_____ Signpost: Dr. Stephen Hobbs

Of importance to the WHY of your mentoring:
Do you focus on the HOW before your WHO?
Do you focus on the WHO before your HOW?

Your mentees' experiences hint at your decision!
A lesson well learned, now practiced.

Consider answering these questions:
You can answer on this page, print this page, and/or use sticky-notes.

Why mentor?	
How do you mentor?	
Who are you mentoring?	

Ensure confidence in your mentoring approach

Confidence is your self-measure of commitment to the task at hand. In making your commitment to keep your promises of being-having-doing, you situate yourself to learn what decisions require the actions necessary to achieve the outcomes.

From this commitment, you advance a sense of

- Possibility - of a thing that may happen, that you bring into thingness
- Potentiality - your abilities that guide your future usefulness, that support another person
- Predictability - your expected actions, your anticipation from your be-have-do

A guiding light for your confidence expressed as possibility, potentiality, and predictability is your awareness of “sense the worst, nurture the best’ That is, you are aware not all you set in motion will unfold as you plan. Therefore, it’s a wise practice to ensure you have a

- preparation approach - as you move forward, think proactively and prepare
- prevention backpack - walk with a backpack of tools and techniques to deal with “things”
- practice continuance - continue to practice your craft, reflect, and improve & strengthen

With confidence - with commitment - with a sense of the worst, as you nurture the best - **enter knowing the exits**. What are the pathways out of a situation before it becomes a crisis? Not all mentoring connections and arrangements are smooth sailing. Sometimes there are winds that pick up. Before the winds tip the boat, find a place to weather the swells.

Signpost Dr. Stephen Hobbs

A short story:

You are at A = Now

As you move to B = OWN

When you arrive at C = WON

There are three answers to the 5 questions that follow:

Yes = Yes - document how you know it is Yes

No = No - develop & implement a learning plan, learn, & record how you turned No to Yes

A wavy Yes = NO - determine what you don't know, follow the No pathway above

Question: "While mentoring, can I..."

- Discern Sharing is Caring**
- Name the educating approaches**
- Clarify your approach**
- Learn the concepts and practices of Being-Having-Doing**
- Ensure confidence in your mentoring approach**

Notes...

5. Use the Mentor Mannequin Model

_____ Lone Meadows New Mentor Story

Lone walked into the small multi-use room at the Community Center.

“Hi Jonni.”

“Hey yourself. Thanks for coming. Got your message, Walter cannot make it.”

“Yea. When he gets into his writing - everything else drops off his radar.” Both smiling.

“I think I hear my name being called.” Jonni walked to the front of the room.

Lone heard footsteps. Jason walked through the door. His cowboy boots gave him away. The scuffing clicks on the floor were the clue.

Jason reached out his hand to Lone.

“Hey! Can we talk?” Jason asked Lone.

“Sure. Let’s grab a coffee.” Gesturing to the table on the other side of the room.”

“How are things going for you and the family?”

“We’re seeing progress every day. Min’s a fighter - for sure!”

“Great to hear!” Lone offered with a nod.

After a short pause, and glancing at his cowboy boots, Jason spoke, “Listen, I wanted to chat about getting some help for my Mom. She took Min’s injuries really hard. She is crying a lot. It brought out some past issues related to her brother. She has not forgiven herself.”

The brother-sister had been good-naturedly wrestling on the basement stairs. The banister gave way, and he fell about five feet. He tried to catch himself with an outstretched left hand. In doing so, broke his wrist, thumb and pointer finger. The wrist didn't heal correctly, even with the 2 surgeries.

Jason’s mom carries the guilt.

“Could you ask Penne if she can drop by for a visit? She has been the only one to get through to my mum. It seems the Walk and Talk really helps.”

“Sure, I’ll ask her to give you a buzz. You guys can talk it through.”

“How about you? How is Min doing?” Lone continuing.

Jason updated Lone as the other participants arrived.

Jonni joined Jason and Lone..

Jonni looking at Lone, “Ready?”

“Sure. Going to look at my notes one more time.”

“Ok. Let me get things started.”

“Thanks Lone.” Jason said as he walked towards a back row seat.

Lone pulled the cards out of his jacket pocket. He scanned the images and words. He cleared his throat as he walked to the left side of the room waiting to be called to the front.

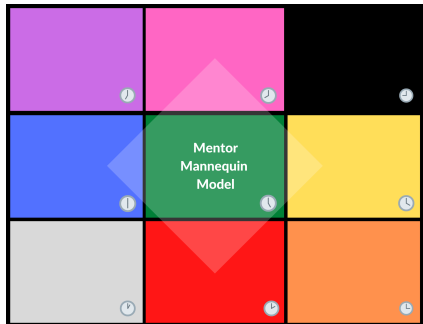
_____ **Signpost Dr. Stephen Hobbs**

With this story [and the others that follow in each chapter], in what ways are the terms mentoring, mentor, mentee, and mentorship woven into the story?

Also, think of the story snippets as a case example to learn from.

Become Lone, and role play in your mind what is unfolding. What would you do if you were Lone?

Use the Mentor Mannequin Model



While mentoring:

- Map with 2D templates and 3+D models
- Situate and Learn the SLDAO perspective
- Decide the way forward through ethical, ecological, environmental lenses
- Realize the action-outcomes for STAMP procedure
- Use the applicable metrics and measures

Each person has developed and applies ways of learning, ways of knowing, ways of educating, ways of living - essentially any word ending in "ing" that applies to you is a system-process. For which there are the essential elements that bring "it" to living life, living your extraordinary life.

Whereas mentoring is the focus of the book, mapping the Why-How-Who of mentoring is the focus of this chapter.

If you drive a car, there are maps.

If you move through the outdoors, there are compasses and maps.

If you create a To Do List, it is a mental map of the mind - to remind you of something.

With or without direct experience of mentoring, you could outline a map of mentoring.

The ways you use words, shapes, and diagrams outline your map.

Map with 2D templates and 3+D models

The maps used most often are Flatlander maps.

They are 2D - 2 dimensional - use of x and y axes.

They present in portrait form or landscape form.

Portrait is 11 by 8.5 whereas Landscape is 11 by 8.5.

[Consider Flatlander via Wikipedia - <https://en.wikipedia.org/wiki/Flatland>]

There are 3D - 3 dimensional - use x, y, and z axes.

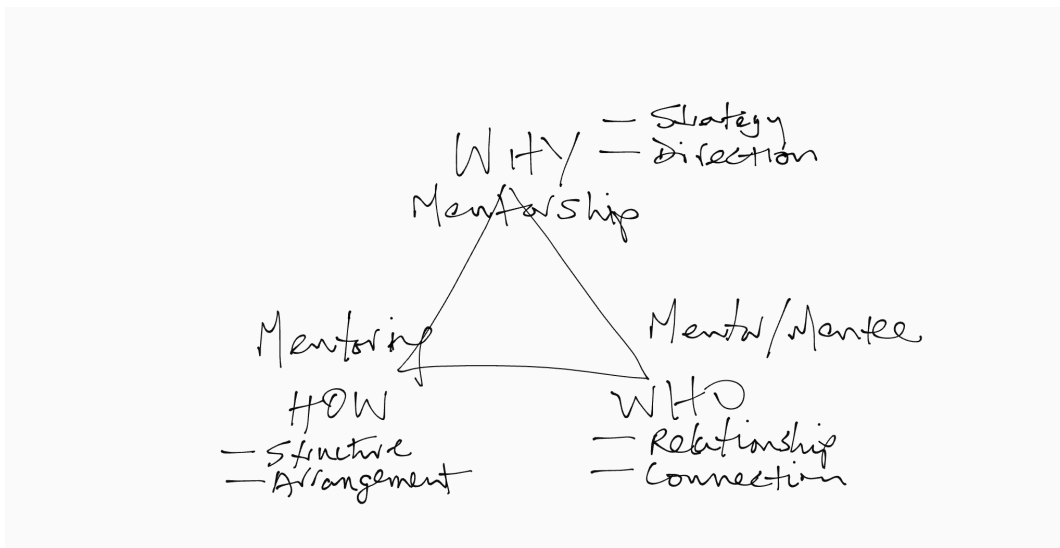
Other words are Length, Height, and Depth.

