



MENTORING INSTITUTE

# MENTORING & COACHING MONTHLY

## CONTENTS:

Volume IV Issue VIII

October 2017

|   |   |
|---|---|
| In this Issue .....                                     | 1 |
| Letter from the Editor                                  |   |
| About Us .....  | 2 |
| Meet-the-Author with Allison McWilliams .....           | 3 |
| Meet-the-Author with Allison McWilliams Continued ..... | 4 |
| Book Review .....                                       | 5 |
| Book Review Continued .....                             | 6 |
| Upcoming Events   |   |
| In the News .....                                       | 7 |
| Contact Us  |   |
| Social Media  |   |
| Mentoring Tips .....                                    | 8 |

## IN THIS ISSUE

Thank you for joining us this October for our latest issue of Mentoring & Coaching Monthly. This month we have a new feature in store for you—a meet-the-author section with Allison McWilliams! Allison's recently-published book, *Five For Your First Five: Own Your Career and Life After College*, acts as a guide for newly-graduated young adults who need help navigating through their personal and professional paths post-college. As assistant vice president of mentoring and alumni personal and career development in the Office of Personal and Career Development at Wake Forest University, Allison has taken much of what she's learned over the span of her career and put into into her new book. We are all very excited about her recent publication, and hope that you will find time to check it out.

We've also included a book review of *Global Perspectives on Mentoring: Transforming Contexts, Communities, and Culture* edited by Frances K. Kochan and Joseph T. Pascarelli, an updated list of upcoming mentoring events, and much more!

# EDITOR'S NOTE

Welcome back to Mentoring & Coaching Monthly! We greatly appreciate your continued support of the UNM Mentoring Institute and are happy to have you join us again this month.

In a few weeks, the UNM Mentoring Institute will be celebrating a very special occasion—the tenth anniversary of our annual mentoring conference. Over the past decade, our conference has grown tremendously, and we would like to take this opportunity to thank all of our wonderful presenters and attendees for their hard work and commitment to developing mentoring relationships.

When the UNM Mentoring Institute held its first mentoring conference in 2008, we only had 196 attendees and 36 presentations, and almost 80% of our attendees came from New Mexico. Now, in 2017, we have over 500 attendees registered and almost 200 presentations scheduled for our upcoming mentoring conference. The conference will attract people from all over the world, including our four international plenary speakers.

Our conference, which was once a one-day event that took up only a few rooms on UNM campus, now spans an entire business week and is spread throughout an entire floor of the UNM Student Union Building.

Over the past ten years, we have been excited to see our mentoring community strengthened, our outside support multiplied, and our capacity to share knowledge surrounding mentoring dramatically increased.

We greatly appreciate all you have done to help us succeed, and we thank you once again for helping us create a now-thriving mentoring culture.



## 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



## Meet the Author

# ALLISON McWILLIAMS

AUTHOR OF FIVE FOR YOUR FIRST FIVE:  
OWN YOUR CAREER AND LIFE AFTER COLLEGE

*How did you choose the five key topics for each section of your book? Was it hard to limit yourself to writing within these five key competency areas, or do you feel like you were able to cover everything?*

The content for the book was developed based on seven years at Wake Forest University working with students and young professionals (and twenty years working with students and professionals of all experience levels) as they learn to navigate the transition from college to life-after-college, build personal and professional lives, and begin to think critically about the choices and decisions that they are making. A few years ago, through our programs and online resources, we started to use this language of the “Five For Your First Five” and identified these five core competency areas as the most critical for these young professionals to master in their first five years after college (however, I would argue, these are the competency areas we all should be working on, no matter our stage of life). The book was written as a tool to pull all of that information and advice together in a concise way, and builds upon the conversations and work that we have done with these young people around the country. So, it draws both on what we feel is important for them to know and to learn, and also on what we have heard from them over the years in terms of the specific challenges that they are facing. Certainly it doesn’t cover everything! But one of the key lessons I hope that people will take away from the book is that it is up to them to take ownership for their lives, and that means learning how, and when, to seek out additional guidance to help support that journey, no matter where it may take them.

