



MENTORING
INSTITUTE



MENTORING & COACHING MONTHLY

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IN THIS ISSUE

Welcome back to *Mentoring & Coaching Monthly*! We are excited to share some summer content with you this June. As always, we thank you for your support of the UNM Mentoring Institute, and hope that you will share this issue with your friends, family, and colleagues!

This issue features an interview with Dr. Dana Bible from Sam Houston State University and Dr. Regina Dixon-Reeves from the University of Chicago. They both currently serves as members on our conference steering committee panel, which was formed to help ensure attendees a richer, more diverse conference experience at our 11th Annual Mentoring Conference. Please check out their feature to learn more about our conference steering process!

Also in this issue is a call for contributions to the *International Coaching Psychology Review*, mentoring tips, upcoming events in mentoring and coaching, and more!

LETTER FROM THE EDITOR

As we approach the end of June, we hope you are taking some time to enjoy the summer sun!

For all of you mentors and coaches within k-12 education and higher education, we believe it's important that you continue the mentoring and coaching relationships that you may have developed over the course of the school year through the summer break. Doing so will have a great impact on your mentee, though this may be difficult if you or your mentee may be traveling or have other commitments (such as summer camp or sports tournaments), or if the mentoring or coaching program you are involved in only revolves around the school year.

Despite some of these challenges, we encourage you to maintain a relationship with your student mentee over the summer break by checking in regularly with him or her. According to Kids Hope USA, this could be by scheduling monthly meet-ups, or even through writing if you don't feel like your relationship with your mentee or their family is strong enough to warrant a visit outside of school. Keeping in touch reiterates to your mentee that you have not "forgotten" about them, and that you are dedicated to supporting them both inside and outside of an educational setting.

If you currently have a student mentee, and plan on mentoring them over the summer break, we would love to hear about how you will do so! Feel free to send us a Facebook message with your information, and you may be featured on our Facebook page and in our next issue of *Mentoring & Coaching Monthly*!

As always, thanks for reading!



ABOUT US:

The Mentoring Institute develops, coordinates, and integrates mentoring evidence-based effective practices into research, consulting, and training activities 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
DR. DANA BIBLE

*Assistant Professor of Business Communication
Sam Houston State University*

and

**DR. REGINA
DIXON-REEVES**

*Assistant Vice-Provost for Diversity and Inclusion
University of Chicago*



How did you become interested in mentoring? Which mentoring programs are you currently involved in?

Dr. Dana Bible:

It seems that I have always been interested in mentoring, but it wasn't until college that I truly understood the importance of mentoring. Based on the mentoring relationships I cultivated in college, I gained the knowledge and confidence to embrace my strengths and to tackle my fears.

Through my role the Program Sponsor for the Business Learning Community and the Advisor for the Men of Honor I have the opportunity to not only work with students to in a mentoring and coaching capacity, but also help them build leadership skills that will serve them as they transition from students into professionals. In addition to these formal mentoring programs, like many professionals in the academy, I am involved in numerous informal mentoring relationships that develop organically based of the needs of those involved.

Dr. Regina Dixon-Reeves:

I became interested in mentoring because I wanted to better understand how some people got access to the hidden curriculum of academia and others did not. I was especially interested in the ways that women and people of color were socialized into graduate school and ultimately into the professoriate. These issues were particularly important to me because I was both a first generation college student, and a first generation terminal degree recipient and academic/administrator. I'd also had such wonderful experiences with mentors and peer mentoring as a strategy for success for graduate students and early career faculty. My experiences were so positive that I ultimately settled on mentoring as the topic for my dissertation research. I am currently involved with both my church's and sorority's formal

mentoring programs. I also informally mentor a number of graduate students in the Association of Black Sociologists and the Midwest Sociological Society. Most of my active mentoring comes in the form of creating Faculty Development programs for postdoctoral fellows and early career faculty.

How did you hear about the UNM Mentoring Institute, and why did you decide to become involved in the steering committee for our 11th Annual Mentoring Conference?

Dr. Bible:

I became involved with the UNM Mentoring Institute because one of my colleagues, Dr. Stephanie Bluth, spoke so highly of the conference and organization. During the conference last year, Dr. Doris Yates and I began discussing our experiences and ideas for the conference. These conversations led Dr. Yates, who was part of the steering committee, to recommend me as a member of the committee to the UNM Mentoring Institute Director, Dr. Nora Dominguez.

