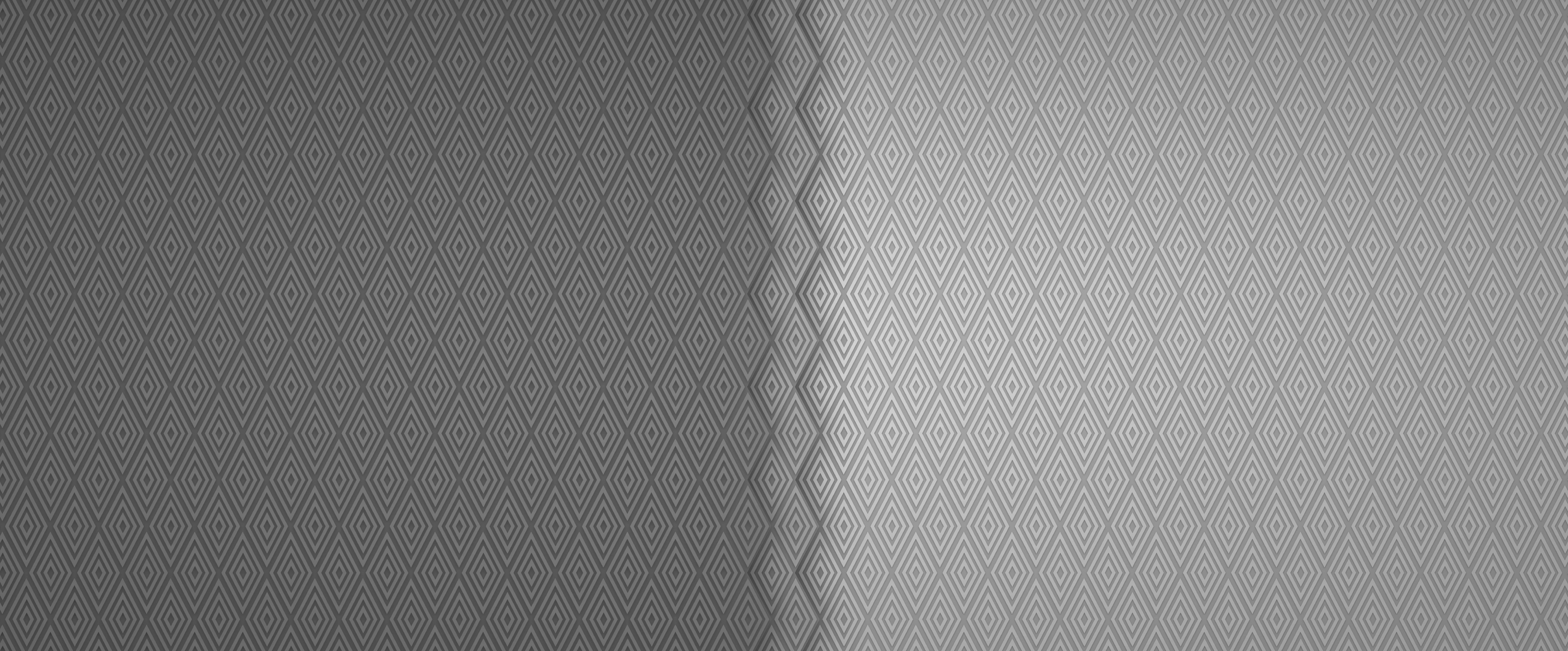


Thank you for downloading. We trust you will find great value in this book. If you do, consider buying the hardcover for the better reading experience. You might also value the Leadership 3.0 Program. Visit moxiefrontier.com for this and other resources as they become available.

THE FLOURISHING METHOD

 THE ART AND SCIENCE OF MENTORING



Dedicated to the coming generations.

This is the type of book that you 'read'. Not like skimming your eyes over the words. Read this book like you are deciphering a fascinating grimoire.

After reading it from cover to cover, let instinct guide what you read next. Use the contents page to inspire you. Try flipping through every page and letting your eyes catch some headings, quotes and diagrams. Maybe read it from cover to cover again.

You might end up *loving* this book.

Contents

PART 1: PREAMBLE	
GROUND ZERO	2
THE TREATISE ON MENTORING	4
	6
PART 3: THE MENTOR'S CORE KNOWLEDGE	
THE FLOURISHING PRINCIPLES	21
STARTING OFF	35
INTEGRITY	40
MATURING SOCIAL DYNAMICS	53
	62
PART 5: BECOMING A BRAND	
PACKAGING YOU	111
COMPLETING YOU	121
	126
	134
PART 7: AFTERWORD	
ABOUT THE AUTHOR	136
YOUR AUTONOMY	137
SOMETHING WONDERFUL	138
EMBRACING THE INEVITABLE	140
THE HUMANITARIAN CREED	142
PART 2: INTRODUCTION	
THE WORLD OF FLOURISHING	
PART 4: DEVELOPING THE PROTÉGÉ	
LIBERATING ASSURANCE	
ENABLING MOMENTUM	
CULTIVATING THE REMARKABLE	
PART 6: EPILOGUE	
FOR REFLECTION	
THE FLOURISHING OATH	

Contents In Detail

PART 1: PREAMBLE

- 2 GROUND ZERO
- 4 THE TREATISE ON MENTORING

PART 2: INTRODUCTION

- 6 THE WORLD OF FLOURISHING
 - Mentoring Mindsets 101
 - Tactics
 - The Flourishing Environment
 - Closing Remarks
 - For Clarification

PART 3: THE MENTOR'S CORE KNOWLEDGE

- 21 THE FLOURISHING PRINCIPLES
 - Self-Sustaining Motivation
 - Flourishing Motives
 - What Matters
 - The Passion's Culture
 - Attainable Targets
 - The Novelty And Achievement Strategies
 - The Fellowship Strategy
 - The Recovery Strategy
 - The Adaptability Strategy
 - Epiphany And The Movement
- 35 STARTING OFF
 - What Matters
 - The Assurance The Moment Calls For
- 40 INTEGRITY
 - Being Reliably Perceptive
 - Embracing The Big Picture
 - Making Fellowship Unmistakable
 - Transitioning The Protégé
 - Taking Pleasure In The Journey
- 53 MATURING SOCIAL DYNAMICS
 - Uniting Members
 - Ensuring Conflict Resolution
 - Strategically Leveraging Leader Types

PART 4: DEVELOPING THE PROTÉGÉ

- 62 LIBERATING ASSURANCE
 - Aligning The Protégé And Community Ambitions
 - Maintaining An Assuring Environment
 - Setting Assuring Expectations
 - Eliminating Counterproductive Self-Talk
- 75 ENABLING MOMENTUM
 - Aligning Mindsets
 - Being United In Purpose
 - Partnering With Self-Accountability
 - Enabling Care Throughout The Mentorship Program
 - Enabling Self-Sufficiency
- 91 CULTIVATING THE REMARKABLE
 - Core Knowledge
 - The Advanced Protégé
 - The Assistant Mentor
 - The Spokesperson
 - The Thought Leader
 - The Interpersonal Leader
 - The Universal Fellow

PART 5: BECOMING A BRAND

- 111 PACKAGING YOU
 - Understanding And Envisioning Generously
 - Presenting Your Brand
 - Protecting The Integrity Of Others
- 121 COMPLETING YOU
 - Making An Unspoken Pact To Be A Friend
 - Controlling Distractions
 - Completing Your Home Environment
 - Completing Your Permanent Environment
 - The External Path To The Forward Progress
 - Finalizing Integrity

PART 6: EPILOGUE

- 126 FOR REFLECTION
 - The Interrelationship Of Continuums
 - Describing Orbits Another Way
 - The Conflict-Resolution Anomaly
 - The Dedication To Alignment
 - Critical Thinking
 - Effortless Partnerships
 - Obvious Transparency
 - Conclusion
- 134 THE FLOURISHING OATH

PART 7: AFTERWORD

- 136 ABOUT THE AUTHOR
- 137 YOUR AUTONOMY
- 138 SOMETHING WONDERFUL
- 140 EMBRACING THE INEVITABLE
- 142 THE HUMANITARIAN CREED



www.moxiefrontier.com

Copyright © 2022 by Marc Bubel

All rights reserved.
To reproduce in any manner,
obtain written permission from the copyright owner.

First edition: April 2022
Current version: 20230331

Creator and Director	Marc Bubel
Beta Reader	Chuck Dickson
Editor	Destyn Hehr
Layout	Kayla Lovely
Icons	Roshni Patel (Rosh10)
Book	Wonderland Printing
Cover	Specialties Graphic Finishers

Kids	Your pure intelligence has helped me overcome my own dogmas at an incredible pace. You are my favorite mentors.
Wife	Thank you for keeping me and our kids aligned to what matters. You are credited for much of this book more than I can express.
Sister	What you have given to your two wonderful kids, one of which is the happiest autistic kid I know, has given me inspiration and much to aspire to.
Mom	You are credited for my disposition and I see that more with each passing day. I am forever grateful for that and much more.
Dad	You were a great dad. You died too soon.
Step Dad	You have been a great father figure, a great dad, more than you realize.
Step Mom	For having no kids of your own, you have provided a valuable friendship that warms me inside.



Ground Zero

“If we follow the rules we’ve always followed, the game will remain the same.”

Abby Wamback
Wolfpack
2019

No matter what a person does, she will be at her best. She will be objective and will evolve her opinions when she receives new ideas. What she values is to be free of opinions and be free with her efforts.

So, why does it seem like the world gets in the way sometimes? Some think, ‘If it’s not broken, don’t fix

it’, not realizing that it is a matter of perspective. Others try to help and inadvertently miss listening thoroughly. Then there are hundreds of ways to lose weight, get rich quick, make a website in three easy steps, which hides the needle in the haystack of opinions.

This represents the tribulations at the dawn of any new era. Specifically during this time of rapid innovation, our knowledge and intelligence have become incredibly developed and need a higher order of alignment for society to maintain traction.

To find traction with this new era, let’s start with what we know.

The purpose of life is to enjoy it. In one respect, the goal is to find a career that is like a hobby you never want to retire from. Such a career comes from trying different things and exploring options. Often a person will have a primary interest and maybe one or two others that maintain her curiosity and increase her talents in her primary interest.

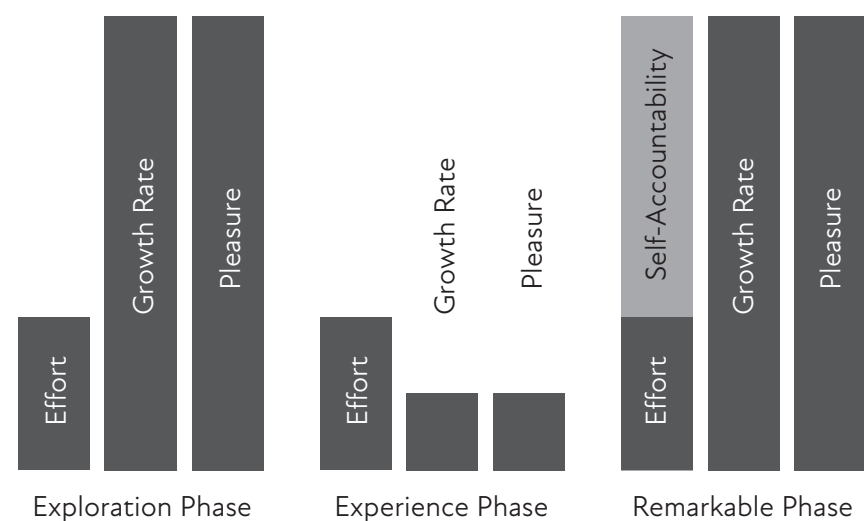
When a person explores something new, her growth rate will be high and she will gain great pleasure from it. Once she becomes experienced, both growth and pleasure naturally decrease for the same amount of effort given (see the following illustration). This experience might

lead a person to infer that others are *getting in her way*.

After quitting and exploring new paths a few times, the person eventually realizes that she is just casting blame onto the world and that the only way she will live the life of her dreams is when she holds herself accountable for her future. When this happens, her growth rate and pleasure will return in full force.



Phases Of Growth



There are two senses of accountability that are important. The first and obvious sense is the hurdle for achieving a dream: If a person wants something, she has to hold herself accountable as no one else will get it for her.

The second sense is less obvious, which is to hold herself accountable for aligning her interests along a path that offers the most freedom. Like a starling within a murmuration, the result is rewarding and beautiful.



A murmuration of starlings.*

With regard to both senses of accountability, they are like achieving an orbit. The person courageously separates from her current orbit, works through

trial-and-error, and discovers conditions that make the next orbit sustainable. This process is known as the *rite of passage*.

An important part of the trial-and-error effort is interpreting the efforts of others as an attempt to collaborate, not as *getting in the way*. In other words, a person must hold herself accountable to make sense of the efforts of others—whether it is informed or misinformed—then achieve a mutual understanding. This thoughtful consideration is what makes the next orbit sustainable.

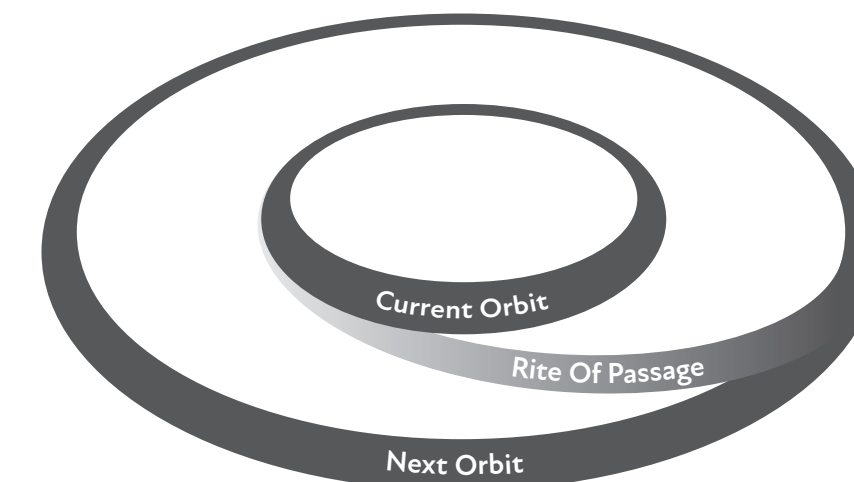
This book introduces many mindsets of mentorship and describes one, the Flourishing Mindset, in detail. Each mentoring mindset has its purpose and sometimes reaches beyond its boundaries into the scope of another (where conflicts and challenges arise). Think of the Flourishing Mindset like a player of a card game. It is the player that focuses on the long game (where she is going) instead of the short game (what is useful now).

The Flourishing Method captures the journey from the earliest protégé through the many rites of passage that lead to the most sophisticated mentor. It begins with structure, builds the foundation, nudges the reader to keep trial and error to a minimum, and offers insights to spark enablement from within. If this resonates with you, continue reading. This book is a guide for uncovering the rites of passage to wherever you are meant to be.

“Do not try and bend the spoon [with your mind]. That’s impossible. Instead... Only try to realize the truth: There is no spoon. Then you’ll see that it is not the spoon that bends, it is only yourself.”

The Wachowskis
The Matrix
1999

The Rite Of Passage



*© Copyright Walter Baxter / High contrast of original.



The Treatise On Mentoring

An understanding from the heart contributes to something that lasts forever.

When two persons are in a conversation, each switches between the listener and communicator—protégé and mentor. Therefore, for a person to achieve her dreams, she needs to be a great protégé and a great mentor. This is the canvas for achieving dreams.

During times of great innovation, mentors traditionally fly by the seat of their pants much like pilots in the early days of aviation. As resources

are developed, pilots become much more sophisticated. Mentor resources have also developed, though the toolkit is more abstract. One concrete resource is a comprehensive guide like The Flourishing Method. Guides turn the mentor into an equivalent of the sophisticated pilot of today.

The Flourishing Method is a complete system that guides mentorship programs and mentors to fully enable their protégés today and beyond their time together. It formally, systematically and adaptably deals with the subject of mentoring with the emphasis on the protégé's journey as it benefits

the mentor, mentorship program and society as a whole. Like other treatises, it presents the principles of the subject in a meaningful structure so that the reader can participate, reference the material as needed, and customize her approach to unique circumstances.

If you aim to enable your protégés or be an insightful protégé, this book is a great resource. Others also share your aim, which means you will be a part of a larger movement. This book is an ideal resource for every mentor and has the potential to become one of your most prized possessions.

Mentoring is an art—it is about enablement and the choreography of the protégé's improvisation and invention. The mentor's masterpiece is the protégé that independently sustains great pleasure from her efforts.

“A blank canvas has unlimited possibilities”

Stephanie Perkins
Isla And The Happily Ever After
2014



The World Of Flourishing

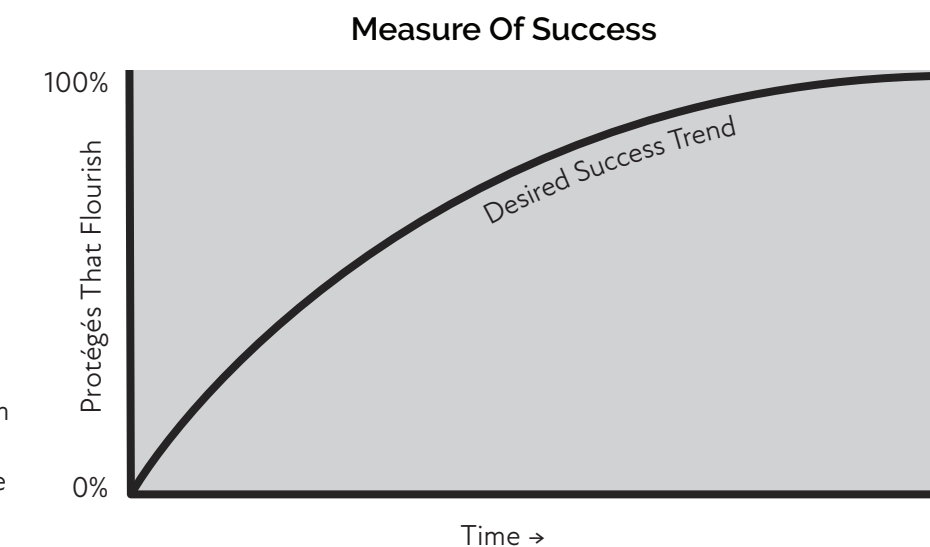
“Number one is just to gain a passion for running. To love the morning, to love the trail, to love the pace on the track. And if some kid gets really good at it, that’s cool too.”

Attributed to Pat Tyson.

Flourishing is a word that describes a person who experiences no interference and is compelled by her imagination. She often feels she has momentum of her own invention. While she flourishes independently, her momentum draws others to align with her and be a part of her

success. As a result, others also achieve at higher rates, which benefits her further and creates a larger environment of flourishing.

The mentorship program and the mentor exist to create environments like that described above and protect the integrity of the protégé’s experience. Through developing skills, knowledge and confidence, the mentorship program and mentor launch the protégé to become remarkable at whatever she does. The true measure of success for the mentorship program and mentor, therefore, is to have an increasing rate of protégés that flourish with time.



The success of a mentorship program is measured by an ever greater rate of flourishing of its protégés with time.

Mentoring Mindsets

Tactics

Compelling Tactics
Controversial Tactics
Deeper Examination

The Flourishing Environment

Preparation: Setting The Core Knowledge
Phase 1: Liberating Assurance
Phase 2: Enabling Momentum
Phase 3: Cultivating The Remarkable
Closing Remarks

For Clarification

The Relationship Between Choice And Control
The Method Term
The Passion Term
The Performance Term
The Protege-Mentor Relationship
The Mentor Term
The Organizer Term
The Mentorship Program

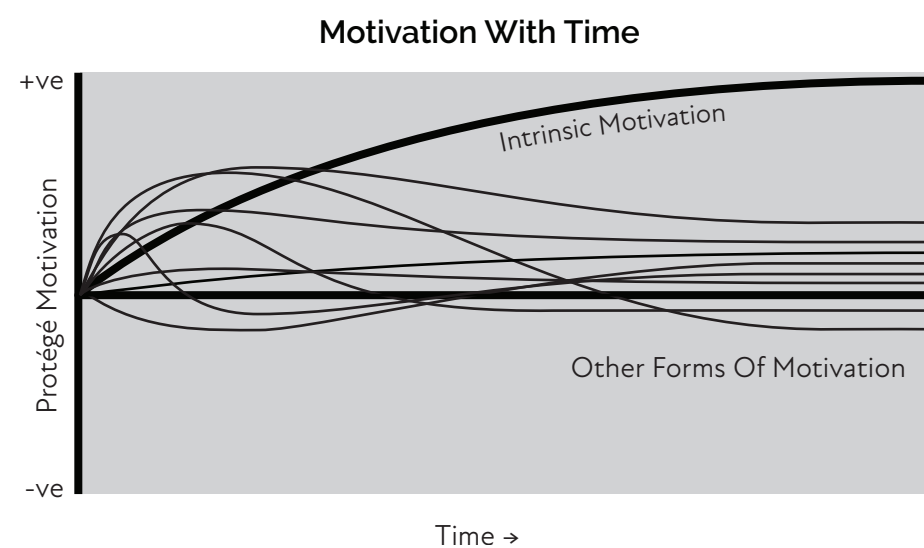
Introduction



Achieving an ever increasing rate of success is more than developing technical skills and knowledge alone. The protégé also needs to develop transferable skills (like teamwork) and to enable her intrinsic motivation (motivation that comes from inside herself). When the mentorship program routinely puts the protégé and transferable skills before technical development, plus continues to deliver technical development successfully, mentoring distinguishes itself from instruction.

People yearn for lasting relationships before building technical relationships.

Enabling the protégé's intrinsic motivation is a common hurdle for mentors. Efforts to arouse this motivation—such as through praise, rewards and more—show potential in the short term though are mildly effective in the long term.



Many motivation types are promising in the short term and become less effective or counterproductive in the long term. Intrinsic motivation is the most valuable in the long term.

We have many examples of mentorship programs that are having success in enabling intrinsic motivation. Youth sports, for example, have traditionally used the Winning Mindset to find those that have the drive to win as their core intrinsic motivation. As many players lose their love for the sport under the pressure to win, youth sports

have been replacing the Winning Mindset with a player-development mindset since the 1990s. This player-development mindset replaces many counterproductive outcomes from the Winning Mindset with the productive outcomes from intrinsic motivation. This is presented in the following table:

The Outcomes From Two Different Mindsets For Youth Sports

	Outcomes due to a focus on winning	Outcomes due to a focus on player development
Players	Feel pressure	Feel they are important
Parents	Feel their children develop resilience or are mishandled	Feel their children get valuable attention
Coaches	Use players as instruments	Connect with players
Clubs	Become elitist	Receive a growing number of players



Player development has two senses, which benefits from clarification. *All* player development is the main expression of the club (mentorship program) while the club also has an interest in *select* player development. With a clear emphasis on *all* player development, the club

maintains a Flourishing Mindset environment that best serves its protégés, mentors and select players.

The tricky part of mentoring is discovering the big-picture alignment between the protégé,

mentor, mentorship program and society that results in enabling intrinsic motivation. Without such an alignment, protégés, mentors and organizers* advance at limited rates as each puts energy toward finding a personal alignment.

To understand this big-picture alignment, it is helpful to first break down what the mentor does into two roles:

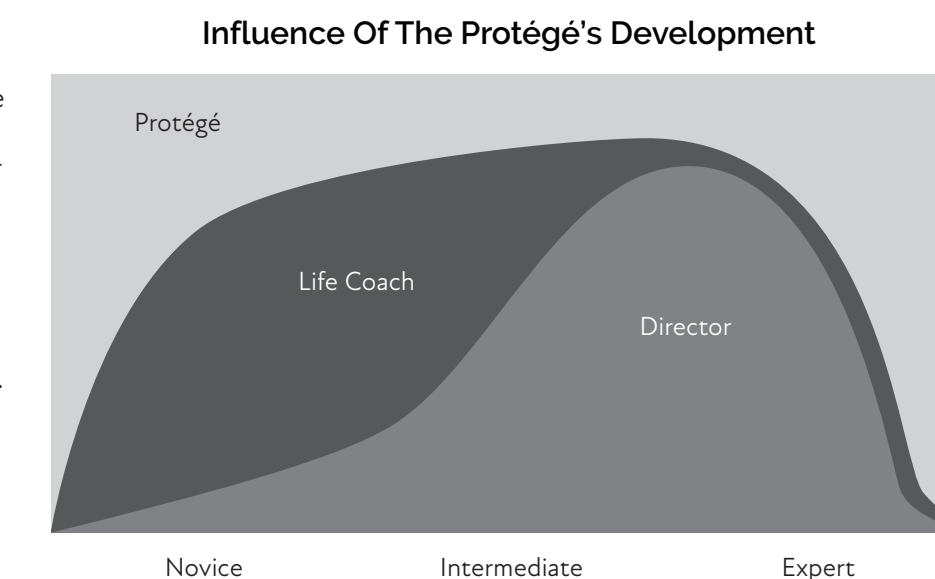
The role of the life coach

The life coach enables the protégé to love the potential in something new.

The role of the director

The director enables awareness of the technical skills and knowledge in the passion.

The following illustration shows a general weighting of influence the protégé, the life-coach role and the director role have throughout the protégé's development. Early in her development, she wants a mentor that exhibits mostly the life-coach role. As the protégé advances, the alignment becomes more natural, which allows the mentor to exhibit more of the director role. Nonetheless, the life-coach role is desired by the protégé to exist throughout the relationship.



Throughout the protégé's development, the life-coach role enables the protégé's intrinsic motivation and the director role develops her technical skills and knowledge. When the protégé is a novice, the mentor is more of a life coach. When the protégé transitions from an intermediate to an expert, the mentor is more of a director.

* Organizers are those that design and maintain the mentorship program.

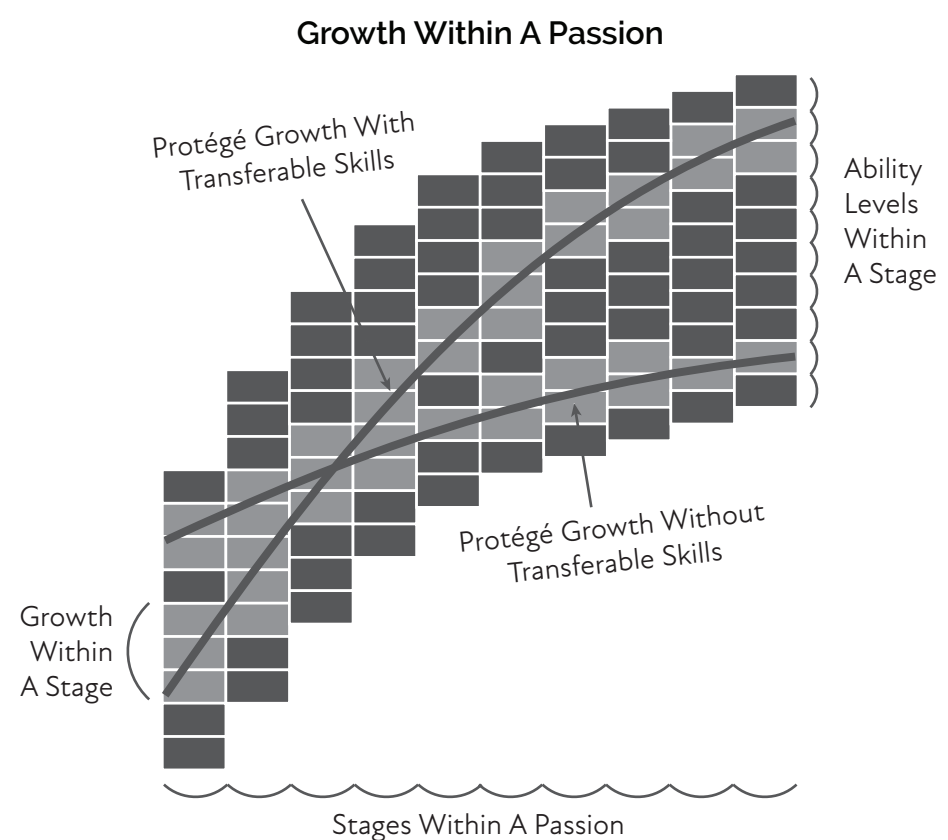


The reward of the life-coach role is witnessing intrinsic motivation remain enabled and that the protégé wants to flourish with her acquired technical skills and knowledge. Therefore, the life-coach role is essential for the success of the protégé, mentor and the mentorship program.

The reward of the director role is seeing the protégé acquire

technical skills and knowledge. Yet, this reward can only be appreciated when the protégé enables her intrinsic motivation.

Mentoring is a dynamic process. In the blink of an eye, the protégé shifts from being experienced and fully confident for one skill to being a novice and uncertain for another skill. Being a skillful mentor is invaluable for protégés.

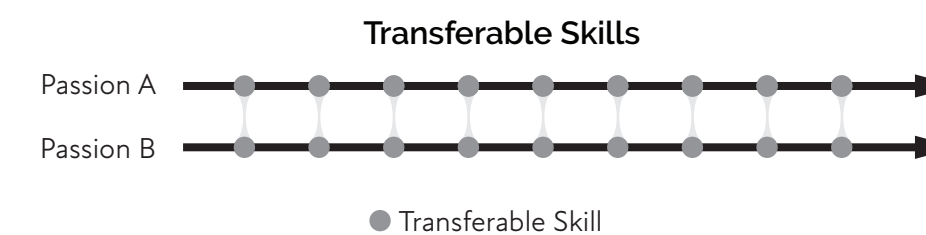


Through transferable skill development, the protégé will grow swiftly. A concentration on technical skills alone will show growth though it limits the protégé's long-term growth.

The way the life coach enables intrinsic motivation is by supporting the protégé to understand the relationship between herself, the world and the passion. As this understanding grows, the protégé develops transferable skills*. As transferable skills are learned, the protégé develops technical skills at a higher rate, which leads her to excel in her life and the passion.

"It is our choices [...] that show what we truly are, far more than our abilities."

J.K. Rowling
Harry Potter And The Chamber Of Secrets
1998



Transferable skills like patience transfer between all passions. By developing transferable skills, the protégé becomes whole and advances swiftly within every passion.

* Transferable skills (or universal skills) include collaboration, decision making, compassion, conviction, negotiation, forward looking, uncertainty management, determination and more.



Mentoring Mindsets 101

Our mindset choreographs the impression we leave behind.

Before the modern age, technical- and transferable-skill development received a uniform level of attention. At times, technical-skill development outpaced

transferable-skill development, but due to low innovation rates, the balance swiftly restored itself.

Due to the rapid innovation in our modern era, the need for technical-skill development has routinely outpaced transferable-skill development and this has resulted

in many people becoming detached from their intrinsic motivation. To restore the balance, mentors often choose a single ethos to enable intrinsic motivation. This ethos establishes a mindset.

A mindset is a set of attitudes that shape the person's environment.

In terms of mentoring, the mindset indirectly promotes tactics the mentor will use when aligning with the protégé's development. For example, if the mindset is to win, then pressure tactics might be used by the mentor.

As there are many types of Mentoring Mindsets, it is beneficial for the organizer and mentor to adopt a single mentoring mindset to ensure the protégé, mentor, and the organizer receive benefits from consistency and long-term application. To choose the most useful mindset, the mentor begins with understanding the most common Mentoring Mindsets. They are as follows:

Winning

Many competitions are influenced by an interest to win. Political conflicts, business, sports, and other competitions are examples that might use this mindset. The Winning Mindset develops protégés in the short term, reaches the minority in the long term and is responsive to changing environments.

Ethos: Win.

Fun

Many youth activities focus on fun, which comes from the novelty of the experience. The Fun Mindset develops the protégé in the short term and is responsive to changing environments.

Ethos: Have fun.

Flourishing

This mindset is commonly used by parents though also practiced by cultures and religions. The Flourishing Mindset develops the protégé in the short and long term and is responsive to changing environments.

Ethos: Flourish.

Perfection

Industries like manufacturing and technical programs like education are examples of a focus on perfection. The Perfection Mindset develops protégés in the short term, reaches the minority in the long term and is suited for unchanging environments.

Ethos: Be flawless.

Rightness

Some members of religions, cultures, and governments have the mindset of right action. The Rightness Mindset develops protégés in the short term, reaches the minority in the long term and is suited for unchanging environments.

Ethos: Do what is right.

Obedience

Enforcing direction is what defines obedience. (When the mentor provides a meaningful reason, she has shifted to the Flourishing Mindset.) The Obedience Mindset develops protégés in the short term, reaches the minority in the long term and is suited for unchanging environments.

Ethos: Do as you are told.

Serendipity

If a group is underdeveloped, the culture might be to trust that the outcome will work itself out. The Serendipity Mindset develops the protégé in the short term and is responsive to changing environments.

Ethos: It will work itself out.

Praise

Praise is valuable as it confirms the action is appropriate. If, however, praise lacks substance, it becomes meaningless. The Praise Mindset develops the protégé in the short term and is responsive to changing environments.

Ethos: Praise everything.

From this point forward, mentoring mindset will be referred to as *mindset*.



Tactics

A shared mindset is worthwhile as it minimizes conflicts of interest*. More importantly, however, is that, when the protégé, mentor and the mentorship program share the same mindset, the possible situational stresses experienced by the protégé will be minimized. This sustains the protégé's long-term development.

Many mentorship programs have a predisposition for a specific mindset and they directly or indirectly encourage the mentor to apply the same mindset.

Some mentoring environments adopt one mindset for development and another for performance. For example, a coach might promote teamwork (the Flourishing Mindset) during practices then promote the win (the Winning Mindset) during performances. While this mindset shift suits the mentor, it often strains the protégé as it encourages her to

- overthink as she subconsciously attempts to understand the rules of the mindset shift
- lose trust in the mentor and the mentorship program as integrity is absent
- underperform as she has had little practice with the different mindset

In this shifting mindset environment, the protégé, mentor and mentorship program fall short of their potential. It is for this reason that a consistent mindset is best for the mentorship program, mentor and protégé.

“The medium is the message.”
Marshall McLuhan
The Medium Is The Message
1967

“The future is already here, it’s just not evenly distributed.”
William Gibson
The Economist
December 4, 2003

When the protégé has a good sense of her purpose, she is naturally motivated to achieve. To make the protégé's motivation permanent, the mentorship program and mentor have many tactics available to use in an attempt to inspire, sustain or amplify motivation. They are as follows.

Compelling Tactics

Compelling Tactics encourage action and are often inherent to the mentorship program design. It is important that the protégé is central to the design, otherwise Compelling Tactics are replaced by Controversial Tactics.

Compelling Tactics are as follows:

Achievement

Through raising the protégé's awareness of what can be achieved, the protégé becomes interested in taking action. What the protégé perceives as achievable maintains her motivation. What is perceived as unachievable appears as a *trickery tactic* and might turn into a *shame or control tactic*.

Novelty

Through creating novel experiences, the protégé has a reason to continue to participate, which is to learn. Novel experiences have a limited life as, once they are understood, something else is needed to maintain long-term interests.

Fantasy

Through the mentor aligning the protégé's fantasy (her present vision of greatness) with a series of attainable targets, the fantasy becomes a source of long-term motivation. If the fantasy is used as the only motivator, the delay in achieving the fantasy turns this tactic into a *shame or control tactic*.

Choice

Through choice, the protégé feels she has the freedom to be in control of her life, which enables her to take ownership of what she does. If the protégé selects an unexpected choice, another tactic was interpreted by the protégé.

Empathy

Through the mentor's empathy, the protégé feels understood and will try what is unfamiliar. Empathy makes the protégé feel she is with someone that has an interest in her success.

* This is often called chemistry.



Controversial Tactics

Controversial Tactics either encourage or discourage action. They are typically reactive (as opposed to proactive like Compelling Tactics), which increases the likelihood that an ulterior motive exists.

Controversial Tactics are as follows:

Reward

Through offering a reward, the protégé is inspired to take action. The best reward is the *achievement tactic* discussed above. Other rewards (like money) have the potential to create a dependence on the reward so that when it is absent, the protégé’s interest to perform also becomes absent.

Fear

Fear is the nightmare equivalent to a fantasy. Fear encourages the protégé to take action, which might become *leaving the mentorship program*.

Control

Through control, the protégé takes action due to an obligation or through submission to an authority. *Control tactics* create situational stresses and might produce an opposite effect (known as *reactance*).

Shame

Through the use of shame, an interest to avoid it develops and encourages the protégé to take action—whether to perform better or to quit. Shame is a situational stress, which often restricts the protégé’s development.

Trickery

Through contrived choices (like something desirable and difficult to achieve framed against a lie), the protégé is manipulated to take action. Trickery eventually results in the loss of trust in the mentor and produces the opposite effect.

“...the good feeling doesn’t last as long as the bad. Not even close.”

Andre Agassi
Open
2009

Deeper Examination

The appeal of Compelling Tactics encourages rational thinking in an effort to amplify the experience. In contrast, Controversial Tactics encourage action whether to achieve or to leave the experience. Controversial Tactics encourage quick action, which makes them appear more effective. Yet, this

short-term benefit sacrifices the opportunity to deepen everyone’s understanding.

As Controversial Tactics encourage action over reflection, they also encourage the protégé to reinterpret the ethos of the mindset as shown in the following table.

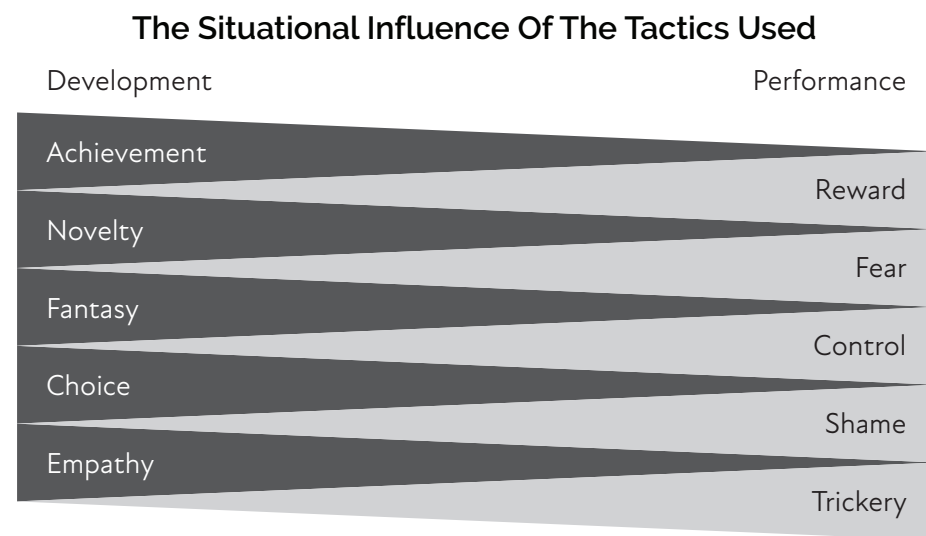
The Outcomes Due To Controversial Tactics

Mindset	Ethos	Ethos reinterpreted
Winning	Win	Win at all costs
Flourishing	Flourish	Drive fellowship
Perfection	Be flawless	I’m flawed
Rightness	Do what is right	Others are wrong
Obedience	Do as I say	I’m inadequate

The ethoses of the excluded Mindsets have no reinterpretation.

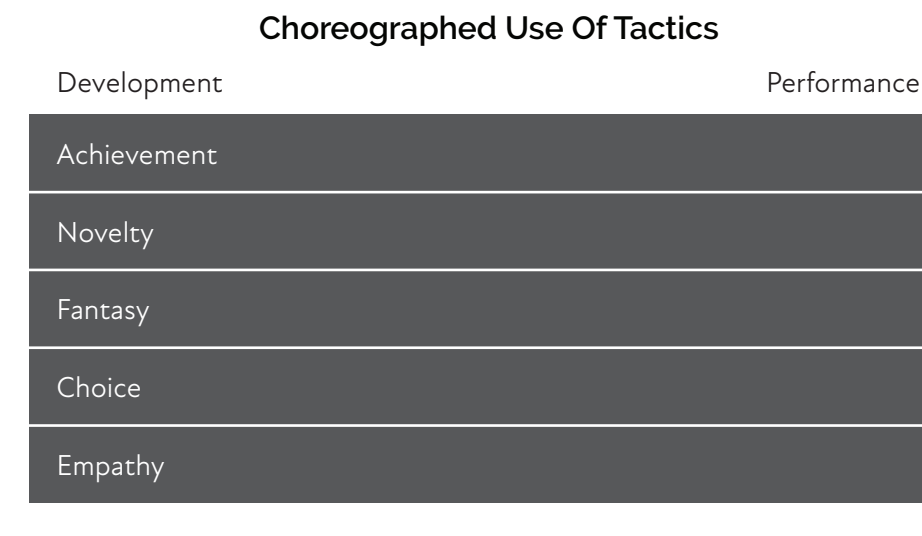


Mentorship programs naturally apply Compelling Tactics, particularly when with new protégés. Yet, without a deliberately integrated mindset and tactic system, the shift from development to performance naturally encourages the use of Controversial Tactics as shown in the following illustration. With the passage of time, mentors subconsciously recognize the shift in tactics and, through an interest to be consistent, begin to use Controversial Tactics in the development environment.



The shift from a development to a performance environment encourages the shift to Controversial Tactics.

With forethought, the mentorship program can be designed to view performance as a form of development and thus use Compelling Tactics consistently between development and performance like illustrated to the right.



When tactics are used for the benefit of the protégé, they are effective.



The Flourishing Environment

Controversial Tactics have a narrow window of opportunity to be useful for the benefit of the protégé. As the protégé is never a plaything for the mentorship program or mentor, it is best to reserve them for those rare moments when the protégé has become an equal. To help with this understanding, their logistics are summarized below:

Controversial Tactics have the potential to be beneficial when the individual is almost exclusively in an advanced stage of development (like being an equal with her mentor) and the mentor has advanced listening skills (like listening to what is unspoken).

Reward tactics (different from the *achievement tactic*) might be used when they enable the individual's intrinsic motivation and when they would produce

no shame or feeling of inequality for anyone else. Also, rewards are not given in secret (as that would mean inequity is at play), which is a mix of other Controversial Tactics.

Trickery tactics might be used when there is no doubt the individual will be pleased with the result far more than she will be displeased with the act of trickery. Knowing the individual extremely well is essential for trickery to be a consideration.

Control tactics have the same opportunity as *trickery tactics* though with a significant limitation. The ease of applying *control tactics* turns the behavior into a habit quickly, which discourages the use of Compelling Tactics (particularly empathy) and encourages an oppressive environment. Due

to the habit-forming nature of *control tactics*, they are best to avoid.

Fear tactics have no opportunity to be beneficial.

Shame tactics have no opportunity to be beneficial.

It is valuable to note that being *ashamed* has an opportunity to be beneficial: being ashamed of falling short of one's own goals (goals that are uninfluenced by others).

Unlike Compelling Tactics that illuminate the path forward, Controversial Tactics create a labyrinth of thoughts, maybe even a prison, in the mind of the protégé. Controversial Tactics have such a small margin to be of value for the protégé that they are given minimal attention in this book.

“I have spread my dreams beneath your feet. Tread softly because you tread on my dreams.”

William Butler Yeats
The Wind Among The Reeds
1899

“The only way on earth to influence other people is to talk about what they want and show them how to get it.”

Dale Carnegie
How To Win Friends And Influence People
1937

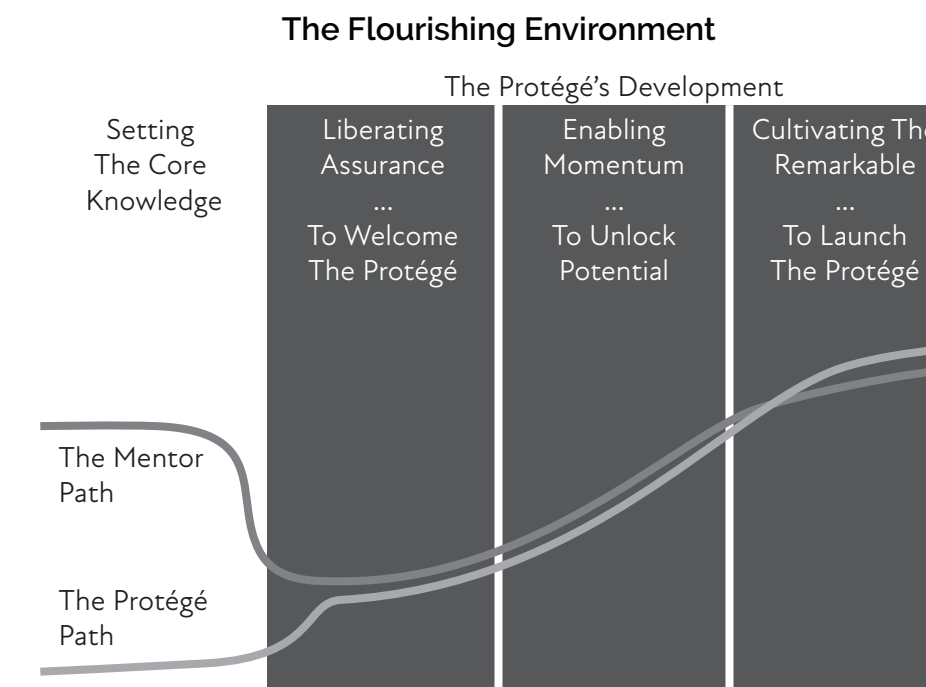
Like for everyone, the protégé weaves through life following her interests, which refines who she is as an individual. While initially attracted by the passion and how it aligns with her interests, what maintains the protégé's attraction to the passion is who she is becoming as a person.

- If she develops quickly, she will learn technical skills quickly.
- If she develops slowly, she will learn technical skills slowly and will be curious about other mentorship programs.
- If she feels obligated to stay with the mentorship program, she will either enter a counterculture, become an

outcast or become altruistic, which are unintended yet real byproducts of obligations.

While some might consider aligning the mentorship program to the protégé's interests as a conflict of interest, this is just shortsightedness or a fear to trade the short-term gains for the long-term benefits of the protégé. Organizers and mentors that recognize the protégé as being central to the mentorship program will develop protégés that set long-term benchmarks and achieve their dreams. In addition, the mentorship program will circumvent countercultures, outcasts and altruism.

To unlock the protégé's potential, the mentorship program takes her through three dynamic phases of development. In every moment, the protégé is learning new skills, exploring the benefits with existing skills, and becoming remarkable with mature skills. As a whole individual, the protégé progresses through the three phases to eventually surpass her mentors.



The objective is to have the mentor quickly arrive at the protégé's level, advance the protégé efficiently, have her as an equal and launch her beyond the mentor.

“Even if I don't finish, we need others to continue.”

Attributed to Terry Fox.



Preparation: Setting The Core Knowledge

In the preparation phase, the mentor sets her core knowledge. With this foundation, she can best serve the protégé, herself and the mentorship program equally.

In this preparation phase, the protégé anticipates the coming activity and develops a fantasy where she has the freedom to make recognizable differences. She subconsciously dreams of routinely receiving assuring feedback and

looks forward to the effort to begin. **“Champions aren’t made in gyms. Champions are made from something they have deep inside them—a desire, a dream, a vision. [...] They have to have the skill, and the will. But the will must be stronger than the skill.”**

Attributed to
Muhammad Ali.

Phase 1: Liberating Assurance... To Welcome The Protégé

As the protégé’s skills are more underdeveloped than the mentor’s, the mentor concentrates on developing a connection with the protégé. With this connection, the mentor strives to give the protégé complete assurance that

- the world around her is supportive
- when someone appears unsupportive, that person is preoccupied
- that she is *developing* and is not *someone that makes mistakes*

When the protégé feels routinely assured, she will shift her attention toward enabling her momentum.

“There is no path to happiness: happiness is the path.”

Attributed to
Abraham Johannes Muste.

Phase 2: Enabling Momentum... To Unlock Potential

In *positive psychology*, momentum is known as the *flow state* and it is colloquially known as being *in the zone*. Such experiences encourage the protégé to achieve at high rates and to achieve again in the future. It is like the *learning to walk* experience—the toddler blocks out all interferences and concentrates on the task at hand. Everyone takes great pleasure in their momentum and seeks out more.

The purpose of the mentorship program is to enable the protégé’s momentum. Specifically, it is to align with the protégé and enable her

to become independent in aligning with society regardless of the twists and turns her path might take. For example, parents provide their fingers and encouragement as their children are learning to walk. It is when their children let go that they explore the world of opportunity.

“At the age of six I wanted to be a cook. At seven I wanted to be Napoleon. And my ambition has been growing steadily ever since.”

Salvador Dali
The Secret Life Of Salvador Dali
1942

Phase 3: Cultivating The Remarkable... To Launch The Protégé

When the protégé has momentum, she desires to discover her highest sustainable pace. This is the time when she begins learning how to hold herself accountable to her future.

The thing that defines her rate of progress is her access to enabling resources. The more access she has, the swifter her progress through trial and error.

As the protégé progresses, fewer enabling resources are available,

which is useful for developing self-accountability. Eventually, enabling resources becomes scarce, which becomes the point where she launches beyond her mentors. This is when the protégé free falls into a person of her own invention.

A mentor is someone that aspires to launch from preceding generations and be a launching point for the coming generations.



Closing Remarks

“The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.”

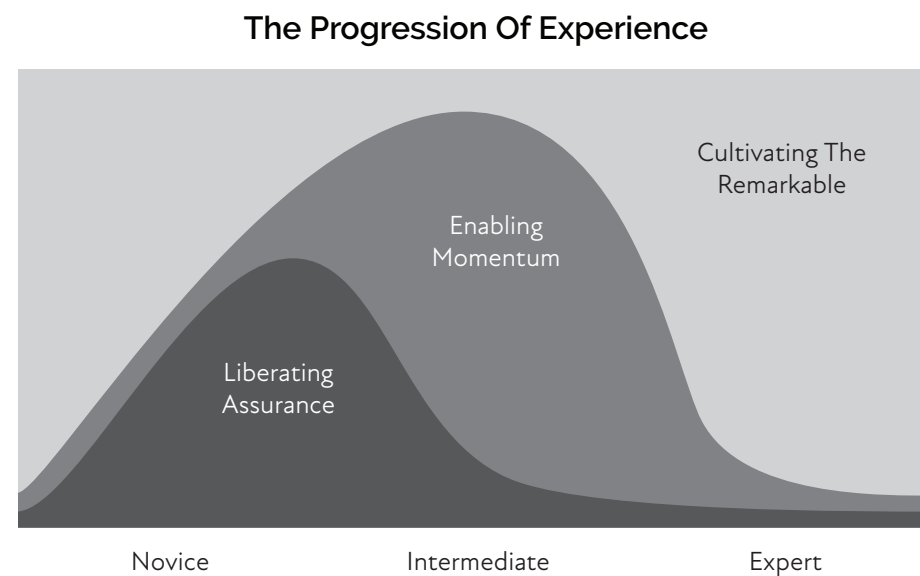
Attributed to Albert Einstein.

The mentorship program and the mentor have the opportunity to choreograph conditions that launch the protégé as a whole person. The mentor always provides assurance first, then enables momentum, then cultivates the remarkable in the protégé in every moment. And in every session, each moment returns the focus to liberating assurance first and foremost.

From the protégé’s perspective, she is the main character of her own story, and when this perspective is sustained, she will develop herself further than otherwise. From the mentor and mentorship program's perspective, the protégé is the customer, not the product. Mentorship programs are a service, not a factory. Mentorship programs don’t make competent people, they enable them to flourish.

“This will take time but there is order here, very faint, very human.”

Michael Ondaatje
In The Skin Of A Lion
1987



In the early stages, the protégé naturally cultivates the remarkable in herself. As the mentor contributes to the protégé’s growth, the protégé’s need for assurance grows. When assurance is an everyday expectation, she shifts her attention to enabling her momentum. Thereafter, the protégé returns to cultivating the remarkable in herself.





For Clarification

“What is not fully understood is not possessed.”

Attributed to Johann Wolfgang von Goethe.