*Are there any parts of the book that you find exceptionally important/empowering and really hope that readers will learn from?*

Well, I think it’s all important, of course, and certainly hope people will find it all empowering! But I think each individual can and will take from it what he or she needs. For some this will be learning how to “Do the Work,” and for others it will be learning to “Create Community.” I think the overarching lesson of the book is that we each get just one life, and it is up to each of us to make the choice to either live that life in an intentional way, or to let life happen to us. I would hope that people would choose to do the former, of course, but more importantly, to know that the choice is yours. Make your choice and own it.

*How did you go about gathering information to put in your book? Was much of it from your own experience, research, or a combination of both?*

Definitely a combination of both research and direct experience. Over the past six years I have facilitated mentoring groups for young professionals in various locations around the country, which are long-term, in-depth conversations about work, community, transition, and personal and professional challenges and successes. Over time, I developed a sort of loose curriculum for those conversations based on books, articles, Ted Talks, research, and resources that I identified. The groups allowed for a bit of a “test run” of this content, to see what worked and what didn’t. So, readers of the book can be assured that the material has been extensively road-tested! In addition to that content, I have incorporated the reflective exercises and questions that I have used with these young professionals, as well as sharing the experiences of those who have walked this path already. In that way, this book is like having a mentoring conversation with me, as well as having one with many, many other professionals and young adults.

*On that note, it seems like you have interviewed quite*

*a few young adults about their experiences navigating life after college. Are there any major, reoccurring suggestions these interviewees have for other young adults?*

I would hesitate a bit to speak for them, but if I could, I think they would say the following: Give yourself the time and the grace to figure things out. You have never been a young professional before, and you have a lot to learn. You will make mistakes, and it's OK. Fix them when you can, learn from them, and move on. Find your people and build intentional relationships with them. Seek out mentors and wise counselors. And, most of all, don't forget to have fun. You get this one life, and it starts today.

*Do you have a favorite line or quote from the book that you would like to share with us? (In particular, one that really sums up the purpose of the book?)*

There are so many! And so many lines in here that I say all the time. But if I had to pick just one, it would be this: "There is literally no other person on this planet who is going to care about your life, and your choices, as much as you. Your life is something you can let happen to you, or it's something you can own. The choice is yours. The choice is always yours."

*How can this book be used to aid a mentoring partnership? (Can it help young adults find a mentor? Can it help current mentors better understand their young adult mentees? Please elaborate.)*

Certainly, there is advice in the book on finding a mentor, and like everything else in there, it all has to do with getting intentional about your goals and what you need to support you reaching those goals, and then identifying those resources (whether it's a mentor, a coach, a class, or something else) that will help you do that. I think the book is a great tool for mentoring partners to read together. Throughout the five chapters are reflective exercises and discussion questions that would be incredible topics for a mentoring conversation. Indeed, we will be using the book as part of our mentoring group conversations this year (in addition to other programs). While the book has not been written as a primer on young adults, I do think any mentor could use it as a resource to better understand some of the personal and professional challenges young people are facing during this critical transition. And, hopefully, the

mentor can learn something about himself or herself, as well.

*Do you plan on writing any follow-up books, or books to help other age groups? Please let us know more about your future plans, and how readers can find more information about you and your book.*

I would love to and certainly have loads of ideas! I'm starting to get a lot of questions from young adults as they move from these early professional roles into management positions, and I think it is a topic that is ripe for addressing, especially as typically there is not a lot of institutional support provided to help individuals learn how to do these roles well and how to incorporate mentoring and coaching strategies. Immediately, we likely will do a facilitator's guide for Five For Your First Five, to help others use the book as part of mentoring groups, workshops, or other experiences. The book is available at Amazon, BarnesandNoble.com, and other online retailers, and you can find much more about it at [www.fiveforyourfirstfive.com](http://www.fiveforyourfirstfive.com)

# five for your first five

OWN YOUR CAREER AND  
LIFE AFTER COLLEGE

ALLISON MCWILLIAMS, PHD

# GLOBAL PERSPECTIVES ON MENTORING: TRANSFORMING CONTEXTS, COMMUNITIES, AND CULTURES

*Edited by Frances K. Kochan and Joseph T. Pascarelli*

*Excerpt of a book review by Kathleen M. Cowin, Ed.D., Washington State University*