Without hesitation I accepted the steering committee position because I believe in the importance and power of mentoring.

Dr. Dixon-Reeves:

A good friend who knew of my research and faculty development work actually told me about the Mentoring Institute several years ago. I'd missed the deadline that first year to submit a session, but she made sure to remind me about the conference in enough time to submit a paper the following year. I've been an active participant in the conference for several years. I have presented a paper every year, with the exception of 2017. The Mentoring Conference is one of my favorite conferences. I enjoy being able to talk about mentoring

to a wide range of people and across a wide range of institutions. The beauty of the conference is being able to glean best practices that you can implement at your home institution/organization.

Please describe the steering committee process. Was there anything that you worked on specifically?

Dr. Dixon-Reeves:

I was honored to have been asked to participate in the Steering Committee Process. While I've enjoyed the conference every year, I always thought that it lacked diversity. It wasn't until I had the chance to speak with Nora about how the conference was organized that I understood why the conference had been organized the way it had been. I subscribe to the notion that you should not complain about anything that you are not willing to work to make better. I offered to assist and she invited me to serve on the Steering Committee. I am hopeful that during the course of the 2018 conference, we are able to make connections with others who would be willing to lend a hand to work on issues of diversity in regards to organizing this conference. The more input we have, the more likely we are to have more ethnically diverse plenary speakers, more exchange of mentoring best practices across organizations, and a better representation of program participants and practitioners of mentoring programs. Eventually, it would be great to secure funding to expand the conference reach and increase the participants.

Dr. Bible:

The steering committee met regularly via Skype to share ideas, discuss potential key note speakers, and to identify potential opportunities for improvement.

Although we all brought ideas to the table, each decision was made as a group.

How do you think having a steering committee helped to better organize our conference? Do you think it will lead to a better conference experience?

Dr. Bible:

The steering committee provided a platform for a diverse group of people to share their ideas regarding opportunities for improvement. It was through the sharing of these ideas that we made a few amendments we hope will be beneficial to the attendees. For example, moving the poster presentations location to the host

Meet Dr. Bible and Dr. Dixon-Reeves at their presentations on

"Mentoring Across Difference"



Mentoring programs should not always mirror or emulate each other. These programs must reflect differences that are often ignored due to time constraints, deficiency in planning, or lack of awareness. The need for individualization in mentoring is to acknowledge differences that exist including, but are not limited to, gender, age, race, sexual preference, learning styles, disciplines, and industries.

Mentoring across difference must be at the forefront of our discussions to create awareness for action. The challenge often lies in taking those first steps to articulate the need for action. Join this panel in discussing how to initiate action through awareness in a variety of settings and environments. This panel will speak to rising issues in mentoring differences that exist in individual needs and in different settings. Questions to guide the session are: How do we identify the specific needs of individuals? What are the challenges in planning to meet individual differences? How can you actively work toward mentoring programs that are inclusive? What are the specific challenges or hurdles to overcome in mentoring programs that are inclusive? Can higher education administrators learn from corporate mentoring programs? How do we ensure Inclusion, especially in institutions and organizations that are often not diverse? Are there strategies and ways that we might be utilized to increase inclusivity as we work towards diversifying our institutions and organizations? Additional questions will be taken from the audience for open discussion.

See this presentation at our 11th Annual Mentoring Conference at 11:00 am on Wednesday, October 24th, 2018. [Learn more here.](#)

hotel will, we hope, create a more socially stimulating environment.

Dr. Dixon-Reeves:

I am hopeful that having the steering committee will lead to a better conference experience for all participants. Some of the reasons I signed on to be a participant in this process is because I wanted more people to attend the conference, I wanted people to see themselves and their organizations reflected in the plenary speakers and in workshop sessions, and I wanted a wider range of regional and ethnic diversity represented in the conference speaker and participant rosters. I am hopeful that conference participants and those who chose not to attend the conference last year will feel as if they have been heard and that there is more transparency behind the organization of the conference.

At our upcoming conference, you will be giving a presentation titled "Mentoring across Difference" with

Marsha Carr. What do you think audience members will get out of it?

