



MENTORING INSTITUTE



MENTORING & COACHING MONTHLY

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IN THIS ISSUE

Welcome to our September issue of Mentoring & Coaching Monthly! We are excited to share with you an interview we had with Dr. Maggie Werner-Washburne, Regents Professor Emerita of Biology at The University of New Mexico and upcoming 10th Annual Mentoring Conference plenary speaker. In her special feature on pages three and four, Maggie discusses how she became interested in mentoring, how her travels have influenced her work, how she uses mentoring in the classroom, and what she will cover during her plenary session.

In this issue, we also feature a review on the book *Mentoring: A Henley Review of Best Practice* by Jane Cranwell-Ward, Patricia Bossons, & Sue Gover, and a new "book releases" section introducing the recent publication of *Five For Your First Five: Own Your Career and Life After College* by Allison McWilliams, PhD. Lastly, don't forget to check out our upcoming events section and to follow the UNM Mentoring Institute on social media!

EDITOR'S NOTE

Thank you for joining us once again! We appreciate your interest in the UNM Mentoring Institute and are glad to be sharing the latest in mentoring and coaching news with you.

On a more somber note: September has been a tragic, heart-breaking month for many so far. Hurricanes Harvey and Irma destroyed areas of Texas and Florida, along with other parts of the Caribbean, and left millions without power. Record-setting wildfires raged across the Pacific Northwest in the U.S., and southern Mexico was hit with the largest earthquake in the past century.

Through these troubling times, it's important to come together to support not only our nation, but the nations around us who have also been rocked by tragedy over the past few weeks.

Mentoring and coaching is one way to be there for others who have been affected by these disasters—whether it be firsthand or secondhand—or by other obstacles in their lives. By offering their best assistance and advice, mentors and coaches can help strengthen our community and ensure people are happy, healthy, and successful.

Please read on to hear from Dr. Maggie Werner-Washburne, Regents Professor Emerita of Biology at UNM and plenary speaker for our upcoming mentoring conference. Maggie has been dear to our hearts and an avid supporter of the Mentoring Institute for years. We are excited to share her work with you, and encourage you to register for her session in October.

Thanks, and we hope you have a great weekend,



Our thoughts go out to those affected by Hurricanes Harvey and Irma

This month we donated over 50 T-shirts to victims of Hurricane Harvey, with help of the UNM Dean of Student's Office.

You can also help victims of Hurricanes Harvey and Irma by donating to the American Red Cross, the Salvation Army Emergency Disaster Services, or to the hundreds of other local and national organizations that assist disaster victims.



ABOUT US:

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 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 assists 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 also contributes to the development and economic growth of New Mexico.

Institute Founder & Executive Editor:
Nora Dominguez

Managing Editor: Brenna Kelley



Interview with MAGGIE WERNER-WASHBURNE

REGENTS' PROFESSOR EMERITA IN THE DEPARTMENT OF BIOLOGY
THE UNIVERSITY OF NEW MEXICO

How did you become interested in mentoring? Have you yourself had a mentor?

I became interested in mentoring because, as an undergraduate, I didn't have a mentor. Stanford was a strange experience for me—and led me to go to Mexico and a miraculous transformation in my life. I found a wonderful mentor while I was working on my MS in botany in Hawaii, and his care, wisdom, and advice stayed with me my entire career. I had a scientific mentor during my PhD, but I didn't have anyone who could help me to connect my mind and heart on the same path.

I have had other mentors during my career—and I should have used them more—but my path seemed always to be a bit more out of the box or not out of the box enough for the mentors I had.

As my career developed, I began to remember the dichos (sayings) my mother and grandmother had shared with me and how important they were. I came to UNM because I just loved the students and they made it easy to want to mentor. Over the years, the students have changed and I have tried to adapt how I mentor in order to help them see the importance of knowing their hearts in choosing a path forward and being happy.

As the Regent's Professor of Biology at The University of New Mexico, how have you used elements of mentoring in your own classroom?

Some of the limitations students have these days are creativity, the ability to reframe and see things from a different perspective, and develop the ability to ask and know great questions. I believe these insights have been woven through my teaching. At first, I would teach students how biochemists, geneticists, and molecular biologists would approach a problem (reframing), then I

started bringing in imagination—going into a cell, becoming very tiny, so we could “experience” the weak interactions and ways that cells and molecules work at the nanoscale. Finally, I worked with IMSD students to practice developing insight to know their hearts and to look at challenges and failures as opportunities and teachers.

