



MENTORING & COACHING MONTHLY

CONTENTS:

In this Issue	1
Letter from the Editor About Us	2
Interview with Ann Betz	3
Interview with Ann Betz Continued	4
Book Review	5
Book Review Continued	6
Book Review Continued	7
Mentoring Tips Mentoring in the Community In the News	8
Contact Us Important Dates Upcoming Events	9

Volume IV Issue VI

August 2017

IN THIS ISSUE

Welcome back—we are excited to share our August issue of *Mentoring & Coaching Monthly* with you! This month we interviewed the co-founder of BEabove Leadership, Ann Betz, on her work in neuroscience and coaching. Ann has been a professional coach for the past 16 years, and loves applying neuroscience to her teachings at BEabove Leadership. She has written *This is Your Brain on Coaching* and co-authored *Integration: The Power of Being Co-Active in Work and Life*. Soon, Ann will be sharing her research and current work as a plenary speaker at our 2017 Mentoring Conference!

In this issue we are also lucky to feature a review on Fran Kochan's and Joseph Pascarelli's book *Creating Successful Telementoring Programs* by Dana M. Griggs, a Ph.D student from Southeastern Louisiana University. Don't forget to check it out, and, once again, we hope you enjoy!

EDITOR'S NOTE

It's August, which means that it's back-to-school time for our UNM Lobos! We at the UNM Mentoring Institute hope that all of our students have a wonderful semester, wherever they may be this fall.

However, in light of the events that occurred in Charlottesville, Virginia, last weekend, we encourage all of our students to be cautious while exercising their first amendment rights; the safety of our UNM students is extremely important to us. The same goes for all citizens of Albuquerque and beyond.

UNM Interim President Chaouki T. Abdallah wrote this week in a statement: "While we believe that free speech is one of our most cherished rights as Americans, I also want to remind everyone there is no place for hatred or violence on this campus. Opposing sides are allowed to use our university as a place to have constructive and challenging dialogue, but we will be vigilant against acts of discrimination, hatred and violence."

Along those lines, we want to make it clear that violent, hateful acts against others are unacceptable, no matter the context. Instead, we urge our students and others to peacefully and respectfully communicate their opinions, especially when attending rallies and protests in the near future.

As mentoring practitioners, we all must work together to build our country, rather than to divide it. Now, more than ever, we have an obligation to assist anyone who may need our advice and our help, regardless of any factors that may make us "different."

As always, thank you for joining us once again. We thank you for showing an interest in mentoring, and for your continued support of the 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



Meeting ANN BETZ

CO-FOUNDER OF
BEABOVE LEADERSHIP

"We're standing at the forefront of the next edge of human development," says Ann Betz, a professional coach of 16 years and an expert in the neuroscience of human development.

She's referring to an integration of the best practices of mentoring and coaching, an objective that guides her teachings at BEabove Leadership, a company she co-founded to provide advanced training to coaches. At BEabove Leadership, Betz encourages her clients to break away from traditional coaching practices, and helps them understand why aspects of mentoring can be healthy when moderately applied to their practices.

"As a coach, I break the rules a lot because I believe that people need a combination of coaching and mentoring," says Betz. "This is what I'm starting to see as an evolution."

Betz's goal in combining the two fields is rooted in her ongoing explorations of current neuroscience research. Her findings have revealed that whether or not a coaching partnership will work depends on the level of engagement displayed in the coachee's brain.

"People are naturally creative, resourceful and whole, and they have their own answers.

Your job as a coach is to very clearly help them find the answers, not to tell them what to do."

After researching "neurotypical" responses—how the typical person responds to a given stimulus—she has learned to look for lit-up, engaged areas of the brain. She says there are two different states of the brain that indicate whether a coachee is engaged or not: "toward" and "away."

In the "toward" state, the coachee will be actively receptive and open to receiving and storing new messages. In the "away" state, the coachee will show an adverse reaction; he/she will become disengaged, and will choose to ignore new messages and information, no matter how important or helpful they may be.

Betz says that bad coaches can put their coachees into the "away," or inactive, brain state by simply telling their coachee what to do (what she calls "unsolicited advice"). Such advice doesn't allow the coachee the chance to come up with their own solution or learn from their situation.