Dr. Dixon-Reeves:

I am hopeful that the ‘Mentoring Across Difference’ session will be a conversation among the panelists and with the audience about the challenges and benefits of talking openly about difficult topics in mentoring, such as gender differences, racial differences, organizational differences, etc. I would hope that the audience would watch us model the ability to be transparent yet willing to listen to some difficult truths from conference participants. I would hope that the session would encourage

conference participants to be self-reflective as well as willing to engage in the difficult conversations that will allow them to move their personal mentoring practices as well as mentoring programs and organizations forward.

Dr. Bible:

Our hope is that the panel will be a starting point for conversations that last throughout the conference and beyond. This conference brings together a group of people who are passionate about mentoring and as such, we want to create a space where our ideas and concerns can be shared in a collegial and supportive environment.

MORE ABOUT DR. DANA BIBLE AND DR. REGINA DIXON-REEVES



DR. DANA BIBLE

Dana E. Bible is an Assistant Professor of Business Communication at Sam Houston State University. She is the program sponsor for the Business Learning Community, a subset of the University’s Student Success Initiative. Prior to accepting a full-time faculty position, she worked on the administrative side of the University and as an adjunct instructor for almost a decade. Dr. Bible’s commitment to serving her students and the academy is evident through her work with the SHSU Leadership/Teamwork Committee, the Faculty Women’s Advisory Committee, as well as various steering and selection committees.

Dr. Bible has a doctorate in Educational Leadership with a concentration in Higher Education from Sam Houston State University. After earning her bachelor’s degree in Business, and an MBA from Sam Houston State University, she pursued a career in the private sector before finding her calling in higher education. It is this winding career path that drives her research agenda, which primarily focuses on developmental networks, leadership, and diversity. In addition to her primary research areas, she also enjoys collaborating with scholars from a variety of disciplines and research areas.

DR. REGINA DIXON-REEVES

Dr. Regina Dixon-Reeves is the Assistant Vice-Provost for Diversity and Inclusion at the University of Chicago. In this role, she provides leadership for diversity and inclusion programs, initiatives, and strategic planning across the University. Previously, she served as the Executive Director of Diversity and Inclusion at the University of Chicago Medicine and Biological Sciences. Four of her strongest skillsets are diversity & inclusion, fundraising, faculty development and program development.

Dr. Reeves is a past president (2009-2010) and current treasurer of the Association of Black Sociologists and served as chair of the Professional Development Committee for that organization for 16 years. She is a member of the editorial board of *Issues in Race & Society: An Interdisciplinary Global Journal* and chair of the Minority Scholars Committee of the Midwest Sociological Society. Dr. Reeves was recently selected as a fellow in the inaugural cohort of *Aspiring Leaders for Minority Serving Institutions* at the University of Pennsylvania, Graduate School of Education, Center for Minority Serving Institutions.

Dr. Reeves has a doctorate in Sociology with a concentration in Higher Education from the University of Chicago. Her areas of expertise include mentoring of early career faculty and graduate students, strategies that increase academic productivity, and student support programs that increase college retention of first generation students. She has a bachelor’s degree in Journalism from Marquette University and MA and PhD in Sociology from the University of Chicago.



MORE THAN A MENTORING PROGRAM: ATTACKING INSTITUTIONAL RACISM

By Graig R. Meyer and George W. Noblit
A Volume in *Perspectives on Mentoring*—Frances Kochan, Series Editor

Reviewed By Aneta H. Walker, Ph.D.
Assistant Professor of Teacher Education and Educational Leadership, University of West Florida

More Than a Mentoring Program: Attacking Institutional Racism is the ninth volume in a series on Mentoring Perspective that provides a riveting account on how the Blue Ribbon Mentor-Advocate program (BRMA) embarked on a journey to combat institutional racism and lack of racial equity through a hybrid school-community mentoring model. BRMA was conceptualized from a commissioned Blue Ribbon Task Force by the Chapel Hill-Carrboro School Board as an educational reform and best practice for improving African American student achievement. The authors Meyer and Noblit (2018) describe the core concepts within the book through unique personal experiences and reflections across 20+ years of their active involvement in the program. This style of presentation engages the reader in a prolific journey from the 1993 inception of BRMA through the challenges of continuous program improvement in efforts to battle ever present racism which plagues and persists in schools today. Each chapter in this book builds on the prior concepts that center around key points and thought processes which are considered the fundamental elements to the BRMA program.

