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From the President

“Instruction does much, but encouragement does everything.”

- Johann Wolfgang van Goethe

This edition of Connect is part two of a post-conference review series. Many articles within this edition were written by conference presenters, and are a summary of their various presentations. In this edition, we specifically look at mentoring practices within higher education.

Now that the 2015 conference is over, and the 2016 conference is developing, we would like to thank all of our IMA members who are working together in building a stronger organization. We invite you to make this a true member organization; you have countless opportunities through webinar facilitation, Connect article submission, The Link submissions, and committee participation to remain engaged and actively participate in this community of practice. We are currently calling for webinar facilitators and submissions for The Link and webinar facilitators. Please continue inviting your friends and colleagues to these webinars as we strengthen our membership and the IMA family.

We are thrilled to introduce Faith Sears, our new editorial assistant to the IMA. She will be working mainly with the publications, Connect and The Link, facilitate the monthly webinars, and monitor the IMA social media and website. Faith is getting a double major in English and Political Science, and has worked in positions including secretary, newspaper editor, and library assistant. She has also worked as an intern with the New Mexico Public Interest Research Group (PIRG). We offer Faith a warm welcome, and hope you will all welcome her with kindness into our association

The IMA will begin accepting submissions for the Hope Dissertation Scholarship award soon. This scholarship fund is a great opportunity for the IMA to promote and reward those researchers at the forefront of the mentoring field. Detailed information about this award can be found in this edition.

With the new academic year right around the corner, we are excited to present articles discussing mentorship in higher education. While these specific programs address higher education, there are valuable take-aways for mentoring in any field within this issue. Help us not to just instruct, but encourage and mentor our students as well.



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NEW DATES FOR YOU TO CONNECT WITH IMA

Connect is a members only magazine - Created by IMA Members, for IMA Members.

THEME	ARTICLES DUE	ARTICLES PUBLISHED
General	September 15, 2015	November 15, 2015
Mentoring: Best Practices	December 15, 2015	February 15, 2016
Conference Highlights	March 15, 2016	May 15, 2016
Mentoring with Social Justice	June 15, 2016	August 15, 2016
General	September 15, 2016	November 15, 2016

CALL FOR PEER REVIEWERS

The Connect Magazine, an online, peer-reviewed publication, seeks peer reviewers. Peer review members will provide constructive and thorough feedback to contributing authors via the IMA Publications Committee. Peer review members are appointed on a no-fee basis.

QUALIFICATIONS FOR PEER REVIEWERS

- Has some familiarity with APA style writing.
- Has background experience in editing and/or writing for publication.
- Is organized and adheres to strict deadlines.
- Has been published as an author in a professional journal in the last three years.
- Has an interest and a desire to make a one-year commitment to the Magazine by reviewing approximately eight manuscripts per year.

APPLICATION PROCESS

Applications are accepted throughout the year. Submit a 1 page cover letter describing your interest and qualifications and a copy of your current resume to:

Brenda L. H. Marina, Ph.D.,
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BUILDING YOUR TOOLKIT: ENGAGING YOUR (CAMPUS) COMMUNITY AROUND MENTORING



Lauren Beam, Wake Forest University

Introduction

Wake Forest University's Mentoring Resource Center (MRC), operating out of the University's Office of Personal and Career Development (OPCD), works with individuals and departments across the campus community to support and elevate a culture of mentoring. We do this through extensive training and education, supporting mentoring program coordinators in the implementation of their programs, and creating and distributing resources and tools that support effective mentoring practice. In this article, I share specific tools and strategies that we have employed to engage our community around mentoring. These tools and strategies can be used in multiple communities, whether in higher education, corporate, government, or non-profit.

Set Goals and Determine Desired Outcome

Before creating and launching any new program or initiative within an organization, setting clear goals and

determining the desired outcomes are important first steps. Write your goals and outcomes and use them as a reference point moving forward as you plan your engagement strategy. As an example, a recent goal for our MRC engagement efforts was to promote and provide resources about mindfulness and reflective practices for our campus community, both individually and within mentoring relationships. Ultimately, our desired outcome was that faculty, staff, and students would be intentionally aware of their experiences and take the time to be reflective about what they are learning as a result. Setting clear goals and outcomes in the beginning will guide the planning process to ensure that you are putting effort into creating and selecting the appropriate tools and resources for engagement.

Choose a Focal Point or Time of the Year

With your goals and desired outcomes in mind, the next step is to choose a focal point or time of year during which to employ your engagement plan. Depending on

your organization or community, there may be specific times of the year when a focus on mentoring is most appropriate. A few examples include: pre-graduation for seniors, a spring kick-off event, a specific month of the year, new student orientation, or another large community-wide event hosted by a partner office or organization. You will want to consider the following questions when deciding upon your focal point/timing:

- *Is there a specific time of year that would provide an appropriate touch point with your (campus) community?*
- *Are there other events or initiatives occurring that you could join up with to promote mentoring?*
- *What is your bandwidth? Would a specific day, week, month, or annual event work best?*

One specific strategy we use at Wake Forest is to leverage National Mentoring Month each January as an annual touch point for highlighting mentoring on our campus. We

have found that the month of January provides an opportune time to welcome our faculty, staff, and students back to campus after winter break and to re-emphasize mentoring as a key value and part of our Wake Forest community as we start the spring semester.

career, personal, professional, and leadership development.” This theme allowed us to push out resources, tools, and information to our students, faculty, and staff about how mentoring relationships and conversations can encourage growth in each of the four developmental areas mentioned above.



Select a Theme or Target Audience

The next step is to select a theme or target audience that both aligns with your goals and desired outcomes and fits appropriately with the timing of your engagement efforts. Audiences may include undergraduate or graduate students, faculty, staff, student leaders, underrepresented minorities, mentors, mentees, or mentoring program coordinators. A few examples of themes include: effective mentoring practices, how to find a mentor, giving/receiving feedback, reflective practices, sharing your story, being intentional, mentoring matters for...(career, personal, professional, and leadership development), and goal-setting.

We have implemented several of these themes over the past five years at Wake Forest during our annual celebration of National Mentoring Month. For example, one year we selected the theme of “mentoring matters for...