"The mindset of coaching is that people are naturally creative, resourceful, and whole, and they have their own answers," she says. "Your job as a coach is to very clearly help them find the answers, not to tell them what to do."

Good coaches, on the other hand, integrate elements of mentoring best practices into their teachings.

"I think a good mentor will give advice, share a lot of stories about themselves..., and teach people particular skills," says Betz. "As coaches, we don't typically do those three things."

She says that using these elements will help coaches put their coachees into an open, receptive, "toward" state, in turn making the coachee much more likely to take their coach's advice into consideration—the goal of any

coaching partnership. By utilizing mentoring practices, along with more traditional coaching practices, Betz says coaches can help to move their coachees forward to become more self-confident and self-sufficient.

“I reference some of the research around why it is critical that we hold people naturally creative, resourceful, and whole; why it is critical that we ask open-ended, non-judgmental, curious questions; why it is critical that we listen in certain ways; and how all of this puts the brain in a 'toward' state,” says Betz.

However, the bottom line is that coaches must help their coachees recognize that they are powerful and capable of making their own, successful choices, Betz says.

“Classic coaching means ‘you have everything within’,” she says. “I want to honor the deep wisdom they have within themselves, but I also want to bring in some of the experience and expertise that I have. I had been through stuff that they were going through, and if I just stepped back as a pure coach and said ‘you have your own answers,’ there was a place where they really could benefit from my experience and expertise as a mentor. If I only mentored, and only told them what to do, there was sometimes a miss in the terms of their own engagement.”

Finding the sweet spot between mentoring and coach-

ing can be tricky. To help coaches learn how to find this sweet spot and effectively activate the "toward" state of their coachees' brains, BEabove Leadership offers advanced coaching classes and the Seven Levels Human Development Program, which features the neuroscience-based CATSU model. The Seven Levels Human Development Program is designed specifically for assisting non-coaches (i.e. mentors, counselors, guidance counselors, etc.).

These classes and programs are offered all over the world, including in the U.S., Canada, Mexico, Turkey, China, Norway, Brazil, and the United Kingdom. Webinars and virtual materials can also be found on the company's website at www.beaboveleadership.com.

Additionally, Betz will be presenting her work at the UNM Mentoring Institute's 10th Annual Mentoring Conference in Albuquerque, N.M., this October. She will be featured in a plenary session titled *This is your Brain on Mentoring: The Neuroscience of Creating the Optimal State for Receptive Engagement*, where she will further explore how people can more effectively put others' brains into an open, receptive state where learning and change can occur.

Catch her plenary session at 11 a.m. on Monday, Oct. 23, 2017, in the University of New Mexico's Student Union Building.

MORE ABOUT ANN BETZ

Ann Betz, CPCC, PCC, CNTC, is the co-founder of BEabove Leadership and an international speaker and trainer on the intersection of neuroscience, coaching and human transformation. Ann served as the neuroscience consultant to The Coaches Training Institute (CTI) for many years, and provides neuroscience, leadership and coaching consulting to many other corporations and non-profits, including the International Coach Federation (ICF).

Ann is the lead author of *Integration: The Power of Being Co-Active in Work and Life*, an exploration of consciousness and the future (John Hunt Publishing, 2015), as well as a ground-breaking book on the neuroscience of the ICF competencies. Ann is an international speaker on neuroscience, leadership, human development, and coaching, and she excels at making the complexities of the brain come to life with depth, humor and simplicity.

Ann lives in Santa Fe, New Mexico, with her two very enlightened cats. Read Ann's blog at www.yourcoachingbrain.wordpress.com.



CREATING SUCCESSFUL TELEMENTORING PROGRAMS

Edited by Frances K. Kochan and Joseph T. Pascarelli

*Book review by Dana M. Griggs, Ph.D.,
Southeastern Louisiana University*

Creating Successful Telementoring Programs is the third volume in a series on mentoring that provides a comprehensive view of mentoring. Dr. Frances K. Kochan, the lead editor for this series on mentoring, is a Wayne T. Smith Distinguished Professor and a recipient of the Jay Scribner Mentoring Award from the University Council on Educational Administration. She has consulted and written extensively on the topic of mentoring. This third book in her series on mentoring highlights telementoring in a wide variety of fields. It complements and enhances the other books in the series.