The opening chapter, “More than a mentoring program”, begins with Graig Meyer’s tumultuous personal story from his arrival at BRMA in 1998. Meyer elaborates on many early lessons learned. The profound revelation of how important developing relationships among the Black elders and parents came from black school board member, Elizabeth Mason Carter, affectionately addressed in the book as Liz, his mentor. “The most important lesson that she shared was that I needed to shut up and listen” (Meyer & Noblit, 2018, p.5). Systemic advocacy, which portrays the basis of African American collectivism, and tackling institutional racism, became focal points for BRMA through the influential work with Glen Singleton. When the dominant narrative in our society continually supports inequality and marginalization, a counternarrative is necessary for people to understand, navigate, and change that system. Meyer’s goal for this book is to establish the need for a counternarrative when dealing with issues surrounding systemic inequality. He suggests “... you cannot address a racially identifiable problem such as the achievement gap with talking directly and consistently about race” (Meyer & Noblit, 2018, p. 10). The story behind BRMA is the coun-

ternarrative.

Chapter 2 opens with a powerful scenario illuminating the impact a mentoring relationship has on the identified student, mentor, and community as a whole. BRMA is comprehensive support program for students beginning in grade 4 through postsecondary education. Identifying the strengths of students and matching those of the mentors for longitudinal success is the vital component of the program. “Ninety percent of the program’s mentoring relationships have lasted longer than 2 years, and just over 60% of the program’s graduates have had the same mentor from fourth grade all the way through high school” (Meyer & Noblit, 2018, p. 15). Core components of mentoring, advocacy, and family engagement are the foundation of BRMA. However, the program moves beyond individual student support by employing strategies that involve systemic advocacy and family engagement. The signature success for BRMA is the mentor match; however, student supports are enhanced through an academic component, social and cultural enrichment, college and career exposure, and leadership development. Some elements within the program such as the duration of relationships, small cohort size, and not emphasizing achievement outcomes address BRMA vision and contribute to disrupting institutional racism. At the end of the chapter 2, the authors list compelling measures of success as well as viable critiques of BRMA. Lastly, promoting program engagement is a vital factor for BRMA to counter the greatest dilemma of dismissing students from the program.

At the heart of the book *More Than a Mentoring Program: Attacking Institutional Racism* and the core philosophical choice of BRMA, is being an antiracist program to create racial equity for marginalized groups of students. The following two chapters delve into the key aspect and greatest strength implemented in BRMA, mentoring relationships, which has enabled the creation of an antiracist model for mentoring youth. The BRMA model requires a two-year commitment from selected mentors. During this two-year span, BRMA invests in the development and support for the mentor through an intensive pre-service orientation, continued focused trainings, and coaching mentors in relationship building that lasts up to two full years. In addition, all mentors use weekly online reflection logs which are read and responded to by the program staff. Students receive training to learn about what it means to be and have a mentor. To further assist students and mentors, the BRMA staff is well trained in

handling and responding to specific needs of students that are outside the realm of mentoring responsibilities.

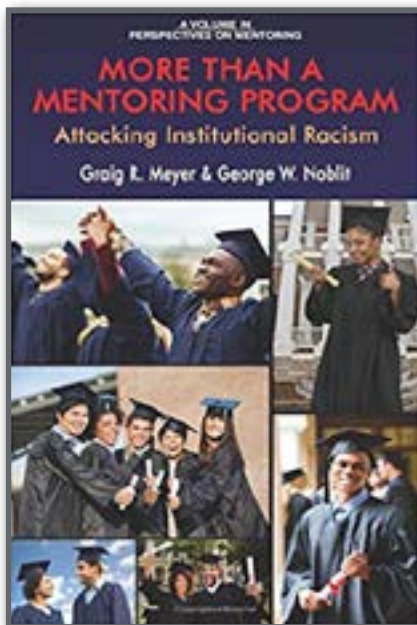
Going beyond the mentoring program, the ideas discussed in chapter 4 address how to enhance the effects of mentoring. To accomplish this goal, BRMA developed a set of “enrichment components” to expand program impact and broaden the scope of the mentor’s work past the idea of cultural assimilation (Meyer & Noblit, 2018, pp.39-40). Academic support conducted through two types of tutoring. Volunteers are placed at school to tutor students during study periods or before/after school hours or they can participate in the twice-weekly evening tutorial at established local community centers. Students that have persistent academic problems receive individualized assistance with an academic support specialist. To increase social and cultural awareness, the annual calendar events have monthly scheduled activities for students. These activities range from athletic venues, art, performances, or visiting historical sites. BRMA places a heavy emphasis on college and career exposure. Mentors are asked to incorporate one activity on a college campus each year. Leadership development is experienced through the Youth Leadership Institute program. Finally, the annual participation summit is a celebration and planning event for all staff, students, family members and mentors. This event can be described as a combination of pep rally, community education, and match check-in that serves as a self-assessment that gages student, parent, and mentor participation. Additional incentives are provided for students who were on the academic honor roll.

