



This edition of *Dialogue* continues the focus on Self-Managed Mentoring begun in Volume 4, No. 2. The objectives of this edition are to show how mentoring influences the lives of mentees, and to explore the ways in which networking complements mentoring. An overall goal is to make the case so enticing that you will want to engage in mentoring—or manage your own.

Networking and Mentoring: The Similarities & Differences

A Ross Laboratories publication for dietitians describes networking as working with others to achieve goals and mentoring as learning lessons from others (Linking, 1989). Both are ways of linking with others to share knowledge, skills, and attitudes for personal and professional enrichment.

Naisbitt (1982) reasoned that “the failure of hierarchies to solve society’s problems forced people to talk to one another—and that was the beginning of networks” (p. 191). The hierarchical principle of organizational management lost its power to solve the problems related to economic and social issues. The pyramid or top down structure was no longer satisfactory for competing in a global economy, highly dependent on information and technology.

Further, the new worker did not want cold, impersonal bureaucratic hierarchies and wanted to be taken seriously.

The women’s movement is a classic example of the power of networks. In this case, women talked to each other, shared ideas, information, and resources. “The important part [was] not the network, the finished product, but the process of getting there—the communication that create[d] the linkages between people and clusters of people” Naisbitt, 1982, p. 192).

Networks began to appear in the 1960s and 1970s and came into their own in the 1980s as predicted by Naisbitt in the popular, *Megatrends: Ten New Directions Transforming Our Lives* (1982). “Networks exist to foster self-help, exchange information, change society, improve productivity, and share



resources. They are structured to transmit information in a way that is quicker, more high touch, and more energy-efficient than any other process we know” (Naisbitt, 1982, p. 192).

Open any telephone book and count the social service organizations (networks) if you doubt their popularity. Today, every thriving organization takes advantage of the concept to maintain relevance, develop creativity, and attract members.

For example, the American Dietetics Association has 27 practice groups to foster networking.

Networking according to Lipnack and Stamps (1980) is the human equivalent of technology—a form of communication and interaction. Networking is not limited to sharing information and contacts; it creates and exchanges knowledge. Knowledge networking is but a phone call (or fax) away. It has been estimated that with less than six exchanges, the resources of the world are available to you. Some even claim that three telephone calls will get you to the source of expertise. At any rate, the ability to network is a skill every person requires to stay alive professionally.

Mentoring, on the other hand, incorporates networking as a significant component in the one-on-one relationship of mentee and mentor. Because self-managed mentoring is about development through relation, information and knowledge sharing is often a resource or product, not the goal. Mentoring and networking have many of the same requirements: persons need to have good listening and communication skills, sensitivity to and respect for differences, an attitude of sharing, the ability to take risks, a willingness to accept

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responsibility, good problem-solving and decision-making skills. A nurturing environment and clarity of expectations provide a helpful foundation for linking with others.

In summary, the two processes have different goals. Mentoring links one-on-one to achieve development of the mentee through the relationship. Networking links with others to share information and to create and exchange knowledge. It isn't a matter of one or the other: both empower professionals.

Linking strategies for dietitians:

Networking, liaison building, and mentoring. (1989). Columbus, OH: Ross Laboratories.

Naisbitt, J. (1982). *Megatrends: Ten new directions transforming our lives.* New York: Warner Books.

Lipnack & Stamps. (1982). *Networking.* Garden City, NY: Doubleday.

Reflection Papers: Writing to Learn

Because reflection is so critical to the mentoring process, mentees are encouraged to establish a pattern of "writing to self" after mentoring activities or other growth experiences. One of the principles of personal and professional growth is that writing has a strong relationship to "thinking, learning, knowing, and caring, the whole business of education" (Fulwiler, 1987, p. xi).

Fulwiler explains further that "writers...produce language from some internal mechanism, which is also shaped by personal knowledge and experience from 'outside,' to create meaning" (p. xi). Therefore, the leaning is not totally unique and original. Because writing is basic to critical, independent thinking, it is an essential component of self-managed mentoring.

The importance of writing was well understood by the authors of the educational module,

Mentoring: The Human Touch. The *Reflection Paper* is a required activity of mentees and mentors alike. Feedback from mentees generally indicated initial resistance, but invariably validated the wisdom of the activity. For mentees, the Reflection Paper seems to be a mechanism that ensures reflection about their own development. In the case of mentors, it provides the opportunity to explore the mentoring process and progress and prepare for future interactions. The Reflection Paper often gives rise to an insight which provides direction, both for the relationship and the mentee's development.