Develop Resources and Tools

The next phase in planning your engagement efforts is to begin developing, selecting, and creating resources and tools related to your timing, target audience, and theme. We recommend considering the following five platforms for developing resources and tools: print, multimedia, social media, blogs, and website. A wide range of print materials can be developed to fit your theme, such as posters, toolkits, calendars, bookmarks, handbooks, or postcards. Another platform to consider using is multimedia through the creation of customized videos or by identifying pre-made videos on YouTube or TED Talks related to your theme and audience. Social media is another quick, easy way to engage your community around mentoring, whether that be through posting an interesting article on Twitter or promoting a contest or related mentoring event on your Facebook

page. Additionally, we recommend using a blog or landing page on your organization’s website to house and post resources and tools. As you create and develop materials, think about how you might re-use and re-purpose them both through various outlets as well as in future initiatives and projects. Visit the MRC website to see how we have used these materials in a multitude of ways to achieve our goals.

Establish a Distribution and Communication Plan

Prior to establishing a distribution and communication strategy for the resources and tools created, take time to reference your original goals and desired outcomes. You will want to connect those goals and outcomes to your plan for spreading the word about your mentoring initiative. To help you get started, consider the following questions:

- *What support do you need?*
- *Whom do you need to talk to about this initiative?*
- *What is the most efficient and impactful means through which to communicate this information?*
- *When will you need to begin the distribution/communication process?*
- *How will you distribute/communicate to your target audience? (be specific: email, website, social media)?*

Once you have answered the questions above, create a calendar timeline for when you plan to launch your tools and resources, to whom you will send them, and specifically how you will do so.

At Wake Forest, we create our distribution and communication strategy by identifying our key campus partners who have connections with our intended audience. These partners often include mentoring program coordinators, student and faculty academic advisers, Residence Life and Housing, Campus Life, student organizations and leaders, University administrators, and the Wake Forest Office of Communications/News Service. We use direct targeted emails, sharing of information via social media, and physically posting and distributing print materials around campus.

Evaluate the Impact of Your Work

A critical aspect of any effort to engage your community around mentoring is to evaluate and measure the impact

of your work. Similar to the previous steps mentioned in this process of creating your engagement plan, it is important to reference the goals and desired outcomes set at the beginning. Consider the following questions:

- *What evidence of behavior change are you trying to collect? What do you need to measure?*
- *From whom do you need to collect information for evaluation?*
- *How will you go about collecting this information? What evaluation methods will be most effective?*

You will need to determine how to best capture information and data from your target audience based on the outcomes you need to measure, whether that is using an online or print evaluation, using quantitative measures such as tracking student

engagement in formal mentoring programs, or collecting qualitative stories and anecdotes from members of your community. The practices of mentoring do not have to be limited to a specific program. With strategic focus and creative strategies, you can make an impact and engage your entire community around mentoring.

Lauren Beam is the Assistant Director for Mentoring and Alumni Personal and Career Development in the Office of Personal & Career Development (OPCD) at Wake Forest University, as well as worked for four years as a career coach in the OPCD prior to her current role. Lauren has a BA from Wake Forest University and a MS in Counseling (College Counseling/ Student Development emphasis) from The University of North Carolina at Greensboro, and is a National Certified Counselor.

WEBINAR: BUILDING YOURSELF WITH MENTORING

In this free webinar, learn how to be the best mentor possible, find and engage your mentees, and even get tips on how to mentored yourself. After all, even the mentor needs a mentor sometimes.

WEDNESDAY, AUGUST 26TH, 2015

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About the Presenter: Shawn Mintz, the President of MentorCity has over 10 years' experience in the career and employment services sector. He has created award-winning mentoring initiatives that have helped thousands of people to achieve greater success. In recognition of his efforts, Shawn has received George Brown College's Career and Work Counsellor Crystal Award for Innovation and been profiled in Canadian Newcomer Magazine as a Canadian who has demonstrated commitment to helping new Canadians succeed. He has also published an eBook called MentorCity: How a few minutes with the right person can change your life.



ETHICS IN RESEARCH: INSTITUTIONALIZING A MENTORING PROGRAM

Emma Previato, Boston University

Prior to the late 20th century, mentoring in the setting of a research institution or laboratory was conducted on a technical basis; a biologist would recruit the most brilliant scientists and only be concerned with deliverables, such as publications or patents. The National Institutes of Health (NIH) in 1989 published its first “Notice of policy,” requiring that institutional training grant applications include a description of activities related to instruction about responsible conduct of research. In the early 2000s, Boston University (BU), where I work as a professor of mathematics and mentor of Science, Technology, Engineering and Mathematics (STEM) students, institutionalized “Responsible Conduct of Research” (RCR), a training program on ethical issues. An administrator, eventually titled Assistant Provost for Research Compliance and Health on the BU Medical Campus (MED), was charged with the entire design and conduct of the program which on inception targeted only postgraduate students working in laboratories or quantitative disciplines.

At the same time, the culture of research began to change, influenced by two factors. First, investigative journalism was bringing attention to cases of research misconduct, ranging from inappropriate relationships between scientists and commercial companies that paid them as consultants, so as to profit from their findings, to the 2013 case of a world-famous medical school found guilty of animal abuse after four lab monkeys died. The second change factor was a growing attention to mentoring of hired early-stage researchers, as progressively federal agencies or private foundations instituted a required mentoring component for submitting proposals [e.g., in January 2009, the National Science Foundation implemented a provision in the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science (COMPETES) Act, which requires a section on mentoring within the 15-page project description]. Although not always highlighted, an ethical component is central to mentoring in the STEM disciplines, as will be apparent from this description.

The BU program, at first launched on BU’s main campus (the “Charles River Campus”, CRC) as a volunteer experience for graduate students, was later extended to both campuses (CRC and MED) and made into a requirement. I will outline the main phases of the program’s growth (i.e., Formation, Inclusion of all disciplines, Inclusion of researchers at all levels, Online migration), so that an institution or organization that determines to implement an activity of this type can use the ideas, be alerted to the challenges, and choose with flexibility among the formats that were tried.

