



MENTORING
INSTITUTE



MENTORING & COACHING MONTHLY

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Welcome back to *Mentoring & Coaching Monthly*! We appreciate your monthly support of this publication, and we look forward to sharing our May content with you.

This issue features tips for mentoring children, upcoming mentoring and coaching events for the month of June, a book review on Andrea M. Kent and Andre M. Green's (Eds.) "Across the Domains: Examining Best Practices in Mentoring Public School Educators throughout the Professional Journey," and more.

One of our biggest updates in this issue is that our deadline to submit an abstract for the chance to present in our upcoming 11th Annual Mentoring Conference has been extended to May 28th. Please check out our Call for Proposals on page 5 and our list of speakers on page 6 for more information!

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LETTER FROM THE EDITOR

It's finally the end of the spring semester, meaning that many of our mentees are graduating and moving into the professional world.

For mentors, this may be a critical transitional period. No longer can these mentees be considered "students"—they are now "young professionals" with a new (or maybe better-developed) set of goals based more closely around finding a job, becoming financially stable, and becoming more independent.

In many instances, this is where the mentoring process comes to a conclusion, especially within university-level mentoring programs. However, it doesn't have to be. Graduating students going through this transitional period need just as much support as they did while they were in college, as well as how much they do once they have found a job and aspire to move up the corporate ladder.

As May draws to a close, we encourage you to consider how you can help your graduating mentee bridge this gap; in particular, by providing them with the skills and resources to find a new job and become successful at it, if they don't yet have one. [This blog post from LinkedIn](#) clearly outlines what kind of support new college graduates need in this stage of their lives.

Once again, thank you for checking out this month's issue of Mentoring & Coaching Monthly. We appreciate your support immensely, and are happy to be sharing the latest news in mentoring and coaching with you.



ABOUT US:

The Mentoring Institute develops, coordinates, and integrates mentoring evidence-based effective 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



ACROSS THE DOMAINS: EXAMINING BEST PRACTICES IN MENTORING PUBLIC SCHOOL EDUCATORS THROUGHOUT THE PROFESSIONAL JOURNEY

Edited by Andrea M. Kent and Andre M. Green

A Volume in Perspectives on Mentoring—Frances Kochan, Series Editor

*Reviewed By William A. Bergeron, Ph.D.
Principal—Stanhope Elmore High School, AL.*

Across the Domains: Examining Best Practices in Mentoring Public School Educators Throughout the Professional Journey, is the eighth volume in the Perspectives on Mentoring series, published by Information Age Press. Frances Kochan is the Series editor. The co-editors bring their own particular expertise to the volume. Dr. Andrea Kent, Dean of the College of Education at the University of South Alabama provides her insights and experiences gained as a result of her many positions in higher education. Co-editor, Dr. André Green, Associate Dean College of Education at the University of South Alabama, is a mentor trainer and a professor in leadership, teacher education and chemistry.

The volume contains works of twenty-five respected researchers and scholars detailing the best practices of mentoring educators throughout their careers. The fundamental focus is on "...professionals across a wide array of context that agree mentoring has become a critical component to the success of those entering a new career or making a transition within their profession" (Kent and Green, Introduction, p. ix).

This book provides a "what really matters" (Kent & Green, 2018) perspective of the role and outcomes of mentoring for educators throughout their careers. In this volume, the editors and authors seek to answer questions such as:

1. What are the research-based best practices for developing mentoring programs for transitional periods in one's career?
2. How does the culture of an organization influence the effectiveness of career mentoring?
3. What common mentoring practices are effective and ineffective?
4. What are the differences in mentoring programs that succeed versus those that fail?
5. What are the gaps in the mentoring research?

This book should enable the reader to develop a deeper understanding of how to create and implement effective mentoring programs designed to meet the needs of educators from their initial entry into the classroom through the end of their careers. This book addresses mentoring relationships spanning a variety of modalities such as traditional face-to-face, e-mentoring, and a blended format. It will be an excellent resource for the practitioner at the school or system level who wants to develop an effective, high quality career- focused mentoring program. It should also be an invaluable resource for researchers interested in these topics.

