



CREATING

# SUCCESSFUL TELEMENTORING

PROGRAMS

EDITED BY  
FRANCES K. KOCHAN  
JOSEPH T. PASCARELLI

A VOLUME IN  
PERSPECTIVES IN MENTORING

# Creating Successful Telementoring Program Perspectives On Mentoring Perspectives In Mentoring

**Aimee Howley, Mary Barbara Trube**



## **Creating Successful Telementoring Program Perspectives On Mentoring Perspectives In Mentoring:**

**Creating Successful Telementoring Programs** Frances K. Kochan,2005-12-01 This volume Technological Aspects of Mentoring edited by Frances K Kochan and Joseph T Pascarelli will examine mentoring in the technological age It will focus upon the impact and use of technology in terms of program development mentoring roles problems and solutions and issues to be addressed including confidentiality ethics and implications for future practice The editors will explore the possibilities for tomorrow from the work of today Mentoring for Wellbeing Across the Professions and Disciplines Benjamin

Kutsyuruba,Keith D. Walker,2025-11-06 Mentoring for Wellbeing Across the Professions and Disciplines offers invaluable insights into how mentorship can enhance wellbeing across various fields and professional settings **Uncovering the**

**Cultural Dynamics in Mentoring Programs and Relationships** Frances K. Kochan,Andrea M. Kent,André M.

Green,2014-12-01 Although cultural issues have a powerful influence on the failure and success of mentoring programs and relationships there is scant research on this area and little in the way of guidelines that practitioners can use to help assure mentoring success This book seeks to expand our knowledge and understanding of this topic and to foster the use of this information to enhance practice and research The book is unique in a number of ways and will be an important resource for all those engaged in mentoring endeavors and for those conducting research in this area First it presents research findings on the cultural impact of mentoring at the individual relational level at the organizational level and within the structures of the society Secondly the chapters describe mentoring from an international perspective including programs from Africa Australia Canada Finland India Ireland Korea Scotland Sweden and the United States Third the book is research based and yet can be easily applied to practice Chapters provide information on lessons learned and also include reflective questions to enable the reader to delve more deeply into the constructs and findings in order to apply them to their own practice and research This makes the book 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 relationships and programs

**Endorsements** All mentoring relationships are diverse Indeed it is the difference between mentor and mentee that creates the potential for co learning Mentoring that bridges cultural gaps opens the way to an exchange of understanding about both internal and external assumptions and perspectives how each of us thinks and how the world functions for each of us In this book the editors and contributors demonstrate the diversity of diversity with particular focus on education in different societies I recommend it as essential background reading for anyone designing mentoring programmes in which cultural diversity will be a significant dynamic Dr David Clutterbuck Special Ambassador European Mentoring and Coaching Council In this boundary spanning volume the authors pull back the curtain on the latest evolution of mentoring theory and practice revealing that all mentoring relationships are intrinsically cultural Not only that the researchers present creative empirically

sound ideas for mentoring at different scales personal encounters networked communities and loose collectives This book is robustly inclusive of structural layers of mentoring differentiated by context whether higher education schools or collegial communities making meaning of cultural diversity as part of one's inner core of relational and systematic mentoring Practitioners of mentoring and researchers of mentoring alike should find this work important for understanding the breadth and depth of mentoring in different cultural contexts while allowing its essence to remain unfolding rather than simply told All mentoring professionals can gain insight and value from the diversity of theoretical orientations that capture as well as map the impact of global and cultural influences of mentoring in everyday worlds A must read for all who care about the quality of educational relationships and about making a difference in learning settings Dr Carol A Mullen Professor of Educational Leadership Virginia Tech University Council for Educational Administration UCEA Plenary Session Representative PSR

**Creating and Sustaining a Collaborative Mentorship Team** Dianne M. Gut, Beth J. VanDerveer, Mary Barbara Trube, Pamela C. Beam, 2020-09-01 In response to changes in the workforce scholars are calling for mentoring that is more fluid flexible and responsive to the needs of diverse groups of individuals whether culturally Kochan Kochan Searby George Mitchell Edge 2015 or intergenerationally Thorpe 2012 diverse With these changes there are greater demands for intergenerational and intercultural collaboration and mentoring One response to these changes is to take a more collaborative interactive and transformational approach to mentoring In response this book provides a model for collaborative mentoring based on best practice grounded in theory and research and framed by the Dynamic Model of Collaborative Mentorship Each chapter provides a description of one of the five components of the mentoring model which are grounded in theory and include agency values engagement patterns and roles Individual chapters provide resources prompts and questions to guide reflection and suggested readings This book is authored by four individuals who work research and write as a team The book itself is the product of their mentoring research as well as their mentoring practice in action It is current and timely focusing on team processes which are collaborative dynamic reflective and continuously developing and evolving

