

Mentoring & Coaching Monthly

May 2019: *Volume VI, Issue IV*



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In This Issue:

This month's issue of Mentoring and Coaching Monthly begins with a letter from the editor and upcoming events in May. The events portion includes exciting events at UNM. Most of this month's articles focus on teacher mentoring, mentoring through academic transitions, and mentoring in the military.

As a follow up to the AERA Annual Meeting, this issue also contains an interview with Dr. Cheri Chan, an Assistant Professor at the University of Hong Kong, who organized and presented the symposium session *Mentoring Practices: What Works, For Whom and Where*.

Finally, this issue concludes with summaries from the webinars shown in April, information about membership, the 2019 Mentoring Conference Call for Proposals and a special thanks to our steering committee members and additional participants who contributed to this month's issue.

Institute Founder and Executive Director:

Nora Dominguez

Managing Editor:

Jade Sheridan Moore

LETTER FROM THE EDITOR

Thank you everyone for reading this month's issue of Mentoring and Coaching Monthly! It has truly been a busy year as we continue preparation for the 2019 Mentoring Conference and begin reaching out more frequently to the mentoring community.

This month has been fulfilling because of the excellent professionals who we have had the opportunity to get to know a little better through interviews and the webinar series. At the 2018 Mentoring Conference, I was able to discuss with a few of the plenary speakers, as they readied themselves to present, their work in the field. This particular issue has extended that interaction and illuminated the positive impact these professionals have every day as they dig deeper into research and/or connection with mentors and mentees to identify evidence-based effective mentoring and coaching practices.

Because the month of May is a time to celebrate teachers and those in the military, this issue features articles that overview and detail some mentoring strategies for mentors and mentees in both of those fields.

At the Mentoring Institute, we are constantly trying encourage involvement from all sectors. We hope that all who read this month take a moment to review the Call for Proposals as we hope to receive material that considers diverse populations and professions.

As always, we appreciate feedback and any comments from our readers. If you have questions, all our information can be found at mentor.unm.edu or we can be reached through any of our social media accounts listed in membership. Thank you so much for your time and we hope the rest of the month is filled with wonderful celebration and to any almost graduates, congratulations!



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).

WORLD EVENTS IN MAY

CINCO DE MAYO
Sunday, May 5th

NATIONAL TEACHER'S DAY
Tuesday, May 7th

MOTHER'S DAY
Sunday, May 12th

ARMED FORCES DAY
Saturday, May 18th

For more information about World Holidays, click on this resource: (n.d.). Retrieved May 6, 2019, from <http://www.holidayinsights.com/everyday.htm>

UNM EVENTS IN MAY

EVENTS IN MAY

Rapid HIV Testing

Sunday, May 5th, 10:00 AM - 2:00 PM, LGBTQ Resource Center

Meditation and Relaxation Group

Tuesday, May 7th, 10:30 AM - 10:50 AM, Meditation Room

Learn @ Lunch: How Do I Overcome Student Resistance to Active Learning and Small-Group Work

Sunday, May 7th, 12:00 PM - 1:00 PM, North Campus

Awareness Through Movement

Tuesday, May 7th, 12:30 PM - 1:30 PM, UNM Center for Life Meeting Room

Mission Nutrition

Wednesday, May 8th, 1:30 PM - 2:30 PM, Room 1604 1201 Camino de Salud NE, Albuquerque, NM