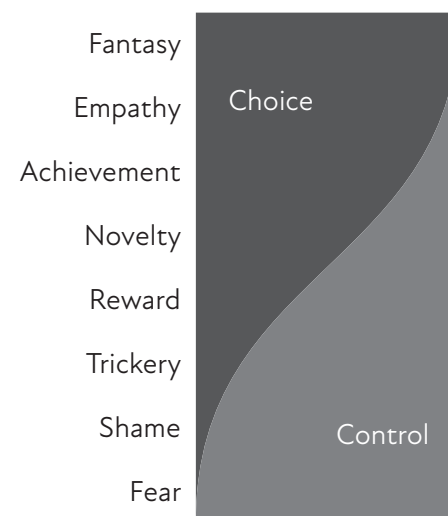
The Relationship Between Choice, Control And The Other Tactics

The *choice tactic* is the central tactic of all Mindsets. All Compelling and Controversial Tactics aim to encourage the protégé to make a choice. Specifically, Compelling Tactics aim to encourage the protégé to follow her interests while Controversial Tactics aim to encourage the protégé to follow what the mentorship program or mentor thinks is the best choice for the protégé. The quality of the research into the protégé’s interests determines how aligned the mentorship program and mentor are with the protégé. The more aligned the mentorship program and mentor are with the protégé, the more Compelling Tactics will be used.

The protégé always has a choice and the mentorship program and mentor control the perception of available choices. For example, the mentor that encourages the protégé to reflect on her fantasy has used empathy to control the protégé’s thinking to what is meaningful to her. In contrast, the mentor

could use trickery to present a desirable fantasy (which conceals the protégé’s other choices) to encourage the protégé to act a certain way.

The Relationship Between Choice And Control



Each tactic controls the protégé’s perception of choice at different levels.

The Method Term

A *method* is a well thought out way to achieve success in something like a passion. The design of a method is based on the cause and effect of every element of its design to circumvent undesirable outcomes and arrive at desirable outcomes. Established ways of doing something like routines and documentation helps to formalize the method. Having approval from a broad audience furthers its integrity.

While a method is similar to a procedure, the difference is that

a procedure likely turns into a routine within a day; a method becomes second nature after much longer timeframes. Success with a method often comes with a series of epiphanies.

“The more restricted a method, the lesser the opportunity for one’s individual freedom of expression.”

Bruce Lee
Bruce Lee: Artist Of Life
2001

The Passion Term

The word *passion* is used to represent a long-lived curiosity for a subject that has the potential to become a livelihood.

Many passions offer basic skills for other passions. Mathematics, for example, can be a passion or offer skills for other passions. It is the organizer that shapes the mentorship program to the passion for what best serves the protégé.

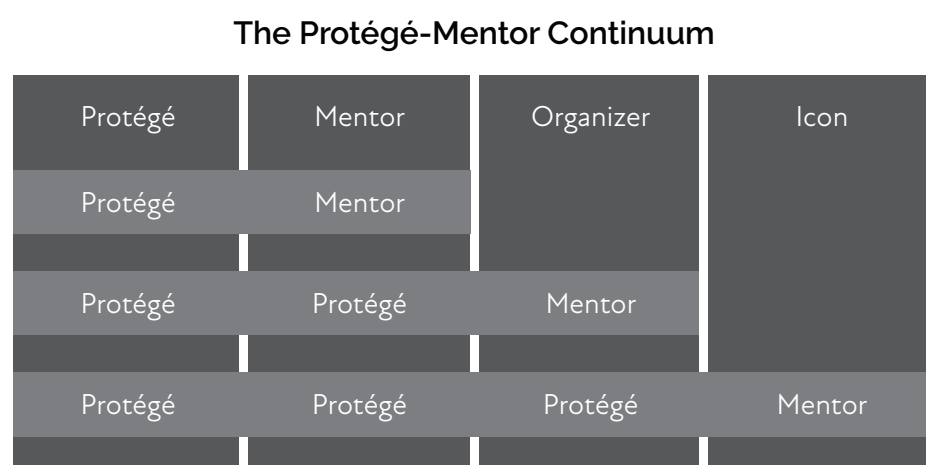
The Performance Term

The word *performance* is used to represent an opportunity for the protégé to apply her skills and knowledge without intervention from a mentor. If the protégé is unable to fully improvise during performance, she will underperform. In such a scenario, there is an opportunity for the mentorship program and mentor to improve.



The Protégé-Mentor Relationship

The *protégé-mentor relationship* is a continuum that spans between the protégé and the highest regarded individual in the passion—the icon. Further, anyone with greater experience is always a mentor to those with lesser experience, even when not in a direct protégé-mentor relationship.



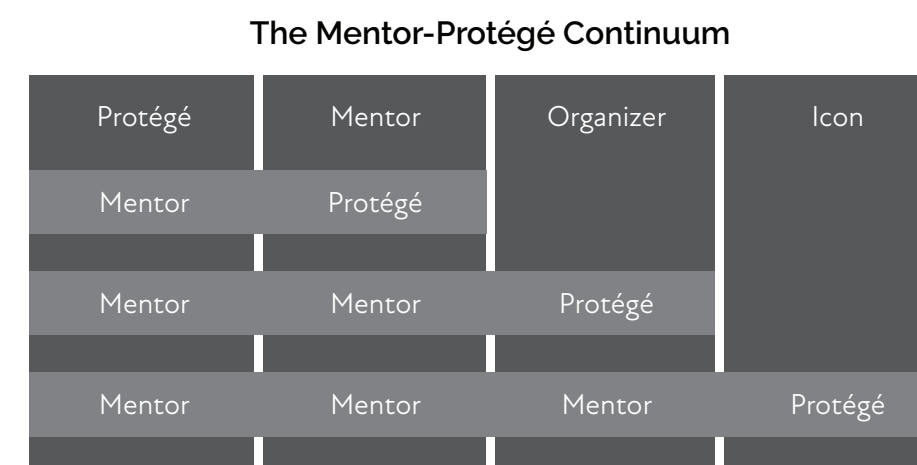
The protégé-mentor relationship occurs at every level. Those further along often fulfill their role in the protégé-mentor relationship indirectly through their actions, the standards they put in place, and their integrity.

“Believe nothing, no matter where you read it, or who said it, [...] unless it agrees with your own reason and your own common sense.”

Unknown

The Mentor-Protégé Relationship

As protégés bring a fresh perspective to the mentorship program, like innovations from other passions, the protégé-mentor relationship is a continuum that also acts in the opposite direction, as shown in the *mentor-protégé continuum* to the right. This gives the more experienced individual an opportunity to adapt, which best serves the protégé, the mentorship program and society. This is particularly relevant as the more experienced person cannot align with a less experienced person until she learns what is needed by others in the moment.



The more experienced individual in the mentor-protégé relationship must learn from others before acting as a mentor. Doing otherwise is shortsightedness.

This represents the natural dynamics of every mentorship program and hints to the importance of selecting a method of delivery that adapts, evolves, remains current and continues to provide value for the coming generations.

“I think it’s very important to have a feedback loop, where you’re constantly thinking about what you’ve done and how you could be doing it better.”

Elon Musk
Elon Musk: Secrets Of A Highly Effective Entrepreneur
2012



The Mentor Term The Protégé Term

Mentors are those that align with the protégé’s development. The desired outcome of anyone in a mentorship role (e.g., parents, coaches, teachers, leaders, counselors, guides, managers, organizers, etc.) is to enable the protégé to sustain her own momentum. The mentor achieves this through supporting the protégé to develop transferable and technical skills and knowledge.

An alternative term for the mentor is enabler. Enabling is an important part of a mentor’s responsibility though the mentor term implies a longer relationship, which is more meaningful.

The mentor’s ultimate purpose is to liberate others to liberate others.

Mentors align with others that are called students, players, employees, performers, mentees and more. As we have a term that represents all types of experienced advisors (i.e., mentor), we need a term that represents the recipient of the mentor’s efforts.

While *mentee* is a technical match with the mentor term, it is inappropriate as it places the mentor central to the relationship. The recipient of the mentor’s efforts is central to the relationship and deserves a label that maintains this perspective.

The *protégé* term implies the person has incredible potential before the relationship begins. Therefore, the protégé term is a great match as the protégé possesses potential that a mentor would be honored to align with.

“Every block of stone has a statue inside it and it is the task of the sculptor to discover it.”

Attributed to Michelangelo.

The Organizer Term

The terms *organizer* and *organization* are used throughout this book to represent individuals and groups that manage or influence environments (mentorship programs) that contribute to developing protégés.

The organizer is also a mentor to the mentors and protégés in the mentorship program. Therefore, the word *mentor* in this book implies both the mentor and organizer.

The Mentorship Program

Every relationship involves a mentor and protégé. This relationship is a mentorship program that ranges from being ad hoc to a deeply designed interaction.

There is the technical program for the passion and there is the mentorship program for the mindset that integrates with the technical program and the individuals involved.

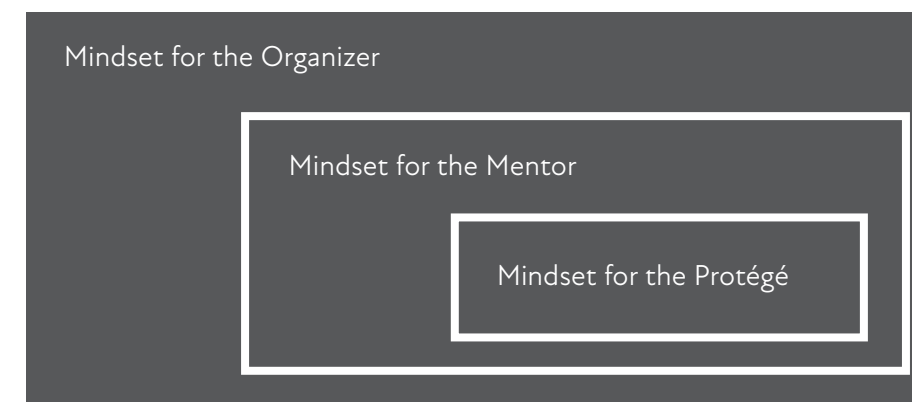
When mentorship programs have the same consistent design, the protégé no longer needs to adjust to differing mentors or mentorship programs in order to flourish. She only needs to focus on what matters.

An integrated mentorship program is no other than a thorough dedication to a consistent mindset used by the organizer, mentor and protégé. This consistency results in the feeling of a mature social environment, which encourages flourishing at all levels.

“We are only as strong as we are united, as weak as we are divided.”

J.K. Rowling
Harry Potter And The Goblet Of Fire
2000

Mentorship Program Integrated Design



Organizers place themselves within a mentorship program that has a consistent mindset for themselves, the mentor and the protégé. What makes them different are their technical programs.



The Flourishing Principles

- Self-Sustaining Motivation
- Flourishing Motives
- What Matters
- The Passion's Culture
- Attainable Targets
- The Novelty And Achievement Strategies
- The Fellowship Strategy
- The Recovery Strategy
- The Adaptability Strategy
- Epiphany And The Movement

- The Intrinsic Motive
- The Anchor Motive
- The Fellowship Motive
- Self-Confidence Matters
- Sustainable Matters
- Cultural Matters
- Anchor-Motive Matters

The Core Knowledge

Your understanding shapes your future.

The Flourishing Principles are the foundation to the Flourishing Mindset. When they represent the context for the mentorship program, they encourage the mentor to intuitively apply Compelling Tactics and develop the protégé with minimal trial and error. This encourages the protégé to develop

swiftly, encourages the mentor to apply greater sophistication, and leads to an optimized state of collaboration between the protégé, mentor and mentorship program. The result becomes unambiguous and achieves the ultimate in sophistication, which is simplicity.

The Flourishing Principles present everyday understandings in a structure that is meaningful. This structure

- enables repeatable consistency between all mentors as it can be referenced for alignment
- enables discussions that become launching points for customized applications
- enables objectivity to refine the principles and structure

In summary, structure encourages mentorship programs to refine their

designs, best serve protégés and achieve a higher state of operation.

“Success is the result of deep understanding, sincere effort, and skillful execution.”

Attributed to William Foster.

Self-Sustaining Motivation

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

Will Durant
The Story Of Philosophy
1926

Motivation—the reason why a person acts or behaves in a particular way—is what leads the person throughout her life. And the protégé that has self-sustaining motivation has the best form of motivation.

All motivation exists within a succession of types:

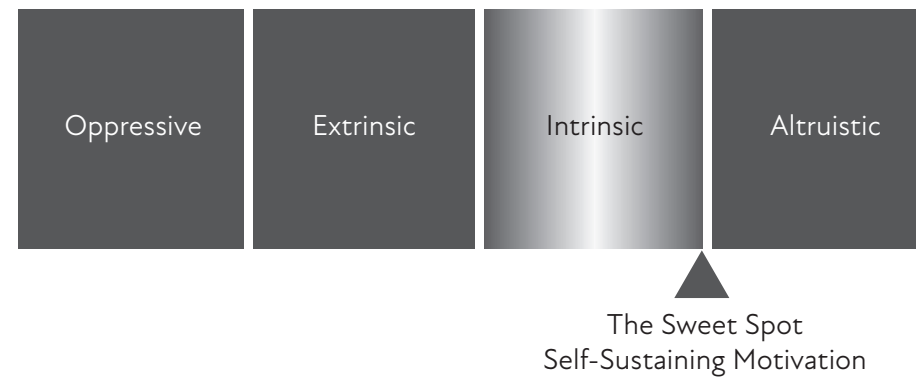
On one end we have **oppressive motivation** where a person is motivated to avoid something undesirable like fear or shame (like having to run laps for not achieving an objective).

Next is **extrinsic motivation** where a person is motivated by something external and attractive, like receiving money or other indulgence for achieving an objective.

Next is **intrinsic motivation**, which is created by interest and strengthened by achieving an objective or recognizing an opportunity to succeed in the future.

At the other end is **altruism**, or selflessness, which is motivation that, by definition, puts another at an advantage.* Altruism is a way to anticipate and prevent experiencing oppressive motivation.

The Motivation Types



A protégé can be motivated in many ways. When managed well, intrinsic motivation can mature so that it arrives at the sweet spot, which is self-sustaining motivation.

Intrinsic motivation is unlike the other motivation types. The other motivation types concern pleasing something else first and yourself second. Intrinsic motivation is about pleasing yourself—it begins selfish though naturally evolves to target a balance between pleasing yourself and others. Intrinsic motivation, therefore, is a range between selfishness and generosity.

Selfishness has two opposites:

- generosity
- altruism (which is selflessness)

What distinguishes generosity from altruism is that

- for generosity, the outcome of the protégé’s actions results in a win-win* (a positive-sum game)
- for altruism, the other person’s gain is the protégé’s loss** (a zero-sum game)

As people generally act on instinct, the outcome of the person’s actions is unplanned and will either

- be selfish and put another at a disadvantage
- seem neutral
- be generous to give everyone a benefit

When the protégé is selfish, she might receive oppressive motivation that will encourage her to arrive at the central underdeveloped and uncertain region of intrinsic motivation. When in this region, the protégé becomes disconnected from her intrinsic motivation and, the longer the protégé is in this uncertain region, she will either quit and seek a new passion or become altruistic (become an automaton).

The sweet spot of intrinsic motivation is generosity, which is nearest to altruism. Unfortunately, generous actions can become altruistic through oppression, which defines the distinction between altruism and generosity. Therefore, knowing how the protégé arrives at the sweet spot of motivation is valuable for mentoring.

In simple terms, the protégé needs the following to arrive at the sweet spot of motivation:

- An understanding of what really matters (see the section below).
- An environment to act freely.
- There is an alignment between the protégé’s, the mentor’s and the mentorship program’s Mindsets.

* If another has an advantage, the altruistic person is, in effect, putting herself at a disadvantage.

* The win-win goes beyond compromise. The win-win arrives at a shared benefit as opposed to agreed upon tradeoffs.

** Altruism is sometimes the only option. For example, Nelson Mandela was repressed for decades before his efforts were realized.





Through maintaining the above, the protégé's intrinsic motivation remains enabled and becomes more refined toward generosity. As her generosity matures, she will become acutely aware of how her efforts give herself pleasure from achievement and attract assuring feedback. This is when she sustains her intrinsic motivation.

While people almost exclusively aim to be generous, the motivation type used helps us understand how we deviate from generosity.

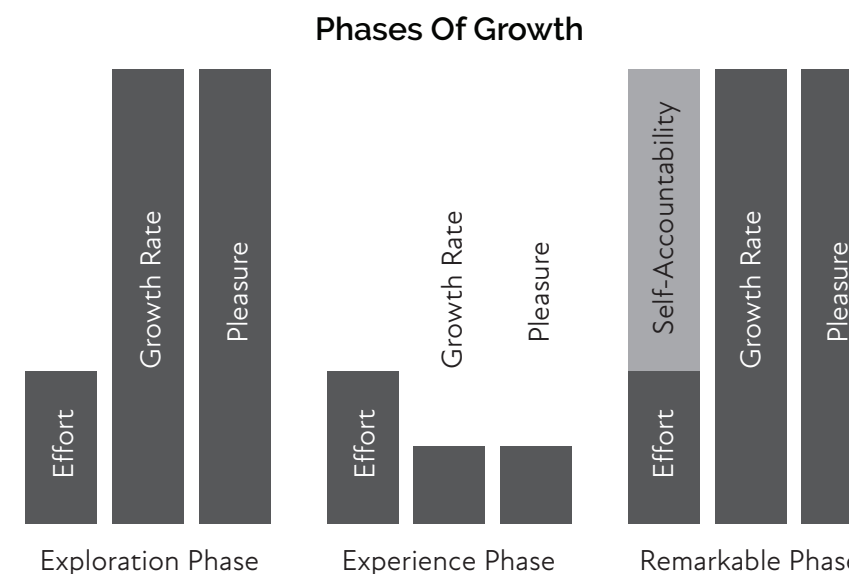
Rely on your discipline as a mentor; you will enable the protégé's intrinsic motivation and she will learn self-sufficiency.

How Motivation Influences The Beneficiary Of The Motivation

Type of motivation	Inspires	Main beneficiary
Oppressive motivation	Fear	The oppressor
Extrinsic motivation*	Shame	The one delivering the extrinsic motivation or the idea itself
Selfish intrinsic motivation	Interest	The protégé
Generous intrinsic motivation	Win-Win	Everyone
Altruistic motivation	Submission	Others of authority

Flourishing Motives

As it takes time for intrinsic motivation to become self-sustaining, the protégé benefits from having a motive that holds her accountable for her future. These motives are the Flourishing Motives.



For the protégé to progress to the remarkable phase, she needs a motive to hold herself accountable to her future.

To understand the Flourishing Motives, it is useful to first compare motives as a whole.

The Making Of Motives

Motivation types	Example external trigger	Example motives
Oppressive	A threat. A judgement.	Avoid something undesirable like shame
Extrinsic	A reward.	Gain and indulgence. Gain an unnatural advantage
Intrinsic	A smile. A Compelling Tactic.	Gain assurance
Altruistic	Oppressive motivation.	Reduce the experience of oppressive motivation

Flourishing Motives are the most pure Compelling Tactics. At their core is generosity (the *win-win* or *positive-sum* game as discussed above) and throughout their scope is what is genuinely meaningful for the protégé.

The purpose of this section is to build awareness of the Flourishing Motives, which effectively nudge the protégé to act on her own accord and acquire self-sustaining motivation.

* Giving the protégé a reward for her effort means the outcome of effort is more important to the mentor than to the protégé. The intent might be to benefit the protégé, but it overlooks what matters to the protégé at that moment. Understanding what matters to the protégé will develop intrinsic motivation and make the other forms of motivation unnecessary.



The Intrinsic Motive

The *intrinsic motive* is simple: we aim to do great things that incidentally attracts assurance. As long as the protégé gains assurance for whatever she does, she will give her full effort.

If the intrinsic motive has a selfish origin, it will mature and become generous, particularly swiftly when the protégé is within an assuring environment. Assurance encourages the protégé to refine what she does to be of greater value to herself and others. When the protégé expects to receive assurance routinely, even

after mishaps, she becomes self-sufficient. This leads the protégé to focus on what really matters without hesitation, enabling her to be generous in new ways—the epitome of flourishing.

“I’ve talked to nearly 30,000 people [and they] had one thing in common: They all wanted validation.”

Oprah Winfrey
The Oprah Winfrey Show Finale
2011

The Anchor Motive

Keep your eyes on the prize: your anchor motive.

Anchor motives are simple and exist naturally in everyone whether we know it or not. They are what drives the protégé to maintain her momentum even through incredible hardships. With a clear understanding of her anchor motive, the protégé independently maintains her motivation and keeps trying even when she is repeatedly unsuccessful. The anchor motive has the power to help the protégé rediscover her intrinsic motive.

Common Anchor Motives	
Protégé types	Common anchor motives
Youth and everyone	Achieving their dream
Teens and adults	Achieving self-sufficiency
Parents	Their children
Adults	Their elderly parents
Grandparents	Their children and grandchildren
Anyone	Health Financial security Family members Other people The next generation

“Somewhere behind the athlete you’ve become and the hours of practice and the coaches who have pushed you is a little girl who fell in love with the game and never looked back. Play for her.”

Attributed to
Mia Hamm.

When an anchor motive shifts to another anchor motive, there might be a period of disconnection as the protégé has to realign her life. These shifts occur at major life events such as the following:

- interest or change in self-sufficiency
- getting married or divorced
- having children
- career change
- major move
- success
- lifestyle change like retirement
- having grandchildren
- illness, disability or hardship
- death of a loved one

At times, the protégé is unaware of the need to realign her life to the new anchor motive, which leads to disagreements on occasion. Therefore, it is valuable for the mentor to encourage the protégé to reflect on her anchor motive on occasion, like the following:

“Consider thinking about who you are doing this for. Maybe it is for yourself in this moment, your past self, your future self or someone you love. What do you want for that person? Put your full effort into what you do today and put a smile on this person’s face.”

To strengthen the anchor motive, the protégé needs to identify with what she wants for her anchor motive. In simple terms, the protégé wants them to be better off. This awareness encourages her to put her full effort into what she does regardless of the difficulty before her.

“This is the only perfection there is: the perfection of helping others. This is the only thing we can do that has any lasting meaning. This is why we’re here. To make each other feel safe.”

Andre Agassi
Open
2009



The Fellowship Motive

“You can’t live a perfect day until you do something for someone who will never be able to repay you.”

John Wooden
They Call Me Coach
1972

The *fellowship motive* is essential for launching the protégé and the success of the mentorship program.

This motive takes effort to establish and maintain because it requires the mentorship program to be unquestionably devoted to having the protégé central to its design. This design inherently inspires the protégé to align with her mentor in an equal measure. The protégé will do this as a way to say *thank you* for all that the mentor has done for her.

BEYOND COMPROMISE

When the protégé is young, she often follows through with all that the mentor asks as she is having fun (it feels generous). Yet, as the protégé grows, she develops her understanding and this might be different from her mentor at times. This is when compromises have the potential to materialize.

Compromises introduce a balance of oppression and altruism to the relationship. Some are simple to remember while others require documenting responsibilities

to uphold both sides of the compromise.

The fellowship approach to the relationship is to circumvent the need for compromise. When it comes to mentoring, this means designing the mentorship program such that the protégé remains central to its design. When mentors are enabled to place the protégé central to their mentoring efforts, no compromise will appear and every discovery of a shortcoming refines the alignment.

For example, if it is in the protégé’s best interest to be skilled in public speaking and she shys away from developing the skill, then the mentorship program aims to discover the series of steps that lead the protégé to realize that the public speaking skill is worth pursuing. In contrast, the obligation approach would use Controversial Tactics to make the protégé act immediately and become numb to her emotions—it might also encourage a result like quitting.

The Ends Of The Relationship Spectrum

Fellowship	Obligation
Absence of compromise.	Requiring remembering or documentation to uphold both sides of the compromise.
When person A experiences a shortcoming, person B partners with person A to work through it.	When person A experiences a shortcoming, person B obligates person A to work through it.
Example: Singer and songwriter Elton John and Bernie Taupin.	Example: A separation agreement between spouses.

At times, the protégé has feelings from a past mentor or mentorship program, which discourages her to put forward her part of the fellowship in the present moment. Whether based on a previous mentor, a previous mentorship program, a mishap or a misunderstanding, it is the current mentorship program and mentor that establishes and maintains the *fellowship motive*.

The tipping point for the protégé is when she notices the mentor protects her from experiencing humiliation, embarrassment, shame and more. When the protégé recognizes this security is a certain effort from the mentor and mentorship program, she will engage her side of the fellowship.



HUMBLENESS

If the relationship is underdeveloped (which is normal for new relationships), having an event like a picnic at the park helps to position everyone as fellows. Of particular interest in developing fellowship is mixing mentors and protégés, and veterans with newcomers, throughout the event.

Introducing activities that develop fellowship are also valuable. Through such activities, the protégé sees the mentor responding generously when positioned as an equal or when the roles are reversed. Example activities include the following:

At special events:

- water-balloon toss
- three-legged races
- dunking a mentor in a dunk tank

In exchange for an achievement:

- shaving off the mentor's hair, beard or mustache
- the mentor dressing like the protégé requested for a day
- the mentor eating something untraditional like insects
- refreshment showering

Between child and parent (letting the child be competitive and win):

- a grass fight
- a pillow fight
- wrestling

In simple competitions (letting the protégé be competitive if unequal):

- tug-of-war
- sports

These activities offer a way for mentors to draw attention to a need and to also express thanks and fellowship. While unlikely a concern, attention is given to make sure these activities are not too frequent, which might devalue the effort or suggest an ulterior motive.

When activities involve an exchange, a few conditions are worthy of maintaining:

- The goal is something that obviously and directly benefits the protégé, such as improving safety in the workplace.
- The exchange needs to be respectful of everyone involved. Having a mentor dress in a sumo wrestler loincloth would be an inappropriate exchange.
- The goal is based on something achievable—it is the effort that matters. The mentor adjusts the goal and schedule as needed to follow through with expressing thanks and fellowship.

What Matters

What matters is known in the heart.

What matters at any given moment to the protégé is what matters. While some matters might be counterproductive, they give her comfort, which makes her open to what is unfamiliar to her. As the protégé develops in an assuring environment, what matters will mature to what is generous and sustainable.

Each mindset encourages a set of matters that have the potential to become relevant for other passions. When these matters align with the protégé, she will advance efficiently. When the matters are misaligned, they result in decision fatigue, which strains her development.

An awareness of the matters that follow encourage the mentorship program to remain aligned with the protégé.

Self-Confidence Matters

The *self-confidence matters* represent the starting point of what matters to the protégé.

What matters is what matters to the protégé

What matters to the protégé is that she has assurance she is making progress, even if what matters to her makes no sense to others.

What matters is having the freedom to make mishaps

In the beginning, what matters to the protégé is her freedom to have mishaps in an assuring environment. Mishaps are a natural part of learning and are fun in an assuring environment. If she doesn't have the freedom to have mishaps in an assuring environment, she doesn't have the freedom to be herself.

Sustainable Matters

Matters that are appropriate for all of life's experiences are called the Sustainable Matters. The Sustainable Matters are what really matters to everyone, whether we know it or not. They are what matters to a person and to the world around the person (the *universal audience* in the following table).

The Sustainable Matters	
The universal-audience matters	What matters to an individual, which gives the audience what matters to them.
To be inspired by the protégé.	Love what you do Fearlessly pursue your dreams
To live vicariously through the protégé	Have the time of your life Relish the experience Be creative Be bold, take smart risks Be your true self Have integrity Use panache Lead the difference See obstacles as opportunities Flourish in every experience
To be surprised and entertained.	Take smart risks Play possibilities Be strategically unexpected Innovate Reinvent
To have things made easier.	Try your best Be generous
To have problems disappear.	Innovate Reinvent
To verify devotion to the passion.	All of the above
The universal-collaborator matter	What matters to an individual, which gives collaborators what matters to them
A contribution	All of the above Be assuring in difficult situations
The universal-mentor matter	What matters to an individual, which gives mentors what matters to them
A flourishing protégé	All of the above

The Sustainable Matters matter to the protégé, regardless if she knows them or not. While self-confidence matters might be her priority at any given moment, she will eventually transition to the Sustainable Matters due to their integrity.

When the mindset integrates with the Sustainable Matters, the continuity will minimize trial and error, refine the mentorship program and swiftly launch the protégé.





Cultural Matters

Cultural matters are ideas that mentorship programs use to achieve greater clarity while also conveying what matters (like the Sustainable Matters). The running industry uses *personal best* to connect with what matters to runners. Team sports use *player development* to help

coaches focus on the needs of the player, help parents be of the same mindset and help players focus on their development. How well the cultural matters align with the Sustainable Matters determines how successful the cultural matters will be.

Anchor-Motive Matters

Anchor-motive matters matter more than everything else. If something is essential for satisfying the person's anchor motive, it is an anchor-motive matter. It is for this reason that the protégé is central to the mentorship program and why the Assurance Partnership is essential.

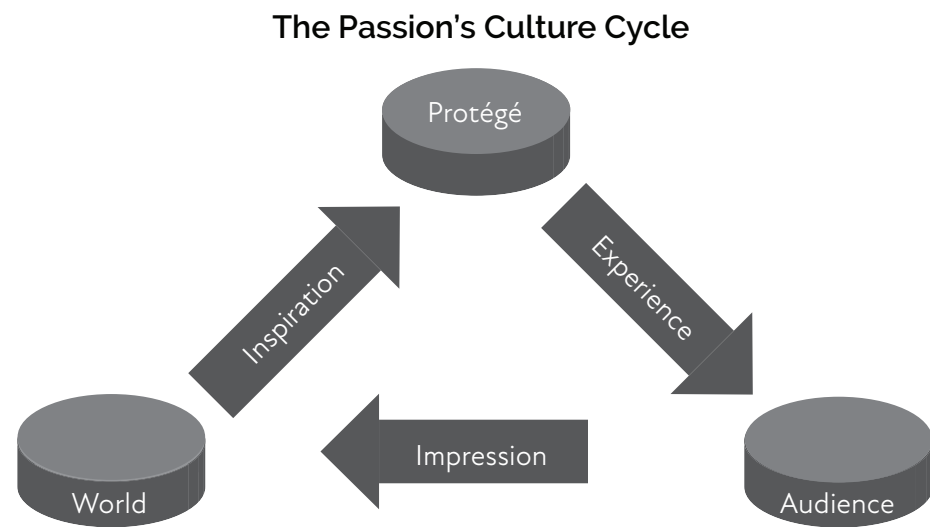
“I’m loyal to nothing [...] except the Dream.”

Frank Miller
Daredevil #233
1986



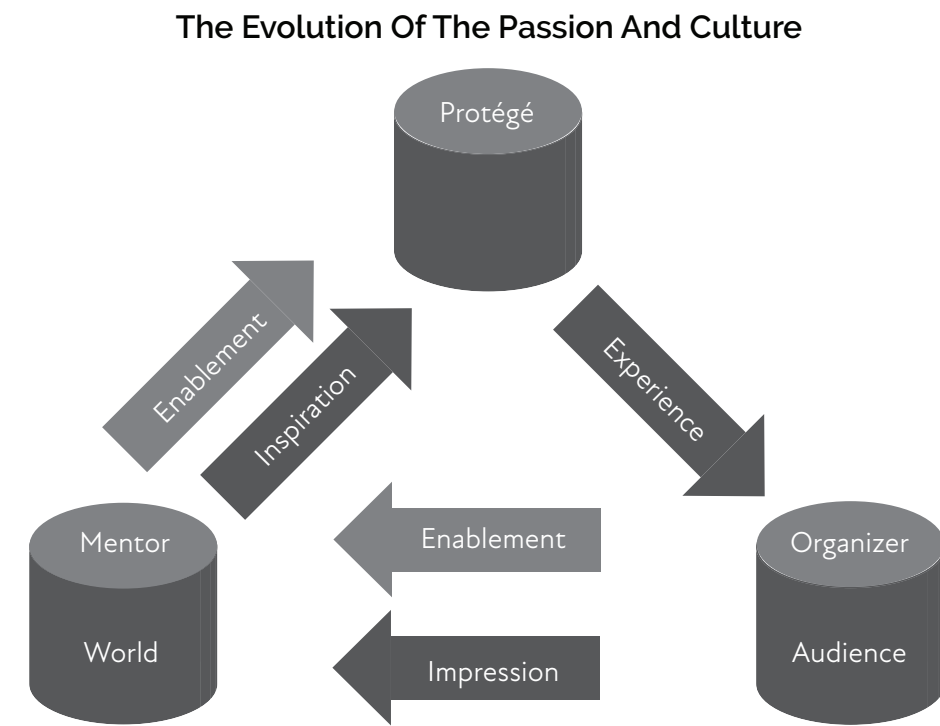
The Passion's Culture

Every passion has a culture that sustains itself: The world inspires the protégé to participate, the protégé creates an experience for the audience, the audience leaves an impression on the world, and the cycle continues indefinitely as long as the cycle reinforces itself. If not, then there is no passion and no culture.



Cultures naturally evolve through the relationship between the protégé, the audience and the world.

The passion and its culture matures to a higher level of integrity through the influence of the protégé, mentor, and the organizer working in alignment. Organizers plan how to advance the culture, mentors use the organizer's vision and resources to enable protégés to advance their performance, and protégés unconsciously (and sometimes consciously) express the effectiveness of the system as a whole.



Through the alignment of the protégé, mentor and organizer, the passion's culture advances.

The passion and its culture advance most freely when they align well with what is universal between all passions—the Sustainable Matters. Through planning, the organizer inspires the culture of the passion to evolve for the betterment of everyone involved, which further strengthens the passion.



Attainable Targets

“What is important in life is life, and not the result of life.”

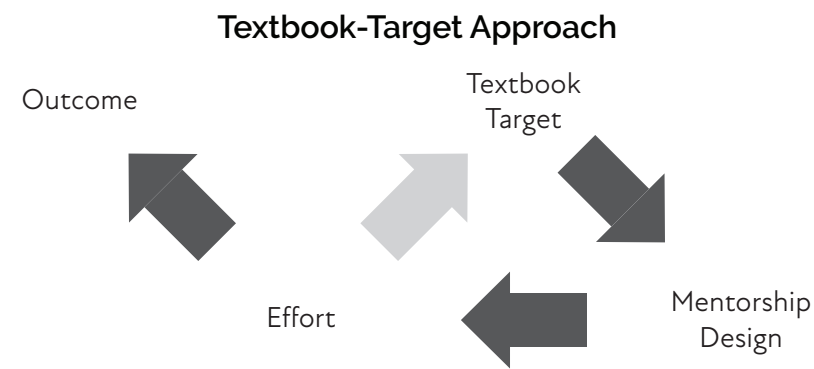
Attributed to Johann Wolfgang von Goethe.

Targets are something you plan to achieve between a minute and many years. Targets that take little time to achieve are more like to dos while targets that take years to achieve can become seemingly unattainable. What we benefit from most are targets that make us work harder than normal but are achievable soon enough that we sustain our intrinsic motivation. These are called *attainable targets*.

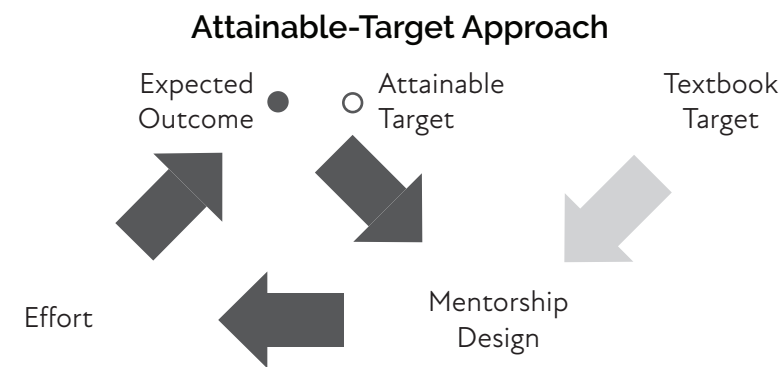
Attainable targets are intermediate stretch targets along the path to the *textbook target*. Like a gymnast walking on a low balance

beam before walking on a high balance beam, an attainable target is something that is immediately achievable, though with effort beyond a person’s current experience level. What is achieved through this effort is the highest level of growth at the protégé’s stage of development.

In contrast, the *textbook target* (like winning a competition) is motivating in the short term as it builds a fantasy, but in the long term, the probability of success can make it a shame tactic and halt the protégé’s momentum. Further, a textbook target leaves the protégé to manage the gap between her understanding and the textbook target independently, which leads to decision fatigue.



The traditional Textbook-Target Approach uses the textbook target (like the win) to generate feedback for the protégé, which might be interpreted as a *shame tactic*.



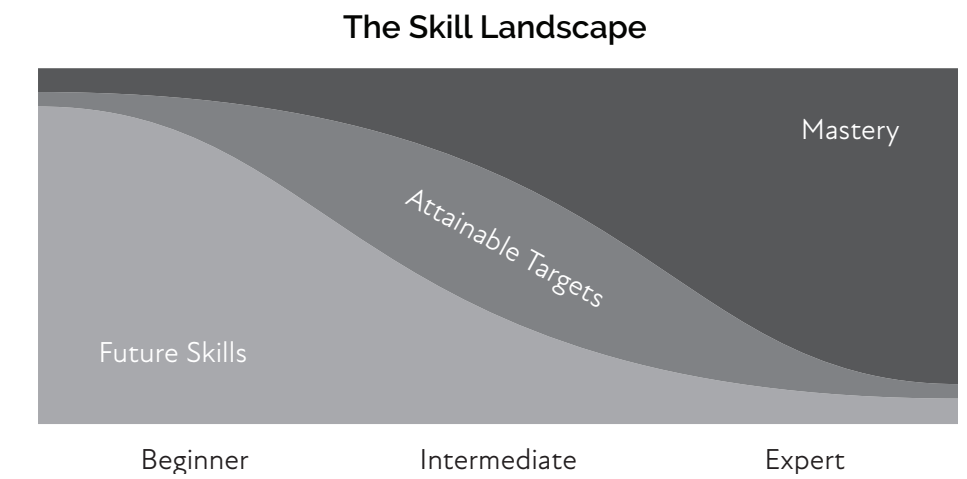
The Attainable-Target Approach helps the protégé understand the journey through a series of attainable targets.

The Textbook-Target Approach is effective for the minority of protégés. The Attainable-Target Approach, however, is equally effective for the minority and the majority. Further, the Attainable-Target Approach has the following benefits:

- They are meaningful for most protégés including those that are able to have the textbook target sustain their motivation.
- They make developing a specific technical skill a choice.
- They help the protégé identify with the transferable skills she needs to develop.

- As success is more frequent, the protégé’s intrinsic motivation develops and her interest to achieve attainable targets becomes permanent (a transferable skill).
- The protégé learns that what can be achieved is a step toward the textbook target.

Once the protégé understands how her effort produces results, she will then focus on enabling her momentum.



Attainable targets represent the bridge between future skills and mastered skills.

It is the organizer’s adaptability that determines the level of ease for this paradigm shift. Those that pursue the Attainable-Targets Approach open the opportunity for developing protégés that become a new benchmark that benefits everyone.

“A goal is not always meant to be reached, it often serves simply as something to aim at.”

Bruce Lee
Striking Thoughts
2000



The Novelty And Achievement Strategies

“There’s nothing more contagious than the laughter of young children; it doesn’t even have to matter what they’re laughing about.”

Criss Jami
Killosophy
2015

The *novelty tactic* is common to the early stages of all Mindsets and mentorship programs. Fun comes from the novelty of the experience as well as from making mishaps frequently in an assuring

environment. As the novelty of the experience fades with time, so does the experience of fun.

Having success with attainable targets replaces fun with the pleasure from achievement. Further, the pleasure from an achievement can be enjoyed upon reflection at any time, which encourages the protégé to pursue more attainable targets.

As a protégé gains experience, the pleasure of achievement will wane

on occasion. Reintroducing novelty at these times helps to maintain the protégé’s momentum and helps the mentor and protégé work through the lull in achievement.

Fun is the product of surprise and you want to go back for more. Pleasure is the product of achievement and it encourages you to achieve more.

The Fellowship Strategy

Every passion has the same selection of Advantage Strategies available. The most common advantage strategy is sportsmanship, as it captures the ideals of ethics, fairness and respect we all admire.

Ethics

Everyone has the opportunity to participate and no participant or non-participant is disadvantaged as a result of participation.

Fairness

Fairness is the essence of spirited competition.

Respect

Respect captures the essence that separates sportsmanship from gamesmanship and foul play.

While most Mindsets openly target sportsmanship, pressure (like unrealistic goals) encourage other Advantage Strategies to intervene. For example:

- When the textbook target is the main motivator, foul play is encouraged.
- When both the textbook target and sportsmanship are motivators, gamesmanship is encouraged.*
- When attainable targets are motivators, sportsmanship is encouraged.

For example, a mentor might believe and speak well of sportsmanship, though a focus on the textbook target indirectly make gamesmanship and foul play workable options.

Competition isn’t about winning. It is about being someone that deserves to win.

Foul play is an easy advantage strategy to understand while gamesmanship is less so. The table below helps to add clarity to the meaning of gamesmanship.

A Comparison Of Gamesmanship And Sportsmanship

Gamesmanship	Sportsmanship
Encourages taking advantage of the gaps in the mutual understanding to gain an advantage.	Encourages mastery of respect to outperform past efforts.
Targets desired outcomes from a performance.	Targets desired efforts for a performance.
The end justifies the means.	The means justifies the end.
Makes success a higher probability.	Makes the protégé worthy of success.
Weakens the understanding of sportsmanship.	Pioneers sportsmanship to new levels.
Encourages others to quit the passion.	Encourages others to engage in the passion.
Blames others for shortcomings, which strains the passion’s culture.	Uses assurance to advance the passion’s culture.

* The mentor that expresses a little white lie, leaves something unspoken or leaves something unattended (these are examples of gamesmanship and foul play), which sends a subliminal message of the mentor’s priority.



“You are never really playing an opponent. You are playing yourself, your own highest standards, and when you reach your limits, that is real joy.”

Attributed to Arthur Ashe.

In terms of the Flourishing Mindset, competitions can benefit from an ideal that is common in non-competitive environments: fellowship. Fellowship is an extension of respect mentioned earlier and means being collaborative and friendly with those that you have an indirect relationship with.

Where sportsmanship is a pursuit of being unrelentingly honorable to the effort, fellowship is a pursuit of your personal best. These differences are captured by the following expressions of fellowship:

Keeping it sporting:

- In the 2006 Winter Olympics, Sara Renner broke her cross-country ski pole. Almost immediately, a coach from a competing nation handed her a new pole, which allowed her to win the silver medal and led to the competing-nation’s athlete to come in fourth.
- In the 2008 Summer Olympics, Danes Jonas Warrer and Martin Kirketerp had a straightforward effort to the gold in the final round of their event, but they broke their mast prior to the start. A team from a competing nation that hadn’t made the final round lent their boat, which led to the team winning gold.
- In youth sports, it is common to see a notably stronger team shift their focus to underdeveloped skills, which makes the competition more equally matched.

Putting it on hold:

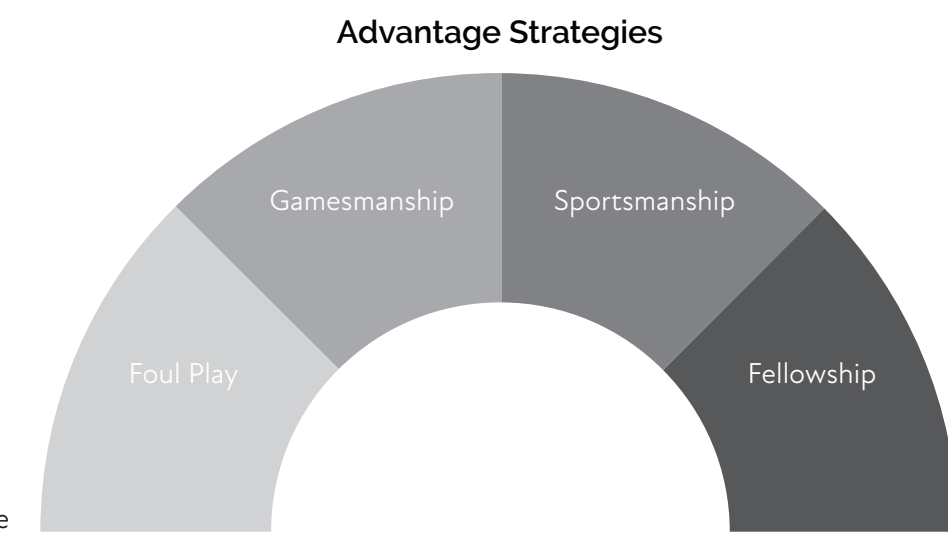
- In the 1988 Summer Olympics, Lawrence Lemieux abandoned his race (and high-ranking position) to assist injured sailors in an adjacent race that had capsized due to high winds.
- In the world of cycling, if a contender has a fluke circumstance like a broken chain, the other contenders discontinue the pressure until conditions equalize.

While sportsmanship is a worthy pursuit, it is an expression of a mindset that has yet to fully mature:

A competition inadvertently encourages the Winning Mindset, which might encourage gamesmanship and foul play. Consequently, sportsmanship is promoted in an attempt to discourage these undesirable Advantage Strategies. Yet, the promotion of sportsmanship circumvents clearly letting the protégé know of a realistic attainable target (like a personal best). If the win continues to be assumed as an equal to sportsmanship, gamesmanship and foul play become an unconscious reaction when the competitor is clearly better.

Viewing a competition as an avenue to pursue an attainable target like a personal best makes the win secondary to excellence. This perspective encourages a protégé to assume the competitor is also pursuing a personal best. This means she views others as fellows—that she expects as much fearlessness in return for what she dishes out during the competition.

Fellowship, therefore, is the ultimate advantage strategy and is the Flourishing Mindset in all its glory.



Foul play can always win, gamesmanship lacks integrity, sportsmanship is noble and fellowship is excellence.

The advantage of fellowship brings sportsmanship to new levels and outweighs the advantage of gamesmanship and foul play. Fellowship is what makes progress throughout society.



The Recovery Strategy

With the world’s rapidly growing base of knowledge, a mental and physical recovery strategy has become essential to mentoring. This is because high rates of innovation are encouraging mentorship programs and protégés to work more collaboratively than ever before, which brings the protégé into the realm of fatigue with greater frequency. Organizers, mentors, and protégés (i.e., everyone) must understand recovery needs to do what is best for the protégé both proactively and reactively.

In simple terms, the recovery strategy is as follows:

- A global standard is ideal. With a global standard, each mentoring organization works as part of the whole.
- The organizer is responsible for informing the protégé (and the guardian if appropriate) about mental and physical recovery management and what is appropriate for participation.

- As development and livelihood are a significant portion of an individual’s life, organizers are responsible for setting a standard total hours a week spent learning, practicing, studying and working. Organizers would account for the extra sleep required by young protégés. As guardians are responsible for managing their kids overtime, guardians are likewise responsible for their children’s learning overtime (i.e., extracurricular activities); therefore, it is reasonable for organizers to generously account for extracurricular activities managed by guardians.

- While the previous points give the mentor freedom to focus on her responsibility, which is to give the protégé high value, it is important for the mentor to monitor the protégé and provide feedback to manage activity balancing.

The following is a sample time allotment to help design the activity-time commitment for a work / development day:

Daily Activity Balance

Activity	Hours
sleep	8 + x
work, learning and homework	8 - x
personal development	1
leisure / musing	1
fitness	1
travel	2
meals	3

Weekly And Yearly Activity Balance

The protégé is free to have a minimum of one day a week for neither work nor life management.

The protégé is free to have a minimum of one day a week for life management.

The protégé is free to have a minimum of two 7-day stretches a year free for neither work nor life management.

The protégé has time to participate in music, sport, personal activities and societal contributions.

Without a *recovery strategy*, mentorship programs experience a limited ceiling in its effectiveness. This is due to the protégé experiencing fatigue (like prolonged periods of cognitive activity and attention) and injury. Through a managed recovery strategy, the protégé will advance and sustain her well-being, which will enable the mentorship program to raise the ceiling of its effectiveness.

Enabling the protégé to manage her recovery strategy independently

is critical as the protégé is the only person that will always be present to manage her fatigue. This autonomy enables her curiosity, which leads to momentum and pursuing her life’s dream. When that day comes, the protégé will have found her calling and nothing will stop her.

“An ounce of prevention is worth a pound of cure.”

Proverb



The Adaptability Strategy

“To succeed, planning alone is insufficient. One must improvise as well.”

Isaac Asimov
Foundation
1951

as they concern the technical skills of a different passion (i.e., mentorship). This outcome strains the development of the coming generations of protégés and the mentorship program falls short of its potential.

It is one thing to feel done. It is another to be ready.

The only way to progress the mentorship program is to reintroduce efforts that liberate assurance and enable momentum. This, specifically, is to listen to the protégé, partner in her development, and develop transferable skills. In other words, to return adaptability to the protégé’s development.

In the early stages of a mentorship program’s life, there is often a single organizer who listens to the needs of the protégé, listens to what liberates her assurance and enables her momentum. This is a time of great adaptability in shaping the technical mentorship program to best serve the protégé.

When the first iteration of a mentorship program is structurally complete for technical-skill development, the efforts to liberate assurance and enable momentum are often excluded in the design

The Correlation Between The Mentoring Phases And Development

Liberating Assurance	Enabling Momentum	Cultivating The Remarkable
Transferable-skill development		Technical-skill development

Adaptability puts transferable-skill development before technical-skill development. At any given moment, the protégé might be a beginner with one skill (needing to liberate assurance and enable momentum) and an expert in another (needing to cultivate the remarkable). Adaptability enables the mentor to deliver the care the moment calls for.

Adaptability, therefore, enables mentors to interpret plans, develop next-session plans that are responsive to the protégé and the environment, and provide feedback

to advance the mentorship-program design. The organizer then increases the quality of plans and improves the plan’s delivery.

Once the mentorship program is ready for application, gaining feedback from protégés and mentors helps refine the program’s adaptability and helps the protégés and mentors feel enabled. This will raise their engagement and help support the passion’s culture to bloom.

Adaptability sets us free.

Epiphany And The Movement

“The turning point is that moment of naked acceptance of the truth.”

Ellyn Stern
Running on Empty
1992

It is valuable to clearly know what an epiphany is when designing a mentorship program. This knowledge comes from understanding how an epiphany differs from a realization.

A realization is a sudden awareness that something is true. Like using soap to remove a ring from your finger or discovering you left your wallet at home. A realization concerns something that has a straightforward response.

An epiphany is a sudden awareness that something is true and that it has an ideology to overcome. Like accepting that the earth rotated and orbited the sun resulted in having to rethink celestial formulas and other established understandings. An epiphany concerns something that will take significant time and effort and possibly other complementary innovations to set the new standard.

An interesting truth of an epiphany is that, to reach the outcome of the epiphany, three stages are experienced:

1. The sudden awareness that something new will replace something established.

This realization acts as an intrinsic motive and energizes the person to act.

2. The sudden awareness that established systems interfere with the progress of the first stage.

The second stage often happens soon after the first and acts as an oppressive motive, which suppresses the intrinsic motive of the first stage.

3. The sudden awareness that only a movement can overpower what is established to achieve the follow-through of the first stage.

This effort might feel altruistic in the beginning though, as the journey becomes mapped out, intrinsic motivation is restored.

Everyone experiences epiphanies throughout their lives. Becoming fully aware that mishaps lead to mastery is a common epiphany. Liberating assurance, enabling momentum and cultivating the remarkable are ways the mentor supports the protégé to take initiative. Through the mentorship program and mentor adapting to epiphanies, they create a movement among all protégés. When the protégé is frequently in the *Cultivating The Remarkable* phase, she then creates her own movement.

“If we could change ourselves, the tendencies in the world would also change.”

Attributed to
Mahatma Gandhi.



