



# MENTORING & COACHING MONTHLY

*Volume V Issue IV*

*April 2018*

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## IN THIS ISSUE

Hello, and thank you for tuning into our April issue of *Mentoring & Coaching Monthly*! This is a long issue—we hope you enjoy it and choose to share it with your networks of mentors and coaches.

This month we spoke with Jo Gray about her work with Youth Business International, an organization that helps match young business entrepreneurs around the world with mentors. This issue also features mentoring tips for long-distance mentoring relationships, upcoming mentoring and coaching events, and more.

Also, please be sure to check out our call for proposals for our upcoming 11th Annual Mentoring Conference on page 7. For the chance to present, abstract submissions must be made on our website by May 15th. Thank you!

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# Interview with JO GRAY

*Interim Director of Programme Delivery / Head of Mentoring  
Youth Business International (YBI)*



*Have you yourself ever been a mentor or a mentee?*

Always and often! As a great believer in mentoring and the support it can offer, I know the value it delivers to you as a mentee and the learning and joy you get from being a mentor. I've had many mentors through the years and always try to be a mentor to others. I am lucky enough to be both at this time.

Also, as someone who has spent a lot of time working with organisations to design and deliver mentoring I think it's critically important to be able to talk about mentoring based on direct and real experience in both roles. This always makes you a much more credible practitioner and enhances your role as a programme manager or in delivering workshops.

*What are some of the mentoring organizations you've worked with? How did you become involved with YBI?*

I have been very fortunate in my career to have worked in some great organisations and on many exciting mentoring programmes. My career started working for Clutterbuck Associates, founded by Professor David Clutterbuck, and I did most of my learning around mentoring through working with him. I then also worked with Coach Mentoring, founded by Lis Merrick, a President of the European Mentoring and Coaching Council (UK). Lis was also the Professor at Sheffield Hallam Business school where I studied for a very small part of the Masters programme in mentoring and coaching.

I got involved with YBI through having a strong network in the world of mentoring which has helped me to develop. I have some long-standing relationships with experts in the field and was very lucky that the opportunity as Head of Mentoring at YBI was signposted to me by a colleague.

It was a brilliant opportunity to be able to continue doing the work I love around mentoring and to do be able to do that in a context that was truly about effecting change. I have seen many organisations say that they do mentoring, but when you look closely, it is

not to a level that I would recognize as effective practice. So, it is a pleasure to be part of YBI who have always been committed to ensuring that the mentoring support they offer their members is of the highest standard.

*Why do you believe it is important to mentor young entrepreneurs?*

I would not want to be a young person today, let alone a young person in an under-served environment. There are huge employment challenges facing youth globally, at YBI our belief is that entrepreneurship offers the opportunity to create employment for themselves and potentially for others too.

I also believe that entrepreneurs are a mixture of those that are born to do it and those that learn how to do it. Organisations can help with business entrepreneurship skills and access to finance but for me there is nothing quite like the one to one, bespoke support that mentoring offers. For young entrepreneurs I truly feel that a mentor can be the difference between success and failure of their business.

*How would you describe YBI, and what do you believe are the benefits of young people joining it?*

Youth Business International (YBI) is a global network of independent non-profit initiatives (members) helping young people to start and grow their own business and create employment.

YBI member organisations currently operate in more than 50 countries worldwide, providing integrated start-up business support to under-served young people combining a range of entrepreneurship training, access to finance, and mentoring. They adapt this common approach to their local context, working in partnership with governments, businesses and multilateral and civil society organisations.

Over 40 of our member organisations run their own mentoring programmes that YBI have either helped them to design or improve over the past ten years. This means we are a very unique global group of mentoring practitioners from Russia to Mexico and Spain to Australia. As a network we generate learning and leverage the power of so much rich knowledge to improve and develop what we do.

Our members also have huge experience of working with young entrepreneurs and understanding local ecosystems and challenges and they work hard to offer high quality support and guidance.



