



MENTORING  
INSTITUTE



# MENTORING & COACHING MONTHLY

Volume V Issue I

January 2018

## CONTENTS:

## IN THIS ISSUE

Thanks for checking out our first issue of *Mentoring & Coaching Monthly* for 2018! In this issue, you will hear from Catherine A. Gorman, the Associate Director of Student Engagement at Florida SouthWestern State College. Catherine is an International Mentoring Association Certified Mentoring Consultant, and also serves as a board member and peer reviewer for the IMA. She has developed and worked with a number of university-level mentoring programs, and enjoys evaluating and improving these programs.

Also in this issue is a book review on *Mentoring for the Professions: Orienting Toward the Future* by editors Aimee A. Howley and Mary Barbara Trube. We hope you enjoy!

In this Issue .....	1
Letter from the Editor About Us .....	2
Mentoring Tips In the News .....	3
Interview with Catherine A. Gorman.....	4
Book Review .....	5
Book Review Contined .....	6
Contact Us Social Media Upcoming Events .....	7

# WELCOME TO THE NEW YEAR!

Welcome back to another issue of *Mentoring & Coaching Monthly*! We are glad to have you join us again this year.

This January, the term "new year, new me" became extremely popular on social media. The term promotes the idea that we can get rid of the negative aspects of 2017 and become better, new-and-improved people in 2018.

We encourage you to apply this term to your mentoring and coaching practices this year. Think about what it would take to become a better mentor or coach—maybe it's by planning a few extra sessions with your mentee, or by trying something new. If you're not yet a mentor or a coach, this is a great time to become one! Make finding a mentee your New Year's resolution, and stick to it. There's definitely someone out there who could benefit from your knowledge and your skill, and who could grow as a person with you as their new mentor or coach.

Along those lines, remember that there's no age limit for becoming a mentee. This may be the perfect year for you to find your own mentor or coach—possibly even someone younger than you. This is a great time to think about people who may be able to benefit you, whether it be personally, academically or professionally. A young person may be able to teach you how to succeed in ways you never thought of before. This year, we encourage you to keep an open mind about others and how they could have a positive impact in your life.

We hope that you enjoy this issue, and that you have an amazing beginning to your new year!



## 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



Forbes

### Seven Proven Insights Into A Powerful Mentoring Relationship

By Eric Urban



American Veterinary Medical Foundation

### Mentoring Future Colleagues

By Dr. Caroline Cantner



Greenville News

### OPINION: There is power in inclusive mentoring

By Travis Morris



Cision: PR Newswire

### Study: Women and Minorities Value Mentoring Programs, But Findings Reveal Opportunities for Improved Effectiveness

Provided by Heidrick & Struggles

## MENTORING TIPS

### *7 Tips for Being a Good Mentee:*

#### *Be ready to work at the relationship:*

Good relationships don't just happen; they take work. This applies to relationships with family, friends, colleagues and your mentor. It takes time and effort to get to know each other and build trust. Establishing and maintaining trust is essential to a good mentoring relationship.

#### *Be open-minded and willing to learn:*

No matter who your mentor is, s/he has experience and expertise to share with you. You and your mentor may have a lot in common or very little. Regardless, if you remain open-minded and want to learn, you will learn and become a better professional as a result.

#### *Be honest and real:*

Your mentor will be better able to help you if you are open and honest about who you are and what you want professionally and personally from your life. Talk about your background, current status, hopes, fears, and goals for the future.

#### *Be proactive and take initiative:*

Mentoring should be an active and engaging experience for both student and mentor. As a student, you should not rely on your mentor to do everything. Make sure that you are in frequent contact with your mentor and that you are initiating most of that contact. Let your mentor know when you need help. Ask questions. Follow-through on items the two of you discuss. Demonstrate a good work ethic.

#### *Be prepared for your meetings with your mentor:*

Think about the topics you would like to discuss with your mentor ahead of time, write them down and possibly even email them to your mentor in advance of your meeting. The more you prepare, the more you will get out of your meetings with your mentor.

#### *Be a good listener:*

It is your mentor's job to give you honest feedback and advice, some of which will be positive and some of which will be constructive. Rather than ignoring your mentor's criticism or constructive feedback, or letting it make you feel bad, listen to what your mentor has to say and consider how you can use that information to improve yourself. Regardless of whether you choose to take your mentor's advice, listening to what your mentor has to share with you is important.

#### *Be forward-thinking:*

Talk to your mentor about where you are presently but focus your energy on building for the future. Define your goals for the semester, year, graduation or early-career. In conversation with your mentor, determine the skills sets, knowledge, and abilities you need to acquire in order to achieve these goals.

