



Mentoring Institute



MENTORING & COACHING MONTHLY

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VOLUME II ISSUE VIII

OCTOBER 2015

THIS MONTH IN *MENTORING & COACHING MONTHLY*

This issue features a lot of exciting conference news, including a detailed schedule of events, and an in-depth interview with our keynote speaker, Dr. Carol A. Mullen. She talks about her upcoming session, and what makes a good mentor. Don't forget to register by Monday, Oct. 12th. We are already expecting over 700 participants. This is one conference you won't want to miss.

Also featured will be some of our favorite photos from social media this month, and September's most relevant news articles on mentoring. You'll find some of the mentoring tips shared recently on our website, and be informed about events in the mentoring world that are happening soon.

We hope you enjoy this issue of *Mentoring & Coaching Monthly*, and we can't wait to see you at our conference, held here at UNM!

ABOUT US

MENTORING INSTITUTE:

The Mentoring Institute develops, coordinates, and integrates research and training activities in mentoring best practices at the University of New Mexico (UNM). Through the application of instructional design standards, the Mentoring Institute provides training and certification services for a diverse array of staff, faculty and students, in a centralized effort to recruit, train and develop qualified mentors for the University, the City of Albuquerque and the greater New Mexico community.

The Mentoring Institute does not replace or direct existing mentoring programs. Rather, it provides a variety of services to these programs. The Mentoring Institute aims to build up current mentoring programs and enhance the culture of mentoring within the University, and the state it serves.

The Mentoring Institute will assist in stimulating and promoting a mentoring culture within the community. By encouraging the matriculation and graduation of students, as well as the retention of faculty and staff at the University of New Mexico, the Institute will also contribute to the development and economic growth of New Mexico.

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EVENTS

Our list of mentoring and coaching related events occurring soon.

- **2015 UNM Mentoring Conference**

📅 October 20-23, 2015
📍 Albuquerque, New Mexico
👤 Dr. Carol Mullen, Lise Lewis, Stacy Blake-Beard, Diane Northup

*The 2015 conference theme is **New Perspectives in Mentoring: A Quest for Leadership Excellence and Innovation**. We seek to facilitate discourse on new research, theories, and techniques, and mentoring and coaching relationships in the workplace. Dr. Carol Mullen is the keynote speaker.*

- **Apega's 9th Annual Mentoring Conference**

📅 November 2-3, 2015
📍 Calgary, Alberta
👤 Tanya Dubnicoff, Kerry Woodcock, Sherry Matheson

Prepare for a packed day at this year's APEGA Mentoring Conference. Engaging presenters will lead educational sessions on everything from mentoring styles and feedback strategies to leading with purpose and framing successful mentoring relationships. The conference is headlined by mentoring coach and former Olympian Tanya Dubnicoff and organizational coaching team Kerry Woodcock and Sherry Matheson.

- **Games and Revelations in Coaching: It's in the Cards!**

📅 November 7, 2015
📍 Jacksonville, Florida
👤 Kanu Kogod, Patrick Williams

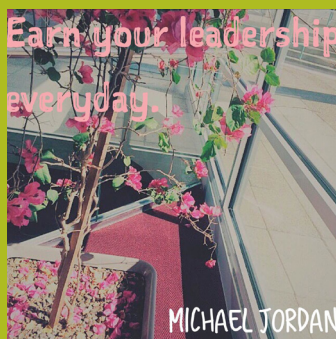
*Come learn about the award winning Points of You™ system of card interaction: **The Coaching Game and Punctum**. You won't want to miss this powerful one-day workshop designed for coaches, facilitators, therapists, human resource professionals, or anyone who is working with people on work, life, and other topics that touch us all!*

📷 LAST MONTH IN PHOTOS

Photos taken around UNM, from our Instagram feed (@unm_mentoring)



The Famous Frontier
Sweet Roll



Inside Centennial
Library



Behind the Campus
Bookstore



Outside Dane Smith
Hall



MENTORING INSTITUTE NEWS

The 2015 Mentoring Conference, *New Perspectives in Mentoring: A Quest for Excellence in Leadership*, begins Tuesday, October 20th.