One student in Burness Wenberg's self-managed mentoring course in Okinawa exclaimed, "I didn't know it, but I am a scholar." (Personal Communication, 1994). This student admitted she had gritted her teeth to write the first few Reflection Papers, but decided in the end that it was the best part of the course. The other students agreed that writing was valuable. For example, "I got more in touch with my feelings, interests, needs, and wants." or "The writing helped me clarify my goals." or "I discovered that the principles of mentoring apply to my role as a parent; I need to support my daughter's ideas and help her sort out her thoughts and feelings."

Writing appears to be critical to developing articulate thought. The Reflection Paper is a conversation on paper to explain things to ourselves. Writing allows us to manipulate thought, to make thoughts visible and concrete, and to interact with and modify them. Thus, the Reflection Paper promotes discovery by crystallizing experience (Nystrand, 1977).

One could make the argument that verbal interactions with others have the same outcomes as

writing. But there is a very big difference: "We can hold only so many thoughts at one time; when we enter into dialogues with others or ourselves, we lose much of what we say because it isn't written down. More importantly, we can't extend, expand, or develop our ideas fully because we can't see them" (Fulwiler, 1987, p. 5).

The value of the Reflection Paper (or journal writing) is not restricted to mentoring. Course work in all disciplines and personal and professional development activities are enhanced with this process.

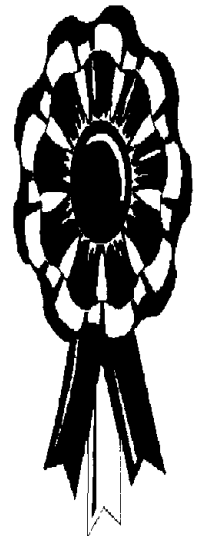
Fulwiler, T. (1987) *Teaching with writing.* Portsmouth, NH: Boynton/Cook.

Nystrand, M. (1977). *Language as a way of knowing: A book of readings.* Toronto: The Ontario Institute for Studies in Education.

Mentoring Visions: Five Tributes to Outstanding Mentors

The stories that follow will touch you, inspire you, and perhaps remind you of some very special people in your own mentoring history. The honored mentors exemplify mentoring types found in *Mentoring: The Human Touch* Module (see page 6), while retaining the personal touches that enhance individuality and uniqueness.

The successes of our mentors, while they cannot be measured in conventional ways; have an enormous impact on our lives as these tributes illustrate. The lessons they teach are precious, priceless, and indeed, immeasurable.



Investor/Sponsor Role

Mentor: Tilda Natwick,
University of North Dakota
Mentee: Burness Wenberg,
Michigan State University

I recently met a college classmate that I had not seen since our college days and we immediately started talking about Miss Natwick. We believed that she was a marvel back then: Chairperson of a very small Home Economics Department, academic adviser for all the majors, and a top notch professor of Introductory Nutrition. I have since come to realize that she was much more.



Burness Wenberg

She made time for each of us to individually plan our academic schedule for the next semester. She used this time to "push" us further than we thought we could go. Being both a teacher of subject matter and students, she was fully cognizant of our abilities and did not hesitate to encourage us to do more. I was a home economics education major. In my junior year, she told me that the dietetics major was now available to students enrolled in the College of Education as well as the College of Arts and Letters. "Why didn't I meet both sets of requirements?" In no time at all, she had an academic plan that did just that. Her style was one of enthusiasm and good humor. Because her demeanor was always so positive, I would never have considered saying "no" to any of her suggestions. Most often I tried

even harder to live up to her expectations.

When she told me that the President's Luncheon needed additional servers (on a Saturday of all days!), of course I went. When I got there, I learned I was assigned to the President's table. That assignment became a normal activity. When we had the Annual Open House to inform the campus about our programs, she always assigned me specific, central responsibilities. When she reviewed my application for dietetic internships, she insisted I include my role as Assistant Leader of a Brownie Troop (I had a social sciences roommate who talked me into it). When I told her I spent one afternoon every week working with those little girls, her response was enthusiastic. At the time, I couldn't see that it had much to do with my academic major—she did not hesitate to let me know how wrong I was.

