Mentoring & Coaching Monthly

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> "You cannot teach a man anything. You can only help him discover it within himself"
> — Galileo Galilei

In This Issue

Welcome to the October 2021 issue of Mentoring and Coaching Monthly. In this issue, we will talk about addressing diversity in the workplace, a book review on Kay Guccione and Steve Hutchison's book Coaching and Mentoring for Academic Development (Surviving and Thriving in Academia), National Mentoring Day, and the 2021 UNM Mentoring Conference. Recently, employers have been working on improving diversity in the workplace, but there are still ways to improve. Creating a diverse hiring process, learning about and listening to the experiences of women of color, and providing mentoring are some of the ways to create a diverse workplace. Celebrate National Mentoring Day by taking the time to thank those mentors in your life. MENTOR is celebrating this National Mentoring Month by bringing awareness to mentoring and increasing the number of mentors to help the youth. The UNM Mentoring Institute hosted its 14th Annual Mentoring Conference this October. Join us to read about the speakers and presentations that The Mentoring Institute hosted this year!

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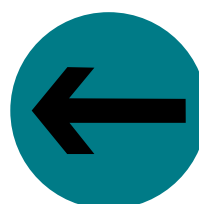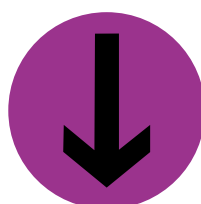
Editor's Letter

Welcome back to Mentoring and Coaching Monthly for our October issue! National Mentoring Day is October 27th. Award-winning business mentor, Chelsea Baker, founded it in 2014 to celebrate mentors. Take some time to reflect on the importance of mentorships and think of some great mentors in your life.

This month, MENTOR focuses on the youth and how mentorships can help young people find their passions and succeed in school. MENTOR National and the Harvard T.H. Chan School of Public Health are working to foster national attention on the need for mentors and how more mentors can create positive outcomes for the younger generations.

Kay Guccione and Steve Hutchison's book Coaching and Mentoring for Academic Development (Surviving and Thriving in Academia) discusses designing one's mentoring approach to fit at the individual and organizational level. Building mentoring and coaching conversations are an effective way to support both researcher and academic development. Guccione and Hutchinson discuss tips and ideas on how to develop one's personal mentoring and coaching style.

From October 18th to October 22nd, the UNM Mentoring Institute hosted its 14th Annual Mentoring Conference, Mentoring in an Interconnected World. We were honored to have so many great speakers who are passionate about mentoring and coaching. With over one hundred concurrent sessions, we also hosted pre-and post-conference workshops and plenary sessions. Our 15th Annual Mentoring Conference will take place from October 24th, 2022, through October 28th, 2022. The early registration deadline is July 15th, 2022, and the standard registration deadline is October 8th, 2022. Thank you for joining us for the latest on mentoring and coaching!

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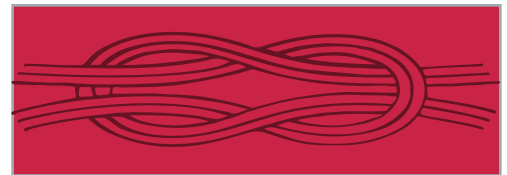
Insider's Look

A Woman of Color Cannot Save Your Workplace Culture

Managers hiring in the workplace have been confronting the lack of diversity and being intentional in their efforts to build teams and become prepared to be inclusive when hiring new employees. However, many feel that this process has taken too long to happen and that women of color are expected to solve the diversity problem within companies. The term "superwoman schema" refers to the idea that women, particularly black women, are expected to present an image of strength and repress any emotions or weaknesses in the face of racial discrimination.

McKinsey & Co. and LeanIn.org state that one in eight women of color is a "double Only," meaning that they are the only woman and only person of their race or ethnicity at work. As you go further up the ladder, there are 17% women of color in entry-level jobs, and only 4% are represented in c-suite jobs.

Hiring experts are finding the phrase "women of color" to be problematic because managers say they want to hire people but are not specific when considering during the interview process. Many women feel that they are reduced to their race and gender when going through the hiring process rather than being seen as highly qualified candidates. The issue seems to lie in the workplace culture. Many managers believe that hiring is the solution to increase their diversity. However, if managers have to hire to solve the issue, that implies that the workplace was not inclusive to begin with. If managers truly want to create a diverse workplace, they should create a diverse hiring process and culture rather than having one diverse token hire. Women of color and people of color sometimes expect people above the ladder to fix the problems. There are many demands currently for people working from home, their employers, their managers, and other colleagues of color. Hiring management should not solely consider bringing in women of color for the "No. 2 position" and assume that organizations are advancing their commitments without looking at the bigger picture to create or improve a diverse culture in the workplace.