In addition, there are 3+D maps as well because of the advancement in technology.

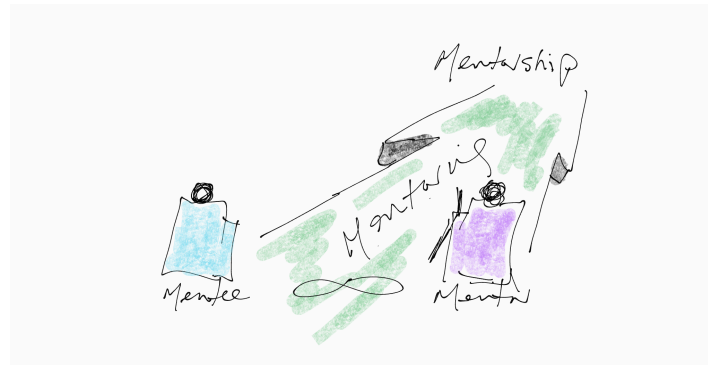
A suggested 2D template and 3D model follows.

They depict the interactions between Mentoring-Mentor-Mentee-Mentorship

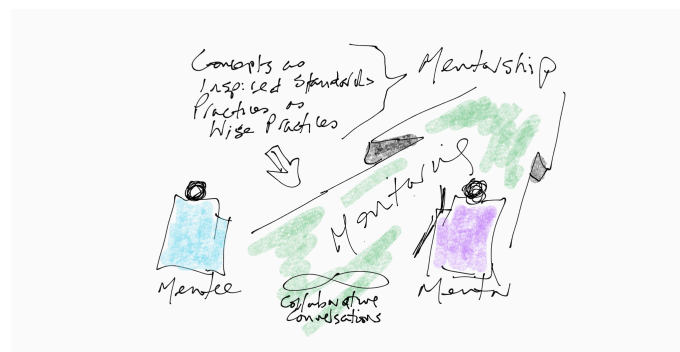
Here is the 2D template - flat approach:



Here is the 3D model - perspective approach. We call it the Mentoring Mannequin Model.



The name “Mentoring Model” refers to the arrangement and connection between the Mentee and Mentor as they walk along the Mentoring pathway while sharing Mentorship concepts and practices for the betterment of both personally and professionally.



The mentoring pathway suggests movement in time and place. Think of the image as to moving into the page towards a horizon point.

The infinity sign (Mobius Strip) between the mentee and mentor suggests ongoing collaborative conversations as they walk the path together.

The concepts (inspired standards) and practices (wise practices) the mentor applies informs the mentee of the mentorship direction, arrangement, and connection available.

For reasons of in-person learning, the workshop instructor could use *mannequins* to create a diorama (a *model* representing a scene with three-dimensional figures, either in miniature or as a large-scale museum exhibit). The instructor can walk around the model instructing - facilitating - mentoring (etc.). As can the workshop participants. Also, the participants and instructor could replace the different “model elements” for live conversations and/or to relay concepts and practices. The diorama encourages experience-based role play and case examples with evidence-based learning.

Signpost Dr. Stephen Hobbs

You could set up something similar on your desk.

Here is an example...

1. Assign an object to mentor and mentee.
 2. Draw an arrow on a piece of paper (like the one in the drawings above).
 3. Place the arrow on the desk.
 4. Drawing a shape to represent mentorship.
 5. Place mentorship at the point of the arrow.
 6. Print mentoring on a slip of paper.
 7. Place the mentor and mentee objects at the base of the arrow.
 8. Touch an object: mentor or mentee.
 9. Move this object around the arrow, over the mentoring slip, and mentorship shape.
 10. Record your thoughts.
 11. Move the object above, to the side, below the arrow, slip, and shape.
 12. Record your thoughts.
 13. Repeat with the other object.
 14. Record your thoughts.
 15. Repeat by moving the arrow, slip, and/or shape regards the objects.
 16. Record your thoughts.
 17. Reflect, did any feelings arise?
 18. Record your feelings.
-

Situate and Learn the SLDAO Perspective

Throughout the book are five letter acronyms.

Often, they are an everyday word like STORY

[STORY appears in Chapter 3, and expanded below.]

The 5-letter acronym that follows breaks the pattern.

However, its usefulness remains simple and elegant.

And with time, you can form your way of saying it.

The acronym is SLDAO.

Situate - the situation, the circumstances you find yourself, the place for which you bound your awareness of the situation; you develop a map

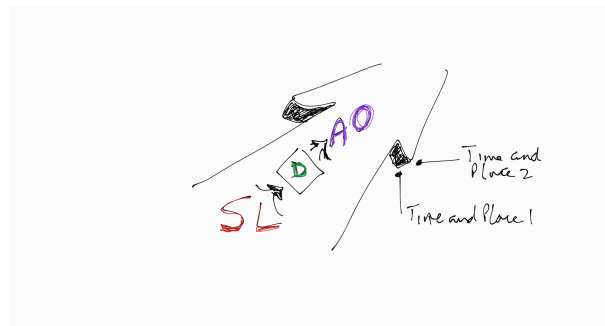
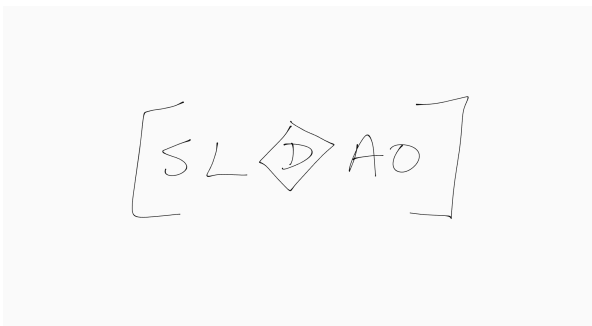
Learn - when you listen you learn (add where you share you educate), besides learning how to listen it's important to embrace "learning how to learn"

Decision - from the choices, from the consideration given, you decide which path

Act - as you move forward with your decision you are taking actions, those actions, those action verbs become your wise practices

Outcome - with actions completed, you can acknowledge the things that turned out, the consequences become your inspired standards

Here are the 2D and 3D versions of SLDAO:



SLDAO related to mentoring organizes your perspective of the action-outcomes, the wise practices, and inspired standards associated with your mentoring arrangement and connection.

Mentoring following SLDAO results in a STORY for the mentor and the mentee.

Your mentoring STORY is about

Significant & Shift

Transformation & Transcendence

Oppportunity & Obstacles

Resilience & Resourence

Y - Answer the Questions Why & Whole

This **STORY** expresses the essential benefits and features of your mentoring approach that offers you a way to share your Point of View (POV) about the mentoring you propose.

When your POV meets the mentee's SLDAO, then you both experience coherence (you clarify from consistency). Whereupon, you can determine if you move forward together.

Decide the way forward through ethical, ecological, environmental lenses

Your mentoring approach is a path you walk with the meeting.