Even if they aren't sure whether entrepreneurship is for them, there is so much learning which, even if they don't set up their own business, can help a young person to improve their employability.

*How did your position as Head of Mentoring at the YBI prepare you for your current role as Interim Director of Programme Delivery? In what ways does your work in particular help influence the lives of young entrepreneurs?*

The Head of Mentoring Role sits within our Programme Delivery team, alongside the Head of Entrepreneurship Training, Head of Digital and Global Technology Manager. As a team we are all focused on working directly with our members to support them to improve or develop the work that they do.

In my role I have been fortunate to travel extensively and work face to face with members over five continents in the past year. I have also run a global masterclass on mentoring, where 30 of our members from around the world came to London for a week of learning and development. I know this has given me a good understanding of our members, our team and our vision to continue to support our work going forwards.

*Are there any other fields of mentoring that are specifically interesting to you?*

For me, mentoring works in any context, academia, large corporate organisations—in any sector, schools, youth programmes, professional bodies and many more. Of course, there are always challenges and programmes need to be well designed and supported to deliver the value required by those identified as mentees.

I have particularly enjoyed the work I have done in supporting women with mentoring. I really see how the subtle way that working in a 1:1 trusted relationship can make the difference to a woman's career and aspirations.

Although I have a full-time role at YBI I do still support a small mentoring programme in the UK for Kerning the Gap, a collective of like-minded people who want to see more women represented at senior levels within the design industry, which is woefully behind other business sectors.

It is a pleasure to be able to continue to work with all YBI's mentoring programmes globally, this is a career that I feel very privileged to have.

## MEET JO GRAY:

Jo started her coaching and mentoring career in 2007 as part of the international consultancy Clutterbuck Associates founded by Professor David Clutterbuck, and her final role there was in leading the business as Principal Consultant. She now has a joint role as Head of Mentoring and Interim Director of Programme Delivery at Youth Business International. Her role encompasses supporting the 50 global YBI network members with the development of their mentoring programmes; and more broadly in leading the capacity development and programme management teams to strengthen and deliver quality programmes in line with partnership objectives.

She recently designed and hosted the 3rd Annual Mentoring Masterclass in London. A week-long event for over 40 attendees from around the world, which focused on inspiring the YBI global network of mentoring practitioners to develop themselves and their programmes.

Jo has a Postgraduate Qualification in Mentoring and Coaching Programme Design and Evaluation from Sheffield Hallam Business School and a Foundation Coaching Supervision qualification with Bath Consultancy Group. She is particularly interested in mentoring for women's development and volunteers with Kerning the Gap's mentoring scheme for women in the design industry.

## ABOUT THE UNM MENTORING INSTITUTE:



The Mentoring Institute develops, coordinates, and integrates effective, evidence-based mentoring practices into research, consulting, and training activities at the University of New Mexico (UNM). Through the application of instructional design standards, the Institute provides training and certification services for a diverse array of staff, faculty and students, in a centralized effort to recruit, train and develop qualified mentors for the university, the city of Albuquerque and the greater New Mexico community.

The Mentoring Institute does not replace or direct existing mentoring programs. Rather, it provides a variety of services to these programs. The Mentoring Institute aims to build up current mentoring programs and enhance the culture of mentoring within the University, and the state it serves.

The Mentoring Institute assists in stimulating and promoting a mentoring culture within the community. By encouraging the matriculation and graduation of students as well as the retention of faculty and staff at the University of New Mexico, the Institute also contributes to the development and economic growth of New Mexico.