Read the article here

More information here

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Insider's Look

Coaching and Mentoring
for Academic Development

Mentoring and coaching conversations can be effective and accessible ways to support researcher and academic development. Kay Guccione is Senior Lecturer in Academic Development at Glasgow Caledonian University, UK. She is a National Teaching Fellow and a Principal Fellow of the Higher Education Academy, known for her work in mentoring, doctoral learning, and PhD supervision. Steve Hutchinson is a freelance Coach and Developer. He has worked internationally helping academic, not-for-profit and corporate organizations deliver sustainable staff and student development, mentoring and training programmes. Guccione and Hutchinson provide an insight into the founding principles of reflective ethical practice, as well as a logical and easy-to-navigate toolkit supporting you to understand the needs of the people you want to develop. Each chapter provides applied solutions, as well as help you design or troubleshoot one's mentoring and coaching approach. This book acts as a go-to guide for building and enhancing a culture of developmental dialogue at the individual and organizational level.

The authors aim to provide a solid support for staff at universities and make well-grounded coaching and mentoring integral to more reasonable employment practices. Whomever the individual, mentoring brings a powerful opportunity for them to connect to colleagues, talk things through, navigate the demands of their role, seek other perspectives, and find their own best way forward. Guccione and Hutchinson present ideas that will be of use to anyone interested in supporting others to learn and develop within their university work.

The ideas are offered to develop practice and programme in a coaching style. Readers are free to select their needs and adapt their ideas and reject what does not tailor with one's context in the three sections of the book. The first section focuses on surveying and understanding how to build the foundations to deploy a mentoring coach within your organization. Section 2 will include concepts, practices, and exercises readers can use to deploy as mentors and coaches. Section three gets to the bigger picture of enhancing the value and reputation of mentoring, focusing on developing a strategic approach to understanding the impact of mentoring.

By: Kay Guccione, Steve Hutchison

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14th Annual Mentoirng Conference: Plenary

During the week of October 18th to October 22nd, the UNM Mentoring Institute hosted its 14th Annual Mentoring Conference, Mentoring in an Interconnected World. It was our pleasure to bring together so many professionals who are dedicated to advancing the theory and practice of mentoring and coaching. In addition to pre- and post-conference workshops and more than one hundred concurrent sessions, we also hosted plenary sessions every day during the conference, wherein experienced practitioners shared their diverse perspectives on best practices for mentoring and coaching. Below is an overview of every plenary session that took place over the course of the conference. Video recordings of all of these sessions will be posted online and made exclusively available to members of The Mentoring Institute over the coming weeks.

Michael Diettrich-Chastain: Mentoring the Whole Person - The 7 Pillars of Interconnectedness
Michael Diettrich-Chastain is a bestselling author and leadership expert. In this session, Michael explained to us the 7 pillars of our lives experience and how they shape who we are and how we are able to handle change. Michael went on to tell us how these pillars can be integrated into the mentoring relationship to foster growth within the mentee.

Mica Estrada: Why Kindness is Important When Mentoring in an Interconnected World
In this session, Dr. Mica Estrada shared with us her findings from her research program in which she longitudinally tracked and examined what types of mentorship and supports are more likely to result in students persisting in STEM career pathways, especially personals excluded because of ethnicity and race (PEERs). Dr. Estrada's session helped us to understand how institutions can support kind mentoring practices to improve the integration experiences of underrepresented mentees.

Rajashi Ghosh: Developing Leader Identity: How Can Multiple Mentors Help to Develop Diverse Leaders?
In this session, Rajashi Ghosh discussed the many changes that have taken place within the career landscape over the last several years, and how mentoring relationships can be optimized to help mentees cope with these changes. Rajashi explained to us the many different types of mentoring relationships that can be utilized to meet the needs of the mentee, and how to address issues that may occur in Diversified Mentoring Relationships (DMRs).

Suzanne de Janasz: Mentoring in the C-suite: What Do We Know and Where Do We Go?
Suzanne de Janasz shared with us the dirth of research on mentoring for executives at the top of organizational hierarchies. Suzanne's research illustrates how beneficial mentorship can be for c-suite executives and how mentoring practices at this level compare to those at different levels. Suzanne also offered us guidance for the future of mentoring c-suite executives based on her findings.

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Last Month

14th Annual Mentoirng Conference: Plenary

Chad Littlefield: 5 Ingredients to Design Engaging Mentoring Meetings
Chad Littlefield shared with us five practical ingredients for increasing engagement and impact during mentoring meetings. In this fun and interactive session, Chad taught us about the importance of connection for fostering a safe and innovative environment for your team, and how to forge these meaningful connections by asking powerful questions during your mentoring meetings.