This pathway has you sharing insights from three positions:

- Feedback - sharing insights from the mentee's (and your) PAST-HISTORY
- Feed-fromward - sharing insights connected with the mentee's (and your) FUTURE-MYSTERY
- Feed-forward - sharing insights based on what is unfolding in the PRESENT-SLDAO

In addition, there are three additional 7-element lenses that guide the STORY

Ethics - agreed upon value-based behaviors the mentor and mentee accept in working together.

They are:

- Accountability
- Caring
- Community
- Fairness
- Hospitality
- Respect
- Trustworthiness

Source: Go to Links to Source Content at the end of the book

Ecology - in particular, ecological literacy, which is the “behavior meets landscape elements” that guide the mentoring (physical) arrangement and socio-cultural connections. They are:

- Cycles
- Development
- Dynamic Balance
- Equilibration
- Flow
- Nested Systems
- Networks

Source: Go to Links to Source Content at the end of the book

Environment - environmental laws are ways to discover and shape the conditions or surroundings in which persons interact from an entire perspective (with the planet, for the world). They are:

- Attraction
- Cause & Effect
- Gender & Gestation
- Ongoing Shift of Energy
- Polarity

- Relativity
- Rhythm

Source: Go to Links to Source Content at the end of the book

Signpost Dr. Stephen Hobbs

Why 7-7-7? For alignment with other 7-related frameworks like chakras.

I can draw a 3D Perspective Cube Model.

X is Ethics

Y is Ecology

Z is Environment

Inside this cube are 343 smaller cubes.

Each of these cubes highlights an interaction among an ethical, ecological, and environmental combination.

I mention this outcome to highlight the expansion and extension of the ways to gain perspective about mentoring.

You have at least 343 topics for dialogue while mentoring!



Attribution: <https://commons.wikimedia.org/wiki/File:7-layer-cubes.jpg>

A preference I adopted for use with a 3D Decision Cube Model.

I use 5 by 5 by 5.

X is STAND - Chapter 1

Y is STEEP - Chapter 1

Z is YROTS (yes, STORY spelled the other way) - Chapter 3

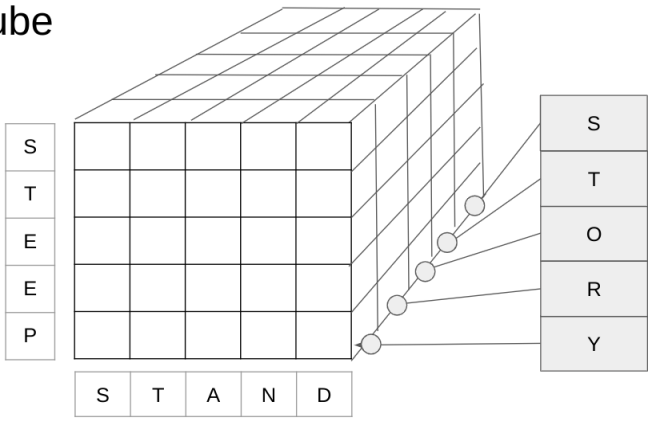
Alternatively, Z is SLDAO - Chapter 4

With the 5 by 5 by you have 125 smaller cubes.

Again, that gives you at least 125 topics to discover & shape about mentoring.

5 by 5 by 5 Cube

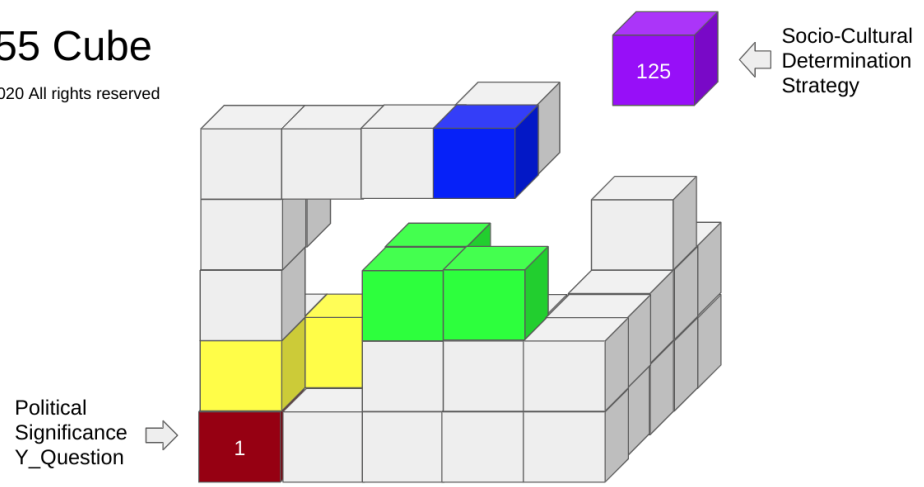
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STEEP	STAND	STORY
SocioCultural	Significance	Strategy
Technological	Transition	Tactics
Environmental	Adeption	Operations
Economical	Nourishment	Resilience
Political	Determination	Y_Question

555 Cube

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Realize the Action-Outcome for STAMP Procedure

To be clear:

Realize - to realize (to become aware, cause something to happen) a wise practice

Procedure - to establish an official way for an inspired standard to occur

Action - a thing done, to proceed with the wise practice

Outcome - a way something turns out, its consequence; the inspired standard you complete

STAMP

On Level 1, STAMP is an acronym that offsets STEEP. Whereas STEEP suggests an outside-in perspective (Chapter 1), STAMP suggests an inside-out perspective.

S - Stakeholders & the 5 Ss - Set-up, Stride Forward, Stay Found, Shine Light, Share Wisdom

T - Transition

A - Authority

M - Materialize

P - Platform

STAMP emphasizes two lenses:

1. The stakeholder is the mentee, and the ripple effect that occurs.
2. The stakeholder is the mentoring for the workplace program, the mentee, the organization, etc.

What follows leans into the second lens. It reminds you of the various inputs, throughputs, and outputs associated with the mentoring system.

However, it is useful for lens one when you start your mentoring practice. It outlines keywords to guide your preparations (developing a checklist) for mentoring.

On Level 2, STAMP includes 5 important SLIDE considerations for the organization of your mentoring approach. Each row is a horizontal SLIDE.

5 Ss – 5 Ts – 5 As – 5 Ms – 5 Ps

Set-Up	Stride Forward	Stay Found	Shine Light	Share Wisdom
Tips	Tools	Techniques	Technologies	Transition
Aware	Acknowledge	Advance	Amplify	Author
Map	Manage	Measure	Monitor	Materialize
Product	Process	Project	Program	Platform

For Level 2 STAMP to work.

Create a 9 Column by 5 Row table

The middle column is the focal point for the decision action-outcome

It serves as the lunch pin for the time it's used. It is a vertical SLIDE.

The gray area - the vertical column - emphasizes what you will focus, improve, and strengthen

Example 1: Mentoring for the Workplace Approach

For the Mentoring for the Workplace Approach - you highlight these boxes.

Set-Up	Stride Forward	Stay Found	Shine Light	Share Wisdom
Tips	Tools	Techniques	Technologies	Transition
Aware	Acknowledge	Advance	Amplify	Author
Map	Manage	Measure	Monitor	Materialize
Product	Process	Project	Program	Platform

Through realignment, you create this vertical column.

Through your resource allocation of time, effort, and money, you decide what you want to focus, improve, and/or strengthen.

A possible interpretation:

You've managed the Mentoring for the Workplace for a year.

It's time to review and measure the relevancy of the mentoring tools used in year 1.

From the assessment, you can improve, focus, and/or strengthen the tools for the second year roll out of the program.