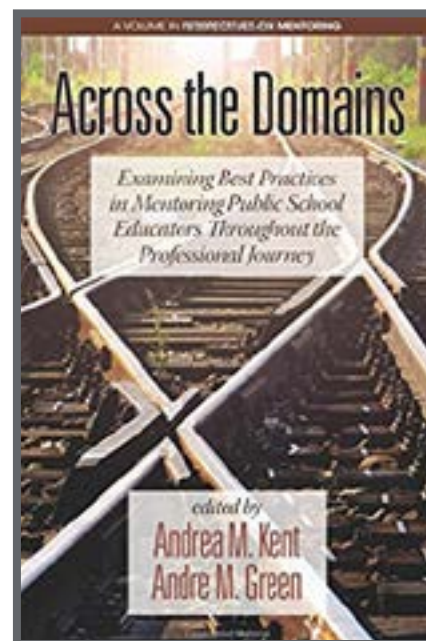
The contributors to this volume are researchers and practitioners from a wide variety of backgrounds and experiences from

around the world. This book identifies the current best practices in mentoring throughout the span of one's career.

This volume is divided into three sections, early career, transitional points of a teacher's career, and the role of teacher leaders. It deals with issues related to both the mentor and the mentee.

The first three chapters of the book focus on the transition of pre-service teachers to novice teachers and the importance of a quality mentoring program in fostering the successful transition of the novice teacher into the profession. Chapter 1, "Faculty Mentoring Through the Preservice to the In-service Teacher Pipeline," by McMahan, Frederickson and Dunlap, focuses on a mentoring program that started prior to the teachers' graduation from a teacher education program and continued through their first day in their classrooms. The authors state that the data indicated "support and mentorship both during and after completion of the degree left a positive belief...that faculty were valuable assets to beginning teacher development. In the most successful mentoring programs, the mentors have a desire to serve and are not simply assigned the additional duty for mentoring a new teacher."

Chapter 2, "A Mentorship Model for Stem Teacher Education" by Ferguson- Martin and Green, focuses on mentoring STEM teachers. This chapter identifies "What aspects of the mentorship model seem most effective in early career educator job satisfaction and self-efficacy and which needed improvement." Additionally, the chapter addresses the need for the effective training of mentors, the need to support the mentors, and the fact that mento-



ring has a positive effect on both the individual but the institution as well.

The last chapter in this section, "A Quality Teacher Induction Program to Improve Teaching and Learning," authored by Patty J. Horn., examines how teacher induction mentoring programs impacted student achievement and teacher retention. The results indicate that teacher mentoring helped increase student achievement. However, the author also reports that those involved in the mentoring program must have the time and resources necessary for success and that extending the length of the mentoring program tended to foster higher student achievement.

The next section of the book, chapters four through eight, focus on the transitional periods throughout an educator's career. In chapter 4, "Mentoring across Cultures: Relationships That Inspire Professional Growth," Efron, Winter, and Bessman, address the fact that although a successful mentoring relationship must include deep trust between those involved, in many schools, the staff and faculty are very diverse and individuals within them may hold varied cultural norms, beliefs, and value systems. Thus, it is sometimes difficult to form these types of bonds. The authors provide the elements that are critical to creating these successful and effective cross-cultural mentoring relationships.

The next chapter, titled "E-Mentoring: Guiding Across Barriers Through Technology," is written by Morton and Nguyen, the chapter looks at informal e-mentoring relationships to identify the specific mentoring relationships that are effective. Their research indicates that e-mentoring programs can have a positive impact on teacher self-efficacy and has many of the same benefits of face-to-face mentoring along with many additional benefits related to using technology such as reduced cost, and greater availability of quality mentors.

In Chapter 6, "Informal Mentoring Within An Online Community: The MathTwitterBlogsphere," Parrish focuses on if and how mathematics teachers can benefit from informal mentoring using an online professional learning community. They point to the MathTwitterBlogsphere as a possible effective source of mentoring, which is easily available as a potential source of professional development for mathematics teachers. The mentoring found within the blog post are focused "...teaching practices identified to support teaching mathematics for understanding" (Parrish, 2018).

Chapter 7, "Learning to Become a Mentor: A Study of Elementary School Teachers' Professional Development" by Maris de Medeiros Rodrigues Reali, Garca Nicoletti Mizukami, and Simoes Puccinelli Tancredi, contains the reflections of experienced teachers as part of an on-line mentoring program for beginning teachers. Critical findings of this research are that cooperation and exchange among peers is important and that throughout this process each mentor at some time needed input from colleagues to ensure the mentoring process was being implemented correctly.