Natasha Mickel: Positive Relationships Create Effective Mentors: Evidence-Based Outcomes for Facilitated Mentoring Workshops
In this session, Natasha Mickel reminded us of the importance of mentoring in her discussion of a faculty mentor initiative on a health sciences campus. She detailed the vital mentoring competencies for fostering healthy and productive mentoring relationships and compared and contrasted virtual and in-person mentor training practices. Natasha concluded by sharing steps taken to advocate for establishing an institutional mentoring ecosystem.

Tamara Thorpe: Mentoring Matters in an Interconnected World: A Plenary Series with Tamara Thorpe, The Millennials Mentor
This plenary was an interview series led by Tamara Thorpe (known as The Millenials Mentor). These sessions contained conversations with seasoned mentors about the formation of developmental relationships with an emphasis on the core principles of mentoring. These mentors included Rachael Riley Romero, a community leader, entrepreneur, and activist; Travis Kellerman, a tech entrepreneur, futurist, and political activist; and Celestina Garcia, one of Tamara's core mentors and author of the recently published We Blaze the Trail. By sharing stories about their mentoring experiences, Tamara and her interviewees offered invaluable insights into best mentorship practices, meeting the needs of mentees, and measuring the impact of these relationships.

Assata Zerai: Interrupting Microaggressions and Reducing Negative Impacts on Access to Higher Education
In this session, Assata Zerai taught us about how damaging racial and intersectional microaggressions (RIMAs) are on the mental and physical health of people of color, people with disabilities, and LGBTQIA individuals. Assata explained to us that the effects of these microaggressions can be exacerbated when the affected individuals are marginalized on multiple fronts. This presentation offered viewers tools for interrupting these microaggressions and promoting a more inclusive learning environment in higher education.

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14th Annual Mentoirng Conference: Overview

Arts

Within the Arts strand this year was a range of topics about why mentoring is important and how to create stronger mentorship relationships. Most of the presentations focused on how to build positive mentoring relationships. Some of the presentations explored other topics, such as integrating art into mentoring. April Vihilidal's presentation titled The Enneagram Model: Dance and Healing Arts at UNM with Visiting Artists from Kent St. University and the University of Washington explored different ways to educate people on the colonization of Indigenous peoples around the world and how to decolonize and heal through the art of dance. In Mica Estrada's presentation Why Kindness is Important When Mentoring in an Interconnected World, she talked through the ways mentor relationships can show kindness even through a screen.

Business, Innovation, and Technology

The Business, Innovation, and Technology strand of the conference focused on mentoring everyone from first-year college students to those already in the workplace.

Three Generations of Mentoring: Connecting Alumni, Peer Mentors, and First-Year Students, hosted by Renee Green, discussed how to pair peer mentors with new students and the impact that peer mentoring relationships can have on academics, identity, and interconnectedness. Peer mentoring in a student's freshman year can greatly help them in their college career and later in life. The three-generational approach allows mentors to model what life could look like after college and advise first-year students on their first steps in life.

Fostering Business Information Literacy Skills with Student-Centered Coaching presented by Sherry Mohr discussed research that describes the challenges that business students may have with fully engaging in the information-seeking process later in their careers. The study evaluated how one-on-one virtual literacy consultations with business graduate students impact students' academic achievement and influence their ability to move past challenges.

Diversity

This year's conference had a range of presentations that discussed how to bring diversity and inclusivity into mentoring relationships. Many of these presentations focused on building communities that meet the needs of students in marginalized groups and eliminating systems and ways of practice that have proven to be outdated and discriminatory. Another important aspect of promoting diversity is to create a diverse faculty, which has proven to benefit both mentors and mentees. In Sarina Saturn, Carolina Cortes, Devonna Begay, and Sharif Morton's presentation Peer, Reverse and Reciprocal Mentorship for Effective Diversity and Inclusion Advocacy and Care, they discuss how language is always adapting and how it's important to relearn language to address people to respect their racial, gender, sexual, and other identities.

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14th Annual Mentoirng Conference: Overview

Education

The Education strand focused on bettering student mentorships and programs in order to help students succeed throughout college and in their life after college. Seeing the Whole Person: A Model of Holistic Mentorship in Higher Education, presented by Adrianna Davis, discusses how a student's experience in college relates to their well-being and employment after college. It is important that college students have good mentors in college; however, less than one-fourth of graduates report having a mentor in college. Mentorship can take place in many different settings and should be personalized and focus on the person as a whole.