In retrospect, she was a first-class mentor whose counseling skills were fine-tuned. To use Levinson's term, she was pushing to "the realization of the dream." She saw possibilities I didn't see and provided the appropriate opportunities. I owe her a lot!

Opportunities! Take advantage of every one that comes your way. It may seem inconsequential at the time, but active participation can only have positive outcomes.



Tilda Natwick

Supporter/Ally Role

Mentor: Joanne Miksis,
Teacher, Churchill High School
Mentee: Jane Wilkens,
Communication Specialist,
Clackamas, Oregon

As professionals, home economists have found employment opportunities in a wide variety of industries and professions. It is hard to find a home economist network these days because there are so many places to look! When I learned about the opportunity to be part of a mentor/protegé relationship in 1992, I jumped at the chance to contribute to my personal and professional growth. I was looking for a mentor to expand my leadership skills and to increase my home economics network.

Oregon State University sponsors an annual Leadership Academy, which develops participant's skills through a four-seminar series dealing with the many challenges facing leaders. Participants also develop a personalized mentor/protegé relationship. Following my selection for the 1992 program, I was paired with Joanne Miksis as my mentor. As I reflect on the experience, I realize that Joanne has been one of my strongest advocates over the last two years.

I feel fortunate that Joanne and I don't have truly similar backgrounds—she's in education and I'm in healthcare communications. This gave us freedom from getting bogged down in subject matter topics and allowed us to communicate on a more personal plane. Many of our discussions revolved around the workplace. And because of our differing backgrounds, we needed to describe situations in detail, which made us examine them more closely than we might have had we been employed in the same field. After describing a particular situation, Joanne would

help me find alternative solutions to problems. She helped me to identify the progress I made toward my career goals.

Joanne encouraged me to stretch, to become what I am capable of becoming. She told me things about myself that I did not see. I gained both increased confidence and personal growth.

Joanne was president of the Oregon Home Economics Association (OHEA) when we first met. I had not served as president of a group, and being interested in holding a presidency "someday," I attended one of her board meetings to observe her. This also fulfilled a mentoring project. I saw the group dynamics unfold, and observing rather than participating was an important learning tool for me. Her technique and her influence will be important to me this year as I take the chairmanship of the Portland Home Economists in Business (HEIB) group.

Leaders in home economics are easily united by their vision of family and social betterment, even when their professional backgrounds are not the same. The mentor/protégé relationship forms a strong bond between individuals. I appreciate the help that my mentor has given me, and

I look forward to including her in the next steps of my career and my life.

Role Model/Motivator

Mentor: Elsa McMullen,
Bowling Green State University, Retired
Mentee: Richard Biggins,
Dietitian, Riverside Hospital Toledo

A mentor is a person who possesses the skills and willingness to instill the confidence vital to success. The path to graduation and beyond is filled with obstacles, and the temptation to quit or fall short of one's goals is always present. The Mentor, through example and advice, assists the student in staying focused to achieve those important life goals.

Dr. Elsa McMullen has played this role in my life. From undergraduate to graduate school to this day, she has been a motivator and a stabilizing force in prosperous as well as difficult times. Her confidence in my abilities allowed me to tackle the responsibility of thesis research, and it was with her support and extra hours of work that I was able to complete and subsequently publish that work. She has shared her life experiences and patiently endured through mine, both academic and personal. She has shown me the joy in learning and

taught me how to find the positive in setbacks so that I could push on to better results. I use her drive and constant striving for excellence as an example when I feel tired or think "average will be good enough."



*Richard Biggins with mentor,
Elsa McMullen*

She always welcomes me to her door, never criticizing absences. Dr. McMullen has raised the quality of my work and has demonstrated that fair and equal treatment of everyone you deal with, both professionally and personally, is a virtue that few possess but all admire.

Investor/Teacher

Mentor: Elsa McMullen,
Bowling Green State University, Retired
Mentee: Diane K. Frey, Assistant
Professor, Bowling Green State
University

Elsa McMullen is an effective mentor because of many personal attributes; however, I will focus on two major traits: a win/win philosophy and a love of her profession. The win/win philosophy is evident as she believes in people's abilities and encourages colleagues to set professional goals and accomplish them, individually and collaboratively. Upon hearing about a colleague's accomplishments, she readily acknowledges the worth of the individual and the task. Personal success never excludes the success of others. Often she has stated that intrinsic satisfaction comes to her by helping persons to develop

The Oregon State University Leadership Academy "is a unique leadership concept that develops participant's skills... to deal with the many challenges facing leaders." Pairing 10 mentors with 10 mentees, personalized mentoring relationships are maintained throughout the year.