Starting Off

“The beginning is always today.”

Attributed to Mary Shelley.

Nothing is better than being able to do what you want and attracting assuring feedback. This means we can be ourselves, laugh and pursue our dreams. While this perfect world might seem lofty, there are things that make this more of a reality with every passing moment.

Freedom is paradoxical at times, unfortunately. This is because our freedom occasionally and accidentally takes freedom away from others, which might encourage them to respond in an undesirable ways.

The question we have, then, is this: what can we do to make our freedom naturally and effortlessly attract assuring feedback? The answer is as follows:

Understand what really matters so that

- you know when you should be attracting assuring feedback
- you know when you have made a mishap so that you improve and prevent it from happening again
- you know when others have made a mishap so that you can learn how to maintain your freedom while responding well to misinformed feedback

This understanding shifts freedom from a sense of misinformed entitlement to a sense of conscious worthiness. These two senses lead us to defining freedom as shown in the following table:

Defining Freedom

	Definition	Interpretation
Freedom (Freedom 1.0)	Doing whatever you want.	Misinformed entitlement. Supposed freedom.
Freedom 2.0	Effortlessly creating conditions that enable you to do whatever you want.	Conscious worthiness. True freedom.

It is when you know you have made an everyday situation better off, or an undesirable situation turnaround, that you feel better than free—you feel worthy of freedom.

“Whatever good or bad fortune may come our way, we can always give it meaning and transform it into something of value.”

Hermann Hesse
Siddhartha
1922

The most effective way to achieve Freedom 2.0 is to possess an understanding that leads you to be effortlessly free. It is knowing what really matters and knowing how to respond when things go in undesirable ways. This is how a person takes control of her life.

What Matters

“Sometimes the smallest things take up the most room in your heart.”

Attributed to
A.A. Milne.

The hardest part of freedom is that it occasionally and unintentionally takes freedom away from others. It is when others respond in undesirable ways that we no longer feel free. We then arrive at having decision fatigue as we are unable to

do what we want and satisfy others at the same time.

What we need in this moment of uncertainty is something that confirms to us what really matters. With this knowledge, when we make a mishap, we will learn; if others make a mishap, we can confidently continue forward.

What really matters are the Sustainable Matters (see the Flourishing Principles chapter).

The Sustainable Matters are what matters to you and gives what matters to others. Knowing this means you have the freedom to be yourself and that anyone that departs from the Sustainable Matters is the one that needs freedom.

Almost everything in the right column of the Sustainable Matters table represents freedom. The matters in the left column represent what you want the world around

you to hold as what matters to them. The remaining matters concern Freedom 2.0 and the next section helps in building this understanding.

Worthiness and good fortune are closely united.





Assurance The Moment Calls For

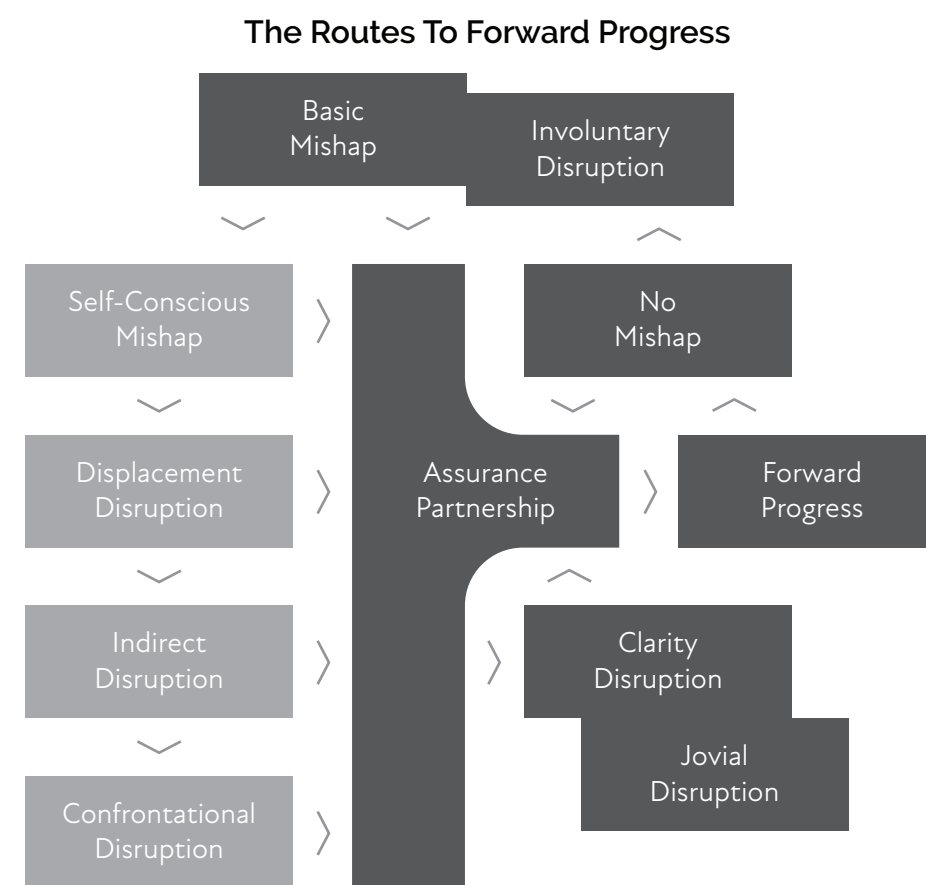
“All I [want is] to reach out and touch another human being not just with my hands but with my heart.”

Tahereh Mafi
Shatter Me
2011

Sometimes a person is unlucky and has a mishap, which might attract undesirable feedback. This moment is unsettling and encourages us to respond in a way to safeguard our freedom. But safeguarding efforts sometimes incidentally label the undesirable feedback as unkind, which begins a tit-for-tat cycle that, in other words, is an argument.

What ends the cycle is giving assurance, which is a higher-order transferable skill. In addition, it means accepting counterproductive accusations and swiftly taking the exchange to a mutually beneficial end. This can be quite humbling and can feel nothing like freedom.

To enable freedom, it begins with knowing the types of mishaps and disruptions that exist and then it is followed with a dedication to taking the direct route to forward progress*. The illustration and content that follow provide the understanding that leads to developing higher-order skills for enabling freedom in yourself.



Forward progress is a by-product of the Assurance Partnership.

“The noblest art is that of making others happy.”

Attributed to
P. T. Barnum.

The Assurance Partnership is like helping a baby learn to walk—giving both encouragement and fingers to hold onto. The Assurance Partnership is simply unrequited devotion to forward progress in any relationship. Often, it is a give and take between two people. At times,

it is one or more persons applying the assurance that all sides are there to provide.

Focusing on who is responsible for the mishaps and disruptions is the long route to forward progress while focusing on assurance is the direct route. Through routinely focusing on assurance, it creates a permanent expectation for assurance in others. In the end, the goal is to have someone feel *this person never gave up on me*.

Sharing the same mindset, an understanding of what matters, and more are essential for the Assurance Partnership. It is the mentorship program that removes the ceiling of the mentor’s assurance. If the mentor experiences a ceiling, she has the opportunity to help it disappear.

If we treat people as they ought to be, we help them become what they are capable of becoming.

Paraphrase of
Johann Wolfgang von Goethe
Wilhelm Meisters Lehrjahre
1795

* ‘Progress’ represents *purposeful effort* and ‘forward progress’ represents *momentum*. For example, assembling something without instructions is progress with a wealth of trial and error. Assembling something with instructions is forward progress as you are experiencing momentum.

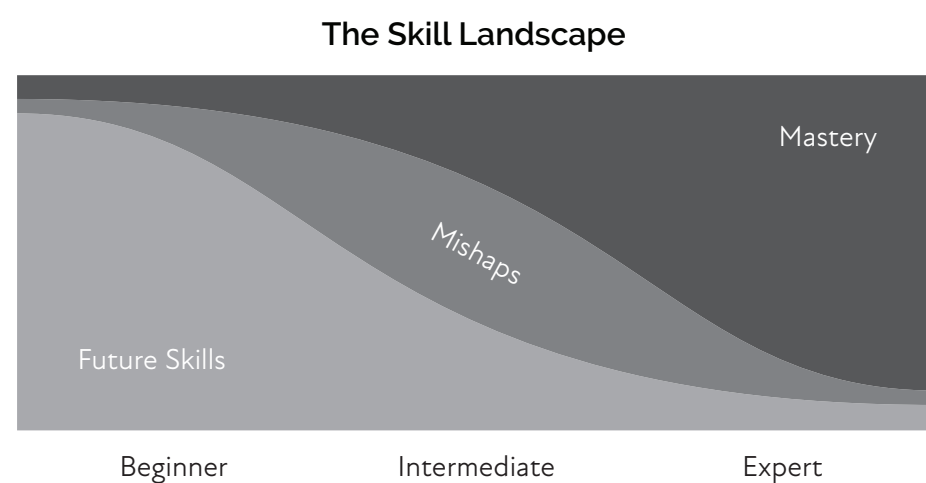


Mishaps

“Anyone who has never made a mistake has never tried anything new.”

Attributed to Albert Einstein.

Mishaps are natural to everyone. Labeling something as a mishap expresses that it was inevitable and that assurance is coming. In other words, mishaps simply help to identify areas for development that lead to mastery.



Mishaps (attainable targets as shown in the previous chapter) bridge the gap to the mastery of skills.

Labeling something as a mistake or weakness puts the full responsibility onto the person that had the mishap and gives the expressor a way out from contributing to forward progress. Whether a mishap, mistake, weakness or some other label, they are the same thing—an unlucky and involuntary result that deserves the Assurance Partnership from the person that knows that it is a mishap.

Knowing the mishaps that follow helps you to welcome basic mishaps, prevent other mishaps from forming, circumvent counterproductive disruptions and encourage disruptions that maintain forward progress.

Freedom is not worth having if it does not include the freedom to make mishaps.

Paraphrase* of Mahatma Gandhi
Young India
1931

BASIC MISHAPS

Curiosity and mishaps are the greatest teachers.

Basic mishaps reveal themselves unexpectedly and you often respond to the experience so that you create the skill that minimizes or circumvents the mishap from recurring in the future. Basic mishaps are valuable as they are a sign that momentum exists. They refocus the flow of development.

Sometimes you are unaware of your basic mishap. Sometimes you didn't have a basic mishap and an involuntary disruption comes your way. There will be times when you will have a mishap of higher priority than the mishap another perceives (which is an involuntary disruption). All of these situations are best managed by the Assurance Partnership.

It is better to try and fail than never try at all.

Unknown

SELF-CONSCIOUS MISHAPS

If at first you don't succeed, try, try again.

Proverb

When a person becomes aware of a basic mishap, it becomes something she can use to develop a skill. When assurance is absent, however, she experiences decision fatigue, which limits her development. This defines a self-conscious mishap.

A self-conscious mishap encourages a person to either stop her momentum, offer a displacement disruption, or both.

When assurance is absent, look for where the Assurance Partnership comes from, which includes remembering and pursuing the Sustainable Matters.

If someone is having a self-conscious mishap, offer the Assurance Partnership. This prevents the person from feeling abandoned.

“...we can all do small things, with great love, and together we can do something wonderful.”

Attributed to Mother Teresa.

* The original quote is “Freedom is not worth having if it does not connote freedom to err.”



Disruptions

“Life at best is bittersweet.”

Jack Kirby
Mister Miracle #18
1974

Disruptions are things that interrupt an activity and their purpose is to let others know that the Assurance Partnership is incomplete. Disruptions are insightful as they are a call for assurance. Thinking otherwise is a displacement disruption.

“There is nothing either good or bad, but thinking makes it so.”

William Shakespeare
The Tragedy Of Hamlet, Prince Of Denmark
~1600

INVOLUNTARY DISRUPTIONS

Involuntary disruptions and basic mishaps are very similar. Students, for example, might talk in class (an involuntary disruption), which disrupts the flow of teaching. Similarly, education programs might overlook the needs of a student (a basic mishap), disrupting the flow of learning.

When a person has a misunderstanding or is preoccupied, an involuntary disruption is a possible result. When on the receiving end of an involuntary disruption, offer the Assurance Partnership, a clarity disruption or a jovial disruption.

“Imperfections are not inadequacies; they are reminders that we’re all in this together.”

Brené Brown
The Gifts Of Imperfection
2010

DISPLACEMENT DISRUPTIONS

When assurance is absent, a person might subconsciously emphasize a mishap in another person or in something to transfer attention away from herself (to make someone or something the scapegoat). One reason a person does this is because she had experienced shame in her past and is attempting to avoid it in the present. This is a displacement disruption and it encourages a self-conscious mishap in another.

The way to respond to a displacement disruption is with the Assurance Partnership. If assurance is unreciprocated, it is often best to leave the discussion (an indirect disruption) until emotions become manageable. Speaking with a mentor in private and with objectivity is a worthy option.

“People inflict pain on others in the selfish pursuit of their own happiness or satisfaction.”

Dalai Lama XIV
Nobel acceptance speech
1989

INDIRECT DISRUPTION

When a person is on the receiving end of a displacement disruption and is unsure how to apply the Assurance Partnership, the person might respond with an indirect disruption, which is a delay in the follow-through to work with another.

Indirect disruptions, whether conscious or subconscious, are an attempt to encourage another to realize her own mishaps.

Consideration is the best way to respond to an indirect disruption.

“Nonviolence [is] the mightiest force in the world.”

Mahatma Gandhi
Speech
1947

CONFRONTATIONAL DISRUPTION

“When people are fanatical[...], it’s always because [their] dogmas or goals are in doubt.”

Robert Pirsig
Zen And The Art Of Motorcycle Maintenance
1974

When a displacement disruption is reciprocated, a confrontational disruption (an argument) results.

When one person of the confrontational disruption is a mentor, the protégé is then encouraged to respond with an indirect disruption. Integrity, or more specifically humility and the Assurance Partnership, is the greatest way to achieve resolution. (Controls and punishments are oppressive and lead to indirect disruptions.)

“The true hero is one who conquers his own anger and hatred.”

Attributed to
Dalai Lama XIV

CLARITY DISRUPTIONS

“We don’t make mistakes, we have happy accidents.”

Bob Ross
Winter In Pastel
1990

When the Assurance Partnership leads to forward progress, occasionally a check or verification is needed to maintain a mutual understanding and circumvent basic mishaps. This is a clarity disruption.

When the same mishap recurs and it constrains forward progress, then a clarity disruption is naturally called for. Clarity is a focus on what assuringly achieves forward progress.

“Question like a child, reason like an adult, and write like a sage.”

Criss Jami
Healology
2016

JOVIAL DISRUPTIONS

“Happiness is not something ready made. It comes from your own actions.”

Attributed to
Dalai Lama XIV

Jovial disruptions are a form of clarity disruption. They use humor to amplify assurance to its highest form. Use assurance to lead jovial disruptions and welcome others to do the same. Only rarely do we need to be mindful to keep jovial disruptions in good measure.

When assurance remains in short supply, jovial and indirect disruptions come together to fill the gap in the form of satire, toilet papering, egging, throwing tomatoes, pieing and other mild annoyances.

They exist

- to be a one-sided amusement
- to be a light-hearted alternative to confrontational disruptions
- as a call out to mentors to introduce clarity disruptions and apply the Assurance Partnership

When those who are on the receiving end of the disruption are humble, they have the opportunity to respond with the Assurance Partnership and might also offer a complementing jovial disruption—it is an opportunity ripe for the taking.

“What the human race needs is a lot more streakers.”

Banksy
Cut It Out
2004



Integrity

In every moment, you influence others to align with you or create distance from you. While being a person of integrity takes effort, it benefits us all.

We have all met people with integrity. The moment they speak, they have a warmth and clarity that attracts attention. What they say, even in the face of adversity, expresses empathy, expresses action for some compelling master idea*, and gathers respect although it might be humbling to some.

To earn the label of integrity, a person offers what is universally admired in the face of adversity. This integrity comes from wisdom and following through with what best serves the next generation.

The best way to understand integrity is to understand its qualities, which are summarized in the following table and are discussed in detail in this chapter.

A consistent application of these qualities merits a person the label of integrity.

“Anyone can fool around when given a chance to but only the people who live a life of discipline, great character and have urgency in day-to-day affairs are the people who reach their destiny.”

Attributed to Mahatma Gandhi.

Qualities Of Integrity

Quality	Summary
Being reliably perceptive	When information is incomplete or something is open for debate, the person with integrity gathers information to identify what is relevant for making a decision.
Embracing the bigger picture	The person with integrity embraces what is not immediately apparent (like other points of view) as it brings integrity to fruition.
Making fellowship unmistakable	A person with integrity makes everyone feel they belong.
Transitioning the protégé	A person with integrity maintains or propels the protégé’s momentum including when the protégé transitions from one mentor to the next.
Taking pleasure in the journey	A person with integrity reflects on the journey and takes pleasure in what achieves success.

Being Reliably Perceptive

Welcome The Perspective Of Others
Proactively Respond To Uncertainty
Anticipate The Unexpected

Embrace The Bigger Picture

Making Fellowship Unmistakable

Moment Progressions
Basic-Mishap Progressions
Session And Program Progressions

Transitioning The Protege

Leveraging The Skill-Skillset Relationship
Managing Incomplete Skills And Incomplete Skillsets Effectively
Strategizing Mentor Transitions

Taking Pleasure In The Journey

The Core Knowledge

* The compelling master idea is the metanarrative. See the Packaging You chapter for more detail.



Being Reliably Perceptive

“Make each day your masterpiece.”

John Wooden quoting his father
Charlie Rose Interview
2000

Throughout life, we often have to make choices between two or more equally worthy options. This choice is often between an easy option and an equally worthy option that takes greater examination. This sometimes presents itself between *the way it has always been done* and a *refined or alternative way that is starting to reveal itself*.

In the business world, the easy option increases the potential for creating complacency and stagnation. In contrast, the option

that takes greater examination increases the potential to gain insights, industry leadership, and industry security (like through developing intellectual property). For a person, the experience is similar and translates into a feeling of karma (the feeling of having good or bad luck).

“Constant development is the law of life, and a man who always tries to maintain his dogmas in order to appear consistent drives himself into a false position.”

Mahatma Gandhi
All Men Are Brothers
1958

Reliably Steadfast Versus Reliably Perceptive

Reliably steadfast in your area of expertise	Reliably perceptive to other perspectives
Perceived integrity.	Integrity.
Decisions based on established rules (to swiftly move past resolving scruples).	Decisions based on objectivity (unique circumstances and contextual knowledge).
Without achieving a mutual understanding with those of a different opinion, the person appears stubborn and encourages altruism in others.	Through achieving a mutual understanding with those that had a different opinion, the relationship becomes a partnership and leads to enablement in all participants.

People are naturally open minded. Yet, there are times when it is difficult to articulate a point of view to achieve a mutual understanding. After many exposures to this challenge, a person learns that it is sometimes easier to just act than to achieve a mutual understanding. This is a useful conclusion, yet when it becomes an automatic response, the person becomes stubborn.

To encourage the skill of being reliably perceptive, the following behaviors are essential:

- **Welcome the perspective of others.** Every dilemma is unique and timely opinions, even mishaps, offer valuable insights.
- Be open minded as it develops the transferable skill of objectivity.
- Align with those that use compelling tactics as they help maintain the Assurance Partnership.
- Value those that have specific contextual knowledge.
- Align with those that have specific contextual knowledge that also share obvious transparency you can clearly explain for all its depth.
- Build your specific contextual knowledge if it is to be a resource to you.
- **Proactively respond to uncertainty.** Contextual knowledge might be absent today and appear tomorrow. Be objective in the present moment.
- **Anticipating the unexpected.** Unexpected things happen, particularly when you go deeper into a passion.

“Most underperformers don’t need to be fired, they need to be led.”

Jocko Willink
The Dichotomy Of Leadership
2018



Welcome The Perspective Of Others

“Leaders should never be satisfied. They must always strive to improve and they must build that mind-set into the team. They must face the facts through a realistic, brutally honest assessment of themselves and their team’s performance.”

Leif Babin
Extreme Ownership
2015

In the early days of our life, we view the world from a personal perspective, which serves us well as it makes it easy to build our self-identity and pursue momentum. At some point, we become aware

that other perspectives exist. We need to welcome the perspective of others so that we can achieve Freedom 2.0.

To welcome the perspective of others, it includes asking questions, listening to what is shared, and confirming understanding before progressing forward. This presents the opportunity to assess the quality of our perceptions.

“Intelligence is the ability to adapt to change.”
Attributed to
Stephen Hawking.

Proactively Respond To Uncertainty

All developments have periods of uncertainty that require us to respond to unknowns to arrive at an improved resting place. Uncertainty encourages us to delay solving the problem until it solves itself or the solution becomes obvious. Uncertainty might also encourage a person to attribute the problem onto others (a displacement disruption). Unfortunately, delaying action and attributing shortcomings onto others are counterproductive and puts integrity at a distance.

To proactively respond to uncertainty, the most senior mentor openly takes ownership

of the uncertainty. Through this ownership, the mentor knows who is accountable for the resolution. This ownership enables others to take ownership of their responsibility free from the risk of shame. Moreso, others are motivated to help the senior mentor to achieve the resolution.

“Man must cease attributing his problems to his environment, and exercise his personal responsibility.”

Attributed to
Albert Schweitzer.

Anticipate The Unexpected

For the person with integrity, chance is not an option.

While anticipating the unexpected is a complex topic at face value, it is simple when the person realizes there is a single disposition to an unlimited number of situations. This disposition concerns reflecting on a number of likely unexpected scenarios semi-frequently. Thus, when the unexpected happens, swift action follows.

The single disposition is being calm like if you have experienced a similar scenario before. Through being calm, a person is more likely to be objective and identify

the most constructive response. When the mentor responds to unexpected events constructively, it gives the protégé a transferable skill to emulate when she faces the unexpected.

Having answers to the following questions will encourage the mentor to best serve the protégé and help advance the mentorship program. While the answers don’t apply to every scenario, the practice makes it easier to apply during the pressure of the unexpected. Revisiting these questions regularly, especially after the unexpected happens, strengthens this transferable skill.

- What do you do if the guidance is not understood?
- What do you do when the protégé has a mishap?
- What is your plan B when things don’t go as planned?
- What do you do when you have a mishap?
- What do you do when someone or something disrupts the moment?
- What do you do when the protégé crumbles emotionally?
- What do you do when you get irrelevant questions?
- What do you do when someone offers a significant displacement disruption?
- What do you do when the protégé’s interest fades?
- What do you do when the protégé has a competing alternative passion?

“You only live once, but if you do it right, once is enough.”

Attributed to
Mae West.



Embracing The Bigger Picture

“The great enemy of the truth is very often not the lie—deliberate, contrived and dishonest—but the myth—persistent, persuasive, and unrealistic. Too often we hold fast to the clichés of our forebears. We subject all facts to a prefabricated set of interpretations. We enjoy the comfort of opinion without the discomfort of thought.”

John F. Kennedy
Commencement Address
1962

There is the *big picture* and then there is the *bigger picture*. Both terms sound important and often go unquestioned to avoid the feeling of being shamed before one’s peers. Both terms mean there is a way to look at things in a simpler way to avoid getting caught in the minutia of a situation. Yet, the terms are often used when the big or bigger picture remains unknown. For example,

“Let’s remain focused on the big picture of The Flourishing Method.”

This sounds great though it lacks clarity of what the big picture is. If anything, this statement creates more distance between the mentor and the protégé, which is the shaming tactic.

“Let’s remain focused on the bigger picture of The Flourishing Method.”

This sounds even more impressive because it means everyone has overlooked something important and because there is a *big picture* everyone is too ashamed to inquire about.

Both terms can be replaced with a few words that concisely summarize the situation like a slogan, tagline, elevator pitch, or a high-concept idea. Big picture aims to capture the obvious while bigger picture

aims to capture something between the obvious and what is universally understood.* For example, the *big picture* of The Flourishing Method is that it is about keeping the protégé central to mentoring; the *bigger picture* of The Flourishing Method is that it is proud to be presented nakedly on the world stage—it has nothing to hide.

To embrace the bigger picture, the first step is to remain focused on the elephant in the room—the things you are ashamed of—and come up with a strategy to achieve a new benchmark.** The second step is to understand the consequence of various moving parts of the strategy to achieve integrity for everyone involved.

**Don’t fake it.
Fix it or flaunt it.
If you show up late for work, fix it to unlock an insight or flaunt it when it contains a benefit.**

The following provides examples of the moving parts of a situation:

- Let’s say you are with a group of people and you are a person with integrity. One person tells the group that the Great Wall of China is the only man-made object visible from space. For some reason, that doesn’t make sense to you. You have two ways of replying:
 - You respond by saying, “that is hard to believe”. The other person continues to express the perspective, which steers the conversation away from integrity and encourages opinions to be worthy for future discussions.
 - You say nothing in reply and look for an opportunity to start a new discussion. Unfortunately, the shared opinion might be interpreted as truth by another listener, which compromises this person’s integrity.

- In this second scenario, you are one of the people witnessing the previous discussion including hearing someone say, “that is hard to believe”.
 - When you are an authority like the group’s mentor, you intervene and encourage the Assurance Partnership. Through this effort, you build integrity in the moment and in the future.
 - When you are an equal, there is no eloquent way to achieve the Assurance Partnership and prevent appearing to choose sides. Thus, integrity has fallen short.
- In this third scenario, you are the one who says the Great Wall of China is the only man made object visible from space. When another says, “that is hard to believe”, you explore the person’s points of view in an attempt to achieve a mutual understanding. In this scenario, the integrity of everyone is maintained.
- This fourth scenario is like the second scenario where you are a witness and this time the other person has relevant knowledge. Her reply is as follows: “I looked into it a few years ago and found that the Great Wall is as wide as a two-lane road, which means anything wider, like a highway or stadium, would be more visible.” This truth makes the first person feel ashamed for being impressionable. You want to help lessen the discomfort for this person, but any additional discussion has the potential to heighten the *self-conscious mishap*. Thus, this person’s integrity has fallen short.
- In this fifth scenario, we change the topic from the Great Wall of China to the pro-life / pro-choice ethical dilemma. As you are a person with integrity, you generously interrupt the debate and say this: “I think we all agree that this debate will go on forever and might make us more divided. Can we agree that we should change our focus from the debate to what we can do to prevent people from having to make that choice?” In this scenario, the integrity of everyone grows.

* We are all here to live life to the fullest.

** No one needs to hear what you are ashamed about. They already know if you are full of hot air, oblivious, or are working on it. No one needs to know that the alcoholic is going to Alcoholic Anonymous; they just have a feeling this person is doing something about it.



Making Fellowship Unmistakable

The above scenarios provide context for understanding the bigger picture. The bigger picture is not about pleasing everyone and achieving a mutual understanding among all participants immediately—while noble, it is impossible to achieve integrity in every scenario. The bigger picture is about embracing what fulfills your part of the Assurance Partnership: you do all that you can to keep the train running smoothly, but once it derails, you partner with others in the moment as this creates new opportunities for integrity.

This discussion gives us insights into what is involved with embracing the bigger picture:

1. Keep opinions to yourself as they create division and strengthen dogma. If you know

of an opinion, seek the obvious transparency of opposing opinions before sharing your point of view.

2. If you share a point of view that comes with obvious transparency, yet there is opposition, pursue the Assurance Partnership. Partner with the person to build out the obvious transparency further.
3. Consider if there is something that comes before the debate that everyone can agree on, like what was expressed in scenario five above.
4. It is unfortunate when someone is unaware of these insights. You have to move forward and pursue other areas of integrity.

An excellent example of obvious transparency at the detailed level is The Art of War by Sun Tzu. It has been around for more than two-thousands years and it is still admired today even beyond the scope of warfare. This is because it clearly demonstrates the partnership among different perspectives that contribute to the whole. If you are unfamiliar with the book, look at The Art of War’s table of contents and you will achieve this understanding.

The basics of *obvious transparency* are as follows:

- Have obvious transparency in all layers of information. This will clear misconceptions that would compound when hidden by complexity or incomplete information.

- Be mindful for the length of time that the obvious transparency has been in existence. Sometimes the obvious transparency remains insightful (like the book, The Art of War) and sometimes the obvious transparency degrades in value (think of the disinformation in the mid 1900s related to chemical pesticide use*).

- Enable people to have a voice as different perspectives refine the obvious transparency for the benefit of society.

“The best time to plant a tree is 20 years ago. The next best time to plant a tree is today.”

Proverb

“They may forget what you said, but they will never forget how you made them feel.”

Attributed to Carl Buehner.

Fellowship is a higher-order friendship that commonly exists for specialized groups like education and business. Fellowship gives members a sense of comfort that, if they struggle in their efforts, they will be fully supported and will receive encouragement to keep going. Fellowship creates the feeling that someone will never give up on you in following your passion.

While members of the fellowship might not fully understand the technical expertise of other

members, it is their ability to empathize for another member’s persistence that defines the fellowship. For example, members of an education fellowship have the conviction to advance knowledge and members of a business fellowship have the conviction to advance an industry. It is through this shared conviction that they sustain the fellowship.

There is a conviction that has the potential to give everyone this sense of fellowship. This conviction is to flourish. While we all have this conviction, what completes the fulfillment of the fellowship is having the resources to align with the conviction. The Flourishing Method is such a resource.

Fellowships

Fellowship	Conviction	Resources
Education	Advance knowledge	The wherewithal to perform research
Business	Advance an industry	Collaboration
Everyone	To flourish	The Flourishing Method

* Reference Rachel Carson’s book, *Silent Spring* (1962) as it was instrumental in documenting the disinformation at the time.



To make fellowship unmistakable, it is to partner with the protégé and nudge her through her coming milestones. This nudging, therefore, applies to the following progressions:

Life progression

The whole of a person’s life is a journey that includes liberating assurance, enabling momentum and cultivating the remarkable.

This is fellowship in its entirety.

Program* progressions

Throughout a person’s life, she participates and grows in various programs.

This is where the protégé-mentorship-program relationship reveals itself.

Session progressions

Each program consists of sessions with each session progressing from beginning to end.

This is where the protégé-mentorship-program relationship reveals itself.

Nuance progressions

Each skill consists of nuances that lead to learning the skill. A toddler can throw a ball, a youth can aim, and a baseball pitcher can give the ball different flight behaviors.

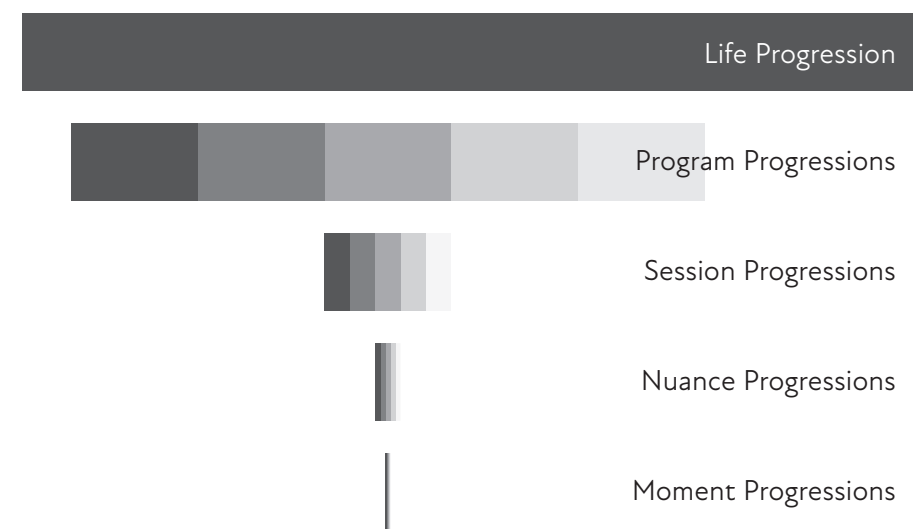
This is where the protégé-mentor relationship reveals itself.

Moment progressions

Moment progressions are captured by the journey from counterproductive mishaps and disruptions to forward progress.

This is where friendship reveals itself.

The Progressions



We all make progress in many areas. Progress begins in the moment and builds through each progression to make an impact on our life.

The progressions above work together to form the journey from who the protégé is today to her future self. She might not know her textbook target but that is immaterial for making progress. The more the protégé’s development is crucial to the mentorship program and the mentor (with the textbook target a patient byproduct), the more fellowship becomes unmistakable.

“A change is brought about because ordinary people do extraordinary things.”

Barack Obama
2008 Democratic National
Convention
2008

* For clarity, *program* refers to a collection of sessions that make up a stand-alone package.



Moment Progressions

Moment progressions concern bringing the protégé from self-conscious mishaps, displacement disruptions, confrontational disruptions and indirect disruptions to forward progress. The organizer takes ownership of bringing these counterproductive mishaps and disruptions to an end as this is the social responsibility of the mentorship program. When the organizer gives assurance to everyone involved, fellowship from the organizer will be unmistakable.

This will then inspire the mentor and protégé to take ownership of what is rightfully theirs.

When the organizer owns giving assurance to everyone, the mentor is able to take ownership as well. When the organizer's ownership is absent, the mentor can take ownership though it will encourage altruism. When neither the organizer or the mentor take ownership, the protégé takes on the burden of the organizer's and mentor's

mishaps and this encourages the protégé to become altruistic or quit. It is through the organizer's and mentor's focus on assurance that circumvents these outcomes and best serves the protégé.

Measuring the mentorship program's effectiveness in giving assurance to all involved is what will lead protégés to be excited to learn.* By measuring this effectiveness, moment progressions will be less frequent and, thus, easier to manage.

A measure is rarely a measure of an individual's ability. It is a measure of society's ability.



* Measuring the protégé's ability is a way to judge and shame the protégé for being underdeveloped, which encourages counterproductive mishaps and disruptions.

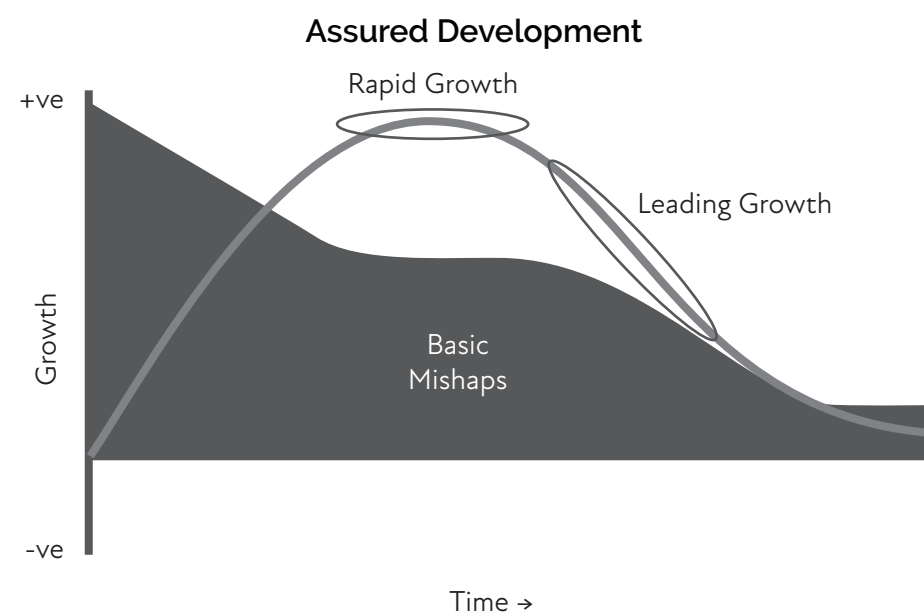
Nuance Progressions

Nuances are the less tangible things that define skills and weave skills into skillsets. When a basic mishap turns into a skill, the nuances turn into an understanding.

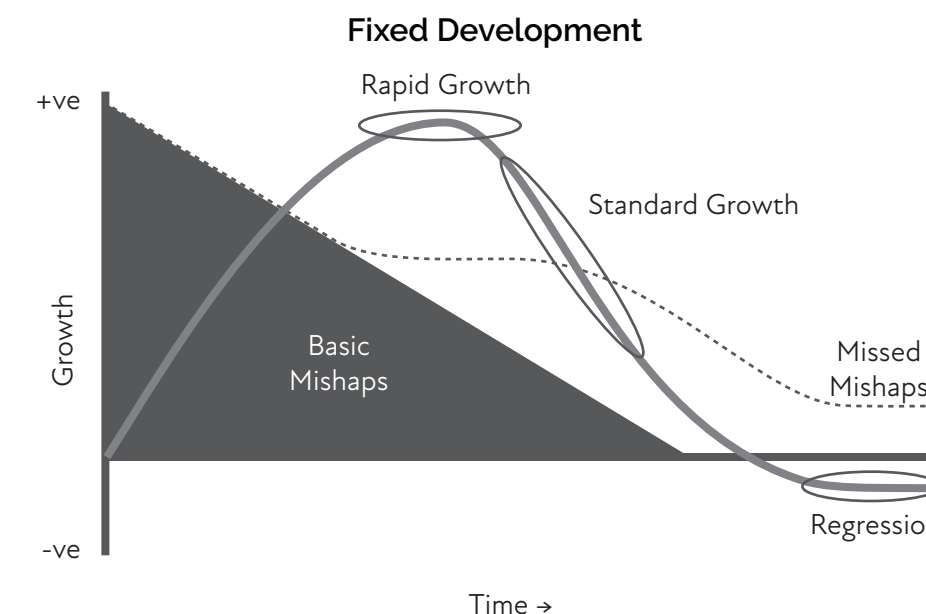
When a mentor supports the protégé to understand the nuances of skills and knowledge, she encourages the protégé to maintain momentum and circumvents indirectly expressing judgement or shame. This is the behavior that distinguishes the mentor from an instructor. This behavior also encourages the protégé to be excited for making basic mishaps, which is how she achieves her potential efficiently.

To encourage the protégé to make basic mishaps, which turns nuances into understandings, the organizer integrates the following conditions into the mentorship program:

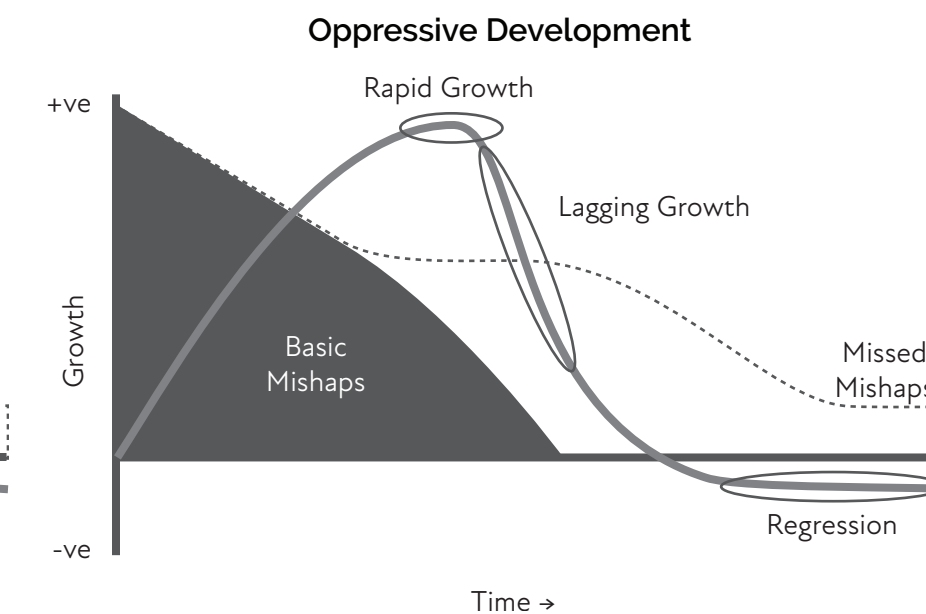
- Remove all individual measures of performance. Individual measures are for the Cultivating The Remarkable phase and given upon the protégé's request (this is when she will have the skills and desire to use the measures).
- Mature the social dynamic to convert underdeveloped influencers into assuring influencers (refer to the next chapter).
- Liberate the protégé's assurance (see the Liberating Assurance chapter).
- Promote making basic mishaps in abundance as the more basic mishaps the protégé makes, the more skills she will convert into mastered skills. The following illustrations draw attention to the relationship between basic mishaps and development.



Through assurance to make basic mishaps, rapid growth is sustained for longer and brings the protégé to leading growth.



Basic mishaps naturally decrease in a neutral environment. The protégé misses mishaps due to the absent mentor's assurance to try new things.



When the protégé expects undesirable feedback, she aims to keep mishaps to a minimum.



Session And Program Progressions

Of all of the progressions, the session and program progressions have the clearest structure and offer the most transparent opportunity to create an alignment with the protégé. Further, the session and program progressions enable the other progressions, like moving from one skill development to another.

What is essential for making fellowship unmistakable is that the protégé is reminded at key moments of what enables momentum. Such reminders express the partnership the mentorship program provides, which further encourages momentum. These key moments are as follows.

THE FIRST SESSION

The purpose of the first session is to confirm the protégé’s expectation or reveal that the passion is a pleasure to share with everyone equally (the protégé, other protégés, mentor, organizer, audience and the world). This understanding also continues for all sessions thereafter.

BEGINNING OF EARLY SESSIONS

Usually after small talk and a warm up, sharing the First Permanent Attainable Target—**maintaining assurance for everyone**—is appropriate. The objective is to have everyone indirectly realize that it is to be a permanent experience.

While uncommon, some protégés might provide unnecessary assurance like “I like how you hold your pen”. This is a basic mishap and the assurance will mature and become genuine, particularly through witnessing genuine assurance.

BEGINNING OF MIDDLE SESSIONS

When the protégé displays the First Permanent Attainable Target, the mentor is ready to share the Second Permanent Attainable Target—**sharing thoughts to achieve a mutual understanding and benefit**.

Often, the protégé subconsciously knows her part in the partnership and has shared thoughts previously (including with past mentors and protégés). It is when her thoughts were not appreciated that indirect disruptions became used, maybe even a habit.

Indirect disruptions are a symptom that technical skill development is taking priority over transferable skill development or that the social dynamic is underdeveloped (see the next chapter).

BEGINNING OF LATER SESSIONS

When the protégé regularly gives assurance and shares her thoughts, the protégé is ready for the Third Permanent Attainable Target—**making basic mishaps in abundance**. Most likely, the first two Permanent Attainable Targets will create an *aha!* moment such that the protégé makes basic mishaps in abundance without encouragement. Nevertheless, the mentor’s encouragement helps the protégé recognize how this is a worthy pursuit.

BEGINNING OF SESSIONS THEREAFTER

Remind the protégé of each Permanent Attainable Target on occasion so that they are second nature.

AT THE END OF SESSIONS

What serves the protégé best after a session is to feel proud of her contribution—that her ideas and curiosity (which leads to making basic mishaps in abundance) were met with assurance and that she has a sense of progress. This encourages the protégé to reminisce and look forward to the next session.

When the protégé understands the *attainable target* of the next session, she is able to give direction to her reminiscence, which builds her curiosity. This attainable target is best when there is minimal to no expectation for shame nor felt as an obligation. The following

expressions are examples of what helps build a constructive expectation:

“We have a chance to achieve our next milestone tomorrow.”

“We will discuss ideas for the launch at our next session.”

“Let’s see how difficult we can make it for the other team to get points.”

There is no need to force attainable targets into the end of a session. When the protégé enjoys the experience, she will often reminisce and find her own attainable targets.



Transitioning The Protégé

OCCASIONAL OPEN-DISCUSSION MOMENTS

Having an open discussion every number of sessions helps to unlock the Second Permanent Attainable Target. This then encourages the Assurance Partnership and helps enable the protégé’s curiosity. Open discussions also provide the mentor with insightful feedback to best serve the protégé in the future.

“There’s never enough time to do all the nothing you want.”

Bill Watterson
There’s Treasure Everywhere
1996

OCCASIONAL LAUGHABLE MOMENTS

Occasional laughable moments introduce new forms of appreciation and help build friendships and community. These moments are jovial disruptions and develop new perspectives that help the protégé develop technical skills further. For example, wearing a blindfold while playing darts will create laughter, build community, and develop technical skills in interesting ways (like a heightened awareness of body alignment).

“There is nothing in the world so irresistibly contagious as laughter and good humor.”

Charles Dickens
A Christmas Carol
1843

AT THE END OF PROGRAMS

Whether the next program will begin soon or not, the goal is to have the protégé reflect and be pleased by her efforts. This is often encouraged through a social gathering like a party or ceremony with other participants. The mentor could highlight what the protégé had brought to the sessions and how she has grown.

BREAKS BETWEEN PROGRAMS

Having time to reminisce is tremendously valuable for the protégé as it gives her an opportunity to reset herself.

The length of time for a break is a straightforward art. Too short and the positive benefits of reminiscing don’t happen and the protégé struggles to develop. Too long and the protégé begins to explore new things. Fortunately, length for breaks has a large range for flexibility.

“The essential conditions of everything you do must be choice, love, passion.”

Attributed to
Nadia Boulanger.

When shifting from one place to another you are either in a transition or in the unknown.

No mentorship program or mentor is an island alone. Every prosperous island has a port for access and departure, has lighthouses and charting for ease of travel, and more. The intent of the mentorship program is to achieve the following:

- Welcome the protégé so she feels like she has a safe haven.
- Provide for a send off so that the protégé can arrive at the next mentorship program securely.
- Be an indefatigable lifeline should the protégé struggle to receive the same integrity at another mentorship program.

While parents have set this standard, mentorship programs represent how being welcoming, providing for a send off, and being an indefatigable lifeline works in the world. If mentorship programs fall short in managing the protégé’s integration, the protégé either feels she is on an assembly line of someone else’s design or she feels abandoned by society. The former potential makes the Assurance Partnership essential; the latter potential makes transition management a social responsibility.

The protégé is in transition when her interests change and when she achieves a level of self-sufficiency that the 80/20 rule conveys.* For example, as soon as the protégé understands a skill, she begins transitioning to the next skill even before she refines the first skill. In other words, people innately

crave learning a volume of skills and will save perfection to when they understand the skill is essential to who they are becoming.

The types of transitions the mentorship program provides are as follows:

- Transitioning from one complete skill or complete skillset to what comes next.
- Transitioning from one incomplete skill or incomplete skillset to something else.
- Transitioning from one mentor to another.
- Transitioning from one mentorship program to another.

The following sections are a guide to integrating transitions throughout the mentorship program.

“Look on every exit as being an entrance somewhere else.”

Tom Stoppard
Rosencrantz And Guildenstern Are Dead
1966

* The 80/20 rule (also known as the Pareto principle) states that approximately 80% of the results come from approximately 20% of the effort.



Leveraging The Skill-Skillset Relationship

Skillsets are a collection of skills woven together by a purpose. Skillsets refine skills, build knowledge of the skillset purpose, and develop insights into how the skillset integrates with the world. In contrast, the purpose of a skill is to be available for a skillset.

Isolating a skill for development is suited for brief periods so that the nuances of the skill can be refined to a beneficial level. When skill

isolation becomes more common than the skillset experience, the protégé becomes unsure of how the skills help her integrate with the world and her intrinsic motivation declines. *Developing skillsets* represents the environment of choice for effectively developing the protégé.

To understand this skillset-development priority, a few examples are provided here:

- The effort to build an engine in shop class introduces the protégé to multiple skills that are natural to the activity. When a particular skill is required or needs refinement for building an engine, it is then isolated to draw attention to the nuances of the skill. Like how to use specialized tools.
- The activity of accounting for rental sports equipment benefits from the skills of addition, subtraction, multiplication and division. Much like the shop class example, when refinement of a skill is required, it can be isolated to draw attention to the nuances of the skill.
- Members of a swim team often swim laps as part of maintaining general conditioning and refinement of form. Interrupting laps occasionally to isolate a particular skill draws attention to the nuances of the skill—like how to dive or make a flip turn.

As a person builds her experience, mastery makes skillsets indistinguishable from skills. For example, division is a skillset that involves the skills of multiplication, addition and subtraction. It is this nature that progresses a protégé deeper into a passion. Yet, when the application of a skillset becomes routine and there are no higher-order skillsets in development, the protégé might feel like she has untapped potential and become demotivated. To circumvent this possibility, the mentorship program exposes the protégé to higher-order skillsets like a responsibility. This responsibility could be something like overseeing many skillsets. The *Cultivate the Remarkable* chapter is a great resource for this consideration.

Managing Incomplete Skills And Incomplete Skillsets Effectively

It is common for skillsets to be incomplete as they depend on weaving skills together effectively. Some skills also apply to multiple

skillsets, which means incomplete skills are worthy of addressing swiftly to avoid a compounding effect. As the mentor is closest

to the protégé, the mentorship program enables the mentor with autonomy to identify when a skill needs development in isolation

without pressure to achieve other goals.

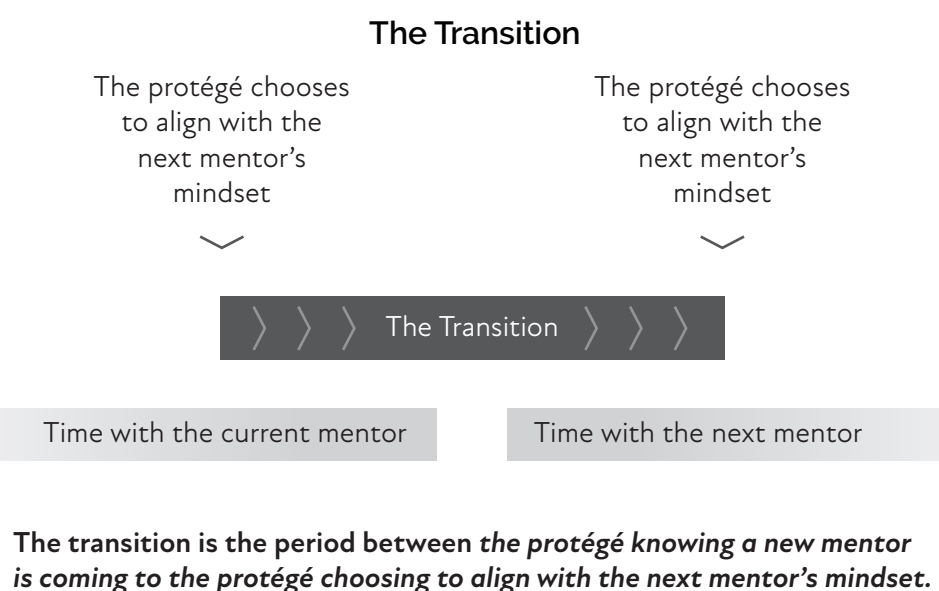


Strategizing Mentor Transitions

The protégé transitions from one mentor to another within sessions, between sessions and between programs.

The purpose of transitions is to have the protégé benefit from resetting her perspective and to bring her to the next level of her development swiftly.

The transition is the period between the moment *when the protégé knows a new mentor is coming* to the moment *when the protégé chooses to align with the next mentor's mindset*. If the next mentor has an undefined, underdeveloped or a different mindset, the transition will take longer than otherwise.



To understand transition management for the types of transitions mentioned at the start of this section, an understanding of the most involved transition is all that is needed: the transition from one mentorship program to another. The other transitions, like transferring to a new mentor within a session, will be inferred.

Transitioning from one mentorship program to another can be a jarring experience as it creates many unanswered questions, which makes the protégé feel like she is starting over (an incidental Fear Tactic). To keep the transition as seemingly brief as possible, it is valuable knowing what makes up a transition.

THE HEARTWARMING SEND OFF

Imagine that the protégé-mentor relationship has been a pleasure and it is time for the protégé to transition to a new mentor. The transition to a new mentor will be bittersweet, even emotional, for both the protégé and the mentor as their time together has come to an end. In such a case, the mentor would offer a send off to show the protégé how much the time together meant to the mentor. For example, parents give their kids a house-warming gift when moving into their first home and businesses have a farewell party.

The moment the current mentor knows of the protégé's coming transition, the objective is to build the protégé's assurance of the transition experience. This experience likely includes the following:

- Share heartwarming stories of transitions like what the mentor has experienced.
- Share heartwarming stories of the next mentor and mentorship program.
- Assure the protégé that what comes is well suited for the protégé's next level of development.