Are there any aspects that your students seem to respond particularly well to?

It depends on the students. Many like the principles we use in our program and the concept of teams. Students call or write me for a long time after they've left the program, so they must also like the community/family that we form together. Others respond rapidly to using their imaginations. Each of them seems to remember different aspects over the years—but they do try to listen to their hearts.

Your bio on the Huffington Post mentions that you've traveled to and lived in many different places across North, Central, and South America. How have your travels influenced and informed your mentoring practices?

Being an English major gave me a desire to use words correctly. Going to Mexico helped me understand my own identity and start believing in myself—leading to knowing my voice and my narrative. It took a lot of challenges for me to find my own heart and, once I did, I experienced the IQ boost that comes with doing what you love. I spent a year during these travels reading books about different religions, which gave me ways to express things differently as well as to see what experiences are common to us all. All of these experiences informed how I try to be in the world, what I do with the students, and what I find valuable.

At the UNM Mentoring Institute's upcoming mentoring conference you plan on speaking on the topic of personal narratives in mentoring. Can you explain what this means and why you think it's important?

Each of us has our family narratives—they are also in the DNA in our bodies. So many ancestors lived and died, failed and succeeded, did brave things, loved and lost—and we are the physical end of that successful lineage. We also have our personal narratives—many—that help us understand more about who we are, things that have been of value to us, and characteristics and challenges that have led us to our path.

What is the number one thing you hope people will learn from your plenary session and apply to their own mentoring practices?

I would hope that people would come to understand the importance of their narratives and other people's

narratives in dealing with the challenges we face today and as a way to understand and reframe the barriers that currently keep us apart.

Any final thoughts you'd like to share?

- It's important, if a person wants to be a mentor, to first accept that we are all human beings, with our faults, humor, and hopes.
- It's important to understand that one should not try to mentor across barriers that we ourselves have not found a way to cross.
- Mentees have to be free to make their own choices and to understand that it's important for them to take the wheel of their lives.
- Mentors cannot be too enthralled with their own advice—the goal is for the mentee to be happy and to have a great life. That is the outcome of a successful mentoring relationship.

MORE ABOUT MAGGIE WERNER-WASHBURNE

Maggie Werner-Washburne, PhD, (Hispanic/Anglo) is Regents' Professor emerita in the Department of Biology at the University of New Mexico (UNM) and PI of the UNM Initiatives for Maximizing Student Development. Maggie went to Stanford as an undergraduate and completed a BA in English. After graduation, she spent 1.5 years in Mexico, Central and South America, another year in Alaska, and over a year in Minnesota, prior to going to Samoa, New Zealand, and Hawaii (for an MS in Botany) and the University of Wisconsin for her PhD and post-doctoral research.

Dr. Werner-Washburne devoted most of her research career investigating stress response in yeast and worked her entire career to help diversify STEM. Her work on the genomics and cell biology of stationary phase led to the discovery of novel cell types in yeast and provided insight into aging, the cell cycle, and stem cells. In 1999, she served as an NSF program officer for Microbial Genetics and wrote the first report on the Federal Investment in Microbial Genomics for OSTP. Dr. Werner-Washburne has been on the faculty at UNM for almost 30 years, served twice on the Board of SACNAS and was president and past president from 2013-2016. She is an AAAS Fellow, 2011 Harvard Foundation Distinguished Scientist, and has received other awards, including two Presidential awards, for research and excellence in science, engineering, and math mentoring from both Presidents Bush. Most recently, Dr. Werner-Washburne was awarded the 2017 AAAS Lifetime Mentor Award. Dr. Werner-Washburne has been a co-PI on FlyBase (the model organism database based at Harvard).

Her current interests are mentoring, writing, understanding the barriers to student innovation, creativity, and success; and finding ways to understand the bottlenecks in solving chronic, hard problems, like diversity, polarization in our country, and climate change, and addressing the hardest problem: communicating solutions to the hardest problems.



