



MENTORING & COACHING MONTHLY

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IN THIS ISSUE:

Welcome back to the third issue of Mentoring & Coaching Monthly, dedicated to bringing you the latest mentoring news and information on upcoming events and deadlines. In this issue we will be sharing with you the work of mother-and-daughter-duo Lois Zachary and Lisa Fain from the Center for Mentoring Excellence. Lois and Lisa are excited to tell you what it's like to live and work with a family member within a strong mentoring community.

We are also very lucky to publish an exerpt of a book review on *Best Practices in Mentoring for Teacher and Leader Development* written by Lyle Hamm from the University of New Brunswick in Canada!

Lastly, please don't forget to check out our mentoring tips section on how to politely refuse a mentorship request, and to register for our 2017 Mentoring Conference!

Happy Father's Day weekend!

Father's day is coming up this weekend! We would like to take a quick moment to thank all of the fathers who take time out of their busy schedule to mentor a fellow coworker, student, friend, or acquaintance. We commend you for instilling a mentoring culture within your family and your community.

On another note, it's important to recognize that mentoring can happen within the family as well as outside of it. Even the fathers and mothers who do not participate in a formal mentoring program can still be considered to be a role model and mentor to their children. As children grow and develop, they look to their parents for help and advice; therefore, it's important to always be aware of the messages they are receiving. As a parent mentor, it's paramount that children are guided in a way that will bring out their best qualities and help them make healthy decisions, in turn giving them the skills to succeed later in life.

As Joseph Gauld from the Huffington post puts it: "Every child is gifted with a unique potential...parents' primary task is to draw out the uniqueness of their children. This sensitivity reassures a child he or she not only has a protector and a provider, but also a mentor—the source of a deep bond of parent-child trust."

That being said, reverse mentoring within the family can be just as important. Children and teens have many things to potentially teach to their parents, especially when it comes to today's new wave of technology. By listening to and respecting their opinions and viewpoints, older generations can learn much.

In this issue, we are excited to share with you the words of Lois Zachary and her daughter, Lisa Fain, who currently work together at the Center for Mentoring Excellence. By growing up within a family that placed a high value on mentoring, Lisa says she always felt encouraged to follow her interests and passions. Now she tries to foster such a supportive environment in her own family.

Here at the UNM Mentoring Institute, we strive to help make healthy relationships, such as Lois and Lisa's, a possibility for all children and their mentors—whether they be parents, teachers, coaches, or even employers. Together, by mentoring and coaching today's children we can help them grow up to achieve great things.

Please read on to learn more from Lois Zachary and Lisa Fain in our featured section. As always, we thank you for showing an interest in mentoring, and for your continued support of the UNM Mentoring Institute.



UNM

Mentoring Institute



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



IN THE NEWS:

This month's selection of mentoring-related news



The Chronicle of Higher Education

Why Colleges Need to Embrace the Apprenticeship

By Scott Carlson



Entrepreneur

6 Things Great Mentors Do Differently

By Sujan Patel



CIO

Reverse Mentoring: A Unique Approach to Rejuvenating Your IT Culture

By Clint Boulton



Entrepreneur

The Number One Reason Inclusive Leadership Fails

By Glenn Llopis



The Atlantic

'I Had Never Been Any Place Where Black Women Were Running Things'

By Gillian White

UPCOMING EVENTS:

- [2017 Summer Institute on Youth Mentoring](#)



July 17-20, 2017
Portland State University

Portland State University and MENTOR: The National Mentoring Partnership are proud to announce the 2017 Summer Institute on Youth Mentoring. The theme of the 2017 Summer Institute, Mentoring in the Civic Space, emphasizes intersections between mentoring and youth empowerment, sociopolitical development, civic engagement, social action, and community development.

- ["Lead the Way: Building a Culture of Mentoring" - Mentoring Symposium](#)



August 1, 2017
Wake Forest University, Winston-Salem, NC

During this one-day workshop instructors will share insights and strategies from their work with students, faculty, staff, administrators, and alumni, and facilitate an interactive strategic planning process for you to start to build a culture of mentoring within your organization.

- ["Mentoring Programs that Work" - Workshop](#)



September 18, 2017
University of North Carolina Wilmington
Laura Lunsford

This intimate and interactive workshop is designed for you if you are a new or experienced mentoring program manager who has oversight for a mentoring program and a desire to improve it. You will develop plans for designing (or redesigning) your mentoring program and learn how to support flourishing mentoring relationships.