Chapter 8, "It's Just What We Do: A Teacher's Story of Trust, Support, and Friendship," written by Allison and Martin, completes this section of the book. This chapter delves into the formal and informal mentoring relationships of a single teacher. The authors stress the point that the informal mentoring process has been under-researched and often under-appreciated, although it can often be a vital part of teachers' professional growth. They even suggest that it may be possible for formal mentoring programs to interfere with the new teachers' development and the formation of their own unique teaching style. They also suggest that

the role of informal mentors can be critical to teacher success.

The last section of the book, chapters nine through twelve concentrates on mentoring for leadership in a variety of circumstances Chapter 9, "The Mentoring Pyramid: A Case Study of Mentorship," by Brannan and Kent, focuses on a unique mentoring concept, a veteran elementary teacher being mentored by a doctoral student on identifying and meeting the needs of students struggling with reading, who in turn is mentored by a university professor. All participants grew and benefited professionally from the experience. The study found that the implications of the mentoring pyramid can be far reaching.

In the next chapter, "Mentoring Mathematics Teacher Leaders," authors, Baker, Bailey, Hjalmarson, and King, explore the professional development needs of mathematics teacher leaders through a program designed to have mentors serve as agents of change. The focus of this change is to enable the classroom teacher to improve their capacity to foster student learning. The theoretical foundation of this program is that as teachers increase their content and pedagogical knowledge, they will be able to foster heightened student achievement.

Chapter 11, "Scaffolds For Change: The Gradual Increase of Responsibility Mentoring Model," written by Collett, examines the ways mentoring supports teacher change and details the types of feedback which are most effective in various points of the mentoring journey. Collect notes that research indicates "...a model for coaching and teaching that acknowledges the learners' previous knowledge and experience..." and keeps the student in Vygotsky's zone of proximal development is best. The author also stresses that one should gradually decrease mentoring support as the learner gains in their knowledge and understanding.

The book concludes with Chapter 12, "Reigniting The Small Schools Movement In The Age of Charters," written by Stuart Rhoden. This chapter looks at how the creation of small learning communities helped to change the culture of large high schools. These small learning communities provided an opportunity for peer to peer mentoring- and in reality enabled individuals to serve as leader and learner at different points in time. This approach provided for authentic teacher input and a voice in the operation of their school and helped ensure buy-in from those involved in the mentoring process.

I believe that practitioners and researchers alike will find this book to be valuable in their drive to improve student learning and achievement. Additionally, the book provides ideas for future studies of mentoring programs throughout the K-12 arena.

As a practicing administrator, this book provided me with many insights and suggestions on how to establish an effective mentoring program for all teachers in all stages of their careers and in their leadership development. As a researcher, I found this book included many informative and enlightening issues on mentoring models and approaches that will be extremely useful in my future study of the mentoring topic and how to enhance and improve the teaching

Across the Domains: Examining Best Practices in Mentoring Public School Educators Throughout the Professional Journey is an important contribution to the growing body of research on mentoring. The knowledge is relevant today and will be into the future. I believe that anyone interested in mentoring practice and research in the educational realm will benefit from reading this book and I highly recommend it as an essential edition to your library.

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 \(Due by May 28th\)](#)

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 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 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 extended deadline to submit abstracts is Monday, May 28th. 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.

11TH ANNUAL UNM MENTORING INSTITUTE MENTORING CONFERENCE

MENTORING, COACHING, AND LEADERSHIP FOR INNOVATION AND ENTREPRENEURSHIP

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

Contact the UNM Mentoring Institute at mentor@unm.edu or visit us online at mentor.unm.edu for more information

MEET OUR SPEAKERS:

Pre-Conference Workshops:



Bob Garvey

The Coaching and Mentoring Way in Mentoring and Leadership



Christine Plund

Effective Mentoring



Tamara Thorpe

How to Mentor, Coach, and Lead an Age Diverse Workforce and Multi-Generational Teams

Plenary Sessions:



Charles Ashley

Choose Your Own Adventure



Marsha Carr

Self-Mentoring: Becoming a Cultural Entrepreneur in Organizational Citizenship



Nora Dominguez

Unraveling Mentoring through Ten Years of Research and Practice



Lisa Fain

Cultural Competency: Unleashing Innovation and Entrepreneurship through Mentoring