				Share Wisdom				
				Tools				
				Aware				
				Measure				
				Program				

Example 2: Personal Mentoring Approach

As you establish Your Mentoring Approach, you highlight these boxes.

Set-Up	Stride Forward	Stay Found	Shine Light	Share Wisdom
Tips	Tools	Techniques	Technologies	Transition
Aware	Acknowledge	Advance	Amplify	Author
Map	Manage	Measure	Monitor	Materialize
Product	Process	Project	Program	Platform

Through alignment of the gray boxes, you create the vertical column in the next diagram. Through your resource allocation of time, effort, and money, you decide what you want to focus, improve, and/or strengthen.

A possible interpretation:

As you set-up your mentoring practice,

What techniques will you use?

Are you aware of the range of techniques you can choose from?

You think through the likely outcomes of the application of the techniques.

You remind yourself to document the successes and the mistakes to improve, focus, and strengthen your processes (practice).

				Set-Up				
				Techniques				
				Aware				
				Materialize				
				Process				

Use the Applicable Metrics and Measures

Numbers are not the first thing that comes to mind when measuring personally the outcomes of mentor-mentee mentoring. More often, measures and metrics have to do with an organizational mentoring program.

Consider the following statements. Take each one at a time, then add the next line...

Within the mentoring arrangement and connection,
measures and metrics are about the use of
numbers with words, and words with numbers
that the mentee and mentor
identify as essential
to describe and explain
how they discover and shape
their outcomes
because of the mentoring approach.

Sidebar: Water Hibbot

While mentoring, to measure outcomes
Using anecdotal stories and experimental numbers
Celebrate... As words matter, so numbers matter.

Quantitative measures and metrics are still on the table for conversations between the mentee and the mentor.

Diving deeper into measures and metrics:

The measures and metrics require understanding of applicability.

Applicability covers the integration of the actions: Develop - Deliver - Determine

Measures are the concrete identification of the size - amount - degree of something

Metrics are the abstract interpretations of the extent - quality - value - effect of something

Types of Concrete Measures - unit of understanding for measurement like mentoring sessions

- Engagement - about the number of scheduled mentoring sessions, attendance record, promptness
- Progress - about outcomes identified, outcomes completed, importance and satisfaction rating assigned to identification and completion

Types of Abstract Metrics - tracking the unit for measurement like 3 mentoring sessions per month

- Situation - engagement, retention, promotion, participation, promptness
- Behavioral - shift in knowledge, skills, attitude

While mentoring, it's essential for the well-being of the mentor and the mentee, and the joint well-being they share to agree on the *key performance indicators*. What measures and metrics will the mentor and mentee use to start, sustain, and scale their allocation of time, effort, and money to the mentoring arrangement and connection?

There are two additional word pairings that are important to measures and metrics when mentoring:

Assessment and Evaluation

Assessment is formative, continually unfolding when applied - measures.

Evaluation is summative, applied at fixed points - metrics.

A formative assessment happens against a second assessment to review the connection, competition, and collaboration adjustments between the markers. For example, a satisfaction and importance assessment of the mentee's required versus achieved outcomes.

An evaluation occurs at the close of the mentoring arrangement. If the arrangement continues over an extended time, then evaluative markers (at agreed upon times) are used to ensure the action-outcomes remain applicable or require edits (add, alter, delete).

Bottleneck and Battleneck

Bottleneck is the pinch points in the system - identified by the process flowcharts

Battleneck is the pinch points involving persons - identified by the social network analysis

Within the mentoring arrangement and connection, there are bottlenecks and bottlenecks.

Often, the bottlenecks are at the beginning as the mentor and mentee set-up and stride forward together. However, they can occur along the way. When both the mentor and mentee stay present - remain alert - and through collaborative conversations, they tackle the bottlenecks before they escalate.

Whereas the battlenecks arise when there are differences of perspective and/or required outcomes. These challenges happen organically. Often, the mentor and mentee have a sense of a rising battleneck. Again, through collaborative conversations, they tackle the battlenecks before they become an irritant.

There are three answers to the 5 questions that follow:

Yes = Yes - document how you know it is Yes

No = No - develop & implement a learning plan, learn, & record how you turned No to Yes

A wavy Yes = NO - determine what you don't know, follow the No pathway above

Question: "While mentoring, can I..."

- Map with 2D templates and 3+D models**
- Situate and Learn the SLDAO perspective**
- Decide the way forward through ethical, ecological, and environmental lenses**
- Realize the action-outcomes for the STAMP procedure**
- Use the applicable metrics and measures**

Notes...

6. Walk Together with the Value of Safety

_____ Lone Meadows New Mentor Story

Lone's talk went well. There were questions and conversations that lasted for an additional hour.

Highlights of the talk included his personal story. How he moved into mentoring with the assistance of his mentor, Walter Hibbot. His completion of the Certificate of Practice - Mentor.

An emphasis on safety drew most of the attention. Because many of the attendees were younger (newer) socially conscious entrepreneurs, Lone's presentation on the Wholistic (Psychological) Safety model got people moving in their seats.

Their request to organize small dialogue groups during the presentation alerted Lone and Jone that this topic was relevant.

The keywords resulting from the dialogue highlighted Lone's terms adeption and resourence. Three of the four breakout groups wanted Lone to present more. However, everyone agreed that conversation would happen another day.

Lone picked up four business cards. And before he left the front of the room, he felt the two vibration pings on his phone.

With many thanks shared, everyone left the room. Jone whispered thank you. Jason gave him a pat on the back as they walked to their trucks.

Lone drove home via his favorite drive through. Their fresh-cut french fries were the best for miles around.

Penne was sitting on the front porch reading when Lone pulled in and parked.

Looking up, "Went well?"

"For sure! I enjoy those types of presentations." Wearing a grin from ear to ear.

Putting his leather bag down with the paper bag, "Can I have some of the lemonade? I see a second glass."

She smiled. Nodded yes.

"By the way, Jason asked if you could help his mom. Seems Min's accident has triggered her. And I said I would pass along the message and you would call him either way."

"I'll call tomorrow."

As Lone leaned forward to pour his lemonade, he saw the cover of Penne's book. *Wholistic Psychological Safety*.

"Good book?" As he settled into the chair.

"Yes. Covers a lot more about the Value of Safety. Just finished scanning it when you arrived. He provides links to a website filled with videos and additional resources."

Yeah! That makes sense. Penne and I are in sync again. Returning to the present, "Great. Want your ice cream?"

Laughing. "Yes!"

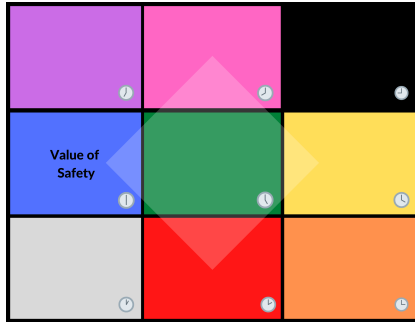
_____ Signpost Dr. Stephen Hobbs

With this story [and the others that follow in each chapter], in what ways are the terms mentoring, mentor, mentee, and mentorship woven into the story?

Also, think of the story snippets as a case example to learn from.

Become Lone, and role play in your mind what is unfolding. What would you do if you were Lone?

Walk with the Value of Safety



While mentoring:

- Demonstrate Congruence with Safety - EOHS
- Organize via Wholistic Safety Approach
- Manage Safe Systems FOR Persons
- Lead Persons FROM Safer Practices
- Review Competence-Evidence-Experience Tools, Techniques, Technologies

The application of models and templates like the Mannequin Model occurs within its applicable boundary.