Tuesday

- 8 am to 11:45 am - two pre-conference workshops will be held. Jerry Wilbur will be leading a session titled “Developing Mentor Leaders: Wired to Win,” and Chris Cook’s session will be on “Developing Excellence in Leadership and Coaching - for Mentors.”
- 1 pm - welcoming remarks, and a Plenary session lead by Lise Lewis. Her session will discuss “Creating Powerful Feedback Conversations in Improving Leadership Performance and Effectiveness.”
- 2-2:45 pm, 3-3:45 pm, and 4-4:45 pm - three Concurrent sessions.

Wednesday

- 8-8:45 am, 9-9:45 am, 10-10:45 am, and 11-11:45 am - four Concurrent sessions.
- 1-1:45 pm. Our keynote speaker, Dr. Carol Mullen, will host her session The Keynote session is titled “The Leadership Identity Journey: Transformative Leaps for Humankind.”
- 2-2:45 pm, 3-3:45 pm, and 4-4:45 pm - three Concurrent sessions.

Thursday

- 9-9:45 am, 10-10:45 am, and 11-11:45 am - three Concurrent sessions.
- 1-1:45 pm - Stacy Bake-Beard will present her Plenary session, “Confronting Paradoxes: Insights from the Mentoring Experiences of Professional Indian Women.”
- 2-2:45 pm, 3-3:45 pm, and 4-4:45 pm - three Concurrent sessions.
- 5-5:45 pm - poster session.

Friday

- 9-9:45 am, 10-10:45 am, and 11-11:45 am - three Concurrent sessions.
- 1-1:45 pm. Plenary speaker, Diana Northup, will be presenting on “Using Your Enthusiasm and Passion to Enhance your Mentoring.”
- 2-2:45 pm - featured speaker panel on “Sharing New Mentoring Perspectives for Excellence,” including Carol Mullen and Jerry Wilbur.
- 2:45-3 pm - Closing Remarks from Vice President of Student Affairs.

SOCIAL MEDIA



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IMPORTANT DATES

Registration Deadline is October 10:

Don't forget to register! Registering for this conference ensures that you have access to the very best and newest research in mentoring.

Conference begins October 20:

Come and enjoy this four-day conference with your peers in mentoring.

Mentoring and Coaching Monthly is released November 1:

Get a recap on the conference, plus hear from pre-conference workshop leader, Jerry Wilbur.



INTERVIEW WITH DR. CAROL MULLEN

2015 KEYNOTE SPEAKER



The Leadership Identity Journey: Transformative Leaps for Humankind

Can you describe your background and how you got into mentoring?

I had the desire to experience mentoring in a liberated environment, not one hampered by artificial barriers of authority, rank, and such. Luckily, my dissertation supervisor from The Ontario Institute for Studies in Education of the University of Toronto (OISEUT), Canada, was a perfect match for me. With Dr. Patrick Diamond, I had the opportunity to experiment outside the scope of my dissertation. We explored alternative approaches to mentoring, using our relationship as the case study. In 1997, three years after my PhD, we published our duographic mentoring model. For it, we used our joint journal to illustrate collaboration as a power-sharing, educational relationship. In the 90s, I also benefitted from Dr. Michael Connelly's narrative inquiry model, mentoring circle, and academic lineage that included Joseph Schwab and John Dewey.

As a visiting professor at Texas A&M from 1995 to 1996, I began connecting diversity more explicitly to my work in mentoring. I

published on Hispanic preservice teachers' stories of mentoring, also in 1997. *Breaking the Circle of One*, a book with TAMU colleagues, was a study of mentoring in educators' lives. Published in 1997, it later won an American Educational Research Association research award.