MENTORING: A HENLEY REVIEW OF BEST PRACTICE

By Jane Cranwell-Ward, Patricia Bossons, & Sue Gover

Book review by Emily Westfall,
UNM Mentoring Institute

Mentoring: A Henley Review of Best Practice gives readers specific information, practices, and guidelines to use when developing a successful mentoring relationship and for creating an efficient mentoring scheme. It examines research and experiences from the members of the Mentoring Focus Group from the Henley Learning Partnership to help inform readers. This Partnership provides a plethora of conferences and forums on mentoring and is a leading organization in the field. The goal of the book is to provide the above information in a way that also helps readers share in the enthusiasm for mentoring and experience of the Focus Group.

The book is divided into five parts. *Part I—Overview of the Book and Business Context* has two chapters that describe mentoring in a business framework. The section first explains the purpose of the book and how it is meant to be read. Not every part of the book is important to every reader, so Table 1.1 explains which parts are most helpful to potential mentors, protégés, and scheme managers (page 6). This part also explains some of the uses of mentoring in a business setting and gives some context for those interested in finding a mentoring relationship in the workplace. A key aspect of that context, as explained in Chapter 2, is influence. There are two types of influences: external (such as business environment and globalization) and internal (such as motivation and knowledge management). Both types of influences can help encourage potential participants to entering in a mentoring relationship.

Part II—What is Mentoring? Definition and Context has four chapters and clarifies the definition of mentoring and its different applications based on setting. This section also clearly distinguishes mentoring from coaching, and helps readers who are interested in entering a mentoring relationship decided whether they are better suited for the mentoring or the coaching route. The final chapter of this part provides questions to be asked if the reader is interested in creating or par-

ticipating in a mentoring scheme.

Part III—Setting Up and Running a Mentoring Scheme has nine chapters and goes into detail about how to set up and maintain a formal mentoring program. There are eight major stages to creating a mentoring scheme, and they are as follows: Influencing key stakeholders, marketing the program, defining and planning the mentoring process, matching mentors and protégés, training participants, maintaining and developing the program, evaluating the program, and summarizing scheme manager activities. This section has a chapter on each stage in the process of developing a mentoring scheme that thoroughly explains the processes and methods behind it.

Part IV—Taking Part in a Mentoring Relationship has eight chapters and explains how mentors and protégés can get the most out of a mentoring relationship. It goes through the beginning, middle, and end stages of a mentoring relationship and describes key methods and practices that can help participants maximize the benefits from mentoring. This part also describes several issues that may arise in the relationship and gives advice on how to address and resolve them.

Part V—Lessons Learned and Conclusions has two chapters and summarizes the information provided in the previous four parts of the book. It lists important lessons that can be learned from this book as well as from the Henley Focus Group. These lessons help give potential mentors and protégés an idea of what to expect in a mentoring relationship as well as help prevent them from making certain mistakes in their partnership.

Many different people can benefit from a mentoring relationship, not just protégés. Mentors and even mentoring scheme managers can learn and grow from mentoring. With this book, Cranwell-Ward, Bossons, and Gover thoroughly detail how these different people benefit from the relationships and they give helpful instructions and frameworks to help participants in a mentoring partnership maximize these benefits.

Source: Cranwell-Ward, P., Bossons, P., & Gover, S. (2004). *Mentoring: A Henley review of best practice*.

MENTORING TIPS

An effective mentor knows:

1. **Be available always.** If you are “too busy” most of the time or locked behind closed doors, no mentoring relationship can work. It has to be evident to the mentee that this relationship is important to you and that you will make short periods of time available on a moment’s notice, as required. If you often make people wait on you, they will likely take extra time, which in turn will make more people wait longer and later.
2. **Adapt to each individual learning style.** Start by open listening. Some people learn best from anecdotal stories, and others need concrete pointers and step-by-step instructions. Respect each mentee’s desire to grow and honor their individual style. Remember that 5-minute listening is not the same as 5-minute mentoring.
3. **Respect discussion confidentiality.** Mentor discussions must remain confidential so both parties can talk freely to each other without being quoted around the water cooler later. The mentee must not be afraid to show false starts or a naïve perspective.
4. **Provide honest and constructive feedback.** Personal attacks and emotional comments are not appropriate, but people need real feedback to learn. Set the context by clarifying your goals and expectations on a regular basis. Critique the work and not the person.
5. **Hold the mentee responsible and accountable.** Encourage the mentee to generate their own solutions, and make it clear that they must accept full responsibility for their personal choices. Good people won’t want it to work any other way. Most people learn best from making mistakes, so you have to let them fail sometimes."