The boundary in question frames Uncertainty/Certainty as mentoring leans into safety requirements.

The Uncertainty/Certainty continuum is:

Uncertainty - Ambiguity - Confusion - Risk - Certainty

As to Safety - Safe Systems - Safer Practices while mentoring, consider the following insights. This presentation is not exhaustive nor particular to any situation (workplace, meeting, etc.).

This topic, the tips and tools that appear here, remind you, safety is important. And, it is the correct thing to do for you and those you mentor to weave safety into the mentoring arrangement and connection.

Demonstrate Congruence with Safety - EOHS

Safety involves the conditions and/or circumstances in which there is undergoing or causing hurt, injury, or loss. Often a situation occurs because the relevant *safe system-safer practice* tips, tools, techniques, and technologies are not in place or mis-followed.

To prepare and to prevent unsafe conditions-circumstances-consequences, governments identify and monitor Environmental, Occupational Health and Safety (EOHS) standards and practices for safety, injury prevention, and competence requirements.

Then, industries and workplaces adopt and adapt these regulations for their use, to remain within the criminal statutes to ensure the importance of safety every day.

A safe & healthy workplace can

1. protect persons (stakeholders) workers from injury, illness, and incidents
2. lower injury/illness/incident costs
3. aware about the surroundings
4. affect workplace stress
5. use tools, techniques, and technologies correctly
6. maintain emergency protocols front of mind
7. evaluate (and review) conditions
8. remain alert to all elements of the situation

The above list is a partial introduction.

There are additional factors related to each workplace.

As to mentoring, many of the organization factors apply.

Even when mentoring is outside of a formal organization setting, these factors apply.

Mentoring can occur in the coffee shop as it can on the shop floor, and in all places in between. Whether in and/or between, safety is paramount for all involved.

Organize via Wholistic Safety Approach

In the organization of work, in the organization of mentoring in particular, there are five key “areas” in which to discover and shape circumstances where the mentor and mentee are safe.

- Physical - perceived through the five senses
- Mental - perceived through mental faculties - can cover reactive emotions
- Soulual* - perceived through multi-sensory faculties including intuition - can cover appreciative emotions (in consistent use of “al”, I created the word soulual)
- Spiritual - perceived through beliefs-frames of reference, one’s hierarchy of values
- Wholiversal - perceived through the vital force expressed in being fully human, being natural (in consistent use of “al”, created the word for wholiversal)

As a pre-guideline - for you to edit (add, alter, delete):

At all times, it’s about collaborative conversations where and when this (your) guideline applies.

Your Preparation

1. Define safety - safe systems - safer practices
2. Identify possible root causes of safety-related issues by each “area” mentioned above.
3. Prioritize the issues from your perspective
4. Consider your role in dealing with the top three issues

Based on organizing the mentoring arrangement & connection, there is a time when you

1. Discuss the wholistic safety areas with the mentee
2. Ask the mentee to identify issues (generalized to start, dive deeper later)
3. Ask the mentee to prioritize the issues
4. Dialogue about ways to manage the issues in the words of the mentee

Moving forward

1. Guide decision-action-outcome with the mentee
2. Analyze conditions and consequences of dealing with the issues for both of you
3. Support the decision-action-outcomes of the mentee
4. Support your decision-action-outcomes
5. Investigate the hinder and help requirements raised by the issues and initiatives
6. Use action reflection learning to discover and shape what happens next

Manage Safe Systems FOR Persons - forward

In the organization of mentoring - to start, sustain, and scale the mentoring connection and arrangement, it's important the mentor manage the mentoring approach.

In doing so, the mentor is managing the safe systems for the mentee to move forward.

This management continues until the mentor and mentee mutually agree to share the associated competence. However, it's a wise practice for the mentor to remain vigilant to this outcome while sharing this outcome.

Safe Systems

A Safe Systems approach represents a significant and caring shift in the way the mentor interacts with the mentee; it puts safety at the forefront and calls for collaborative conversations to design-develop-deliver-determine (manage) safe systems to account for human fallibility.

When you manage wholistic Safe Systems concepts and practices, you are using systems thinking (feeling) tips, tools, and techniques to

- provide a common language for the mentor and mentee to use (because sometimes they are from diverse disciplines and sectors)
- express their unique understanding of the interconnected safety area factors affecting the mentoring connection and arrangement
- identify topics the mentee brings to the mentoring conversation
- Identify topics the mentor surfaces through the mentoring process
- support the mentee, the mentoring arrangement and connection, the mentor, and the ripple effect of the outcomes

Lead Persons FROM Safer Practices - fromward

In addition, the mentor is leading the mentee in using safer practices associated with the mentoring.

In doing so, the mentor is leading the mentee fromward (from the future into the present) using the correct safer practices for the situation.

The leadership continues until the mentor and mentee mutually agree to share the associated competence.

Safer Practices

Expanding on the previous action-outcome statement to manage safe systems, are you ready, able, and willing to lead from safer practices?

Consider, “now that I know what I know now, I can make a new decision based on new information and do this instead.”

A starting point to lead safer practices associated with mentoring has you acknowledge, advance, and amplify all action-outcome statements listed in the book.

Yes, any statement framed by an action verb with an outcome phrase. There are the 35 statements that make up the framing of the book. And then, under each of these statements, are additional action-outcome statements for you to use.

Of particular importance, the safer practices you use outline the ways and means of the mentoring arrangement and the relationship. While the mentor is the initiator, with time, the managing of safe systems and leading safer practices unfolds from the mentor and mentee. With the caveat, the mentor remains vigilant to slippage.

Here are nine baseline practices to nurture as a mentor and encourage the mentee to do the same:

1. Remain alert to your surroundings - physically
2. Identify issues from the five wholistic safety areas
3. Document reminders of the conversations while ensuring confidentiality
4. Take breaks to sustain energy
5. Practice collaborative conversations
6. Confirm accountability and responsibility assignments
7. Define the concepts and practices of the Work, the Conversations
8. Eliminate assumptions and opinions when they present themselves
9. Consider the triggers and prompts of unsafe and unsettling situations

Review competence-evidence-experience tools, techniques, technologies

The competent use of the mentoring concepts and practices strengthens through the use of evidence-based learning and experience-based educating bracketed by safe systems and safer practices.

The Safety Lens outlined above reminds the mentor of the importance of a Wholistic Safety Approach through managing safe systems and leading safer practices for self and with the mentee.

Safety is not a one and done approach. It surfaces in every mentoring connection - every mentoring meeting while in person and/or with technology support.

As a mentor, you are using

1. education tools, techniques, and technologies - Chapter 4 and 5
2. evidential tools, techniques, and technologies - Chapter 4 and 5
_informed by
3. safe system and safer practices tools, techniques, and technologies - Chapter 6
_to position yourself (to use)
4. competence tools, techniques, and technologies identified in Chapter 7
_to confirm a mentor's competent
5. mentoring tools, techniques, and technologies - Chapter 1, 2, and 3

Competence is possible when the mentor's capabilities advance through continuance application to confirm and leverage the mentor's capacity to mentor, to serve as a mentor, to contribute to the discipline of mentorship.

The next chapter outlines the competence verification system useful to mentors to receive a Certificate of Practice - Mentor.

There are three answers to the 5 questions that follow:

Yes = Yes - document how you know it is Yes

No = No - develop & implement a learning plan, learn, & record how you turned No to Yes

A wavy Yes = NO - determine what you don't know, follow the No pathway above

Question: "While mentoring, can I..."