Coeditor Joseph T. Pascarelli, (deceased), was Associate Professor in the School of Education at the University of Portland. His experience in mentoring and post-secondary leadership provided expertise and support as coeditor and cowriter. Dr. Kochan, Dr. Pascarelli, and the chapter authors make a significant contribution to the research field on mentoring with this book, which includes examples from a variety of fields such as education, pharmacy, nursing, business. Each provides a different perspective and hardy descriptions of experiences and best practices in telementoring. They also foreshadow what is to come in the field of mentoring.

Although it was written in 2005, the book provides an overview of the impact of technological developments and its potential for the future. This is a topic that continues to be under-examined, so the book provides a firm foundation on the topic.

Thirty-four specialists provide timely and dynamic presentations of telementoring programs and suggestions on how to develop your own. This book answers the question, "What roles will technology play in the mentoring process and how will it change the role, structure, and purposes of mentoring programs

and relationships?" (Kochan & Pascarelli, 2005, p. 2) Throughout the 338 pages of this book, readers will gain an understanding of how not only mentoring is changing due to technology, but also how communication and relationships between mentor and mentee have been reinvented because of technology.

The reader is invited to journey through the pages of the book to learn about telementoring, "a broad and ever-changing terrain" (p. 3). The book will aid the leader who is exploring ways to create a strong mentoring program or who is committed to making mentoring all that it should be for the mentee, the mentor, and the organization. It will also serve as a primary source for any researcher in this prominent field of study.

Telementoring is the term that Kochan and Pascarelli chose to use because it is perceived to be more inclusive of the technology-infused mentoring process that the book details. The term e-mentoring, which the editors feel describes a process where email is the main communication bridge between the mentor and mentee, is also used in this book, but it is intended in a broader sense. Some of the individual chapter authors chose to use the term e-mentoring because it was a part of research and/or frameworks previously developed by them. For this book, telementoring and e-mentoring are considered interchangeable.

This volume of the series on mentoring boasts a network of scholars and practitioners with specific experiences and expertise in telementoring. Technology innovations have changed the world, and it has also changed mentoring. The authors of this book contend that the new, technology-infused mentoring process is robust, collaborative, relationship-building, and has the potential to change mentoring beyond anything that we can imagine. They propose that telementoring requires additional research to assimilate the influence of technology that is quickly and continuously changing.

As we reflect on the learning of our telementoring journey and on the future of telementoring, we are reminded once again that mentoring is a human experience that involves caring and trust and that enhances life for both the mentor and mentee. The possibilities for extending this experience into communities of learning and caring are greatly expanded by telementoring, and we look forward to a future that holds great promise in expanding mentoring in even more powerful ways. (Kochan, p. 330)

Chapters and authors showcased in Part I include: "Mentoring and the Technology Revolution: How Face-to-Face Mentoring Sets the Stage for E-Mentoring" by Peg Boyle Single and Richard M. Single; "Effective Mentoring at a Distance: A Collaborative Study of an Ed.D. Program" by Sue M. Gordon, Jenny Edwards, Gail Brown, Fran A. Finnegan, Victoria Yancy, Amy Y. Butler, Wanda D. Davis, and Denise M. Stitt; and "Identifying Essential Elements of Successful E-Mentoring Programs Through Needs Assessment" by Christina A. Kasprisin and Peg Boyle Single.

In Part I, entitled "Elements of Success," the authors describe research findings on e-mentoring. They also explain how knowledge from face-to-face mentoring programs contributed to the creation of successful telementoring programs. A research-based model of mentoring via technology through training, coaching, and building relationships is presented in this section. The authors state that the benefits of e-mentoring and face-to-face mentoring are the same, but e-mentoring also includes the increase and enhancement of two additional benefits—"the value of impartiality and interorganizational connections" (pp. 11-15). In chapter three, the authors present the research on online mentoring programs and the characteristics that make mentoring relationships efficient and sound. They end the chapter by sharing an e-mentoring program developed at their institution. The final chapter in Part I guides the reader through using needs assessment to plan and enhance a mentoring program. Kasprisin and Single present a case study focused on using needs assessment to design mentoring for nurses on their first jobs. The authors state that an e-mentoring program should supply the support and guidance needed for the mentees, thus a needs assessment should be used to determine what is needed and when, so that the support and guidance is timely and aids, among other things, in building relationships.