Source: "Mentee Toolkit: 7 tips for being a good mentee." Kansas State University. Retrieved 10 Jan. 2018 from <http://il.trust.coop/files/2014/08/Tips-for-Mentees.pdf>.





# CATHERINE A. GORMAN

ASSOCIATE DIRECTOR OF STUDENT ENGAGEMENT AT  
FLORIDA SOUTHWESTERN STATE COLLEGE  
IMA CERTIFIED MENTORING CONSULTANT

## *How did you become interested in mentoring?*

I became interested in mentoring because I am a recipient of it! As a first-generation student, I greatly benefitted from faculty mentoring beginning my sophomore year of college. With just a little extra help and guidance, I was given the confidence to self-advocate and become more involved on campus. Just like others, through mentoring, I learned about resources and began taking advantage of opportunities I would not have known existed without my mentor's sponsorship.

## *How do you help encourage mentoring at Florida SouthWestern State College? Can you tell me a little about your program there?*

My background in mentoring began at Florida Gulf Coast University when I founded the Honors Mentor Program. The Honors Program's success led to the establishment of 9 other peer mentoring programs ranging from the Student-Athlete Learning center to first-year Composition students. At Florida SouthWestern State College, our Peer Mentor program partners a mentor with a required, SLS 1515 Cornerstone experience class. The mentor attends every class alongside his or her peers, and offers personal experience and guidance to enhance the students' learning and campus engagement.

## *What are your main goals when it comes to mentoring students?*

Mentoring is a mutually beneficial process. As Tony Dungy notes in his work, *The Mentor Leader*, mentoring is positively impacting the life of another. This is my main goal.

## *What do you believe makes a successful mentoring program at the university level? How have you measured this success in your own program(s)?*

In higher education, mentoring is assessed and evaluated with data driven analysis. In other words, studies show that mentoring

impacts student retention, graduation, engagement, and even academic performance. The programs that I have been a part of have included both qualitative and quantitative surveys to determine the positive impacts of peer mentoring. If even one student feels as though his or her experience was made better by a peer mentor, I believe the program has been successful.

## *Can you tell me a little bit about your involvement with the IMA? What is your major role within that organization?*

I currently work with the International Mentoring Association in a variety of capacities. I am an acting Board Member, a Certified IMA Consultant, and a peer reviewer for IMA publications and conference proposals.

## *What does being an IMA-certified consultant mean to you? Do you recommend others apply for this certification?*

Being an IMA-certified consultant makes me very proud. I include this information in my email signatures, and absolutely recommend others apply. The certification has allowed me to demonstrate the quality of my work, certified through an international program of leaders and thinkers in the field of mentoring. Although I consider myself a perpetual learner, I am always eager to share my mentoring successes with others, and learn from their work as well.

## *What are your next steps? What would like to see happen in the future?*

I am currently a Ph.D. student at the University of South Florida, pursuing a degree in Curriculum and Instruction, concentrated in Career and Workforce Education. My goal within this program is to research and promote the impacts mentoring can have on students seeking degrees without direct career paths. The benefits of mentoring are immeasurably valuable and I hope to continue promoting the professionalization of mentoring and its importance.

## MORE ABOUT CATHERINE A. GORMAN

Catherine A. Gorman, M.A., is the Associate Director of Student Engagement at Florida SouthWestern State College. In her position, she promotes mentoring practices by overseeing the Peer Mentor Program and its incorporation in a first-year seminar course. She has been creating and directing mentoring programs for the past 6 years. Through her oversight, peer mentor programs were initiated in 3 living-learning communities, 5 academic programs, the student-athlete learning center, and a library support program at Florida Gulf Coast University. Ms. Gorman also teaches the importance of mentoring in various collegiate courses. She is a Ph.D. student at the University of South Florida, pursuing a degree in Curriculum and Instruction, concentrated in Career and Workforce Education. Her research includes best practices in mentoring and the positive impact it has on students in higher education and their future careers. Catherine A. Gorman is an IMA Board Member, Certified Mentoring Consultant, and Peer Reviewer.

# BOOK REVIEW: MENTORING FOR THE PROFESSIONS: ORIENTING TOWARD THE FUTURE

*Edited by Aimee A. Howley & Mary Barbara Trube*

*Book review by Jason C. Bryant,  
Auburn University  
Auburn, Alabama*

Aimee Howley and Mary Barbara Trube's edited volume, *Mentoring for the Professions: Orienting Toward the Future* (2015), is a part of the Mentoring Perspectives series, edited by Frances Kochan and published by Information Age Press, which provides theoretical and empirical work from a variety of perspectives on mentoring. It provides organizations key information on providing mentoring to meet their future needs in promoting healthy and productive organizations.