- Demonstrate Congruence with Safety**
- Organize via Wholistic Safety Approach**
- Manage Safe Systems for Persons**
- Lead Persons FROM Safer Practices**
- Review Competence-Evidence-Experience Tools, Techniques, Technologies**

Notes...

7. Celebrate Certification Is the Way

_____ Lone Meadows New Mentor Story

After chatting with Water on the conversation log by the pond, he asked what's the best path to becoming a mentor.

"That depends! Do you want the background concepts or the foreground practices?" Lone nodded, knowing the precision by which Water answers his question. Often with another question.

However, Lone knew Water's questions required thought and conversation.

"Okay, I'll bite. Foreground and background, what do you mean?"

"When you learn the concepts, you get background interpretations and investigations from others' results and research. When you apply the concepts that you mentor, you access the foreground insights and ideas of your results and research."

"Mentoring aligns with your lived experience." Water said it in a way that Lone knew he had to respond.

"Okay. So you are saying I have some experience in mentoring already. I can use that to tap into and with more mentoring, become better at it."

"Yes. When you engage with another person, and you answer their questions without telling them what to do, you are on your way to mentoring. I've noticed you're gifted at this. You've heard me say, 'you are a natural educator.'

Add humility, patience, and kindness! Then, create your preparation checklist, fit out your prevention backpack, and continually, practice. Similar to how we prepare for our work outside."

Water, turning to face Lone rather than looking out over the pond, "You've been mentoring me. Our two way trusted relationship and arrangement encourages me to learn more. Every time I leave our conversations, I have something to think about or learn more about."

"My suggestion to you about certification is a way to broaden your learning and development. Doing so breaks you out of the routine thinking, 'just because you can, doesn't mean you should.' That was a hard won lesson for me. Not to be repeated even today."

"Makes sense!" while placing the rock he rolled in his hand underneath the log. "Time to go?"

Standing together, they walked along the path to their trucks. “One last thing. Document, document, document your mentoring story and practices. Reflection is helpful. And if you choose the certification route, you’ll need the documents as evidence.”

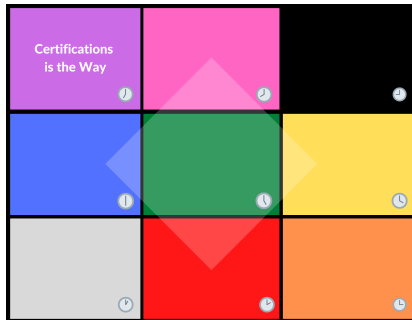
_____ **Signpost Dr. Stephen Hobbs**

With this story [and the others that follow in each chapter], in what ways are the terms mentoring, mentor, mentee, and mentorship woven into the story?

Also, think of the story snippets as a case example to learn from.

Become Lone, and role play in your mind what is unfolding. What would you do if you were Lone?

Celebrate Certification Is the Way



While mentoring:

- Identify the competence necessary to meet the requirements and requests of your audience
- Use an evidence-based learning approach for documentation submission
- Apply an experience-based educating approach
- Submit the portfolio and logbook
- Confirm the issuance of certificate through verification or auditing

Going to take a different tact with this chapter. It's generic!

It's written for all audiences involved in mentoring like:

- a new mentor, whether paid or volunteer
- a newish mentor seeking continuous learning opportunities
- a manager of a Mentoring for the Workplace program
- a Coordinator of a Charitable Organization wanting to strengthen volunteers
- a socially conscious practitioner wanting to advance their suite of services
- a mental health collaborator (employee or volunteer) working out a community center

The text//process that follows is for the Certificate of Practice - Mentor available through the International Mentoring Community.com

Identify the competence necessary to meet the requirements and requests of your audience

The audience refers to the recipient of the certification. Henceforth, that will be “mentor”

The mentor has requirements and requests of the certification process.

Requirements are statements that have no wiggle room.

Requests are statements that have some wiggle room.

A person may require a certificate showing baseline understanding of the concepts of mentoring

The same person may want recognition of their practice of mentoring, yet know they need more mentoring experience before application.

Therefore, IMC as the certifying body, can suggest the base-level certificate showing how it's nested in the practice-level of the certificate. As you are working on the concept-level certificate, you are gaining evidence for your practice-level certificate.

Also, the use of *require and requests* is a way for the mentee to determine what they require and request from the mentor, and clarify what they bring to the mentoring arrangement (talents, knowledge, skills, attitudes - capabilities)

Similarly, the mentor can share what they require and request from the mentee while outline their lived experience via capabilities, attitudes, skills, knowledge, and talents.

Competence is the determination via the certification process the mentor has met the Yes response to the question “Can I... action-outcome statement.”

This determination has been evident at the end of each book chapter. However, these action-outcome statements are not - as is - in the Certificate Mentoring Profiles. These action-outcomes link to the learning and development presented in the book.

Can I? Yes and No, a wavy Yes = No!

Necessary - for each situation for learning to decide

Use an evidence-based learning approach for documentation submission

When answering YES to the action=--outcome statement - whether in this book and/or for mentoring certification - the mentor is asked for the "evidence".

For each action-outcome statement the mentor is asked for the evidence of knowing the concepts and applying the practices.

For example:

Manage ethical decision making

Concept:

Define decision making

Define ethics

List the types of ethics

Discuss the relevance of ethical decision making when mentoring

Practice:

Review an ethical decision making process

Evaluate the use of ethical decision making

Manage ethical decision making

In listing the evidence of learning and application the mentor is "Reflection on" their lived experience as a mentor. The evidence is presented in a portfolio.

A portfolio is documentation of the tangible and intangible ways and means the mentor identifies and confirms are "evidence of learning the concepts and applying the practices.

Included in the portfolio is the logbook or mentoring practice. The mentor is given a logbook format by IMC if the mentor is without a logbook.

Apply an experience-based educating approach

See Chapters 3, 4, and 5.

The certification process through involvement of a Journey Mentor and the Verifier, they are using an **experience-based educating (ExB_E) approach** using experiential learning.

The ExB_E approach works well when you mentor.

In fact, it helps the 12 educating approaches covered in Chapter 3.

Moving forward with your learning and verifying

1. Find opportunities to reflect in and on the learning system and processes
2. Find opportunities to reflect in and on the educating system and processes
3. Weave together your reflections from 1 & 2, to improve, focus, and strengthen both because of the other
4. Extend your mentoring practice with attention to 1, 2, & 3 through recording your insights, ideas, investigations, interpretations, and invitations

Submit the portfolio and logbook

After preparation of a coherent submission based on IMC guidelines, the mentor applies for verification.

The mentor receives a "Verification Process Document" including all necessary forms and case examples.

After compiling all the evidence forms, administration forms, and case review summaries, the mentor applies for the verification.

The verification process with the verifier occurs within 2 weeks.

The verification meeting is for 2-hours at which time the mentor presents the portfolio and answers questions based on the submission. It is an open-reference, collaborative conversation. Of considerable importance, the verifier is not the educator of the mentor. That determination happens at the time of the verifier assignment.

Once all items on the verification checklist are completed, the Verifier sends the mentor a Verification Summary showing Yes (approve certification) or No (not approved for certification) with details of how to correct their submission and/or presentation.

Confirm the issuance of certificate through verification or auditing

Once the i is dotted, and the t is crossed - the certificate, the “it”, is prepared for distribution.

A pdf copy of the certificate is available.

On the back of the certificate (or accompanying it) is the list of action-outcomes the certificate covers for the time designation on the front of the certificate.

The recertification process is two years.

Recertification follows the certification process outlined above.

When the mentor maintains diligent recording, the process moves quickly.