With the Covid-19 pandemic, many institutions and groups have had to resort to going online to conduct their business. This includes mentoring. Building Faculty Mentoring Communities in the Online Environment with Ashley Babcock, Linda Cummins, and Linda Bloomberg discusses how to build faculty mentoring communities that can be applied online and in one's own institution. These communities should have trust, mutual respect, and strong leadership that flows throughout the whole community.

Health Sciences

The Health Sciences strand focuses on mentoring in the health sciences programs and explores trainings for those working in health science fields. Mentoring Military Students: Creating a Culture for Academic Success, a presentation given by Ingrid Mahoney, discusses the ways that military-affiliated students can be assisted when making the transition to college, specifically in health sciences programs. Faculty training models that develop faculty understanding of military culture and the learning needs of military students. Facilitated Peer Mentoring for Physicians During Malpractice Lawsuits: A Logic Model Framework with Julie Welch offers a plan to evaluate a physician-facilitated, peer-mentoring program during malpractice lawsuits. This peer mentoring plan would provide a safe space to talk about the impact of a lawsuit and learn from others' experiences. Studies have suggested that peer support for physicians during a malpractice lawsuit can reduce distress symptoms and burnout while also offering recovery.

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14th Annual Mentoirng Conference: Overview

Humanities
The Humanities strand of the conference had four concurrent presentations this year. The Pandemic and the University Experience: Expanding the Idea of Holistic Advising by Atsuko Kawakami, Jensen Branscombe, and Anabelle Sherrill discussed how the Covid-19 pandemic changed the way that advising takes place. In their presentation, they said that they believe that advisors should take their experiences from the pandemic and use them to improve relations with students, whether it's virtual or in-person. Mentoring as Foundation for Faculty Success and Student Retention, presented by Leslie Dolan, Ali Khalil, and Charles Kell, discusses how different methods of practicing mentoring are integral during the pandemic and virtual learning. Many traditional mentoring practices needed to be adjusted with the pandemic in order to properly meet the needs of everyone. Remaining in close contact, having authentic exchanges, and having mentors "guide from the side" were some of the best practices to lead to positive mentor-mentee relationships and student success.

STEM
The presentations within the STEM strand this year focused on mentoring those in the STEM fields, whether it's at the student level or employee level. Mentoring Cybersecurity Professionals with Patricia McQuaid and Stephanie Cervantes discussed how to mentor and support those working in cybersecurity. Currently, there is a shortage of cybersecurity workers in the United States. They evaluate the reasons why people may leave their jobs in cybersecurity and what the best ways to train their employees are so that they stay for the long run. They found that mentoring people from within the company and investing in their workforce has been the best solution. Grounded Mentoring as a Pathway for Program-building with Matthew Fleenor discussed increasing under-represented STEM populations at a student mentoring level. This can be accomplished by providing more support for students in the STEM majors as they state that more mentor and research advisors support helped them have a better idea of what they want to do in the future.

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14th Annual Mentoirng Conference: Overview

Teacher Mentoring
The teacher mentoring strand this year had presentations that explored different practices and methods that work well for teachers and how to mentor educators in an online classroom. Joined at the HIP: High Impact Practices of a Mentor-led Model for Teacher Preparation by Nicole M. DeClouette explores High Impact Practices (HIPs), which are transformative learning experiences. These practices promote intellectual development, ethical participation, self-direction, and personal growth. Research studies have found that these practices have increased student persistence, retention, and graduation.
Physically Distant but Virtually Connected: Mentoring Novice Educators in Online Classroom with Robin Rackley and Janet Hammer examined the best ways to prepare pre-service teachers to work in a virtual environment and provide field experience that would not have been possible due to pandemic restrictions. Mentors met with pre-service teachers, developed plans of action, and had discussions on how to initiate engagement in an online classroom. These practices were found to help the teacher feel better prepared for teaching online.

Other
The other category of this year's conference included a wide range of topics, ranging from mentoring globally to mentoring for academic and financial aid. Mindful Travel Mentors-Finland: Becoming Global Citizens with Donna Acerra and Hope Horowitz provided a look into the intercultural experience designed to develop mentor relationships with their Finnish social work partner through Mindful Travel. Mindful Travel provided participants with a career pathway exploration on an international level, helped develop purposeful relationships with others, and brought a newfound appreciation and understanding of another culture.
Holistic Mentoring for Academic and Financial Aid Suspended Students in Higher Education with Tara Canfield-Weber assessed the effects of faculty mentoring on students who had been on academic and/or financial aid suspension. The study found that mentoring could positively affect students' GPA and significantly improve study skills. Some participants also mentioned that after the mentoring program they had also developed a better balance with different obligations.

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