Reies Lopez Tijerina: New Mexico's Moses

Thursday, May 9th, 5:30 PM - 7:00 PM, Zimmerman Library, Frank Water's Room 105

Spring 2019 - Commencement

Saturday, May 11th, All Day, Dreamstyle Arena

Drowned River: The Death and Rebirth of Glen Canyon on the Colorado

Monday, May 13th - Saturday, May 18th, 8:00 AM - 4:00 PM, Maxwell Museum

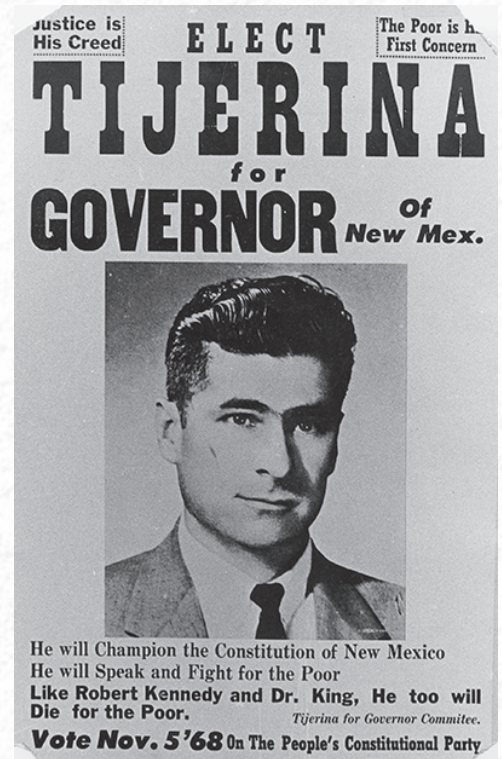
Survivors Writing Together

Monday, May 20th, 2:30 PM - 4:00 PM, Room 1048 1201 Camino de Salud NE Albuquerque, NM

Using Feedback to Take Our Learners (and Ourselves) from Good to Great

Tuesday, May 28th, 1:30 PM - 4:30 PM, North Campus

Dude Solutions, Inc. (n.d.). UNM Events Calendar. Retrieved May 6, 2019, from <https://unmevents.unm.edu/>



Curriculum for mentors who
will be working with youth in
military families.

Promoting Transition
Success for Culturally and
Linguistically Diverse Students
with Disabilities: The Value of
Mentoring

David Leake & Sheryl Burgstahler

The Developmental Mentoring
Relationship Between
Academic Women

Jane E. Rheineck & Catherine B.
Roland

QUICK TIPS

10 Ways to Get the Most From a Mentor

1. Be Ready
2. Ask Questions
3. Show Vulnerability
4. Listen, Then Learn
5. Stay Flexible
6. Ask For Referrals
7. Ask Hypotheticals
8. Do Your Homework
9. Stay in Touch
10. Express Gratitude



Citroën, L. (n.d.). 10 Ways to Get the Most from a Mentor. Retrieved May 6, 2019, from <https://www.military.com/veteran-jobs/career-advice/military-transition/10-ways-to-get-the-most-from-a-mentor>.

Top 5 Tips on How to be a Great Coach/Mentor for Teachers

1. Reassure New Teachers
2. Provide Encouragement
3. Offer Feedback
4. Be There in The “Oh No!” Moments
5. Reflect Together



Gal, V. (n.d.). How to Be Successful Mentoring New Teachers. Retrieved May 6, 2019, from <https://www.sadlier.com/school/ela-blog/top-5-tips-for-coaching-and-mentoring-teachers-how-to-be-successful-mentoring-new-teachers>

**Soldier Peer Mentoring Care and Support:
Bringing Psychological Awareness to the Front**

Richard T. Keller, Neil Greenberg, William V. Bobo,
Peter Roberts, Norma Jones, David T. Orman

**Working together within a system: educative
mentoring and novice teacher learning**

Lindsay Josep Wexler

Mathematics, Mountain Climbing, and Being a Mentor to Women in a Male-Dominated Field **By Nell Gluckman**

“Women have been studying mathematics for thousands of years — Hypatia was teaching in Alexandria in the fourth or fifth century AD — but the discipline has struggled to shake the male stereotype. In 2016, only 28.5 percent of doctorates in mathematics and statistics in the United States were earned by women, according to the National Science Foundation. That same year, the American Mathematical Society reported that only 25 percent of the hires for mathematics positions requiring a doctorate were women.”

[Click Here to Read the Full Article](#)

Promoting Transition Success for Culturally and Linguistically Diverse Students with Disabilities: The Value of Mentoring **By David Leake, Sheryl Burgstahler, and Margo Vreeberg Izzo**

“Youth with disabilities are less likely to enroll in and complete postsecondary education programs and transition to employment than their non-disabled peers, and this is especially so for those from culturally and linguistically diverse (CLD) backgrounds. To help provide insight into factors influencing the transition process, a multi-site study was conducted using survey interviews, focus groups, and case studies, with a focus on CLD youth with disabilities. The importance of mentoring emerged as a consistent theme. Most participants cited informal mentors as role models and key motivators for gaining the social, academic, and career supports needed for success. They identified the relationships of individuals who served as mentors and what they did that helped them gain fresh perspectives and take steps toward personal, academic, and career goals. The insights gained from the research participants support greater use of mentoring to help this population.”