- [UNM Mentoring Institute's 10th Annual Mentoring Conference](#)



October 23-27, 2017
Albuquerque, New Mexico
Ann Betz, Lisa Fain, Chad Littlefield, Maggie Werner-Washburne, Lois Zachary, Brad Johnson, David Clutterbuck, Tammy Allen, Lillian T. Eby, Fran Kochan, and Robert Garvey (Plenary)

This conference will feature over 300 concurrent presentations from a diverse variety of academic disciplines and industries.

- [The 2018 National Mentoring Summit](#)



January 24-26, 2018
Renaissance Washington, DC Downtown

The National Mentoring Summit is the only national convening of youth mentoring professionals, researchers, philanthropic investors and government and civic leaders aimed at collectively strengthening and expanding quality mentoring relationships for young people across the country.



INTERVIEW WITH LOIS ZACHARY AND LISA FAIN

FROM THE CENTER FOR
MENTORING EXCELLENCE



What has inspired the both of you to become professionals in the field of mentoring?

Lois: For me, there are two answers. I came to mentoring with a strong background in adult learning and development theory. I realized very quickly that mentoring was not being well executed in organizations—programs weren't well grounded or aligned with what we know about how adults learn best. I asked myself, "What would happen if we applied what we know about how adults learn to mentoring? How might it make a difference in the outcomes and results?" These questions have informed my research, my writing and my practice.

On a personal note. Most people don't know that my maiden name was Menter, not quite "mentor," but close. My mother was called Menter Mentor by many of the women who she mentored and was my role model. She had a passion for mentoring that people were naturally attracted to.

Lisa: My mother was my role model too. Throughout my career I have recognized that when an organization invests in its people and when people take the time to invest in themselves and others, amazing things can happen. The investment that counts most isn't about an orga-

nization dedicating people or financial resources to making mentoring real, though that surely matters. The investment that matters most is in really taking the time to understand what motivates, inspires and drives them, and then creating accountabilitys to make that happen.

Are there any aspects of mentoring that you prefer/enjoy focusing on the most?

Lois: That is a great question! For me, it is about empowering mentees and mentors. Mentoring can release the power of potential for both mentor and mentee. For mentees, it requires being comfortable enough to be real with themselves. Mentors learn as much if not more than their mentees. It is exciting to see mentors embrace expanded perspectives, deepen their own self-awareness and elevate their personal mentoring practice. I especially enjoy coaching mentors and mentees, and encouraging them to be successful in their respective roles.

At the Center for Mentoring Excellence we are continuously conducting interviews with mentors and mentees in formal mentoring programs around the globe using a process we created called Touch Base Interview (TBI) Coaching Sessions™. These coaching sessions offer mentors and mentees confi-

dential, just-in-time coaching and support at critical milestones in the mentoring cycle. This works to ensure mentoring success by helping mentoring partners stay on track, grow and develop. We both really enjoy this work tremendously.

Lisa: I love coaching mentors and mentees about how to make the most of their relationship. Often, this involves really listening to their accounts of what is working and what is not working in the mentoring pairing and giving the mentees and mentors the tools to improve communication and speak to their mentoring partner in a way that supports and motivates them to achieve their goals.

How do you apply mentoring to your personal, everyday lives?

Lois: I guess I am my mother's daughter in that way. I find great joy in mentoring others and have done so as long as I can remember. I am an avid reader and always looking for new ways to elevate the practice of mentoring by learning from other disciplines, practitioners and our clients.

Lisa: At its heart, mentoring is about creating connection, improving communication and seeing each other more deeply. We recently moved to a new city, and creating

new connections was an exciting and integral part of us feeling settled in our new environment. It required listening, learning, and taking time to figure out what kind of relationships I wanted to form. These are all skills I learned through mentoring.

You mentioned that you are mother and daughter. Does your love of mentoring strengthen your family in any way?

Lois: My children have observed me mentoring others and, in that way, I hope it has inspired them to pass it on. And I believe it has. My children and now grandchildren are committed to helping others live better lives. They feel a sense of obligation. To quote Dawna Markova (MIT): “I choose to risk my significance, to live so that which came to me as seed. Goes to the next as blossom and that which came to me as blossom, goes on as fruit.” This is what mentoring is all about. This is what we are about as a family. This is the foundation on which the Center for Mentoring Excellence is built.