Mentors assist their protégés in developing professional identity and community within an environment that fosters risk-taking, changing, and development.

In addition to mentoring opportunities, the Leadership Academy offered several seminars in the 1994 program, including: influencing others, attributes of leaders, generating resources, networking, group process skills, management styles, leadership styles, collective action, and the mission of home economics.

This innovative program was founded in 1992 in response to widespread need in the profession of home economics for the identification and education of leaders for the next century. It was named for one of the founders of the program, Alice A. Ross. If you would like more information on this innovative approach, contact Judy Burrige, 1059 NW Fuschia Way, Corvallis, OR 97330.

and grow professionally. Her philosophy builds collegiality and job satisfaction in the workplace.

She is a strong advocate of home economics and each of its related specializations. She is committed to the university environment, where she enthusiastically immerses herself in her profession and envisions new directions. She has never rested on past accomplishments but always moves forward. Dr. McMullen models a standard of excellence, and as a result she motivates faculty to keep learning, risking, and developing. She emanates energy, creativity, scholarship, and leadership.

I have benefited from her generosity as she has taken time to teach me to define my areas of competence, set goals, prioritize tasks, and evaluate my progress. She has improved my teaching effectiveness through her willingness to visit my class and allow me to visit her classes. Observing her style of communication with students was particularly helpful as I watched her challenge them with problem-solving projects.

Her mentoring has also affected my approach to research and grant writing, as we have spent time exploring research design, methods, and funding. She facilitates productivity and has helped me to establish a network rich in growth opportunities.

One outcome of this mentoring relationship has been sustained concern about my professional growth. My sense of direction, commitment, and responsibility have evolved, and I am grateful to Dr. McMullen for being an outstanding role model and mentor to me. My respect for her stems from her genuine concern for excellence, deeply rooted in integrity and responsibility.

As a mentee, I encourage others to find someone you respect so

you, too, may learn from new perspectives. Be open to evaluation, follow through on plans, acquire a professional frame of mind, and you will learn to understand your role as a professional.

Role Model/Exemplar

Mentor: Sharon Redick, Ohio State
Mentee: Ann Vail, University of Idaho

Sharon has provided years of leadership to many home economics professionals. We are honored to have someone with her commitment among us.

Sharon received her Bachelor's and Master's Degrees from Ohio State University. Afterwards, she taught secondary home economics in Westerville, Ohio for several years before earning a Ph.D. in home economics education from Iowa State University while serving on the faculty. Following her work at Iowa State, she went to West Virginia University, then on to become Department Chair at Ohio State. She was recently promoted to Associate Dean, Academic Affairs, College of Human Ecology.

Sharon has contributed to home economics education through research in special needs and professional development. As a result of her research on special needs, she developed several curriculum guides that are still in demand today.

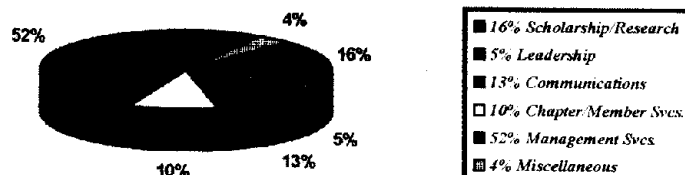
Sharon enjoys administrative work but it's no secret that teaching brings her the most satisfaction and joy. She still teaches higher education administration for doctoral students. In the classroom, she comes into her own--guiding students as they explore subject matter and themselves. She moves softly, gently nudging and encouraging. Although serious work is undertaken, learning is fun with Sharon.

Sharon is also known for fabulous study tours to all corners of the earth. With her husband, Ron, Sharon has led home economists to Tunisia, Egypt, Kenya, Australia, Italy, Yugoslavia, Turkey, China, Spain, France, and England. She has provided technical assistance in Swaziland and the United Arab Emirates.