[Click Here to Read the Full Article](#)

INTERVIEW WITH DR. CHERI CHAN



Dr. Cheri Chan is an Assistant Professor in the Faculty of Education (Division of English Language Education), University of Hong Kong, and recently presented at the AERA Annual Meeting on Virtual Mentoring in the Practicum: Teachers Learning Together in the Third Space . We had a chance to interview Dr. Chan to learn more about her work in the field of mentoring and understand What Works, for Whom, and Where. Dr. Chan is an accomplished teacher educator and supports community through school-university partnership projects and through the researching social theories to better understand and explain the complexities of relationships that yield educational productivity in the learning environment.

What was/ is your motivation to work as a researcher and educator in the field of mentoring and collaboration?

I trained as a teacher in the UK in the 1990s. When I returned to Hong Kong after my training, I found it wasn't easy applying what I had learnt in practice. My first teaching job in Hong Kong was as an English language teacher in a secondary school. The first three years of my teaching career was a steep learning curve for me. I remember I had so many questions, but didn't really have a mentor to guide me at the time. Then when I moved to a new school in the fourth year of my teaching career, I found myself teaching some of the most disadvantaged students in the community and as one of the more experienced teachers in the team, I was asked by my principal to support and mentor the more junior colleagues, most of whom were newly qualified teachers with limited teaching experiences. So, it was my teaching context that motivated me to learn more about mentoring practices as a way to expand the teachers' learning so that we could support the spectrum of diversity in the school. Mentoring is very important for the teaching profession. My current research focuses on understanding how pre-service, in-service and teacher educators can learn together as professionals in virtual third spaces.

How do you feel relationships and communication have changed from when you first began researching the complexities of human relationships?

One of the biggest changes that I have observed in my context is how technology has opened up more channels for teachers and educators to communicate which has made sharing ideas and inter-institutional collaboration much easier than in the past.

How has your personal experience in mentoring relationships changed how you study and evaluate other mentor/mentee pairings?

I do think a lot about matching and pairing when matching mentors and mentees in my online mentoring project. More recently I have been exploring the benefits of small group mentoring (e.g. two mentors and two mentees). I have found from my research that group mentoring can be beneficial for teachers resolving discipline specific problems together (e.g. teaching English as a second language). For example, in a mentoring group, teachers from different backgrounds and of different levels can discuss problems together and share knowledge and exchange experiences. I think sometimes we forget that mentors also need to learn, so group mentoring means mentors can learn with other mentors in a community.

INTERVIEW WITH DR. CHERI CHAN



“I think sometimes we forget that mentors also need to learn, so group mentoring means mentors can learn with other mentors in a community.”

What do you predict is the future of e-mentoring and face-to-face mentoring for pre-service teachers? Do you think either is more or less effective for professional development?

Technology has made collaboration easier because it offers flexibility of time and space – we can engage with mentors or mentees at any time and from anywhere. I have met some teacher educators in Asia who have very limited resources for professional development activities so technology means teachers can have access to knowledge even if they work in a country where face-to-face mentoring is not available.

Based on my research findings and conversations with teachers that have participated in my online mentoring projects, technology does play a role in making mentoring practices more accessible for busy professionals in contemporary society. I also think online communication, especially using instant text messaging systems such as WhatsApp, encourages people to be more informal and helps reduce hierarchical barriers that can impede face-to-face interactions.

I don't feel one mode is necessarily better than the other. I think they both are useful and can provide different types of learning experiences for professionals. I think it's useful to offer choices. It all depends on the needs of the mentee and what resources are available.

Do you have any advice for others who are interested in this field of research?

In the 2019 AERA meeting, I was fortunate enough to have

had the opportunity to present my paper in a symposium session for the Mentoring SIG. The session was titled Mentoring Practices: What Works, For Whom and Where. This symposium included international scholars from Canada, Hong Kong, Israel, Spain and the US. We shared our research examining innovative mentoring practices that have worked well to support the learning of prospective, novice and in-service teachers at different levels and across multiple contexts: mentoring for prospective teachers learning in the practicum; mentoring for in-service novice teachers in the profession; mentoring for veteran teachers who are learning to mentor; and prospective teachers learning to be mentors themselves. My advice is to seek opportunities to learn with scholars both in your context and outside your context. Participating in international conferences is a great way to share your work with practitioners and researchers in your field. They can offer you good advice and a global perspective on your research. I always feel exhausted, but totally nourished after attending a conference! I also really appreciate the Mentoring SIG at AERA, it provides an excellent platform for scholars from diverse backgrounds and contexts to share our work.