**Mentoring for Wellbeing in Schools** Benjamin Kutsyuruba, Frances K. Kochan, 2024-01-01 This volume of the Perspectives on Mentoring Series explores the role of mentoring in promoting wellbeing of both mentees or proteges and mentors in K 12 school settings At its core mentoring is about helping advising supporting and guiding mentees and proteges to gain a wide variety of skills abilities and or attributes Another outcome of mentoring less often discussed is the positive impact it can have on the mental health and wellbeing of both the mentor and mentee Of particular interest for this edited volume is how mentoring can promote mental health build resilience and develop capacity to maintain and sustain emotional psychological and social wellbeing for all in the K 12 school settings The notion of wellbeing in general includes both hedonic aspects of feeling good positive emotions and eudemonic conducive to happiness aspects of living well that entail experiences of positive relationships meaningfulness in life and work senses of mastery and personal growth

autonomy and achievement This edited volume expands and adds to the existing literature on mentoring in schools by offering a collection of works that examine the connection between mentorship and wellbeing This volume includes chapters that describe effective mentoring for wellbeing detail positive approaches to mentoring youth offer recommendations for growing the wellbeing of pre service teachers early career teachers and mid late career teachers illustrate approaches to growing a community of educators through mentoring and developing teacher leaders as agents of change and facilitators of wellbeing and discuss studies and models for nurturing and promoting wellbeing among and through school leaders in national and international settings Through these chapters authors advocate for greater attention to how to support and nurture wellbeing as central to mentorship efforts in K 12 school settings

**ENDORSEMENTS** *Mentoring for Wellbeing in Schools* shines light on wellbeing in studies of mentoring in K 12 education This collection provides researchers practitioners and policymakers alike with a rich array of wellbeing in mentoring relationships not as an add on feature of mentorship but rather an essential aspect of mentors support and role As demonstrated from various perspectives a culture of wellbeing in schools has multiple benefits for people and organizational cultures including teacher and leader preparation Readers especially those concerned with the flourishing of schools in a pandemic world will walk away better prepared to make mentoring work Carol A Mullen Virginia Tech Effectively marshalled by Kutsyuruba and Kochan respected international authorities on mentoring the authors provide a wealth of examples and guidance on much needed means of promoting wellbeing and human flourishing in schools Given the vast number of threats and impediments to the wellbeing of students trainee teachers established teachers and principals worldwide this work is extremely timely Arguably it should be compulsory reading for school principals mentors teacher educators mentor trainers education researchers in these spaces and perhaps more importantly anyone who holds public office and makes or has the capacity to influence decisions which impact the work of school teachers and principals Andrew J Hobson University of Brighton UK

**More Than a Mentoring Program** Graig R. Meyer, George W. Noblit, 2018-04-01 In striving to reduce racial achievement gaps schools and youth development programs are increasingly turning to youth mentoring programs But how to ensure success Here accomplished educators Graig Meyer and George Noblit reveal how one such program challenged institutional racism and eliminated persistent achievement disparities in a local school system that boasts a national reputation for excellence The authors share personal lessons strategic guidance and detailed practical advice for education and community leaders seeking to create successful youth mentoring programs Their story backed by research offers real world perspective on the important work of challenging systemic racism in schools Meyer and Noblit demonstrate how mentoring and advocacy come together in a strengths based program that boosts academic success and post secondary enrollment for youth of color while also creating change to benefit all students in a school system

**HRD Perspectives on Developmental Relationships** Rajashi Ghosh, Holly M. Hutchins, 2022-01-04 Developmental relationships constitute interdependent generative connections that

promote growth and learning among individuals While studies reporting the impact of developmental relationships on learning performance and career development leaves no doubt about its relevance to the human resource development HRD field we lack an in depth understanding of how developmental relationships apply to the myriad of topics relevant to contemporary HRD research and practice such as social justice diversity and equity leadership development career transitions knowledge sharing organization development employee engagement organizational learning culture globalization national HRD and technology at work This book presents a comprehensive collection of evidence based studies and conceptual articles that explore how developmental relationships that are cultivated within and outside of the workplace apply to those clusters of topics in HRD Organized around six themes the chapters examine topics such as knowledge management critical perspectives on gender diversity and equity building a learning organization talent development and emotional closeness in the context of virtual workplaces In doing so the book highlight how research on developmental relationships can be the underlying thread connecting the otherwise disconnected varied topical foci of HRD research and practice thus broadening our understanding of the relevance of developmental relationships within the HRD field This volume advances HRD scholarship and will appeal to researchers interested in exploring the nature and benefits of developmental relationships including mentoring and coaching