Sandra Harris

Innovative Mentoring for Student Success through Transformational Leadership Principles



Nita Singh Kaushal

Leadership Skills for Women in the Workplace: How to Aim High and Achieve Impact



Antoinette Ogelthorpe

Growth Culture: How to Develop Innovative, Entrepreneurial Leaders through Mentoring and Empowerment



Chad Littlefield

Just Married: Trust and Innovation



Ofelia Olivero

The Innovative Mentor

Steering Committee Panel: Mentoring Across Difference



Dana Bible



Marsha Carr



Regina Dixon-Reeves



IN THE NEWS:

This month's selection of mentoring-related news



Aba Journal

[Mentoring in the legal profession has had to adapt to a changing world](#)

By Ari Kaplan



PBS NewsHour

[How Faculty Mentors Can Help First-Generation Students Succeed](#)

By Hari Sreenivasan



Youth Today

[Mentoring Programs Need to Experiment With What Works Best for Foster Youth](#)

By Lindsey Weiler



PBS NewsHour

[Mentoring Program Connects Children of Incarcerated Parents with Support](#)

By Megan Thompson and Mori Rothman



The Seattle Times

[Why be a mentor? It's good for everyone.](#)

By Port of Seattle

MENTORING TIPS:

10 Tips for Mentoring Children

1. **Be a friend**, not a parent or authority figure. Mentors are trusted guides helping young people make positive decisions, form their own values, and realize their potential.
2. **Have realistic goals and expectations.** Mentors understand that change doesn't happen overnight and that setbacks occur. Mentors empower young people to reach the goals set in their YouthBuild Life Plans.
3. **Have fun.** Getting to know the young person is the primary goal of any mentoring relationship. Activities such as hanging out, grabbing a bite to eat, or playing basketball, help build the relationship.
4. **Allow the mentee to have voice and choice** in deciding on activities. Ask your mentee what he or she would like to do during your time together. This ensures that the young person will be interested and engaged in the activity.
5. **Be positive.** Offer encouragement and assistance. When times are tough, help the young person focus on the future. Celebrate successes large and small.
6. **Let the mentee control the direction** of conversations. Don't push the mentee to tell you everything at once; allow him or her time to get to know you. Be sensitive and respectful and above all keep everything the mentee says to you confidential (unless the youth plans to hurt himself/herself or someone else).
7. **Listen.** Sometimes the young person will need to vent about school, work, home, or friends. By listening more than talking you can learn a lot and build your relationship.
8. **Respect the trust the mentee places in you.** Don't judge the mentee or provide unwanted advice. Reassure him that you will be there no matter what.
9. **Remember that your relationship is with the young person**, not his or her parent. The focus of the match is on the youth's goals, not those of the family. At the same time, avoid passing judgment on the mentee's family.
10. **Remember that you are responsible for building the relationship.** Take the initiative to keep in contact with your mentee.

Excerpted from "Tips on Being a Great Mentor" on youthbuildmentoringalliance.org. Retrieved from <http://youthbuildmentoringalliance.org/content/tips-being-great-mentor>.



UPCOMING EVENTS:

- **International Mentor Network Mentor Summit**

 June 4, 2018
 The Welcome Centre, Coventry, U.K.

Spend a day surrounded by mentors, listening to speakers talking about their mentoring journey. For our inaugural conference the Network are hosting a day discussing the topic What makes a Mentor? Not only will you hear speakers talking on the subject, but the day will also involve a chance for you to discuss the issues with mentors from other organisations.

- **5th International Coaching Conference**

 June 12–13, 2018
 Olten, Switzerland

Current coaching practice continuously contributes to and is accompanied by the development of new concepts and research projects. The goal of this international conference is to bring together and to systematically analyse developments from practice and research.

- **2018 International Coach Federation Midwest Region Coaches Conference**

 June 21–23, 2018
 Westin Convention Center, Pittsburgh, Pennsylvania

Creating Connections is a fun, info-packed, 3 day event. The Conference opens with lunch on June 21st and closes mid-afternoon on June 23rd. Participants can earn 12 CCEU's for attending all sessions from the opening speaker on Thursday afternoon June 21 to the closing speaker on Saturday afternoon June 23. Participants can earn an additional 3.5 CCEU's for attending the pre-conference session. These will be a combination of Core Competency and Resource Development.

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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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