Sharon has had a profound impact on my development. She has always been supportive, objective, and genuinely interested in my growth and development. That did not end at graduation. She continues to follow my career, provide opportunities, and offer advice. Sharon is my mentor, coach, advisor, and friend. I am better for having known and worked with her. To thank Sharon for making a difference in my life, I try to mentor students as she did, by looking to her as a role model.

Where does your dollar go?

1993-94 Budget--A Non-Conclave Year



It is important to note that the costs of management include staff time devoted to scholarship/research, leadership, communications, and chapter/member services. With a small staff, direct allocation is difficult, but the chapter/member services require a "Lion's Share." To accomplish the Kappa Omicron Nu mission, the Board of Directors plans to expand the leadership and communications activities. More annual dues income is required to underwrite these enhanced benefits for members.

Sample Page from *Mentoring: The Human Touch* **PROFESSIONAL MENTORING BEHAVIORS**

Listed below are some mentoring characteristics helpful in facilitating self-guidance and personal growth. The questionnaire assesses mentoring potential in yourself and others. Rate the importance of each characteristic from 1 (low) to 5 (high). While secondary mentors will score high in one or two of the Attraction, Action, and Affect categories, primary mentors will have high scores in all three.

MENTORING BEHAVIOR	MENTORING ROLE
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Role Model

Attraction Domain

"Her energy and determination inspired me to..." "I saw how he was able to..." "I admired the way she..." "Watching him showed me how I should..."	The Exemplar Importance: Low 1 2 3 4 5 High
"He made me see the potential of..." "She showed us where we were going and what we needed to do to improve our profession" "After speaking with him, I saw the possibilities for..."	The Visionary Importance: Low 1 2 3 4 5 High
"Her energy motivated me to..." "He was so fascinating and dynamic that I..." "I never knew how exciting this could be until she..."	The Motivator Importance: Low 1 2 3 4 5 High
"He believed so strongly that..." "She showed me how important this was if I wanted to..." "I never realized how much we all needed to..."	The Values Builder Importance: Low 1 2 3 4 5 High

Investor

Action Domain

"She spent a lot of time with me..." "He involved us in experiences that helped us with..." "She got me interested in..." "He appointed me to a position that opened doors for me in..."	The Sponsor Importance: Low 1 2 3 4 5 High
"I learned so much from her about..." "he helped me to learn and grow in..." "She listened to my problems and guided me toward solutions..." "He made me look at ways I could have done better..."	The Teacher Importance: Low 1 2 3 4 5 High
"She pushed me to succeed when I didn't think I could do it..." "He encouraged me and urged me to achieve..." "She forced me to take that first step toward..."	The Prodder Importance: Low 1 2 3 4 5 High
"He always played 'Devil's Advocate' and made me prove my point..." "She made me examine the motives behind my decisions..." "He insisted I live up to my potential in..."	The Confronter Importance: Low 1 2 3 4 5 High

Supporter

Affect Domain

"She gave me the courage I needed to go to that interview..." "He gave me confidence in myself by showing me that I had something to contribute..."	The Courage Builder Importance: Low 1 2 3 4 5 High
"She was so warm, I knew she cared about me..." "He always made himself available to me..." "I felt I could do no wrong in her eyes..." "He provided the unconditional love I needed to..."	The Support Giver Importance: Low 1 2 3 4 5 High
"She was always willing to listen" "I can tell him anything..." "After I told her what was wrong, she showed me how to..." "He was always there for me when I needed someone to talk to..."	The Listener/Adviser Importance: Low 1 2 3 4 5 High
"She was such a good friend to me..." "He brought me into the group and made sure I was comfortable..." "She took a such a personal interest in me that I was able to..."	The Ally Importance: Low 1 2 3 4 5 High

Adapted from the research of Lu Ann W. Darling, Ed.D., and Pauline E. Schatz, Ed.D., R.D., based on 100 interviews with nurses and dietitians.

Congratulations!

The Board of Directors announces with pleasure the following 1994-95 recipients of the Fellowships and Grants program.