Part II is entitled, "Role Changes and Systems of Support." It features three chapters and their authors: "Developing a Telementoring Taxonomy to Improve Online Discussions" by William Brescia; "Technology and Mentoring Practices Within Academic Settings" by Sara E. Wolf and Maria Martinez; and "Facilitating Faculty Development Through Mentorship: From Traditional to Technology-Enhanced Teaching" by Neil D. Gomes and Carol A. Mullen.

In this section of the book, the authors stress the fact that the roles of mentor and mentee change in telementoring from what we are accustomed to in face-to-face mentoring. Part II addresses those changes and the systems of support needed to aid the transition into the new roles. This section presents mentoring online with a unique twist—it poses the postsecondary professor as the mentor and details ways to aid the teacher in ascending to the important role of online mentor for students. It is important to note that although this section describes telementoring in higher education, the lessons learned can be applied to any setting.

Part III is entitled "Viewing the Topography." Chapters and authors appearing in Part III include: "Mentors Online: E-mentoring for Self-employed Professionals" by Kim Rickard; "Online Learning a Shenandoah University School of Pharmacy: Implications for Mentoring the Online Learner" by Evan T. Robinson and Scott K. Stolte; "Investigating Telementoring with Preservice and Professional Teachers: Exploring the Issues and Challenges" by Susan C. Brown and Marcella L. Kysilka; and "Electronic Networking to Support Mentoring" by Robert J. Beebe, Louis Trenta, Duane Covrig, Patrick Cosine, and Harry Eastridge.

This section includes four different telementoring programs that take the reader through their planning, implementation, and evaluation stages. Kim Rickard, from Melbourne, Australia, presents a telementoring network for self-employed contractors in chapter eight. Robinson and Stolte describe a doctoral pharmacists' program that assimilates online guidance and mentoring. In the third chapter of Part III, Brown and Kysilka describes graduate educational students in one college mentoring undergraduate students in another college. The focus was to reflect on theory and practice, which benefitted both the graduate and undergraduate teachers. The final chapter in the section describes a telementoring program that connects beginning prin-

cipals with experienced principals in mentor-mentee partnership.

The final section in this book, Part IV: "Perspectives," offers the perspectives of the authors and research participants on their experiences in telementoring. Chapters and contributors to the final section, Part IV, are: "What do They mean by 'Success'?: Examining Mentees' Perceptions of Success in a Curriculum-Based Telementoring Program" by Mahboubeh Asgari and D. Kevin O'Neill; "Enhancing Music Field Experiences with Telementoring" by Kimberly C. Walls; "Is 'Dialogue' Possible Online?: Findings from an International Study of Educators Engaged in Professional Mentoring Groups in a Web-Based Environment" by Kristen M. Snyder; and "Distance Mentoring Along the Doctoral Speedway" by Jim Killackey and Diann Brown.