Institute Founder & Executive Editor: Nora Dominguez  
Managing Editor: Brenna Kelley

# UNCOVERING THE CULTURAL DYNAMICS IN MENTORING PROGRAMS AND RELATIONSHIPS: ENHANCING PRACTICE AND RESEARCH

By Frances K. Kochan, Andrea M. Kent, & André M. Green, Editors

*Selection of Book Review by Beverly Irby  
Originally written in the International Journal of Mentoring and Tutoring in Education*

Frances K. Kochan, Andrea M. Kent, and André M. Green, editors of *Uncovering the Cultural Dynamics in Mentoring Programs and Relationships: Enhancing Practice and Research*, have provided a timely, compiled edition on an important aspect of mentoring – that of culture in mentoring. Kochan, the lead editor, a dynamic scholar of mentoring, and an internationally recognized award winner for her personal mentoring of others, indicated that there are multiple purposes of this book:

- “To share information about mentoring programs and practices from a global perspective that researchers may find of value;
- To serve as a resource for those training mentors or mentees to enable them to gain an understanding of the individual, organizational, and societal factors that must be considered in the mentoring process;
- To serve as a textbook for those teaching courses or providing training in mentoring;
- To support individuals who are engaged in mentoring relationships, or wish to create them, to become aware of cultural issues that might support or hinder their success;
- To provide details about programs and practices for those wishing to develop mentoring programs in a variety of cultural settings;
- To support individuals who are engaged in conducting research on mentoring relationships or programs and who are focusing on the cultural aspects of these endeavors; and
- To add to the research based on the topic of the interrelationships between culture and mentoring”. (p. xiii)

Most importantly, Kochan, in her introduction to the book, eloquently stated the primary message of the book and that is “that cultural traditions can enrich our lives and that, while we should be aware of and eliminate those that hinder and control people’s minds and hearts in negative ways and limit their ability to succeed and become”; “...we should also seek ways to cherish those that connect people, expand ideas, cultivate the imagination, and foster the human spirit, and integrate them into the way we define and implement mentoring programs and relationships” (p. xiii; ix).

The three sections of the book, *Exploring Culture within Mentoring Relationships*, *The Impact of Organizational Culture on Mentoring*, and *The Influence of Societal Culture on Mento-*

*ring*, contain contributions by 37 authorities on mentoring from 10 countries, including 11 states within the United States. The authors are from Australia, Brazil, Canada, England, India, Ireland, Scotland, South Africa, Sweden, and the United States (Alabama, Arizona, California, Georgia, Idaho, Iowa, Montana, New York, Oregon, Texas, and Washington).

Readers of this book not only engage in a culturally relevant experience as they thoughtfully consume the words about mentoring relationships, but are also drawn into a meaningful and authentic link to social justice. Furman (2012) noted that “social justice focuses on the experiences of marginalized groups and inequalities in educational opportunities and outcomes” (p. 194), while Grant and Sleeter (2007) noted a link between social justice and “... critical consciousness, and inclusive practices” (p. 116). Critical consciousness is an authentic route to humane interpersonal skills and interconnectedness among individuals, cultures, and societies (Freire, 1970). Inclusive practices take into consideration cultural responsiveness which should avoid practices in mentoring that homogenize people and that do the same for relationships between the mentor and the mentee. The contents of this enlightened book demonstrate the positive, yet complex issues that must be brought forward and resolved in terms of the interplay between culture and mentoring in order to benefit value-added, responsible, and socially just mentoring.

Green, one of the editors of the volume, leads the first section of the book, *Exploring Culture within Mentoring Relationships*. The chapters in this section provide excellent examples of authentic mentoring relationships within a variety of cultural contexts. In the leading chapter of this section, Unterreiner, De Four-Babb, Kern, and Wu present mentoring relationships from a woman’s perspective within an informal peer mentoring international collaborative. They state, “We have learned what it means to act and to cross the boundaries of our individualized experiences of being a woman faculty to establish an alternative culture of women faculty” (p. 19). In the next chapter, Morreale and Hagenbuch bring focus to the mentoring of disadvantaged students. The authors provide a framework for mentoring, tutoring, coaching, and supporting such students in higher education reminding the reader that, “It is not enough to open through access higher education. We must accept the element of responsibility for those students as a community, so that they can take full advantage of the opportunity of education and the personal and social benefits it can provide” (p. 36). George, in the subsequent chapter, presents how understanding the demographics of mentors in business schools may influence the relationship of the mentor-mentee dyad. She indicates that mentoring relationships may be able to be established between the dyads based on demographic profiles. In the following chapter, Marina discusses the conflicts and complexities