Kappa Omicron Phi/Dorothy I. Mitstifer Fellowship

Janis Brickey

University of Tennessee-Knoxville

Omicron Nu/Eileen C. Maddex Fellowship

Lori A. Cunningham

Virginia Tech University

Kappa Omicron Phi/Sandra Bill Linck Fellowship

Annelies L. Hagemeister

University of Minnesota

Omicron Nu Research Fellowship

Julie L. Johnson-Hillery

University of Wisconsin-Madison

Kappa Omicron Phi/Hettie M. Anthony Fellowship

Vicky Primer

Kansas State University

New Initiatives Grant

Alumni Chapter at Large Grant

Carol Darling

Bonnie Greenwood

Sally Hansen-Gandy

Florida State University

and

Sharon Y. Nickols

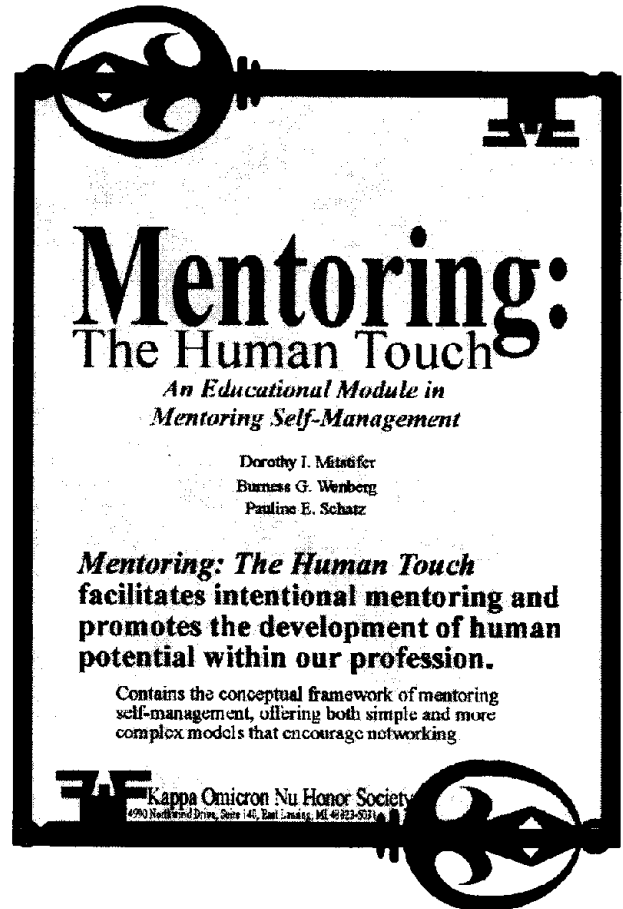
Anne Sweaney

Carol Meeks

University of Georgia

Sixty-five Grants for Chapter Scholars

The fellowships and grants program was ranked by members as one of the top four benefits of membership and a priority of the organization. Continuing support of members will be required to maintain and expand this benefit for members.



Mentoring: The Human Touch

An Educational Module in
Mentoring Self-Management

Dorothy I. Mitstifer
Burness G. Wenberg
Pauline E. Schatz

Mentoring: The Human Touch facilitates intentional mentoring and promotes the development of human potential within our profession.

Contains the conceptual framework of mentoring self-management, offering both simple and more complex models that encourage networking

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Mentoring Module

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President's Message

The recent Member Survey indicated that you wanted more benefits for your membership dollars. The new *Dialogue* is one response to that feedback, but there's more change to come!

Volume 8 of *Home Economics FORUM* will have a new appearance. The size will change to 6x9 inches and the cover will be a glossy card stock. The Editorial Committee has dreamed about a new format, and we think this is the right time to increase the quality of this Kappa Omicron Nu product.

Still more! A collaborative process is underway to initiate a Leadership Academy to coordinate the development of leaders and the intellectual foundations of the field. The first direct benefit for members will come with the expansion of the 1995 Conclave to include a student and a professional track of leadership development. Details will follow in the Fall.

You also told us that mentoring and networking were of high priority. We're pleased to announce that a project

with Lincoln University as well as the pilot project with Michigan State will prepare us for inaugurating new opportunities for mentoring and networking.



With these enriched benefits of membership come the responsibility to financially support them. Dues for 1994-95 will rise for professional members, and retired members will have a discounted fee. Student member fees will remain the same. The member survey indicated strong support for a dues increase in return for expanded benefits.

The message was clear, and we acted. We need your active support and good will to accomplish our ambitious mission of developing empowered leaders.

Thank you for the appreciative comments about the April issue of *Dialogue*. Continue to let us know how we're doing!

Virginia L. Clark, President

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