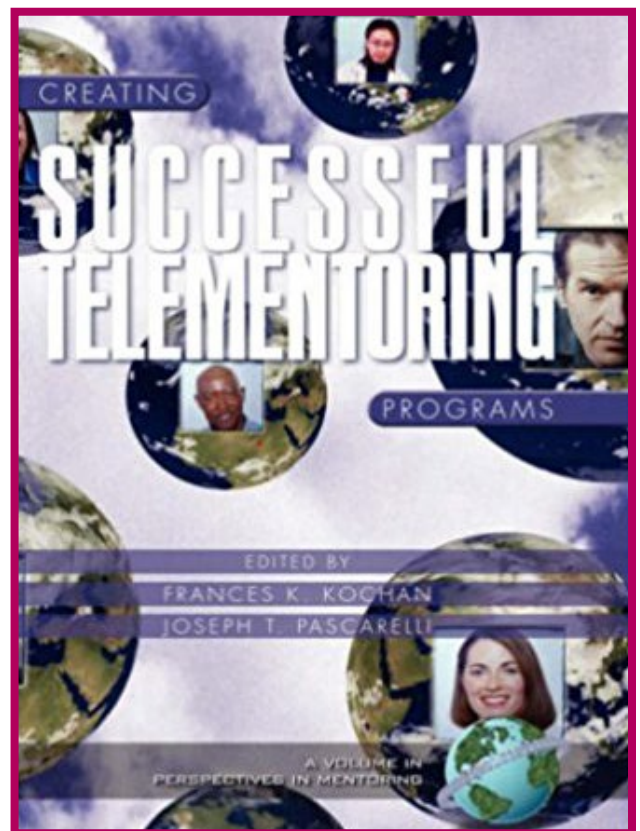
Characteristics that come to mind as important through the works of this chapter are commitment, open and regular communication, trust, really listening to self and others, professional development/training, and monitoring what is expected of the participants. An important point made is that even online, participants must listen to one another and to be able to move among the barriers provided by technology to express that the message is heard and understood (Snyder, chapter 14). The book ends with a concluding chapter by Frances K. Kochan entitled, "Taking a Panoramic View of Our Travels." This chapter "seeks to distill the knowledge and wisdom contained in the book into a unified whole" (p. 317). In this chapter, Kochan summarizes the technical and structural approaches to telementoring, its benefits, problems inherent in this format and elements and strategies to ensure success.

As a former K-12 administrator, this book provided me with insights and suggestions on the mentoring process and how to 'do it better.' Practitioners who need mentors for their teachers or employees will find a wealth of information throughout the pages of this book. As a practicing higher education professor, I found the case studies and models for mentoring useful and empowering. The authors add different perspectives and vast experiences to the research on telementoring, which will aid practitioners across business and industry and education.

I believe that researchers in the field of mentoring will

find this book to be a significant resource for traversing the impact of technological changes on mentoring. Telementoring is a process that must be embraced and studied. This book provides insight and perspective on that process.

Finally, *Creating Successful Telementoring Programs* is an important contribution to the research on mentoring and specifically on the growing body of literature on mentoring programs that infuse technology in their practices. New and struggling students/employees/educators/entrepreneurs will need mentors who are unafraid of innovating the process of mentoring and guiding their mentees. The wisdom of many can be found within the pages of this book to guide and support mentors and those designing telementoring programs. Whether you are on the mentor or mentee side of the spectrum, this book will guide you through the process of telementoring, making you feel knowledgeable and empowered. The knowledge is relevant today and should also be relevant in the future as a foundational treatise on this every-evolving mentoring approach.



Source:

Kochan, F. K., & Pascarella, J. T. (Eds.). (2005). *Creating successful telementoring programs (Perspectives in mentoring)*. Greenwich, CT: IAP/Information Age Pub.

MENTORING TIPS

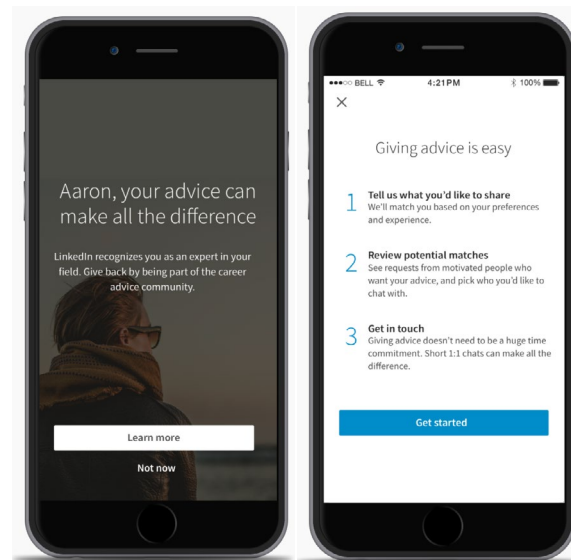
An effective mentor knows:

1. **“To set the rules of engagement at the start of the mentoring relationship**—Determine how often you can realistically meet and then commit to keeping those appointments within those timelines.
2. **When to give advice and when to sit back and listen**—A great mentor is able to ask the right questions and listen to their mentee to really be able to understand them. Then, you can share how you have dealt with a similar situation in the past.
3. **How to take the extra steps needed to connect the mentee to other individuals of influence**—Seek to connect them to one new person each month.
4. **To actively sponsor the mentee**—Be proud of your mentee and tell others about their good work and leadership capabilities.
5. **To be honest about their own mistakes**—You will be respected more for sharing who you really are as a person compared to being seen as this unattainable image of professional success.
6. **To celebrate the mentee’s success with them**—This will mean so much in taking the relationship to a deeper level that could lead to a lifelong friendship for both of you.
7. **To lead by example**—Look at how you are leading. Are you really practicing what you preach? Your mentee is learning more from your actions than your words, so ensure you are leading in a way that feels right to you.
8. **When the mentoring relationship is over**—This gives the time and space for me to help other people and for the mentee to be able to learn from others.”

A selection from Carey-Ann Oestreicher’s post “How To Be The Kind Of Mentor Your Mentee Deserves” for Forbes.

View the entire post [here](#).

MENTORING IN THE COMMUNITY



LinkedIn will begin its own free service to match users with mentors

Earlier this month, social networking platform LinkedIn announced that it would debut a new service to help identify and match potential mentors with people looking for mentorship. This free service will first be available to users in San Francisco and Australia, said Hari Srinivasan, Head of Identity Products at LinkedIn, in an interview with TechCrunch.

Once the system is fully developed, the option to become a mentor will be open to everyone, and it will be up to the mentee to narrow down their parameters to find their perfect match. Mentors and mentees are free to message each other once matched.

Read the whole story [here](#).



Education Week Teacher
Whats the difference between coaching and mentoring?

By Elena Aguilar



Forbes
Three Mistakes That Make Mentoring A Waste Of Time

By Vivian Hairston Blade



IN THE NEWS:

This month’s selection of mentoring-related news



TechCrunch
LinkedIn is rolling out a free service to pair users with mentors

By Ingrid Lunden



Forbes
Pass The Torch Of Knowledge: Bring Back Internal Mentors

By Tasha Bell

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



Instagram



Pinterest



Twitter



LinkedIn

IMPORTANT DATES:

UNM Mentoring Institute's 10th Annual Mentoring Conference

Final Paper Submission Deadline
August 30, 2017

Last Day to Register as a Volunteer
September 30, 2017

Standard Registration Deadline
September 30, 2017

UPCOMING EVENTS

• ICF Converge 2107



August 24-26, 2018



Washington, D.C.

ICF Converge 2017 is an opportunity to connect with coaching colleagues from around the world and deepen personal and professional relationships. It will take your coaching education to a new level by helping you strengthen your coaching skills, build your business, and engage in crucial conversations impacting the global coaching community.

• “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.

• National Mentoring Symposium



October 7, 2017



IUPUI Campus Center



Keynote Speaker: Kevin Wazner

The National Mentoring Symposium is a one-day national conference for students who work as peer mentors in various capacities. This event allows for peer mentoring programs from around the nation to come together for personal and professional development. Peer mentors, program staff, and faculty will enhance their skills and will increase their understanding of strategic methods to mentor students.

• UNM Mentoring Institute's 10th Annual Mentoring Conference



October 23-27, 2017



Albuquerque, New Mexico



Plenary Speakers: Ann Betz, Lisa Fain, Chad Littlefield, Maggie Werner-Washburne, Lois Zachary, Brad Johnson, David Clutterbuck, Tammy Allen, Lillian T. Eby, Tamara Thorpe, Fran Kochan, and Bob Garvey

This conference will feature 13 keynote sessions, 1 round-table sessions, 3 pre-conference workshops, 1 poster session, and more than 300 individual/panel presentations, which will cover a diverse variety of academic disciplines and industries.



UNM

Mentoring Institute

All Rights Reserved