Formation: Case Studies, Recruitment

The program’s designer holds a Master of Arts in Teaching and a Juris Doctor degree. The year before launching the program, she contacted me, as I was chairing the Research Activities, Libraries & Support Services Committee of the Faculty Council, a body that gathers and discusses faculty concerns and acts as liaison between faculty

and administration, issuing reports and recommendations. Targeting such groups, the designer asked to give a presentation about the program so as to attract attention and participation. She issued calls for volunteer faculty “facilitators” and presenters, and solicited Principal Investigators to urge their research assistants to attend the training sessions. Training sessions consisted of a one-hour pre-session for faculty/administrator facilitators to be instructed on their roles and discuss the issues. Additionally, there were a fifteen-minute general address to facilitators and trainees and a two-hour workshop, which I will describe. Training concluded with a forty-five-minute debriefing and administration of a survey. Altogether, training required three hours of trainee time. Trainees, however, were not strictly monitored and could attend only part of the session. The designer always began her introduction saying “I am a lawyer: I was trained through case studies, and I thought that it would be a good way to instruct researchers as well”. For me, a quantitative, theoretical scientist, the whole setting was a culture shock, which afforded unique opportunities to learn, both from my colleagues and from the students.

The pre-sessions were always rife with debate. It was apparent that even among senior faculty, different areas of work produced different ethical choices. For example, in one area it was recommended that a mentor share with the trainees confidential papers or proposals under review, in other areas it was formally prohibited.

Over time, the general address became less of a presentation and more of a greetings given by a program director or such authority; I had found the initial general presentations more relevant, because the enlisted speakers were decision makers, such as those from BU’s Office of the General Counsel, who had seen actual misconduct brought to

trial, or law enforcers (i.e., compliance officers) who were to grant or withhold approval to a lab’s operation. The designer wrote (giving ample credit) all the case studies herself. They were modified based on the surveys, discussions, and on the issues brought to the public’s awareness over the past 15 years, although by now the program has become quite stable.

The workshops on the case studies evolved in a similar way: over the first few years, one faculty facilitator would sit with 5-10 students, pose the case, lead the discussion and make sure that everyone had spoken. A “scribe” would draw up the conclusions and present them to the room, comprised of 20-30 such groups. By and by, role-playing was tried; students were put in charge of presentations; scribes replaced with one or more reporters, who might represent conflicting conclusions reached by one group. Each format was valuable, and different ones could take place together, depending on the dynamics of the group, although at BU one or the other was chosen a priori and detailed in the instructions. The case studies, perhaps naïve at first (to be extreme, “Peter got rid of his second sample of mice because their sugar level did not confirm his hypotheses, and retained the first-set values only: did he do something wrong?”), they became more realistic, subtle and disturbing (one example taken from BU history involved a survey taker who unwittingly, according to him, skipped several households; the project director was tried and disciplined as a result). Debriefings were always animated, with each table prompted for their conclusions and the whole room discussing them.

Inclusion of Other Schools, Programs, and Disciplines

Originally based in the sciences, the RCR expanded, with invitations sent to

all schools, departments or institutes of the university. This brought in a fascinating variety of perspectives, from colleagues in the School of Management sharing their own mentoring and disciplinary practices during the pre-session meetings, to researchers in linguistics and education contributing professional anecdotes. The program designer went punctiliously around the tables to displace participants who belonged to the same discipline. It is arguable, however, whether kinship of discipline might promote greater networking and collaboration, because on a large campus it is often difficult to meet everyone even in one’s own program.

Inclusion of Trainees at all levels

The research experience has been found invaluable when offered at earlier stages of student matriculation, rather than traditionally. In particular, universities are investing larger amounts of funds in undergraduate research opportunities. With the inclusion of undergraduate to postdoctoral trainees, the mentoring program enlarged its mission without needing any change in format or content. It is an inspiration for the early-state researchers to find role models in those who are more advanced and for the more experienced it is maturing to share experiences and illustrate situations to someone close in age but still inexperienced.

Online Migration

The program eventually settled into four workshops, required for completion: Creating the Research Record and Managing Data: How and Why; Research Collaborations. Sharing, ethics, collegiality and agreements; Publication: What, When, How, by

Whom; Objectivity in Research: Oversight of Conflicts of Interest and Scientific Misconduct. With posted documentation, references, online videos and tests, the program can now be completed at a distance. Although the NIH Notice update (Notice Number: NOT-OD-10-019) released in 2009 recommends: "Instruction should include face-to-face discussions by course participants and faculty; i.e., on-line instruction may be a component of instruction in responsible conduct of research but is not sufficient to meet the NIH requirement for such instruction, except in special or unusual circumstances," instructional delivery is changing across US universities. For example, in 2014 BU instituted an on-line only, sexual-misconduct required training program. My experience suggests that in a large community such as an urban university, where students are offered multiple overlapping opportunities, insisting on face-to-face meetings may result in disappointing participation levels. In a smaller college or program, on the contrary, face-to-face meetings might foster a sense of unity of values and efforts. Although traditional liberal-arts colleges include fewer STEM research activities, ethics in research is a vital component of mentoring in

every area (Harvard Gazette, May 12, 2011).

Lessons Learned and Future Outlook

By witnessing the design of a visionary program, I identified challenges of two kinds. The first kind, mundane, as it were, is to build interest and participation in a non-required effort, particularly on a large campus full of research opportunities, and to produce exciting material so as to keep the participants fully involved. To respond to this challenge, the program designer personally secured catering of food at the workshops, enlisted professionals whose presentations could enhance all participants' expertise, photocopied exit surveys, printed certificates of completion and sent "Thank you" emails. The second kind, intellectual, includes maintaining the issues current, bringing facilitator participants to a consensus on the issues, observing like programs established by peer institutions or (federal) agencies to identify best practices and strategies.

With the importance of ethical research mentoring now vindicated,

larger numbers of participants need to be accommodated; one answer to this change has been online migration of the program. Distance mentoring, including training that uses Massive Open Online Courses formats, is an area full of open questions, especially as regards effectiveness, satisfaction and impact: the future holds the answers.

References

Information about this program and all related documentation is posted online:
<http://www.bu.edu/orc/training/responsible-conduct-of-research/>

Also posted are the cited NIH and NSF policy recommendations:
<http://grants.nih.gov/grants/guide/notice-files/NOT-OD-10-019.html>
<http://www.nsf.gov/bfa/dias/policy/rcr.jsp>

The Harvard Gazette citation can be found in the online version of the magazine:
<http://news.harvard.edu/gazette/story/2011/05/truth-beauty-goodness/>

Emma Previato received her Ph.D. in Mathematics from Harvard University and was named a Fellow of the American Mathematical Society. She serves on the advisory board of numerous Mentoring Programs and is the founder and advisor of the Boston University Student Chapters of the Association for Women in Mathematics and of the Mathematical Association of America.