The most involved effort would be transitioning the protégé to a different mindset. Fortunately, the Flourishing Mindset is very accommodating to different Mindsets, which means transitioning to a different mindset will be as straightforward as it can be.

A heartwarming sendoff ideally offers a reflection of the time together, maybe with a slideshow, stories, recognition and laughs. In other words, a heartwarming send off encourages the protégé to reminisce about her past experiences and builds her curiosity for what comes next—it makes the transition feel shorter than if there were no send off.

THE INDEFATIGABLE LIFELINE

There are times when the next mentor or mentorship program turns out to be a poor fit for the protégé. Upon this discovery, the protégé might feel detached from society. In addition, returning to the past mentor and mentorship program might feel like shame. The first mentor can easily circumvent this feeling.

As part of the send off, the mentor would extend an open ended invitation to connect at any point in the future. Something like the following:

“Whether one week or 10 years from now, feel free to connect with me at any time as I like to know how you are doing. If something doesn't work out at any point in the future, let me know as I would be honored to partner with you again.”



Taking Pleasure In The Journey

THE POTENTIAL TRANSITION

In some circumstances, there is a potential for a transition, like for an expanding business. This opportunity brings the protégé's curiosity to new life and starts the transition.

The mentor's objective is to encourage the protégé to

- enjoy the experience
- express her full potential
- expect as much fearlessness as she dishes out
- swiftly trivialize challenges to restore her full potential

- make note of the challenges as they offer a wealth of future learning experiences that will benefit her wherever she goes
- understand that, if she is not selected, she thanks them for the opportunity and asks what she should concentrate on so that she becomes selected when the next opportunity comes around
- understand that, if she is not selected, that she and the mentor will partner together to make her an excellent selection when the next opportunity comes her way

THE WELCOMING

When a new mentor or mentorship program begins, the objective is to bring the transition to a swift end. This is achieved through a *welcoming*.

The moment when the next mentor knows of the protégé's transition, she can reach out and work with the current mentor to make the transition as integrated as possible. Ideally the next mentor would convey her mindset and how the protégé is central to the mentorship program. The next mentor will also share descriptions and heartwarming stories that the current mentor can share with the protégé. If possible, it would also

involve having the new mentor meet the protégé and current mentor.

The most involved effort would be transitioning the protégé from a different mindset. Fortunately, the Flourishing Mindset is very adaptable to different Mindsets, which means transitioning to this mindset will be straightforward.

“When I discover who I am, I'll be free.”

Ralph Ellison
Invisible Man
1952

“To get the full value of joy you must have someone to divide it with.”

Mark Twain
Following The Equator
1897

Integrity is a dedication. But once routines are set, an opportunity to genuinely take pleasure in the journey arises. The challenge, however, is that it is easy to replace taking pleasure with further development, which will delay pleasure indefinitely. To master integrity, the mentor takes pleasure when it comes and shares it with others.

Pleasure is abundant when a person pursues attainable targets. Therefore, to take pleasure from attainable targets, it is valuable knowing the varieties that they come in:

The literal meaning of an attainable target

This variety is about achieving something that is attainable yet just out of reach. Once achieved, it is a pleasure.

The textbook target under certain conditions

Textbook targets are tricky. They are often distant or unsustainable, with neither a source of pleasure. There are nuances, however, that make the textbook target a source of pleasure:

■ **Certain success** (like competing at a level below your ability)

It is tricky to genuinely take pleasure in achieving a textbook target when performing at a level below your ability. Certain success, however, can be appreciated when the objective is for the protégé to develop skills that are opposite to gloating, like praising the opponent for displaying great character.

■ **An attainable target**

When the textbook target is an attainable target, achieving the textbook target is naturally a genuine pleasure.

When considered an underdog among equals, the textbook target might still be an attainable target. The favorite might simply be based on popularity, and popularity might influence the psyche and encourage a result. Being unconcerned by popularity makes the journey pleasurable.

■ **A lucky result** (like achieving the textbook target by luck)

Succeeding by luck makes pleasure insincere. Like winning a bike race when the leading contender had a mechanical failure. To genuinely take pleasure from a lucky achievement, share the experience by publicly recognizing the leading contender and other participants.

Progress

When developments progress forward, it is an attainable target with an indistinguishable milestone. To make good use of pleasure from forward progress, introduce

- jovial disruptions
- laughable moments
- open-discussion moments

As the qualities of integrity mature, taking pleasure in development happens naturally. This is a silent achievement that few notice, which makes labeling someone with integrity rare yet the integrity is more common than we realize.

“Getting lost in the big picture often prevents us from cherishing the small moments that make it all worthwhile.”

Attributed to
J.R. Wirth.



Maturing Social Dynamics

“The whole is greater than the sum of its parts.”

Seneca attributed to Aristotle
De Tranquillitate Animi
~30 AD

Social dynamics is as natural to life as breathing. When interactions occur, individuals subconsciously gauge the experience (knowledge) and influence (momentum and

wisdom) of themselves in relation to others to best work as part of the group. This occurs across each skill and distills into an overall authority in particular subject areas. Thereafter, the social dynamic refines and establishes a balance that ranges from an oppressive to a flourishing environment.

Social dynamics also ranges from an absence of social dynamics, such as

for new groups, to seasoned social dynamics, such as for groups that have been together for decades. The most natural social dynamics would be groups of wild animals when members of the group cycle in and out over many generations.

When new groups form, the social dynamic is naturally underdeveloped. Therefore, those that form new groups have the

responsibility for maturing the social dynamic swiftly. This effort helps to circumvent counterproductive interactions and circumvent counterproductive subcultures from forming, which would undermine the integrity of its members and the performance of the group.

Uniting Members

The Three Permanent Attainable Targets
Collaborative Intelligence

Ensuring Conflict Resolution

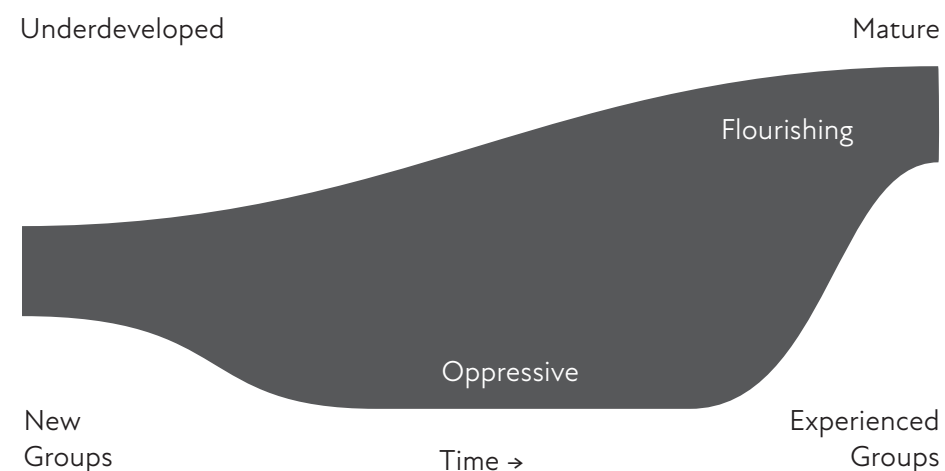
Strategically Leveraging Leader Types

Group Formations
The Double Role Of The Mentor
Multiple Leaders
Circumvent Leader-Type Competition

The Core Knowledge



The Range Of Social Dynamics



When new groups form, the social dynamic is naturally underdeveloped. As experience forms, the social dynamic might get stuck in an oppressive environment or mature to a complete flourishing environment.

Jane Goodall's 60-year immersive* study into wild-chimpanzee social-and-family interactions gives us insights into groups that have acquired a natural equilibrium in their social dynamic. This natural equilibrium is incidentally developed, which makes it a benchmark for society to exceed.

Goodall gives us an interesting context for this benchmark: "[chimpanzees are] rather nicer than human beings. [Yet they have] a darker side to their nature."**

It is humbling to think that chimpanzees are nicer than humans. Yet, few have Goodall's depth of experience to offer a non-emotional and sound competing perspective. To oppose Goodall's perspective is simply turning a blind eye, which is the path to pseudoscience. By being open minded, we acquire the opportunity to gain great insights that might help overcome our shortcomings.

A disadvantage of humans is that we form new groups with great frequency. While new-group formations are cumbersome, they are also a source of innovation. The human intellect also has the opportunity to swiftly turn the cumbersome experience into a strength.

A disadvantage of wild animals is their underdeveloped communication resources, which makes exceeding benchmarks a lengthy evolution. Yet, this communication shortcoming has a benefit in that it encourages forgetfulness. For example, no wild animal has a history book of conflict with a neighboring community.

To mature social dynamics beyond that of the natural benchmark of wild animals, two approaches are available:

Top-down approach

Through the passion of leading community members, a consensus advances the community. The risk of this approach is that the decision can become less applicable with the passage of time. Also, the consensus has the potential to be assumed or a coercion (accidental or intentional) with each encouraging incidental outcomes.

Bottom-up approach

Through sharing wisdom that produces collaboration, individuals are enabled to build the foundation to social dynamics and achieve an adaptable consensus (indirectly or directly). The risk of this approach is that it takes time to build the obvious transparency that enables collaboration.

Both approaches share a boundary, much like Mindsets. As the bottom-up approach is the most easily adaptable and refines the top-down approach, this chapter concerns building the foundation of social dynamics using the bottom-up approach.

“Every individual matters. Every individual has a role to play. Every individual makes a difference.”

Jane Goodall
With Love
1999

To aid this discussion of social dynamics, we will use a popular concept that applies to underdeveloped social dynamics. This concept involves the alpha, beta and omega terminology.

Rudolph Schenkel established the social dynamics of captive wolves in 1947 with L. David Mech popularizing the alpha, beta and omega terms in 1970. In 1999, Mech stated that the terminology was not applicable to wolf packs in the wild as the pack consists of a breeding pair and their offspring and should be viewed as a family, not as a dominance hierarchy. Nevertheless, the terminology is insightful for discussing new groups and their transition to a mature social dynamic.

* Goodall had become a member of the wild chimpanzee community and interacted socially.

** Jane Goodall. *Reason for Hope* (1999).



The roles in an underdeveloped social dynamic are as follows:

The alpha

(the first letter of the Greek alphabet)

The alpha displays high levels of ambition and earns the status through a combination of physical exploits, intellectual prowess, alliance management, intimidation, manipulation and integrity. In contrast, a leader of a mature social dynamic earns the status naturally through experience, fellowship and integrity.

The beta

(the second letter of the Greek alphabet)

The beta is the second-in-command that will fill the role of the alpha when the alpha is absent. The beta also desires to be the alpha and uses integrity, physical exploits, intellectual prowess, alliance management, intimidation and manipulation to become the alpha.

The alfávito

(the Greek word for alphabet)

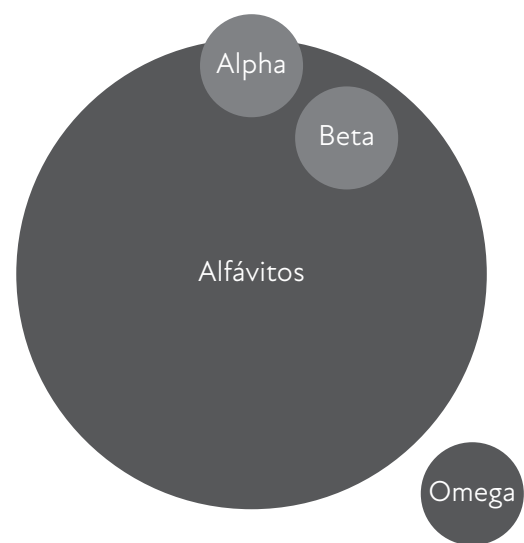
The alfávito (a term introduced here) is an individual that is neither the alpha, beta or omega. Ranking exists among the alfávitos though it resembles a developing social dynamic with each member working for the whole.

The omega

(the last letter of the Greek alphabet)

The omega is the most submissive member of the group and is the ultimate scapegoat for the alpha and possibly for other members of the group on occasion. Omegas are perceptible when intimidation and manipulation exist.

Underdeveloped Social Order

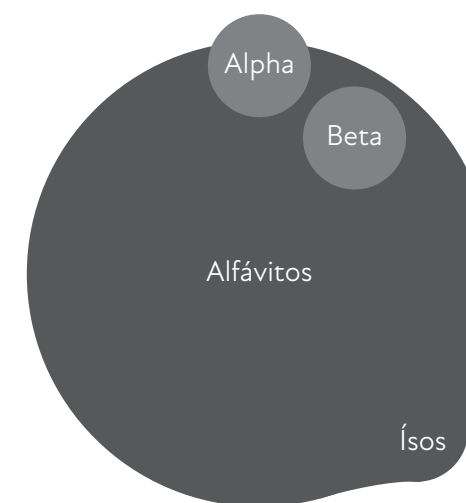


To an uninvolved observer of a social dynamic, the omega performs on the fringe.

As the omega term carries the connotation of a scapegoat, it strains efforts to develop a mature social dynamic. Therefore, a more inclusive label is introduced here.

Equal in Greek is ἴσος and is said ísos (ēsōs), which suits a developing social dynamic. Perhaps in Greek is ἴσως and is said ísos as well, which suits how the ísos views herself. Therefore, from this point forward, the omega term has been replaced with the term ísos.

Developing Social Order



To the mentor that uses compelling tactics to develop a mature social dynamic, the ísos is welcome as part of the whole.

The ranking of protégés in an underdeveloped social dynamic happens naturally and without intention. For example, an alpha candidate doesn't choose to be an alpha or beta. Alpha candidates innately compete to determine who becomes the alpha and who becomes the beta. Those that don't want conflict become alfávitos and one might become an ísos.

What you allow is what will continue.

Unknown

To efficiently develop a mature social dynamic (and make the alpha, beta, alfávitos and ísos terms an expression of an underdeveloped social dynamic), a few techniques are used:

Uniting members

Unity creates a momentum for the group.

Ensuring conflict resolution

Conflict resolution helps sustain momentum.

Strategically leveraging leader types

Using leaders strategically takes advantage of their strengths and circumvents their weaknesses.

“A hundred times every day I remind myself that my inner and outer life are based on the labors of other men, living and dead, and that I must exert myself in order to give in the same measure as I have received and am still receiving.”

Albert Einstein
Mein Weltbild
1931

Uniting Members

“...intelligent people are the ones so intelligent that they don’t even need or want to look ‘intelligent’ anymore.”

Criss Jami
Killosophy
2015

When new groups form, members subconsciously put effort toward best serving the group—the alpha candidate pushes the envelope, the alfávito pursues harmony and the ísos seeks to fill a need. As the alpha candidates and alfávitos have different goals, displacement disruptions happen and this leads to development at a pace below the group’s potential.

To unite members, the mentorship program applies the three Permanent Attainable Targets and orchestrates collaborative intelligence.

The Three Permanent Attainable Targets

The three Permanent Attainable Targets are at the core of uniting members of the group.

The Three Permanent Attainable Targets	
The First Permanent Attainable Target	Maintain assurance for everyone.
The Second Permanent Attainable Target	Share thoughts to achieve a mutual understanding and benefit.
The Third Permanent Attainable Target	Make basic mishaps in abundance.

The objective is to ensure all members know that the first priority is to always maintain assurance for everyone. When this priority is understood, introducing the Second Permanent Attainable Target—everyone is to share thoughts to achieve a mutual understanding and benefit—means that no question or understanding is wrong and everyone can contribute ambitiously for the benefit of the group. Then, the Third Permanent Attainable Target—everyone is to make basic mishaps in abundance—means everyone can concentrate on their ambition. When these conditions are permanent, a mature social dynamic exists.

If you want others to be remarkable, do everything in your power to sustain their fairy tales.

Collaborative Intelligence

The mentor’s objective is to mature the social dynamics so that the group performs at its full potential. This potential is achieved through collaborative intelligence:

Collaborative intelligence is the byproduct of two or more persons with personal ambitions that autonomously align with

each other. This produces a momentum that each person benefits from, which feels like paddling with the current. Through occasional checks between each person, they are able to stoke the fire of momentum with their own ambition. Thus, the momentum becomes an entity that

intelligently pulls each person’s ambition forward.

Ostriches and zebras are an example of collaborative intelligence. These two animals autonomously travel together and produce a higher intelligence toward predators. This is due to ostriches having

keen eyesight and zebras having a strong sense of smell.

Results are a byproduct of the existence and the absence of integrity.



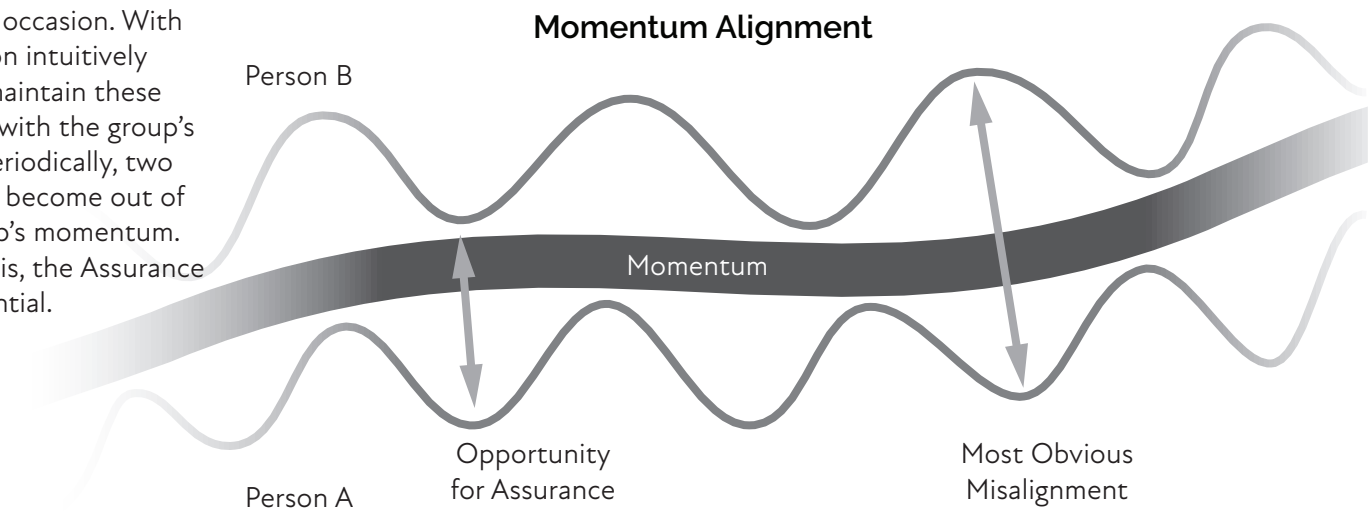
Ensuring Conflict Resolution

“Honest disagreement is often a good sign of progress.”

Attributed to Mahatma Gandhi.

As individuals progress forward with others, they naturally improvise along their personal path of ambition and realign with

the momentum on occasion. With experience, a person intuitively discovers how to maintain these efforts in harmony with the group’s momentum. Yet, periodically, two or more individuals become out of sync with the group’s momentum. At moments like this, the Assurance Partnership is essential.



Periodically, two individuals become out of sync with the group’s momentum. At moments like this, a conflict is more likely.

“I am human and I need to be loved.”

Johnny Marr
(The Smiths)
How Soon Is Now?
1984

Without a mentor ensuring conflict resolution, confrontational disruptions encourage intimidation and manipulation, which leads to an unbalanced compromise. It is the absent support for conflict resolution that forms the alpha, beta, alfavito and ísos roles.

An unbalanced compromise is a pseudo resolution as viewed by an outsider and an advantageous / altruistic resolution as experienced by the participants. Instead of

developing conflict-resolution skills, the few develop intimidation and manipulation skills while the many develop skills in indirect disruptions, apathy and altruism.

The mentor’s influence is sometimes viewed as taking away the group members’ opportunity to develop conflict-resolution skills. This is an incorrect assumption, however. Conflict resolution is an advanced skill that requires integrity for it to develop. Through the mentor ensuring development of conflict-resolution skills, the group members bypass the adoption of the counterproductive skills that would persist indefinitely. Further, as group members learn conflict resolution, they also learn the skill of integrity.

Integrity in numbers is the only thing that can defeat intimidation and manipulation. Through consistently upholding the Permanent Attainable Targets, conflict resolution develops swiftly.

Conflict resolution puts differences on the periphery and develops a mature social dynamic. Pseudo resolution puts differences at the core and is oppressive.

To ensure conflict resolution, the mentor would monitor protégés resolving conflicts independently. The goal is to see the follow-through of assurance (the First

Permanent Attainable Target) and that the differences were immaterial to forward progress. If the resolution follows a different path, the mentor would intervene to focus on the Assurance Partnership. This might involve distancing the protégés to reset their emotional states first. It also involves working with each protégé to insert assurance into the resolution.

“The greatest virtues are those which are most useful to other persons.”

Attributed to Aristotle by Seneca
De Tranquillitate Animi
~30 AD



Strategically Leveraging Leader Types

Surround yourself with generous people and you will succeed as much as they will.

For new groups, the alpha, beta, alfávito and ísos roles naturally establish themselves without outside influence. And as groups develop under unintegrated conditions, the more cumbersome it is to arrive at a mature social dynamic. To make use of natural phenomena that contribute to maturing social dynamics, it begins with applying an integrated strategy at the earliest opportunity.

The integrated strategy is to assign leaders (in rotation) that reinforce the Permanent Attainable Target that is most important in that session of development: either to maintain assurance for everyone, to share thoughts to achieve a mutual understanding and benefit, or to make basic mishaps in abundance. Through assigning a leader that

reflects the Permanent Attainable Target of focus, the mentor steers the social dynamic to mature swiftly. Without this disciplined assignment, alpha candidates without all of these qualities will inadvertently undermine the mentorship program, mentor and group.

For ease of discussion, the three leaders that match the Permanent Attainable Targets are the assurance leader, the idea leader and the basic-mishap leader. The important nuances of selecting and using the leaders are as follows:

- When among the protégés, use the *leader* label as the *assurance leader*, *idea leader* and *basic-mishap leader* labels are jargon.
- It is valuable having the assurance leader as the first selected leader as it complements the First Permanent Attainable Target. (It also makes it easier to distinguish the basic-mishap leader among the alpha candidates.) Through promoting the First Permanent Attainable Target, someone will become outspoken with offering assurance more than other members and assigning her as the assurance leader will encourage her trait to be emulated.

- When the First Permanent Attainable Target is sufficiently known, the idea leader is the worthy next leader, which will encourage open conversation. Through the mentor asking all protégés if they have questions, thoughts or ideas to share, idea leaders will reveal themselves.
- Through the assurance leader and idea leader assignments, alpha candidates will test the integrity of the mentor by sharing displacement disruptions or undermining the mentor in an attempt to be the chosen leader. It is advantageous to anticipate this possibility with an introduction before every leader assignment, including the first assignment:

“Before I assign a leader, I want you to know that I feel you are all equally deserving to be the leader. I choose leaders that share lots of ideas. I choose leaders that know how to assure others even when they make mistakes. Finally, when many of you demonstrate these two qualities in droves, I will then choose those that are the most fearless in giving their all to the team. I ask you all to join me in supporting our leaders now and in every moment that comes. Let's now welcome our new leader, ‘ .’”

- Through the mentor consistently reinforcing assurance and ensuring conflict resolution, the basic-mishap leader will materialize among the alpha candidates. Through the basic-mishap leader assignment, the remaining alpha candidates will begin to let go of their stubbornness, which will unlock alfávitos and the ísos, and will create a momentum in maturing the social dynamic.

By rotating through the leader types in response to the need, everyone will learn the qualities and eventually the leader-type skills will become natural to all protégés. Through this disciplined approach, the alpha, beta, alfávito and ísos terms will become obsolete as everyone fills the roles needed in the group—the division of labor as Mech calls it. Lastly, the assignment of the leader ceases to be a selection: The one that has the greatest integrity becomes the group's choice as the honorary leader.

Your character is what you are; your reputation is what you were. When they become the same, and you are delighted, you have found your integrity.



Group Formations

The act of forming groups is often necessary to achieve manageable group sizes. It might also reset the social dynamics, which makes the mentorship program inefficient. To manage the need to form groups and to work toward the mature social dynamic, various approaches are available such as forming groups by age. The following represents a few strategies that support maturing social dynamics:

RANDOM GROUP FORMATION

This group-formation approach, which is like pulling names from a hat, is a great way to maintain a balanced and objective distribution of the leader types. This group-formation approach is suited for when little is known about the group members.

IMPROMPTU GROUP FORMATION

The purpose of impromptu group formation is to have temporary subgroups. If the selection of the subgroups is based on saying “you, and you, and you”, the selection has the potential to appear biased toward assembling favorites, a dream-team or a clique even when the intent was not. This undermines the mentorship program, the mentor and each individual.

For impromptu group formations, the classic sorting technique of counting out protégés—like 1 2 3, 1 2 3, 1 2 3 and then creating groups like 1 1 1, 2 2 2, 3 3 3—maintains objectivity. Further, this classic sorting technique gives the more-developed protégés an opportunity to mentor less-developed protégés (an opportunity to quicken the maturing of the social dynamic). It might also introduce displacement disruptions, which become an opportunity to reinforce the First Permanent Attainable Target and ensure conflict resolution.

SELF-FILTERING BY INTEREST

When protégés have a choice of activity (like designing, building or painting the scenery of a theatre stage), they filter themselves by their interests, which is the choice tactic.

DELIBERATE SORTING BASED ON DEVELOPMENT LEVEL

This group-formation approach aims to sort protégés into tiers based on development level, which is great as it puts protégés of a similar ability together and encourages everyone to feel like an equal in their level. Unfortunately, in underdeveloped social dynamics, it introduces leader-type competition in the assessment and likely amasses alphas at the top tier. It might feel right to have a large collection of alphas in the top tier, but this is because the alternative—selecting from a mature social dynamic—isn't an available opportunity nor has it been practiced to make it workable.

To make the deliberate sorting based on development level an objective effort,

- begin developing a mature social dynamic in earlier mentorship programs
- have protégés presort themselves into thinkers, team players and the fearless—after tiering these groups, combine the tiers so that the final groups have a cross section of each type.

NOTE

It is valuable to note that the group formation strategies above will only contribute to maturing social dynamics when the three Permanent Attainable Targets are natural to the group. Without the three Permanent Attainable Targets, the group formations will only sustain the underdeveloped social dynamic and strain the members' potential. For example, social interest will often take priority over personal-development interests, as this is where the members feel safe.

When we grow beyond a tribe, we become a community.



The Double Role Of The Mentor

The mentor is an interesting member of the mature social dynamic. In the technical-skill respect, the mentor is but a mentor and the protégé follows the mentor's *direction*; in the transferable-skill respect, the mentor is a leader and the protégé follows the mentor's *example*.

When the mentor displays integrity, such as maintaining conflict resolution and assigning admirable leaders, the protégé reflects on the behavior to prepare herself to display similar integrity. Through

the mentor consistently displaying integrity, it becomes easier for the protégé to emulate when it is her time. When all mentors consistently display integrity, the counterproductive behaviors of an underdeveloped social dynamic will disappear.

“Rank does not confer privilege or give power, it imposes responsibility.”

Attributed to Peter Drucker.

Multiple Leaders

Sometimes a group is sufficiently large that multiple leaders can coexist. By strategically assigning leaders to the group and subgroups, the mentor is able to develop a mature social dynamic swiftly.

The overall group would likely have one honorary leader and the subgroups will use either the three leader types in rotation or an honorary leader.

- When the three leader types are in rotation, partnering with the overall-group honorary leader to manage leader-type rotation will contribute to maturing the social dynamics.
- When honorary leaders lead the subgroups, the mentor becomes like a consultant to best align with the evolving needs.

Circumvent Leader-Type Competition

The three leader types have unique natures that serve different purposes:

- The idea leader creates dialog, which is great for long-term development. She also innovates better ways.

- The assurance leader enables collaborative intelligence, which is great for short-term and long-term development.
- The basic-mishap leader creates task ambition, which is great for getting things done immediately and in the short term.

Having the three leaders balanced in a group helps to develop and maintain a mature social dynamic.

Putting the different leader types into a competition with each other is a controversial tactic as the basic-mishap leader will routinely win due to her immediate focus. It might be

presented as an unbiased selection process, though it is biased as the other leader types are medium- and long-term focused.

No one left behind.



Liberating Assurance

“I’ll let you be in my dreams if I can be in yours.”

Bob Dylan
Talkin’ World War III Blues
1963

Having assurance you can do anything your heart desires while being free of criticism and judgement is a wonderful feeling. When assurance is an everyday experience, you place your full attention on being yourself, you pursue your interests, mishaps become an opportunity to grow and you interact well with others.

Mentorship programs that succeed in liberating assurance enable protégés to sustain assurance, even when it is absent. Such protégés grow swiftly and the mentorship program is then able to achieve new standards in its effectiveness.

To liberate assurance in the protégé, organizers and mentors work together to make the following conditions routine throughout the mentorship program:

Aligning the protégé and community ambitions

When the protégé’s ambition and the community’s ambition are aligned, the protégé knows what to do and is excited to act.

Maintaining an assuring environment

When all members contribute to the assuring environment, the protégé focuses on her ambition and guidance.

Setting assuring expectations

When the protégé expects the coming experiences will be assuring, she is confident that the unknown will be worth experiencing.

Eliminating counterproductive self-talk

When the protégé is free of counterproductive self-talk, she has assurance from within.

When assurance is an everyday experience, the protégé develops rapidly into who she will become.

“The secret of education lies in respecting the pupil. It is not for you to choose what he shall know, what he shall do. It is chosen and foreordained and he only holds the key to his own secret.”

Ralph Waldo Emerson
Lectures And Biographical Sketches
1883

Aligning The Protege And Community Ambitions

Maintaining An Assuring Environment

Setting Assuring Expectations

Eliminating Counterproductive Self-Talk

Insights From The Anchor Motive
Insights From What Others Consider Inequitable

Responses to Difficulty
The Assuring Mentor
The Assuring Peers
The Insightful External Environment

Designing For The Resulting Atmosphere
Having Assuring Expectations For Development Sessions
Having Assuring Expectations For Performances
Having Assuring Expectations For Feedback
Having Assuring Expectations At The End Of A Period

To Welcome The Protégé

Aligning The Protégé And Community Ambitions

“Nothing in this world compares to the comfort and security of having someone just hold your hand.”

Richelle E. Goodrich
Smile Anyway
2015

When the protégé’s ambition aligns with the ambition of others, everyone collaborates efficiently for mutual benefit. This is the ultimate byproduct of the community that the mentorship program develops.

During the protégé’s involvement with the mentorship program, the protégé might pause her ambition so she can understand the community’s ambition. Once understood, she will then re-engage her ambition so that she develops in sync with minimal challenges. Therefore, the natural objective of the mentorship program is to have a permanent overarching community ambition that aligns with the protégé’s ambition. Through this design, the protégé’s trial-and-error efforts are minimized, her ambition grows, and she feels comfortable pursuing attainable targets.

To establish a permanent overarching community ambition, it begins with understanding the core ambition of each member type in a mentorship program:

- The protégé wants to flourish.
- The mentor wants the protégé to flourish.
- The organizer wants the protégé to flourish.

Unfortunately, when the feeling of judgement exists, the core ambition becomes secondary to protecting what can be controlled:

- The organizer wants order as it is manageable and defensible.
- The mentor wants to please the organizer (to achieve the textbook target of the mentorship program) as this is how her performance is judged.
- The protégé wants to minimize mistakes as this is under her control.

Under this controlled approach, the organizer’s and mentor’s interests take priority over the protégé’s interests, which contradicts the purpose of mentorship programs. In other words, this controlled approach encourages the protégé to take on the burden of the mentor’s and organizer’s mishaps and fears.

A simple redesign of the measures is what best serves everyone’s ambition. For example, an astrophysicist that performs poorly in an arts program is an indication that she either doesn’t want to do art or isn’t getting the support she needs—with neither a criticism of the astrophysicist. Therefore, instead of measuring the protégé’s performance as a way to assess her competency (which is a controversial tactic), measure the protégé’s performance as a way to assess the mentorship program’s effectiveness. With this redesign of measures, the interest to have control reshapes the core objectives to the following:

- The protégé wants to flourish.
- The mentor wants to find ways to support the protégé to flourish as that is how her performance is judged.
- The organizer wants to evolve resources that support the protégé to flourish as it is manageable and defensible.

This integrated approach empowers the protégé, mentor and organizer to advance the mentorship program to a higher level of stability and it ensures the mishaps of the protégé, mentor, and organizer are managed by their rightful owners. Through this approach, the protégé identifies well with her own mishaps, it makes it easy for her to confirm how her efforts make a difference and leads her to launch her ambition.

The protégé’s ambition is to be someone that makes a difference. The community standard is that the protégé is someone that makes a difference.

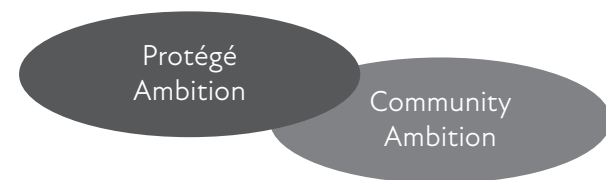
While the protégé’s core ambition—to flourish—is permanent, her specific ambition will often change from one interest to another. In an environment that maintains the protégé’s assurance, she is able to independently advance her ambition with high levels of interest. This is how the protégé launches who she wants to be, which happens in the Cultivating The Remarkable phase.

“Be the change you want to see.”

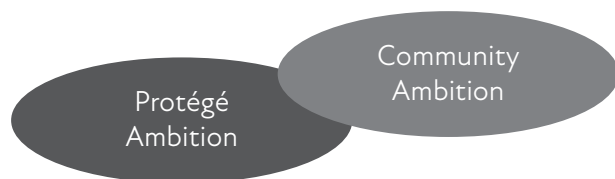
Arleen Lorraine
The Love Project
1974

The Influence Of Assurance

The Protégé's Momentum Receives Assurance



The Protégé Receives Assurance



No Assurance



When the protégé's ambition receives assurance, both the protégé's and the community's ambition will prosper better than under any other condition.

This illustration shows the relationship between the protégé and the community ambitions under different conditions.

It is important to note that, while the protégé is supported by the community, her interests might change and compel her to pursue a new passion. When the protégé expresses high-interest in both the current passion and another, it confirms that the mentor and organizer have supported the protégé to realize her potential. This is a stark contrast to the protégé that quietly disappears from a mentorship program.

Mentorship programs that support the protégé to pursue a new passion is an expression of integrity. This empathy for the protégé sustains her intrinsic motivation for the current and next passion plus continues to develop valuable transferable skills.

"I was surprised, as always, by how easy the act of leaving was, and how good it felt. The world was suddenly rich with possibility."

Jack Kerouac
On The Road
1955

Insights From The Anchor Motive

All ambitions grow from the anchor motive. Therefore, it is helpful knowing what the protégé wants for her anchor motive, which is the prize. This helps everyone work together and helps create a productive inner voice within the protégé.

Keep your eyes on the prize: your anchor motive.

The Prize	
Who you are doing this for (the anchor motive)	Examples of what you might want for them (the prize)
Your self	Achieve self-sufficiency. Achieve your ambition. Further your growth. Take pleasure in what you do.
Your family	Parents are assured you are happy. Kids have the freedom to do what they want. Family members are looked after in their later years.
Your community	People in the community flourish.
Society The next generation	Society progresses.

Insights From What Others Consider Inequitable

When someone thinks something is inequitable, you either sustain the perception or you blaze a path to what is assuring.

We all experience incomplete communications. Whether it is due to misinformation or a complex subject matter, such a scenario might be interpreted as being inequitable. In these moments, assurance wanes and underperformance is the result.

What is considered equitable might be very specialized to a group or culture. For example:

- Professional road-racing cyclists don't take advantage of an equipment failure or a crash beyond the contender's control.
- Soccer players kick the ball out of bounds when a player is injured; when play resumes, the opposing team will return the ball to the team that kicked it out of bounds.
- Golfers walk around the putting line of their opponents.
- Baseball players don't bunt to break up a no hitter.
- Tennis players don't celebrate double-faulting of their opponents.

These unwritten rules exist because we have learned it is best to treat others with the respect others value, as they will return the same goodwill.

There are times when an opportunity to gain an unfair advantage arises that a person is tempted to be unfair. While temptations have a strong potential to create rewarding experiences in the short term, only fairness sustains assurance, which an individual can be proud of in both the short term and long term.

A few valuable truths of fairness are as follows:

- The mentor that maintains fairness will develop insights that sustain higher levels of the protégé's performance.
- The mentor will have her commitment to fairness as a marker that confirms her commitment to assurance. The further back in time this marker exists without interruption, the stronger the sense of assurance will be.
- The mentor who has the patience to enjoy the pleasure of fairness encourages the protégé to perceive herself as valuable for who she is.

- For the mentor that departs from fairness, she will either rationalize her decision or have guilt:

Rationalization

Good fortune will encourage rationalization and encourage other beneficiaries of the good fortune to celebrate with the mentor. Those who have been ostracized will remember the rationalization and lose trust. Some protégés might even learn how to use unfairness to gain an advantage at another's expense.

Guilt

Guilt from an unfair advantage creates the feeling of being ashamed, which encourages the mentor to deal with it in private. This means the absence of clear rectification encourages others to continue the unfairness in the future. Only an honest rectification restores fairness.

"It is easier to resist at the beginning than at the end."

Attributed to
Leonardo da Vinci.

One common example of unfairness is the unbalanced participation and attention given to members of a group. Unbalanced participation and attention is a controversial tactic as those that get less participation and attention feel ostracized. Interestingly, there is a good argument that equal participation and attention benefits everyone in the group. The following table presents this perspective.



Comparison Of Participation And Attention Levels

Outcome from unbalanced participation and attention		Outcome from equal participation and attention	
Stronger protégés will develop faster and weaker protégés will develop slower.	stronger: +2 weaker: -1	All protégés will develop at an equal rate.	stronger: +1 weaker: +1
Stronger protégés feel entitled and weaker protégés feel ignored.	stronger: -1 weaker: -1	Stronger protégés might echo the mentor's perspective, which improves team spirit and maintains a high level of development for everyone.	stronger: +1 weaker: +1
Stronger and weaker protégés spend less time together. This creates a divide between the stronger and weaker protégés's.	stronger: -1 weaker: -1	Stronger and weaker protégés spend more time together. Protégés synchronize with each other.	stronger: +1 weaker: +1
Weaker protégés will challenge stronger protégés less causing stronger protégés to challenge stronger protégés more.	stronger: +1 weaker: -1	Weaker protégés will challenge stronger protégés at a consistent level causing stronger protégés to learn from mentoring the weaker protégés.	stronger: +1 weaker: +1
Weaker protégés will support stronger protégés less causing stronger protégés to miss opportunities to develop.	stronger: -1 weaker: -1	Weaker protégés will support stronger protégés at a consistent level, therefore all protégés will have opportunities to develop.	stronger: +1 weaker: +1
Stronger protégés continue participation and weaker protégés quit.	stronger: +1 weaker: -1	Both stronger and weaker protégés continue participation. The larger pool of protégés raises performance for all. Some weaker protégés will become stronger protégés.	stronger: +1 weaker: +1
Net result:	stronger: +1 weaker: -6	Net result:	stronger: +6 weaker: +6

+2: a development rate above expectation
 +1: the expected development rate
 0: development is neutral
 -1: a development rate below expectation

While this table assigns values to qualitative measures, the information suggests that equal participation and attention develops admirable qualities and offers a step change in unlocking everyone's potential. As the stronger and weaker are developing at the same pace with this approach, it is less perceptible that the mentor is making a difference, which encourages the unbalanced approach.

Anyone that has been tempted by the rewards of unfairness and have chosen fairness display a hint to how equitable they really are.

There are exceptions that make unbalanced participation and attention equitable:

- When someone is paid more for their participation, everyone knows that they are entitled to additional attention at the discretion of the mentor.
- When a scout is present for selected individuals, additional participation is respectful.*
- When the protégé pays for additional attention away from the group. For example, goalie training in hockey and pianist training in an orchestra.

- When an underdeveloped protégé limits the development of other protégés, the less-developed protégé receives additional attention. For example, leadership training for a manager and new recruit training.

Other exceptions exist and they merit a regular review as conditions naturally change with time. Further, exceptions benefit from forethought to sustain the mentoring mindset.

When a mentor or mentorship program is unable to align with all protégés equally, which might encourage unbalanced participation

and attention, a redesign or reinvention of the mentorship program is waiting to come to fruition. No protégé is to be left behind.

“The price of greatness is responsibility.”

Attributed to Winston Churchill.

* When a scout is present for no one in particular, equal participation respects all protégés and lets the scout make judgements under natural conditions.

Maintaining An Assuring Environment

“Sometimes, reaching out and taking someone’s hand is the beginning of a journey. At other times, it is allowing another to take yours.”

Vera Nazarian
The Perpetual Calendar Of Inspiration
2010

The assuring environment plays an important part in the protégé’s development. Specifically, when the protégé receives assuring feedback, her inner voice is constructive, which encourages her to be ambitious; when the feedback is unassuring, her inner voice becomes oppressive, which encourages her to seek new experiences.

“Whether you think you can or whether you think you can’t, you’re right.”

Attributed to Henry Ford.*

While assurance is well understood, a deeper insight is obtained through reflecting on a comparison between persistence, resilience and perseverance, each of which is a response to a level of difficulty. The following table presents the comparison.

Responses To Difficulty			
Responses	Meanings	Examples	Resolution
Persistence	Continuing when expecting or experiencing a challenge.	Moving a heavy object over a long distance. Overcoming a mishap. Competing against the favorite.	Assurance encourages persistence to achieve success.
Resilience	Continuing when experiencing disrespect.	Being judged, teased, shamed and more.	Assurance encourages resilience to turn into persistence.
Perseverance	Continuing when enduring disrespect.	Incessantly judged, teased, shamed and more.	Assurance helps to wean perseverance from society.

The need for resilience and perseverance is an incidental mishap of an underdeveloped society. Therefore, it is the responsibility of mentorship programs and mentors to eliminate the need for them. The first step is to eliminate their triggers:

The setup

The setup, however unintended, comes in the following ways:

- By way of a displacement disruption or a confrontational disruption.
- The presence of someone knowledgeable that provides insufficient guidance.
- Guidance is provided but it is based on a different mindset.

The complex

The complex happens when the protégé experiences a no-win situation. For example, when the protégé delays action to prevent shame yet fears being shamed for hesitating (i.e., damned if you do, damned if you don’t).

Peer pressure

Peer pressure happens when there is an expectation for a controversial tactic like shame if she chooses not to conform.

When the protégé receives assuring feedback routinely, even when unsuccessful, then her fear of shame will most likely disappear. Without the fear of shame, the protégé will much more likely focus on her effort and develop swiftly.

While complete assurance is not always achievable, the mentorship program and mentor’s devotion to assurance encourages the protégé to give herself assurance, which helps make shame disappear. The protégé’s concentration will then shift from a focus on shame avoidance to sustaining her momentum.

The benefit of an assuring environment is that it is the most efficient way to self-fulfillment. Through an assuring environment, the protégé receives timely feedback that minimizes trial and error and minimizes the need to have the mentor do the effort on her behalf.



Through the mentor providing timely feedback, the protégé becomes enabled to advance efficiently.

* Possibly Walter D. Wintle’s *Thinking* from 1905 inspired this sentiment.

Through the mentor's interpretation of the protégé's disposition, the mentor learns how assuring the environment is. In other words, mentorship involves a partnership between the protégé, mentor and the organizer to develop the protégé's disposition.

Through the strategies that follow, the mentorship program creates an assuring environment and advances the protégé's disposition to the remarkable disposition, which is having an excited mind that sustains itself. When the protégé is excited to act, the mentor then confirms the environment is assuring.

"It's the possibility of having a dream come true that makes life interesting."
 Paulo Coelho
The Alchemist
 1988

Disposition Development

The Distracted Disposition



The Assured Disposition



The Remarkable Disposition



The protégé's disposition determines the rate of her development. For the protégé to develop swiftly, the mentor offers assurance. Through routine assurance, the protégé becomes able to sustain her own remarkable disposition.



The Assuring Mentor

“If you hear a voice within you saying you are not a painter, then by all means paint and that voice will be silenced.”

Vincent van Gogh
Letter To Theo van Gogh
1883

For the protégé to participate in the passion with sustained levels of momentum, the mentor offers assurance, regardless of what happens. This assurance enables the protégé to spend little time overthinking her coming effort.

ASSURING THE PROTÉGÉ FOR HER EFFORT

When a protégé puts forward early effort, there is often a feeling of awkwardness due to a pending consolidation of habits that materializes into efficient routines. This is often a period of self-awareness that might lead to a self-conscious mishap. To circumvent the self-conscious mishap, the Flourishing Motives (see the Flourishing Principles chapter) are essential; the most usable for the mentorship program is the fellowship motive.

Early in the protégé’s development, the mentor gives assuring feedback like *good try* and *keep at it* when the protégé has mishaps. When mishaps turn into a skill, assuring feedback evolves to something like *well done*, *bravo*, and *I like what I see*. The more assuring the feedback, the more the protégé expects others to believe in her and the greater her interest to make progress with the passion.

The design of the mentorship program is also important for enabling the mentor to assure the protégé for her effort. For example, should the mentor receive unreasonable pressure, oppressive and extrinsic motivations might be inadvertently encouraged. Should the mentorship program’s resources be inadequate, trickery tactics like exaggeration might be used. Only through a well-orchestrated mentorship program does intrinsic motivation become the natural byproduct.

“You are responsible for what you say and also for what you do not say.”

Attributed to
Martin Luther.

UNCONDITIONAL AND MEANINGFUL ASSURANCE

Every attempt is an achievement; every attempt not taken is a missed opportunity for the mentorship program to connect with the protégé.

There are many circumstances that encourage a protégé to become self-aware, which might also lead to a self-conscious mishap. What, then, does a mentor do when

- a protégé has a mishap
- a protégé has yet to materialize a tangible achievement for her effort
- a significant setback is experienced
- a protégé feels obligated to participate

- an athlete is responsible for a point against her own team
- a dancer’s wig falls off in the middle of a performance
- a protégé develops at a much slower pace than others
- two protégés are caught up in a confrontational disruption
- someone external to the mentorship program starts a confrontational disruption
- she is in a confrontational disruption
- her two-year old shreds everything in her wallet

Answer: Provide unconditional and meaningful assurance.

The *unconditional* part of this statement is straightforward as it means to offer assurance no matter what happens. The *meaningful* part benefits from an explanation.

To give meaningful assurance, it means setting the expectation for unconditional assurance through statements like the following:

“What is the worst thing that might happen? It might be to ‘ ’ and this happens even at the top level. What matters to me is that you give it your best. Only those that pursue excellence have the unexpected happen. And if someone were to criticize you because you were fearless, tell me as I will defend your ambition against anyone.”

The meaningful assurance in this statement is like unboxing a premium product. It concerns delivering complete assurance at each step. This is the opposite to explaining why the protégé should feel assured, which increases self-awareness instead. Through reliability, meaningful assurance has the potential to unlock the protégé’s momentum to a higher level.

Respond to a mishap with a memorable unboxing experience.



The Assuring Peers

United we stand.

Attributed to
Aesop.

How protégés interrelate is essential for maintaining an assuring environment. When the protégé receives assurance from her peers, regardless of her mishaps, she will maintain her intrinsic motivation. When she expects the assurance will be unconditional, collaborative intelligence will result.

The First Permanent Attainable Target—to maintain assurance for everyone—makes a significant difference in developing assuring peers.

“The individual must not merely wait and criticize. He must serve the cause as best he can.”

Albert Einstein
Ideas And Opinions
1954

The Insightful External Environment

At times, the audience offers unassuring feedback, which encourages the protégé to have a self-conscious mishap. Therefore, it is the mentorship program's social responsibility to enable the protégé to take the audience's feedback as an insight that best serve her development.

The protégé will value learning about the following:

- The organizer, mentorship program and the mentor are there to manage unassuring

feedback from the audience.

- Unassuring feedback tells us that someone is unaware of the First Permanent Attainable Target (i.e., to maintain assurance of everyone).
- It is best for the protégé to respond with assuring feedback (the Assurance Partnership). She could sincerely say, “thank you for your feedback.”

- If the unassuring feedback from the external environment is semi-frequent, the mentor

reframes it to prevent a self-conscious mishap from forming. *“When people say things like that, they mistakenly believe shame makes someone better. If it makes you feel like crap, good. It means you know the value of assurance. Use this understanding to fuel your momentum and you will grow swiftly.”*

When unassuring feedback comes from the external environment, it is a byproduct of an underdeveloped society. Therefore, part of the

design of the mature mentorship program is to lead performances with a ceremony that conditions the external environment to be generous with their feedback.

You have nothing to prove, you have something to do.

Setting Assuring Expectations

When people have assuring expectations, they are excited for the next steps to their dreams.

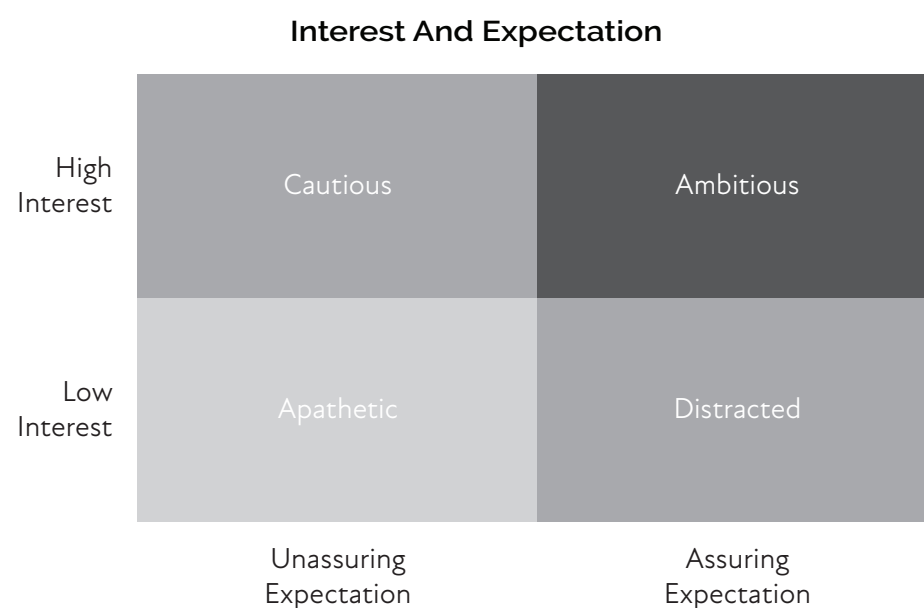
When the protégé expects the experience will be assuring and in alignment with her interests, she will work through any challenge before her. It is this combination of interest and assurance that determines the level of effort she gives.

Interest is closely related to the technical skills (pursuing a specific passion) and the assuring expectation is closely related to the transferable skills (becoming better at who she is becoming). While the protégé might come with interest and an assuring expectation, it is the mentorship program that is responsible for sustaining both as

the protégé deepens her experience with the passion. The mentorship program, therefore, builds assuring expectations for the following types of experiences:

- instruction
- practice
- mock performances
- performances
- reminiscence

Guidance is not like a map at the trailhead—that is a resource. Guidance is the attraction. It is what brings a person to the trailhead.



It is the combination of high interest and assuring expectations that advances the protégé's momentum.

Designing For The Resulting Atmosphere

In everything we do, we create an atmosphere from the environment we create. For example, the mentorship program that aspires to be based on the Flourishing Mindset, though has pressure

to meet targets that place the protégé secondary, will create an unintended atmosphere. The mentorship program design, therefore, begins with the end goal and builds through a collection of

orchestrated attainable targets, which results in an atmosphere that confirms the design. With this design, an organizer is able to set assuring expectations.

Mastery begins at the end and ends in the middle.