Another theme was mentoring innovations within school-university collaboratives for which a Florida case study was the seed. By then in a tenure-earning capacity at Auburn, my coedited book, *New Directions in Mentoring* (published by Falmer Press), followed in 1999. A contributor was mentoring expert Dr. Frances Kochan.

Committed to viable, holistic mentorships, I wanted to cultivate robust models. Cohort-based learning and research-teaching integrative models were cornerstones. The Writers in Training, my award-winning graduate mentoring network, lasted seven years at the University of South Florida. Both leadership and psychology publications feature it as a mentoring exemplar.

What can those attending your speech expect?

Attendees will hear about our "leadership identity journey" construct as related to Joseph Campbell's universal journey model (Mullen, English, & Kealy, 2014). They will not only learn about Campbell's five mythic phases but also about how some practicing leaders made sense of these, as more fully described in the publication:

Mullen, C. A., English, F. W., & Kealy, W. A. (2014). The leadership identity journey: An artful reflection. Lanham, MD: Rowman & Littlefield Education. (129 pp.)

The audience will see the most frequently selected powerful, iconic photographs (suggestive of Campbell's five mythic phases, such as the human condition) that the school leaders gravitated towards. And they will learn the reasons for the leaders' choices of certain images.

People at this mentoring session will likely have interest in new mentoring ideas. It is commonly known that mentoring is a commitment to learning, leadership, and self-improvement. I'm hoping that they will want to mull over the journey model within the context of their own lives as related to this broad idea. They will be prompted to reflect on the emotional, subjective depth of leaders' inner worlds to connect, perhaps anew, with this dimension of humanity. Thinking about how they can evoke the universal journey motif in their mentoring relationships, environments, and lives may have value as they travel down this path. A contemporary, if not novel, approach will be taken during this speech. Intriguing visual data will be displayed along with key descriptors, with prompts to guide thought and conversation. The topics of leadership and mentoring may offer insight or provide strategies for people's studies, practices, and lives.

Without giving too much away, what is the leadership identity journey?

The "leadership identity journey" is a construct that my coauthors, Dr. Fenwick English, Dr. William (Bill) Kealy, and I created. We built on Campbell's pioneering concept and folded leadership into the mix of the university journal motif. We also explored the potential relevance of his ideas for the educational leadership field, specifically by framing an interview study and talking with practicing school leaders. By adding

Our interview with Dr. Carol Mullen continues on the next page...

"Good mentors know that their mentees go through life changes, whether this occurs through graduate school, learning environments, workplaces, or home life."



IN THE NEWS

This month's selection of news articles relating to mentoring

LinkedIn:

[You're Mentoring Wrong: It's a Two Way Street](#)

Herald Scotland:

[Pioneering Mentoring Scheme and Glasgow Kelvin College Join Forces to Help Young People](#)

Computer Weekly:

[Shining a Light on the Male Mentors of IT](#)

The Guardian

[Use a Recent Graduate as a Career Mentor and Tap the Millennial Mindset](#)

Star Tribune:

[Education, Mentoring Key in Anti-Terror Recruiting Project](#)

Forbes:

[Mile High Club: British Airways offer mentoring at 35,000 Feet](#)

Huffington Post:

[Can Mentoring be a Game Changer for DC Schools](#)

leadership to Campbell's construct, we were able as scholars of leadership to view leadership complexities within the everyday world.

Our construct deals with the ultimate struggles encountered in human life. It also refers to transformative experiences that leaders have, drawing on Campbell's universal mythic journey model and five mythic phases (e.g., the human condition, trials in life, human triumph, human transformation, and human crossing). By adding to this model the phase of leadership as an important frame of reference for human life, we were able to probe leadership itself. We wanted to know how leaders of schools experience, as well as interpret, the mythic phases/universal themes, such as trials in life (i.e., the struggle to overcome adversity).

Out of Joseph Campbell's (1968) five stages, which has effected your life the most?