WATCH FOR THE LINK, THE IMA'S NEW MONTHLY NEWSLETTER

Delivered to your inbox on the third Wednesday of the month when Connect Magazine is not released.

The Link will bring you valuable institute news, including: IMA services, featured members, and other mentoring news from across the globe. We are currently looking for member submissions.

For more information contact Faith Sears at Fsears1@unm.edu

A HOLISTIC APPROACH: LIBERAL ARTS EDUCATION, CAREER DEVELOPMENT, AND MENTORING



Heather Baruch-Bueter, Penn State University

Introduction

Liberal arts undergraduate students working toward Bachelor of Arts and Bachelor of Science degrees face unique educational and career challenges. With the wide variety of major options (including social sciences, humanities, and languages) and career paths, students benefit from multiple resources to help plan for the future. In an effort to broaden the field of knowledge, an innovative way to approach and use mentoring is for career development for Liberal arts students. Students are assisted in identifying skills and career fields, as well as preparing for their internship search. The Career Enrichment Network, an office in the College of the Liberal Arts at Penn State, offers the opportunity to take part in mentoring through its Liberal Arts Alumni Mentor Program. The Career Enrichment Network is a resource for liberal arts students who are seeking opportunities to engage in career-related, international, and professional development activities. Staff members meet with students and offer workshops and networking opportunities. The office supports

undergraduate liberal arts students in a variety of areas: internships, global experience, skills assessment, funding, mentoring, and career exploration. This article will briefly discuss liberal arts education, career development, and mentoring research; explain the Liberal Arts Alumni Mentor Program; review best practices, challenges, and next steps for the program; and provide a brief glimpse at program success.

Liberal Arts Education

With much focus given to STEM (Science, Technology, Engineering, and Mathematics) and students' career aspirations, it is important to think about liberal arts education. Sometimes resources are shifted away from liberal arts majors, even though the students require assistance and support in regard to their career development. Students with liberal arts majors possess many of the qualities and skills that employers look for in college graduates. A 2013 survey conducted by the Association of American Colleges and Universities found that employers seek students

with a broad range of knowledge and skills, with 80% of employers agreeing that "regardless of their major, every college student should acquire broad knowledge in the liberal arts and sciences" (Hart Research Associates and AA&U, 2013). A survey conducted by The Chronicle of Higher Education and American Public Media's Marketplace reported that employers look for recent graduates who know how to communicate effectively, solve problems successfully, and make decisions, which are qualities typically associated with liberal arts education (The Chronicle of Higher Education and Marketplace, 2012). The same survey suggested that colleges should "break down the false dichotomy of liberal arts and career development – they are intrinsically linked" (The Chronicle of Higher Education and Marketplace, 2012). The Liberal Arts Alumni Mentor Program encourages students to think about their mentoring relationship as another component of their liberal arts education. By involving their mentor in their internship search process and professional development, they

are expanding their network, as well as acquiring advice from a new source. Through mentoring, students are able to gain new perspectives and receive advice from an objective party, in relation to internships, career plans, and major choice. Many students appreciate hearing from a non-family member or someone other than a friend. Students report that because their mentors have an interest in their future, but not a stake in it, they are more likely to share their honest opinions about career possibilities and post-graduate plans. One student commented: "My mentor reminds me of the big-picture and has a different perspective than my friends and colleagues in my undergraduate career who I'm usually consulting."

Career Development

An internship is the "single most important credential" when employers evaluate recent college graduates for hire, ranking higher than other factors like grade point average, their major, or where they went to college (The Chronicle of Higher Education and Marketplace, 2012). The National Association of Colleges and Employers (NACE) reports that 60% of paid interns from class of 2012 had at least one job offer when they graduated; of those with no internship, only about 36% had job offers (NACE, 2012). NACE also consistently lists skills common to liberal arts students, like leadership, communication skills, problem-solving skills, and analytical-thinking skills, as the top qualities employers look for in new graduates (NACE Job Outlook, 2015). The Liberal Arts Alumni Mentor Program encourages students to think about their internship search, as well as their professional development regularly and in relation to their academics in order to help them prepare for life after college. By linking their education with their career plans, students

begin to see their college career as a holistic experience; seek to integrate their academic, extracurricular, and career activities; and understand how these activities work together. With this knowledge, students are able to have a more productive relationship with their alumni mentors, who in turn can aid them in achieving their professional goals by assisting them with their internship search and professional development.

Mentoring

There is a gap in the research with regard to alumni mentoring of undergraduate students, as well as a gap concerning liberal arts mentoring. Most research is focused on STEM fields and students in those majors. However, we do know some things about mentoring. Research does show that mentoring creates a "networking of belonging," and helps students with recognition, support, challenges, and inspiration (Parks, 2000). This community assists young adults, in this case undergraduate students, think about big questions that will form their future: questions of purpose and meaning (Parks, 2000). People at this stage of their lives are also thinking about vocation, and mentors help them think about their "worthy dreams;" a vocation or calling is the most complete form of this dream (Parks, 2000).

The Liberal Arts Alumni Mentor Program

The Liberal Arts Alumni Mentor Program connects liberal arts undergraduate students with an alumni mentor. Alumni volunteer to serve as mentors and students go through an application process that includes an online application and mandatory orientation session, either in person or online. Alumni complete

an online registration. Students are matched with a mentor working in a field of interest and/or in a field related to their major. Students are encouraged to apply early in their undergraduate career; the only requirement is that a student has finished at least one semester at Penn State or another institution. There are no GPA requirements to apply to the program. The application period takes place three times a year: in September for the fall cohort, in November and December for the spring cohort, and in March and April for the summer cohort. Matching and introductions take place in October, January, and May, respectively. Alumni can register year-round to be a mentor. Many mentors work with a student each cohort, staying in touch with previous students and encouraging new mentees to meet and discuss similar interests and goals.

Students and alumni are recruited via social media, on-campus events, and in campus offices. Messaging to students focuses on students' futures and how they might want to make the most out of their time at Penn State; recruitment efforts include visits to classes and outreach to student organizations. Mentors are recruited by tapping into their connection to Penn State and the College, as well as their desire to give back in non-monetary ways; this recruitment is done in coordination with the Alumni Relations & Development office and through alumni chapters.