“...technology does play a role in making mentoring practices more accessible for busy professionals in contemporary society. I also think online communication, especially using instant text messaging systems such as WhatsApp, encourages people to be more informal and helps reduce hierarchical barriers that can impede face-to-face interactions.”

UNM MENTORING INSTITUTE'S WEBINAR SERIES HOPES TO ENGAGE MENTORS, MENTEES, AND PROJECT MANAGERS USING THREE SPECIFIC LEARNING OBJECTIVES PER PRESENTATION.

FEBRUARY

Yadeeh Sawyer

A Model for Mentoring STEM Undergraduate Students

[Click Here to View the Webinar Schedule](#)

MARCH

Marsha Carr

Mentoring Across Differences

[Click Here to Become a Member and View All Past and Future Webinars](#)

APRIL

Chad Littlefield

Retention Through Relationships: Creating Connection Through Mentorship

Tuesday, April 23, 2019

Presentation Notes/Overview on Page 9

Nita Singh Kaushal

Emotional Intelligence in Mentoring

Tuesday, April 30, 2019

Presentation Notes/Overview on Page 10

A horizontal banner with a dark background. It features a glowing blue circuit board pattern with light trails and dots. In the center, the word 'WEBINARS' is written in large, white, bold, sans-serif capital letters, enclosed within a white rectangular border.

WEBINARS

RETENTION THROUGH RELATIONSHIPS: CREATING CONNECTION THROUGH MENTORSHIP

Presented by Chad Littlefield, CEO and Co-Founder of We and Me, Inc.

<https://weand.me/ideas>

Mentoring Institute Webinar Notes/Overview: April 23, 2019

ZOOM DYNAMICS

The zoom format facilitates a divide between who is the expert and who is attending. Throughout the presentation, everyone is encouraged to “ruthlessly misinterpret” the information that is show. Mistakes are opportunities to grow and learn.

“When we are in this setting, and there are 20 - 30 other people who practice and work in the field of mentoring, there is a lot more knowledge that comes from the audience than from the speaker.”

-Chad Littlefield

“WHAT INSPIRED YOU TO SHOW UP TODAY?”

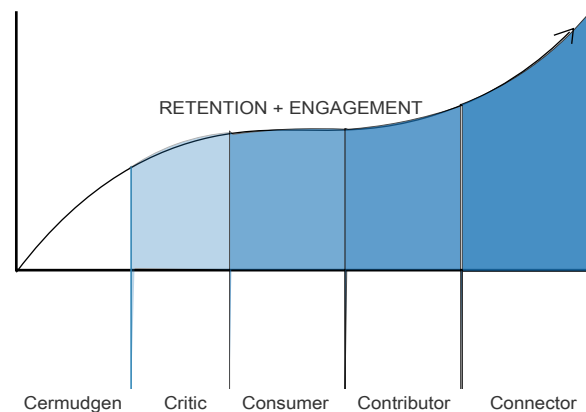
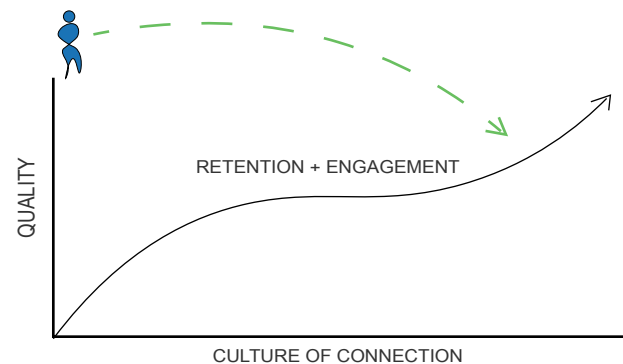
1. “Chad inspiration”
2. “Career development and tutor training”
3. “Relationship continuity”

CHALLENGES

In today’s world, technology can be a challenge because it slows the decay of relationships. Cross generational communication can also be a challenge because of cell phone use and passively killing time. These actions do not facilitate the same kind of connection that comes from listening, learning, and investing.

RELATIONSHIPS

When creating a mentoring program, everyone strives for high retention and high quality, but we establish a lot of relationships and connections along the way with people who might not have the same intentions.