Frances K. Kochan and Joseph T. Pascarelli's edited volume (2003) is the second in a series of books examining the topic of mentoring. This volume primarily addresses a question addressed at the end of Volume one of the series: "What is the correct balance between guiding mentees to maintain the status quo and encouraging them to create change and transformation?" (Kochan & Pascarelli, 2003, p. x). Thirty-five authors tell their stories of how the mentoring they do or the mentoring programs they lead result in change and transformation within a wide variety of cultures in countries such as Australia, China, Israel, the Netherlands, Pakistan, Ghana, South Africa, Sweden, the United Kingdom, and the United States of America, as well as in South America and the Caribbean.

The 20 chapters are divided into five interrelated sections: building nurturing contexts for youth through mentoring, rebuilding cultures for equity and access, reshaping professional cultures, fostering learning communities, mentoring as personal transformational growth, and exploring mentoring relationships and programs that vary in size, organization type, and age of the participants from youth to adult.

## *A Closer Look at the Five Sections*

Kochan and Pascarelli (2003) provide an introduction to each of the five sections as a conceptual framework to help the reader examine the chapters' inter-related themes. The 35 authors use a variety of approaches to achieve their goals of change and transformation. Many practical approaches are presented in these chapters, providing keen insights into mentorship practices, particularly when change brings about an opportunity to create new ways of conducting programs, organizations, businesses, or institutions.

### *Section One: Building Nurturing Contexts for Youth Through Mentoring*

The five chapters in this section focus on mentoring programs for youth who are considered by established institutions or organizations to be "at risk." The authors present the youth in these mentoring programs as full of promise, potential, and creativity, seeking to replace the often-held

view that these young people are less than, or at risk. Four of the programs are large-scale (for example providing mentors to over 10,000 students ages 11 to 18), some are sponsored by governmental agencies, and three programs involve university students mentoring younger students from K-12 settings. All the chapters in this section offer thoughtful and prescriptive ways to think about youth mentoring programs from the lens of hope for these young future citizens.

One of the most innovative programs, described in chapter four, focuses on involvement of the arts community, private art businesses, and Australia's Queensland State Government with young and aspiring artists from the ages of 18-25. The participants are matched with experienced artists in a variety of fields. Chapter four authors Robert Clark and Mary Ann Hunter outline in detail six key elements of the Young Artists Mentoring Program (YAMP) which could serve as a checklist for other youth mentoring programs.

The first element, called Mentoring, includes a detailed definition of what mentoring means within the program and defines timelines, duration of the mentoring relationship, and means of communication (such as face-to-face, telephone, and email meetings). The second element is Landscape. All participants are expected to tour key cultural facilities and network organizations. Navigation is the third element and focuses on introducing topics as far-reaching as project planning, development, marketing, taxation, and arts law. The fourth element is Employment, where mentee participants are provided with funding (up to \$4,000) through a grant application process for which mentoring and feedback is given. Mentors receive a flat fee of \$1,000 for their participation. Showcase, the fifth element, as the name implies involves the participants showing their work and gives the budding young artists exposure and experience promoting their work to the larger arts community. The final element is Evaluation in which the participant is given a formal debriefing, evaluation, and feedback. This evaluation occurs twice, three months into the program and again at the end of the program. The step by step and detailed elements described by the YAMP could be helpful lessons for others planning to develop other types youth mentoring programs.

### *Section Two: Rebuilding Cultures for Equity and Access*

The four chapters in this section focus on mentoring

programs for adults who have often been excluded by their institutions or in business, particularly women in higher education and leadership roles in both higher education and business. Chapter six is set in a traditionally white university in South Africa and describes a mentoring program for new career development for Black academics. Author Hilary Geber describes how the program attempts to “break through the ‘racialized hierarchy’ in academia and seeks to create a new culture in the institution and in academia in the country” (p. 105). A clear set of mentor roles and functions are listed and divided into two major categories: career development and psychosocial functions. This chapter presents rich data on cross-cultural mentoring and much needed conversations about prejudice and racism. The chapter also foreshadows types of exploitation of early career academics, which are presented with powerful excerpts from mentors describing their thinking about their mentoring practices. These excerpts, told in the mentors’ own words, could serve as problems of practice for discussion and reflection in a mentor education program.