Alumni mentors help students identify and apply for internships and jobs, develop important professional skills, learn to network, and increase their knowledge of post-graduation life. While the program is not an internship-finding program, students receive advice and guidance from mentors that can lead to an internship. An alumni mentor helps students

by serving as a resource, providing guidance, and sharing expertise to promote student success; acting as a sounding board, assisting with internship and job searches, and encouraging students to develop new skills; talking to students about post-PSU life and their future plans; and remaining connected to the College and University by working with students, attending on-campus events, and participating in other career development opportunities. Students are expected to talk with their mentor at least once a month; most pairs speak more often. Mentors do not have to be local to the University Park, PA area, and students and mentors speak via phone, email, video chat, and in-person; the program also hosts on-campus networking events each semester.

Best Practices

As previously stated, the program employs orientation sessions, handbook materials, on-campus events, and professional development workshops and opportunities. Orientation sessions cover expectations, tips for success, and student panels comprised of undergraduates currently working with a mentor in the program. Students and mentors are each equipped with orientation materials, a handbook, and goal-planning materials, including sample agenda, goals worksheets, and sample resumes and cover letters. The handbooks include sample professional emails, suggested activities (resume review, grad school exploration, course selection, etc.), troubleshooting tips, and other resources. Monthly newsletters are emailed to students and mentors, containing career development articles, information about on-campus opportunities, and steps and suggestions for

success. The College also offers the StrengthsFinder® assessment to students at no charge. The assessment assists students in discovering and understanding their strengths and talents. Students are provided with a list of their “top five” themes that can help them enhance the behaviors that lead to success, leverage their strengths, and translate them into a post-graduation plan. After completing the assessment, students are encouraged to review results with their mentor and discuss how they can be put into action. Using these tools and by taking advantage of these opportunities, students identify skills and possible career tracks, network with potential employers, acquire good professional communication practices, and learn from their peers. The Liberal Arts Alumni Mentor Program assists students in their professional development by encouraging them to connect their academics and career development, with a mentoring opportunity. The program promotes a holistic approach to students’ time at Penn State, and brings academics, career development, and mentoring together to support students in making the most of their time in college. For example, a student attends the College-hosted Etiquette Dinner -- which covers basic dining etiquette to help students be prepared for future interview lunches and/or dinners -- then uses those skills during a networking event for her class later in the semester. Or, a student practices public speaking with his mentor, and is then more comfortable giving presentations in class.

Challenges

Every program has challenges and this one is no different. First, there can be a lack of communication and/or drop off between students and mentors. Both are encouraged to

keep program administrators updated about their progress so issues can be mitigated and any re-matching can be done. Data collection also continues to be a challenge. It is sometimes difficult to gather program feedback and satisfaction from students and mentors. It is also difficult to capture students’ post-graduation plans as most reporting is optional. Finally, student development can present a challenge: students might not be ready to keep up contact with a mentor at least once a month or every two weeks or might not have the ability to act professionally or get the most out of the program. In these cases, students will often reapply during another semester, and after a mandatory meeting with the program coordinator, will be re-matched with a new mentor.

Plans for the Future

New initiatives being worked out for the program include a Student Leadership Board, in which students in the program can manage orientation and plan events for fellow students in the program. Members of the Board would also be responsible for reaching out to new students working with the mentors to offer guidance and suggestions for success. Regular networking events for students, as well as recognition for graduating seniors and awards for long-time alumni are also being considered. Additionally, this fall, a new orientation for mentors will be piloted. This online offering will include links to campus resources, tips for success, additional orientation materials, and video testimonials from students in the program.

The program has three foundations: learn, network, and connect. Students learn from their mentors, other alumni, and their peers. They gain new perspectives and options for college

Conclusion

Success can be seen in student and mentor responses to semester surveys, as well as positive experiences reported by students and mentors. For the spring 2015 cohort, 80% of students and 88% of mentors surveyed reported they were either satisfied or slightly satisfied with their mentoring relationship. Students have also had the opportunity to job shadow mentors, receive tours of graduate schools from mentors, and obtain internships with their mentor's guidance.

Qualitative feedback is also gathered from participants. One student said: "My mentor has a big-picture understanding of what my degree means to me, and he relieves much of my stress during the job search. He reminds me that my first job out of college won't be my job for the rest of my life, and that my major does not define my career." A graduating senior said about the program:

"Without this program, I would've never learned about the career path I am about to take. I would've never had the opportunity to talk with such a distinguished individual and gain the help I did to help secure my internship."

A mentor said about her experience: "Acting as a mentor has allowed me to fulfill my desire to contribute to another's well-being while also maintaining my own balance. As a mentor, I've gained a broader knowledge about the current concerns (personal and career) that today's Penn State students grapple with. It has led me to feel more deeply connected, not just to my mentee but to Penn State and for that, I am grateful."

Thinking about liberal arts education, career development, and mentoring together is important to aid students in planning for their college careers and future. The liberal Arts Alumni Mentor Program at Penn State assists students with all of these elements. Utilizing a number of tools, including on-campus

networking opportunities, orientation materials, skills assessment, and other resources, liberal arts students are encouraged to think about their educational and career development together with a mentoring experience.

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Heather Baruch-Bueter serves as the Student and Alumni Relations Coordinator in the College of the Liberal Arts's Career Enrichment Network at Penn State University. She manages the Alumni Mentor Program and teaches an undergraduate professional development course. Heather also advises the College's student ambassadors, meets with students about career decisions and enrichment opportunities, and manages the College's student skills assessment process. Heather is an alumna of Penn State, with a Bachelor of Arts in Advertising/Public Relations. She graduated from the University of Maryland with a Master of Arts in Educational Leadership and Policy Studies.

WEBINAR: MENTORING IN K-12 EDUCATION

Essential considerations for K-12 Administrator Mentor Programs.

WEDNESDAY, SEPTEMBER 16TH, 2015

3:00 PM MST/5:00 PM EST/11:00 PM EET

Contact fsears1@unm.edu for more information or to register.

About the Presenter: Dr. Carol Riley is part of the National Association of Elementary School Principals (NAESP) as Associative executive director. She advocates for pre-K-12 principals in the areas of professional development, research, and leadership initiatives. She has served as associate executive director for NAESP Membership Development, and is a past-president of the Ohio Association of Elementary School Principals. She has also worked in adult literacy and home schooling programs. Carol has presented internationally on mentor programming, professional learning, and principal standards. She has served as principal for 14 years in rural and suburban school districts in Ohio, an administrative director of curriculum and instruction, a supervisor for 46 elementary schools, and a teacher in the U.S and overseas. She is the IMA Secretary-Treasurer.