Lisa: I learned the importance of investing in other people from my mother. Good mentors take the time to learn about what aspirations, goals and motivators are at play for their mentors instead of assuming that what drives them drives their mentee. It is a difficult thing to do in the parenting context, and it is important to me to help my own daughters figure out what their drivers are and help them reach their goals.

Could you please tell us about some of the research you’ve conducted or published? Is there anything you’ve worked on together?

Lois: I have written four books on

the topic of mentoring. Readers are probably most familiar with *The Mentor’s Guide* (Jossey-Bass, 2000) which was updated in 2012 into a second edition. So much had changed in the decade since I first wrote *The Mentor’s Guide*—especially in regard to technology and globalization and its impact on mentoring. With the publication of *Creating a Mentoring Culture* (Jossey-Bass, 2005) I pushed the concept of mentoring excellence forward into organizations by providing the toolkit for exploring the building blocks and hallmarks for making it happen. At the request of mentees whom we trained, I wrote *The Mentee’s Guide* (Jossey-Bass, 2009) with my colleague Lory Fischler. My latest book, *Starting Strong* (Jossey Bass, 2014) co-authored with Lory Fischler,) is a story that demonstrates that what happens during the first 90 days of a mentoring relationship can spell the difference between success and failure. It is both a story and a toolkit.

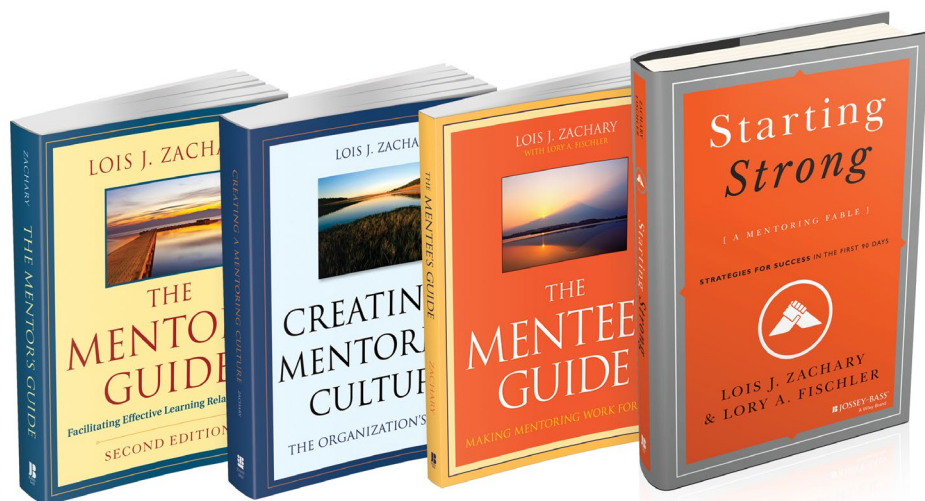
Lisa: At the Center for Mentoring Excellence, we focus much more on the practitioner side of mentoring than on the research side. We are constantly gathering data and writing reports for our clients, with both quantitative and qualitative findings

about the benefits experiences by their mentors and mentees.

We are working together on an article with the working title of “Coaching for Mentoring Excellence.” We get frequent questions about the interplay between coaching and mentoring, and a lot of good managers and mentors are looking to improve their ability to coach their mentees. A mentor with exemplary coaching skills is more effective, a better leader, and ultimately delivers better value to his/her mentee, employees and organization.

What are your roles at the Center for Mentoring Excellence, and what do you hope to accomplish through them?

Lois: My role is about to change. I created and grew CME. Now it is time to pass the mantel on to Lisa as she takes CME to a whole new level. I will always continue to contribute to the field and be available for keynotes. I will stay connected to the business but the everyday management and leadership of business operations is in the very capable tender loving care of my daughter. I don’t know yet what the future holds for me and what my new chapter will look like. I am excited



A series on mentoring relationships by Lois Zachary, president of the Center for Mentoring Excellence.

about the possibilities and about the new book I am about to write.

Lisa: My current role is Vice President and Diversity strategist. In this role, I conduct client training, coaching, and consultation. I'm very excited about leading the business. I am extremely fortunate to build from this amazing foundation, expertise and standard of excellence that my mother created.

How do you help each other succeed at work and through life in general?