A selection from "5 Keys to Effective Entrepreneurial Team Mentoring" by Martin Zwilling on [Alleywatch](#).



IN THE NEWS:

This month’s selection of mentoring-related news



Forbes

How To Find A Good Mentor

By Victor Lipman



The Enterprisers Project
Reverse mentoring: Is it right for IT?

By Kevin Casey



The Enterprisers Project
The State of Corporate Mentoring: Interview with Dr. Lois Zachary

By Julie Silard Kantor

five
for
your
first five

OWN YOUR CAREER AND
LIFE AFTER COLLEGE

ALLISON MCWILLIAMS, PHD

New Book Release:

Five For Your First Five: Own Your Career and Life After College

By Allison McWilliams, PhD

"*Five For Your First Five* is based on twenty years of experience working with college students and young adults as they make the sometimes challenging and overwhelming transition from college to life-after-college. It combines real-life stories and experiences from young adults who have already navigated through these waters, with tools, strategies, discussion, and reflection questions. The reader is encouraged to do real, intentional work while exploring the five key areas: Do the Work, Build a Life, Create Community, Practice Reflection, and Own What's Next. Part workbook, part wise counselor and mentor, *Five For Your First Five* provides meaningful insight into what can happen when you truly take ownership for your career and life."

-Allison McWilliams, Author of *Five For Your First Five*

For more information, please visit www.fiveforyourfirstfive.com or www.5FYF5.com.

CONTACT US:

The Mentoring Institute
1716 Las Lomas Blvd NE
Albuquerque, NM 87106

Email: mentor@unm.edu
Phone: 505.277.1330
Website: mentor.unm.edu

SOCIAL MEDIA:



Facebook



Twitter



Instagram



LinkedIn



Pinterest

IMPORTANT DATES:

*UNM Mentoring Institute's
10th Annual
Mentoring Conference*

Last Day to Register as a Volunteer
September 30, 2017

Standard Registration Deadline
October 7, 2017

Conference Dates
October 23-27, 2017

UPCOMING EVENTS

• National Mentoring Symposium



October 7, 2017



IUPUI Campus Center



Keynote Speaker: Kevin Wazner

Peer mentors, program staff, and faculty will enhance their skills and will increase their understanding of strategic methods to mentor students.

• Annual Coaching in Healthcare and Leadership Conference



October 13-14, 2017



Boston, Massachusetts

This conference attracts audiences of 600–750 people from around the world and provides opportunities to connect with numerous coaches and other professionals interested in coaching practices.

• UNM Mentoring Institute's 10th Annual Mentoring Conference



October 23-27, 2017



Albuquerque, New Mexico

This conference will feature 13 keynote sessions, 1 round-table sessions, 3 pre-conference workshops, 1 poster session, and more than 200 individual/panel presentations, which will cover a diverse variety of academic disciplines and industries.

CURRENT JOB LISTINGS

AUBURN UNIVERSITY

Assistant/Associate Professor

Educational Leadership

The Department of Educational Foundation, Leadership, and Technology in the College of Education at Auburn University is seeking candidates for a tenure-track faculty position at the Assistant/Associate Professor level in the Educational Leadership program. The position will be available to begin August 2018.

Minimum Qualifications: (a) an earned Doctorate in Educational Leadership or its equivalent; (b) a minimum of three years of experience as an assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or administrator of career and technical education, or any three years combination thereof; (c) demonstrated ability or potential for an active program of scholarly research; (d) demonstrated ability or potential for excellence in graduate instruction (including face-to-face and online contexts), and assessment; (e) excellent communication skills; (f) evidence of meeting eligibility requirements to work in the United States at the time appointment is scheduled to begin and continue working legally for the proposed term of employment.

We are particularly interested in applicants with a record of scholarly engagement in mentoring, leadership preparation, and/or the principalship. Find the full faculty job announcement [here](https://aufacultypositions.peopleadmin.com/postings/2417) (<https://aufacultypositions.peopleadmin.com/postings/2417>)



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