MENTORING THROUGH EDUCATIONAL DIPLOMACY

Mary Barbara Trube, Beth VanDerVeer, Pam Beam Ohio University

This article presents content from a presentation at the 2015 IMA Conference. Shared were the results from a pilot study designed to identify the role of mentoring through educational diplomacy in a College of Education within a mid-western university engaged in internationalization initiatives. Authors defined educational diplomacy from their synthesis of the literature and input from study participants. In the context of the study, educational diplomacy is defined as a process that employs skills of diplomacy to guide educators toward deeper levels of mutual respect, authentic engagement, honest communication, and reflective practice in order to advance productive outcomes and sustainable change in an individual's performance or educational practice and/or in a program or policy.

Internationalization of university campuses, and initiatives within colleges, have increased in the past decade (Green, 2012). According to Peterson (2013) universities pursue engagement in internationalization projects with a variety of goals in

mind – “to enrich their academic programmes, enlarge the knowledge and experience base for their students, host a more internationally diverse student body and faculty, [and] provide more opportunities for their faculty” (p. 8). Fostering global opportunities for faculty include such outcomes as collaborating with international research networks, developing strong cross-cultural communication skills, creating opportunities for faculty mobility, and achieving greater impact in multinational endeavors.

Creating a wide spectrum of joint activities has the potential to provide reciprocal benefits for all engaged in collaborative partnerships (Peterson, 2013, p. 8). According to the American Council of Education (ACE), internationalizing an institution requires widely understood goals and objectives, an assessment of existing efforts and capacity, recognition of the leverage points for creating change on campus, plans for measuring progress, and the capacity to make continuous adjustments along the way (Olson, Green, & Hills,

2006). Institution-to-institution and college-to-college relationships are established through educational diplomacy. The skills of mentoring and the skills of educational diplomacy that mentors share such as listening, respect, building trust, committing to honesty, and striving for mutual benefits are shared (Hogue & Pringle, 2005). It is the premise of the authors that mentoring through educational diplomacy must be in place to support faculty in sustaining the goals and objectives, for change leading to internationalization and globalization efforts in the college.

Pilot Study

The purpose of the study was to identify the role of mentoring through educational diplomacy. This included investigating the perceived needs of faculty within the college in order to build knowledge, understanding, and skills in educational diplomacy. A second purpose was to investigate faculty members' beliefs about the need and benefits in educational mentoring to sustain international faculty and students in the

department. A third purpose was to more deeply understand faculty's perception that strong mentoring results in synergistic relationships with reciprocal benefits for participants, as well as movement away from hierarchical principles that can be interpreted as barriers to successful

Participants viewed mentoring through educational diplomacy as a necessary support for faculty in the college in order to achieve the identified outcomes of increased globalization and internationalization. As educational diplomacy has been followed for more than a decade to



outcomes.

The pilot, conducted with eight faculty, six of whom were international faculty from Algeria, China, India, and South Korea, revealed a need for mentoring in appreciative inquiry, cross-cultural communication, and conflict-resolution. Further, it was the perception of participants that mentoring through educational diplomacy supported the college in achievement of identified internationalization outcomes. Participants expressed their perception of the value of using a framework for understanding educational diplomacy, which included those identified in the literature such as (1) reflection, (2) intellectual flexibility, (3) global ethics, (4) appreciative inquiry, (5) negotiation, (6) mediation, and (6) cross-cultural communication (Association for Childhood Education International: Center for Education Diplomacy, n.d.).

foster friendships, create academic connections, and improve economic conditions (U.S. Department of State, Education USA), it follows that mentoring is a tool to scaffold skills needed for individuals who are engaged in educational diplomacy. At the college level, national and international faculty and administrators, apply educational diplomacy in teaching, service and scholarship. College goals include such actions as recruiting and sustaining retention of international faculty and students, faculty and student international mobility, enrichment of academic programs by including components of educational diplomacy in the curriculum, and creating sustainable relationships with international partners.

It is recommended that further investigation is warranted to gain insights, deepen understandings, and engage in discussions of the following:

- *Identify the components of educational diplomacy that are strengthened by mentoring;*
- *Identify the mentoring skills associated with educational diplomacy that are modeled by mentors on an ongoing basis;*
- *Respond to one college's example of the role of mentoring through educational diplomacy;*
- *Synthesize aspects of mentoring and educational diplomacy that share the same skill set;*
- *Engage in dialogue about the role of mentoring in globalization and internationalization efforts in a college or university.*

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Mary Barbara Trube is a well-known Professor of Education at Ohio University, Chillicothe Campus.

Beth VanDerVeer is a Professor at Ohio University, Athens Campus.

Pam Beam is a Professor of Education at Ohio University, Athens Campus.

USING TECHNOLOGY TO SUPPORT REAL TIME COACHING AND MENTORING SESSIONS



Bob Griffiths, Coach Master Network David Clutterbuck, European Mentoring And Coaching Council

Introduction

Coaching and mentoring require a degree of interpersonal and emotional intelligence skills that some managers may not inherently possess. Many organisations rely on a two day coaching or mentoring course that provide basic principles at most, with little emphasis on application. This leads to, at best, a state of conscious incompetence. Few organisations seem willing to give the necessary time and commitment to fully reap the benefits from coaching and mentoring initiatives.

Consequently, some managers lack the confidence to start coaching and mentoring their staff. If they do not benefit from early wins, they give up. Even if they have been trained in facilitative coaching and mentoring they may feel this new way of doing things is in conflict with their default management style. When they are expected to do this in a vacuum without clear support, there is a strong temptation to return to where

they are comfortable.

For internal coaching and mentoring to be sustainable, it needs to be systematically driven with a clear value proposition and return-on-investment metrics. When coaching and mentoring is relatively new to the organisation, there are often few support processes in place and it is not seen as having the same strategic priority as revenue generating initiatives. Managers may not be convinced that they are getting the required ROI from the conversations as they would from a more directive approach.

But possibly the most common objection to the manager-as-coach/mentor is time. Managers are often 'time starved' and coaching often gets dropped because it is not part of their key performance areas. Record keeping and reporting of the sessions adds an additional time burden which acts as a further deterrent.

Could Technology Make a Difference?