Lois: We try to live up to the concepts we teach. We are a value-driven family and company. Lisa and I hold regular check-ins and provide each other brutally honest and constructive feedback. We each strive to do our best and help bring out the best in each other. We stay current and we push the envelope.

Making the transition from mother and daughter to colleagues was a big step. We had to redefine the nature of our relationship and work through the first two phases of the mentoring cycle that we teach cli-

ents. We have come to know each other in different deeper ways. We set ground rules, boundaries, and talked about each of our hot buttons. We have found that being open to feedback, giving one another space and encouraging each of us to be our authentic selves has made us stronger and better.

Lisa: My mother has always followed her interests and passions, and in turn has encouraged me to follow mine. She's been both respectful and appreciative of what I bring to the table. Having her support and encouragement to explore my own interests and find what fuels me has been instrumental in my success.

What topics will you be discussing at our upcoming mentoring conference? What do you hope people will learn from your presentations, and what new ideas will you bring to the table?

Lois: Are you curious about how the mentoring terrain has changed, what the lay of the land is now and what the most likely next stage will

be? I am going to tackle the answers to those questions in my session, *Looking Back/Moving Forward*. I plan to explore the mentoring landscape and share my observations about how mentoring has evolved over the last ten years. In the process, I will be offering practical tips and raising some interesting and challenging questions for us to reflect on and discuss together as a community of mentoring researchers and practitioners.

Lisa: My talk is called: *Cultural Competency in Mentoring: Strategies for Connecting Across Difference*. So often we connect with others over what we have in common and shy away from how we are different. However, it is by understanding and leveraging and, yes, connecting across differences that we truly create excellence and bring our best to what we do. I hope that people will learn how to become aware of and appreciative of difference as well as how to bridge across difference. I will offer concrete tools and strategies and hopefully some great a-ha's that will help attendees see things differently.

MORE ABOUT LOIS ZACHARY AND LISA FAIN

Dr. Lois Zachary is president of Leadership Development Services, LLC, a Phoenix-based consulting firm specializing in leadership and mentoring, and director of its Center for Mentoring Excellence. Her innovative mentoring approaches and expertise in coaching leaders and their organizations in designing, implementing, and evaluating learner-centered mentoring programs have been used globally by a wide array of clients, including Fortune 100 companies, government organizations, and educational institutions, both for-profit and nonprofit. She received her doctorate in adult and continuing education from Columbia University, Teachers College. She holds a Master of Arts degree from Columbia University and a Master of Science degree in education from Southern Illinois University.

Lisa Fain is Leadership Development Services' vice president and is the associate director of its Center for Mentoring Excellence. She has over twenty-five years' experience in consulting, training, and coaching clients from a diverse array of organizations, including the healthcare, manufacturing, government, and nonprofit sectors. Lisa holds a B.S. in Social Policy from Northwestern University and a JD degree from Northwestern University School of Law. She is also a Life Coach and has completed her coaching certification from the International Coach Academy.



BEST PRACTICES IN MENTORING FOR TEACHER AND LEADER DEVELOPMENT

By Linda J. Searby and Susan K. Brondyk

Excerpt from a book review by Lyle Hamm,
University of New Brunswick, Canada

Linda Searby and Susan Brondyk's edited volume (2016) is the sixth in the *Perspectives on Mentoring* series and comes at a crucial time in teacher development across North America. With state and provincial governments increasing schools' accountability for student achievement, inclusive education and collaborative leadership, teachers and administrators are working hard to isolate better and best practices for their stakeholders. The key ideas outlined in each chapter will support and inform school, district, and community leaders in responding effectively to pedagogical, leadership, and digital challenges in our current era.

There are thirteen chapters in this volume; collectively, they provide balanced perspectives on current mentoring and coaching services for pre-service and newer teachers, for newer and mid-career administrators, and for a multitude of organizational contexts. The key ideas that emerge in each chapter provide solid evidence for effective protégé guidance and support that is applicable outside the educational arena.