“Don’t be a statistic” (Meyer & Noblit, 2018, p. 60). This powerful saying is the center of conversation in chapter 5 concerning marginalized students being subjected to institutional racism. As a proclaimed antiracist program, BRMA has taken on significant strategies to supplement what mentors do to help students of color navigate social systems. One such program to support the development of a student’s racial identity is “Seeking the Self” summer camp and year-

round programming. The conceptual model of the program was created using Noblit’s 2009 research in which he used the critical race theory (CRT) and research on the impact of arts education. The BRMA staff created a curriculum that teaches the fundamentals of CRT through arts-based programming. In addition, professional development was designed for educators to help support students with their racial identity and guidance around addressing the counternarrative to counter institutional racism.

There is a delicate balance of students’ needs and funders’ expectations in programs such as BRMA must operate. It is evident that with an antiracist program like BRMA, these issues may not align 100% with those of the funders such as a school system. In chapter 6, Meyer discusses the efforts BRMA took to remain student-centered. One key character that truly impacted the program to reflect and re-center the focus from mentors to students was Marta Sanchez. Marta was a Mexican American Ph.D. student that strengthened the work being done with the growing Latino populations. Meyer shares multiple stories where Marta passionately impacted the program and shifted the focus back on students. One noteworthy story was during the planning session of the Participation and Evolution Summit. Meyer was rehearsing his speech in front of the whole staff and Marta prompted him that he had to remind parents that the major shift in BRMA wasn’t about the program or mentors’ needs but about the students. Another powerful story was concerning a high needs student named Kobe. Kobe’s hearing and dismissal story illuminates the need for programs like BRMA to develop relationships internally with schools and districts where you are trying to make an impact. The type of student-centered advocacy that BRMA used illustrates how they attacked institutional racism on a systemic level.

Systemic advocacy is considered a push for “equity” and an attempt to change policies and practices in which institutional racism is embedded. One of the most powerful strategies to improve system advocacy that BRMA implemented was the Students’ Six. The Students’ Six was plethora of professional development strategies to help teachers become culturally competent in the classroom. What made this so powerful was the fact students were teaching teachers how to teach. Students’ Six strategies revolved around the following: visibility, proximity, connecting to students’ lives, engaging students’ culture, addressing race, and connection to future selves (Meyer & Noblit, 2018, p. 96). These strategies were collectively developed with Meyer and educational consultants, author Bonnie Davis, and Director of Desegregation in Clayton Missouri, Dorothy Kelly. With the help of Blue Ribbon Academic Support Specialist, Teresa Bunner they turned the project into powerful conversations and professional development opportunities for the school district. Its success spawned the creation of a Master Teacher Cohort program that met seven times a year and was almost totally student directed. A continued focus on systemic advocacy led to the formation of Parent University for BRMA to leverage greater



systemic change. Lastly, BRMA partnered with other advocacy agencies like, The Adelante Education Coalition, to have a greater impact on systemic change beyond the school district level.

The nuts and bolts of the BRMA are discussed in chapter 8, “Leadership and Staffing”. It is evident that effective and sustained leadership were the foundation for the program’s overall and lengthy success. Meyer was hired in 1998 and remained the program coordinator until 2014. Lorie Clark was hired in 2002 and is currently working in the program today. Each of the two leaders provide detailed reflections of how important shared leadership, collaboration, and concern for racism’s impact on the community were keys for program success and longevity. Their reflections describe how they impacted the program with hiring, planning, and handling issues that arose during their tenure and work together. As with any organization, turnover was an issue, but budgetary mandates and restrictions limited the number of staff and provided for six full time personnel. In addition, Meyer points out the importance of professional development and learning requirements for the staff.