No software solution by itself could deal with all the above issues. But given the progress that had been made in the technological delivery of Learning and Development, we feel that there was enough acceptance of new ways of working to develop an application to support managers on their coaching and mentoring journey.

Before we started developing the software, however, we faced a fundamental issue that arose through the idea of using technology in the potentially very sensitive interpersonal space of coaching and mentoring. The issue was that the very nature of coaching and mentoring is personal and built upon presence and contact between two people. Technology is often seen as synonymous with people becoming alienated from each other and reducing the interpersonal connection. This could be seen as

encouraging the complete opposite conditions compared to what is required for good coaching and mentoring. So we wanted to find a solution that supported the coaches but also kept the sense of connection and caring that needed to be present.

Key Requirements

We had a number of requirements as to how the software should work in order to increase the availability and flexibility of skilled coaching and mentoring. The features would have to:

- *Support learners and new coach/mentors with a sound coaching methodology based on expert knowledge about how to deal with different scenarios*

- *Support quality coaching and mentoring conversations in real time or offline.*

- *Keep track of sessions by coach and by date*

- *Automatically record and circulate action points and have built in feedback from the clients*

- *Enable conversations to be reviewed for supervision*

- *Encourage balanced human contact while providing coaching and mentoring support with the technology*

- *Be secure, confidential and encrypted*

We wanted the software to support coaching and mentoring conversations with expert process while maintaining connection between the different roles. So it was important that the question sets developed were of high quality and information was

provided about the interpersonal aspect of the conversation. It had to be straightforward to develop new question sets and encourage the coach/mentor to use them without being unduly prescriptive.

When the coach/mentor sets up the session he/she can choose the means of communication and whichever question set seems the most appropriate and run the session using that process. If in the course of the session it becomes apparent that the question set is not the most appropriate, then it can be changed for another, even in mid-session. In this way, the software presents expert knowledge to coaches and mentors in a codified form which enables relative beginners to make a good start.

As we started the research for this project, we realised that many coaching and mentoring situations could be supported by processes that could be programmed. This is not to say that there is no need for the interpersonal skills required for good coaching and mentoring. There is still a need for interpersonal skills and face to face coaching. This software acts more like a GPS in a car. That is to say, it does not do the driving for you but offer suggestions that are likely to be helpful.

Results So Far

We have developed question sets for many common management issues like career coaching, performance appraisal, leadership and the stages of a mentoring relationship. We also have developed some specialised modules for coaching investment managers which incorporate questions about compliance and investment processes.

In our first responses from users, there appears to be a divide in the reaction of more experienced

coaches and mentors and those new to the profession. Some experienced coaches generally did not see the necessity for the system. However, many coaches found the process enhanced their coaching process as it provides guidance on one hand, but allowed the flexibility for the coach to “coach in the moment”. Rather than inhibiting the coaching flow, it challenged the coach to broaden their own perspectives and improved their questioning ability. It is particularly helpful to ‘newbies’ as it provides them a structure to help with many different issues. Users also like the choice of running sessions by text, phone or video.

The software sessions provide an excellent medium for coaching supervision. However there is an issue of confidentiality as the full text record of a session can be made available to a supervisor. This means that identifying information about the client and others care has to be removed and there has to be careful contracting between the coach, supervisor and client about the confidentiality of sessions. The software is also being used as a training tool which enables students to watch coaching and mentoring in real time and offer reflective learning opportunities as part of a blended learning package.

Where to Next

We want to expand the number and type of processes available to include health issues, such as reducing smoking, alcohol and weight loss. We are working with the University of Houston on a module built around “Motivational Interviewing” for demotivated school leaders and we are looking for collaborators for other projects.

We recognise that there is a need to train coaches in the interpersonal

and technical issues that arise when coaching and mentoring is on-line. Thus we will soon be starting an online academy specifically focused on virtual coaching.

We do not anticipate that coaching and mentoring will be transformed by the software but it will certainly

enhance the ability of coaches and managers to coach more consistently and effectively. We believe that particularly managers who wish to include coaching and mentoring in their leaders' skillset will feel more confident and able to run sessions in a supported environment with positive results.

Bob Griffiths is a coach and facilitator who is fascinated by how people solve problems and get themselves unstuck in life.

David Clutterbuck is one of the earliest pioneers of mentoring, having published his first book on the topic in 1985. He is visiting professor in the coaching and mentoring faculties of both Oxford Brookes and Sheffield Hallam Universities, and co-founder of the European Mentoring & Coaching Council, for which he is now special ambassador, with the task of supporting mentoring and coaching organizations across Europe. He led the research team that established the International Standards for Mentoring Programs in Employment, for which he is current chair.

WEBINAR: PREPARING PEOPLE FOR MENTORING

WEDNESDAY, OCTOBER 14TH, 2015

2:00 PM MST/4:00 PM EST/10:00 PM EET

Contact fsears1@unm.edu for more information or to register.

About the Presenter: Australia's most published author on mentoring, Ann Rolfe has thirty years' experience in learning and development and a background in career counselling. For two decades, she has specialised in mentoring, setting up programs, and training people in fields as diverse as health, construction, energy, communications, education, law, and government. Internationally respected as a trainer, consultant, and presenter, her training programs and resources are used in many countries to develop and support mentoring. Ann has spoken at national and international conferences in Australia, Canada, China, the Philippines, Singapore, and USA. She runs regular webinars that attract participants from around the world. Ann Rolfe's contributions to mentoring have been recognised with the 2011 LearnX Asia Pacific Platinum Award for Best Coaching/Mentoring Training Program and in 2013, the New South Wales Juvenile Justice Excellence Award for Innovation.

WEBINAR: MENTORING AND LEARNING

WEDNESDAY, NOVEMBER 4TH, 2015

1:00 PM MST/3:00 PM EST/9:00 PM EET

Contact fsears1@unm.edu for more information or to register.

About the Presenter: Margie Meacham is a Learning Strategist. She helps organizations and individuals apply the latest advances in mind/brain research to survive and succeed in today's changing world. Margie holds a Master's degree in Education from Capella University and has worked in the corporate training environment for 15 years, as a consultant and a global training manager. She has helped working professionals in the fields of Financial Services, Telecommunications, Education, Health Care and IT develop the skills their organization needs to move to compete in today's global economy. She helps organizations apply neuroscience to learning and human performance. Her experience demonstrates the application of advanced studies in education to analyze, build and deploy large scale adult learning systems to global audiences using a variety of learning technologies and tools.