Emerging Themes and Trends in Mentoring and Coaching

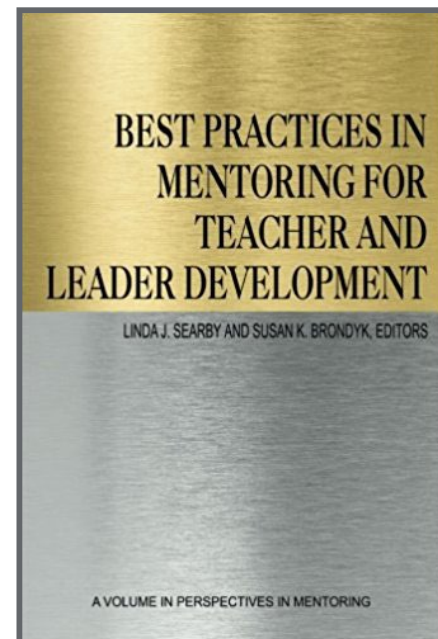
The contributing researchers in Searby and Brondyk's book identify significant themes and trends in mentoring and coaching for PK-12 educators based on findings from their research data. Readers will be reminded that the heart of school-based mentoring and mentoring in multi-organizational contexts involves individual and shared reflection through reciprocal and dialogical relationships. It is important to note that within this collection, two of the chapters focus on the strengths and weaknesses of online and hybrid (face-to-face combined with online) mentoring approaches for teachers. This contemporary, digitalized approach to mentoring is becoming more visible and accessible across organizational contexts as internet services expand into rural regions across the world. Digital connections, such as email, Skype, and blogs allow mentors and mentees to sustain deep conversations and reflect on and discuss teaching, learning and leadership.

The Mentoring Relationship Builds Confidence and Competency in Teachers, Leaders and Mentors

Urban, sub-urban and rural school settings are increasingly complex and turbulent for educators given the multitude of diverse and recent changes in our world. Further, when demographic changes occur rapidly within our schools, communities, and business organizations, the abilities of people to provide adequate educational service is impacted negatively. Without effective mentoring and continuous support, many new teachers and leaders will struggle; many more may become disenchanted with their career choice and ultimately resign. The research in this collection advocates ongoing support for teachers and leaders to help them become more confident, competent and comfortable in expanding their roles within complex working environments.

The following discussion will highlight some key chapters in Searby and Brondyk's *Best Practices in Mentoring for Teacher and Leader Development*. It is important to note that though the chapters focus on PK-12 teaching, school-based leadership, and the mentoring of newer principals, the relevance of the research findings will also inform leaders in health, business, and sporting organizations that have or wish to develop mentoring programs to support their new leaders and protégés.

Chapter 2, "Developing Mentors Across Contexts:



Linda J. Searby's and Susan K. Brondyk's 2016 edition of *Best Practices in Mentoring for Teacher and Leader Development* presents current research on the effects of mentoring programs in education.

The Reciprocity of Mentorship in School/University Partnerships” unpacks some common challenges and issues in teacher education programs across North America that regard shared roles and responsibilities of professionals mentoring pre-service teachers or “interns”. The authors argue that an educative approach to mentoring, founded upon a reciprocal professional learning relationship between university supervisors and teachers, will guide pre-service teachers in their development more effectively than an isolated or fragmented approach between the university and practicum school. Often, the relationship between the university supervisor and the classroom collaborating teacher is fraught with tension and miscommunication. By arranging times to meet, grow a partnership, and share resources and wisdom with each other, the triad (pre-service teacher, collaborating teacher, and university supervisor) learn from each other. This mentoring relationship benefits the intern and minimizes disruption in learning for students temporarily under their care in the classroom.

In Chapter 3, “Impactful Mentoring Within a State-wide, Comprehensive Induction Program”, the authors report on a study of beginning teachers and mentors in a Teacher Education And Mentoring Program (TEAM). They found that the intentionally structured program has significant benefits for both the new teacher and the mentor, particularly if they worked closely together within the program. This chapter is filled with substantive data charts that illustrate the teacher-mentoring experience and cut across multiple educational contexts. Two key findings in the chapters that will speak to educational leaders and policy-makers are: mentors do affect the lives of new teachers and their service may contribute to the growth and longevity of new teachers’ service in education. Secondly, mentoring improves mentors; that is, the authors found that mentors participating in the TEAM program reflected more deeply on their own teaching practices and felt renewed by the experience.

In Chapter 10, “How an Assistant Principals’ Academy Evolved into Dynamic Group and Peer Mentoring”, the authors argue that new leaders must be challenged to move beyond the traditional roles assigned to them early in their career, especially regarding managerial functions involving student discipline, scheduling, and “keeping the school cafeteria under control” (p. 174). Of significance, the researchers report that intentionally structured group and peer mentoring formats can offer opportunities for new administrators to grow and can minimize experiences of isolation. One of the six best practices that the authors put forth at the conclusion of their chapter, is to ensure that specific procedures are in place to match mentors to their protégés.