Program evaluation and continuous improvement are the framework of chapter 9. Meyer (2018) contends that BRMA established a culture of continuous improvement through the deliberate engagement of the staff in all areas of the program. To illustrate, he reflected on a debriefing session concerning an external evaluation of “Seeking the Self” program, “...the moment of celebration was suddenly over. I was surprised. The conversations quickly shifted to what needed to be done next. It addressed “Seeking the Self” but also ranged broadly across connections to other program elements. This discussion brought the staff to the edges of their chairs. They were all in” (p.138). The mechanics and processes BRMA implemented for recruiting, managing, mentor-mentee matching, supporting and coaching mentors, and ending mentoring relationships. Meyers reminds the reader not only is selecting, training, and supporting mentors an important part of program success, but the mentor-mentee match is at the core of BRMA’s efforts to be strengths-based for youth mentoring. Students are identified in grade 4 by social workers with input from a school based team. Once a student is accepted into the program, the family is notified and attends an orientation meeting that explains BRMA expectations. The student and family meet the matched mentor in a home visit facilitated by the referring social worker. The program has about two-thirds of its funding through private sources and the remaining comes from the school district partnership. It is evident that relationships and communications are integral factors in the program’s enduring success. To validate the program’s effectiveness and its impact on student success, a rigorous external evaluation was conducted by University of North Carolina led by George Noblit in 2011. Based on the results, BRMA is “an important asset to CHCCS. It is highly effective for youth and their families and provides CHCCS with a conduit to families that have been traditionally hard

for the schools to serve well” (Meyer & Noblit, 2018, p. 162).

The well documented impacts of the Blue Ribbon Mentor-Advocate paradigm are impressive. The framework the BRMA has established and transformed the field of youth mentoring in important ways, especially the focused attention on how race and institutional racism affect the student outcomes. Chapter 10 acknowledges the fact that even though the program has experienced great success there is still much to do to conquer institutional racism and provide systemic change for marginalized groups of students. The authors, Meyer and Noblit, deliberate the shortfalls and dilemmas that impeded BRMA’s progress along the way. In closing, nine considerations are provided for future programs to explore for the field of youth mentoring and positively impacting institutional racism through systemic advocacy.

As a former K-12 administrator, this book provides a framework of hope in addressing some fundamental root causes of achievement gaps within marginalized student groups. Talking about racism is uncomfortable and one that most educators would rather ignore and not discuss so it will just go away. This mentality of if we don’t discuss it then it must not exist. The book *More Than a Mentoring Program: Attacking Institutional Racism* forces the reader to realize that refusing to address policies and procedures that perpetuate systemic racism is the problem. Clearly, as educators, especially in k-12 settings must begin to have candid conversations about the impacts institutional racism have on our students and where we begin to address racism. The story behind the Blue Ribbon Mentor-Advocate program is compelling and full of promising insights for schools desiring change through youth mentoring and student advocacy.

As an assistant professor in the Educational Leadership department, this book spoke volumes on the need to start conversations with aspiring leaders about institutional racism and ways to employ systemic advocacy for change. The Blue Ribbon Mentoring-Advocate was an external program that worked collectively with the school system to support marginalized students. At the end of each chapter, there are guiding and thought provoking questions about the content discussed within each chapter. These questions can be used as a platform and springboard to begin conversations about the impact mentoring, student advocacy, and antiracist programs can have on our youth.

Finally, *More Than a Mentoring Program: Attacking Institutional Racism* is an important contribution to the field of effective youth mentoring and student advocacy. The book illuminates the need to engage researchers, higher education, K-12 administrators, teachers, and parents in challenging conversations about race, racial identity, and institutional racism to improve our educational system. These hard deliberations must result in productive solutions for systemic change for disenfranchised students. Truly, *More Than a Mentoring Program: Attacking Institutional Racism* is more than a book about a youth mentoring program and more about the need for radical change for the success and future of our students.

International Coaching Psychology Review—Call for Contributions

International Coaching Psychology Review (ICPR) is an international publication with a focus on the theory, practice and research in the field of coaching psychology.

The ICPR is published by the British Psychological Society Special Group in Coaching Psychology (BPS SGCP).

Scheduled publication frequency: Twice a year

Editors: Coordinating Editor: Jonathan Passmore (UK)

Information for Contributors

Submission of academic articles, systematic reviews and other research reports which support evidence-based practice are welcomed. The ICPR may also publish conference reports and papers given at the British Psychological Society Special Group in Coaching Psychology (BPS SGCP) conferences relevant to the International Coaching Psychology Community. Book reviews will be also considered.