RECOMMENDED READING LIST

The Very Best in the Mentoring Community

The Blackwell handbook of mentoring: a multiple perspectives approach

Tammy Allen and Lillian Eby

Cutting across the fields of psychology, management, education, counseling, social work, and sociology, The Blackwell Handbook of Mentoring reveals an innovative, multi-disciplinary approach to the practice and theory of mentoring.

The Mentoring Pocketbook

Geof Alfred and Bob Garvey

This book states on the cover that it is a pocketful of proven tips, tools, and techniques for mentors and mentees to maximize the benefits of this powerful development process. Not only does it deliver its cover promise, but it does so in the most succinct fashion without missing any key details.

Mentor: Guiding the Journey of Adult Learners

Laurent A. Daloz

Topics covered include adult learning and development; the search for meaning as a motive for learning; education as a transformational journey; how adults change and develop; how learning changes the learner; barriers and incentives to learning and growth; and guiding adults through difficult transitions.

The Handbook of Youth Mentoring

David Dubois and Michael Karcher

The Handbook provides the first scholarly and comprehensive synthesis of current theory, research, and practice in the field of youth mentoring. It explores not only mentoring that occurs within formal programs such as Big Brothers Big Sisters, but also examines natural mentoring relationships that youth establish with adults.

Uncovering the Cultural Dynamics in Mentoring Programs and Relationships

Francis Kochan, Andrea Kent, and Andre Green

The book is an ideal resource for training mentors and mentees, for designing mentoring programs, for teaching about mentoring, and for establishing and maintaining mentoring relationships. It also will be of value to those who are engaged in conducting research on how to create and maintain successful mentoring programs.

Mentoring Away the Glass Ceiling in Academia: A Cultured Critique

Brenda Marina

A book that is deep and revealing about the importance of mentoring as women shatter the glass ceiling in academia. It is difficult to imagine any woman in academia who would not benefit from reading these wonderful narratives shared by women in the trenches.

Strategic Relationships at Work: Creating Your Circle of Mentors, Sponsors, and Peers for Success in Business

Wendy Murphey and Kathy Kram

With job mobility increasing, globalization expanding, and technology advancing, you need more than a steady job and a solid network to keep your career on track. Everyone has something to learn, and everyone has something to teach.

Big Questions, Worthy Dreams: Mentoring Emerging Adults in Their Search for Meaning, Purpose, and Faith

Sharon Daloz Parks

A valuable resource for parents, professors, administrators, employers, and all others who care about emerging adults and want to see them thrive.

IMA HOPE RICHARDSON DISSERTATION AWARD

The IMA Hope Richardson Dissertation Award is given to foster and disseminate research in the practice of workplace learning and performance. It is presented to the person who has submitted the best doctoral dissertation for which a degree has been granted. The committee reserves the right not to issue the award should none of the submissions be deemed worthy.

Criteria

1. The dissertation must report a study for which a doctoral degree was granted in the previous two years of the IMA Conference between January 1 and December 31 in even numbered years, i.e 2014, 2016, 2018.
2. The study must focus on some issue of relevance to the practice of mentoring, its application or evaluation to include higher education, business and industry, government, or youth-based mentoring program.
3. All research methodologies will be considered on an equal basis, including, for example, field, laboratory, quantitative, and qualitative-investigations.
4. The candidate must be recommended and sponsored by his or her committee chair. A committee chair may nominate more than one candidate who meets the criteria.
5. All materials must be in English, in PDF or Word format and submitted by email attachments. Submissions must adhere to the format described below.
6. Current IMA Board of Directors are ineligible to submit.

Submission Requirements

Incomplete applications will not be processed or eligible for consideration.

The application must be in PDF or Word format, and be sent via email attachment identified by your first initial and last name followed by imadissawrd. Example: jsmith.imadissawrd.

1. Letter of application from candidate which includes a description of the dissertation not to exceed 120 words. The candidate is to include a separate cover sheet that includes the candidate's contact information, including

work and home address, telephone numbers, and email address.

2. A recommendation from applicant's committee chair sent in email from email address of the academic institution as an attachment and also by US mail on institutional letterhead with the dissertation completion date noted in the letter to the IMA's Hope Richardson Dissertation Award to Nancy Phenis-Bourke, Hope Richardson Chairperson: 6471 S. Fox Chase, Pendleton, IN 46064.

3. Abstraction of the dissertation. The abstraction must not exceed ten (10) single spaced pages including abstraction, figures, tables, and references using 1-inch margins; 10-point font, pages numbered, APA, and no author identification in the document body, header, or footer of manuscript. Submissions that exceed the page limitations or do not adhere to the required format will not be considered.

4. The abstraction should include: Introduction, including a summary of the problem, a purpose of the study and rationale (why is it important?), and a critique of relevant literature. Research Design and/or Methodology, including a sample selection, instrumentation and/or interview protocol, and data collection and analysis procedures. Results and Findings - For quantitative studies, provide sufficient statistics, including power, significance, effect size, and strength of relationship. For qualitative studies, provide a concise analysis resulting from sufficient methodological rigor. A discussion, which should detail the strengths and limitations of the research. Particular attention will be given to those studies that thoroughly discuss the significance of the findings to the practice of workplace learning and performance. Strengths and limitations may address the following topics:

1. Why was the overall design chosen as "good" (i.e. methodologically rigorous and appropriate) design?
2. What measurement and analysis problems did you encounter, and how did you resolve them?
3. Threats to validity.
4. Implications for Practice and Research

Particular attention will be given to those studies that thoroughly discuss the significance of the findings to the practice of workplace learning and performance.

HOPE RICHARDSON DISSERTATION AWARD CONT.

Award

1. Commemorative plaque presented at the awards ceremony during the IMA Conference.
2. \$1,000 cash prize to be used for conference travel and expenses.
3. Designated place on the conference program to present the research.
4. Announcement of the award and a summary of the findings in IMA publications and on the Website.
5. All nominees will receive a 1-year paid membership in the International Mentoring Association with all benefits.

Entries must be received by midnight January 1 in the year of which the award is presented. No exceptions. Send entries to:

Nancy S. Phenis-Bourke, Ed.D. Chair, IMA Hope Richardson Dissertation Award Committee nsbourke@aol.com 6471 S. Fox Chase, Pendleton, IN 46064 Mobile: 765.621.2471.

CONNECT

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