Having Assuring Expectations For Development Sessions

Development sessions vary from passion to passion. Traditional educational institutions are mostly development sessions, sports and the arts rotate between development sessions and performances, and the business world has development sessions and performances coexisting almost indistinguishable from each other. Whatever the case may be, what matters to the protégé is to have assuring expectations.

GIVE ASSURING FEEDBACK

One great way for the protégé to have assuring expectations for future development sessions is to have pleasurable experiences in the current session. This is achieved best through recognizing the protégé for her contribution as it happens and at the conclusion of the session.

INSPIRE COMPELLING REFLECTIONS

The time between sessions is a great opportunity for the protégé to have compelling reflections. It can be as simple as saying, “*if you have a development idea for the next session or future sessions, let me know.*” With a statement like this, it achieves a few valuable outcomes:

- The protégé feels no obligation to return with an idea. She has the freedom to follow her dreams on her terms.
- It encourages the protégé to be more deliberate as she reminisces, which is the assuring expectation at its full potential.

- The protégé feels like an equal in achieving the goals of the relationship.

With experience, mentors could place subtle compelling reflections most anywhere, which encourages the protégé to practice or reminisce after every session.

“Absence makes the heart grow fonder.”

Thomas Haynes Bayly
Isle Of Beauty
~1826

Having Assuring Expectations For Performances

When it comes to a performance, what matters most to the protégé is to apply what she knows with minimal influence. This will enable the protégé to focus on her performance and confidently respond to impromptu opportunities that only present themselves during the performance. Thus, when the protégé is enabled in this way, the mentor can then dedicate her effort as an equal participant in the performance. When the protégé views the mentor as an equal, collaborative intelligence forms, which amplifies everyone’s performance further.

BE PROACTIVE WITH MOCK PERFORMANCES

Where practices establish and fine-tune technical skills, mock performances are useful for enabling skillsets and encouraging improvisation and invention.

Compelling Tactics and attainable targets are at the core of liberating the protégé’s assurance. Expressing a relevant *universal-audience matter** is also a useful tool for setting the protégé’s performance mindset or ambition. For example, through skillful execution, the

following universal-audience matters might leave a lasting impression that is useful for both the mock and coming performance:

- “*Surprise us.*”
- “*Overwhelm us with emotion.*”
- “*Make us jump out of our seats.*”
- “*Show us fearlessness.*”
- “*Make us go bananas.*”

BE PROACTIVE BEFORE THE PERFORMANCE

The ideal inner voice before a performance will put the protégé into her preloaded state—like a stretched elastic. This preloaded state depends on the protégé feeling assured regardless if a mishap might come. This assurance is built through the First Permanent Attainable Target.

Pep talks provide an opportunity to inform the protégé that the mentor cares about the protégé’s assurance, not the results of her effort. Through the mentor routinely reinforcing this understanding, the protégé will interpret it as a permanent form of guidance and it will set her inner voice for maintaining her momentum. In time, *releasing her full potential* will become a conscious effort she will apply routinely.

* See the Flourishing Principles chapter.

Having Assuring Expectations For Feedback

“Everything that happens to you matters to me.”

Cassandra Clare
City Of Fallen Angels
2011

Everyone subconsciously knows they have opportunities to grow and they routinely pursue what takes the least effort. Therefore, it is best to reserve feedback to the Cultivating The Remarkable phase and when the protégé requests the feedback. Otherwise, unrequested feedback has the potential to

trigger a self-conscious mishap, which compounds the protégé’s efforts. Should the protégé reply by stating her focus is on something else, the mentor might then think the protégé cannot take constructive feedback, which is a displacement disruption that compounds the protégé’s efforts further.

Since innovations happen when someone zigs when others zag, it is often better to replace feedback with asking questions (being a protégé instead of a mentor).

For example, if the mentor feels the protégé should sing louder, the mentor could ask, “have you thought about singing louder?” If the protégé were to reply, “Yes, though I feel I capture more emotions by singing softer”, then a fruitful discussion results.

Using the singer's example again, there might be a good reason why the singer should sing louder, like for the benefit of audience members at the back of the auditorium. Through the mentorship program recognizing the protégé as an equal,

feedback can be naturally delivered as a part of the shared vision of the production, which makes the protégé-mentor relationship a partnership, which is the protégé’s expectation.

“A [mentor] is someone who can give correction without causing resentment.”

Attributed to
John Wooden.

Having Assuring Expectations At The End Of A Period

Breaking up development through a series of programs or periods offers great value for the protégé. The end of a period provides the protégé a time to reflect and restore her interest and not have the passion feel wearisome. Through a well designed series of periods, neither too frequent or infrequent, the protégé develops a big-picture view of her participation and advances her momentum. When the end of the period creates assuring expectations for the future, the protégé grows swiftly.

What makes the next development period assuring to the protégé is as follows:

- That she is valued for her participation.

- That her growth is recognized.
- That she is wanted back.
- If relevant, the next mentor has an assuring reputation.
- The perceived journey through the coming periods is assuring.
- Options are available that give the protégé freedom to adjust her interests.

The above is achieved through a sincere orchestration of efforts that distill into a script at the end-of-period recognition much like the following:

“When I compare who you are today with who you were, I see

you have grown greatly, such as ‘ . I have valued how easy it is to partner with you and look forward to seeing you again when the next period begins.

“Our priority is to give you the skills that make you a success at any passion you pursue and to grow with this passion. The whole of our mentorship program is designed to partner with you as you grow.

“Your next mentor (ideally present) shares the same mentoring philosophy as myself and the mentorship program. She has been as much of a friend as an inspiration and I am overjoyed to see you partnering with her next. We asked the

protégés of the next mentor to share a few things they like about this next mentor and they said ‘ .”

Having assuring expectations for the future sustains the protégé’s momentum, which makes idleness meaningfully uncomfortable. The more assuring expectations are a standard experience, the more the protégé will pursue every effort with gusto.

“I’m not in this world to live up to your expectations and you’re not in this world to live up to mine.”

Bruce Lee
The Bruce Lee Story
1989



Eliminating Counterproductive Self-Talk

“The big challenge is controlling your mind. You’re not controlling your fear, you’re just trying to step outside of it.”

Alex Honnold
Free Solo
2018

The mind can be described as having two parts. One part is your conscious thoughts—you choose to think of certain topics and, when your thoughts drift, you choose to put your thoughts back on topic. The other part is subconscious, random or self-generated thoughts, like daydreaming, and represents the voice in the back of your mind. It is this latter part that generates counterproductive self-talk.

The subconscious mind naturally repeats thoughts to work out a

solution. For example, feedback from a different perspective is repeated in the mind to assimilate the feedback with existing understanding.

When the feedback expresses a controversial tactic like shame or trickery, counterproductive self-talk forms. This feedback can be received directly or indirectly (through criticism being directed at someone else, heard indirectly through a huff or heard through media like in the pages of a book). The mind simply echoes the unassuring feedback in an effort to avoid future similar experiences. It becomes a form of control, regardless if control was the intention or not.

Unfortunately, when counterproductive self-talk exists, it reinforces itself, brings a person

to decision fatigue and leads her to a lower level of performance. Therefore, counterproductive self-talk is a societal shortcoming that the mentorship program is responsible for eliminating. If this responsibility is overlooked, then the mentorship program is allowing an indirect form of control to exist.

No one carries their own baggage. They carry the gaps in the underdeveloped environment and are preoccupied by decision fatigue.

There are a few instances when the mind begins to encourage counterproductive self-talk and they are as follows:

Having the expectation to experience fear, shame, being controlled or being tricked.

We might label this experience as the feeling of dread. This expectation is circumvented by the mentor concentrating on Compelling Tactics.

Having an undefined mindset.

Switching from one mindset to another results in the different Mindsets occasionally undermining each other and ultimately lowering the protégé’s assurance. Committing to a single mindset that has the integrity to last a lifetime is essential for building assurance and productive self-talk. This is the mindset that serves the passion as well as serves the protégé’s personal life.

Having an underdeveloped mindset.

Developing the integrity of the chosen mindset is an effort intermixed with moments of feeling underdeveloped. While this is an unavoidable experience, an assuring environment fills a person’s subconscious with assuring thoughts.

Having a different mindset than an authority.

Having a different mindset than an authority is much like having an underdeveloped mindset. You might feel ashamed for having your mindset and

feel being controlled by the authority to change your mindset. This is a significant hurdle as it means you have to give up who you are to find a new self. Further, you don’t know if the new mindset has the integrity to last a lifetime. For these reasons, it is useful for the organizer to be disciplined when applying a consistent mentoring mindset throughout the mentorship program.

Forgetting what matters.

When the protégé forgets why she is participating in the passion, she occupies her time with attempting to understand why it matters to her.

Many strategies are effective at shaping the protégé’s productive inner voice and they include the following:

- using Compelling Tactics
- using a single mindset that has an integrity to last a lifetime
- integrating the Sustainable Matters and the anchor motive
- developing the protégé’s objectivity

“It’s like everyone tells a story about themselves inside their own head. Always. All the time. That story makes you what you are. We build ourselves out of that story.”

Attributed to
Patrick Rothfuss.

Enabling Momentum

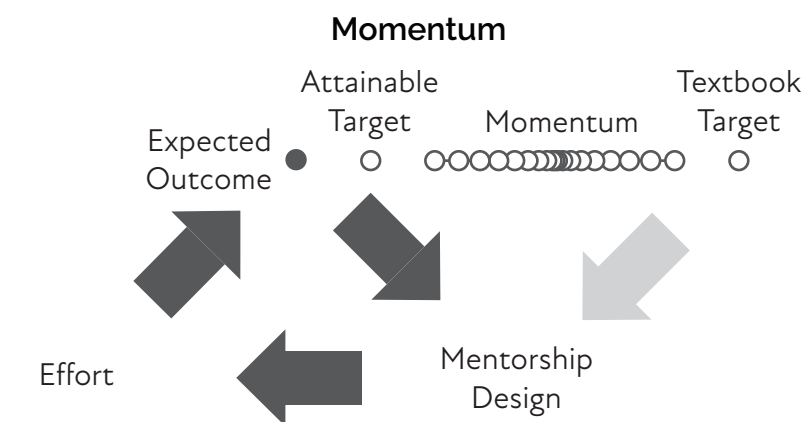
***“I won’t be a rock star.
I will be a legend.”***

Attributed to
Freddie Mercury.

The transition from the Liberating Assurance phase to the Enabling Momentum phase is subtle if noticeable at all. The protégé has a comfort for collaborating with the mentor though is now distracted by determining whether this mentorship program will be fulfilling or not. This is something that the protégé is unlikely to articulate as it implies she has yet to gain assurance that the mentorship program and mentor will support her momentum. Thus, to finalize the protégé’s assurance, the mentorship program and mentor complete what it means to be indefatigable partners with the protégé.

What fulfills the protégé is an environment that will be her safety net throughout all circumstances—from the simple mishap to the full enablement of her momentum. When the protégé has this assurance, she will then begin listening to the whisper of her interests to materialize a textbook target beyond anyone’s imagination.

The clear path ahead happens to be a series of attainable targets that unfold on their own as the protégé progresses forward. What is valuable to the protégé is to ride this wave of attainable targets for as long as she can. The longer she rides this wave, the clearer the destination becomes, which is the textbook target of her own imagination. This is the runway to her launching point.



Momentum exists just beyond what is presently attainable, which is on the path to a conceptual destination—a novel textbook target.

- Aligning Mindsets
- Being United In Purpose
- Partnering With Self-Accountability
- Enabling Care Throughout The Mentorship Program
- Enabling Self Sufficiency

- Making Care Inherent To The Mentorship Program
- Enabling Listening To The Unspoken
- Enabling Partnerships

- Finding Opportunities
- Anticipating The Unexpected And Persistence
- Genuinely Giving 100% Assurance
- Feeling Aroused When Unsuccessful

To Unlock The Future

The textbook target is something to look at on occasion to see if it continues to be insightful. To some, the textbook target is a launching point, to others it is a point of contrast, with both being a milestone in the journey to where her imagination takes her. If her momentum leads to a definitive textbook target, it is to be a trailblazer—this is what she wants to do for the rest of her life, just like her mentor.

This might be humbling for the few stubborn organizers and mentors that fear their cherished beliefs—the remarkable things they have achieved—will be outdone. To them, it seems impossible to achieve more. But achieving more is exactly what they did and it is inevitable for the next generation to do the same. The organizers and mentors that enable protégés to launch beyond imagination will circumvent being incidentally oppressive.

To enable our momentum is to enable the very thing that sets us free.

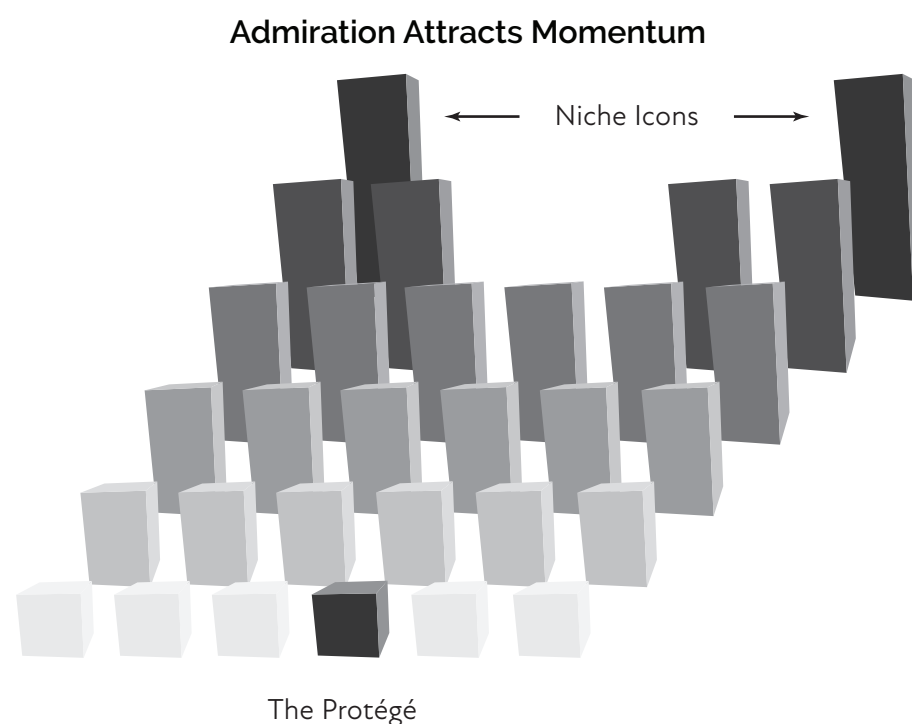
For the protégé to become convinced that the mentorship program will give her a fulfilling experience, she needs to witness those further along than herself being rewarded with pleasure every step of the way:

- They receive pleasure from their participation.
- They are supported when challenges occur.
- They support others in their time of need.

Through witnessing these features, the protégé has assurance she will have the means to achieve her future. This is when holding herself accountable to her future becomes more attractive than not—that holding herself accountable is irresistible.

“Let others see their own greatness when looking in your eyes.”

Attributed to Mollie Marti.



Admiring the people between herself and the future idea of herself gives the protégé an awareness of the steps involved to achieve her future, which strengthens her curiosity.

The series of people before the protégé are

- protégés surrounding her
- protégés further along than her
- the assistant mentor
- the mentor
- the higher ranking mentor
- the organizer (the local leader)

To cultivate admirability in all of the people mentioned above, the organizer applies the following to the mentorship program environment:

Aligning Mindsets

When all mentors among the mentorship program share a consistent mindset, the protégé is certain that the path she is on has integrity.

Being united in purpose

Every person needs a purpose that is neither selfish nor altruistic to successfully maintain momentum. Such a purpose can exist when it is united with the purposes of others. Therefore, the organizer defines and shares a united purpose for the mentorship program such that the protégé, mentor and organizer can achieve freedom alike.

Partnering with self-accountability

Nothing is more powerful than holding yourself accountable for what you do. When the mentorship program cultivates self-accountability in the protégé, the protégé is ready to cultivate the remarkable in herself.

Enabling care throughout the mentorship program

Every moment has a need for care. When everyone is enabled to deliver care, it is regularly fulfilled and everyone has the freedom to develop rapidly.

Enabling self-sufficiency

When the protégé is able to manage opportunities independently, she has the means to maintain her freedom and her momentum.

“What our families, our companies and the world needs is nothing more and nothing less than exactly who we are.”

Abby Wambach
Wolfpack
2019



Aligning Mindsets

“Alone we can do so little; together we can do so much.”

Attributed to Helen Keller.

The Flourishing Mindset is ideal for everything that people do. When mentors from all walks of life share the same mindset, the protégé has a strong sense of what attracts the highest level of assurance for the

effort she gives. This experience allows the protégé to gain momentum.

So how do Mindsets get out of alignment? During times of pressure, temptation and sudden needs, the Winning Mindset elbows its way past the Flourishing Mindset to take control. In response, the Perfection, Rightness and Obedience Mindsets step in to create order. This then

encourages the Praise and Fun Mindsets to step in to create an atmosphere of camaraderie. While this is happening, the Serendipity Mindset is encouraging things to work themselves out. Through all of this craziness, Mindsets lose their foundation and fanatically fight for control.

To end this chaos, obvious transparency is needed to restore

the Flourishing Mindset. This is the purpose of the Flourishing Method. It lays it out for review so that all Mindsets have a voice and they begin to collaborate. Fortunately, everyone possesses the Flourishing Mindset, which will serve the collaboration well. We are just too smart, too knowledgeable, too intelligent to work out agreement without obvious transparency.

Mentorship Program Integrated Design



The mindset that is the same for the protégé, mentor, organizer and beyond offers assurance for so many.

To align Mindsets among mentors and protégés, it begins with the reasoning above and progresses through the efforts described in the coming sections.

“The strength of the team is each individual member. The strength of each member is the team.”

Attributed to Phil Jackson.

Being United In Purpose

“The purpose of life is not to be happy at all. It is to be useful, to be honorable. It is to be compassionate. It is to matter, to have it make some difference that you lived.”

Leo Rosten
The Myths By Which We Live
1965

Whether a manufacturer, consultancy, government, agency, production company, sports club and so on, they all share the same purpose and that is to enable experiences. The risk that all organizations face is that their technical deliverable, like making widgets for a manufacturing facility, becomes the textbook target. When this happens, their success depends

on every member and customer becoming an automaton, which is the most lifeless experience in existence.

“Nobody can get there unless everybody gets there.”

Attributed to
Virginia Burden.

A united purpose is something that is shared by the protégé, mentor and organizer alike, which eliminates the potential for anyone to feel altruistic. As such, it focuses on the journey, as the journey is the same for everyone though we have different perspectives. With a unified purpose, we then can easily pursue excellence and contribute to collaborative intelligence. This is the mother lode of purposes.

An important element of a united purpose is that it needs to be known. Only when it is known can people be united in their purpose. Therefore, the united purpose is communicated as a statement, or more specifically, as a Guiding Statement.

Guiding statements come in three forms:

Guiding Statement 0.0

The Guiding Statement 0.0 is a purpose that is spoken only. As the conviction is unsupported by a documented rationalization, mishaps and disruptions are common.

Guiding Statement 1.0

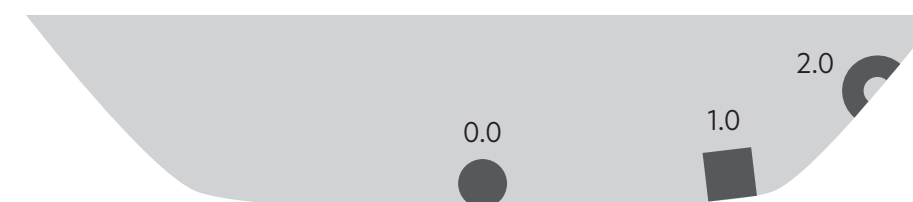
The Guiding Statement 1.0 is a documented purpose, like a mission and vision statement.

The Guiding Statement 1.0 focuses on the end goal, which is what we do. This focus greatly reduces mishaps and disruptions though it encourages altruism.

Guiding Statement 2.0

The Guiding Statement 2.0 is a documented purpose that is based on a clear mindset. The Guiding Statement 2.0 focuses on the journey, which is why and how we do it. As the Guiding Statement 2.0 is based on a mindset, it is further defined by the chosen mindset. As this book concerns the Flourishing Mindset, this Guiding Statement is identified as Guiding Statement 2.0F.

Cultural Settling Points



Guiding Statement 0.0 settles in the most comfortable spot waiting for direction. Guiding Statement 1.0 sets a position to achieve growth. Guiding Statement 2.0 sets a position within growth.

The audience of the Guiding Statement is another important element. It speaks to team members (like employees) and investors (like venture capitalists and parents). Customers (like the protégé and consumers) are beneficiaries, which means the Guiding Statement is designed for them—it is made available for customers as this is an expression of integrity. This understanding helps to set the Guiding Statement 2.0.

The Differences Between Guiding Statement 0.0, 1.0 And 2.0

	The Focus	The Audience
Guiding Statement 0.0	The moment	Participants
Guiding Statement 1.0	What we do	Incidentally chosen
Guiding Statement 2.0	Why and how we do it	Deliberately chosen



The Guiding Statement 2.0F consists of the following elements:

1. The first part captures the Flourishing Mindset and growth.
2. The second part states the benefits each customer type receives and is updated as customers evolve.
3. The third part manages the tradeoff that comes with maturity so that no one becomes the burden of another.
4. The fourth part captures adaptation and responsibility.

Example Guiding Statement 2.0F

Part 1	We align with each other and those that experience the outcome of our efforts to achieve an ever increasing standard of flourishing. This is how we all remain at the cutting edge of our environments.
Part 2	Today, our X customers flourish when they <ul style="list-style-type: none"> ■ experience assurance ■ receive care in the time of need ■ (additional benefits for X customers)...
Part 3	Our success depends on maintaining a flourishing environment, innovation and increasing efficiency without sacrificing the ever increasing rate of flourishing for everyone.*
Part 4	Our success redefines us, our customers and our industry with each passing day. We look after our members as they grow and have their roles evolve. We strive to partner with our customers and to earn the integrity label. This is how we and our partners will be remarkable beyond our imagination.

When the Guiding Statement 2.0F is defined and communicated, it offers clarity for the organizer, mentor, and protégé and makes it easy for each to align with the mentorship program’s culture. This then invites the members to take initiative and contribute to the whole. Further, knowing the

flourishing culture makes it easy for the members to take calculated risks and improvise for the benefit of everyone. Ultimately, when the Guiding Statement 2.0F captures the Flourishing Mindset well, it becomes irresistible and makes any alternative as an unnecessary distraction.

“There is nothing noble in being superior to your fellow man; true nobility is being superior to your former self.”

Attributed to Ernest Hemingway.

* Achieving an ever increasing rate of flourishing for everyone is a vulnerable spot of the Flourishing Mindset as it allows Controversial Tactics to have an influence. A critical mass of integrity will make this vulnerability disappear.



Partnering With Self-Accountability

“It doesn’t matter how fast you run or how far you go. What matters is that you get out the door.”

Unknown

For the protégé to enable her momentum, she needs to desire something that she wants to hold herself accountable for. This is what characterizes self-accountability, which is different from a responsibility and an accountability:

When the protégé has a responsibility, she has an obligation to do something for someone else. This experience encourages the protégé to reflect on whether she will eventually become free of obligations or if she should leave the mentorship program. This path delays her momentum.

When the protégé has an accountability, she is required to justify her actions to someone.

When the protégé has a self-accountability, she is required to justify her actions to herself. Self-accountability forms when the protégé admires something so deeply that she wants to collaborate toward its success. When this is true, she craves to have a responsibility so that she knows exactly how to be self-accountable.

Before the modern age, self-accountability was a common experience because people looked after their physiological and safety needs at an early age. Today, modern conveniences naturally delay the development of self-accountability. Therefore, organizers orchestrate self-accountability throughout the mentorship program’s design.

This integrated design includes the following:

- The protégé values choice as it opens the door to self-accountability.
- The protégé values a Guiding Statement so that she becomes thrilled to pursue curiosity in alignment with others.
- The protégé needs to be free of judgement, even if the task is left incomplete. This opens the opportunity for the mentor to learn about the protégé and deepen the partnership.
- The protégé values involvement so that she holds herself accountable for her contribution to the partnership.

The protégé seeks a self-accountability that contributes to her growth and that aligns to the Guiding Statement of the mentorship program. She will then fulfill her role to the best of her abilities, contribute to the delivery of the mentorship program, and contribute to the evolution of the mentorship program in alignment with society.

“Tell me, I forget; Show me, I remember; Involve me, I understand.”

Chinese proverb

When the protégé is motivated to be her best, the self-accountability she needs is similar for all Mindsets, which can be described by the following assertions:

1. Focus fully on your craft at all times.
2. Train smarter, like accounting for rest and recovery.
3. Research deeply to arrive at the cutting edge.
4. Work with your team with complete commitment.
5. Absorb guidance swiftly and reflect on it fearlessly.
6. Let frustration, defeat and failure strengthen your resolve.
7. Be disciplined to anticipate challenges.
8. Never give up on being your best.

Each mindset will have nuance differences in applying these assertions. For example, mentors of the Winning and Obedience Mindsets express these assertions unconditionally, whereas mentors of the Flourishing Mindset would inform protégés that have enabled their momentum that these assertions will be her guide—her self-accountability.

What is insightful is how the ethos of the mindset encourages the protégé to interpret the last assertion:

As the ethos of the **Obedience Mindset** is to *do as I say*, it is natural for protégés to infer that they must abide by rules even when rules are not expressed directly by every mentor. Therefore, the protégé of the Obedience Mindset will not reinterpret the last assertion as an opportunity to use gamesmanship and foul play.

As the ethos of the **Flourishing Mindset** is to *flourish*, this ethos is understood to apply to everyone, which is why goodwill is common. Therefore, the protégé of the Flourishing Mindset will not reinterpret the last assertion as an opportunity to use gamesmanship and foul play. Further, this mindset encourages anticipating gamesmanship and foul play so that they can be rendered

useless by the opponent, which ultimately leads to progress throughout society.

As the ethos of the **Winning Mindset** is to *win*, this ethos opens the opportunity to use gamesmanship and foul play when the opponent is better. If a mentor were to say “*gamesmanship and foul play are unacceptable*”, it puts the protégé into a complex as the statement is neither innate to, nor completely compatible with, the ethos.

“The desire to reach for the stars is ambitious. The desire to reach hearts is wise.”

Attributed to Maya Angelou.



Enabling Care Throughout The Mentorship Program

“It’s not how much we give but how much love we put into giving.”

Attributed to Mother Teresa.

What encourages a protégé to continue participating is witnessing that the representatives of the mentorship program routinely care for those in need. Whether

caring for the protégé, other protégés, other representatives of the mentorship program, and antagonists, when the protégé witnesses care at all levels, she has assurance she will receive care in her time of need.

To create the expectation of care, the organizer integrates the following features into the mentorship program:

Making care inherent to the mentorship program design. When care is inherent to the mentorship program design, care happens by design.

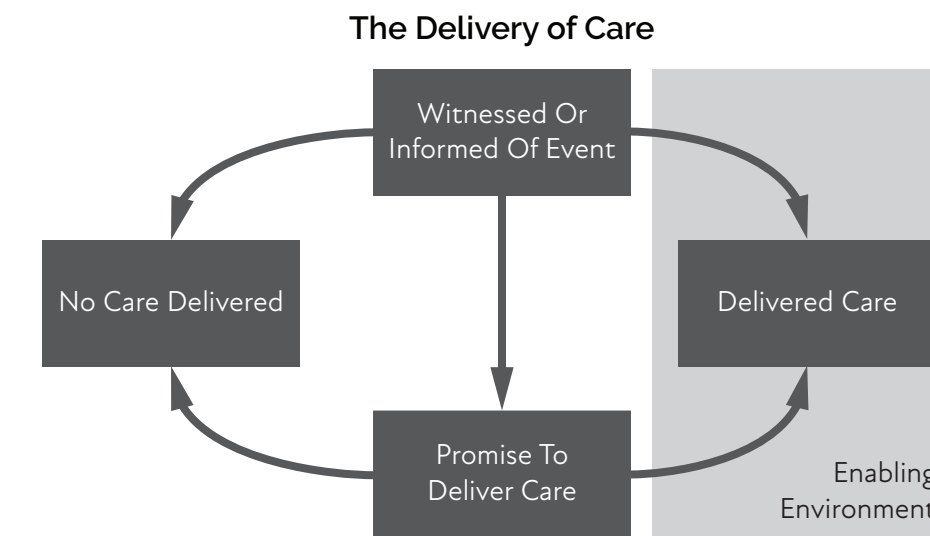
Enabling listening to the unspoken. When everyone knows how to listen to unspoken languages, they are enabled to deliver care.

Enabling partnerships. Care can only be given through a partnership. This partnership enlightens the protégé how to become independent in caring for herself.

People care for what cares for them.

Making Care Inherent To The Mentorship Program Design

While everyone cares, it only becomes care when it is delivered to those in need; therefore, it is important that the mentorship program enables the mentor to deliver care.



“You give but little when you give of your possessions. It is when you give of yourself that you truly give.”

Kahlil Gibran
The Prophet
1923

Everyone cares. What enables caring is having the resources and freedom to deliver care.

ENABLING THE DELIVERY OF CARE

When everyone has the freedom to deliver care without obstruction, they are enabled to deliver care. Yet, care is a skill that benefits from guidance.

First and foremost, the organizer leads by example. This is done in many ways with routinely communicating the Tenets Of Care to its members as a specific way.

The Tenets Of Care

The protégé is the customer.*

The protégé is always right unless it directly or indirectly takes care away from another.

If care cannot be thorough in the moment, give a promise to be thorough and follow through with the thoroughness.

“Nobody cares how much you know, until they know how much you care.”

Attributed to Theodore Roosevelt.

TRANSFERABLE SKILL DEVELOPMENT IS THE PRIORITY

When organizers view development as the acquiring of transferable skills, the organizer and mentor inherently listen to what is and isn't said by the protégé. This then encourages the protégé to partner with the mentor and leads to transferable-skill and technical-skill development.

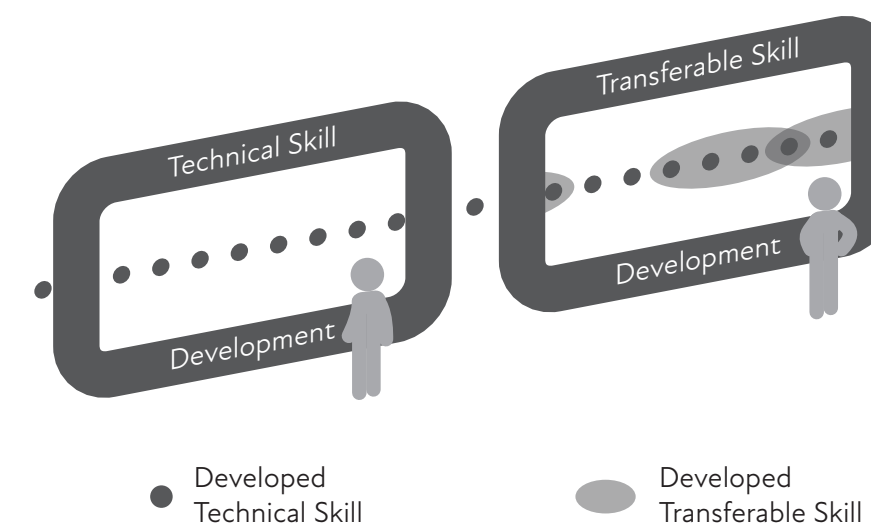
As the protégé is unlikely to remain with the mentor and mentorship program indefinitely, the protégé benefits more from transferable-skill development as these skills transfer to every aspect of her life. When the mentorship program and mentor align with this understanding, the

protégé admires them, desires to make the most of the time she spends with them, and desires to stay with the passion, which is ultimately what the mentorship program is all about.

“I'm killing time while I wait for life to shower me with meaning and happiness.”

Bill Watterson
Yukon Ho!
1988

Frame Of Reference Of The Protégé's Development



Mentorship programs are like a factory. When transferable skill development is the priority, technical skills also develop and the result is a satisfied customer.

* The protégé is not the product or laborer.



Enabling Listening To The Unspoken

*Ask, listen and assuringly answer.
Never tell.*

We speak volumes about our basic needs and emotions without words whether we intend to or not. Imagine a gymnast trying to walk a balance beam for the first time; we are able to determine the protégé's level of self-confidence accurately enough to provide the assurance she needs. Through a constant dedication to listening attentively, even the most subtle messages can be understood so that assurance can be given.

*Listening is reciprocated.
Be the first to listen.*

LISTENING TO THE PROTÉGÉ'S ATTENTION

An insightful area of listening concerns the type of the protégé's attention. Specifically, whether her attention is aligned, associated or unrelated to the passion. Being aligned means forward momentum

exists, being associated means there is an opportunity to create forward momentum, and being unrelated means there is an opportunity to give the protégé tremendous value.

The Care To Give

The protégé's attention	The care to give
<p>Aligned</p> <p>The protégé is in sync with the mentor and mentorship program.</p>	<p>Enable self-sufficiency. Cultivate the remarkable.</p>
<p>Associated</p> <p>The protégé participates though in different ways.</p>	<p>Listen to the unspoken to understand what her attention is on. Possibly the mentorship program needs betterment. Possibly the protégé needs a different mentor or mentorship program.</p>
<p>Unrelated</p> <p>The protégé distracts herself by something unrelated to the mentorship program.</p>	<p>Likely oppressive obligations exist. Likely the mentorship program needs betterment. Likely the protégé needs a different passion.</p>



LISTENING TO MISHAP AND DISRUPTION EVENTS

Mishaps and disruptions are forms of nonverbal communication and they introduce an opportunity to improve the mentorship program. The constructive response is always to assure the protégé and the table below provides an overview of the care the moment calls for.

The Care The Moment Calls For		
The mishap or disruption	Improve the mentorship program	The care the moment calls for
Basic mishaps (Involuntary disruptions)	Unlikely	Partner with the protégé to develop the skill.
Self-conscious mishaps	Likely	Listen and deliver care. Reflect on the cause and improve the environment.
Displacement disruptions		
Confrontational disruptions		
Indirect disruptions		
Clarity disruptions	Unlikely	Welcome clarity disruptions.
Jovial disruptions	Unlikely	Welcome a balance of jovial disruptions.

Enabling Partnerships

“The most empowering relationships are those in which each partner lifts the other to a higher possession of their own being.”

Attributed to
Pierre Teilhard de Chardin.

In the early stages of the protégé’s participation, she participates because the blissful novelty of the experience makes it fun. Once she gains experience, fun tapers off and her attention has

time to reflect on the experience. Often, her attention is on her achievements, which sustains her pleasure and expectations for future achievements. It also introduces time to reflect on the following:

- She will need to commit to a passion at some point.
- She will need to commit to developing her self-accountability.

When the above remains incomplete, they have the potential to be expressed as self-conscious

mishaps, which encourages decision fatigue and stalls her growth. To help the protégé work through this experience, the mentorship program enables the partnership between the mentor and protégé as described below.

“Achievement is not about what you’ve done, but what you have gained from the experience.”

Attributed to
Lynn Hill.

OWNING MISHAPS AND SHORTCOMINGS

As the blissful novelty of the passion fades, her attention has time to reflect on her mishaps with greater clarity. Mix this reflection with assuming (or knowing) the mentor is judging her performance and the protégé will experience an incidental shame tactic which encourages a self-conscious mishap and strains her growth.

The best way to circumvent this counterproductive sequence of events is through the mentorship program and mentor clearly and unmistakably taking ownership of mishaps and shortcomings. This ownership is achieved as follows:

Taking ownership of the protégé's mishaps.

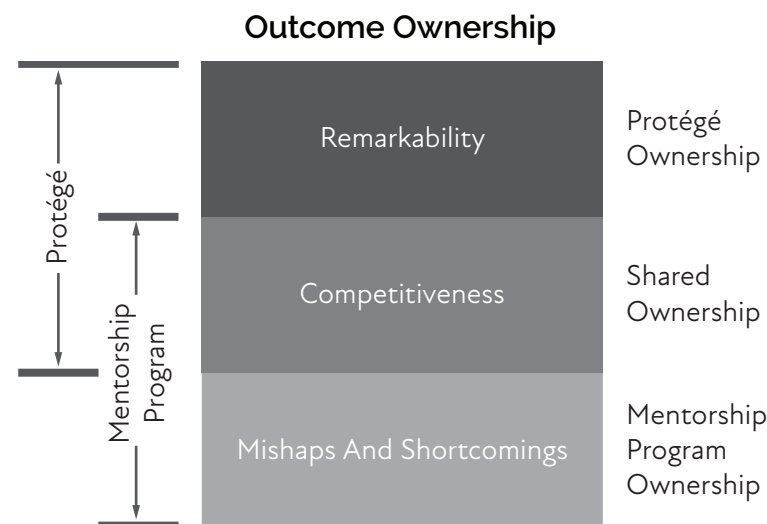
The mentorship program's purpose is to convert mishaps into skills. Thus, through the mentorship program taking ownership of the protégé's mishaps, the protégé

circumvents the feeling of shame and concentrates on what she can do to master the skill.*

Taking ownership of shortcomings.

Through the mentorship program taking ownership of its shortcomings, it encourages the protégé to focus on what she has control over. If not, the mentorship program encourages the protégé to have self-conscious mishaps, which strains her growth. For example, if a sports team were to have an unequal matchup, the mentor could focus on developing the protégé's character as that is an attainable target.**

People have mishaps, systems like mentorship programs have shortcomings.



The mentorship program takes ownership when the following are inherent to its design:

- The protégé is credited for achieving attainable targets.
- The textbook target is something distant to aim toward with the outcome hinting to how attainable the current goal was defined.
- The mentorship program takes ownership of shortcomings and refines attainable targets as appropriate.

- The mentorship program focuses on building integrity in the protégé.

- An attempt is better than no attempt as it gives chance and luck an opportunity to present themselves.

Through having the above inherent to the mentorship program design, it

- encourages the protégé to focus on her own effort
- minimizes the potential for the protégé to see mishaps as a badge of shame

- prevents the protégé from taking ownership for what is beyond her control

- improves the protégé's objectivity of her effort
- encourages the protégé to collaborate with higher interest

- encourages the protégé to understand her part of the partnership

When the protégé holds herself accountable for her efforts, she has chosen to share the responsibility of the outcome. When the protégé

makes this choice, even when the mentor makes a mishap, she has the opportunity to still be competitive. This is an early indicator that the protégé is progressing to the Cultivating The Remarkable phase.

When you take ownership of what is rightfully yours, you clear the way for others to do the same.

* A small number of protégés will take advantage of the mentor's ownership of the protégé's mishaps. But the integrity of the mentorship program and mentor makes this short lived.

** Before the flighting of teams in sports, a mentor might stack a team to minimize shortcomings. This shortcut might develop entitlement and egos and might encourage treating protégés like pawns.



BEING EASY TO LISTEN TO

In the Liberating Assurance phase, the protégé is content with receiving kind words like “*well done*”. When the protégé is enabling her momentum, qualifying the kind words encourages the protégé to listen to the mentor. As the protégé has yet to ask for feedback, the qualifying is focused on what specifically the protégé has done. In addition, the qualification is best expressed as a routine behavior or ongoing ability so that the protégé feels it is a permanent perception. For example:

“You make a difference every time you perform. Well done.”

“Your execution improves every day and achieves a higher-level of delivery. Well done.”

“I see you try new things like ‘ ’ every time you perform. Keep at it as it is paying off.”

Lastly, spreading this type of feedback to all protégés, including the isos will mature the social dynamic swiftly.

The expectations you generously create are far better than the expectations that happen on their own.

ENCOURAGING THE CYCLE-OF-CARE

An interesting truth of care is that it takes both the care giver and the care receiver for care to take place. Therefore, the mentorship program encourages the cycle-of-care as follows:

The **end of sessions** is when the cycle of care begins.

Through encouraging the protégé to reflect on the following, she becomes aware of the mentor’s interest in her wellbeing:

- Be aware of mental preoccupation (like overthinking something).

- Be aware of physical strain after the session.
- Share mental preoccupation and physical strain at the start of the next session.

Through the mentor sharing common mental preoccupations (like refining a mindset) and common physical strains, it encourages the protégé to realize others have had similar experiences before. This encourages the protégé to understand that the experiences are normal. Further, understanding possible mental preoccupations develops the

protégé’s objectivity and makes it easier to share her thoughts with the mentor (the Second Permanent Attainable Target).

Before the start of the next session, inquiring about mental preoccupation and physical strains encourages the protégé to recognize the follow-through and that care is always waiting for her. When the protégé sees what the mentor had done in response to what she reported, she will identify with the care and strengthen her side of the partnership.

“When someone [cares for] you, the way they talk about you is different. You feel safe and comfortable.”

Jess C. Scott
The Intern
2010



INVOLVING THE PROTÉGÉ IN HER DEVELOPMENT

Early in the protégé’s participation, she has been a passenger discovering what the mentor has in store for her. This sense of being a passenger might become a habit, which is inherently counterproductive. To both nudge the protégé to become involved and further her level of involvement, the mentor and mentorship program involve the protégé in her development.

Involvement is best understood by comparing impulsive and thoughtful questions:

An **impulsive question** lacks a foundation. For example, *“what do you want to do today?”* becomes ill-conceived as there are a wealth of choices. This encourages the protégé to have a self-conscious mishap.

A **thoughtful question** builds off of meaningful experiences. For example, *“what do you want to do today? A, B and C are great choices at this stage of development.”* Questions like this enable the protégé.

Through skillfully involving the protégé, she will eventually want to participate in new ways like taking the lead for an initiative and maybe even joining another mentor. Through an intelligent design of the mentorship program, the protégé will feel unabashed and enthusiastic when confiding with her mentor. She will ask questions, share ideas and be engaged at a higher level. The protégé will gain experience and find her own place in the passion. When this becomes a routine experience, the protégé will discover the door to her future is wide open and she will enable her momentum.

If you love what you do, set others free. If they stay with you, you are creating collaborative intelligence.

USING PARALLEL PATHS TO OPEN THE OPPORTUNITY TO DELIVER CARE

Sometimes, the protégé has a lot on her mind that it becomes difficult to articulate her thoughts in a way that she will be assured another will understand and align with her. This is perceptible by others as a self-conscious mishap and the care needed is not easy to uncover. Under these conditions, offering care down a parallel path might get the juices flowing for a fruitful discussion. While it is not the direct care needed, it gives the protégé assurance that she can be open with the mentor.

The parallel path often comes from introducing something new to the relationship. Something thought consuming and uncommon (like Ultimate Frisbee and paintball*) is usually best as it gives the protégé a break from her self-conscious mishap. Soon after the end of the

activity, like during refreshments, the mentor might indirectly address the protégé’s distraction, like saying the following:

“I remember when I started this passion, I had some hurdles to overcome like distilling different points of view, how to work well with others, how I cared for my body and defining my mindset. I am always curious about what you and your peers are experiencing even outside of the passion. What do you think is the main hurdle your peers are experiencing?”

Contrast the above with the direct caring question: *“It seems something has been on your mind. Do you want to talk about it?”* This caring question is noble, yet has shortfalls:

- It makes the protégé’s self-conscious mishap return with shocking force, which encourages her to provide a misleading answer.
- It is an indirect displacement disruption and a *shame tactic*. Indirectly, the mentor is saying, *you are not talking about it.*
- It makes the thought-consuming activity seem like a trickery tactic, which puts more distance between the protégé and mentor.

The indirect caring question concerns the mentor moving her path in parallel to the protégé’s path, which is a characteristic of the Flourishing Mindset; the direct caring question concerns moving the protégé’s path in parallel to an

academic path—while the intention is noble, the shortcut pulls the protégé further from her path.

“Don’t use the phone. People are never ready to answer it. Use poetry.”

Attributed to Jack Kerouac.

* Choosing an activity where the protégé has (seemingly) more experience introduces the protégé-mentor role reversal, which encourages the mentor to lead by example and be open.



Enabling Self-Sufficiency

“...there are moments when one has to choose between living one’s own life, fully, entirely, completely—or dragging out some false, shallow, degrading existence that the world in its hypocrisy demands.”

Oscar Wilde
Lady Windermere’s Fan
1893

Everyone relishes self-sufficiency or independence; it is what makes us proud of ourselves. Mentorship programs that are designed to enable self-sufficiency produce a high level of momentum in the protégé, in its mentors and in itself.

Opportunities to enable self-sufficiency exist in stages of increasing sophistication, which are best understood through a comparison to the Rubik’s Cube experience as shown here:

1. Early exploration

Early in the protégé’s exploration, she samples a few mentorship programs and narrows down what interests her. Similarly, after playing with the Rubik’s Cube a few times, she decides if she will continue playing the Rubik’s Cube or not. Having the freedom to make this choice is self-sufficiency.

Early exploration is inherent to every mentorship program. The more the mentorship program embraces exploration, the more protégés will continue with the mentorship program.

2. Rapid development

Having chosen to continue exploring a passion like the Rubik’s Cube, the protégé values obtaining resources from her mentors like a solutions book. These resources enable her to reference them at her own pace and learn from her choices so that she can improve her decision-making skills. This freedom enables her self-sufficiency plus gives her confidence that she is growing swiftly and is on path to potentially set new benchmarks in the passion.

Rapid development is the core of the mentorship program. The more transparent and accessible the resources, the more protégés will launch.

3. Taking the sharp end

Throughout the protégé’s rapid development, she begins to identify opportunities for setting new benchmarks in the passion. She could write a reference book for solving the Rubik’s Cube, set a speed record, design a new puzzle or apply her new knowledge in ways beyond expectation. Such opportunities enable the protégé’s self-sufficiency and inspire the next generation.

Taking the sharp end is the theme of the Cultivating The Remarkable chapter. The more flexible the mentorship program, the more the mentorship program also takes the sharp end such as for the protégé, in its community and in society.

When many transferable skills are structured into an order, they are as follows:

1. Finding opportunities (investigating)

- Reading conditions and unspoken language
- Assessing conditions and unspoken language
- Forecasting outcomes

2. Taking advantage of opportunities (acting)

- **Anticipating the unexpected**
- Balancing choices
- Having objectivity
- Decision making
- Making mishaps in abundance
- **Persistence**
- **Genuinely giving 100% commitment**

3. Making the most of opportunities (responding and interacting)

- **Feeling aroused when unsuccessful**
- Finding opportunities in mishaps
- Managing uncertainty
- Maintaining assurance for everyone
- Being open to achieve a mutual understanding and benefit
- Collaborating
- Negotiating

4. Ensuring opportunities for the next generation (having integrity)

- Taking initiative
- Managing impressions
- Having determination
- Having conviction
- Having dedication
- Being a leader

Little more is needed than what can be inferred above for enabling self-sufficiency in the protégé. Those that benefit from additional discussion (which are bolded here) are below.

“Do not ask [others] to strive for extraordinary lives. Such striving may seem admirable, but it is the way of foolishness. Help them instead to find the wonder and the marvel of an ordinary life. Show them the joy of tasting tomatoes, apples and pears. Show them how to cry when pets and people die. Show them the infinite pleasure in the touch of a hand. And make the ordinary come alive for them. The extraordinary will take care of itself.”

William Martin
The Parent’s Tao Te Ching
1999



Finding Opportunities

Finding opportunities is important as it leads to taking advantage of opportunities and other skills.

For the protégé to be interested in finding opportunities, she benefits most from having an assuring inner voice.

The protégé's inner voice is the voice of her past and present

mentors, whether assuring or unassuring. Through the current mentor being tirelessly assuring, any unassuring inner voice fades and eventually disappears. When her inner voice only offers assurance, all that is left is to know her anchor motive and her choice of vocation (or purpose in the short-term), whether for one passion or another.

You find your purpose when following your heart.

Anticipating The Unexpected And Persistence

As the protégé develops her commitment to the mentorship program's guidance, she grows rapidly. But unexpected things happen that might encourage the protégé to overthink her decisions, which will lengthen or stall her development. The protégé now needs to develop the transferable skill of persistence—continuing when expecting or experiencing difficulty. This skill is essential as the further the protégé progresses with the passion, the more likely unexpected occurrences will happen and the more common persistence needs to be.

Through the mentor framing possible undesired experiences with constructive responses, it will encourage the protégé to focus

on what achieves the greatest outcome with minimal setback. This will also condition the protégé for unexpected experiences not discussed, which is an element of self-sufficiency.

Here are a few examples of undesirable experiences with constructive responses:

- The dancer that loses her wig continues her dance and lets an opportune time arise for improvisation and retrieving the wig.
- A swimmer that misses the wall on her flip turn would then touch the wall and finish the race despite the fact that her time will be slower.

■ When gamesmanship or foul play occur, the protégé pays little attention to it as it means the opponent is within a less assuring environment and would benefit from witnessing the protégé's integrity.

■ When a confrontational disruption begins, the protégé chooses to maintain assurance.

■ When witnessing a confrontational disruption, the protégé interrupts to encourage assurance.

■ After having a mishap, the protégé asks the mentor for guidance.

Persistence develops with the assurance partnership. It might be working through the resolution with the protégé, checking in on the protégé regularly, taking on other tasks so the protégé can focus on her task, and more. The more the protégé experiences the assurance partnership, the closer she will be to that moment of enabling her momentum.

Grow from the experience—be a winner or loser with integrity.



Genuinely Giving 100% Assurance

The protégé will give 100% effort when she receives and expects 100% assurance. Asking for 100% effort is an attempt to take a shortcut to being a skillful mentor. The most direct path is giving 100% assurance.

Anticipate 100% effort when you give 100% assurance. It is a misstep to ask.

Feeling Aroused.....When Unsuccessful

“If you are going through hell, keep going.”

Attributed to Winston Churchill.

Throughout the protégé’s development, she will regularly arrive at a point when she needs to weave together a collection of technical skills, transferable skills and ideas to establish a new skillset that becomes effortless to apply. Before this skillset is formed, she will be unsuccessful on occasion, which can be demotivating. What arouses the protégé to act comes through experiences like the following:

1. Routinely receiving assurance as she experiences mishaps and shortcomings*

Mishaps and shortcomings make it easy to find opportunities for development. Through experiencing assurance routinely, the protégé will soon use mishaps and shortcomings to fuel her curiosity, even when assurance is absent. This assurance only needs to come from those that matter to her though when assurance comes from others, these individuals suddenly matter to the protégé.

2. Empathy

Every mentor gives more empathy than she herself has received as this represents progress throughout society. When the protégé is unsure how to weave the path forward, she is likely unable to articulate her challenge. Through the mentor seeking to understand her feelings, the protégé will share her thoughts and might discover how to weave them together for resolution. The mentor that listens often gives what the protégé needs.

3. The protégé’s clarity of her anchor motive

When the protégé reaches a lull in describing her experiences, it opens the opportunity for the mentor to ask about the protégé’s anchor motive. Should the protégé clarify her anchor motive, no hardship will stop her.

4. A partnership in selecting a series of attainable targets

When the protégé has a good sense of her anchor motive, the mentor’s participation in selecting the series of attainable targets will keep trial and error to a minimum.

Mixed into this process are Controversial Tactics and shortcuts that tempt the mentorship program, mentor, and protégé and lead them to behaviors that become hurdles to progress. It is through the integrity of the mentorship program and the mentor that the protégé discovers how to disregard temptation and sustain her integrity.

“I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”

Michael Jordan, as quoted in Nike Culture 1998

* Shortcomings exist in the mentorship program while mishaps occur when someone pursues momentum.

Cultivating The Remarkable

“The privilege of a lifetime is to become who you truly are.”

Attributed to Carl Jung.