Length:

Papers should normally be no more than 6000 words, although the Co-Editor retain discretion to publish papers beyond this length in cases where the clear and concise expression of the scientific content requires greater length.

Peer review:

This publication operates policy of anonymous peer review. Papers will initially be desk reviewed by the editorial team, to confirm they meet the scope and focus of the journal. At the sole discretion of the editor/s the paper will be sent to two independent reviewers, drawn from an international list of reviewers with the aim of a review within 21 days. The reviewers will not be aware of the identity of the review and any markings, references etc. will be removed from the paper to ensure the anonymity of the author/s. Authors are asked to remove any information about the authors, including self-citations, acknowledgements, affiliations etc. to ensure a blind review. These can be added following the review if the paper is accepted.

Online submission process:

(1) All manuscripts must be submitted to the editor by email: j.passmore@henley.ac.uk

(2) The submission must include the following as separate files:

- Title page consisting of manuscript title, authors' full names and affiliations, name and address for corresponding author.
- Abstract.
- Full manuscript omitting authors' names and affiliations. Figures and tables can be attached separately if necessary.

Manuscript requirements:

- Contributions must be typed in double spacing with wide margins. All sheets must be numbered.
- Tables should be typed in double spacing, each on a separate page with a self-explanatory title. Tables should be comprehensible without reference to the text. They should be placed at the end of the manuscript with their approximate locations indicated in the text.
- Figures can be included at the end of the document or attached as separate files, carefully labelled in initial capital/lower case lettering with symbols in a form consistent with text use. Unnecessary background patterns, lines and shading should be avoided. Captions should be listed on a separate page. The resolution of digital images must be at least 300 dpi.
- For articles containing original scientific research, a structured abstract of up to 250 words should be included with the headings: Inductionion, Methods, Results, Discussion, Conclusions. Review articles should use these headings: Purpose, Introduction, Methods, Results, Discussions, Conclusions.
- Overall, the presentation of papers should conform to the British Psychological Society's Style Guide. Non-discriminatory language should be used throughout. Spelling should be Anglicised when appropriate. Text should be concise and written for an international readership of applied psychologists. Sensationalist and unsubstantiated views are discouraged. Abbreviations, acronyms and unfamiliar specialist terms should be explained in the text on first use.
- Particular care should be taken to ensure that references are accurate and complete. Give all journal titles in full. Referencing should follow BPS formats. For example:
- Billington, T. (2000). *Separating, losing and excluding children: Narratives of difference*. London: Routledge/Falmer.
- Elliott, J.G. (2000). Dynamic assessment in educational contexts: Purpose and promise. In C. Lidz & J.G. Elliott (Eds.), *Dynamic assessment: Prevailing models and applications* (pp.713–740). New York: J.A.I. Press.
- Palmer, S. & Whybrow, A. (2006). The coaching psychology movement and its development within the British Psychological Society. *International Coaching Psychology Review* 1(1), 5–11.
- SI units must be used for all measurements, rounded off to practical values if appropriate, with the Imperial equivalent in parentheses.
- In normal circumstances, effect size should be incorporated.
- Authors are requested to avoid the use of sexist language.
- Authors are responsible for acquiring written permission to publish lengthy quotations, illustrations, etc. for which they do not own copyright.

Checklist of requirements:

As a general guide we would expect most papers to include the following sections, and approximate word lengths:

- Abstract (100–200 words – this should include a sentence or two summarising each of the main sections)
- Title page: Including title, author name, author affiliations, full contact details, a brief 25-word maximum bio)
- Full paper (4500–6000 words, double spaced with number pages and anonymised) including:
 - Objectives
 - Introduction
 - Methods
 - Discussion
 - Conclusion
 - References
 - Tables, figures, captions and images (suitable for reproduction in black and white)

For more information, please visit <https://www1.bps.org.uk/publications/member-network-publications/member-publications/international-coaching-psychology-review>



IN THE NEWS:

This month's selection of mentoring-related news



The Chronicle of Higher Education

[Why Male Mentors in the #MeToo Era Must 'Engage More, Not Run for the Hills'](#)

By Katherine Mangan



Association for Women in Science (AWIS)

[Gender-Friendly Male Leadership Competence via Women Mentoring College-Age Men](#)

By Joseph R. Lennox



CBS Miami

[Mentoring Matters: Mentors Help Men In Prison Looking To Begin Their Lives Anew](#)

By Jim DeFede



Forbes

[Mentoring Young Tech Employees: Eight Approaches You Can Use](#)

By Forbes Technology Council

MENTORING TIPS:

7 Tips for Mentoring New Interns

"Start Your Intern Off Right:

Even the most confident of interns will feel a little unsure to begin with. Make sure you give them a clear and concise list of what is expected of them, as well as company policies and rules, to start them off and give them a sense of structure.