### *Section Three: Reshaping Professional Cultures*

The four chapters in the section are set in K-12 type schools in Israel, Sweden, the United Kingdom, and Pakistan. The focus, as the title indicates, is on reshaping professional cultures for both those that mentor novice pre-service educators and beginning, early career educators. These chapters present detailed views of how mentoring can enhance collaboration and move a school from an “I” culture where individuals may feel more isolated within the organization, to a culture where there is robust collaboration among members and the school has a “we are in this together” spirit. Readers should note especially how each of the schools in these varied settings and countries uses the mentoring process to help ensure retention of novice and early career educators and how mentoring also serves as a form of professional development for those who are serving as mentors. These chapters also provide detailed long-range planning ideas for those seeking to transform professional cultures within their school or organization.

Chapter 10 written by Lily Orland-Barak (2003), set in Israeli schools, provides detailed steps that include mentor education as required coursework. The four required courses are designed to include: mentoring skills and practices, such as accountability in mentoring; mentoring of the mentors, focusing on conducting mentoring conversations; an action research course using portfolios as a reflective practice tool; and a course focused on an accreditation process for the mentors (Orland-Barak, 2003, p. 195).

In chapter 13 by Noreen Mirza, those in leadership roles in organizations or institutions will find thoughtful guidelines for examining the power of a leader, such as a principal, to shape mentoring within an organization or

institution such as a school. The setting for the chapter is an all-male, missionary school serving over 2,000 students through grade 12. The school, celebrating over 50 years of educational service to what was described as mostly “middle-class families,” began its mentoring program in 1999. The principal’s actions to change the culture of the school through mentoring are documented, with insightful actions such as beginning an advisory council for the school, selecting both a veteran teacher and a teacher new to the school to serve as mentors to the rest of the faculty, a distributed leadership model focusing on collaboration and collegiality, and ensuring there was formal mentor education.

### *Section Four: Fostering Learning Communities*

Section four brings together mentoring research from a university setting in which more senior students mentor first year university students to enhance their retention, an e-mentoring network for young health professionals from countries such as Kenya, Canada, Nigeria, the United Kingdom, and Ghana, an on-line global mentoring network for educational leaders, and an insightful look into how to help beginning scholars navigate the publishing world with success.

In chapter 16, authors Kristen Snyder and Michele Acker-Hocevar define mentoring as “an empowering interaction among individuals who learn/research together for the purpose of personal or institutional change” with the focus on a “more connective relationship between the mentor and mentee” (p. 320). The authors embrace the use of technology to bring both mentor and mentee together through on-line collaborations through email, instant messaging, and Web camera. The International School Connection (ISC) began in 1999, with 60 educational leaders from seven countries: British Virgin Islands, Colombia, Finland, Sweden, Russia, United States of America, and Venezuela. The focus of the work was to have school and business leaders exchange ideas about globalization, schooling, and leadership. The authors distinguish between the “cooperative learning” and “collaborative learning” that occurred in their mentoring network. They state that cooperative learning reinforces a more traditional pedagogical perspective on formation of student groups that continue the status quo about who holds classroom knowledge and authority. Alternately, collaborative learning was defined as a classroom learning experience that is “shared by the teachers and students, motivating students to engage in active learning” (Snyder & Acker-Hocevar, 2003, p. 317). Collaborative learning was the norm the mentoring network sought to bring to life in their work together.

*Continue reading this book review on  
our website [here](#).*

# UPCOMING EVENTS

- **“Education for the Soul” Conference 2017**

 October 19, 2017  
 London, U.K.

*With a selection of the best experts on leadership and well-being, the conference will explore new and sustainable ways of leading that will enable school leaders to overcome the stresses of their roles and maintain their ability to lead and inspire others.*

- **UNM Mentoring Institute’s 10th Annual Mentoring Conference**

 October 23-27, 2017  
 Albuquerque, New Mexico

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

- **Train the Trainer 3-day Program**

 November 06-08, 2017  
 London, U.K.