_____ **Signpost Dr. Stephen Hobbs**

An alternative to the Certificate of Practice - Mentor is the Certificate of Concept - Mentorship.

This certificate covers all concept action-outcome statements.

It involves a Written Audit process.

An IMC recognized Auditor completes the Written Audit of the portfolio submitted. IMC sends the portfolio requirements and all administration forms after receipt of the application.

The portfolio submission includes a Case Review.

Certificate Summary

Name →	Concept - Mentorship	Practice - Mentor
<i>Concepts</i>	All	All
<i>Practices</i>	No	All
<i>Process</i>	Written Audit	Verification
<i>Recertification</i>	No	Yes (2yrs)

There are three answers to the 5 questions that follow:

Yes = Yes - document how you know it is Yes

No = No - develop & implement a learning plan, learn, & record how you turned No to Yes

A wavy Yes = NO - determine what you don't know, follow the No pathway above

Question: "While mentoring, can I..."

- Identify the competence necessary to meet the requirements and requests of your audience**
- Use an evidence-based learning approach for documentation submission**
- Apply an experience-based educating approach**
- Submit the portfolio and logbook**
- Confirm the issuance of certificate through verification or auditing**

Notes...

8. Answer So What? What Else? Now What?

_____ Lone Meadows New Mentor Story

“Lone,” are you ready?”

“Be down in a minute!”

Penne walked onto the porch and looked over the food bags and coolers. They were going to a picnic to welcome Min back home.

It had been quite a time for Min’s family. Penne had helped Jason’s mum. Lone had supported two new entrepreneurs. And Min walks with the aid of a cane. At least for the next month.

Jason, Min, and Lone agreed in 31 days from yesterday, they would walk up to the town lookout. A gentle 3 km walk. If Min could return the same way. They would walk down. If not, someone would come and get them.

Also, Lone’s boss had given him a stretch assignment. He was to facilitate mentoring in the program and projects, especially to involve the youth. Indirectly, the youth could help their grandparents to catch up on the latest ecological and environmental concepts and practices. A Win-Duck-Grow for everyone.

With Lone stepping out on the porch, Penne said “Okay. Let’s go. You grab the two coolers. I’ll bring the bags to the truck. Looks like you were checking the list in your head you walked out. So I’m thinking we got it all?”

“Yea. Earlier, I put the large tarp, poles, and straps in the back as well.”

Smiling, Penne asked, “There are no So What and What Else questions left on the porch?”

“Whoops, I’ll lock the door.” Penne running up the porch steps.

Laughing together, he put the coolers and bags in the back of the truck. Returning, she climbed in on the passenger side.

As Lone got in, “We’re ready to go!”

“My rain jacket - be right back!”

“It’s in the kitbag on the back seat.” Laughing, he started the truck.

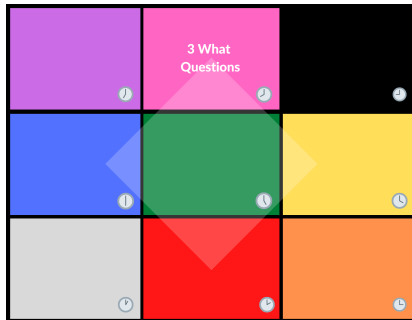
_____ **Signpost Dr. Stephen Hobbs**

With this story [and the others that follow in each chapter], in what ways are the terms mentoring, mentor, mentee, and mentorship woven into the story?

Also, think of the story snippets as a case example to learn from.

Become Lone, and role play in your mind what is unfolding. What would you do if you were Lone?

Answer So What? What Else? Now What?



While mentoring:

- Clarify from consistency
- Contribute from confidence
- Communicate from commitment
- Collaborate from community
- Co-create from capacity

The Meaning of What

The three questions that form the chapter title contain **what**.

“What” is a question about resource allocation — time, effort (energy), money.

These questions highlight your legacy story.

Definition of Legacy:

About the useful whats you gift others so they can learn something from your lived experience.

Exchange “time, effort, and money” for “whats” in this definition.

And now, link “legacy and whats” with mentoring. Herein, an extraordinary story unfolds for you. As you move forward, continually ask the following questions to improve, focus, and strengthen your practice.

So What?

So what happened in the use of your time, effort, money having read this book?

So what can happen in your use of time, effort, money as you mentor?

What Else?

What else do you need and want to learn-develop-practice after reading the book?

What else can you learn-develop-practice in preparation to mentor?

Now What?

Now what time, effort, and money are you going to assign to mentoring because of reading the book?

Now what time, effort, and money are you going to assign to mentoring that advances and amplifies your mentoring?

Sidebar: Lone Meadows

Often my mentor reminds me,
After reading the book, ask these 3 questions.
After mentoring, ask these 3 questions.
Every morning or evening, ask these 3 questions.
And it may not be about mentoring!

In addition, consider these action-outcome statements as guidelines to write your **Code of Mentoring** as follow-up to the three questions above.

5 Major Considerations Framing Mentoring Accomplishment

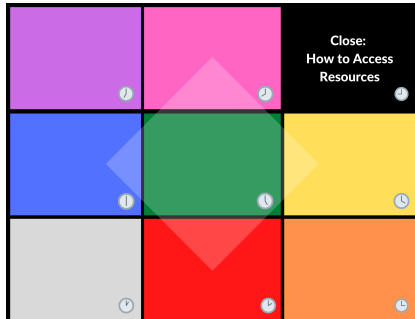
“While mentoring, can I...”

In answering the 5 questions that follow – a Yes = Yes, a No = No, a wavy Yes = NO.

- Clarify from consistency** while mentoring
Clarify - to lessen confusion and make mentoring more comprehensible
Consistency - apply mentoring to ensure logic, accuracy, and/or fairness
- Contribute from confidence** while mentoring
Contribute - help achieve//accomplish mentoring for self and with others
Confidence - ensure the mentee can rely on you and the insights shared
- Communicate from commitment** while mentoring
Communicate - share and exchange responses to mentee’s questions
Commitment - remain dedicated to the mentoring process while keeping your promises
- Collaborate from community** while mentoring
Collaborate - work to accomplish what the mentee requires in their words
Community - establish a place of commonness for mentoring with the mentee
- Co-Create from capacity** while mentoring
Co-Create - encourage the voice, authority, and mastery of the mentee for mentoring
Capacity - guide the mentee to achieve the maximum insights they require and request

Notes... suggest you pause-reflect-write notes before moving on:

9: Close - How To Access Resources



Before closing this book, here are three points to consider and complete:

1]] Remember this is an **action-outcome book** - therefore, use the action-outcome statements throughout the book. Can you answer YES to the statement "I can action-outcome statement!" Recall, it's not a wavy yes. It's a bold, demonstrative YES!

2]] Ensure you develop and manage/lead a **safety approach** - a wholistic psychological safety - approach for you and the mentee (and others influenced by the outcomes of the mentoring arrangement and connection.)

3]] Reread this book - take notes, edit notes - reflect in and on each action-outcome statement - use a wholistic lens to develop and discuss your **Point of View (POV)** about mentoring. Thereafter, deliver and determine the vitality and viability of your mentoring practice for the mentee and you.

As a Bonus Point,

1. Share your learning, knowing, and doing about mentoring and mentorship.
2. Feed your continuous learning and improvement.
3. Improve, focus, and strengthen the quality of mentoring you want to experience.
4. Celebrate your achievements from success and mistakes.
5. Journey well!

Resources

The following resources expand and extend your learning.