LISTENING AND GROWTH

1. Intentions

Often people have intentions that will affect others when actions are executed, but are not clear with what those intentions are; Be clear with intentions and have ideals that work to strengthen many “mes”.

2. Connect Before Content

3. Curiosity

Emotional Intelligence in Mentoring

Presented by Nita Singh Kaushal, Founder of MISS CEO

<https://www.missceo.org/nitasinghkaushal>

Mentoring Institute Webinar Notes/Overview: April 30, 2019

IMPORTANT SKILLS FOR MENTEES

1. Negotiation
2. Public Speaking
3. Effective Communication
4. Career Exploration
5. Working in Teams
6. Time Management

DISCONNECT BETWEEN MENTORING AND NETWORKING

1. Unclear Intentions
2. Awkward and Forced Interactions

"Despite best intentions, relationships can be short lived - on both ends - how do you nurture a relationship for ideal outcomes for mentors and mentees?"

-Nita Singh Kaushal

EMOTIONAL INTELLIGENCE

Emotional intelligence is described as the ability to recognize and be aware of one's own emotions and influence emotions in others. Typically, people with good emotional intelligence make the best leaders.

FOUR KEY DOMAINS AND COMPETENCIES TO DEVELOP EMOTIONAL INTELLIGENCE

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Management

PRACTICAL STRATEGIES TO DEVELOP EMOTIONAL INTELLIGENCE

1. Manage Your Energy

- It can be hard to give to others when we are feeling stretched thin.
- Be in tune with your strengths, weaknesses, goals, and triggers, be aware of your own biases.

2. THE ABILITY TO EFFECTIVELY COMMUNICATE

- Listen.
- Be Attentive.
- Ask probing questions - without making assumptions.
- Be attuned to and reflect feelings

"One thing I try to do for my mentees is help them connect the dots, it's not doing the work for them, it's helping them understand the connection between where they are and where they want to be."

-Nita Singh Kaushal

3. YOU CAN'T BE EVERYTHING FOR EVERYONE

- There are some networks that are more strategic

4. CULTIVATE TRUST

- Arrange informal meetings
- Set goals beforehand
- Showing gratitude

5. LEARN FROM FAILURE

- Do not personalize it, ask instead, "How can I make it better?"

Call for Proposals!

12th Annual Mentoring Conference

Monday, October 21st - Friday, October 25th, 2019 | Albuquerque, New Mexico

Towards The Science of Mentoring

Submission Deadline: May 15th, 2019

We are looking for research and practitioner proposals that increase our understanding of evidence-based effective practices in mentoring during the various career stages and transitions (pre-service, in-service, and leadership), as well as their role as mentors for students.

We would like to expand the evidence and theoretical base from which attendees at the Mentoring Conference can draw, providing at the same time the groundwork for the transition of well-evaluated programs into scientific projects.

Preference will be given to proposals that:

- Build on existing literature and/or research frameworks
- Propose new methodologies and/or evaluation models
- Promote diversity, inclusion, and cross-cultural relationships
- Spark fruitful conversation during and after the conference

Submit your proposals today at:

<https://mentor.unm.edu/conference/call-for-proposals>



**MENTORING
INSTITUTE**

mentor@unm.edu

2019 CONFERENCE STEERING COMMITTEE



This month, we would like to take a moment to recognize the 2019 Mentoring Conference Steering Committee as they have helped with the selection of this year's plenary speakers, world café leaders, and workshop leaders. It is an honor to have worked with these talented and hard working individuals, and so we would like to take a moment to recognize **Carolyn Conn, Bruce Birren, Stephanie Bluth, Jose Nanéz, John Rodgers, Akshay Sood, and Christy Teranishi-Martinez.**

MEMBERSHIP

We encourage you to become a Mentoring Institute member. Membership provides staff members in higher education, faculty, and students at all levels, the opportunity to access past conference proceedings, recordings of our webinars after they are streamed live, conference videos, and a discount on the Mentoring Conference registration fee. The literature and information provided by a membership is useful for practitioners, business executives, youth mentors, and non-profit organization, as it provides exclusive access to 11 years of research and practice in the field of mentoring.

1716 Las Lomas BLVD
Albuquerque, NM 87106

Email: MENTOR@UNM.EDU

Phone: 505.277.1330

Website: MENTOR.UNM.EDU

FACEBOOK,

INSTAGRAM,

PINTEREST, &

TWITTER