As stated by the senior editor, Frances Kochan, "chapters within the book have a focus around theoretical perspectives on mentoring, the connections between change and mentoring, the character of the leadership that mentoring entails, the developmental processes that mentees experience, the transformation of the mentee as a result of mentoring, the value of matching mentor and mentee styles, and the role of mentoring in organizational team building."

The edited volume is divided into three parts – Part I – Conceptualizing Mentoring, Part II – Mentoring in Professional Fields and Through Professional Organizations, and Part III – Mentoring with Different Populations providing the reader with 20 chapters of grounded research to move their organization's mentoring practices from theory to practice. This book review presents highlights of some of the chapters in each section in order to give the reader a sense of the overall content.

## *Part I – Conceptualizing Mentoring*

Authors of these four chapters provide great insight into the field and work of mentoring in organizations. Mentoring is seen as a collaborative process and reciprocal learning relationship for both the mentor and mentee. In Chapter 1, Mentoring: Its Nature and Practices Across the Professions, Trube (2015) reminds us that mentoring relationships that work well transcend across the organization, providing a multitude of benefits for all involved. She points out that best practice is needed in today's world and providing training to a protégé and including both informal and formal mentoring programs are keys to individual or organizational success. She shares that a variety of definitions have been given for mentoring, distinguishing it from coaching, but at the heart

of the research is the notion of providing support for new employees or those employees in a new role.

Because of the wide variety of definitions used to describe mentoring, the author notes the equally diverse mentoring programs in place and their varied aims. She stresses the importance of clear program goals and aims, whether organizations have a formal or informal mentoring process. Trube also emphasizes that the development of strong leaders within the organization who can lead the mentoring process is imperative. Middleton, in Chapter 2, describes the various leadership frameworks utilized within higher education including transformative, distributed, and transformational with a focus on the fact that a mentoring process must be in place to meet the needs of the future leaders and to cultivate strong leadership. The author goes on to describe various strategies utilized in mentoring such as coaching, job-shadowing, structured mentoring conversations, formal mentoring programs, and informal mentoring. Each of these strategies can be implemented across disciplines depending on the type of mentoring relationship that is being built.

As mentoring programs are being developed, it is important to note the roles of mentors as well as the characteristics, knowledge, skills, and dispositions of those that have been successful as mentors. In Chapter 3, Trube and Wan (2015) provide detailed information to guide leaders in understanding the foundational needs of a mentoring program and the research that grounds the practice in describing a mentor. These descriptors include someone with professional knowledge, experience, skilled in providing support and nurture to the less experienced individual.

Chapter 4, written by Howley, Dudek, Williams and Trube, concludes this part of the book providing insights on the development of an instrument for measuring the mentoring styles of cooperating teachers to improve the quality of mentoring provided to teacher interns. The concepts discussed from the research present a clear picture of the need to pair mentors and mentees in the most productive manner so that it supports the mentoring process. They also remind us how important it is that mentors understand their own style and approach to mentoring so that they can ensure that they are paired with someone that will benefit and grow through the mentoring process.

## *Part II – Mentoring in Professional Fields & Through Professional Organizations*

Chapters 5–11 provide the reader with an awareness of mentoring across various professional field and organizations. The varied fields and disciplines provide research and best practices for a wide range of organizations including education, higher education, women in retail merchandising, mentoring female basketball coaches, mentoring adjunct faculty, and mentoring doctoral students.

Each chapter provides key takeaways that could easily be transferred into your organization to meet the needs of your mentoring program. The wide range of research provided is grounded in the mentoring field and is adapted to meet the growing needs of each organization. Although each is unique in the identified groups, they all provide a clear understanding of the need for mentoring and the need for a clear mentoring program within the organization to help support the needs of the mentees. Throughout each success story shared, the organization is strengthened by its commitment to develop the next group of leaders within their organization.

### *Part III – Mentoring with Different Populations*

Final chapters of the book build upon Parts I and II, but focus on a variety of mentoring relationships among specific populations throughout higher education. They also present the results of their efforts along with the importance of professional development in the mentoring process.

Chapter 15 written by Salzamn and Boch, describes the mentoring process through the development of a leadership team in a rural school district with an emphasis on the core definitions of the mentoring program to be a true partnership that provides support to teachers. The authors present the attributes necessary to create success in the mentoring process within the school district and university as: trust and rapport; the need to have strong interpersonal skills; building skills though high-quality professional development that supports the growth of the leadership teams; and developing capacity for sustainability to ensure that the success of the organization continues through the years. The efforts of the program were implemented for one year, but the effects of the mentoring relationship were built so that the organizations continue beyond the initial year of implementation.