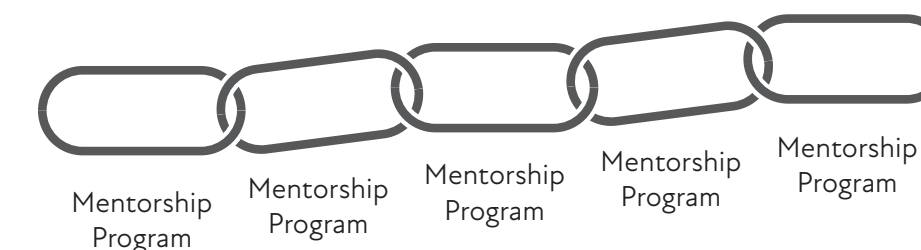
There is a moment when everything clicks. This is when the protégé’s momentum remains constant through a series of efforts even at a swift pace. Similarly, after a break, the momentum returns to full force in a heartbeat. This experience encourages the protégé to see past the near future toward a compelling destination that has had few, if any, companions. This becomes her textbook target, however hazy it might be. This is the moment when she enters the Cultivating The Remarkable phase.

Through an understanding of the journey from a protégé’s humble beginnings to her ultimate

destination, the mentorship program is able to create an integrated design that pulls out all of the stops in the protégé’s momentum. This design captures transitions from one mentorship program to another and from one position within the mentorship program to another. Even the top ranking mentor is a protégé from time to time and is part of this integration. With this design, mentors mentor each other effectively, often without conscious effort, which advances development and encourages member retention. This integrated design is essential as it encourages every member to cultivate the remarkable in themselves and in each other.

An environment based on an integrated design swiftly finds maturity.

Integration Among Mentorship Programs



When mentorship programs are built in integration with each other, they collaborate for the benefit of the protégé.

Core Knowledge

Alignment
Remarkability
Mentoring Orbits
The Rite Of Passage
The Ceremony

The Advanced Protege

The Assistant Mentor

The Spokesperson

Philosophy
Transferable Skills
Observance
Organized Skepticism
The Spokesperson Ceremony

The Thought Leader

The Launching Point
The Innovation Journey
Choreographing Improvisation And Innovation
The Thought-Leader Ceremony

The Interpersonal Leader

Enabling The Budding Thought Leader
Enabling Peers
The Collaborative-Intelligence Process
The Interpersonal Leader Ceremony

The Universal Fellow

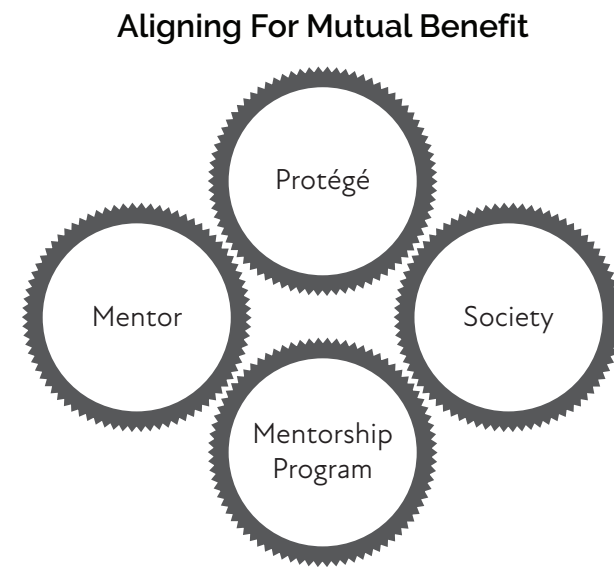
To Launch The Protégé

Core Knowledge

Now that the protégé has enabled her momentum, a higher level of core knowledge is needed to bring the protégé to a point that her momentum needs no further encouragement. This core knowledge provides a structure for cultivating the remarkable through to, and beyond, her launching point.

Alignment

Now that the protégé has momentum, her contributions enable the mentorship program to mature such that each moment operates with a precision that best serves the protégé, mentor, mentorship program and society.



When everyone and everything align, they help each other to succeed.

Remarkability

“Your own self-realization is the greatest service you can render the world.”

Ramana Maharshi
Abide As The Self
2006

To cultivate the remarkable in the protégé, it is useful to first know the remarkability orbits that exist.

Remarkability 1.0

This orbit represents the mentor’s point of view—when the mentor knows the protégé has what it takes to be remarkable while the protégé is undecided. Through the mentor assuring the protégé of her greatness, the next orbit will happen more quickly.*

Remarkability 2.0

This orbit occurs when the protégé believes she is remarkable. The transition to this orbit begins when the protégé becomes remarkable for a particular skill and materializes after she notices a number of her

skillsets create remarkable results. This orbit is characterized by high self-confidence.

Remarkability 3.0

This orbit occurs when the protégé optimizes her performance independently and efficiently. This orbit is common for those that are highly skilled.

Remarkability 4.0

This orbit occurs when the protégé (now a mentor) tirelessly partners with the mentorship program.

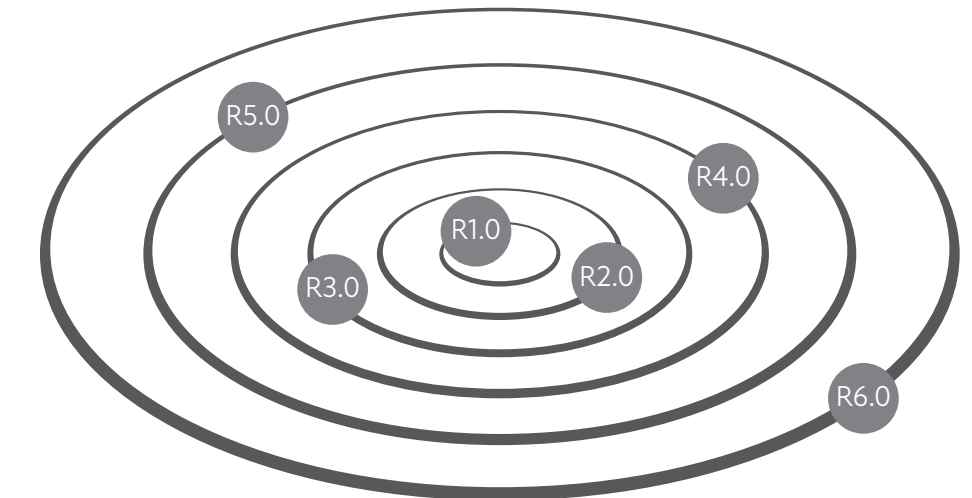
Remarkability 5.0

This orbit occurs when the mentor routinely listens to her protégés before providing them with meaningful support. This orbit also applies to innovators that indirectly benefit others.

Remarkability 6.0

This is the last orbit of remarkability. It occurs when the mentor maintains a generous fellowship with those from other passions.

Remarkability Orbits



Remarkability falls into six orbits.

“Life is either a daring adventure, or nothing.”

Helen Keller
The Open Door
1957

* This orbit is not a prerequisite for the other orbits. It, however, significantly determines the rate that protégés flourish when in the mentor’s presence.



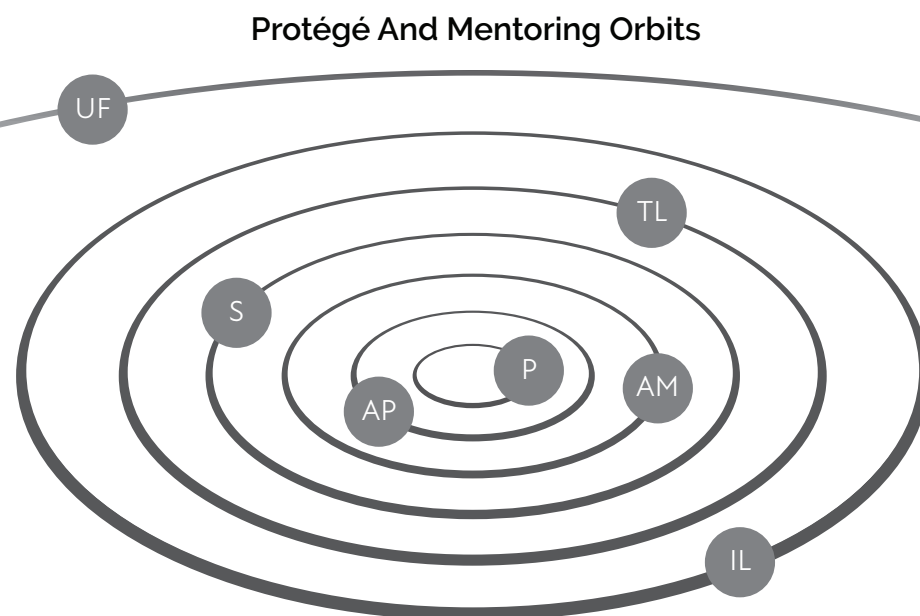
Mentoring Orbits

When you are more like your next self than your last self, you are remarkable.

At some point, the protégé becomes advanced enough to enter the ranks of the mentorship program. She continues to be a protégé though she has her own protégés as well. Even the most senior person in the mentorship

program admires someone, which means mentoring has no end, it just gains a new perspective.

Mentoring is a series of orbits with each being a significant milestone. By understanding the Mentoring Orbits well, protégés and mentors will progress efficiently and create momentum throughout the mentorship program. It will also progress the mentorship program to a mature state of operation.



The person develops through a series of orbits centered on the passion...
Protégé Orbits: Protégé (P) and Advanced Protégé (AP)
Mentoring Orbits: Assistant Mentor (AM), Spokesperson (S), Thought Leader (TL), Interpersonal Leader (IL) and Universal Fellow (UL).
 (The Universal Fellow Orbit is distinct as its center is society.)

The Rite Of Passage

“Parents can only give good advice or good direction. The final formation of a person’s character is in his own hands.”

Anne Frank
The Diary Of A Young Girl
 1944

Each shift from one orbit to another is a material change in a person’s life. Material changes are significant events like moving, death of a loved one, loss of a job and transitioning from one mentoring orbit to another. For the person to find herself at her next phase or orbit of her life, she takes the rite of passage.

Every rite of passage has three stages:

1. Separation

Separation is leaving the comfort of the current orbit for the wonderment of the transition. What gives the person the motivation to separate is

- the transparency of the next orbit
- the appeal of the next orbit
- the expectation for assurance during the transition

2. Transition

The transition is like becoming a novice once again (like a phoenix rising from the flames) and involves improvising to discover routines that establish the natural behaviors of the next orbit. Through the mentor’s assurance and support, the transition will be efficient.

3. The Welcoming

While the routines developed during the transition achieve the next orbit, the person values an official acknowledgement from others for her efforts, which is often best recognized through a ceremony.

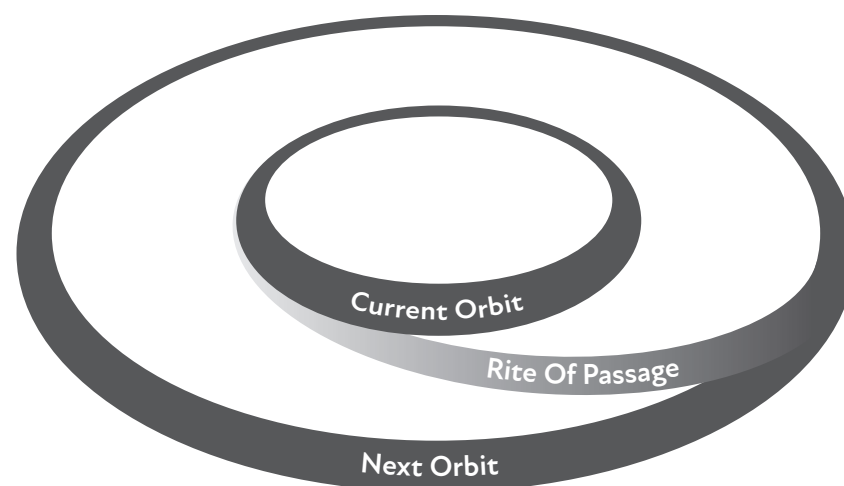
The rite of passage for each mentoring orbit is characterized by an important discovery or decision as shown in the following table.

“Enduring” is not the rite of passage. Maintaining momentum is.

The Rites Of Passage For The Mentoring Orbits

Orbital changes	Rite of passage
Protégé to Advanced Protégé	Discovering that discipline reveals her potential.
Advanced Protégé to Assistant Mentor	Choosing to enable others to have an experience of a lifetime.
Assistant Mentor to Spokesperson	Discovering the discipline is needed to enable others.
Spokesperson to Thought Leader	Choosing to pursue an innovation that makes a difference.
Thought Leader to Interpersonal Leader	Discovering that true enablement is collaborative intelligence.
Interpersonal Leader to Universal Fellow	Discovering the world of inevitability.

The Rite Of Passage



To achieve the next orbit, the rite of passage is to build the required foundation to make the next orbit effortlessly routine.

“In such a concentration situation, climbing and meditation is the same.”

Reinhold Messner
14 Peaks: Nothing Is Impossible
2021

The Ceremony

“There is a time and place for everything, you just have to wait for the right moment. Once it comes it will be the most beautiful and perfect thing possible.”

Attributed to
Gloria Tesch.

Recognizing the protégé’s achievement of a mentoring orbit is very important for her growth and for the maturity of the mentorship program. This achievement is one of the greatest rewards a protégé will experience as it validates her efforts and makes her feel she can take a step forward with her momentum.

Ceremonies come in a few varieties:

Ceremony 0.0

This is an absence of a ceremony. Ceremony 0.0 encourages the protégé to work too hard, create disruptions to get noticed, become discouraged and find

acknowledgement elsewhere, all of which undermines the protégé and mentorship program.

Ceremony 1.0

This is an established ceremony that began as Ceremony 2.0 though has regressed to Ceremony 1.0 through trying to recognize a volume of people. It ranges from receiving a physical reward to an excessively formal ceremony with minimal personalization. Possible outcomes of Ceremony 1.0 are altruism and entitlement.

Ceremony 2.0

This ceremony captures stories, humor, recognition and a heartfelt sentiment that says “I’ve seen your self-inflicted perseverance to achieve all that you have. Consider this moment as the official welcoming to your next orbit. We look forward to what you have in store for us.” Ceremony 2.0 encourages humility.

The Timing Of Ceremonies

Orbit	The ceremony is due when the protégé...
Protégé	Explores an aspect of life.
Advanced Protégé	Has momentum at an aspect of life.
Assistant Mentor	Is motivated to give others a rewarding experience.
Spokesperson	Expresses specific characteristics that create assurance for the mentorship program.
Thought Leader	Creates a technical innovation that achieves momentum.
Interpersonal Leader	Enables collaborative intelligence throughout the mentorship program.
Universal Fellow	Enables collaborative intelligence throughout society.

The quality of the ceremony design determines how comfortable the organization is with owning the protégé’s mishaps and owning the shortcomings of its design. The more personable and integrated the

ceremony, the more assurance the organization will have with suitably anticipating the unexpected.

(Finally!)

The Advanced Protégé

“The principle is compete against yourself. It’s about self-improvement, about being better than you were the day before.”

Attributed to Steve Young.

This is the orbit when the protégé is driven to be remarkable and the mentor expresses mostly the director role over the life coach role. This is when every hurdle, even failure, motivates the protégé to develop further and is minimally distracted by thoughts, media and more. Further, the protégé is now discovering her momentum. The protégé welcomes the partnership of others that clearly align with her momentum and quickly disregards what is out of alignment.

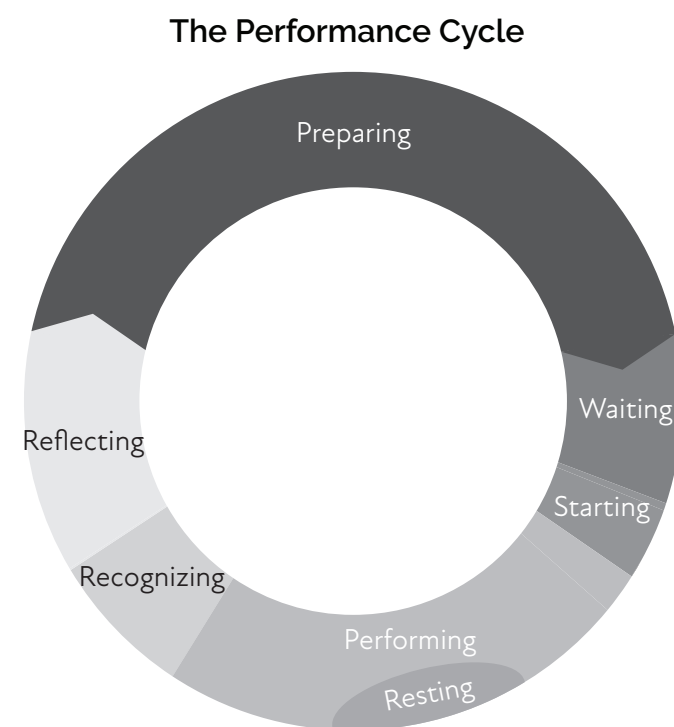
When the protégé arrives at this orbit, she continues to be partially distracted because she is rapidly learning higher coordination and because she is concluding

incompatible points of view in her subconscious. Therefore, when the protégé unlocks her momentum, a brief ceremony mixed with a little wisdom makes for a meaningful launch into this orbit.

The ceremony is a simple one-to-one talk between friends. It can be like the following (note how these few words capture the recognition, the fantasy tactic and the choice tactic):

“It is clear that you are driven to be your best. I want to share something with you that is good to know before you are ready for it. This is so that you can start doing it when the time is right. Do you have a moment to hear about it?”

This mentoring moment aims to build awareness of what characterizes an Advanced Protégé, which is captured in the Performance Cycle as follows.



There is no beginning or end to performance. Every act is a component of performance that contributes to optimization.

The Performance Cycle	
Stage	Optimized behaviors
Preparing	Enjoy the company of others. Assure others. Value others. Support the personal best of others. Maintain mental and physical fitness. Anticipate the time ahead for rest and development.
Waiting	Enjoy the experience. Assure others. Value others and their contribution. Visualize the coming effort and areas of concentration.
Starting (moments before performing)	Be driven by your personal best. Use personal best or other mantra when thoughts drift.
Performing	Be driven by your personal best. Use personal best or other mantra when thoughts drift. Manage mental and physical fitness.
Resting (breaks during performing)	A mixture of recognizing, waiting and starting. Observe developments.
Recognizing* (when finished performing or at the end of a period)	Recognize your performance. Recognize the performance of others. Recognize competitor performance. Recognize milestones.
Reflecting	Reflect on the performance. Recognize the collaboration in yourself and in others. Reflect on attainable targets. Recognize growth. Find opportunities to grow.

For some mentorship programs, like a theatre production, the Performance Cycle is inherent to the design. For other mentorship programs, the Performance Cycle is mostly imperceptible, like in the business world. Yet, opportunities will arise on occasion that help to convey the Performance Cycle so that the protégé learns and applies the concept to herself. For example, major projects can be designed around the Performance Cycle.

The logic in the Cycle is enough for the protégé to retain the understanding and apply it at her own pace. Through receiving this understanding from the mentorship program and mentor, the protégé is most likely to hold herself accountable for her higher performance.

Another pep talk worth mentioning concerns building transparency of what is usually unspoken:

“It is clear you are motivated to excel at what you do. View me as your resource. If you need something or have an idea for something greater in the future, let me know. I am here to help make the path ahead clear and rewarding.”

What is important for the protégé is to be free to define who she is, to know that she is becoming who she wants to become, and her mentor is a resource to her. Through flooding the protégé with assurance, her momentum will become a more sustainable condition.

“This is your path and you will pursue it with excellence.”

Alex Honnold
Free Solo

* Recognition is natural when assurance and attainable targets are an everyday experience.



The Assistant Mentor

2018

You are here because you make a difference. You are valued here.

Most everyone that has been an Assistant Mentor remembers the enablement that existed at day one. This was the start of a new momentum: to enable others to have an experience of a lifetime. It is the experience a new parent feels and it lasts for decades. Making this a permanent experience is the aspiration of all mentorship programs.

The opportunity in the Assistant Mentor assignment is significant:

- The Assistant Mentor's presence makes her feel appreciated by her mentor.
- The Assistant Mentor's presence improves the sense of camaraderie within the mentorship program.
- The Assistant Mentor connects well with the protégés, due to their closer ability levels.

- From observing the Assistant Mentor, the mentor will gain insights for connecting with the protégés.
- Protégés will have a better sense of their immediate future, which encourages their momentum.
- Due to her closeness to the protégés, the Assistant Mentor will learn things about herself and she will grow swiftly.

- Through supporting a mentor, the Assistant Mentor has a better sense of the world before her.
- The Assistant Mentor will heighten her sense of self-accountability.
- The Assistant Mentor will learn higher-order skills that help her align with the mentor and mentorship program.

The ceremony for assigning a protégé as an Assistant Mentor often has the following elements:

- Involving a senior mentor early as the mentorship program likely maintains a system for such assignments and for managing the ceremony.
- Considering a new mentor for working with the Assistant Mentor.

- The senior mentor, mentor and new mentor discuss how to best achieve the win-win through the Assistant Mentor.
- The new mentor supports the mentor for a session to give the future Assistant Mentor a level of comfort with herself.
- After the session, the mentor, future Assistant Mentor and the new mentor make formal introductions and discuss the opportunity.

Beyond the Assistant Mentor's participation described above, her advancing responsibility is captured in the Spokesperson section that follows.

Witnessing the budding pride of another is nostalgic of days gone by and inspiring for the days to come.

The Spokesperson

“Success is not how high you have climbed, but how you make a positive difference to the world.”

Roy T. Bennett
The Light In The Heart
2016

A Spokesperson is someone that interacts with the audience of the passion and expresses how the protégé is central to the mentorship program. In contrast, an advocate is someone that promotes the integrity of the mentorship program, before the integrity of the protégé. In other words, advocates inadvertently shift the focus away from the protégé and strain the integrity of the mentorship program.

Often, a person begins as an advocate of the protégé and mentorship program then, through experience, becomes a Spokesperson of the protégé on behalf of the mentorship program.

A person becomes a Spokesperson by marrying her interest to give the

protégé a rewarding experience with the interest to absorb more of what it takes to enable the protégé.

The mentorship program has a strong interest to develop this new interest for a few reasons:

- The deeper the mentorship program goes into enabling the protégé, the more successful it will be.
- The more quality mentors it has among its ranks, the greater the mentorship program’s momentum.
- This is the path to maturing social dynamics and maturing the mentorship program.

This Spokesperson system is best developed with the understandings presented in this section.

“I am not a teacher, but an awakener.”

Attributed to
Robert Frost.

Philosophy

“It pays to be obvious, especially if you have a reputation for subtlety.”

Isaac Asimov
Foundation
1951

When the Assistant Mentor enjoys mentoring protégés, she becomes ready to absorb wisdom from her mentor; the easiest to absorb being the philosophy of the mentorship program.

The philosophy expresses how the protégé remains central to the mentorship program. This is where elements like the Guiding Statement, Sustainable Matters, cultural matters, Tenets Of Care, three Permanent Attainable Targets and more reveal the transparency and obviousness of the mentorship program.

It is better to remember why than how.

Transferable Skills

Performance is a symptom of underlying conditions*. The mentor nudges the conditions to where they are most useful for the protégé.

In addition to being immersed in the philosophy and technical aspects of the mentorship program, the Assistant Mentor gets immersed into the transferable skills of a mentor. One transferable skill is planning, which is the start of transitioning to the Thought Leader Orbit. There are many more.

Technical skills are effectively developed through attainable targets in the presence of a technical expert and an assuring culture. On-the-job training makes for a great environment for developing transferable skills.

Without a strategy to develop transferable skills, on-the-job training can become a rude awakening, which might make the Assistant Mentor wonder if she is cut out for being a mentor. This, of course, is far from the truth. The onus is on the mentorship program to enable its mentors. Mentors that remain with the mentorship program and launch forward are measures of an effective mentorship program.

The strategy for developing transferable skills is to have prerequisite reading material of the mentoring method—like The Flourishing Method—for the mentor and Assistant Mentor. These are the sources that provide obvious transparency of what you should reason instead of what you should know. Thus, when the need for a transferable skill occurs on-the-job, like conflict resolution, a few beneficial possibilities become available:

- Both the mentor and Assistant Mentor would share the same understanding and be able to collaborate effectively like if they were partners for far longer.
- By witnessing the mentor apply or develop a transferable skill in a protégé, the experience becomes a case study of the prerequisite reading, which strengthens understanding for the Assistant Mentor. This encourages the *aha!* experience with greater frequency.
- The Assistant Mentor might improvisationally apply or develop a transferable skill in a protégé when the mentor is unavailable. Should the need for a transferable skill be unexecuted, the Assistant Mentor could thereafter reference the reading material to relive the experience in her mind and practice her response.

Real freedom comes from being self-accountable.

* The underlying conditions are the net result of all nudges the protégé has experienced. Even a fictional character that is a naysayer likely nudges the underlying conditions. The nudges from an admirable mentor will eventually remove misleading nudges and enable self-sufficiency in the protégé.

Observance

“To acquire knowledge, one must study; but to acquire wisdom, one must observe.”

Attributed to Marilyn vos Savant.

Observance—the act of observing to notice what is significant—is an essential skill for developing transferable skills. Observance represents the transition from being a spokesperson of the mentorship-program philosophy to being a Spokesperson for the protégé.

Observance is a skill that is easy to overlook. Traditionally, listening seems more thoughtful than observing. Observing, however, is often performed without request and with the intention to be of

value. Further, without observance, listening becomes *waiting to talk*.

Observance and patience are also closely related: You need to observe conditions to determine the level of patience to give. For example, when a displacement or confrontational disruption occurs between others, a mentor observes how conflict resolution unfolds. If it unfolds constructively, patience is the ideal response. If it unfolds poorly, the response is to act immediately to support constructive conflict resolution. Observance, therefore, is a skill that relies on patience.

This understanding is often well understood. Reflecting on the *waiting to talk* weakness of listening is useful for developing the observance skill.

Context For Observance

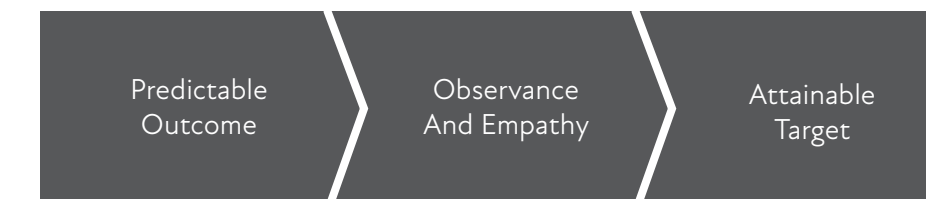
Listen	Watch	Observe
Receive what is expressed...	Witness a moment unfold...	Witness a moment unfold...
(the words, tone and body language)	(the whole moment)	(the components or building blocks)
...in order to respond.	...without participating thereafter.	...with a possibility of participating.

“Patience is not an absence of action; rather it is timing—it waits on the right time to act, for the right principles and in the right way.”

Attributed to Fulton J. Sheen.

It is to everyone’s benefit when the mentorship program develops the observance skill in its mentors and assistant mentors. The ability to observe conditions helps to overcome obstacles early and thus maintains a swift pace of development. Further, observance is more likely to avoid the temptation of the short-term benefits of trickery and other Controversial Tactics.

How The Mentor Achieves The Attainable Target



Empathy and observance represent the bridge to the attainable target.

Empathy

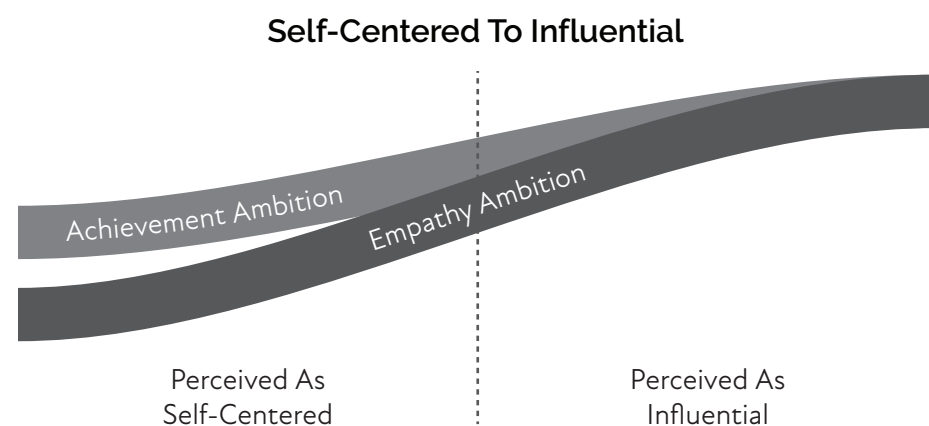
When two people are on an island of understanding, the next chapter of the relationship begins.

When the protégé is central to the mentorship program, empathy is easy.

As achievement is naturally constrained by time, attainable targets encourage empathy. Attainable targets encourage a mentor to develop transferable skills.

When empathy is equal to ambition, the mentorship program and mentor will be considered influential and the Assistant Mentor will make progress to the Spokesperson Orbit.

Empathize and support the protégé. She will become remarkable on her own.



The achievement ambition naturally makes a mentor and mentorship program appear self-centered. When the empathy ambition matches the achievement ambition, both become influential and achieve at higher rates.

“When I let go of what I am, I become what I might be.”

John Heider
The Tao of Leadership
1985

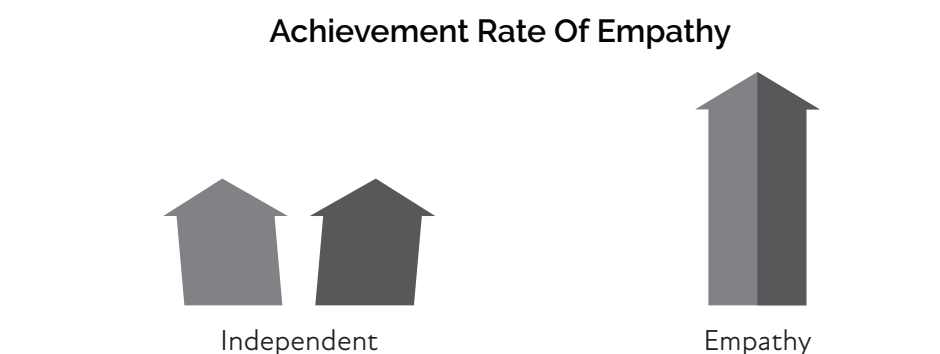
The extent of the mindset throughout the mentorship program also influences empathy:

- It is near effortless to be empathetic for someone that has the same mindset.
- It takes some effort to be empathetic for someone that has yet to set her mindset.

- It takes more effort to be empathetic for someone of a different mindset when you are both open to ideas from each other.

- It takes the most effort to be empathetic for someone that has a different mindset and is stubborn.

The Assistant Mentor that maintains empathy with the first two situations above and redirects those on the latter two situations to a higher mentor of the mentorship program is someone that has achieved the Spokesperson Orbit.



By remaining integrated with others, everyone develops at higher rates.



Organized Skepticism

“It’s a healthy idea, now and then, to hang a question mark on the things you have long taken for granted.”

Attributed to Bertrand Russell.

As observance and empathy becomes natural, the budding Spokesperson arrives at a fork in her path. Her choices are either to develop the skill of an organized skeptic, which keeps the protégé central to all that she does, or take the easier path of dogma, which often places something other than the protégé central to all that she does.

Organized skepticism is one of four Mertonian norms that distinguishes science from pseudoscience. It is through organized skepticism that objectivity is formed and the Assurance Partnership breathes life. To understand organized skepticism, a comparison to skepticism is helpful.

Skepticism is traditionally applied by using established belief systems to oppose newer, lesser-known belief systems.

Organized skepticism concerns organizing established and newer belief systems into a transparent structure that creates a mutually agreed upon perspective.

To develop the skill of organized skepticism, the budding Spokesperson fulfills the following:

- Continues to place the protégé central to all she does.
- Views every mentorship program, not as a prescription, but as a guide.
- Views the existence of different perspectives as a need to organize information to what can be mutually agreed upon.

To achieve the Spokesperson Orbit, the budding Spokesperson routinely becomes admired for adapting the

philosophy of the mentorship program to different points of view and keeps the protégé central to all that she does.

“Blind obedience to authority is the greatest enemy of truth.”

Albert Einstein
Letter To Jost Winteler
1901

The Path Before Every Person		
	Pseudoscience Environment	Science Environment
Organized Skeptic	3. She remains dedicated to objectivity while Controversial Tactics come her way.	4. She participates in collaborative intelligence.
Dogmatic Person	1. The person avoids Controversial Tactics by aligning with popular opinion.	2. The person is skeptical of the welcoming environment and the respect she receives for her opinion.

The Spokesperson Ceremony

When the Assistant Mentor begins transitioning to the Spokesperson Orbit, she begins by being an advocate of the protégé on behalf of the mentorship program. Through welcoming other points of view (such as from her protégé, the audience and her mentors), she gains objectivity and confidently expresses how the protégé is central to the mentorship program. When she is regularly admired for her devotion to the protégé on behalf of the mentorship program, she achieves the Spokesperson Orbit.

What clutters the transition to the Spokesperson Orbit is the appointment of advocates to the higher ranks at external organizations. Advocates have yet to gain the wisdom needed for

keeping the protégé central to the mentorship program. They tend to be alpha candidates, which strains social dynamics and contradicts the Spokesperson role.

Organizations that aim to mature the Flourishing Mindset are tasked with clearly defining its Spokesperson system and conveying the standards at valuable intersections. This will encourage its members to remain focused on placing the protégé central to the mentorship program and encourage society to expect the Spokesperson system from all organizations.

Important to the Spokesperson system is to develop those that have yet to officially advance through the Mentoring Orbits appropriate for their mentoring

role. This aspect of the system will be inferred through the coming sections of this chapter.

The ceremony for a Spokesperson is often associated with assigning the individual with a higher responsibility:

- This responsibility is a clear stage in the progression as a mentor. If the responsibility is humbling,* clarity is that much more important.
- The responsibility always involves problem solving. At a minimum, the Spokesperson is able to reflect on ways to innovate and improve the mentorship program.

Personalizing the ceremony to each individual is worth reflecting upon by the mentor as she is an important connection between the Spokesperson and the mentorship program. Such consideration encourages the mentorship program to arrive at a mature social dynamic.

“Blessed is he who has learned to admire but not envy, to follow but not imitate, to praise but not flatter, and to lead but not manipulate.”

Attributed to William Arthur Ward.

* Anything menial like something that feels like babysitting.

The Thought Leader

“We’re going where no one has gone before. There’s no model to follow, nothing to copy. That is what makes this so exciting.”

Attributed to Richard Branson.

As the Spokesperson gains experience, she begins to understand that mentoring is like a mechanical timepiece with a sophistication well beyond its face value (well beyond the director role). The Spokesperson begins to hear the whisper of possibility—of opportunities to make a difference. Soon, she seriously considers the opportunity, which starts her transition to the Thought Leader Orbit.

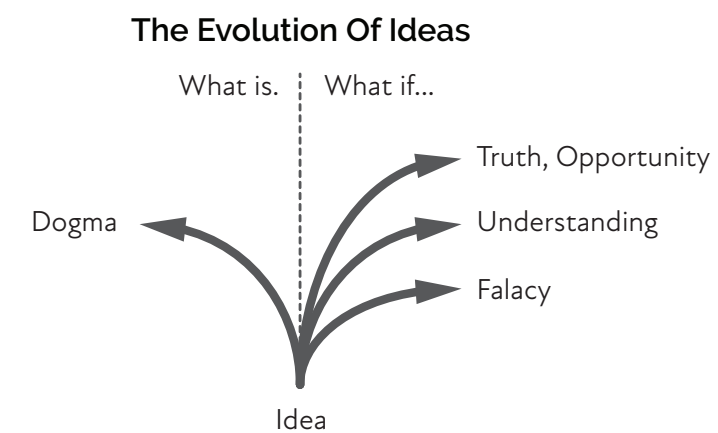
Innovations have a sophistication beyond the basic functions of the innovation itself. They need an integration across the scope of the organization and of society. For example, society is demanding a growing responsibility for environmental, social and governance matters.

To achieve a thorough integration, organizations maintain a sophisticated mentorship program that enables the partnership

between the budding Thought Leader and her senior mentor. This partnership is best conveyed through an orchestration captured in this Thought Leader section and the following Interpersonal Leader section.

“I like to reinvent myself. It’s part of my job.”

Attributed to Karl Lagerfeld.



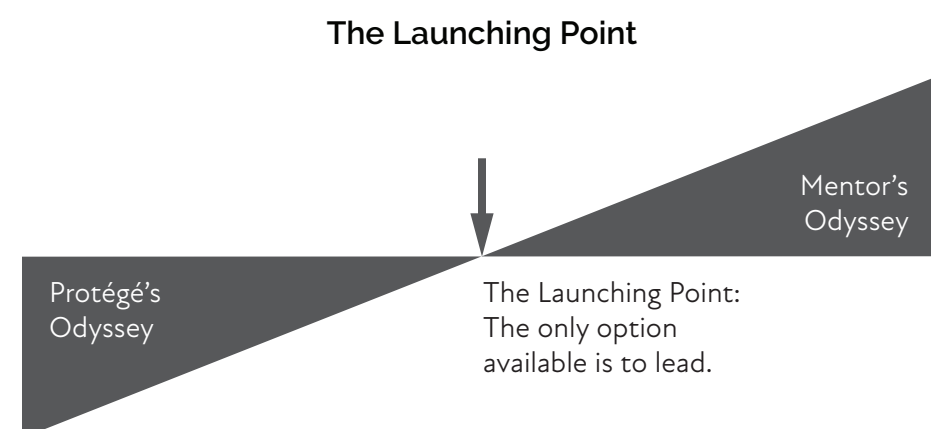
Through exploring ideas, a truth, an understanding or a fallacy can be found.

The Launching Point

“What you do makes a difference, and you have to decide what kind of difference you want to make.”

Attributed* to Jane Goodall.

Since her early beginnings, the protégé has been progressing along a path established by those that came before her. The path is now much less established and is wanting wear. More than ever, she is shaping her future and contributing to the future of the mentorship program. This is her launching point.



Supporting the protégé to and beyond the launching point brings success more efficiently. When the protégé embarks on the mentor's odyssey, she will rediscover what few had done before her and establishes more.

From the launching point, the new mentor leads herself and others to the future of the passion. Unlike her efforts as a Spokesperson that *expresses what she knows*, she now *develops new knowledge that contributes to the advancing mentorship program*. This is when she begins to innovate something like delivering customer service, documenting a standard, choreographing a production and engineering a structure that shares the new ideas without her presence. This is what leads her to become a Thought Leader.

Often innovations are technical in nature like a sequence (after step 1, go to step 2). Yet, innovations also come with context whether intended or not. When the Thought

Leader is unaware of the context she creates, the context has the potential to make the innovation appear that it was developed in isolation with possible unintended outcomes. In contrast, through deliberate attention to context, the innovation conveys high levels of integrity.

Context has two senses. The *first sense* is the objectivity of the innovation. For example, any innovation that builds off another must demand obvious transparency from its sources so that it circumvents willful blindness and reinforcing misconceptions. The *second sense* is the culture of the innovation, which is the reflection of the mentorship program's ethos, philosophy and mindset.

To understand the *culture* sense of context, compare the two versions of the following quote:

Original quote

“Let no act be done without purpose.”*

Paraphrased quote

Enable acts to be done with purpose.

The difference in culture between these two quotes is subtle:

The culture of the original is that *control* is effective for momentum. The challenge of this culture is that it is an altruistic way of achieving progress.

The culture of the paraphrased version is that *enablement* is effective for momentum. The challenge of this culture is enlightenment. Many, however, will do well when given the opportunity to prove themselves.

This subtle difference, repeated consistently throughout a culture, determines the stability in the culture's momentum and the admirability of the mentorship program.

Both contexts are what the audience perceives and they determine the admirability of the innovation.

Ultimately, the audience is attracted by where the innovation takes them. For example, art often aims to transport its audience to another world—a world that is less common though interesting or highly admired. Banksy often used satire to deliver a message about the culture throughout society, the Group of Seven used a mood of a raw earth, and Monet often led his audience to a state of tranquility. Non-fiction often has less range than fiction as the audience expects traction and direction in achieving progress.

“Real elation is when you feel you could touch a star without standing on tiptoe.”

Attributed to Doug Larson.

* This is a paraphrasing from *My Life With the Chimpanzees* (1996) by Jane Goodall.

* Marcus Aurelius, *Meditations* (~175 AD).

The Innovation Journey

**“There will be haters,
there will be doubters,
there will be non-believers,
and then there will be you
proving them wrong.”**

Jennifer Van Allen
Big Book Of Running For Beginners
2014

A Thought Leader is someone that creates a technical innovation that achieves a momentum that exists even while the Thought Leader is sleeping.

What distinguishes the Thought Leader from the Spokesperson is that the Spokesperson relies on the safety net of the established thoughts. The Thought Leader, however, establishes new thoughts (has original thought) with the possibility of a huge failure, awareness of which helps to steer the innovations success.

It took seven years of innovation to land on the moon.

Alex Honnold spent several years innovating how to climb a 900 metre cliff without a rope.

Success with a dream takes something more than making mishaps in abundance. It takes being persistent through the huge failures along the way in achieving an orbit. Often success is not the first orbit either but something like the twentieth grueling orbit. This is why higher education is well recognized for their fellowship. They are unable to comprehend each other’s passions, but they understand the need for perseverance, which is why they give assurance to each other. When mentors give assurance to what they don’t understand, incredible things will happen.

**“I have not failed.
I’ve just found 10,000 ways
that won’t work.”**

Attributed to
Thomas A. Edison.

To produce an innovation, it progresses along a path like the following:

1. An innovative concept is presented and approved.
2. An innovation goes through many structural conceptualizations.
3. The transition from pseudoscience to science is discussed in partnership between the Thought Leader and the Interpersonal Leader.*
4. When the budding Thought Leader is ready, feedforward** is requested.

5. As the innovation nears its final design, the design of the rollout plan begins and progresses through a similar innovation journey.

6. The budding Thought Leader coaches others through the successful adoption of the innovation.

**“Tragedy should be used
as a source of strength.”**

Tibetan proverb.

Choreographing Improvisation And Innovation

**“Know the rules well,
so you can break them effectively.”**

Attributed to
Dalai Lama XIV.

Everything up to and including this section represents the choreography of the protégé’s improvisation and innovation. Every effort enables the protégé to become efficient with her independence, which enables her remarkability. This is the raison d’être of the mentorship program.

**“If I have seen further
it is by standing
on the shoulders of giants.”**

Isaac Newton
*Letter To Hooke**
1676

CHOREOGRAPHING IMPROVISATION

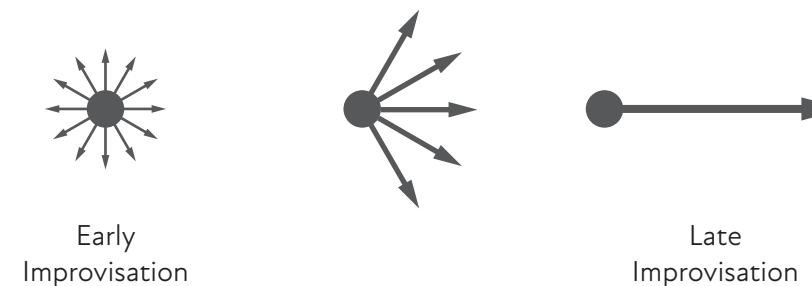
Improvisation:
The act of doing something without preparation.

Improvisation is inherently choreographed by the mentorship program. When there is no intention to the design of the mentorship program, the protégé is choreographed to be haphazard, which leads her to underperform expectations. When the mentorship program has a sophisticated philosophy, the protégé is choreographed to make mishaps in abundance, which encourages her to exceed expectations.

“Have you ever noticed how ‘What the hell’ is always the right decision?”

Terry Johnson
Insignificance
1982

The Maturing Of Improvisation



In the early phases, improvisation is in every direction including unintentionally counterproductive efforts. As she matures, the protégé focuses her improvisation to be more effective. When she achieves mastery, her improvisation turns into an innovation.

* This is discussed in greater detail in the coming Interpersonal Leader section.
** Feedforward is a focus on collaborative intelligence, as opposed to a critique.

* Newton modernized an attribution to Bernard of Chartres by John of Salisbury, *Metalogicon* (1159).



CHOREOGRAPHING INNOVATION

Innovation:

A planned series of improvisations.

As the protégé gains experience with her improvisation, she begins to weave improvisations together, which is the start of an innovation. An innovation, therefore, involves planning a series of improvisations—a series of attainable targets—with the intention to make them routine.

As the protégé is the linchpin to the success of her innovations, she alone must make involved decisions and persist through the obstacles of the innovation*. Through these obstacles, she will experience both decision and persistence fatigue which are summarized below.

Decision fatigue:

- Solving an unknown.
- Dealing with what is new (aka, directed attention fatigue).
- Prioritization including making time for family, friends and her health.

Persistence fatigue:

- Setting new routines for the innovation and for reinventing herself.
- Managing the volume of effort.
- Updating the established understanding in the environment.

Decision and persistence fatigue affects the quality and the continuity of the protégé’s momentum. Both are significant obstacles that only she must solve. Nevertheless, the mentor and the integrity of the mentorship program support the protégé to sustain her assurance and momentum through these challenges. Anything less has the potential to be an indirect form of oppressive motivation.

The Thought-Leader Ceremony

The official start of the Thought Leader Orbit is when the innovation self-sustains its momentum. This tends to be a moment with no clear date, which means the Interpersonal Leader needs to be thoughtful in recognizing the Thought Leader’s contribution.

The Thought Leader deserves a personable recognition like a dinner with her mentor. As the successful launch of the innovation relies on many individuals, a larger ceremony is also deserving. Both ceremonies are for establishing the feeling of closure and looking toward new horizons.

Note

Innovations vary in size and the Thought Leader often begins with small innovations. Each innovation offers a high that fades with time. The larger the innovation, the greater the sense of innovation withdrawal, which encourages her to become a serial innovator to satisfy her craving. Yet, innovating becomes desensitizing with time. The greater the flourishing culture is incorporated into the innovations, the easier it will be for the Thought Leader to transition to the Interpersonal Leader Orbit.

“It is only with the heart that one can see rightly; what is essential is invisible to the eye.”

Antoine de Saint-Exupéry
Le Petit Prince
1943

* The obstacles of innovation are captured by the Three Epiphanies that were discussed in the Flourishing Principles chapter. Often, multiple sets of epiphanies coexist, which compounds the experience.



The Interpersonal Leader

“You can’t live a perfect day until you do something for someone who will never be able to repay you.”

John Wooden
They Call Me Coach
1972

Launching an innovation is one of the greatest experiences in a person’s life. But there is something more rewarding and that is to experience collaborative intelligence routinely. It is a feeling much like sailing—the person enables sophistication in the existing resources, instinctually catches the wind in her sails (instead of consuming resources) and adapts to conditions to ride the wave of opportunity.

Unlike the Spokesperson that relies on knowledge and the Thought Leader that relies on her creation,

the Interpersonal Leader relies on her interpretation ability that she has developed through the odyssey that has brought her to this Orbit. Her quest now is to mature her interpretation ability, which can be summarized as *clarity and candor throughout the immediacy of improvisation*.

The interpretation skill of the Interpersonal Leader develops through building experiences that enable collaborative intelligence throughout the mentorship program:

Collaborative intelligence is momentum that lasts for some time. It is one thing to build momentum through altruism. It is another to build momentum through collaborative intelligence.

Collaborative intelligence develops through the following stages:

1. Spreading assurance

Assurance is collaboration for something unknown. Through developing mentors to assure others, collaborative intelligence is much more likely to come to fruition.

2. Enabling Assistant Mentors

In an underdeveloped mentorship program, assistant mentors are within a world of trial and error. Through giving the Assistant Mentor required reading (like discussed in the Spokesperson section above), knowledge is acquired swiftly, which builds conditions for collaborative intelligence.

3. Enabling the budding Thought Leader

When the protégé’s *textbook target* is known by the mentor, the door to the protégé’s momentum and their collaborative intelligence becomes wide open. It just happens to be near a smorgasbord of indulgences, like short-term benefits and shortcuts plus a few pamphlets on Controversial Tactics like shame. Figuratively, the door has been made of glass allowing the protégé and mentor to visualize the path ahead.

There are no shortcuts, only long detours and launching points.

Through partnering with the budding Thought Leader, the budding Interpersonal Leader takes full ownership for building experiences that enable collaborative intelligence between them both and with the audience of the innovation, such as her mentor, peers and other departments of the organization.

4. Enabling peers

Through launching the innovation in partnership with the Thought Leader, the budding Interpersonal Leader develops skills for enabling collaborative intelligence with her peers in the other departments. This experience, and the others that follow, develop her enablement skills and lead her to achieving the Interpersonal Leader Orbit.

The first two stages have been discussed prior to this section and they need no further attention. The other two stages are discussed below.

Maintain momentum, no matter how small it might be.



Enabling The Budding Thought Leader (And Her Peers)

“The foremost requirement for potent leadership is humility.”

Jocko Willink
The Dichotomy Of Leadership
2018

The largest quantity of skills for enabling collaborative intelligence is developed through the partnership with a budding Thought Leader. While the budding Thought Leader concentrates on the core of the innovation, the budding Interpersonal Leader concentrates on building an environment that welcomes the innovation and swiftly makes it commonplace. This partnership passes through three phases as outlined below, which captures the context for enabling the budding Thought Leader and for enabling collaborative intelligence:

1.

Encouraging the dream

The mentor allows pseudoscience* to exist temporarily as confirmation bias helps the budding Thought Leader build momentum. In this stage, the budding Interpersonal Leader privately reflects on the possible opposition to the innovation and introduces the issue if it is a clear deal-breaker. Often, this effort only produces insights for the next phase. If, however, a deal-breaker is found, it becomes a focal point to determine whether it is a true deal-breaker or just a sizable obstacle.

Building broader awareness

As the innovation takes shape, the budding Interpersonal Leader prepares for and presents the innovation concept to her senior mentor. This presentation will achieve the following:

- Present the benefits of the innovation.
- Encourage the innovation’s adoption to be a hotbed of collaborative intelligence.
- Enable partnership with the senior mentor who will take ownership of collaborative intelligence.
- Gain endorsement.

2.

Welcoming alternative points of view

Once the budding Thought Leader achieves momentum that is difficult to derail, this introduces the opportunity to welcome alternative points of view. This is what circumvents willful blindness, leads to establishing *obvious transparency* and evolves pseudoscience to science**. The Interpersonal Leader acts like a silent partner that ensures every gap in obvious transparency is addressed. As the saying goes, leave no stone unturned. When they can feed the innovation to the wolves of the world and the response is a thumbs up, the innovation has a future.

An interest to launch the innovation early encourages skipping the evolution from pseudoscience to science. This shortcut not only encourages dogma and oppression, it also prevents both the budding Thought Leader and budding Interpersonal Leader from achieving their respective orbits. Therefore, the budding Interpersonal Leader is essential for circumventing this shortcut. Through developing obvious transparency, the innovation reaches sophistication.

“...the great menace to progress is not ignorance but the illusion of knowledge.”

Daniel J. Boorstin
Cleopatra’s Nose
1995

Enabling adoption

While the budding Thought Leader concentrates on establishing obvious transparency, the budding Interpersonal Leader enables the innovation’s adoption with her senior mentor. Together, they present the innovation to leaders of the organization to achieve the following:

- Enable collaborative intelligence throughout the innovation’s launch.
- Creates awareness of the Collaborative-Intelligence Process.*
- The senior mentor expresses her ownership of shortcomings and that she looks forward to partnering with her peers.

- Encourage other mentors to proactively prepare their protégés for the coming innovation and begin contributing innovations.

Thereafter, the budding Interpersonal Leader partners with her peers to create engagement and to oversee the development of contributing innovations. This phase might identify the need for additional obvious transparency and might discover resources that help launch the innovation.

3.

Anticipating the unexpected

With the various integration parts identified and in development, contingency plans begin with each integration participant. Thus, should pausing the innovation arise, all participants are prepared. Through such contingency plans, the innovation’s critical mass becomes self-sustaining.