*Join the David Clutterbuck Partnership for this three-day program for mentoring trainers and consultants. Receive an extensive toolkit during your training, and become part of an international peer support network.*

- **Coaching Skills to Engage Individuals and Organizations**

 December 06-07, 2017  
 Victoria, British Columbia

*This Coaching Skills program offers hands-on learning opportunities to develop and implement coaching skills for a range of situations in the workplace. Participants will explore several methodologies and their impact, and learn how to apply proven models to facilitate conversation and improve performance at all organizational levels.*

- **The 2018 National Mentoring Summit**

 January 24-26, 2018  
 Washington, D.C.

*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.*



## IN THE NEWS:

This month’s selection of mentoring-related news



**Motto**  
*Facebook VP Deb Liu:  
How to Find a Career  
Sponsor*  
By Deb Liu



**The Atlantic**  
*The Importance of  
Women Mentoring  
Other Women*  
By B.R.J. O'Donnell



**The Washington Post**  
*Five ways to help your  
child find (and keep) a  
mentor*  
By Braden Bell



**Harvard Business Review**  
*How to Mentor a  
Narcissist*  
By W. Brad Johnson and  
David G. Smith



**Forbes**  
*The Do's and Don'ts of  
Mentoring*  
By Ian Altman

# CONTACT US:

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

Email: [mentor@unm.edu](mailto:mentor@unm.edu)  
Phone: 505.277.1330  
Website: [mentor.unm.edu](http://mentor.unm.edu)

# SOCIAL MEDIA:



Facebook



Twitter



Instagram



LinkedIn



Pinterest

*2017 Mentoring Institute Conference*

# CONFERENCE APP:

A mobile app for our 2017 Mentoring Conference is now available for free download! This app provides a detailed schedule of each day of the conference, details about each presenter, maps of Albuquerque and the UNM Student Union Building, and the opportunity to get to know your fellow attendees!

Download it [here](#) or by searching "AttendeeHub" by CrowdCompass through your app store!



# MENTORING TIPS

"This month, let's discuss how to turn starter goals into the kind of goals that help mentees achieve their mentoring objectives — we call these goals 'SMART goals'. SMART goals are goals that are: Specific, Measurable, Action-Oriented, Realistic and Time-bound.

How to create a SMART goal:

1. Ask questions to really understand your mentee's desired outcome. The best way to create SMART mentoring goals is through conversation. Together with your mentee, take a look at the starter goal you created. Make sure you are clear on what success looks like. Be as specific as possible, and drill down until you come up with a way to measure success. Ask: "How will we know if you achieved it?" "What will success look like?" "What will be different when you achieve this goal?"
2. Encourage action rather than contemplation. Mentors help mentees create action-focused goals by reminding them that clarity comes from engagement, not thought. Too often we see mentees set goals that start with "I will think about" or "I will explore" or "I will learn." SMART goals have action words and should answer the question: "What will you DO?"
3. Provide a reality check. SMART goals are realistic. Help your mentees set realistic milestones that link to a larger goal. That will keep them motivated and create enthusiasm for further progress. Ask "What are the obstacles to your success?" and "On a scale of 1 to 10, how confident are you that you can overcome those obstacles?" For anything less than an 8, work with your mentee to identify and anticipate obstacles. If obstacles can be overcome, create learning around that. If they cannot, create a more realistic goal.
4. Set a deadline. Too often, development goals languish because they feel important but not urgent. Having time-bound goals helps measure progress, create a sense of urgency, generate momentum and provide natural check-in points along the way. Set a date by which the goal should be achieved, and continually track progress towards that date. It's perfectly appropriate — even, at times, encouraged — for a mentee to choose a lofty goal that will really propel them forward. But unless that goal is broken down into smaller steps, your mentee may get fatigued or burned out. Set timelines for milestones along the way."

A selection from "Your Mentoring Year Tip #6: Setting SMART Goals" by the [Center for Mentoring Excellence](#).



MENTORING  
INSTITUTE

All Rights Reserved