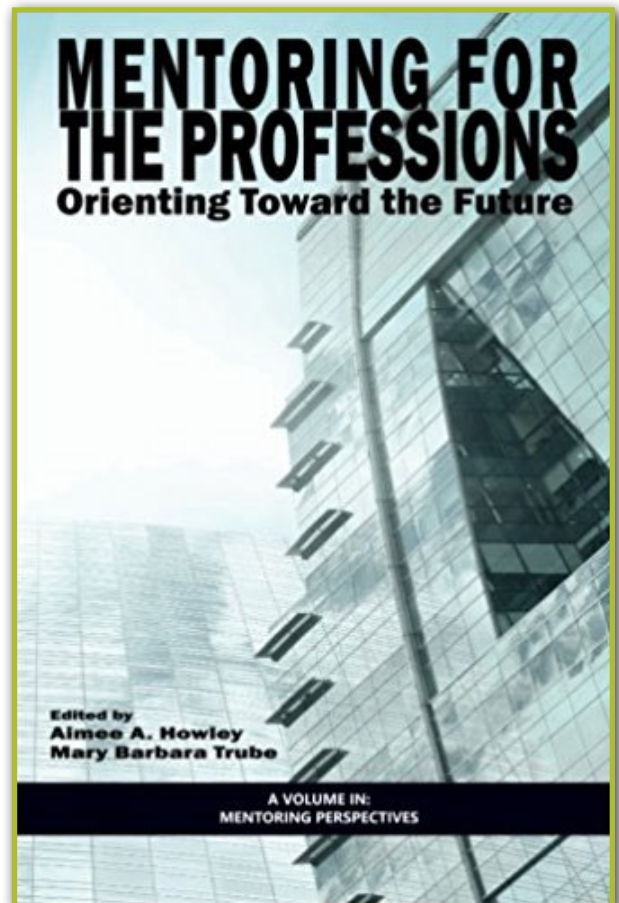
Chapters 19 and 20 go beyond the typical thoughts of mentoring to include professional supervision and mentoring as a set of educative experiences through service learning, respectively. Pillay, Fulton, and Robertson, (Chapter 19) use the work of Bernard in the mid-1970s and the development of Bernard's Discrimination Model (DM) focusing on the skill areas of supervision (intervention, conceptualization, and personalization) along with the role of the supervisor (teacher, counselor, and consultant) and the re-conceptualized (DM-R) model adding the role of mentor to the area of supervision. By adding mentoring, they found that enhanced professional development provided for the supervisee, re-

duced defensiveness in the supervisee and it enhanced the previous roles of the supervisor as a teacher, counselor, and consultant. Chapter 20 (Mather, Marvel, Nelson), includes the ideas of service learning and its impact on the mentoring and growth of young adults as they transition through higher education into the workplace. The authors stress that through service learning opportunities, young adults are able to make meaning of the world around them through formalized opportunities.

### *Conclusion*

Howley and Trube's *Mentoring for the Professions: Orienting Toward the Future* is an important contribution to the growing body of literature in the mentoring field. Mentoring is a concept that crosses multiple disciplines and professions, and continues to provide support to all involved. This volume in *Mentoring Perspectives* provides the reader a wide-range of situations and experiences with regard to mentoring. Because of these varied roles, the reader is afforded an opportunity to expand on the current research of mentoring and through the literature, find additional strategies that can be easily adapted to their organization or a way to build on their current mentoring practices.

*Book Source: Howley, A. A. & Trube, M. B. (Eds.). (2015). Mentoring for the Professions: Orienting Toward the Future. Charlotte, NC: Information Age Publishing.*



# 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

## SAVE THE DATE!

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

The conference theme will be  
related to innovation and  
entrepreneurship.

The call for proposals will be  
released on March 21st.

Stay tuned for more information!

## UPCOMING EVENTS

- **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.*

- **Coaching at Work Masterclass: The Intercultural Coach's Toolkit**



February 8, 2018  
London, U.K.

*This one-day masterclass is designed for practitioners who operate in a global or multi-cultural context with the aim of exploring the impact of culture in the coaching relationship. The objective is to raise awareness to cultural influences and dynamics and to introduce you to a tool for use in your intercultural practice. Learn experientially and have fun!*

- **24th Annual EMCC International Mentoring, Coaching and Supervision Conference**



April 11–13, 2018  
Amsterdam, Netherlands

*The theme for the 2018 conference will be: A cut above the rest—taking organizations into the future. Keynote speakers will be John Mattone and Richard D. Lewis. A number of parallel sessions and MasterClasses will also be available, with instructors from all over the world.*



MENTORING  
INSTITUTE