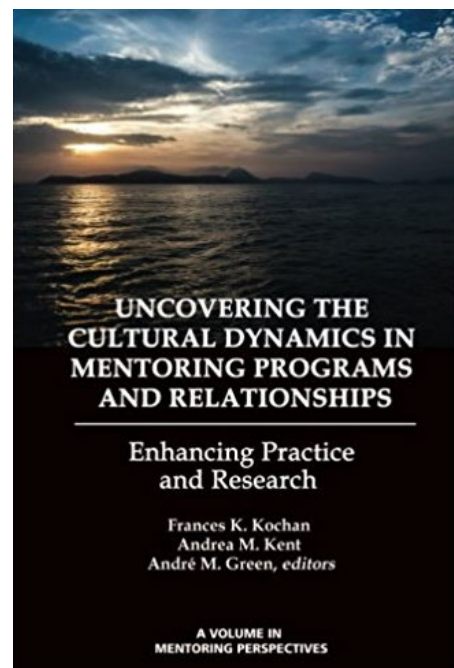
surrounding the mentoring of students of color in graduate school. Furthermore, she brings forth mentoring as a spiritual endeavor. She articulates, “Anyone can mentor and possess or attain keen listening skills, foresight, and even empathy, but the cultural connection is not easily duplicated” (p. 73). The final chapter in this section was authored by Reeves, who investigates the concept of cross-cultural mentoring with regard to immigrant mentee participants in an educational mentoring program for entrepreneurs. She explores how the mentor in the dyad was underprepared to manage cultural diversity and personal ethnocentric viewpoints. When she discusses cross-cultural mentoring, she poignantly advises researchers, “It is possible that the mentoring profession may never agree upon a common or delineated use of the term, and the multidisciplinary use of the term does little to provide clarity. For this reason, it is incumbent upon researchers to clearly outline who participants are, where the mentoring is taking place, and to what end” (p. 94).

In the second section of the book, *The Impact of Organizational Culture on Mentoring*, Kent, as editor, assumes a point of view in which the organization, culture, and mentoring are combined for analyses. I applaud this section since it is certainly a much needed area for research as little has been done before now on the combining of the three concepts—organization, culture, and mentoring. In the first chapter of this section, Bang, Wong, Firestone, and Luft present their investigation of the organization of an online mentoring program in terms of fluidity of interactions and transparency of cultures in school organizations. The authors consider the importance of aligning the cultures of both mentoring programs and school organizations: “Designers of mentoring programs, both electronic and face-to-face, should address potential disparities between the cultures of their programs, and the cultures of the schools involved, in order to intelligently anticipate and mitigate inevitable conflicts” (p. 125). In the next chapter in this section, Reali, Tancredi, and Mizukami provide a view of the cultural dynamics of a professional learning community. They observe that organizational and professional cultural dimensions are critical in successful mentoring activities, and they indicate that mentors in their study “went from a passive position as a recipient of knowledge to apply their learning with their mentees to a proactive stance in which they were engaged with and involved in the creation of theory and the application of practice” (p. 167). Craig, in the third chapter in this section, presents research on a mentoring program that engages probationary teachers in Scotland. She included the use of digital recording in an effort to personalize the relational aspects of mentoring processes. She also situates her research in context of the culture of the organization, and she realizes that mentoring is established within context. She notes, “mentoring programs emerge and take shape from the multiple daily interactions between persons rather than being ‘abstract,’ ‘material,’ ‘reified,’ and ‘individually’ oriented.” (p. 163). In the next chapter, Ambrosetti, Dekkers, and Knight report their research on a collaborative mentoring model in a teacher education program in Australia. They indicate that a “supportive, collaborative culture emerged” in this model for the participants, via socialization and the development of relationships (p. 180). These authors remind readers of how important relationships are in mentoring and how important socialization is and that time to engage in the two is critical. They state, “Mentoring is not value-free, but rather is developed in cultural practices. Building a collaborative culture requires considerable effort and organization to evolve” (p. 180). The final,