### **SAGE Handbook of Mentoring and Coaching in**

**Education** Sarah Fletcher,Carol A Mullen,2012-03-22 The knowledge base about mentoring and coaching in education has grown considerably worldwide in the last decade The very many definitions of mentoring and coaching demand an evidence base to assist with understanding the convergence and distinctions between these concepts and with situating them in relation to learning This Handbook is a leading source of ideas and information It covers national and international research on schools higher education and disciplines within and beyond education The editors draw together contributions and present evidence bases and alternative worldviews in which concepts are both untangled and substantiated Unique in its coverage this handbook maps current knowledge and understanding values and skills underpinning educational mentoring and coaching for learning Contributors who are leading scholars and practitioners address issues of theory and practice in school higher education and other educational contexts and they set out practical applications of coaching and mentoring for practitioners and researchers Contributors also address social justice issues such as those involving traditional and technical forms of mentoring and coaching democratic and accountability agendas and institutional and historical patterns of learning The SAGE Handbook of Mentoring and Coaching in Education is an essential reference for practitioners researchers educators and policymakers Dr Sarah J Fletcher is an international Educational Research Mentoring and Coaching Consultant and she convenes the Mentoring and Coaching SIG for the British Educational Research Association Carol A Mullen is Professor and Chair Educational Leadership and Cultural Foundations Department at The University of North Carolina at Greensboro North Carolina USA

**Mentoring for the Professions** Aimee Howley,Mary Barbara

Trube,2014-10-01 This edited volume brings together conceptual and empirical work from various professional fields to inform a perspective on mentoring that goes beyond what is needed for today and orients toward what is needed for the future in order to promote healthy and productive organizations This perspective is important because the pace of change in organizations is rapid and increasingly so Under conditions of rapid and on going change employees students and colleagues all are learners and the learning needs of these adults demand meaningful and focused strategies for professional development A major strategy with demonstrated value for fostering learning among adults is mentoring which contributes both relational and structural support for such learning This support helps organizations build communities of practice in which colleagues alternate the role of mentor and mentee by sharing different types of expertise and different perspectives on organizational challenges Chapters within the book focus on theoretical perspectives on mentoring the connection between change and mentoring the character of the leadership that mentoring entails the developmental processes that mentees experience the transformation of the mentee as a result of mentoring the value of matching mentor and mentee styles and the role of mentoring in organizational team building Furthermore some chapters explore the similarities and differences in individual versus group mentoring And some of the contributions elaborate linkages among mentoring concepts and those used in related practices such as coaching and distributed leadership

*Best Practices in Mentoring for Teacher and Leader Development* Linda J. Searby, Susan K. Brondyk, 2015-10-01 Mentoring in educational contexts has become a rapidly growing field of study both in the United States and internationally Fletcher Kappa Delta Pi Presidential Commissioner This volume *Best Practices in Mentoring for Teacher and Leader Development* forwards principles of effective mentoring including the role and importance of talk in mentoring using tools that make mentoring talk more purposeful analyzing practice involving mentors in opportunities to share their practice providing space for mentees to have a voice in mentoring conversations and promoting learning at all levels as part of instructional leadership in schools Much research is still needed to build a sense of urgency that mentoring can matter and ideas promoted within this book can contribute to this important conversation Randi Nevins Stanulis Professor Department of Teacher Education Michigan State University and Director of Launch into Teaching This book is a huge first step in a field where best practices have not yet been agreed upon and it is sure to be a leading voice in research on teacher and principal mentoring As such this book helps to bring together a variety of beliefs evidence and practices in teacher and principal mentoring and gives a clear pathway for others trying to establish best practices in their mentoring fields For those in the K 12 fields and in all mentoring practices this is a thought provoking must read Nora Dom nguez International Mentoring Association President and CEO

## Whispering the Techniques of Language: An Mental Quest through **Creating Successful Telementoring Program Perspectives On Mentoring Perspectives In Mentoring**

In a digitally-driven earth wherever monitors reign great and instant communication drowns out the subtleties of language, the profound secrets and mental subtleties hidden within words often move unheard. However, situated within the pages of **Creating Successful Telementoring Program Perspectives On Mentoring Perspectives In Mentoring** a interesting fictional treasure blinking with organic feelings, lies an extraordinary journey waiting to be undertaken. Written by a skilled wordsmith, that enchanting opus attracts readers on an introspective journey, softly unraveling the veiled truths and profound affect resonating within the very fabric of each and every word. Within the psychological depths with this emotional evaluation, we can embark upon a heartfelt exploration of the book is primary subjects, dissect their fascinating writing design, and succumb to the effective resonance it evokes serious within the recesses of readers hearts.

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