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

Attributed to
Margaret Mead.

* Pseudoscience looks for information that confirms or supports existing beliefs.

** Science looks for evidence that might prove itself false.

* Discussed soon.



Enabling Peers

“Judge your success by what you had to give in order to get it.”

H. Jackson Brown Jr
The Complete Life’s Little Instruction Book
1997

As alluded to in the previous section, the budding Interpersonal Leader also enables her peers to assist with the launch of the innovation. This might introduce her to a sophisticated skill, which is discussed in the first subsection below. The latter subsection represents an important opportunity for the Interpersonal Leader.

THE AMYGDALA HIJACK

The most challenging effort for completing the Interpersonal Leader Orbit concerns interrelating with peers that have a different mentoring mindset. When mentors have different Mindsets, their egos collide (they butt heads). It is at this moment that counterproductive amygdala hijacks happen that strain collaborative intelligence in the present and the future. To circumvent this possibility, the budding Interpersonal Leader deeply understands the amygdala hijack and develops her integrity.

Amygdala hijack is a term that refers to an instantaneous and overwhelming emotional outburst. An uncontrollable uproar of laughter is an example of a positive outburst. In contrast, a displacement disruption and a confrontational disruption are examples of a negative outburst. Controversial Tactics are examples of negative outbursts that have become routine. In summary, the amygdala hijack is why pressure—the immediacy of improvisation—encourages Mindsets to operate outside of their scope.

To effectively respond to counterproductive negative outbursts, the budding Interpersonal Leader has to be deliberate in developing a generous outlook. This outlook is formed when the following fundamental truths are so deeply rooted inside of her that they instantaneously trigger generosity when a negative outburst occurs:

1. It isn’t the person that chose to use a mindset outside of its scope. The mindset has been used outside of its scope by members of society for a long time and has become a habitual response for many people. The negative outburst isn’t the person. It represents the growing pains of society. How an individual responds to the negative outburst determines the rate that society is replacing negative outbursts with the Assurance Partnership.
2. It takes discipline to respond to the negative outburst with the Assurance Partnership instead of responding with a negative outburst of equal or greater measure—a confrontational disruption.

With experience, the amygdala hijack evolves from a feeling of an irrational burning to a rational wallop—you see the negative outburst for what it is—a subconsciously-learned socially-refined displacement disruption. A deep breath is often the ideal initial response as it encourages reflection instead of an automatic response. Thereafter, the deep breath becomes a marker in time that confirms that the budding Interpersonal Leader is nearing her orbit.

We are all good people. If we think otherwise, it is just ourselves that has more growing to do.

Differences are solved when people take the time to ask themselves, “What assurance can I give?”

ENABLING CULTURE

Run with the herd to steer its direction.

As alluded to in the previous section, it takes time for a mentorship program to mature its social dynamic. While mentors might be equal in functional rank, like both being managers, they might be in different mentoring orbits. Thus, a manager in an earlier orbit might express Controversial Tactics, gamesmanship, foul play, displacement disruptions and confrontational disruptions that interfere with collaborative intelligence.

Non-generous expressions cannot be addressed directly as this results in colliding egos and displacement disruptions. The only way a person matures her Flourishing Mindset is upon reflection. Thus, to encourage this reflection, the Interpersonal Leader sophisticatedly sprinkles cultural information throughout the mentorship program environment. In other words, the Interpersonal Leader either takes ownership of the mentorship program’s culture or partners with the culture to make it commonplace. Once down one of these paths, the momentum of collaborative intelligence will achieve new levels.

Self-awareness is the only way to change the world.



The Collaborative-Intelligence Process

A plan terminates when a surprise appears. Be remarkable at improvisation.

The protégé (budding Thought Leader), mentor, senior mentor and the contributing members of the organization (likely everyone) swiftly bring an innovation to fruition through the Collaborative-Intelligence Process.

The Collaborative-Intelligence Process is to organizations as *production value* is to performance arts. To performance arts, production values include lighting, sound, scenery, props, costumes, casting, writing, and directing (what are listed in the billing block for movie posters and programs). The Collaborative-Intelligence Process is the golden egg for launching initiatives at organizations.

The following are a few important parts of the Collaborative-Intelligence Process:

1. Before the budding Thought Leader begins to formally innovate, the mentor (the Interpersonal Leader) presents the innovation to her senior mentor. When the innovation gains approval, together they discuss the moving parts of the innovation's adoption:
 - Roles and contributions of everyone participating in the swift launch.
 - Companion innovations.
 - Contingency plans.
 - The senior mentor's ownership of the lessons learned that come from everyone's efforts.
 - The Collaborative-Intelligence-Recap presentation.
2. All participants contribute dynamically to the successful launch.
3. After the launch, the senior mentor discusses the lessons learned with other participants. Together they strategize what is needed for the benefit of future innovations and it is captured in the Recap presentation.
4. The Interpersonal Leader and senior mentor collaborate to finalize the Recap presentation that is then presented to their peers. This presentation places collaborative intelligence on display and it becomes a case study or model for future efforts.
5. At the conclusion of the presentation, the senior mentor recognizes all participants for their contributions.

The Collaborative-Intelligence Process promotes assurance for all involved. The more everyone experiences this Process, such as for other innovations, they all begin to feel collaborative intelligence pulling them forward, which encourages them to achieve their next mentoring orbit.

“You are really on the edge of possibilities. The edge of life and death.”

Reinhold Messner
14 Peaks: Nothing Is Impossible
2021

The Interpersonal Leader Ceremony

The awareness of the Interpersonal Leader Orbit is like gaining confidence in walking a slackline. As you take steps, you feel the wobble under your feet but you know exactly what you need to do—put one foot in front of the other. In time, that wobble becomes mastered and you begin to experiment with things like a jump, which you also master in time. This is how the Interpersonal Leader Orbit is realized—you make something marvelous happen and you repeat it so that it becomes second nature.

The Interpersonal Leader ceremony is interesting. As the budding Interpersonal Leader oversees the Collaborative-Intelligence Process in partnership with her mentor, she and her mentor will both value confirmation that they did well. This confirmation comes from experiencing the proactive execution of the Collaborative-Intelligence Process.

It is when the Collaborative-Intelligence Process has become second nature to the mentor that she achieves the Interpersonal Leader Orbit. The ceremony becomes unnecessary as collaborative intelligence is far more rewarding than any recognition could provide. Poetically, the Interpersonal Leader rides off into the sunset looking for her next adventure.

“Successful people are always looking for opportunities to help others.”

Attributed to
Brian Tracy.

The Universal Fellow

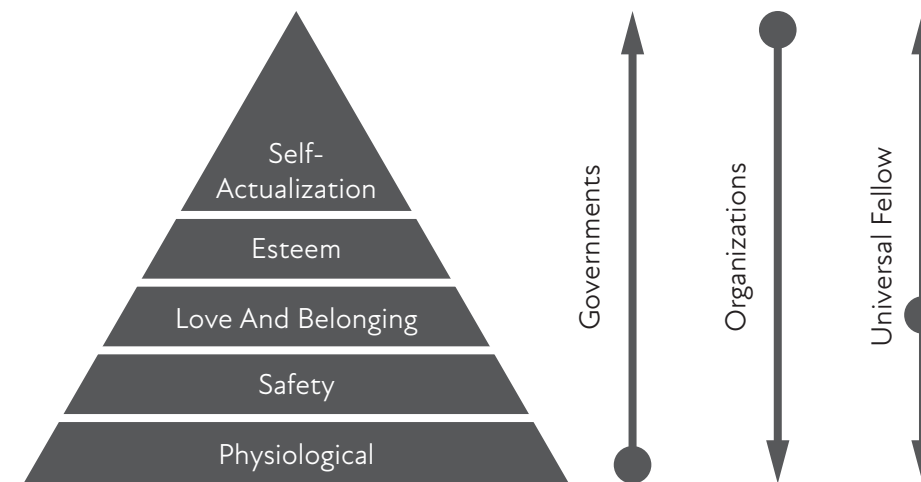
“...your longings are universal longings... you’re not lonely and isolated from anyone. You belong.”

F. Scott Fitzgerald
Beloved Infidel
1958

The Interpersonal Leader creates collaborative intelligence throughout the mentorship program, which fosters *clarity and candor throughout the immediacy of improvisation* for everyone. The mentorship program becomes a safe haven for its members. What comes next is to do the same for others beyond the mentorship program. This effort is just another slackline with new conditions like wind, elevation, a blindfold and tension. Like everything else, this effort needs obvious transparency, which this section provides.

The Universal Fellow opportunity branches out from the middle of Maslow’s Hierarchy of Needs, as shown in the following diagram.

Achievement Of Maslow's Hierarchy Of Needs



Governments build upward to raise enablement throughout society, organizations build downward to enable its members, and Universal Fellows build outward from the middle to build connections between the two ends.

For example, seasonal organizations can deliberately collaborate to share their employees between each other for the benefit of everyone. This sophisticated collaboration, habitually pursued in any other venue, is what defines the Universal Fellow Orbit.

There is an unlimited supply of opportunity to enable collaboration. Every moment has it and it takes the transferable skill of imagination. Every minuscule nudge becomes a step and then a movement that eventually becomes one of the wonders of the world like the Great Pyramid of Giza. If there is something that every person in the world can collaborate on, it is this.

“I’m not telling you it’s going to be easy— I’m telling you it’s going to be worth it.”

Attributed to
Art Williams.



Packaging You

“There’s a difference between knowing the path and walking the path.”

The Wachowskis
The Matrix
1999

As the protégé transitions from her early beginnings, she is incidentally developing her brand. This branding begins as a form of typecasting in which the mentor gives the protégé a role or the protégé assumes a role. This is partially why alpha types often become the group leader or team captain in underdeveloped social dynamics. At the time of the Interpersonal Leader Orbit, she begins to recognize what is above and below the surface of brands.

The word *brand* is the label we give to an organization, product or individual that is well known for something specific, especially by the mere thought of the brand. Gandhi, for example, aligned everything in his life to the independence of India, which came through in his advocacy and forethought for nonviolence, his attire as a poor peasant and more. For the mentor

to become a brand, she is to establish her identity in a similar fashion.

For an individual to become a brand, she follows the same path as for an organization and product. She needs to have a niche, a vision and packaging:

The niche

The niche is the space an individual occupies in a passion. This niche is the role she fulfills that others do not, which makes her indispensable.*

The vision

The strength of the brand depends on having a vision that others admire. For Gandhi, it was this: India will become independent through nonviolence. For the mentor of the Flourishing Mindset, it is this: The protégé that follows her interests is remarkable.

The packaging

The packaging is what completes the brand. Packaging is the topic of this chapter.

Packaging that is left to chance is nothing more than packaging. When it is a deliberate effort consisting of the following, the brand reveals itself:

Understanding and envisioning generously

A brand understands what the protégé wants like being someone that is valued. When an unknown exists, a brand worthy of partnering with envisions a generous path forward.

Presenting your brand

How the brand presents itself speaks volumes. It is the embodiment of intention. It involves reaching a level of sophistication such that the brand's reputation eventually begins to precede itself.

Protecting the integrity of others

The true test of a brand is its ability to protect the integrity of others.

When you know your brand, you know who you are.

Understanding And
Envisioning Generously

Listening To What Is Unspoken
Asking To Listen
Setting Your Forethought Disposition
Bridging To The Protégé’s Promise Land

Presenting Your Brand

Embracing What Makes You, You
Mastering The First And Ongoing Impressions
Advancing The Metanarrative
Speaking Unspoken Languages
Going Big

Protecting The
Integrity Of Others

Protecting Integrity As An Outsider
Protecting Integrity As A Participant

Discovering Your Brand

* Others might fulfill a similar role in other environments, like a carpenter. This is immaterial. When an environment has multiple carpenters, each often specializes in a branch of their discipline.



Understanding And Envisioning Generously

**Novices rush in
where the experienced
walk before they run.**

Inspired by Alexander Pope
An Essay On Criticism
1711

When with an early protégé,
the mentor will possess many
assumptions that are generous to
the protégé. But when the protégé
becomes advanced, assumptions
become less reliable and encourage

displacement disruptions. This is
when *observance* is essential to the
mentor's effectiveness. The mentor
now needs to master observance to
establish her brand.

Listening To What Is Unspoken

Everyone speaks volumes with
unspoken languages like facial
expressions, body language, tone of
voice and more. We are all naturally
very good at listening to what is
unspoken, particularly when the
protégé is central to what we do.

There are two natural obstacles to
enabling this skill. The first is that
we are born thinking we are central
to all that we do, which is a good
thing. The second natural obstacle
comes from incidental intelligence,
which is conveyed by the following:

- In the effort to become knowledgeable, a person's attention is consumed by the technical essence of the subject, which makes the dynamics in individuals and groups secondary.
- The mentorship program establishes itself through making technical skills central to its design.
- Making the protégé central to the mentorship program is assumed to be the responsibility of its mentors.

The mentorship program addresses shortcomings by redesigning itself in the transferable sense (transferable skills), which is to make the protégé central to the mentorship program design (a mentorship program 2.0). This feels counter-intuitive until the organizer discovers how it is generous.* Thereafter, listening to the unspoken becomes enabled through mentoring.

Listening to what is unspoken is critical as we all subconsciously express our *rules of engagement* in every moment. These rules of engagement are influenced by a wealth of conditions in how we feel, how others express themselves and many other conditions as the interactions continue. When a mentor misses something important, interactions deteriorate;

when a mentor listens well,
interactions flourish.

Most of this listening skill is developed at the subconscious level by witnessing others listen; the rest is developed through both a conscious and subconscious trial-and-error approach.

Listening to what is unspoken means the mentor is a protégé in these moments to navigate the rules of engagement. Often, listening is a minimal effort though there will be times when the need to listen is a substantial effort. For example, at times of conflict resolution, the Assurance Partnership depends on listening to what is unspoken to circumvent disruptions.

* The Flourishing Method is a case study for this point. The three phases—Liberating Assurance, Enabling Momentum and Cultivating The Remarkable—are the technical aspects of The Flourishing Method. The other chapters and how all chapters are composed as a whole represent the redesign for the transferable sense.



The mentor is to remain attentive to the need to listen. If the protégé is not listening or asking questions, then the mentor is to be the protégé until the questions come her way. For example, if a student in a classroom is not listening to a teacher, then the teacher takes the role of the protégé and listens.* When the teacher understands the student's preoccupation and responds generously, the student will listen and ask questions. This, of

course, depends greatly on the mentorship program enabling the mentor to listen in the time of need.

Anticipating what is unspoken is valuable for building and maintaining momentum in the relationship. For example, the first unspoken questions a door-to-door salesperson receives are, “*who are you?*” and, “*why are you here?*” Answering these expected and unspoken questions moves the relationship past the

suspicion of ulterior motives to meaningful discussions. Practicing what to say and how you say things in front of a mirror and with a voice recorder helps the mentor recognize her own unspoken language. In essence, the objective is to answer questions swiftly and return to forward progress.

What is unspoken is typically related to uncertainty. Often the mentor discovers the uncertainty after encountering it a number

of times, like the salesperson mentioned previously would. Once familiar with the protégé's uncertainty, the mentor is then able to prepare and rehearse *progressing the relationship forward* efficiently.

“You can't build a reputation on what you are going to do.”

Attributed to
Henry Ford.

Asking To Listen

Not all of what is unspoken and spoken have a straightforward response. When the protégé continues to express her uncertainty, this is when the mentor asks thoughtful questions to listen well.

The skill of a mentor is in the asking. The mentor likely knows the attainable targets to the protégé's textbook target; therefore, it is her responsibility to discover where the protégé is within her series of attainable targets. Once the mentor has a good understanding, asking questions like, “*have you tried*

A or B?”^{*} will guide the protégé to swiftly discover her next attainable target. When the protégé clears the obstacle, she will be enabled and might invite the mentor to be her partner (often with unspoken languages).

The care given during uncertainty helps the protégé to recognize that assurance exists, which encourages the use of the spoken language to communicate with the mentor. Assurance is the most efficient path of development the protégé can have.

A few tips:

- Wait to be asked directly.
- If the protégé asks, “*why are you asking me these questions?*”, then continue to develop the skill of listening.
- Avoid deliberately asking open-ended questions. Open-ended questions will come when your only aim is to best serve the protégé.

The mentor offers a fresh perspective, nothing more. Maybe the protégé is deep within a dilemma. Possibly, the answer is to simply put energy toward preventing the dilemma from materializing.

The mysteries of the universe in this moment are understood by asking the right questions.

* Does the student need a break, does the student want to be here, is the student central to the content, should the teacher try a different form of delivery, is there something else at play?

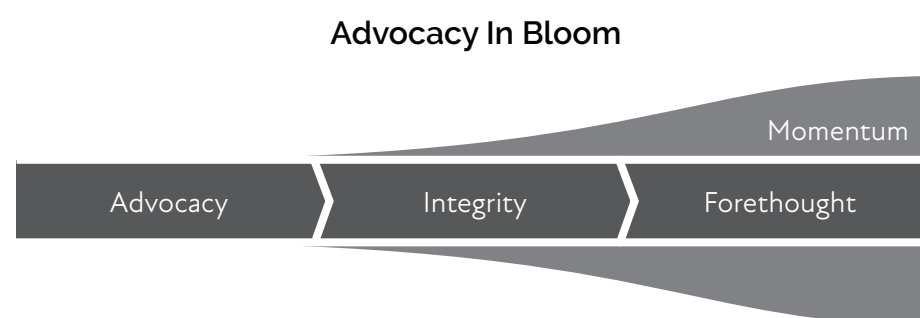
* Instead of *telling* her to try A or B.



Setting Your Forethought Disposition

Before the mentor concentrates on developing her brand, she is mostly a protégé concentrating on being remarkable. Through her success, she develops the remarkable disposition (first discussed in the Liberating Assurance chapter) because she is excited to achieve and give others a rewarding experience. When *her* protégé becomes an advanced protégé and beyond, the remarkable disposition becomes unsustainable for the mentor. The mentor needs a mentoring disposition to be of value to her protégé. The best disposition is the Forethought Disposition and the mentor needs awareness to bring it to fruition.

The path to the Forethought Disposition is through the advocacy of the Spokesperson. Through immersing herself in the technical, philosophical and transferable aspects of being a mentor, she develops her integrity and builds admiration.



When advocacy consistently aligns with empathy, it leads to integrity and the beginning of a momentum. Through integrity, forethought builds and the momentum becomes sustained.

Mentoring Dispositions	
Disposition	Description
Authoritarian	When the mentor fears others are becoming an equal, she becomes an authoritarian.
Smug	When the mentor has experience with being immune to clarify things, she becomes smug.
Tranquil	When the mentor has experience clarifying things to those with a similar understanding and mindset, she becomes tranquil.
Advocacy	When the mentor believes in the vision of her mentorship program, she becomes an advocate.
Forethought	When the mentor understands the metanarrative and achieves agreement, she becomes admired.

The following table makes an insightful comparison of mentoring dispositions.

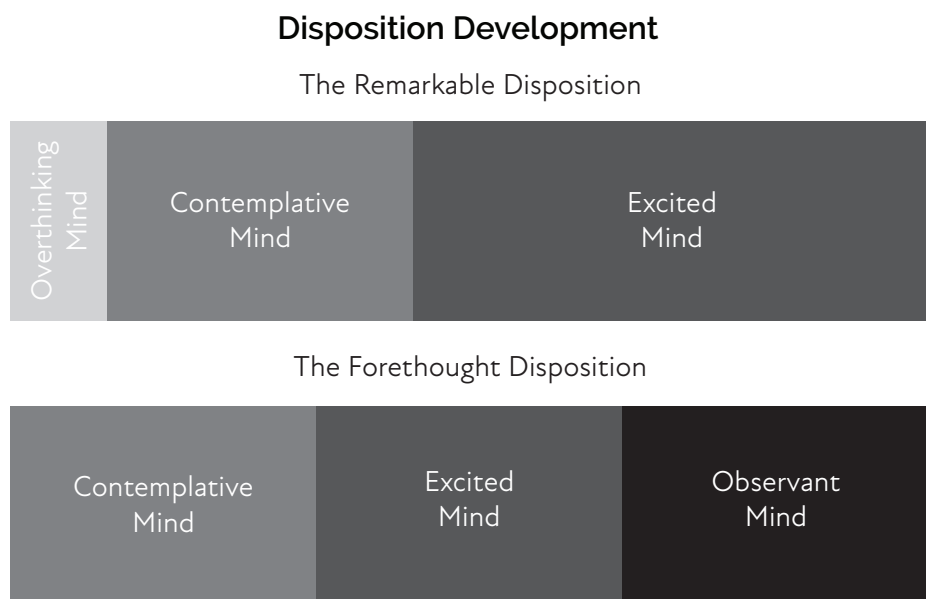
A Comparison Of Mentoring Dispositions

Authoritarian	Smug	Tranquil	Advocacy	Forethought
The authoritarian person has a conviction for her ego.	The smug person has a conviction for a clique's interest.	The tranquil person has a conviction for long-established interests.	The advocate has a conviction for a new interest.	The person with forethought has a conviction for the interests of others.
The authoritarian person sees herself in the passion.	The smug person sees the clique in the passion.	The tranquil person sees long-established ideals.	The advocate sees opportunity for improvement.	The person with forethought sees people and their curiosity.
The authoritarian person is the hero, period.	The smug person is the hero of the clique's ideas.	The tranquil person makes peers an altruistic partner of heroism.	The advocate is the hero of ideas.	The person with forethought enables others to be the hero.
The authoritarian person receives exaggerated admiration from herself.	The smug person receives exaggerated admiration from the clique.	The tranquil person receives admiration from those that share her interests.	The advocate receives admiration for persistence.	The person with forethought quietly rides off into the sunset when things are set in the right place.

The advocacy disposition begins to form during the transition to the Spokesperson Orbit, particularly through developing the observance skill. Through pursuing a science-based innovation, the observance skill develops further. As the mentor transitions to the Interpersonal Leader Orbit, the skill of enabling collaborative intelligence finalizes the observance skill and results in the mentor acquiring the Forethought Disposition.

“I have no special talents. I am only passionately curious.”

Albert Einstein
A Letter To Carl Seelig
1952



The protégé becomes remarkable through developing a remarkable disposition. The protégé becomes a skilled mentor through developing a Forethought Disposition.

Bridging To The Protégé's Promised Land

When you find yourself in your promised land, you find your true self.

We all have dreams for what we want from life. It is through pursuing our interests that we discover where we belong, which is our niche, our unique promised land.

The term *promised land* is used to represent the unique environment that provides each of us individually with great fulfillment. The promised land is not the passion or the mentorship program. It will be the protégé's unique position within a passion and possibly a different passion than the one she is within today. She will often only understand her unique promised land once she finds herself within it.

There is thoughtful effort in nudging the protégé's current momentum to her promised land. Progressing the protégé from her current feeling

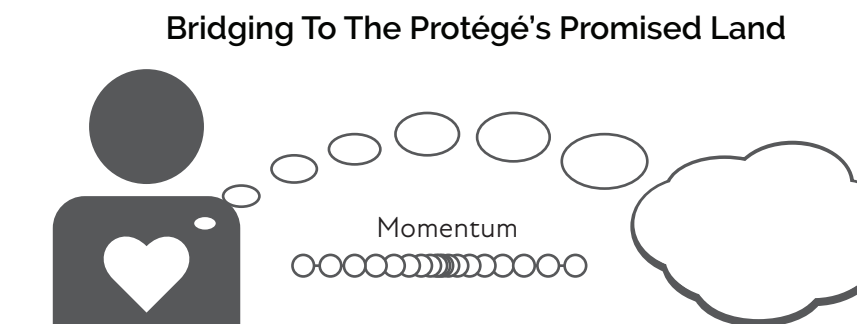
to another and another takes skill. This skill is developed through partnering with the protégé as she evolves her interests.

This skill is empathy, or more specifically, *discovering what enables the protégé*. It is a shift from *marketing* extrinsic motivation to *enabling* intrinsic motivation.

With every new generation, the connection with intrinsic motivation grows while extrinsic motivation becomes less effective. Having empathy for the protégé is what leads her to her promise land.

“I may not have gone where I intended to go, but I think I have ended up where I needed to be.”

Douglas Adams
The Long Dark Tea-Time Of The Soul
1988



The protégé's promised land is a feeling that something blissful exists at the other end of her momentum. The bridge to this promised land is momentum itself.



Presenting Your Brand

The word *brand* is a synonym for reputation. Based on what has been heard and experienced before, an expectation (a reputation) is formed in the minds of others.

Thus, a brand consists of the following:

The reputation itself

The goal is often to have an admirable reputation so that word-of-mouth amplifies the brand.

The cue that you are in the presence of the brand

A signal is needed to trigger the recollection of the reputation. Thus, consistency of the cue is important for strengthening awareness of the reputation.

In terms of the Flourishing Mindset, the intent of personal branding is to have others attracted by the person's ethos. The sooner the ethos is recognized, confirmed as a permanent quality and admired, the sooner others look for the cues so that they can align swiftly. As most of this book is focused on the ethos, this section exists to concentrate on the cue.

This cue consists of the following:

Breadcrumbs

A business, for example, advertises, sends emails, tweets, and more. This is a highly strategic discipline as you need to know your audience well.

Precision

Precision is often misinterpreted as polish. The packaging of your brand needs to be precise, which might be polished. Albert Einstein and Steve Jobs are great examples of precision without the traditional polish.

Quirks

Quirks express your brand and often express that it is underdeveloped. Attention to your quirks helps to abandon those that are counterproductive and to mature others into your brand.

Context

Everything about you expresses context (the person's ethos). Breadcrumbs, precision and quirks express context.

With the summary of the cue top of mind, the following provides insights for presenting your brand as a whole.

Embracing What Makes You, You

Welcome rejection and uncertainty as they tell you that you are onto something.

What makes you unique, peculiar, even abnormal is a distinction of your brand. Most every famous person throughout history was considered a dreamer or saw things differently before they left their mark. By embracing what makes you, you, you discover what makes you remarkable and what defines your brand.

“What people think of you is none of your business.”

Attributed to Martha Graham.

Mastering The First And Ongoing Impressions

A brand is a delicate thing, particularly for people as they improvise most of their life. This is why first impressions and ongoing impressions are essential to a person's brand.

Brands get formed in the minds of others. This can be irritating when what others view as the person's brand is different from what the person wants for her brand. This departure happens because branding is a higher order skill. Think of it like this:

When a person achieves the Advanced Protégé Orbit, she achieves a sustained momentum that feels incredibly rewarding. It could almost feel like immunity and appear like cockiness. When this feeling lasts for some time, it has the potential to evolve into arrogance, entitlement and stubbornness. These behaviors attract criticisms that are nothing like the advanced protégé's view of herself. Thus, she might retaliate with Controversial Tactics, Displacement Disruptions and Confrontational Disruptions. If she holds a position of power, oppression is another possibility.* (We sleep in the bed we unwittingly make.)

The achievement of an orbit simply means the person has mastered the previous orbit and has become a protégé for three new branches of the mentorship program:

1. She has the opportunity to become a mentor to protégés at the previous orbit.
2. She is beginning to master the new orbit.
3. She will soon begin transitioning to the next orbit.

Managing a personal brand is simple though it first passes through an epiphany. She must become the living embodiment of the Tenets Of Care and the Three Permanent Attainable Targets. Through this self-accountability, she becomes modest, earns admiration and controls her brand.

Let your craft speak for you. Actions are more revealing than words.

* These are symptoms of an underdeveloped society. Through organizers choosing to develop integrity throughout their mentorship program, these behaviors will disappear quickly and result in collaborative intelligence.

Advancing The Metanarrative

The Anchor Motive Continuum

Who you are doing this for (the anchor motive)	Examples of what you might want for them (the prize)
Your self	Become self-sufficient. Discover your momentum. Further your growth. Take pleasure in what you do.
Your family	Parents are assured you are happy. Your kids have the freedom to do what they want. Family members are looked after in their later years.
Your community (others important to you)	To flourish.
Society	To contribute to progress.

Reality is rarely what it seems. It is what objectivity tells you it is.

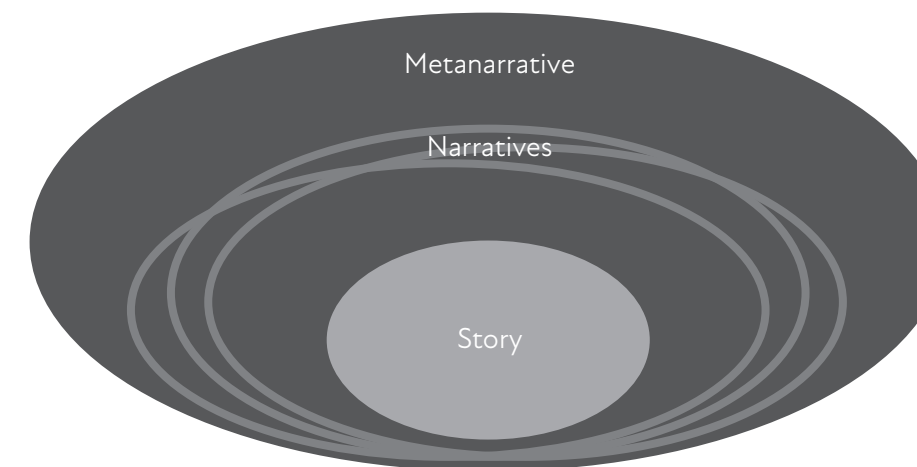
When a person makes the transition from a protégé to a mentor, she most likely transitions her anchor motive further along the anchor motive continuum. Thus, once a mentor, the person has an important additional transferable skill to develop and it is to contribute to progress throughout society using the medium of the mentorship program—the essence of being a mentor.

A person is able to effectively contribute to progress throughout society by first becoming attuned

to the metanarrative. Once the metanarrative is known, the person is then able to contribute to advancing it further. These two transferable skills are significant and together represent the hurdle to progress throughout society.

The metanarrative is the indisputable story. For example, a mentor might say she cares about someone (often true, though only a narrative). Yet, if the mentorship program is unable to enable the mentor to deliver care, then the metanarrative reveals itself—that the mentorship program has yet to enable care through the mentor.

Story To Metanarrative



The metanarrative considerately and objectively describes what is happening across society. The narrative expresses a criticism. The story is what happens.

The metanarrative considerately and objectively describes why things are the way they are—it is the Assurance Partnership. When consideration and objectivity are absent, it becomes the narrative of a story. Therefore, the metanarrative captures how the Assurance Partnership is progressing forward.

Story Versus Narrative Versus Metanarrative

Story	Narrative	Metanarrative
The pure events of what happens.	A criticism of what has happened or a justification in response to a criticism.	A considerate and objective summary of what has happened and what is needed to achieve forward progress.

The metanarrative views the mature social dynamic as the ideal and how the top person is taking stock of priorities and is working with others to advance the metanarrative. Similarly, each character also takes stock in their priorities and contributes to the metanarrative.

Once the person becomes attuned to the metanarrative, the effort then becomes a momentum that progresses the metanarrative forward. More specifically, it captures a series of attainable targets that lead to the end goal, which is the Assurance Partnership among all interested parties.

Open the mind to what is yet known, even if it was dismissed before.



Speaking Unspoken Languages

A person's brand is simply a reflection of her mindset. This is easy to overlook as a knowledge expert feels complete in technical terms. But many desire to leave an impression beyond being someone that follows a prescription. They desire to respond proactively to the moment.

Most brand qualities come out through unspoken languages. For example, whether a person aligns to the community's mindset or not, it will show through her tone of voice, attitude and more.

To shape the unspoken language of your brand, consider the following:

Present integrity.

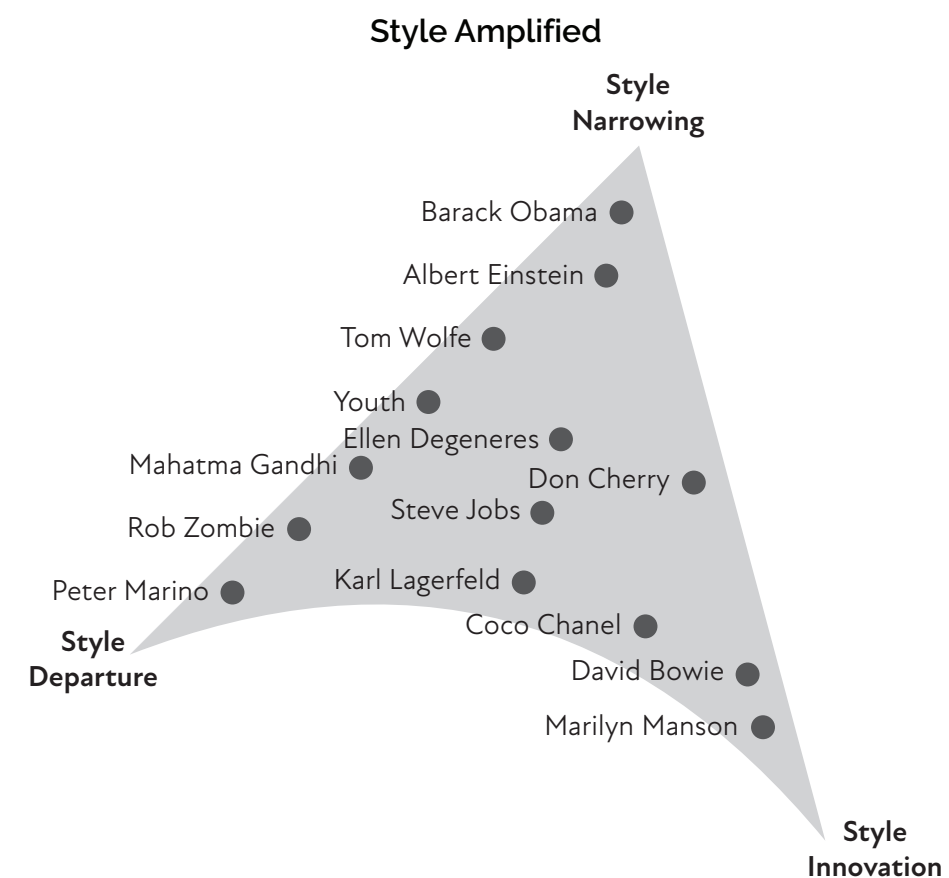
- People remember what aligns with, and what departs from, who they are. They remember the impression and experience. This is your brand.
- Your brand is what others think you are as opposed to what you think you are. When the protégé is central to what you do, what you think your brand is will be aligned with what others think your brand is.
- Freely share your mindset in documented form. Having a poster of the Tenets Of Care, for example, keeps the mindset top of mind and encourages any deviations to return to the documented mindset. This makes you accountable for your mindset, which brings your integrity and brand to their final form.

Be mindful of media exposure.

- When you engage in media, you have to manage the integrity of your brand, the brand you represent and the brand of the media. This is easiest when all share the same mindset.
- Delay participation in interviews until you are certain the interviewer has experience capturing the metanarrative. Such an interviewer will best serve society and your brand.
- Delay speaking engagements and other media exposures until you are certain the metanarrative will advance.
- You and the people in your life are not a plaything for others.

Understand your physical presentation.

- Your physical presentation expresses who you are.
- Passions have an inherent style. For example, business people wear business attire, athletes wear sportswear, mechanics wear coveralls, and so on. This is the style of the passion and has room for flair, even disruption.
- Before any rule can be broken, it needs to be known intimately out of respect for the environment of the rule. View the following illustration for additional context.



Note how style innovation and style departure cannot mix without style narrowing. Lagerfeld sits at 1/3 of each, which is how to have an equal weighting of style innovation and style departure.

- You either have or want to have a passion that you never want to retire from. This means your success in the passion relies, to some degree, on the brand you present away from the passion. Reflect on your lifestyle and off-duty style to have them complement you personally and your position in the passion. This enters the realm of performance art, which requires deliberation as it might produce unintended byproducts.*
- Focus on presenting the style without drawing attention to physical attributes (aka, sex appeal). When physical attributes draw attention, the brand drifts away from collaboration into the realm of hype.**

“A respectable appearance is sufficient to make people more interested in your soul.”

Attributed to Karl Lagerfeld.

Present corporate marks that are a part of your community's culture.

- Athletic communities often have agreements with a sporting company; therefore, wear corporate marks that are part of the community's brand impression.
- Circumvent corporate marks that are not part of the cultural plan as they make the viewer think of something other than your community's brand. This includes all brand identifiers such as logos, distinguishing designs, distinguishing shapes, and more. (When corporate marks are unavoidable, like a car for a delivery person, refer to the style message above.)

* Professional Wrestling had growing pains until it expanded its ecosystem to control its façade.

** Physical attributes are the blending type of flair. As physical attributes are often unsustainable, they express hype instead of the passion.



Going Big

The only way to fulfill your dreams is by demanding integrity from yourself and aligning with those that demand the same from themselves.

For a brand to be the topic of conversation and achieve a permanence in the minds of others, the building blocks of the brand need to mature to a sustainable level before it goes big. This is achieved through a wealth of improvisation and possibly guided forward by a mentor for efficiency. Once the elements are in place, a confidence will come that will launch the brand with intensity.

The simplified steps for going big are as follows:

1. Be around assuring people.* Assuring people are organized skeptics focused on opportunity, which typically ends in positive outcomes. When around assuring people, improvisation and innovation become straightforward.
2. Experience, introspection and improvisation help a person define the rollout for going big.
3. There will come a time that everything converges. This is the call to go big as the remaining loose ends can be addressed later.

There are three stages for going big and the knowledge of them is insightful for achieving permanence:

1. The show

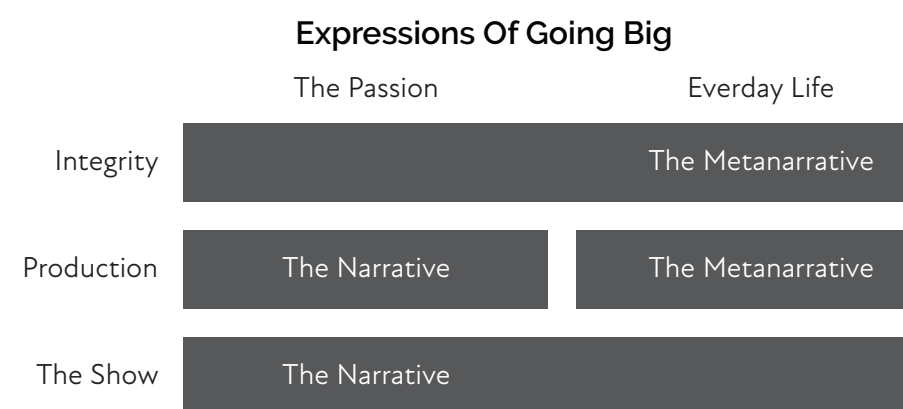
The show is a spirited presentation of the passion. The show is like the early days of professional wrestling when the industry attempted to keep the theatrics a secret from society. This is the realm of the Spokesperson and is admirable as it is the gateway to the Thought Leader Orbit. The show becomes concerning when the Spokesperson has a role that is better served by Thought Leaders or Interpersonal Leaders.

2. Production

Production is the show with higher levels of sophistication. As the spectacle of the production can stand on its own, both the production and everyday life are authentic. This allows everyday life to remain true to the metanarrative while the production expresses a narrative.

3. Integrity

The last stage of going big concerns expressing the metanarrative in everyday activities and the passion. Every moment is an opportunity to express integrity that benefits others and future generations. Politicians, for example, graduate to the integrity stage when they deliver meaningful context that supersedes ethical dilemmas. What confirms the integrity stage is the forward progress as viewed in the eyes of the broader audience.



The show aims to make the narrative natural to life. Production aims to separate the passion from everyday life. Integrity aims to have the metanarrative the context of the passion.

We admire those that possess qualities we aim to develop in ourselves.

The integrity of the ethos is what determines the integrity of going big. As branding is different from mentoring, branding needs a unique ethos that aligns with the Flourishing Mindset. This ethos is *be bold with assurance*. It leads a person to demand greatness from herself in everything she does and encourages a person to evolve the show through production to integrity.

Perfection is not necessary. Consistency is valuable in the early stages, yet integrity allows a brand to achieve permanence.

* Note that assuring people are different from positive people. Assuring people mentor others through improvisation and innovation. Positive people use extrinsic motivation.



Protecting The Integrity Of Others

Your brand develops when you sustain the integrity of others.

The true test of a brand is its ability to protect the integrity of others. A simple misunderstanding can turn into a displacement disruption, an indirect disruption and eventually a confrontational disruption. Clearing misunderstandings is what protects the integrity of all involved. Your effort is to protect integrity as either an outsider or a participant.

Protecting Integrity As An Outsider

When the brand notices an absence of assurance, the brand is unable to let misunderstandings continue and result in having intimidation and manipulation grow stronger. Brands intervene with assurance to protect the integrity of everyone involved.

Protecting Integrity As A Participant

A brand typically has great objectivity, but when it is taunted, it can find itself participating in a confrontational disruption. Taunts are a significant test for a brand as they provoke a person to take the defensive, which only sustains the confrontational disruption.

There are two strategies for working through taunts:

Prevention

Through spreading awareness of assurance, the brand encourages others to use assurance before disruptions lead to confrontational disruptions. This is achieved through promoting the chosen mindset to as many people as possible.

Response

As interactions are typically automatic responses or exchanges in a conversation, the way to respond to a taunt relies on how natural your generous perspective has become. In addition, when a taunt arrives, putting a warm smile on your face helps the generous perspective to form.

As always, the goal is to achieve the Assurance Partnership. As the taunt puts the onus on you, this might be the greatest test of your integrity. Embrace this responsibility as it develops higher-order skills like forethought, listening and integrity.

***No one is infallible.
We are here
to take the high road—
to forgive and forget.***



Completing You

Your brand is complete when you are complete.

Before the Becoming A Brand part of this book, the focus was to support you in being an admirable mentor. Now that we are nearing the end of the book, the focus is on completing you as a brand.

In the rush to learn all that you can about a passion and be an admirable mentor, it is easy to overlook mentoring yourself in your personal life. This is common as it feels honorable to accept this shortcoming as a fair trade for delivering your best in the passion. Further, you intuitively know that this is generous, which it is to a great degree. Nevertheless, your success depends on a complete and admirable you.

All work and no play makes Jack a dull boy.

Proverb

It is important to note that material possessions are borrowed admiration. While the material possession you choose to align with is an expression of you, sophistication takes a different path: sophistication is something that matures as opposed to what is acquired. It is the integrity of your mindset that produces sophistication and leads to material possessions being unimportant to who you are.

It is also important to note that claims (like “I have integrity”) are ineffective at improving a person’s reputation—they simply encourage an indirect disruption, which is an illusion of persuasion. The best way to improve one’s own reputation is to rely on generous decisions today.

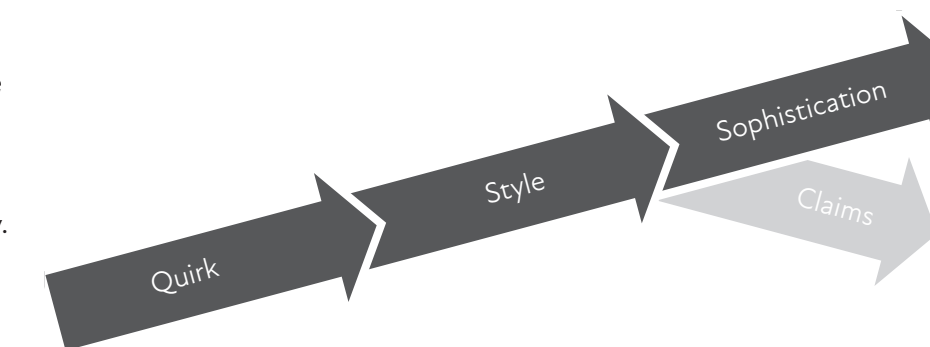
Having patience to pursue sophistication is a vulnerable spot of the Flourishing Mindset as the need for patience gives temptation an opportunity to be used.

The lion’s share of a complete you is your generosity, which is how you interact with others. What completes your generosity is how you interact with yourself. There are only a few points to attend to and they are discussed in the sections below.

“...somewhere within us all, there does exist a supreme Self who is eternally at peace.”

Elizabeth Gilbert
Eat, Pray, Love
2006

The Evolution To Sophistication



When a person has an underdeveloped mindset, the way she does something is called a quirk. Through experience a style forms. When the person’s mindset has integrity, style evolves into a sophistication. A claim to be sophisticated leads to a less desirable end.

Making An Unspoken Pact To Be A Friend

Controlling Distractions

Completing Your Home Environment

Completing Your Permanent Environment

The External Path To Forward Progress

Finalizing Integrity



Making An Unspoken Pact To Be A Friend

Friendship is a curious thing. It is easy to be friendly even with a complete stranger. *Being* a friend, however, is much more. Your immediate family ideally is among your best friends and gives an idea of what it takes to be a friend.

Those that never move a great distance from their friends often have a best friend without knowing what it took to be a best friend; those that move great distances might need to know what it takes to be a best friend to feel complete. Regardless of which of the two you are, it is valuable knowing what it takes to be a friend.

The first step of being a friend is having interests. When you have interests, you have the opportunity to share interests with others.

The second step to being a friend is being a part of groups that share your interests. This is a great way to find someone that becomes a friend. The passion, for example, is such a group.

The third step to being a friend is understanding the perspective of others, particularly through asking questions.

The fourth step is recognizing the energy you gain from another and that this person also gains energy from being with you. This person has the potential to become a great friend.

The fifth step is to make an unspoken pact to be an indefatigable friend for life. As this idea of a pact isn't common knowledge, the pact is unlikely to be clearly reciprocated. Regardless, this is what it takes to be a friend.

“Don't walk in front of me, I may not follow. Don't walk behind me, I may not lead. Walk beside me, just be my friend.”

Attributed to
Albert Camus.

Controlling Distractions

It is one thing to be in the presence of another to share an experience; it is another to chat for hours and understand each other deeply. The former is an easy effort while the latter takes sincerity and an unspoken pact to be a friend.

The value of a distraction is that it brings people together. Every distraction, therefore, introduces an opportunity to build and deepen relationships. Just a little forethought is needed to use distractions well.

Distractions come in two varieties:

Non-participation distractions (like going to the theater) allow you and a friend to be in different spots and have almost the same experience. After the experience, it offers discussion about the distraction. The participants learn about each other though it is anchored on the experience.

Participation distractions are like playing chess or tennis (something you are unable to do alone). They introduce a plethora of unspoken conversations during the participation that bridge well for discussions away from distractions. The participants learn about each other during the distraction and thereafter.

The mentor can easily pause the passion and spend a session having open discussions and spontaneous laughable moments with the protégé. Done regularly, the mentor encourages the protégé to value the freedom from routines, which will build objectivity and perspective.

Laughter is healthy. It is the purest expression of freedom.



Completing Your Home Environment

“The happiness of your life depends upon the quality of your thoughts.”

Attributed to Marcus Aurelius.

It is easy to trade stability at home for achieving stability away from home. For example, a person needs a stable income to achieve a stable home environment. Stability, however, is easiest when the home

is stable first, which is the gift of a parent or guardian. A parent or guardian is essential for everyone and every protégé values having mentors as part of her network of guardians.

The sophistication of the home environment depends on the mentoring mindset used and the quality of time spent with others. By maintaining a mentoring environment at home, particularly

through rotating between being a protégé and a mentor, sophistication will be achieved.

Lastly, a home is not a house. A home is where a person has memories of being her true self. Often these memories come from experiences and discussions away from distractions that have defined who she is today. A home is often related to a house, but that is because it is often where the

experiences have occurred at or near.

“I live in my own little world. But it’s ok, they know me here.”

Lauren Myracle
Peace, Love, And Baby Ducks
2009

* Food safety is important, specifically when considering raw animal foods (cooking was widespread more than 100,000 years ago).
** Electric lighting changed eating and sleeping schedules in the 1800s; intermittent fasting—an unproven and plausible concept—is contributing to refining the balance. Consult a health professional as appropriate.
*** Since the 1900s, processed foods have become an option for the main source of fuel. Consult a health professional as appropriate.

Completing Your Permanent Environment

“The first wealth is health.”

Ralph Waldo Emerson
The Conduct Of Life
1860

You are not your body. Your body is a vessel, a permanent environment, that you cannot separate yourself from. Your body is simply an expression of your style, your sophistication, your brand, you.

Whether genetics, an accident, or other makes you an outlier from the average, you can make the most of your permanent environment. When you take care of the vessel that is your body, you will be proud of the physical health you achieve.

“Anything is possible if you try.”

Attributed to Terry Fox.

Physical health is simple to describe and takes discernment and discipline to achieve. It consists of the following:

Muscular-skeletal health

The ease of the modern lifestyle is out of balance for the body’s muscular-skeletal health needs. Our ancestors made their own homes, hunted and foraged the land with the activity having a large variety of physical movements that developed muscular-skeletal health. Full body activities like gardening are a complement for the modern lifestyle. Consult with a health professional as appropriate.

Cardiovascular health

Your heart rate needs to be elevated above average with a relative frequency to prevent uncommon exertions from becoming a health risk. Plan routines that give you cardiovascular health. Like running, riding a bike, climbing stairs or dancing. Consult with a health professional as appropriate.

Fuel

The fuel that establishes a species is typically what continues to be suitable.*
** *** Consult with a health professional if a plan is needed

to maintain an atypical lifestyle (like for a physically demanding career) or to restore physical health.

In addition to your physical health is your mental health. This is more of an abstract subject than for physical health, yet equally important.

Autonomy

Autonomy, or freedom, is essential for mental health.

Resets

A regular reset or break in mental activity offers time for reflection. A routine break has been encouraged for some time such as in the Hebrew Bible from the 8th–7th century BCE. It stated that every seventh day is to be a day of rest. As people didn’t have modern media (like the Internet) to occupy their free time, it is reasonable for society to modernize the concept.

The recovery strategy in the Flourishing Principles chapter offers a framework for this standard. It mentions one hour a day for leisure or musing. In

addition, it mentions a minimum of one day a week is for neither work nor life management. While *how the individual uses this day* is her prerogative, experiences like the following help the individual understand the benefit of the reset:

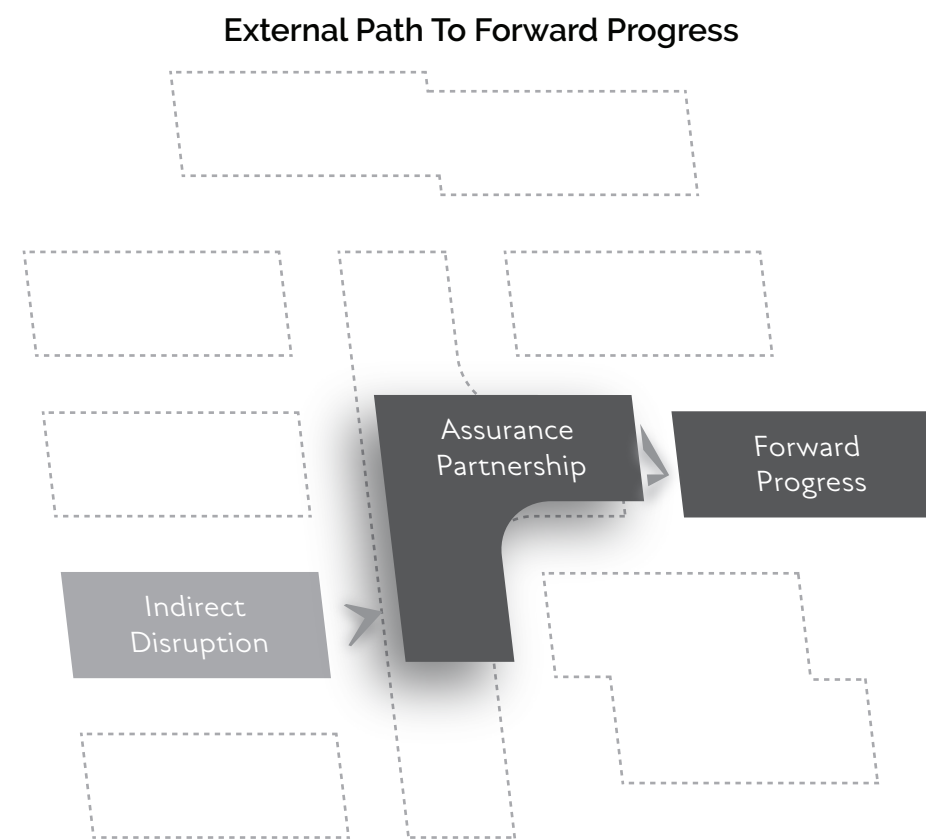
- Spending time in nature. Hearing the birds, the waves, the babbling brook, the wind. Feeling the wind, the sun, the heat, the cold on your skin. Feeling your muscles exerting force. Watching the wind move clouds, leaves, waves, tall grass, snow and more.
- Spending time with friends.
- Having a nap when it feels right.