chapter in this section was written by Kilburg. He presents the results of a longitudinal analysis of mentoring programs over an eight-year period and within nine school districts. This study is unique in that it is likely the only published longitudinal study of mentoring teams in schools. In fact, this study is brimming with newly found information that has implications for assisting leaders in establishing mentoring teams in schools. He conveys that there must be collegiality, considerations of power, change, and trust, an understanding of stakeholders’ mindsets of mentoring, and institutional understanding between teaching and learning connections in order to create a culturally proficient mentoring program, and foundationally, he tells leaders they should consider culture as they develop mentoring programs. For example, he says, “... those in authority first need to determine how the mentoring culture will fit the existing culture (p. 201).

*The Influence of Societal Culture on Mentoring* is the final section of the book and was edited by Kochan. She states that the chapters in this section add to “our understanding of the way in which societal mores can hinder and foster human growth and ... can limit or expand human growth, development, and success” (p. 207). Lunsford and Ochoa lead this section with their chapter on an examination of the societal impact of culture on mentoring programs and on relationships within them. Their work is presented as an investigation of teacher attitudes and ways of knowing in a teacher mentoring network. They take on an ecological perspective in the context of the U.S./Mexico borderlands. They state that “an ecological systems approach highlighted the need for more activities on border culture at the individual, micro, meso, and ecosystem levels to encourage discussions about borderlands culture in mentoring relationships” (p. 226). In the next chapter, Suh and Dagley focus on U.S. future school counselors and teachers who had participated in mentoring in an international immersion program in Korea. Upon return, the educators became transformative mentors in their schools in terms of international issues. Definitely, such a transformative mentoring model integrated into the international immersion program became a powerful model for change within a community.

[\*Read the full book review on our website here.\*](#)



# CALL FOR PROPOSALS

The Mentoring Institute at UNM is pleased to announce its 11th Annual Mentoring Conference, ***Mentoring, Coaching, and Leadership for Innovation and Entrepreneurship***. We invite faculty, staff and students of higher education, researchers, K-12 educators, community leaders, administrators, non-profit partners, government agencies, and other professionals to participate in this five-day event, which will be held from Monday, October 22, 2018, through Friday, October 26, 2018 at The University of New Mexico's Student Union Building in Albuquerque, New Mexico. Together, we will develop dynamic conversations and networking opportunities through hands-on workshops, individual/panel presentations, and plenary sessions. We aim to foster engagement among scholars and professionals in the fields of mentoring, coaching, and leadership.

*Conference Dates: Monday, October 22nd—Friday, October 26th, 2018*  
*Location: The University of New Mexico, Student Union Building, Albuquerque, New Mexico*

## CONFERENCE THEME:

This year's conference theme is ***Mentoring, Coaching, and Leadership for Innovation and Entrepreneurship***. Innovation and entrepreneurship exist throughout every field of study. Therefore, at this conference we seek to facilitate discourse on the effectiveness of developmental relationships for fostering innovation and entrepreneurship. The term ***'developmental relationships'*** includes, but is not limited to, mentoring, coaching, networking, and sponsorship.

## WHAT WE ARE LOOKING FOR:

We are particularly keen to receive proposals that: (a) are informative and relevant to the term 'developmental relationships'; (b) are supported by theory and research; and (c) demonstrate concepts and ideas that are applicable to the development of innovative and entrepreneurial practices. We are interested in hosting presentations based on the topics of mentoring, coaching, and leadership, within the following strands: entrepreneurship, business, STEM (science, technology, engineering, & mathematics), education, arts, humanities, health sciences, and others. We seek proposals that accomplish the following:

- Build on the knowledge base of existing literature in the field of developmental relationships
- Demonstrate the effectiveness of existing mentoring, coaching, and leadership programs
- Propose a methodology or evaluation model for developmental relationships
- Suggest new ideas and best practices for successful developmental relationships
- Promote diversity, inclusion, and cross-cultural relationships
- Introduce concepts and ideas to promote and develop innovative and entrepreneurial practices

## PRESENTER REQUIREMENTS:

Presenters in the 2018 conference must meet the following requirements for their session (*please read these carefully, as they are mandatory for all presenters*):

### Individual/Panel Sessions:

- **Presentation:** Presenters are assigned a 45-minute slot; we suggest a TED Talk format for the first 30 minutes of the presentation, 10 minutes for Q&A, and 5 minutes for the session's evaluation.
- **Paper:** Submission of a 5–7 page paper on the topic of your presentation is mandatory. Papers will be peer-reviewed and published in the conference proceedings.
- **Optional Poster Submission:** In addition to your individual/panel presentation, we strongly suggest you bring a poster to be displayed during the conference poster session. You do not need to write an additional poster paper; however, you will need to submit a Microsoft PowerPoint file (template will be provided) with the content of your poster.

### Poster Session:

- **Presentation:** Poster presenters will have two hours to display and present their poster during the allotted poster session.
- **Paper:** Submission of a 1–2 page paper describing the content of your poster is mandatory. All poster presenters are also required to submit a Microsoft PowerPoint file (template will be provided) with the content of their poster.

### Presenter Registration:

Presenters must register for the conference; registration grants access to all plenary/round table/poster sessions and more than 300 individual/panel sessions. As a token of our appreciation for presenters' contributions to our conference, accepted presenters will receive a 20% discount from the standard fee of \$500. Please register using your acceptance code.

**Click Here to Submit Your Abstract to Become a Presenter (Due by May 15th)**

## CALL FOR REVIEWERS:

The Mentoring Institute is seeking reviewers to assist at the 2018 Mentoring Conference. If you are a past presenter or your abstract is accepted to this year's conference, you may serve as peer-reviewer. This is a great opportunity to read and critically analyze scholarly work in the field of mentoring, coaching, and leadership. The annual conference brings in scholars from all over the nation, as well as international researchers.

### Reviewers' Commitment Includes:

1. Review a minimum of 5 papers with a maximum of 10 papers during the review cycle from July 1st–30th, 2018
2. Complete a thorough review within allotted time, following review guidelines
3. Provide constructive feedback to enhance the work to be published in the conference proceedings

If you are interested in becoming a peer-reviewer, please check this option in your abstract submission form or send an email to Pablo Viramontes at [mentor@unm.edu](mailto:mentor@unm.edu) regarding your interest in ***volunteering*** as a reviewer.

## CALL FOR MODERATORS:

The Mentoring Institute is also seeking ***volunteers*** to assist as room moderators. This is a great opportunity for networking and professional development, and to serve at a great community of practice.

### Moderators' Commitment Includes:

1. Work at least three hours as session moderator.
2. Introduce the presenter(s) of the session
3. Facilitate presentation setup
4. Start/end sessions on time
5. Handout and collect session's evaluations

If you are interested in serving as a volunteer, please check this option in your abstract submission form and send an email to Pablo Viramontes at [mentor@unm.edu](mailto:mentor@unm.edu) regarding your interest in volunteering as a session moderator and the times you will be able to help out!

## SUBMISSION PROCESS/DEADLINES:

1. **Abstract Submission:** The deadline to submit abstracts is Tuesday, May 15th. Abstracts should be submitted through our website, and must not exceed 250 words. Authors will be notified of proposal acceptance or exclusion by Wednesday, May 30th.
2. **Presenter registration:** Accepted presenters must register to the conference no later than Friday, June 15th. Failure to complete registration by this deadline will result in removal from the accepted presenter list; subsequently, vacant slots will be offered to other presenters.
3. **Last Date to Register as Peer-Reviewer:** If you are a past presenter or your abstract is accepted to this year's conference, you may serve as peer-reviewer. The deadline to register as a peer reviewer is Friday, June 15th.
4. **First-Draft of Paper:** If your abstract is accepted for a presentation, you are required to submit a 5–7 page paper on the topic of your presentation. The deadline to submit the paper is Saturday, June 30th.
5. **Peer Review:** Papers will be peer reviewed and returned on Wednesday, August 1st with comments. You may choose to accept or reject these suggestions.
6. **Final-Draft of Paper:** Final paper submissions are due electronically by Friday, August 31st.
7. **Volunteer:** The last date to register as a moderator is Sunday, September 30th.
8. **Standard Registration Deadline:** The last date for standard registration is Sunday, October 14th.