Human triumph grows out of trials in life. That's a good thing because it has really been the trials in life that has most deeply affected my life, at least up to this point. Like all of us, I confront deep-seated mental mazes, riddles to be solved. In this phase, I've received the aid of protective figures who bestow secret keys and esoteric knowledge to mount and defeat obstacles. These figures, authentic mentors and true friends, occupy the same social stratum as many other people within the hustle and bustle of my life.

While trials are often expressed as external challenges, most are internal, like my own. I've struggled with contradictions within myself and the world. Ideals tarnish in the fight for what matters beyond the self, such as the life-chances of young people stricken by poverty. I lived in poverty well into my adulthood, having raised my younger sister while going to school and holding down many jobs. Picking ourselves up and dusting ourselves off builds resiliency. Although we can try to recover the old self, we can actually go further, reinventing ourselves in the process. Human triumph may be our silent reward for "passing" tests of fortitude. Through ongoing trials, we can keep transforming, resisting the urge to settle for what has always been. Instead, we can reach for what could be. Maturity in mentoring makes us more adept at not only learning from trials but also teaching about what we learned. Wisdom is a diamond. Pass it on.

How do the five stages make one a better mentor?

Good mentors know that their mentees go through life changes, whether this occurs through graduate school, learning environments, workplaces, or home life. Campbell's mythic/universal journey phases (e.g., human triumph) are an integral part of the life change wherein mentees are transformed in how they see the world and act in it. In fact, this very process of learning and change is desirable in graduate schools of education. Mentors who understand that their mentees are going through the five phases (plus, we contend, the sixth phase we added of leadership) will be more empathetic, effective, and caring. Moreover, mentors who are knowingly attuned can view the entirety of their life's work as meaningful and impactful. Their good work is not just a daily dose of doing the right thing. Instead, it's part of the larger process of human transformation for which our lives and contributions truly matter. Mentors make a difference—their life's work spawns mentoring lineages and every mentee is a living branch.

Our interview with Dr. Carol Mullen continues on the next page...

MENTORING TIPS

We regularly post mentoring tips on our website. Here are some of the tips from last month:

NETWORKING

According to Levo, the mentoring and career site for women, there are 5 types of networking events to attend: 1) breakfast; 2) industry specific events; 3) round-table events; 4) happy hour; 5) LinkedIn groups.

KNOW THYSELF

You can't help your mentee know who they are and where they will be going if you don't know that for yourself.

Is mentoring crucial to being a good leader?

I believe that mentoring is definitely crucial to being a good leader. Good leaders mentor and are in turn mentored by others. The health of our professions and workplaces depends on their commitment, willingness, and ability to share knowledge and skills. Good leaders are also positive role models who “rock” a can-do attitude. They take a personal interest in mentoring relationships and are serious about this duty or, better yet, life’s work. They’re enthusiastic about their field and projects, and see themselves as lifelong learners who are humbly learning from their mentees. They provide guidance and constructive feedback. In turn they seek feedback in order to improve in their multiple capacities as mentor, leader, and learner. Well respected, often admired, they’re attentive to such important processes as goal setting and ongoing planning and reflection. Because they keenly listen to others, they value what is brought to the table or discussion or debate. They acknowledge their mentees’ special qualities and contributions to the work at hand, and they recognize their gifts and talents but they also help address their personal limitations. Balanced in this way, the mentor shows respect for the mentee’s humanity. Leaders/Mentors motivate their mentees, inspiring them to grow.

Aging mentors are confronted by the necessity of being in step with the changing times. Keeping pace with one’s field, and the cultural and environmental changes that shape it, necessitates re-education. They may embrace new learning through professional development trainings. Importantly, learning from major trials, they have the strength and wisdom to guide their mentees’ transformation. Hopefully, all leaders provide earnest support to their mentees.

In your opinion, what makes an effective mentor/coach?