With questions, use the [Contact Form](https://wellthmovement.com/contact)
on WELLthMovement.com
<https://wellthmovement.com/contact>

For mentor certification access, visit [IMC](https://mentorpractices) via
<https://mentorpractices>

A: YouTube Channel

WellthLearningTV -

<https://www.youtube.com/wellthlearningtv>

International Mentoring Community -

<https://www.youtube.com/channel/UCStoxdRB5dkVEi3pt3WGmow>

B: Reflective Questions for those Mentoring

What is your lived experience as a mentor?

What ways does mentoring contribute to your legacy story?

When you hear the word “mentoring”, what are your initial thoughts? Feelings?

What hinders you in serving as a mentor? Helps you serve?

What hinders you in becoming a mentor? Helps you become?

What competence factors influence your mentoring approach?

What can you celebrate about your mentoring approach?

C: About Mentor-Mentoring

Educator within, Educating without

Mentor within, Mentoring without

The art of mentoring benefits from the experience of the mentor in collaborative conversations with the mentee

Key considerations for the mentor (random presentation):

1. drive for self-improvement
2. remain open to accept criticism
3. give mentee the opportunity to educate others
4. explore the incentives for remaining a lifelong learner
5. map for success
6. set intentions for yourself
7. sequence material into manageable units
8. order the units logically

9. take advantage of learning about opportunities and difficulties
10. anticipate where mentees will struggle and plan for it
11. leave time for review and repetition
12. gain insight into your mentee's hierarchy of values
13. identify the manner and attitude of your mentees and share it with them as feed-forward
14. identify the behaviors and habits you require/request of them and share it with them as feed-forward
15. show interest in your mentee
16. begin presentation assuming that you're competing for your audience's attention to ensure eye contact with your mentee
17. bring the full force of your enthusiasm and delight to the presentation
18. make sure you're in charge of the technology
19. take advantage of the best of what is new and best of what is old re: technology
20. encourage dialogue
21. praise mentee for shrewd comments or for accurate summaries
22. give mentee an early opportunity to restore the credibility if they blunder
23. use open-ended questions
24. wait through the silence of having passed the question
25. ensure mentee share what they think, then feel
26. ensure opportunities for writing
27. ensure opportunities for speaking
28. use one-on-one educating, one-on-many educating, and peer-to-peer educating
remain empathetic to your mentee's perspective
29. use feedback, feed-forward and feed-fromward
30. remain up-to-date with research in your area of knowledge
31. remain healthy and active in your personal life
32. deal with issues in a professional way
33. create a feeling of community
34. use the creative process when and where and how appropriate
35. give the mentee a sense of anticipation
36. reflect on what you love about mentoring
37. guide mentee to where additional information is available
38. learn from other great mentors//educators what it means to mentor//educate
39. hold mentee to inspired standards using wise practices
40. remain vigilant to the wider ethical situations

D: Action-Outcomes by Module

Distinguish between NOISE and NEWSS

Discern the surrounding NOISE

Locate sources of NEWSS applicable to you

Curate the ideas, insights, interpretations, investigations, and invocations from near and far

Implement the continuum of connect - consider - converse - conclude - complete

Demonstrate Set-Up - Step Forward_ Stay Found - Shine Light - Share Wisdom

Commit to Moving In, Moving On

Mix Profit-Ability and Sustain-Ability

Deepen your intention

Attend to what matters

Reflect in your approach

Reflect on your outcomes

Consider a Mentor Within, Mentoring Without Approach

Discern Sharing is Caring

Name the educating approaches

Clarify your approach

Learn the concepts and practices of Being-Having-Doing

Ensure confidence in what is possible, with backup in the wings

Use the Mentor Mannequin Model

Map with 2D templates and 3+D models

Situate and Learn the STORY perspective

Decide the way forward through ethical, ecological, environmental lenses

Realize the action-outcomes for STAMP procedure

Use the applicable metrics and measures

Walk Together with the Value of Safety

Demonstrate congruence and confidence with Safety (EOHS)

Organize via Wholistic Safety Approach

Manage Safe Systems FOR Persons

Lead Persons FROM Safer Practices

Review competence-evidence-experience tools, techniques, technologies

Celebrate Certification is the Way

Identify the competence necessary to meet the requirements and requests of your audience

Use an evidence-based learning approach for documentation submission

Apply an experience-based educating approach

Submit a portfolio and logbook

Confirm the issuance of a certificate through verification or auditing

Answer So What? What Else? Now What?

Clarify from consistency

Contribute from confidence

Communicate from commitment

Collaborate from community

Co-create from capacity

E: Action-Outcome Checklist

- Distinguish between NOISE and NEWSS***
- Discern the surrounding NOISE
- Locate sources of NEWSS applicable to you
- Curate the ideas, insights, interpretations, investigations, and invocations from near and far
- Implement the continuum of connect - consider - converse - conclude - complete
- Demonstrate Set-Up - Step Forward_ Stay Found - Shine Light - Share Wisdom

- Commit to Moving In, Moving On**
- Mix Profit-Ability and Sustain-Ability
- Deepen you intention
- Attend to what matters
- Reflect in your approach
- Reflect on your outcomes

- Consider a Mentor Within, Mentoring Without Approach**
- Discern Sharing is Caring
- Name the educating approaches
- Clarify your approach
- Learn the concepts and practices of Being-Having-Doing
- Ensure confidence in what is possible, with backup in the wings

- Use the Mentor Mannequin Model**
- Map with 2D templates and 3+D models
- Situate and Learn the STORY perspective
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- Walk Together with the Value of Safety**
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- Identify the competence necessary to meet the requirements and requests of your audience
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Answer So What? What Else? Now What?

- Clarify from consistency
- Contribute from confidence
- Communicate from commitment
- Collaborate from community
- Co-create from capacity

F: Links to Source Content

Chapter 4:

[Josephson Institute](#) - Ethical Values

<https://josephsoninstitute.org/>

[Center for Ecoliteracy](#) - Ecological Literacy

<https://www.ecoliteracy.org/>

[Proctor Gallagher Institute](#) - Environmental Laws

<https://www.proctorgallagherinstitute.com/35331/seven-universal-laws-at-a-glance>

About the Author

Meet Dr. Stephen Hobbs. His *Point of View*:

Nature is an educator of immense proportions, just as it is an educator of the tiny nuances for living life. And, nature is one of the greatest educators to learn and action the **safety** approach of *Stay Found*. To listen to nature, to interact with nature, is joyous. Not to listen, you do so at your own peril.

Dr. Stephen (Stephen) serves as a nature-inspired, life navigator using wholistic **education** approaches like facilitating, **mentoring**, celebrating, and navigating help persons access and enjoy their awareness and interactions with nature, with wholeness.

He is a writer, researcher, and lifelong learner. As an inspired elder, he is a philanthropist for children and trees as an expression of his **legacy** intention.

His commitment is to those who seek safer **experiences** with nature with clarity and confidence, and without wasting time, effort, and money.

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He has published 20+ books, 4 academic-level book chapters, magazine articles, and blog posts. He has developed and delivered 300+ workshops and online courses. And he has two active YouTube channels.

Adding a little more:

He has worked on 6 of 7 continents - and has a plan for the 7th continent

He has

___ worked as a whitewater rafting guide for 22 summers,

___ instructed wilderness and remote first aid for 25 years,

___ served as a university professor for 15+ years

___ operated as an entrepreneur for 40+ years

___ and lives an extraordinary life as a house sitter & dog walker

Website 1: <https://wellthmovement.com> - use the Contact Page

Website 2: <https://mentorpractices.com> - use the Contact Page

YouTube: [WELLthLearningTV](#)

YouTube: [International Mentoring Community](#)

LinkedIn: [Dr. Stephen Hobbs](#)