**Partnerships for Student Success  
and Leadership Preparation and Development:  
Models and Strategies for Change**

Edited by:

**Ellen Reames, Auburn University**

**Frances Kochan, Auburn University**

**Dana Griggs, Southeastern Louisiana University**

A volume in the **Dimensions of Leadership and Institutional Success:**

**Exploring Connections and Partnerships Series**

Edited by: **Ellen H. Reames, Auburn University**

There is ample evidence that school/university partnerships can enhance school success and student learning and leadership development. However, there is not a comprehensive body of literature about such partnerships, nor are there extensive examples of conceptual frameworks for partnership development based upon research findings. The editors, Ellen H. Reames, Frances Kochan and Dana Griggs propose the development of a book on these topics entitled, *Partnerships for Student Success and Leadership Preparation and Development: Models and Strategies for Change*. The book will be a part of the book series: *Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships*, edited by Ellen H. Reames. The editors seek research-based manuscripts which address the issue of how to develop partnerships that foster student success or that are focused upon leadership preparation and development.

This will be an edited volume dealing with the development and implementation of successful partnerships between educational institutions which focus upon student success in K-12 schools and preparing and development school leaders. We anticipate having two sections in the book. One will focus on partnerships for student success in K-12 schools and the other will deal with partnerships for leadership development in universities. Each section will include 8-10 chapters. There will be a short introductory chapter for each section, written by the editors. Additionally, the editors will conclude each section with an analysis of the findings gleaned across the chapters including lessons learned, models for success and recommendations for implementation of successful partnerships.

**Topics of interest:**

The chapters should include information about factors that foster and hinder partnership success and lessons learned that would be of value to others wishing to engage in similar endeavors. Authors will also be asked to formulate questions for reflection that can be used to stimulate group discussion or provide avenues for reflection for the readers.

**Deadline Schedule:**

**Solicit Chapters and Select Authors:**

March 1-April 30, 2018

**1st Draft Submission:**

September 1, 2018

**2nd Draft Submission:**

December 1, 2018

**Final book submitted to publisher:**

March 1, 2019

**Abstracts of up to 300 words should contain:**

- Title
- Author and affiliation,
- Purpose
- Rationale
- Methods
- Findings
- Conceptual framework (if this was part of the study)

**Acceptance:**

Authors will be notified of acceptance within 2 weeks of submission. Abstracts should be submitted to [kochafr@auburn.edu](mailto:kochafr@auburn.edu), as soon as possible and no later than April 30, 2018.

Send abstracts and inquiries to Fran Kochan: [kochafr@auburn.edu](mailto:kochafr@auburn.edu)

**IAP- Information Age Publishing, Inc. PO BOX 79049 Charlotte, NC 28271**

**Phone: 704-752-9125 Fax: 704-752-9113 [www.infoagepub.com](http://www.infoagepub.com)**



## IN THE NEWS:

This month's selection of mentoring-related news



Inside Business

Four tips for men mentoring women | Expert column

By Peter Strauss



In the Black

How to make mentoring work and why your workplace will benefit

By Thea O'Connor



Forbes

Integrating A Multi-Generational Workforce Through Reciprocal Mentoring

By Vik Kapoor, Esq., ACC



Above the Law

'Always Pass On What You Have Learned': The Reciprocal Value Of Mentoring — And Tips On Maximizing The Relationship

By Allison Peryea

## MENTORING TIPS:

### *Long-Distance Mentoring*

A selection from "Long-Distance Mentoring Tips" by Michael A. Broscio

"In an ideal world all mentoring would be face-to-face. These days, organizations have multiple locations, sometimes widely dispersed. Plus, time is at a premium in this challenging era of healthcare. So you may be connecting with a mentor who is not necessarily located in your geographic area. But with preparation, planning and today's technology, a long-distance or "virtual" mentoring relationship can work well.