I believe that effective mentors/coaches have the willingness and ability to mentor others. Also, they know how to weigh the career and psychosocial functions of mentoring in each particular case. (These classical functions, widely known, were coined by mentoring research pioneer Dr. Kathy Kram.) In our times, the career function tends to dominate, leaving much less room for psychological issues of development in the life journey of mentees and mentors alike, such as the need for emotionally satisfying connections with peers and mentors in virtual worlds where physical distance is the new norm. Effective mentoring accommodates this essential function (i.e., psychosocial), otherwise it becomes overshadowed by the career function. The career function governs such tasks as goals, progress towards them,

and completion of degrees or work projects and, moreover, aspirations for promotion. Attention on the whole person is more holistic. It is only fair that mentors are appropriately compensated for their highly specialized expertise that takes years to develop. Such recognition can in turn make them that much more effective because mentors work above and beyond their assigned workloads.

I also believe that effective mentors/coaches know how to modify/personalize a relationship to fit different individuals’ goals and needs, without overly relying on mentoring checklists, rubrics, and templates. Just as they are astute practitioners in the art of mentoring, they model how to disseminate the results of their labor. That way, we learn from one another.

What is one piece of advice you would give someone transitioning into a mentor position?

My one piece of advice for new mentors goes beyond talking with, or seeking out, experienced/seasoned mentors. Consider researching their life’s work. Many mentors document what they do, whether in books, journals, and/or newspapers or through social media. As another source, some mentors are featured by their home institutions, professional organizations, or other entities. So, the stories of mentoring are out there along with tips and lessons learned. Become immersed in the act of mentoring by going the extra mile to study the breadth and depth of the selected mentor(s). Fortunately, I was guided to do this during my graduate school days at OISEUT, so I researched the backgrounds, vita, and publications of professors and leaders so that I could engage in well-informed interviews with select individuals. I even published some of these interviews in academic newsletters.

By researching what mentors have written and/or done the transitional mentor develops a much more informative picture that hearsay cannot offer. Personal conversations with experienced mentors may not be possible. Or, should these occur, they may be fleeting, albeit meaningful. But experienced mentors’ contributions, insights, and influences are everywhere in the world—they exist in print and on video. Many mentors share their ideas at conferences, online, and in seminars and trainings as well, and their ideas may be available in print or media. Portable, textual mentors are available at one’s fingertips. Just surf the Internet, e-libraries, and databases to find what interests you. As transitional mentors, maybe blog about your insights or post them. That would be exciting—to learn much more from people becoming mentors.

CAROL MULLEN

Dr. Carol A. Mullen is an internationally known leader in the mentoring field and innovator in research-based approaches to mentoring, leadership, and diversity. She is a Professor of Educational Leadership at Virginia Tech. She was the School of Education Director and Associate Dean for Professional Education; Department Chair at the University of North Carolina at Greensboro, and Mentoring Director at the University of South Florida. An award-winning scholar and teacher, she is currently a U.S. Fulbright Scholar and Scholar of the Institute for Society, Culture, and Environment. Her program delivered in China led to research and teaching, as well as lecturing, in mentoring, leadership, and development at many universities in different cities. The U.S. Department of State’s Bureau of Education and Cultural Affairs sponsored the Fulbright visit. Fulbright is America’s flagship program in international education. This long-serving editor of the *Mentoring & Tutoring* journal (published by Routledge) was President of the National Council of Professors of Educational Administration. She serves on the Kappa Delta Pi Presidential Commission and the University Council for Educational Administration’s plenum, and is a senior seminar alumna in the American Council on Education Women’s Network. This speaker has authored over 200 journal articles and juried book chapters, and authored/coauthored and edited/coedited 20 books, including *The SAGE Handbook of Mentoring and Coaching in Education* (Sage, 2012); *The Leadership Identity Journey: An Artful Reflection* (Rowman & Littlefield, 2014), and *Education Policy Perils: Tackling the Tough Issues* (Routledge, 2015). Her PhD was awarded from The Ontario Institute for Studies in Education of the University of Toronto, Canada.



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