While the world we have created is remarkable, so is the natural world. Many are integrating the two and the initiatives are spreading. We have walkable communities, land bridges over highways, natural ventilation, green buildings, carbon neutral cities and much more to enjoy.



The External Path To Forward Progress

The odyssey to setting the *Flourishing Mindset* is worth every moment. The last hurdle, curiously, is humbling as it concerns taking the path of the indirect disruption when the Assurance Partnership is unreciprocated. The purpose of the indirect disruption is to find an external path that completes the Assurance Partnership and achieve forward progress. This might include people that are absent from the discussions.



The indirect disruption is an way to pursue assurance when it is absent in the direct path.

The more established examples of this external path are the employee assistance programs and human resource departments in the business world. This concerns having a discussion with those that have the resources to facilitate the Assurance Partnership. What they often introduce is the clarity disruption. Another popular external path that people pursue includes satire (jovial disruptions are great at resetting assurance).

By pursuing the external path, a few things happen:

- It becomes a marker in time such that, the further back in time that this exists, the easier it is to feel you are complete.
- It gives insights into achieving the Interpersonal Leader Orbit, such as building resources for sustaining partnerships.
- It gives insights into achieving the Universal Fellow Orbit. Specifically, building partnerships throughout society.

There are other external paths such as helplines and more. Some are hidden like a good discussion with a family member or friend. Know that there is always an external path out there and you will find it.

If you notice someone choosing the indirect disruption, be there for them, hopefully, as it happens. At a minimum, you can offer assurance as that leads to forward progress between you two. Possibly, you can circumvent the confrontational disruption and achieve the Assurance Partnership by the external path.

**“A clear horizon—
nothing to worry about
on your plate,
only things that are creative
and not destructive.
[When] you can look forward
and the road is clear ahead,
and now you’re going
to create something.
I think that is as happy
as I would ever want to be.”**

Alfred Hitchcock
A Talk With Alfred Hitchcock
1964

Finalizing Integrity

When you look back at your life, you might remember something that you shake your head at, which interferes with feeling complete. Often, such experiences occur when the person (a budding Thought Leader or earlier) takes a shortcut to a goal—like a mountaineer planning to *reach the summit*, not *reach the summit and make it down safely*. Such a person has ambition to a *fault*. Any ambition that takes a shortcut has a high likelihood of having undesirable consequences she will shake her head at. This is why a skilled mentor is so important as it avoids significant consequences like what happened to the Titanic.

These head-shaking experiences are moments from your past when you were blindly ambitious. Never in the history of existence has anyone chosen to be blindly ambitious. Blind ambition exists because the rewards are tempting and because role models have yet to become official Thought Leaders. This will continue until society achieves

the Interpersonal Leader Orbit as this is when Thought Leaders are abundant, which makes serious blind ambition a history lesson.

Blind ambition is natural to life because no one is born a Thought Leader. Therefore, having head-shaking experiences is normal. They express your willingness to be bold, to be ambitious. Yes, shake your head at these memories but then be proud of your ambitious nature so that you encourage yourself to continue to be ambitious.

Your greatest opportunity at this moment of realization is to circumvent *ambition to a serious fault*. Learn from the Collaborative Intelligence Process as this makes you an official Thought leader. This is when mishaps will happen, but they will be controlled and kept in the sandbox before public application. This Process helps you become a skilled Thought Leader and helps to prevent the feeling of invincibility (the feeling of blind ambition), which encourages taking

shortcuts. By preventing this feeling, you prevent concealing shortcomings, which will have a fallout as significant as the shortcomings (like the Watergate Scandal).

If you remember a past mishap and feel incomplete, this is better than having the habit of turning a blind eye to the mishap and repeating variations of it. This is why a thoughtful person has patience for developing integrity unlike a stubborn person; why unbiased science takes longer to be accepted than pseudoscience; why the metanarrative takes deep reflection while the narrative quickly creates division; and why assurance is important, particularly self-assurance like what this section aims to put in motion. This section aims to bring the future into arm’s reach and push the past further into the past.

Another way to encourage this behavior in yourself is to embrace imperfection. Buy mugs made by

local potters. Buy art by local artists. Buy asymmetrical vegetables. Marvel at the equally-enjoyable double-yolk egg. Watch local musicians. When your kids are extremely proud of what they have done, preserve it. Embrace mishaps. Often these come with heart-warming stories that can be retold to encourage people to pursue their passion. This is how we overcome hesitations and become unrestrained and skilled with our momentum.

Also consider writing the date that you chose to develop the *Flourishing Mindset* at the start of this book. The further back in time this date exists, the easier it will be for you to be proud of what you shake your head at.

**Imperfection is beautifully unique.
Celebrate it in others,
and they too
will pay it forward.**



For Reflection

“Life can only be understood backwards; but it must be lived forwards.”

Søren Kierkegaard
Journals IV A 164
1843

Contemplation is a natural activity much like daydreaming. The difference is that you contemplate

when you choose the topic and you daydream when you don't. The value of contemplating is that you have chosen a topic that has the potential to serve you well. This helps form automatic responses so that you can concentrate on higher levels of decision making.

If you choose to reflect on The Flourishing Method in more detail,

you will return to various sections of this book that are relevant to you at the moment. As you do this, you might discover unanswered questions that fall outside of the natural flow of the content. The most likely questions are answered in this chapter.

“A garden to walk in and immensity to dream in— what more could he ask? A few flowers at his feet and above him the stars.”

Victor Hugo
Les Misérables
1862

The Interrelationship
Of Continuums

Describing Orbits
Another Way

The Conflict-
Resolution Anomaly

The Dedication
To Alignment

Critical Thinking

Effortless Partnerships

Obvious Transparency

Conclusion

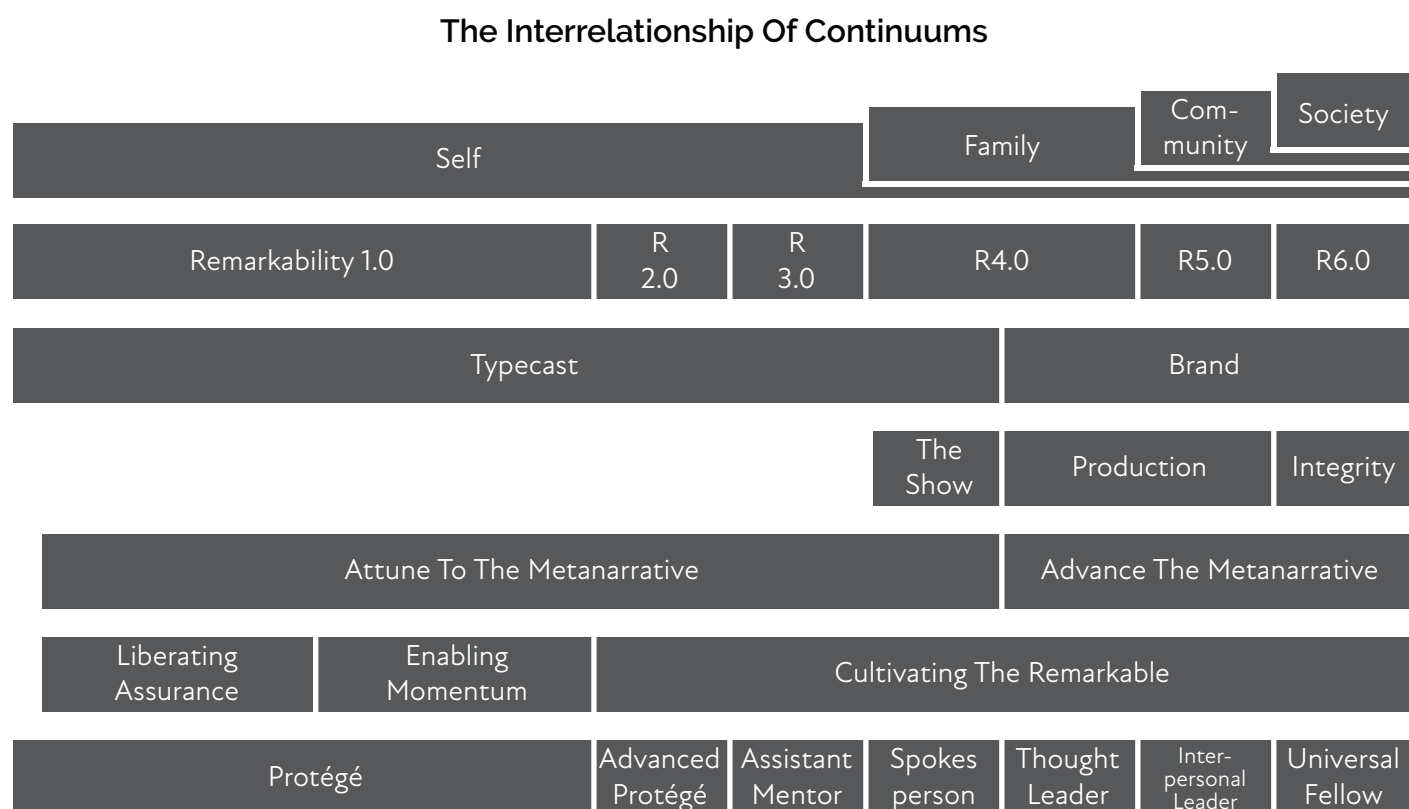
Loose Ends And More



The Interrelationship Of Continuums

Knowing the interrelationship between the various phases, orbits and continuums presented throughout this book offers the mentor an opportunity to strengthen her perspective, simplify her effort and best serve the protégé. These interrelationships are shown in the diagram here.

Each shift from one phase or orbit to another is a rite of passage or rebirth like a phoenix from the flames. When a few continuums shift at the same time, the shift is more substantial.



With the exception of Remarkability 2.0 (which can start before Remarkability 1.0), the starts and ends of the continuum components in the diagram above are positioned well in relation to each other. The length shown is unrelated to the actual duration of each phase and orbit, which are unique for each person and environment.

Describing Orbits Another Way

Pursuing the next orbit involves leaving one place of comfort, welcoming the wonderment of the transition, arriving at the next orbit, and realizing that you are at the next orbit. This opportunity to leave an orbit and pursue another exists in every day of our lives. It is such a common experience that it needs deliberate transparency to make it something we can consciously leverage. Here is that transparency:

We begin by learning something that makes good sense. We deepen our understanding and eventually become an advocate for it.

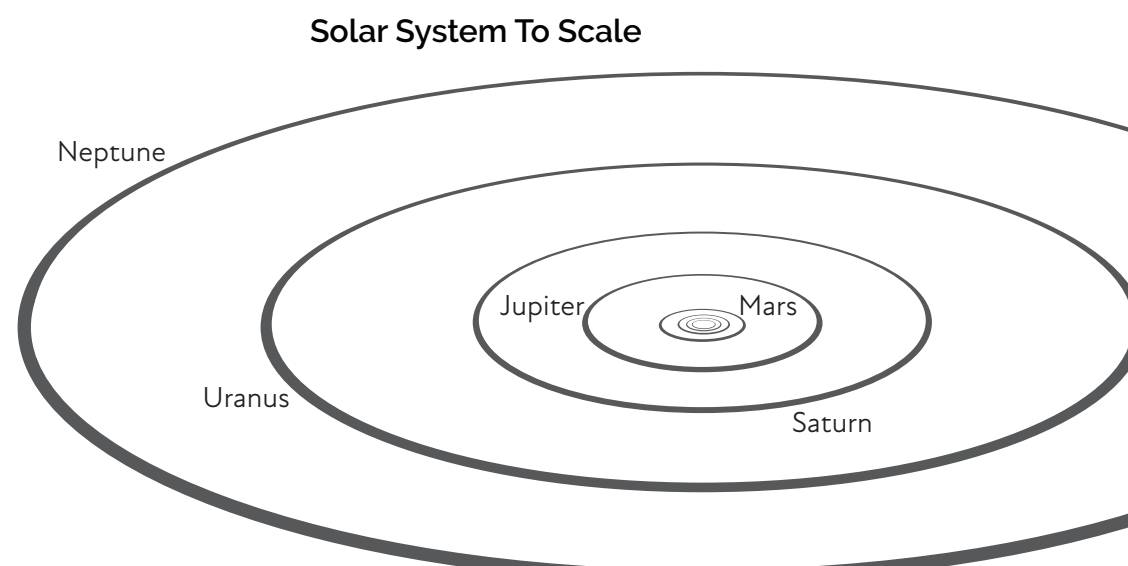
When a different perspective arises, we feel it implies we have been deceived into believing a lie. This is an honest misunderstanding—a mishap—and it might encourage a displacement mishap. If we choose to educate another of our understanding, we choose the comfort of our current orbit. If we choose to understand

the perspective of another and partner with them to achieve a mutual understanding, we are transitioning to the next orbit.

We first experience transitions in our youth when the next orbit was only a moment away. In an assuring environment, the transition experience is tangible as it feels like walking on a balance beam. In an unassuring environment, the next orbit gets pushed further away.

Coincidentally, the distance between planetary orbits within our solar system makes for a meaningful comparison to the protégé and Mentoring Orbits. In summary, as a person progresses through the Orbits, the effort is more involved.

When a mentor fortifies an assuring environment, the transition to the coming orbits are straightforward. For example, when professional wrestling embraced its



At an early age, achieving the next orbit is straightforward, resembled by the closer orbits for Mercury, Venus, Earth and Mars. As people gain experience, achieving the next orbit is more involved, resembling the more remote orbits for Jupiter, Saturn, Uranus and Neptune. (The orbits for Mercury, Venus and Earth are within Mars' orbit.)

illusion only within its own ecosystem, it prevented an implosion, strengthened its future, connected more deeply with its audience, and began to contribute to the forward progress of society. For organizations and individuals alike, the focus is the platinum rule: treat others the way they would like to be treated.

It takes great modesty to be a partner with society.



The Conflict-Resolution Anomaly

Every mindset serves a purpose and they are most valuable for society when they operate within their scope. When Mindsets operate outside of their scope, conflict resolution is needed, which deviates from what is expected.

Only the Flourishing Mindset has a sincere interest in conflict resolution as it

- aims to resolve conflict
- prevents the same situation from happening again in the future
- develops conflict-resolution skills

Interestingly, those that have a Flourishing Mindset also aim to protect others from shame as shame is a tactic outside of the mindset's scope. Thus, a person

with the Flourishing Mindset will accept the burden of an unbalanced conflict resolution as it protects the integrity of other participants. Yet, this person never gives up on conflict resolution thereafter as each attempt might unlock significant momentum.

The other Mindsets only have interest in short-term resolution, which is incomplete resolution.

To remove the anomaly, the mentor needs to recognize that, when the need for conflict resolution arises, the situation has entered the scope of the Flourishing Mindset. Once resolution is achieved, situations can continue to inform the mindset to use.

Life is a ceaseless improvisation; being daring and modest defines greatness.

Interest In Conflict Resolution

Mentoring mindset	Rationale
Flourishing Mindset	It has high interest as conflict resolution is one of its principles.
Winning Mindset	It has minimal interest in conflict resolution as the desired outcome is of higher priority.
Fun Mindset	It has no interest in conflict resolution as putting it off means fun can be had instead.
Perfection Mindset	It has minimal interest as conflict is a symbol of imperfection. This mindset dives out of conflict resolution at the first glimmer of agreement.
Rightness Mindset	It has superficial interest in conflict resolution as it has more interest in following precedent.
Obedience Mindset	It has no interest in conflict resolution as people should know better.
Serendipity Mindset	It has superficial interest in conflict resolution as it expects it will happen without discipline.
Praise Mindset	It targets the agreement and circumvents the resolution as it avoids finding something unworthy of praise.

The Dedication To Alignment

“We don’t get what we wish for, we get what we work for.”

Steve Maraboli
Unapologetically You
2013

When the protégé receives a consistent level of alignment from the mentorship program and mentor from day one, the alignment efforts are genuine and build a rapport between the protégé, mentor and mentorship program.

Yet, the structure of the mentorship program has the potential to steer the mentor away from aligning with the protégé, which strains the protégé’s growth.

In the early stages of the protégé’s participation, the protégé naturally puts forward the majority of the alignment effort, which encourages the mentor to concentrate on delivering the technical aspects of the mentorship program. But, when aligning with the

protégé becomes essential for maintaining momentum, the sudden declaration of the mentorship program’s constitution and the sudden change in the mentor’s approach imply a displacement disruption and have the potential to appear disingenuous, superficial, awkward, self-serving or servile. When the organizer anticipates the shortcoming, she helps to maintain the protégé’s, society’s and mentorship program’s momentum.

The Guiding Statement and the Tenets Of Care are two design elements that help circumvent this anticipated shortcoming. Other subtleties are uncovered through maintaining the protégé central to the mentorship program design.

There’s a method to the madness.
Paraphrase of William Shakespeare
The Tragedy Of Hamlet, Prince Of Denmark
~1600



Critical Thinking

Reason is incomplete when there is division and complete when there is harmony.

Critical thinking—using curiosity, reason and verifiable observation to form one’s own understanding—is inseparable from mentoring. If critical thinking is absent, so is mentoring.

Critical thinking produces the eureka experience. This experience is one of many ways that strengthens intrinsic motivation.

When the eureka experience is absent, opinions are essentially

within a lab and are being experimented upon. As opinions create division*, which sustains dogma on both sides, those that wholeheartedly believe in an opinion are tasked with clearly expressing their logic through obvious transparency. Once the glimmer of obvious transparency exists, the opportunity to collaboratively refine it presents itself, which has the potential to create a eureka experience and build collaborative intelligence.

Peer pressure shapes your world and results in self-doubt and altruism. Critical thinking shakes your world and results in self-confidence and generosity.

* There is one exception: opinions that express the metanarrative.

Effortless Partnerships

The inevitable always finds a way.

Technical programs share boundaries between each other, which means their alignments will naturally mature to a full partnership. For example, sports programs are aligning with the

player development mindset plus healthcare and food providers are aligning to encourage better eating. These alignments benefit society and put leading organizations at a distance from becoming a dinosaur like their past peers. As obvious transparency builds greater structure, momentum builds and makes the partnership effortless.

The challenge is structuring the alignment to make the momentum effortless. This is where mentorship programs provide value. Through aligning Mindsets, collaborative intelligence forms, which is effortless. Nuff said.

“Excelsior!”

Stan Lee
Fantastic Four #71
1968



Obvious Transparency

“Just enough is more.”

Milton Glaser
Ten Things I Have Learned
2001

For science to be true to its namesake, it needs obvious transparency to demonstrate thoroughness and to enable collaboration with the broader audiences. The chapters of *The Art of War* by Sun Tzu are examples of competing perspectives. Through the arrangement of chapters, *The Art of War* enables different perspectives to collaborate for the benefit of the whole.

Obvious transparency is a great exercise for demonstrating partnership. Through obvious transparency, integrity becomes much more concrete for the various perspectives.

The features of obvious transparency are as follows:

Structure

The purpose of structure is to present objectivity. When structure exists, objectivity exists, which encourages competing perspectives to take ownership of their shortcomings, take ownership of their scope and mature to higher versions of themselves.

Freedom

Each perspective has the freedom to define its own scope, even if it overlaps that of another perspective. This overlapping scope typically represents an area of ambiguity, which means collaboration is needed to complete the obvious transparency.

Documentation

The purpose of documentation is for continuous improvement. Specifically, it reduces the level of trial and error experienced by society.

Documentation Accessibility

The purpose of documentation accessibility is to demonstrate consideration for the other perspectives, demonstrate objectivity, enable autonomy, enable communication and enable collaborative intelligence.

Referencing Accessible Documentation

Sometimes a perspective references a complementary resource. This resource must also be accessible to enable others to assess its integrity, otherwise the reference is an opinion at best.

An Environment of Assurance

When different perspectives exist, there is a possibility that egos collide, which is counterproductive and compounds the burden onto coming generations. Therefore, an environment of assurance is essential for arriving at a mutual understanding swiftly.

All perspectives are responsible for contributing to the assurance environment. When one perspective has the bulk of the momentum—like an oligopoly, a government competing with the public voice, and the Flourishing Mindset—the perspective is expected to enable other perspectives. This encourages science to remain current instead of degrading to pseudoscience as the world around it advances.

Should obvious transparency have an unresolved space, such as an overlap in scope, this unresolved space becomes an exciting opportunity for collaboration.

At times, there are overlaps like those between religious beliefs and science. Everyone has a choice. What is relevant is to document obvious transparency—including that of choice—and to make it accessible.

“I believe that the extraordinary should certainly be pursued. But extraordinary claims require extraordinary evidence.”

Carl Sagan
Broca's Brain
1979



Conclusion

“One day
I will find the right words,
and they will be simple.”

Jack Kerouac
The Dharma Bums
1958

For every innovation to become a science, it needs to look at falsification potentials and consequences to improve the obvious transparency of its design. When this process is repeated thoroughly, what remains are competing perspectives. Through anticipating competing perspectives, sometimes insights are found that improve the obvious transparency before the innovation is launched, which is incredibly valuable. The remaining competing perspectives become something that can be discussed in the spirit of collaborative intelligence.

For The Flourishing Method, falsification potentials are as follows:

1. There are no Mentoring Mindsets, which makes The Flourishing Method a grimoire.

Little time is needed to recognize that Mentoring Mindsets exist. For those that feel otherwise, The Flourishing Method makes for a great grimoire to enjoy with numerous ideas worthy of becoming habits.

2. The Flourishing Mindset is a temporary construction at best. It will be a fad and disappear in time.

The Flourishing Mindset is among the oldest Mindsets in existence—mothers nurture their babies, parents enable their offspring, a tribe looks out for each member and so on. The Winning Mindset is also among the oldest Mindsets—eat or be eaten. The other Mindsets are newer constructions with many worthy of continuing to exist but on the occasional basis with the remaining Mindsets reducing their stature over time and possibly disappearing altogether.

Even quantitative works like $E = mc^2$ receive criticism in their early years and need the passage of time for them to be integrated into society. The same is true for qualitative works like The Flourishing Method. There is no escaping the inevitable. Time is the greatest mentor.

3. The shared boundaries concept of the Mentoring Mindsets is fictional.

This is a great argument as it is a bias of the Flourishing, Perfection and Obedience Mindsets. These Mindsets all agree there is a shared boundary as it enables all Mindsets to optimize their environment. Similarly, it is a bias to think there are no shared boundaries.

The Winning Mindset presents the strongest opposing view to shared boundaries. The Winning Mindset says society needs Mindsets to overlap in scope to make progress in society—a valid point. The Perfection

Mindset wholeheartedly disagrees with the Winning Mindset. The Flourishing Mindset, however, says there are shared boundaries with temporary allowances for Mindsets to go beyond their scope to achieve objectivity. The Obedience Mindset agrees with the Flourishing Mindset though with greater reservation. The Flourishing and Obedience Mindsets also present a caveat to the Winning Mindset: make the win a win for society and circumvent the temptation to win for the sake of winning—share obvious transparency and your perspective will be valuable.

4. The Flourishing Mindset is unable to be as effective as the Winning or Obedience Mindsets.

This is a sentiment expressed by the Winning Mindset and it references the Obedience Mindset to increase the impression of intimidation. The Obedience Mindset, however, is only loyal to what possesses the greatest integrity. Thus, it will partner with the Flourishing Mindset and make it more effective in the short term.

There is a wealth of evidence that the Winning Mindset is more effective in the short term. Similarly, there is a wealth of evidence that the Flourishing Mindset is exclusively effective in the long term. When the Winning Mindset views unintended consequences as its rival, it will partner with the Flourishing Mindset to achieve collaborative intelligence at rates never seen before.

5. The content is biased toward itself.

Mindsets naturally have a bias toward themselves, which means all Mindsets are equally biased. Yet, as the Flourishing Mindset circumvents Controversial Tactics and is dedicated to obvious transparency, it is the least biased.

6. The content is good though it has flaws.

This is a critique of small details instead of the overall innovation. Small details will be insignificant to the audience's own discernment as it is for any innovation.



7. The author is biased. The author has a Flourishing Mindset.

I am pursuing the Flourishing Mindset at the time of this writing though I do notice the amygdala hijack misleads me on occasion.

I had no established Mindset when this project began. People that know me know that I am very competitive, which looks like the Winning

Mindset. Yet, my amygdala hijack never exercises foul play or gamesmanship.

I exercise the Fun Mindset like many others and will continue to do so as it is indistinguishable from the novice stages of skill development for all Mindsets.

In my research efforts, I pursued objectivity to understand which Mindset best serves society so that I could finish this project

based on that Mindset. This is where my competitive nature pushed the Flourishing Mindset to its bleeding edge to remain true to all Mentoring Mindsets.

I firmly believe the other Mindsets will beat the Flourishing Mindset in any unethical contest, which happens through gamesmanship and foul play for the Winning Mindset and incidental intelligence for all other Mindsets.

Am I biased? Maybe. But the *bias* label only has merit when someone validates it with obvious transparency.

Possible consequences of The Flourishing Method are as follows:

1. The author is incentivized by his future efforts related to The Flourishing Method, which is unethical.

Everyone that puts something out in the world is incentivized by what they do. For example, the scientist that publishes a research paper furthers her participation in the passion and indirectly improves her prospects for establishing a new business or to become a spokesperson for a commercial business.

To address the incentivization concern, the inventor pursues obvious transparency and thoroughly explores possible falsification potentials and consequences. Through the

efficacy of these efforts, the result is much more likely to be a positive-sum game than a zero-sum game (see the Flourishing Principles chapter), which trivializes the incentivization concern.

The audience's response to an innovation must also be assessed for their incentivization. For example, a business that will be negatively impacted by an innovation is incentivized to quell the innovation (by doing this, it pursues the zero-sum game). It is better for such a business to develop its obvious transparency as this expresses collaboration and swiftly sustains its niche in society.

2. As there are no methods for the other Mindsets, The Flourishing Method creates undue momentum for the Flourishing Mindset, which suppresses the other Mindsets.

Prior to The Flourishing Method, the Flourishing Mindset had become inherently suppressed by high rates of innovation. The Flourishing Method represents the emancipation of the Flourishing Mindset and only starts leveling the playing field. Further, The Flourishing Method will inspire the other Mindsets to become better versions of themselves, which benefits us all.



3. The Flourishing Method might disrupt things too swiftly for comfort throughout society.

This is a common sentiment expressed by many representatives of existing innovations as they become aware the new innovation suggests older sciences are turning into pseudoscience. Expressing a possible consequence buys the representatives some time to define the *advantage strategy* they will use. Those that pursue the *fellowship advantage strategy* contribute to collaborative intelligence.

When assurance is expressed, the intention is to encourage third-party awareness as well as a partnership that benefits society.

When a displacement disruption is expressed, it is an opinion. This is worth noting for the intention of maintaining assurance and the organic unraveling of the metanarrative.

If the opinion is expressed by the Winning Mindset with the winning-for-the-sake-of-winning perspective, it is very likely everyone would agree that The Flourishing Method should increase its pace. If the opinion is expressed by the Winning Mindset based on the win-for-society perspective or by another mentoring mindset, it opens the opportunity for the Assurance Partnership.

It is wise to be mindful of the risks related to older innovations when assessing the pacing concern. When science remains unchanged across

long timescales, the potential for dogmatism increases, which interferes with the new innovation's adoption. For example, it took more than 100 years for Nicolaus Copernicus's Sun-centered-universe model to surpass 1,500 years of science based on the Earth-centered-universe model.*

Distinguishing science from pseudoscience comes with time. Fortunately, as society becomes more sophisticated, the traits of pseudoscience become transparent. The most obvious trait is the absence of the Assurance Partnership. Another trait is knowledge cleansing efforts like sustaining proprietary data when it is needed to facilitate collaborative intelligence and best serve society.

Like other innovations, The Flourishing Method has pursued science. It is also designed around adaptability to lengthen its run as a science. Whether The Flourishing Method remains a science in the long term, that is for time to decide. What is important is that it is a launching point like every other innovation.

Obvious transparency is the most optimized metronome for any advancement. It is through the Assurance Partnership that innovations become enabled to best serve society.

The conclusion of The Flourishing Method includes a clarification:

All science begins by proving something true (which is a characteristic of pseudoscience*). This is an essential stage for making progress with an innovation. It is at the moment when science tries to prove itself false that it behaves like an unbiased science. Yet, only through giving society the opportunity to falsify the effort that it has the opportunity to become an unbiased science.

“It’s dangerous to know how to read and not how to interpret what you’re reading.”

Mike Tyson
Interview With Mike Tyson,
Ebony
September 1995

Science 1.0, 2.0 and 3.0		
	Definition	Example
Science 1.0	Science 1.0 (aka, research) is the extensive study that proves something is true.	People die from firearms. <i>You know it is Science 1.0 when different points of view are not captured in the obvious transparency.</i>
Science 2.0	Science 2.0 (aka, honorable science) is the extensive study that attempts to prove it is not true or not significant.	Deaths by firearms are on the same order of magnitude as for automobile deaths. <i>The advocacy toward one merits advocacy toward the other in the same measure.</i>
Science 3.0	Science 3.0 (aka, unbiased science) is the study that comes after public access, which enables others to respond to the shortcomings of Science 2.0.	Society has introduced airbags, seatbelts, firearm lockers and more, which validates and improves Science 2.0. <i>Through enabling people to make good choices, we reduce fatalities and best serve society.</i>

Firearms and automobiles have achieved Science 3.0 while members of society express different stages of science.

The Flourishing Method presents itself to the world as Science 2.0 with the goal to achieve Science 3.0.

“The important thing is not to stop questioning. Curiosity has its own reason for existence. One cannot help but be in awe when he contemplates the mysteries of eternity, of life, of the marvelous structure of reality. It is enough if one tries merely to comprehend a little of this mystery each day.”

Albert Einstein
Death Of A Genius,
Life Magazine
May 1955

* It was at the beginning of the 20th century that the sun ceased to be viewed as the center of the universe. Today, we are juggling the concept of a multiverse with no center.

* Going public at this level of science is known as willful blindness and is where peer pressure from Controversial Tactics appear. *Pseudoscience* is Science 1.0 pretending to be Science 3.0.



The Flourishing Oath

I fulfill this oath to the best of my ability and judgement, even when the protégé becomes my equal and surpasses me. I am also mindful that my mentor is my protégé on occasion.

The protégé is central to all that I do and I align with what does the same.

I listen to those that have an alternative understanding and welcome the opportunity to exchange perspectives. This is to achieve a mutual understanding of what keeps the protégé central to what we do and maintain the assurance partnership.

Privacy is indisputable. The protégé's developments are anonymous by default.

I enable the protégé to develop universally and achieve her dreams.

I use the Assurance Partnership that is neither overly supportive or indifferent.

I am honored to call in a peer that provides the protégé a partnership that remains true to her needs. I continue to reach out to the protégé until this new partnership becomes sustainable. I also make myself available to the protégé for partnering at any time thereafter.

I adapt my network of fellows with my growth and the growth of those around me.

I act to preserve integrity and to long experience the pleasure of witnessing the flourishing of others.



About The Author

“Me, we.”*

Muhammad Ali
Harvard Commencement Speech
1975

As a kid, when a toy outlived its play value, I would take it apart to see how it worked—like the Rubik’s Cube and some of the first hand-held electronic games. I still have this curiosity as an adult as, when something stops working, I might take it apart to see if it is something simple I can fix. Since the first typewriters that had a screen with three lines of text, I have also been taking apart abstract topics like mentorship. Writing has become a way that I discover the world and learn.

I have had a satisfying career with international consulting-engineering firms and later as a financial advisor. I have been in the company of some incredible people who were world leaders in their field and have had the good fortune to have mentors enable me to spread my wings. The memories I have of these people are

a constant reminder to give to the next generation.

What stuck with me were those intriguing qualities people possess that hint to the deeper mentor inside of them. If I witnessed a quality, even in a fictional character, I would write it down and attempt to reverse engineer it and uncover how I could capture the quality—I would attempt to capture what was being said between the lines.

This book was initially inspired by my kids’ coaches. I marveled at how those special few had something for connecting with the kids and I wanted to learn what they possessed. I then had the opportunity to become a volunteer coach and I soaked in all that I could from the club. I soon found out that I had to grow much more than the kids if I was to live up to my interest to give them an experience of a lifetime.

I would spend time on the light rail, during my lunch break, late at night, early in the morning, and

those small moments throughout the day compiling my puzzle. Sports psychology was my first breakthrough for being a coach, which made my writings a possible book on sports psychology for kids. Some time later, my business experiences began to fill the gaps, which influenced the direction of the book.

I would say that my career has taught me how to leverage technology and remain nimble when structuring an innovation. What I have learned is that writing is the trailblazer, structure uncovers the truth, and writing finishes sophistication.

What surprised me most was that this book had to live up to its own standards and that I had a responsibility to fulfill the book’s purpose. It tested my persistence to keep the wealth of expanding ideas organized.

Fortunately, there are patterns that repeat (like the individual’s Mentoring Orbits are similar to an

organization’s orbits) and concepts that are transferable (like obvious transparency is closely related to the scientific method). The content would also nudge me through trial and error, which accelerated once the content started converging. All of this disciplined effort has made me a better dad, a better husband, a better protégé, a better mentor.

My hope is that this book enables your intrinsic motivation and gives you the nudge you need when you need it. I also hope that I am successful in enabling my kids to live their dream. Ultimately, my hope is that we all experience collaborative intelligence with increasing frequency. I wish you all of this and more.

Raw artistry continues to make wonderful things happen and the impossible possible.

* Note: Ali actually said “Me, whee!!” though it is sometimes documented as “Me, we”, which has an appeal to it.



Your Autonomy

**“The best teacher
is experience.”**

Jack Kerouac
On The Road
1957

Autonomy is a word that means you have the free will to manage your life as you see fit. This is easy to achieve when you live in solitude. To achieve autonomy within a community, you have to enable the full extent of autonomy in others and be among those that do the same. In this environment, everyone achieves Freedom 2.0.

Most have the disposition to align to this reciprocated autonomy independently and the Flourishing Mindset is geared for streamlining this achievement. Some, however, use the other Mindsets to advance this vision. For the other Mindsets to be successful, they need to encourage autonomy and obvious transparency plus circumvent hyperbole and permanent external rules.

The swiftest way to be among those that reciprocate autonomy is to offer inexhaustible assurance to others. Through this pursuit, you unlock the following series of events:

1. You discover you have untapped assurance and patience within you.
2. The shortcomings in assurance you receive reminds you that assurance is quintessential.
3. You realize that you have been too smart for your own good—you realize that even subtle criticisms are counterproductive.
4. You become smart enough for your own good—you tap into your surplus and assure others even when it is unreciprocated. This is when you become an artist of your craft.
5. You begin to recognize others who also possess a surplus of assurance because you know what it looks like.
6. You experience a compelling calling to enable collaborative intelligence with other assuring people. This is the start of accelerating your autonomy.

Your autonomy makes an important difference in the world. Through your autonomy, you indirectly contribute to a momentum—a collaborative intelligence.

Collaborative intelligence is an entity with a life of its own—like the independence of India, which was achieved through the autonomy of millions of people. Like other forms of intelligence, collaborative intelligence is an entity with no physical form. We simply know it exists because we can sense its momentum.

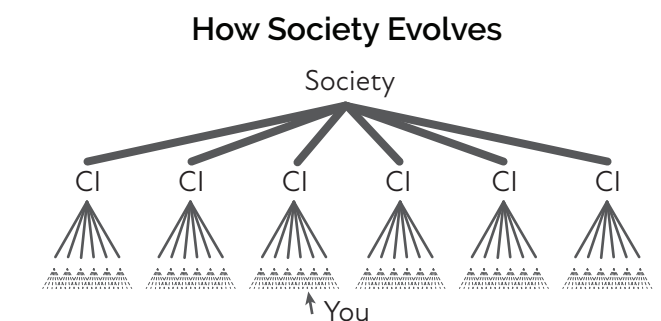
Multiple collaborative-intelligence entities also autonomously align with each other to produce higher collaborative-intelligence entities and this process continues until it reaches the ultimate entity we call society.

Society is the incidental common denominator of every person autonomously aligning to what is worthy of sustaining. Society swiftly evolves forward when it enables autonomy in every person.

Pursue your interests with integrity and collaborative intelligence will pull your autonomy forward.

**“What is a society
without a heroic dimension?”**

Attributed to
Jean Baudrillard.



**Through endless autonomous iterations of collaborative intelligence (CI),
society evolves.**

Something Wonderful

“The only way of discovering the limits of the possible is to venture a little way past them into the impossible.”

Arthur C. Clarke
Profiles Of The Future
1962

Why are we here? What is the meaning of life? These existential questions have been floating around for centuries. One answer for these questions is that there is no answer—that it is just good fortune that we are here. This answer foreseeably changes the question to *now what?*

Before we answer this new question, let’s return to where the last chapter left off: When multiple mentorship programs autonomously align with each other, they produce an entity that aligns with other

similar entities to produce a higher form of collaborative intelligence ad infinitum. Through this higher alignment, society heads toward a destination that we could call a textbook target.

For several centuries now, this textbook target has been called utopia (or eutopia), though this is a distracting term like other textbook targets. This is because the term builds a fantasy but offers no insights to how we get there other than through a dictatorship, which is self-contradictory. It is time for us to bring forward a new target that better serves society.

This textbook target consideration offers us an insight into how we answer the question, *now what?* Like for the individual, what is important for society is the series of attainable targets before us.

When we have a clear sense of an attainable target, we become excited to contribute to the collaborative intelligence that is around us. This excitement, mixed with the momentum of collaborative intelligence, is a wonderful experience. It makes us look back at our day and feel completely satisfied and makes us excited for the day to unfold when we wake up.

Could it be that society’s target is not utopia but simply experiencing momentum through a series of attainable targets? If this is true, it is likely much closer than we realize because it is more about the journey than the destination. This is plausible since society has accelerated at incredible rates in the past 100 years.

“Sometimes, the idea you come up with may seem impossible to the rest of the world, but that doesn’t mean it is impossible to you.”

Nirmal (Minsdai) Purja
14 Peaks: Nothing Is Impossible
2019

To make this journey a reality, we need to extend the series-of-attainable-targets concept to both the organization and society perspectives. When individuals, organizations and society are integrated, organizations will enable collaborative intelligence and society will confirm the achievement of attainable targets.

The attainable targets before organizations—like businesses and governments—are the Mentoring Orbits as shown in the following table.

An Organization's Odyssey	
Mentoring Orbit	Description
Protégé	Reflecting on possibility.
Advanced Protégé	Putting elements in place to achieve momentum.
Assistant Mentor	Committing to eradicating incidental intelligence.*
Spokesperson	Sharing a Flourishing Statement with the world to do your part to eradicate incidental intelligence.
Thought Leader	Having the Collaborative-Intelligence Process a fixture throughout the organization.
Interpersonal Leader	The organization is an active contributor to making the Collaborative-Intelligence Process a fixture within a larger entity that it is a member, like its community, supply chain and industry.
Universal Fellow	The organization is an active member of a larger entity that is making collaborative intelligence a permanent fixture throughout society.

As organizations gain momentum, society enters the Assistant Mentor Orbit. When this happens, there will be a number of people that will think, *whoa. We are onto something.* This encourages us to look more deeply at society's Mentoring Orbits, which are shown in the following table.

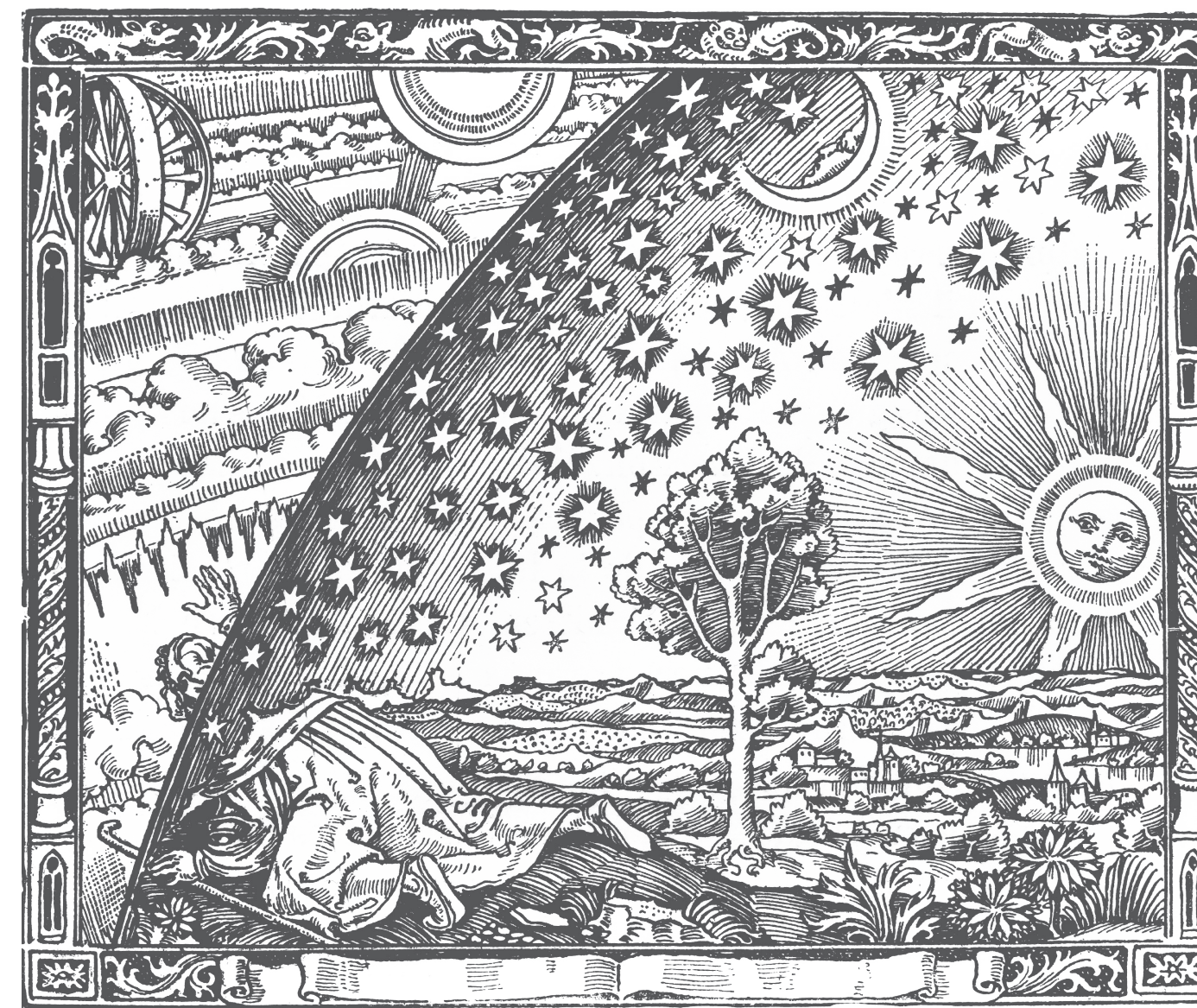
Society's Odyssey	
Mentoring Orbit	Description
Protégé	Building a momentum of assurance and autonomy throughout its communities.
Advanced Protégé	Swiftly streamlining society's momentum.
Assistant Mentor	The Collaborative-Intelligence Process is becoming a fixture within communities, supply chains and industries.
Spokesperson	Communities, supply chains and industries report their successes to the world and extend an invitation for collaboration.
Thought Leader	Communities, supply chains and industries begin having success in enabling their peers.
Interpersonal Leader	Adaptable systems are in place that accelerate enablement.
Universal Fellow	This is when society begins to imagine what the golden age of the Flourishing Mindset can be. We will reimagine the term utopia and apply an artistic alignment with the natural world. This is the point where the imaginary world and real world touch.

* Incidental intelligence is the resulting momentum of unintended consequences.

This world of collaborative intelligence, from individuals through to society, encourages momentum to remain sustained, which will be a wonderful experience.

"If you can inspire one or two people in a good way, then you can inspire the world."

Nirmal (Nimsdai) Purja
14 Peaks: Nothing Is Impossible
 2021



From Camille Flammarion's 1888 book, *L'Atmosphère: Météorologie Populaire* (The Atmosphere: Popular Meteorology).

Embracing The Inevitable

**“Dare
and the world always yields.”**

Terry O'Reilly
This I Know
2017

Greetings, esteemed reader, dear fellow. This is both a message just for you and to the many generations to come. It is an honor to connect with you and to share this experience with others.

We are here at this moment because we enjoy making a difference and desire waking up every morning for the rest of our lives feeling excited for the day to unfold. This is the feeling of a never ending momentum, which is the byproduct of collaborative intelligence—the resulting momentum of coordinated autonomous people aligning with natural law. In other words, we are here because we are attracted by what is inevitable—a society living in harmony with itself and with nature.

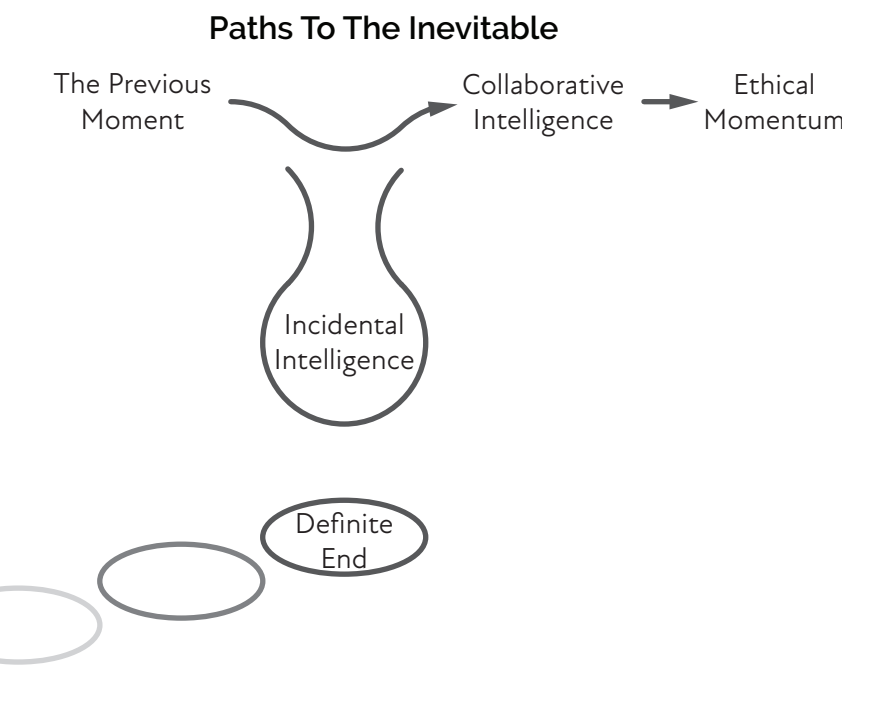
There are two senses of the inevitable that are important for obvious transparency:

Definite End

The inevitable that is represented by a definite end is the byproduct of incidental intelligence. This feels wonderful before it becomes undesirable because *taking shortcuts to the rewards* is a significant temptation. The Titanic is the classic example (they celebrated their success too early).

Ethical Momentum

Ethical momentum is best understood through a comparison: We unwittingly value the textbook target (e.g., *climbing a mountain*), not the complete ecosystem of the textbook target (e.g., *living to tell the tale of successfully climbing the mountain*), which is incidental intelligence steering society toward a definite end. Ethical momentum, therefore, is something more than the textbook target. Ethical momentum is a pursuit of harmony.



The inevitable is often viewed as an undesirable end. The truly inevitable, however, is experiencing Controversial-Tactics-free milestones for an individual, community and society.

**“You know it’s now or never
to say hello to forever.”**

Jamiroquai (Jay Kay)
Alright
1996



Incidental intelligence is important to understand because it leads to the definite end. For example, under oppressive conditions, some prefer the comfort in altruism (like in aligning with the little white lie, dogma or the oppressor) instead of listening to their conscience or playing devil's advocate. This pursuit of comfort, unfortunately, reinforces the cycle and suppresses those that have interesting to worthwhile counterpoints.

**“Oh, what a tangled web we weave,
when first we practise to deceive!”**

Walter Scott
Marmion
1808

To understand incidental intelligence further, it is helpful to reflect on examples of intelligence in action:

Automation

Automation keeps a factory open to provide income to fewer families. When left to incidental intelligence, automation will continue to put pressure on society. Society, therefore, benefits from anticipating the inevitable and collaborating so that automation contributes to an attractive future.

The wheel

One undesirable end of the wheel has been deaths due to automobile accidents. Through collaborative intelligence, society has created seat belts and other systems that has lead to an attractive future.

Addictive smoking

As addictive smoking has minimal societal benefit, its definite end is expected though is being delayed through collective intelligence* sustaining the industry.

The Earth centered universe

While the Earth-centered universe began as a science, incidental intelligence encouraged alliance management, intimidation and manipulation to delay the advancement of knowledge. Through a mixture of persistence, resilience and perseverance, collaborative intelligence overcame incidental intelligence.

Incidental intelligence obstructs society's progress. To circumvent incidental intelligence, society uses the three Permanent Attainable Targets: Assurance keeps incidental intelligence on the sidelines, sharing ideas points us in a meaningful direction, and making mishaps in abundance creates innovations that sustain a momentum to our future.

In every moment, we are here to embrace the inevitable as there is no ethical place for consequence. We touch every moment so that it is incrementally better than it

was the moment before. To help clear the runway for the coming generations like the preceding generations had done for us. Through this generosity, we give to ourselves as much as we give to the next generation. This is the artistry that is waiting patiently for us to embrace.

This artistry is like learning to walk. We know we are inexperienced but we keep trying because our momentum excites us and because we have a strong idea it will be incredible on the other side. We

are so enamored by the feeling of momentum that we give ourselves over to it freely. This feeling represents the unquestionable love we give to ourselves—that we can do anything when we ignore doubt and follow our heart. This is about embracing life, sharing these moments, and sustaining the momentum so that others can do the same for generations to come.

Like everyone else, I look forward to your contribution to collaborative intelligence. Thank you for everything.

**“How wonderful it is
that no one has to wait a moment
before starting to make
the world a better place.”**

Anne Frank
Anne Frank's Tales
From The Secret Annex
1944

* Collective intelligence is the resulting momentum of consensus.

The Humanitarian Creed

I am a humanitarian.

I answer to Freedom 2.0.

Our rivals are steadfast opinion and incidental intelligence.

Our main tools are assurance, organized skepticism, obvious transparency and collaborative intelligence.

We care for and advance our resources as this benefits everyone including those that have steadfast opinions.

We succeed when we use our tools immediately and continuously.

We succeed when steadfast opinions are no more and incidental intelligence has but only inconsequential momentum.

We do this for the next generation—may they long experience the pleasures of flourishing.



When you look in the mirror, you see infinite courage. When you reflect on what you put out into the world, you see boundless love. You never really lose these superpowers you had as a kid. After discovering your kryptonite, you develop abilities that restore your powers to full measure and uncover more.

Being modest toward what you represent and inferring generously toward others makes your kryptonite disappear.

“...we’re bright enough to outshine the stars.”

Lou Rhodes (Lamb)

Wise Enough

2011

Libertas perfundet omnia luce.