Chapter 13, “Best Practices for Supporting Begin-

ning Principals as Instructional Leaders: The Consultant Coaching Model” reports on four significant themes in mentoring and coaching. It is important to understand that for any mentoring or coaching program to attain the level of success it desires, constructs and intentional structures must be in place to guide the learning activities for participants. Without these structures, such as regularly scheduled meetings and planned agendas that are strictly adhered to, the authors found that mentoring programs are rarely sustainable and that participants lose interest quickly, as some of the data in their report identified. Secondly, a community of participants involved in the mentoring and coaching process usually provides the best learning and growth opportunities for both mentors and protégés. Strength in numbers allows competence and confidence to flourish in the new leaders and learners, builds trust, and creates a safe space for them to discuss their struggles and dilemmas.

Conclusion

Searby and Brondyk’s *Best Practices in Mentoring for Teacher and Leader Development* is an important contribution to the growing body of literature on mentoring and coaching. As our global community becomes increasingly uncertain, our community organizations require courageous and competent people to accept challenging teaching and leadership roles. As the researchers in this collection have illustrated through their research findings, new teachers and leaders will not be able to perform this service alone; they will need mentoring and coaching support to gain the confidence they need to face their challenges. Readers will find that the book’s wisdom is relevant across multiple organizational and social landscapes of leadership. One of our era’s best sports coaches wrote in his book about many of the mentors he was blessed with in his life, who helped him develop leadership capacities. When asked about how he handled the pressures inherent in his job, the coach credited humble confidence: “Confidence helps you get beyond doubt” (Babcock, 2012, p. 131). Doubt often is a companion for new leaders and teachers early in their service. Mentors are able to alleviate that doubt and help their protégés find and sustain the confidence they need to perform their work.

Sources

- Addison, J. (2016). *Real leadership: 9 simple practices for leading and living with purpose*. New York: McGraw Hill Education.
- Babcock, M. (2012). *Leave no doubt: A credo for chasing your dreams*. Montreal: McGill-Queen’s Press.
- Searby, L. & Brondyk, S. (2016). *Best practices in mentoring for teacher and leader development*. Charlotte: Information Age Publishing.

Read Lyle Hamm’s complete book review [here](#).

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

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Registering for UNM Mentoring Institute's 10th Annual Mentoring Conference

Registration Fees & Deadlines:

Early Registration Deadline	June 15th
Standard Registration Deadline	Oct. 7th
Standard Registration	\$500
Early Registration	\$400
Presenter Registration	\$400
Full-time Student Registration	\$400
Pre-Conference Workshops	\$500

[Click here](#) to register for the conference.

MENTORING TIPS:

How to Politely Decline a Mentoring Request

- 1) "Thank the other person for reaching out to you and acknowledge that you understand that it took a great deal of initiative and courage to do so.
- 2) Review their profile and compliment one of their experiences or skills.
- 3) Be honest about your reason for declining the invitation. Here are some suggestions:
 - a) I haven't gone down the same career path that you are hoping to pursue.
 - b) My level of expertise is different than the guidance you are seeking.
 - c) I'm no longer able to participate in the mentoring program as my priorities have shifted.
- 4) Offer your congratulations for choosing to participate in the mentoring program to further their career and wish them luck in their search for another mentor."

Source:

How to say 'no' to a mentoring request. (2017, May 26). MentorCity. Retrieved June 07, 2017, from <https://mentorcitey.com/en/news/208?platform=hootsuite>

IMPORTANT DATES & DEADLINES:

UNM Mentoring Institute's 2017 Mentoring Conference

Registration Deadlines:

Early Registration Deadline	June 15, 2017
Last Date to Register as a Presenter	June 15, 2017
Last Date to Register as a Peer-Reviewer	June 15, 2017
Last Day to Register as a Volunteer	September 30, 2017
Standard Registration Deadline	October 7, 2017

Important Dates:

Paper Submission Due (First Draft)	June 30, 2017
Peer-Review Process	July 1-30, 2017
Peer-reviewed Papers Returned	August 1, 2017
Final Paper Submission Due	August 30, 2017



Mentoring Institute

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