At Microsoft, interns appreciate the efficiency of the program. "The internship program is obviously designed to fix any problems before they occur," wrote one Microsoft intern. "I had very clear project expectations, lots of positive feedback, great working conditions, and excellent compensation."

Introduce Your Intern:

Bringing your intern into the fold is the quickest way to earn points as a mentor. Make sure your intern knows who to talk to if they have specific questions. Introduce them to anyone they might interact with on a daily basis or see around the office. A comfortable intern is a confident intern, and they will be grateful for the help fitting in.

Amazon interns really liked the atmosphere and were glad that they had "very supportive team mates who helped constantly raise the bar by asking the right questions and putting the foot down at the right time."

Communication is Key:

You are your intern's first call if they have questions or concerns. Make sure you are both approachable and available. Give your intern a copy of your schedule so that they don't have to question whether or not they can call. Also, make sure they have an alternative person to talk to if their question is urgent.

Hand Out Homework:

Your intern is probably still operating on the grading scale instilled in them by the education system. Whether they should be reading a blog specific to your industry or making lists of new ideas, give them small assignments for outside the office to give them the chance to excel. Success on small things instills them the confidence to pour their all into the bigger projects you present them with.

Bring Your Intern To Work Day:

Try to schedule some time out of each week to have your intern shadow you in your daily activities. This allows them to see how you interact with other employees and how you handle everyday situations. Take them to staff meetings or luncheons whenever possible.

At Google, interns have the chance to sit in on meetings and have frequent contact with higher-ups. And everybody knows how high Google's internship program ranks in the polls.

Weekly Coffee Dates:

Make a point to take your intern out for a low-stress interaction once a week. Ask them how they are fitting in, what they like most about working for your company, and if there is anything they need. The key is getting outside the office and onto neutral ground. This is a great way to keep your intern engaged and to deal with any issues before they become real problems.

Show Off Your Town:

Chances are that your intern is not native to the city in which your company is located, and even if they are, they won't know your company's favorite lunch and coffee spots. Let your intern know about the best local shops, restaurants, sights and events around town."

Excerpted from "7 Ways to Be a Great Intern Mentor" by Liz LeCrone on Looksharp. Retrieved from <http://employerblog.looksharp.com/7-ways-to-be-a-great-intern-mentor/>.



UPCOMING EVENTS:

- **2018 International Coach Federation Midwest Region Coaches Conference**

 June 21–23, 2018
 Westin Convention Center, Pittsburgh, Pennsylvania

Creating Connections is a fun, info-packed, 3 day event. The Conference opens with lunch on June 21st and closes mid-afternoon on June 23rd. Participants can earn 12 CCEU's for attending all sessions from the opening speaker on Thursday afternoon June 21 to the closing speaker on Saturday afternoon June 23. Participants can earn an additional 3.5 CCEU's for attending the pre-conference session. These will be a combination of Core Competency and Resource Development.

- **Coaching at Work Annual Conference**

 July 4, 2018
 London, U.K.

Our conference this year approaches the themes of creativity and innovation from a number of angles, including:

- *Exploring how we can innovate our profession and practice through embracing new technology*
- *Adopting a more creative approach to business development, including working with and learning from Millennials*
- *How to be more creative in what we work with and draw from in our coaching sessions*
- *Explicitly working with art*
- *Being more creative with scant resources to embed an organizational coaching culture*
- *Working with a mentor coach to reveal our blind spots so we can be more creative*

- **58th International Mentoring, Coaching and Supervision Research Conference**

 July 10–11, 2018
 University of Chester, United Kingdom

A conference hosted by the European Mentoring & Coaching Council (EMCC).

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:



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SAVE THE DATE!

The 2018 Mentoring Conference will be held at UNM from October 22–October 26.

The conference theme will be *Mentoring, Coaching, and Leadership for Innovation and Entrepreneurship.*

Register to attend and submit your abstract to present [here](#).



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