### *Points to Keep in Mind*

Let's look at potential challenges with a virtual or long-distance mentoring relationship. They include more limited communication options and potential difficulty in creating the personal connection that's important to such a relationship. So how can you optimize your efforts?

*Manage expectations:* It is important to establish expectations early to ensure a good launch to the partnership. Before the first meeting, have the mentee explain her expectations, summarize your understanding and then articulate the agreement.

*Establish guidelines:* Be sure you agree on frequency and length of meetings, best times of the day to meet, setting an agenda, best methods of contact and confidentiality. Sessions should be postponed only if absolutely necessary.

*Build rapport:* If at all possible, meet face-to-face early in the relationship or use Skype or other video conferencing tools for early sessions to facilitate the connection.

*Be adaptable:* Developing an agenda for each conversation is important to stay focused, but allow for discussions that may take things in another direction. Some parameters will guide conversations, but too many may stifle them.

*Make the commitment:* In a virtual relationship, it may be easier to postpone or cancel a session, so mutually agree on the level of commitment needed to make this a successful process.

### *Some Tips for Both Mentors and Mentees Include:*

*Tuning in to nonverbal signals:* Listen for voice inflections and raising or lowering of volume, sighs, periods of silence and similar signals.

*Using active listening:* Check in by asking "What I hear you saying is...", "How do you feel about that..." or "Can you elaborate on that..." This will help confirm that you are both on the same wavelength about the topic.

*Summarizing discussions:* Close the meeting by summarizing what you believe has been agreed to, which will also help set up the next conversation.



Can a long-distance mentoring relationship be effective? If the partners are willing and able to make the commitment that's needed and follow some basic guidelines, the relationship should develop and gain the desired outcome. It's worth the investment if it positions the mentee to successfully move to the next level in her career."

Excerpted from ACHE Mentor Guide (American College of Healthcare Executives, 2013). Retrieved from <http://www.ache.org/pdf/secure/gifts/Brosco-final.pdf>.





## UPCOMING EVENTS:

- ICF Conference—Dancing in the Future

 May 8, 2018  
 London, U.K.

*UK ICF's Dancing in the Future is your opportunity to connect with coaching colleagues from around the UK and wider afield, to make new and deepen existing personal and professional relationships. You will have the opportunity to engage in crucial conversations impacting the global coaching community and take away concrete skills and learning to strengthen your coaching skills and build your business. Ultimately Dancing in the Future aims to challenge and invigorate your current thinking on coaching and as a coach.*

- International Gay Coaches Conference

 May 10–13, 2018  
 Easton Mountain, New York

*Attendees at the Gay Coaches Conference come from the corporate world as well as all varieties of private practice. Our common thread is our "calling" and our commitment to excellence as coaches. Gay men who are coaches now or who have a strong interest in becoming coaches should attend. Also invited are gay men who do similar heart-centered work – psychotherapists, counselors, social workers, educators, clergy, consultants, non-profit organization leaders, sacred intimates, etc. – who wish to bring coaching skills into their practices. You need not be a member of the Gay Coaches Alliance to attend.*

- MENTOR Washington's State-Wide Spring Conference

 May 14–15, 2018  
 Des Moines, W.A.

*MENTOR Washington will bring together individuals who represent the statewide mentoring movement, including practitioners, youth program providers and programs that served system involved youth. MENTOR Washington looks to advance a collective agenda, to strengthen programs and practices, and collaborate to support positive youth development.*

## CONTACT US:

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## SAVE THE DATE!

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

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

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



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